



# ILS support tools

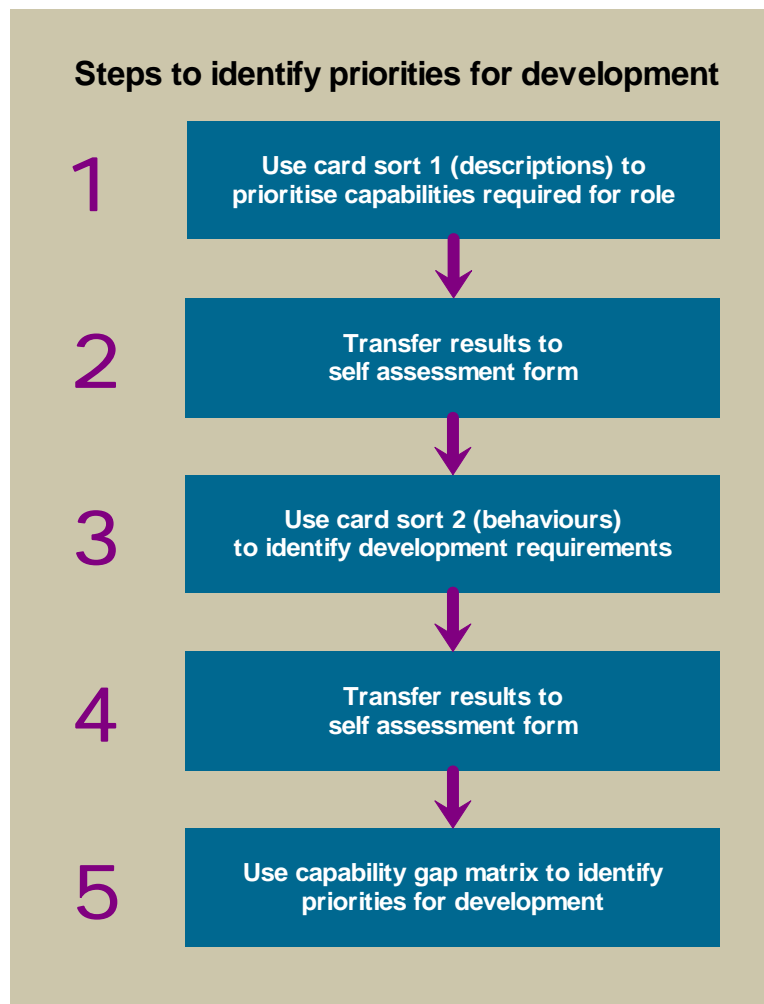
Capability assessment kit: Instructions



## Instructions for using the ILS capability assessment kit

The capability assessment kit is based on the Integrated Leadership System and is designed to be used as a guide for individuals to identify areas of strength and areas that might benefit from development. The kit includes four items for each level from EL1 to SES B3:

- set of instructions
- card sort 1 (descriptions)—this set uses the capability *descriptions* to identify the capabilities required to operate successfully in the role
- card sort 2 (behaviours)—this set uses the *behaviours* to identify an individual's capability development requirements
- self-assessment form—this allows individuals to identify their priorities for development.



### Step 1—using the card sort 1 (descriptions)

This card sort is used to prioritise the capabilities required to operate successfully in your role. It is important to note that you are not assessing your own capabilities in this section, but rather the *requirements of the role*. Each set contains three category cards

and a capability description for each of the 20 capabilities from the pathway. Select the card set which applies to your current role.

Read the capability description on each card and sort the cards into the following categories:

- *essential*—capabilities which are critical to the success of your role
- *significant*—capabilities which, while not as critical to the success of the role, are still important
- *less significant*—capabilities which may not be as significant to the success of the role.

Note: where appropriate, critical transition points are indicated using the **CTP** symbol in the top right hand corner of the card for cards sets.

|   |   |   |
|---|---|---|
| ESSENTIAL   | SIGNIFICANT   | LESS SIGNIFICANT                                      |
| Shapes strategic thinking<br>Capability description | Achieves results<br>Capability description            | Communicates with influence<br>Capability description |
| Achieves results<br>Capability description          | Communicates with influence<br>Capability description | Shapes strategic thinking<br>Capability description   |

## Step 2—transfer results to self-assessment form

Once you are satisfied with the card sort, transfer the results to the self-assessment form for that level using the column *capabilities required for role* as per the following example from the EL2 level.



| Description  | Behaviours   | Critical transition | Capabilities required for role |             |           | Current level of capability |                   |           |          |
|--|--|---------------------|--------------------------------|-------------|-----------|-----------------------------|-------------------|-----------|----------|
|  |  |                     | Less significant               | Significant | Essential | Needs development           | Needs development | Confident | Priority |
| Shapes strategic thinking  |  |                     |                                |             |           |                             |                   |           |          |
| <i>Inspires a sense of purpose and direction</i>   |  |                     | ✓                              |             | ✓         |                             |                   |           |          |
| Translates the strategy into operational goals and creates a shared sense of purpose within the business unit. Engages others in the strategic direction of the work area, encourages their contribution and communicates expected outcomes. | Encourages others to provide input and comment on the strategic direction of the business unit.  | ✓                   |                                |             |           |                             |                   |           |          |
|  | Communicates with others regarding the purpose of their work and the relationship between work unit objectives and organisational goals. | ✓                   |                                |             |           |                             |                   |           |          |
|  | Builds a shared sense of purpose and direction, translates the vision into shorter-term goals and objectives.                            | ✓                   |                                |             |           |                             |                   |           |          |
|  | Frames objectives in a meaningful way and communicates expectations of their achievement.  | ✓                   |                                |             |           |                             |                   |           |          |

### Step 3—using the card sort 2 (behaviours)

This card sort is used to identify your current capability development requirements. Each set contains three category cards and a card detailing each behaviour for the 20 capabilities from the Pathway. Select the card set for your level, read each card and sort the cards into the following categories:

- *confident*—you are confident you have sufficient experience in this capability
- *needs development*—you believe you need more development or experience to build on your existing capability
- *needs significant development*—you have little or no capability in this area and you believe that you need significantly more development or experience in this capability.

Note: where appropriate, critical transition points are indicated using the **CTP** symbol in the bottom right hand corner of the card for cards sets.

|  |  |  |
|--|--|--|
| CONFIDENT                              | NEEDS DEVELOPMENT                        | NEEDS SIGNIFICANT DEVELOPMENT            |
| Shapes strategic thinking<br>Behaviour | Achieves results<br>Behaviour            | Communicates with influence<br>Behaviour |
| Achieves results<br>Behaviour          | Communicates with influence<br>Behaviour | Shapes strategic thinking<br>Behaviour   |

### Step 4—transfer results to self-assessment form

Transfer the results to the self-assessment form for that level using the column *current level of capability* to identify those capabilities where you believe you want more development or experience to build on your existing capabilities as per the following example from the EL2 level.

| Description  | Behaviours   | Critical transition | Capabilities required for role |             |           | Current level of capability   |                   |           | Priority |
|--|--|---------------------|--------------------------------|-------------|-----------|-------------------------------|-------------------|-----------|----------|
|  |  |                     | Less significant               | Significant | Essential | Needs significant development | Needs development | Confident |          |
| <b>Shapes strategic thinking</b>   |  |                     |                                |             |           |                               |                   |           |          |
| <i>Inspires a sense of purpose and direction</i>   |  |                     |                                |             |           |                               |                   |           |          |
| Translates the strategy into operational goals and creates a shared sense of purpose within the business unit. Engages others in the strategic direction of the work area; encourages their contribution and communicates expected outcomes. | Encourages others to provide input and comment on the strategic direction of the business unit.  | ✓                   |                                |             | ✓         |                               |                   |           |          |
|  | Communicates with others regarding the purpose of their work and the relationship between work unit objectives and organisational goals. | ✓                   |                                |             |           |                               | ✓                 |           |          |
|  | Builds a shared sense of purpose and direction; translates the vision into shorter-term goals and objectives.                            | ✓                   |                                |             |           |                               |                   | ✓         |          |
|  | Frames objectives in a meaningful way and communicates expectations of their achievement.  | ✓                   |                                |             |           |                               |                   | ✓         |          |

## Step 5—identify priorities for development

Use the capability gap matrix diagram to assess the priority for development and record in the priority column. For example, if you have indicated that a behaviour is *essential* for a role, and *needs significant development* then the priority would be 1—highest priority for development. Similarly if you indicated that a behaviour is *desirable* for a role and *needs development*, then the priority for development would be 2—medium priority for development. You may then want to discuss with your manager areas you have identified that need further development or experience.

The table *Record priorities for development* on page 9 can be used to record the highest priority development needs. This will form the basis of your capability development plan and learning agreement.

**Capability gap matrix**

|                                |                  | Needs significant development | Needs development | Confident |                  |  |
|--------------------------------|------------------|-------------------------------|-------------------|-----------|------------------|--|
| Priority capabilities for role | Essential        | 1                             | 2                 | 3*        | Essential        |  |
|                                | Significant      | 2                             | 2                 | 4         | Significant      |  |
|                                | Less significant | 3                             | 4                 | 4         | Less significant |  |
|                                |                  | Needs significant development | Needs development | Confident |                  |  |

**Current capability**

- 1 Highest priority for development
- 2 Medium priority for development
- 3 Low priority for development
- 4 No development needed at this stage

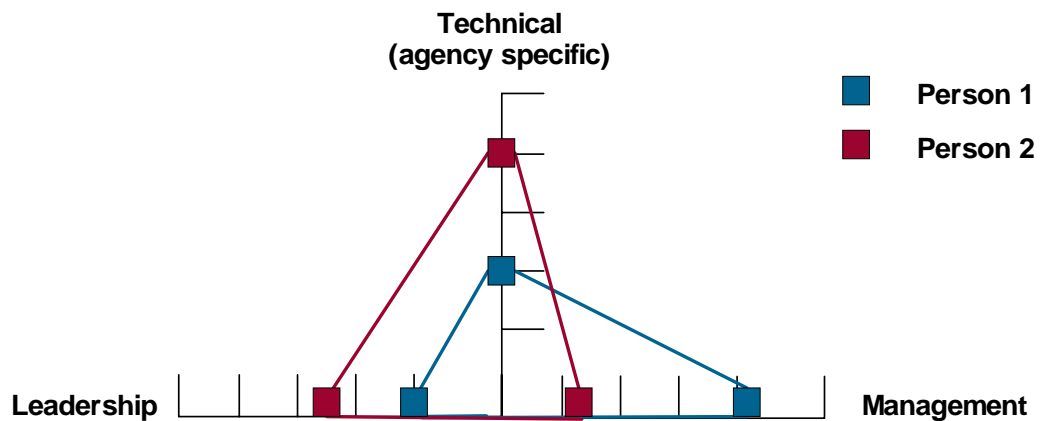
\* This section rated 3 to reflect need for currency of capability

After completing the self-assessment for your current role, you may wish to identify the capabilities required to operate at a more senior level and identify priorities for development against a future role. This is particularly useful for people aspiring to more senior leadership positions.

### Agency specific capabilities

In addition to the ILS leadership capability requirements identified using the ILS capability assessment kit, it is important that individuals also assess any agency specific, technical and management capability requirements.

APS leaders require a mixture of technical and management expertise as well as leadership capabilities as shown in the following figure. The precise balance will depend on the level of seniority of the individual. For example, a policy advisor requires subject matter expertise, skills in administration, communication and relationships to ensure the advice takes account of stakeholders and can be implemented in practice. People in service delivery agencies need technical expertise as well as management and leadership capabilities in dealing with clients and stakeholders. The particular mix of capabilities will vary depending on agency, and the level and/or role of the person.



## Instructions for using the self-assessment forms APS 3–6

Self assessment forms (without cards) are available for APS 3 to APS 6 levels, these instructions can also be used with the self-assessment forms for EL1 to SES B3 if individuals don't want to use the card sorts.



### Step 1—prioritise capabilities for role

The first step is to prioritise the capabilities required to operate successfully in your role. You may wish to discuss this with your manager to get a clear picture of what is required in the role. It is important to note that you are not assessing your own capabilities in this section, but rather the *requirements of the role*.

Read each capability description and decide whether the capabilities are:

- *essential*—capabilities which are critical to the success of your role
- *significant*—capabilities which, while not as critical to the success of the role, are still important
- *less significant*—capabilities which may not be as significant to the success of the role.

Use the column *capabilities required for role* to record the results as per the following example from the EL2 level.



| Description  | Behaviours   | Critical transition | Capabilities required for role |             |           | Current level of capability   |                   |           | Priority |
|--|--|---------------------|--------------------------------|-------------|-----------|-------------------------------|-------------------|-----------|----------|
|  |  |                     | Less significant               | Significant | Essential | Needs significant development | Needs development | Confident |          |
| <b>Shapes strategic thinking</b>   |  |                     |                                |             |           |                               |                   |           |          |
| <i>Inspires a sense of purpose and direction</i>   |  |                     |                                |             |           |                               |                   |           |          |
| Translates the strategy into operational goals and creates a shared sense of purpose within the business unit. Engages others in the strategic direction of the work area; encourages their contribution and communicates expected outcomes. | Encourages others to provide input and comment on the strategic direction of the business unit.  | ✓                   |                                |             | ✓         |                               |                   |           |          |
|  | Communicates with others regarding the purpose of their work and the relationship between work unit objectives and organisational goals. | ✓                   |                                |             |           |                               |                   |           |          |
|  | Builds a shared sense of purpose and direction; translates the vision into shorter-term goals and objectives.                            | ✓                   |                                |             |           |                               |                   |           |          |
|  | Frames objectives in a meaningful way and communicates expectations of their achievement.  | ✓                   |                                |             |           |                               |                   |           |          |

### Step 2—assess current capabilities

The next step is to identify your current capability development requirements. Read each behaviour statement and decide whether you are:

- *confident*—you are confident you have sufficient experience in this capability
- *needs development*—you believe you need more development or experience to build on your existing capability
- *needs significant development*—you have little or no capability in this area and you believe that you need more significantly more development or experience in this capability.

Use the column *current level of capability* to identify those capabilities where you believe you want more development or experience to build on your existing capabilities as per the following example from the EL2 level.



| Description  | Behaviours   | Critical transition | Capabilities required for role |             |           | Current level of capability   |                   |           | Priority |
|--|--|---------------------|--------------------------------|-------------|-----------|-------------------------------|-------------------|-----------|----------|
|  |  |                     | Less significant               | Significant | Essential | Needs significant development | Needs development | Confident |          |
| <b>Shapes strategic thinking</b>   |  |                     |                                |             |           |                               |                   |           |          |
| <i>Inspires a sense of purpose and direction</i>   |  |                     |                                |             |           |                               |                   |           |          |
| Translates the strategy into operational goals and creates a shared sense of purpose within the business unit. Engages others in the strategic direction of the work area; encourages their contribution and communicates expected outcomes. | Encourages others to provide input and comment on the strategic direction of the business unit.  | ✓                   |                                |             | ✓         |                               |                   | ✓         |          |
|  | Communicates with others regarding the purpose of their work and the relationship between work unit objectives and organisational goals. | ✓                   |                                |             |           |                               | ✓                 |           |          |
|  | Builds a shared sense of purpose and direction; translates the vision into shorter-term goals and objectives.                            | ✓                   |                                |             |           |                               |                   | ✓         |          |
|  | Frames objectives in a meaningful way and communicates expectations of their achievement.  | ✓                   |                                |             |           |                               |                   | ✓         |          |

### Step 3—identify priorities for development

Use the capability gap matrix diagram to assess the priority for development and record in the priority column. For example, if you have indicated that a behaviour is *essential* for a role, and *needs significant development* then the priority would be 1—highest priority for development. Similarly if you indicated that a behaviour is *desirable* for a role and *needs development*, then the priority for development would be 2—medium priority for development. You may then want to discuss with your manager areas you have identified that need further development or experience.

The table *Record priorities for development* on page 9 can be used to record the highest priority development needs. This will form the basis of your capability development plan and learning agreement.

After completing the self-assessment for your current role, you may wish to identify the capabilities required to operate at a more senior level and identify priorities for development against a future role. This is particularly useful for people aspiring to more senior leadership positions.

### Agency specific capabilities

In addition to the ILS capability requirements identified using the ILS capability assessment kit individuals should also assess any agency specific and/or technical capability requirements.

Record priorities for development

| ILS leadership capabilities | High priority | Medium priority |
|-----------------------------|---------------|-----------------|
|                             |               |                 |
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