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Introduction

The Integrated Leadership System was developed by the Australian Public Service Commission to support the building and sustaining of strong APS wide leadership. Launched in July 2004, it was the result of extensive research and collaboration with many APS agencies. The system provides capability descriptions and desired behaviours for Executive Level 1 through to SES Band 3 as well as tools for both agencies and individuals to use in their leadership development across the APS.

Since 2004 there has been considerable uptake of the ILS across the APS and many agencies have adopted and adapted it as a fundamental tool in their development planning. It is an integral resource in many of the Commission’s executive and senior executive development programmes and in the Career Development Assessment Centres.

The Commission recognises the regard in which the ILS is held across the APS and also by other jurisdictions and internationally. We continue to support its use by providing related development opportunities and additional online resources and will continue to work with agencies to support them in using the ILS in their development planning.

**Lynelle Briggs  
Public Service Commissioner**

1 ⏐ Leadership development imperative

***‘Agencies need to ensure that sufficient “bench strength” is available to replace key people in middle and senior management and specialist positions likely to leave in the near future.’***

(Public Service Leadership Emerging Issues. A report for the Australian Public Service Commission, 2004)

The introduction of the *Public Service Act 1999* (the PS Act) defined a new operating environment for the APS by formalising the devolution of powers to Agency Heads and the move from a prescriptive rules-based to a values-based environment.

The PS Act introduced specific obligations for the Public Service Commissioner to foster leadership, coordinate APS-wide training and career development, and promote the APS Values and Code of Conduct. It also introduced specific responsibilities in these areas for Agency Heads and members of the Senior Executive Service (SES).

In the same year the Senior Executive Leadership Capability Framework (SELC Framework) was launched and formed the selection criteria for the SES. It defined the leadership capabilities required to secure the long-term future of the APS.

Since 1999 the SELC Framework has become ‘the standard’ for SES selection and development, particularly for promotion and/or selection into the SES at the first level—SES Band 1. It became clear to the APS Commission that it would be useful to expand the SELC Framework to support a wider range of executive and senior executive development. Nearly two years ago the Commission put in place a strategy to do just that—expand the SELC Framework. The result of that strategy has been the development of the Integrated Leadership System (the System), described in the following pages.

2 ⏐ The Integrated Leadership System

Bench strength planning is different from succession planning. Professional sporting teams always have a highly qualified person waiting on the bench capable of filling each of their critical positions and replacing players.

The public sector is no different. Each position should have bench strength, especially for key positions and that does not simply mean the top executives.

The Integrated Leadership System is designed to link all aspects of leadership that impact on the APS. It balances the relationship between leadership, management and technical skills in public service careers—it is not a traditional leadership model. The System provides a common language to support consistent whole of APS capability development. The System is designed to ensure the APS has the leadership capabilities and behaviours to meet the challenges of the future.

‘MAC has identified the next five years as crucial to the APS in the development of a sufficient cohort of potential leaders to meet the environmental and demographic changes that are expected. In particular … agencies need to ensure that:

* a sufficient pool of people with the right capabilities is available to replace key people in middle and senior management and specialist positions’

(APS Commission, State of the Service Report   
2002–2003, 2003)

The System provides a basis for collaboration between the Commission and individual agencies, to support the needs of agencies and the broader APS. It applies specifically to two sections of the PS Act relating to the Commissioner’s functions:

* s 41 (1)(i) ‘to co-ordinate and support APS-wide training and career development opportunities in the APS’
* s 41 (1)(j) ‘to contribute to and foster leadership in the APS’.

The System reflects the Commission’s statutory functions and clarifies the respective roles of agencies and the Commission. Through the System the Commission collaborates with agencies to develop leaders capable of meeting the current and future challenges faced by the APS. It recognises the Agency Heads’ responsibilities as employers and their accountability for delivering business results.

Key elements of the System are:

* understanding the capabilities required of APS leaders
* developing a systemic approach to capability development
* common descriptions of how executive and senior executive roles change in response to increasing complexity
* behavioural indicators for the increase in role complexity
* capability development partnerships.

The System has guides and tools to support professional development, career planning and agency bench strength or succession management including:

* links to the Senior Executive Leadership Capability Framework
* APS Leadership Model
* the Leadership Pathway
* layers of complexity
* critical transition points
* self-assessment tools
* development methods and options.

The System assists agencies and individuals to build and sustain leadership capability by further establishing the SELC Framework in the APS culture. It gives a clearer understanding of the leadership capability requirements at executive and senior executive levels.

# 2.1⏐ Capability development partnerships

‘In a devolved management environment, Agency Heads are responsible for the development of the capabilities required to achieve their agency’s business objectives, including participation in broader whole of government objectives.’

(APS Commission, State of the Service Report 2002–2003, 2003)

Individual agencies are best placed to undertake capability development in the context of their own organisational issues. However, the APS Commission is in a unique position to promote interaction amongst the SES, and the feeder group for the SES, which is an important ingredient in building whole of government capacity in the APS.[[1]](#footnote-1) During 2004, national consultations with agencies supported the unique roles of both agencies and the Commission. These consultations reinforced the importance of collaboration between the Commission and agencies.

Collaboration can range from joint APS-wide activities such as the Career Development Assessment Centres to services and products tailored to an agency’s needs.

This relationship is reflected in Figure 1. As a person increases in seniority and their APS focus widens, the Commission’s role in their development increases—helping prepare candidates for the next level, then assisting their transition to a new level, or a new role. Economies of scale may make the Commission particularly helpful for smaller agencies and in the regions. Therefore the Commission’s role may change depending on an agency’s context. This is a generic partnership model—agencies and individuals may interpret this model to suit their own needs.



Figure 1 Capability development partnerships

# 2.2⏐ SELC Framework and the Integrated Leadership System

The Pathway embeds the SELC Framework in the APS culture by

* describing a distinctive developmental focus for each level of the executive and senior executive levels
* strengthening the capacity of the APS to appropriately identify and develop members of the SES feeder group

The introduction of the SELC Framework in 1999 represented the first step to creating a common understanding of the leadership capabilities required for high performance in the APS. The SELC Framework is built around five core capability clusters:

* Shapes strategic thinking
* Achieves results
* Cultivates productive working relationships
* Exemplifies personal drive and integrity
* Communicates with influence.

In 2001 the SELC Framework was confirmed by Agency Heads as the most suitable tool for SES selection and development. The APS Commission has now expanded the SELC Framework and identified descriptions and behaviours for each capability of the SELC Framework for executive and senior executive levels. This is the Leadership Pathway (the Pathway) and is a major component of the Integrated Leadership System. The SELC Framework remains the selection criteria for entry to the SES. The Pathway supports the development of executive and senior executive levels at different career points.



Figure 2 SELC Framework

# 2.3⏐ Finding the balance

The System assists agencies and individuals to address their particular requirements for leadership, management and technical expertise.

‘Capabilities are critical to effective whole of government work—both in terms of leadership and the range of technical and implementation skills called for to address complex policy and service delivery issues’

(Connecting Government: Whole of government responses to Australia’s priority challenges, Management Advisory Committee Report, 2004)

APS leaders require a mixture of technical and management expertise as well as leadership capabilities as shown in Figure 3. 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 following pages give some examples of leadership, managerial and technical components taken from the Leadership Pathway tool in Section 3. The particular mix of capabilities will vary depending on the agency, and the level and/or role of the person.



Figure 3 APS Leadership Model

### The leadership component

The leadership component requires capabilities from all five capability clusters. However, there is a strong focus in *Shapes strategic thinking, Achieves results* and *Cultivates productive working relationships*, as can be seen in the examples below.

|  |  |
| --- | --- |
| Capability | Leadership component |
| **Shapes strategic thinking** |  |
| * Inspires a sense of purpose and direction | Demonstrates and develops a vision and strategic direction for the branch/organisation |
| * Focuses strategically | Understands the organisations role within government and society, including the whole of government agenda |
| **Achieves Results** |  |
| * Ensures closure & delivers on intended results | Strives to achieve, and encourages others to do the same |
| **Cultivates Productive Working Relationships** |  |
| * Values individual differences and diversity | Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints |
| * Guides, mentors and develops people | Offers support in times of high pressure and engages in activities to maintain morale |

Figure 4 Leadership component—examples from the Pathway

### The technical component

Technical expertise and knowledge are fundamental requirements of every job in the workplace. The requirement for technical knowledge shifts with increasing seniority, from a requirement for depth of knowledge to one of breadth of knowledge. At all levels, technical knowledge and capability continue to be linked to effective performance and credibility. It is the agency’s responsibility to identify specific technical expertise and knowledge requirements, however there are examples in the Pathway as can be seen below.

|  |  |
| --- | --- |
| Capability | Technical component |
| **Shapes strategic thinking** |  |
| * Harnesses information and opportunities | Identifies and sources relevant information, identifies information gaps and recognises opportunities |
| * Shows judgement, intelligence and commonsense | Analyses and evaluates information to draw conclusions |
| **Achieves results** |  |
| * Marshals professional expertise | Contributes individual expertise to the organisation, and encourages others to draw upon the knowledge that is held |

Figure 5 Technical component—examples from the Pathway

### The managerial component

As with the leadership component, the managerial component requires capabilities from all five capability clusters. However, for this component there is a strong focus in the *Achieves results* capability clusters, as can be seen in the examples below. Relevant ‘management fundamentals’ have been indicated in each component to demonstrate the firm link that exists between the System and the fundamentals of good management practice.

|  |  |
| --- | --- |
| Capability | Managerial component |
| **Shapes strategic thinking** |  |
| * Shows judgement, intelligence and commonsense | Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions.   * Risk management |
| **Achieves results** |  |
| * Builds organisational capability and responsiveness | Evaluates ongoing project performance and identifies critical success factors. Responds flexibly to changing demands.   * Project management and risk management |
| * Marshals professional expertise | Manages contracts judiciously. Actively ensures relevant professional input is obtained from others.   * Knowledge management and talent management |
| * Steers and implements change and deals with uncertainty | Adopts a planned approach to the management of programs. Operates effectively in an environment of ongoing change and uncertainty.   * Change management, project management, and resource management |
| * Ensures closure and delivers on intended results | Monitors project progress and identifies risks that may impact on outcomes. Adjusts plans as required.   * Project management, risk management, and resource management |
| **Communicates with influence** |  |
| * Negotiates persuasively | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced argument.   * Negotiation management and relationship management |
| * Communicates clearly | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language.   * Stakeholder management and relationship management |

Figure 6 Managerial component—examples from the Pathway

2.4⏐ A values-based APS

‘Values need to be explicitly linked to systematic processes—planning, decision making, policies’   
(SES Band 2, 2003)

The APS Values (the Values) give management the flexibility to address change and to manage ambiguity. The Values apply across regions, organisational structures and activities, and underpin the cultural fabric of Australian government agencies.

APS leaders play a vital role in modelling the Values and ensuring they are embedded in the APS. The Commission’s publication *Embedding the APS Values* (2003) (Appendix A) offers practical advice for Agency Heads and senior executives on how to achieve integration between values and actions.



Figure 7 A Values base for Leadership

The above model identifies the principles of innovation, sustainability and integrity, coupled with core APS Values, as its fundamental components. By linking innovation with agency business outcomes and sustainability with a whole of government and agency perspective, the model provides for leadership at both the operational and a whole of government level. There is an emphasis on the shared role of the APS Commission and the senior managers of the APS in developing and modelling leadership.

3 ⏐ The Leadership Pathway

The Leadership Pathway identifies and describes leadership capabilities that stem from the SELC Framework. It illustrates the levels of complexity in which the APS operates and identifies new behavioural elements for potential leaders at each stage of their career path.

‘Steps need to be taken at all … levels to increase the capability of the APS to deliver whole of government outcomes … such capability requires effort to improve Service-wide leadership, and to promote cultural and behavioural change.’

(APS Commission, State of the Service Report 2002–2003, 2003)

The Pathway is designed for use by current and future leaders of the APS and people who are responsible for leadership development. The Pathway:

* supports a whole of government perspective
* provides a foundation for development activities
* clarifies capabilities and behaviours that are expected at executive and senior executive level
* builds on and links to the SELC Framework.

The Pathway is useful in guiding leadership capability development for:

* those aspiring to leadership positions at executive and senior executive levels
* those in transition to the next level or a new role
* those who want to be more effective at their current level.

Human Resource practitioners will use the Pathway to:

* coordinate leadership development opportunities
* workforce plan
* understand bench strength
* support individuals in career planning.

Agencies are at different points in the development of their leaders. In the devolved APS environment this is inevitable. The components of the System have been designed for flexible application. Agencies will select those aspects of the Leadership Pathway that suit their requirements, adjusting as required to meet their particular context.

The Pathway specifically relates to behaviours that describe leadership at executive and senior executive levels. However, each agency is unique with particular structures, roles and contexts that may offer opportunity to exercise leadership capabilities at levels other than EL and SES.

The Pathway’s descriptions and behaviours are level specific rather than job specific. The Pathway may be applied differently by agencies depending on size and location.

‘In the context of change within the APS, and its external environment, a critical challenge is… ensuring there is a strong pool available to take on leadership roles into the future, both in the short to medium term and through capability building for the longer term’

(APS Commission, State of the Service Report 2002–2003, 2003)

The Pathway is a cumulative model, with behaviours identified at one level becoming the ‘floor level’ for the levels above. There are complex, subtle differences across the levels. The most significant changes in capabilities across the levels are found in:

* Shapes strategic thinking
* Achieves results
* Cultivates productive working relationships.

## The Pathway

The Pathway is presented in two ways:

* comparative view of EL1–SES B3 levels
* individual profiles.

### Comparative view of the Pathway

The comparative view in Section 3.1 scans across the levels from EL1 to SES B3 to identify the changes in capability at each level. An overview of the capability descriptions is included in this section. More detailed information on the behaviours that illustrate these capabilities is included in Section 4.1.

Those capabilities where new behaviours have been introduced are shown in **bold**, while increased complexity is shown in *italics*.

### Individual profiles

In Section 3.2 the Pathway defines a profile for each level from EL1 to SES B3. The profiles complement agency specific capabilities and individual job requirements. Individuals may use the profile as a guide to identify areas of strength and areas for development. The profiles enable a complete view of the capabilities that would be expected at a particular level.

An overview of the capability descriptions is included in this section. More detailed information on the behaviours that illustrate these capabilities is included in Section 4.4.

The profiles do not contain any mandatory requirements but are a tool to assist individuals to identify development needs and options.

# 3.1⏐ Comparative view of the Pathway

## Shapes strategic thinking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| Inspires a sense of purpose and direction | Provides direction to others regarding the purpose and importance of their work. Illustrates the relationship between operational tasks and organisational goals. Sets work tasks that align with the strategic objectives and communicates expected outcomes. | *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. | *Develops* *the* *strategic direction for the business unit* and creates a shared sense of purpose by demonstrating *how elements of the strategy fit together and contribute to higher-level goals.* Encourages others’ input and communicates required actions and expected outcomes. | *Champions the organisation's vision and goals and promotes a shared commitment to the strategic direction.* *Helps create organisational strategies that are aligned with government objectives and likely future requirements.* Encourages others’ input and communicates expected outcomes from organisational strategies. | Champions the organisation's vision and goals and *unifies* business units with the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies. |
| Focuses strategically | Understands the organisation's objectives and aligns operational activities accordingly. Considers the ramifications of issues and longer-term impact of own work and work area. | Understands the organisation's objectives and *links* between the *business unit, organisation and whole of government agenda*. Considers the ramifications of a *wide* *range* of issues, **anticipates priorities and develops long-term plans for own work area.** | Understands the organisation's direction and rolewithin government and society including the whole of government agenda. Considers *multiple perspectives* when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. **Seeks to align business unit activities with strategic priorities.** | Understands the organisation's role within society and considers multiple perspectives when assessing the ramifications of key issues on the *organisation and community*. **Provides advice to government that reflects analysis of a broad range of issues and the whole of government agenda.** Considers *emerging trends*, **identifies long-term opportunities** and aligns *organisational operations with strategic priorities.* | Understands the organisation's current and *potential* *future* role within society. Considers multiple perspectives when assessing the ramifications of key issues and **develops solutions with long-term viability** for the organisation and society. Provides advice to government that reflects analysis of a broad range of issues. Considers emerging trends, identifies long-term opportunities and **balances organisational requirements with desired whole of government outcomes.** |
| Harnesses information and opportunities | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, monitors the context in which the organisation operates and finds out about best practice approaches. | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, *looks for recent developments that may impact on own business area* and finds out about best practice approaches. | *Draws on information and alternate viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment.* **Seizes opportunities and adjusts approach to respond to threats**. *Addresses any critical information gaps****.* Uses knowledge of the organisation to provide a context for others**. | Draws on information and alternate viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. *Positions the organisation to seize opportunities and minimise threats.* Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. | Draws on information and alternate viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. **Recognises the opportunities offered through whole of government approaches and seeks to realise them.** |
| Shows judgment, intelligence and commonsense | Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and innovative alternatives. | Undertakes objective, critical analysis and distils the core issues. *Presents logical arguments and draws accurate conclusions*. **Anticipates and seeks to minimise risks.** Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. | Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. **Works effectively when all of the information is not available. Explores the options in full and makes sound decisions under pressure.** *Considers opportunities and anticipates risk*. *Applies lateral thinking and identifies innovative solutions.* | Applies intellect and knowledge to weigh up information and identify critical factors and issues. *Demonstrates effective judgement to weigh up options and develop realistic solutions.* Anticipates risks, *addresses them quickly and helps others to recognise them.* *Capitalises* on innovative alternatives to resolve complex problems. | Engages in high-level critical thinking to identify links and discern the critical issues. *Identifies the implications for the organisation and applies effective judgement to develop solutions.* *Anticipates long-term and strategic risks,* *addresses them quickly and helps others to recognise them.* *Capitalises* on innovative alternatives to resolve complex problems. |

## Achieves results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| Builds organisational capability and responsiveness | Reviews project performance and focuses on identifying opportunities for continuous improvement. Identifies key talent to support performance. Remains flexible and responsive to changes in requirements. | *Evaluates ongoing project performance and identifies critical success factors.* *Instigates* continuous improvement activities. Responds flexibly to changing demands. **Builds teams with complementary skills** and *allocates resources in a manner that delivers results*. | *Investigates ways to improve effectiveness by harnessing technology* and implementing continuous improvement activities. Builds teams with complementary skills **and engages in succession planning.** Responds flexibly to changing circumstances, *deploys resources astutely and identifies optimum resourcing combinations.* Creates a flexible environment that enables others to meet changing demands. | **Focuses on activities that support organisational sustainability.** *Nurtures talent and engages in succession planning.* **Facilitates information accessibility and sharing.** Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. *Monitors and manages resourcing pressures for optimum outcomes.* Creates a flexible environment that enables others to meet changing demands. | Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing*. Seeks operational efficiency, streamlines and adapts processes.* Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. *Engages in flexible resource management and looks beyond the organisation’s boundaries to achieve the optimum resourcing combination.* |
| Marshals professional expertise | Values specialist expertise and capitalises on the expert knowledge and skills of others. Contributes own expertise to achieve outcomes for the business unit. | Values specialist expertise and *capitalises on the knowledge within the organisation as well as consulting externally as appropriate*. **Manages contracts judiciously.** Contributes own expertise to achieve outcomes for the business unit. | *Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes.* Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Integrates professional expertise into the organisation to improve overall performance and delivery of *organisational* outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. |
| Steers and implements change and deals with uncertainty | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | *Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility.* **Actively ensures stakeholders are kept informed during times of change.** | *Oversees the implementation of multiple change initiatives with a focus on the desired outcomes.* Defines high-level objectives and ensures translation into practical implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. | *Drives the change agenda*, defines high-level objectives and ensures translation into practical implementation strategies. **Coordinates projects across multiple agencies.** *Recognises the constant nature of change and maintains flexibility.* *Secures stakeholder commitment to change and maintains open communication channels during the change process.* |
| Ensures closure and delivers on intended results | Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | *Strives to achieve* **and encourages others to do the same.** Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | *Drives a culture of achievement*. *Ensures ideas and intended actions become reality and that planned projects result in expected outputs.* *Strives for quality,* **andensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities.** *Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues.* | Drives a culture of achievement, *and fosters a quality focus in the organisation*. Ensures that ideas and intended actions become reality and that planned projects result in expected outputs. **Enables the achievement of outcomes by identifying and removing potential barriers to success.** Keeps stakeholders informed of progress and any issues that arise. | Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures that ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. |

## 

## Cultivates productive working relationships

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| Nurtures internal and external relationships | Builds and sustains relationships with a network of key people internally and externally. Proactively offers assistance for a mutually beneficial relationship*.* Anticipates and is responsive to internal and external client needs. | Builds and sustains relationships with a network of key people internally and externally. **Recognises shared agendas and works toward mutually beneficial outcomes***.* Anticipates and is responsive to internal and external client needs. | *Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders*. *Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit.* | Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Encourages stakeholders to work together, and **establishes cross agency approaches to address issues.** Shows a commitment to client service through own actions and those of the *organisation*. | *Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister.* Encourages stakeholders to work together, and establishes cross- agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation. |
| Facilitates cooperation and partnerships | Involves people, encourages them and recognises their contribution. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member. | Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. *Fosters teamwork and rewards cooperative and collaborative behaviour.* **Resolves conflict using appropriate strategies.** | Brings people together and encourages input from key stakeholders. **Facilitates cooperation within and between organisations**. *Promotes the reciprocal sharing of information to build knowledge.* Fosters teamwork and rewards cooperative and collaborative behaviour. *Resolves conflict and manages the sensitivities involved*. | *Consults broadly to obtain buy-in.* *Draws on the knowledge of key stakeholders within and outside the organisation and facilitates cooperation by sharing information. Promotes information exchange by maintaining open communication channels. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict*. | Consults broadly to obtain buy-in and recognises when input is required. *Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations.* **Engages the Minister’s Office on key issues.** Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict. |
| Values individual differences and diversity | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to enhance interactions. Recognises the different working styles of individuals and tries to see things from different perspectives. | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences **to anticipate reactions** and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Recognises the positive benefits that can be gained from diversity *and capitalises on these for the benefit of the business unit*. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | *Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints*. *Uses understanding of differences to anticipate reactions and enhance the* *operation of the organisation*. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. | **Communicates the value of harnessing diversity for the organisation.** Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. |
| Guides, mentors and develops people | Identifies learning opportunities for others and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | *Encourages and motivates people to engage in continuous learning*, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Encourages and motivates people to engage in continuous learning, and empowers them by delegating *responsibility for work*. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. **Offers support in times of high pressure and engages in activities to maintain morale.** | Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. *Celebrates success* and engages in activities to maintain morale. | Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale. |

## Exemplifies personal drive and integrity

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| Demonstrates public service professionalism and probity | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | *Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism.* **Encourages these standards in others.** Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Adheres to and promotes the APS Values, the Code of Conduct and *aligns business processes accordingly.* **Addresses breaches of protocol and probity.** Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Adheres to and promotes the APS Values, the Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. |
| Engages with risk and shows personal courage | Provides impartial and forthright advice. Challenges important issues constructively, and stands by own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Provides impartial and forthright advice. Challenges important issues constructively, stands by own position *and supports others when required.* Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Provides impartial and forthright advice. **Is prepared to make tough corporate decisions to achieve desired** **outcomes**. *Challenges and encourages debate on difficult or controversial issues.* Stands by own position and supports others when required*.* *Takes responsibility for mistakes* and learns from them. Seeks guidance and advice when required. | Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. *Clearly voices own opinion and challenges difficult or controversial issues.* Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. | *Acts as a role model for leadership courage by consistently raising critical and difficult issues.* Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. *Accepts accountability for mistakes made in the organisation and ensures corrective action is taken.* Seeks guidance and advice when required. |
| Commits to action | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | *Commits to achieving key outcomes for the organisation*. Demonstrates personal drive, focus and energy. **Galvanises others to act.** Acts decisively and *initiates urgent action to overcome difficult problems*. | Commits to achieving key outcomes for the organisation and uses personal drive, focus and energy to enthuse others. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. | *Acts decisively to ensure strategies are implemented and issues are addressed.* Demonstrates personal drive, focus and energy. Galvanises others to act. Commits to getting the job done. *Maintains control* and initiates urgent action to resolve issues when required. |
| Displays resilience | Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Continues to move forward despite criticism or setbacks. | Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. *Maintains momentum and sustains effort* despite criticism or setbacks. | Persists and focuses on achieving *organisational* objectives even in difficult circumstances**. Monitors own emotional reactions** and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations. | Persists and focuses on achieving organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Overcomes obstacles and *rapidly recovers from setbacks*. Displays a positive outlook in difficult situations. | Persists and focuses on achieving organisational objectives throughout periods of extreme pressure. Monitors own emotional reactions and responds to pressure in a controlled manner. *Retains focus on the end goal and overcomes significant barriers and obstacles*. Rapidly recovers from setbacks. Displays a positive outlook in difficult situations. |
| Demonstrates self awareness and a commitment to personal development | Self-evaluates performance and seeks feedback from others. Communicates and acts on strengths and development needs. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and accepts challenging new opportunities. | *Critically analyses own performance* and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and *embraces* challenging new opportunities. | Examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and *proactively* *identifies related learning opportunities* to extend skills and experience. Reflects on own behaviour and recognises the impact on others. | Demonstrates a high level of self-awareness and acknowledges areas of both strength and limitation. Confidently promotes areas of strength and proactively identifies learning opportunities to extend skills and experience. Reflects on the impact of own behaviour on others and *is responsive in adjusting behaviour*. | Demonstrates a high level of self-awareness and *acts as a role model by openly communicating strengths and development needs*. **Uses self-insight to identify areas in which own capabilities complement other people’s**. Is open to feedback and is responsive in adjusting behaviour. *Strives for continual learning.* |

## Communicates with influence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| Communicates clearly | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. *Translates information for others*, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and *explains the implications and ensures the conclusion is clearly conveyed.* Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and states the facts. *Structures message for brevity and presents message with precision and confidence,* harnessing the most appropriate methods of communication. **Creates meaning for the audience by using analogies and stories to illustrate key points.** | Confidently presents messages in a clear and articulate manner. Focuses on key points for the audience and selects the most appropriate medium for conveying information. *States the facts and uses straightforward language to aid transparency.* Creates meaning for the audience by using analogies and stories to illustrate key points. |
| Listens, understands and adapts to audience | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. **Anticipates reactions and is prepared to respond**. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. *Anticipates reaction and prepares a response to address the audience’s concerns*. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and *reads their non-verbal cues*. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. |
| Negotiates persuasively | Approaches negotiations with a strong grasp of the key issues, having prepared in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and frames arguments accordingly. Encourages the support of relevant stakeholders. Strives to achieve an outcome that delivers benefits for both parties. | Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and *adapts approach accordingly***.** Encourages the support of relevant stakeholders. **Encourages debate and****identifies common ground**to facilitate agreement and acceptance of mutually beneficial solutions*.* | Approaches negotiations *with a strong grasp of the key issues. Presents a convincing and balanced rationale.* Anticipates the position of the other party, and is aware of the extent of potential for compromise. *Acknowledges and addresses disagreements* to facilitate mutually beneficial solutions. Encourages the support of relevant stakeholders. **Focuses on the desired objectives and ensures negotiations remain on track.** | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. **Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively.** Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. *Identifies key stakeholders and engages their support.* Focuses on the desired objectives and ensures negotiations remain on track. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. *Identifies key stakeholders and engages their support*. Focuses on the desired objectives and ensures negotiations remain on track. |

# 3.2⏐ Individual profiles

## Executive Level 1 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Provides direction to others regarding the purpose and importance of their work. Illustrates the relationship between operational tasks and organisational goals. Sets work tasks that align with the strategic objectives and communicates expected outcomes.  Focuses strategically  Understands the organisation's objectives and aligns operational activities accordingly. Considers the ramifications of issues and longer-term impact of own work and work area.  Harnesses information and opportunities  Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, monitors the context in which the organisation operates and finds out about best practice approaches.  Shows judgment, intelligence and commonsense  Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and innovative alternatives. | Builds organisational capability and responsiveness  Reviews project performance and focuses on identifying opportunities for continuous improvement. Identifies key talent to support performance. Remains flexible and responsive to changes in requirements.  Marshals professional expertise  Values specialist expertise and capitalises on the expert knowledge and skills of others. Contributes own expertise to achieve outcomes for the business unit.  Steers and implements change and deals with uncertainty  Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.  Ensures closure and delivers on intended results  Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | Nurtures internal and external relationships  Builds and sustains relationships with a network of key people internally and externally. Proactively offers assistance for a mutually beneficial relationship*.* Anticipates and is responsive to internal and external client needs.  Facilitates cooperation and partnerships  Involves people, encourages them and recognises their contribution. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member.  Values individual differences and diversity  Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.  Guides, mentors and develops people  Identifies learning opportunities for others and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Demonstrates public service professionalism and probity  Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Challenges important issues constructively, and stands by own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.  Commits to action  Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.  Displays resilience  Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Continues to move forward despite criticism or setbacks.  Demonstrates self awareness and a commitment to personal development  Self-evaluates performance and seeks feedback from others. Communicates and acts on strengths and development needs. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and accepts challenging new opportunities. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.  Listens, understands and adapts to audience  Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues, having prepared in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and frames arguments accordingly. Encourages the support of relevant stakeholders. Strives to achieve an outcome that delivers benefits for both parties. |

## Executive Level 2 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  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.  Focuses strategically  Understands the organisation's objectives and links between the business unit, organisation and the whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area.  Harnesses information and opportunities  Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches.  Shows judgment, intelligence and commonsense  Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. | Builds organisational capability and responsiveness  Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results.  Marshals professional expertise  Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the business unit.  Steers and implements change and deals with uncertainty  Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.  Ensures closure and delivers on intended results  Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | Nurtures internal and external relationships  Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs.  Facilitates cooperation and partnerships  Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies.  Values individual differences and diversity  Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.  Guides, mentors and develops people  Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Demonstrates public service professionalism and probity  Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.  Commits to action  Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.  Displays resilience  Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks.  Demonstrates self awareness and a commitment to personal development  Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Translates information for others, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.  Listens, understands and adapts to audience  Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and is prepared to respond. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and adapts approach accordingly. Encourages the support of relevant stakeholders. Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions. |

## SES Band 1 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Develops the strategic direction for the business unit and creates a shared sense of purpose by demonstrating how elements of the strategy fit together and contribute to higher-level goals. Encourages others’ input and communicates required actions and expected outcomes.  Focuses strategically  Understands the organisation's direction and role within government and society including the whole of government agenda. Considers multiple perspectives when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. Seeks to align business unit activities with strategic priorities.  Harnesses information and opportunities  Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Seizes opportunities and adjusts approach to respond to threats. Addresses any critical information gaps. Uses knowledge of the organisation to provide a context for others.  Shows judgment, intelligence and commonsense  Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. Works effectively when all of the information is not available. Explores the options in full and makes sound decisions under pressure. Considers opportunities and anticipates risk. Applies lateral thinking and identifies innovative solutions. | Builds organisational capability and responsiveness  Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Builds teams with complementary skills and engages in succession planning. Responds flexibly to changing circumstances, deploys resources astutely and identifies optimum resourcing combinations. Creates a flexible environment that enables others to meet changing demands.  Marshals professional expertise  Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.  Steers and implements change and deals with uncertainty  Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change.  Ensures closure and delivers on intended results  Drives a culture of achievement. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Strives for quality, and ensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities. Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues. | Nurtures internal and external relationships  Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit.  Facilitates cooperation and partnerships  Brings people together and encourages input from key stakeholders. Facilitates cooperation within and between organisations. Promotes the reciprocal sharing of information to build knowledge. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict and manages the sensitivities involved.  Values individual differences and diversity  Recognises the positive benefits that can be gained from diversity and capitalises on these for the benefit of the business unit. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.  Guides, mentors and develops people  Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in time of high pressure and engages in activities to maintain morale. | Demonstrates public service professionalism and probity  Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism. Encourages these standards in others. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Challenges and encourages debate on difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required.  Commits to action  Commits to achieving key outcomes for the organisation. Demonstrates personal drive, focus and energy. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems.  Displays resilience  Persists with, and focuses on achieving, organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations.  Demonstrates self awareness and a commitment to personal development  Examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and proactively identifies related learning opportunities to extend skills and experience. Reflects on own behaviour and recognises the impact on others. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and explains the implications and ensures the conclusion is clearly conveyed. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.  Listens, understands and adapts to audience  Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Encourages the support of relevant stakeholders. Focuses on the desired objectives and ensures negotiations remain on track. |

## SES Band 2 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Champions the organisation's vision and goals and promotes a shared commitment to the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies.  Focuses strategically  Understands the organisation's role within society and considers multiple perspectives when assessing the ramifications of key issues on the organisation and community. Provides advice to government that reflects analysis of a broad range of issues and the whole of government agenda. Considers emerging trends, identifies long-term opportunities and aligns organisational operations with strategic priorities.  Harnesses information and opportunities  Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues.  Shows judgment, intelligence and commonsense  Applies intellect and knowledge to weigh up information and identify critical factors and issues. Demonstrates effective judgement to weigh up options and develop realistic solutions. Anticipates risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems. | Builds organisational capability and responsiveness  Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Looks for ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Monitors and manages resourcing pressures for optimum outcomes. Creates a flexible environment that enables others to meet changing demands.  Marshals professional expertise  Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.  Steers and implements change and deals with uncertainty  Oversees the implementation of multiple change initiatives with a focus on the desired outcomes. Defines high-level objectives and ensures translation into practical implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change.  Ensures closure and delivers on intended results  Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. | Nurtures internal and external relationships  Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Encourages stakeholders to work together, and establishes cross- agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation.  Facilitates cooperation and partnerships  Consults broadly to obtain buy-in. Draws on the knowledge of key stakeholders within and outside the organisation and facilitates cooperation by sharing information. Promotes information exchange by maintaining open communication channels. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict.  Values individual differences and diversity  Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives.  Guides, mentors and develops people  Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale. | Demonstrates public service professionalism and probity  Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Clearly voices own opinion and challenges difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required.  Commits to action  Commits to achieving key outcomes for the organisation and uses personal drive, focus and energy to enthuse others. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems.  Displays resilience  Persists and focuses on achieving organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Overcomes obstacles and rapidly recovers from setbacks. Displays a positive outlook in difficult situations.  Demonstrates self awareness and a commitment to personal development  Has a high level of self-awareness and acknowledges areas of both strength and limitation. Confidently promotes areas of strength and proactively identifies learning opportunities to extend skills and experience. Reflects on the impact of own behaviour on others and is responsive in adjusting behaviour. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and states the facts. Structures message for brevity and presents message with precision and confidence, harnessing the most appropriate methods of communication. Creates meaning for the audience by using analogies and stories to illustrate key points.  Listens, understands and adapts to audience  Seeks to understand the audience and adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track. |

## SES Band 3 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Champions the organisation's vision and goals and unifies business units with the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies.  Focuses strategically  Understands the organisation's current and potential future role within society. Considers multiple perspectives when assessing the ramifications of key issues and develops solutions with long-term viability for the organisation and society. Provides advice to government that reflects analysis of a broad range of issues. Considers emerging trends, identifies long-term opportunities and balances organisational requirements with desired whole of government outcomes.  Harnesses information and opportunities  Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. Recognises the opportunities offered through whole of government approaches and seeks to realise them.  Shows judgment, intelligence and commonsense  Engages in high-level critical thinking to identify links and discern the critical issues. Identifies the implications for the organisation and applies effective judgement to develop solutions. Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems. | Builds organisational capability and responsiveness  Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Seeks operational efficiency and streamlines and adapts processes. Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Engages in flexible resource management and looks beyond the organisation’s boundaries to achieve the optimum resourcing combination.  Marshals professional expertise  Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.  Steers and implements change and deals with uncertainty  Drives the change agenda, defines high-level objectives and ensures translation into practical implementation strategies. Coordinates projects across multiple agencies. Recognises the constant nature of change and maintains flexibility. Secures stakeholder commitment to change and maintains open communication channels during the change process.  Ensures closure and delivers on intended results  Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. | Nurtures internal and external relationships  Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister. Encourages stakeholders to work together, and establishes cross-agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation.  Facilitates cooperation and partnerships  Consults broadly to obtain buy-in, recognises when input is required. Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations. Engages the Minister’s office on key issues. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict.  Values individual differences and diversity  Communicates the value of harnessing diversity for the organisation. Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives.  Guides, mentors and develops people  Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in time of high pressure. Celebrates success and engages in activities to maintain morale. | Demonstrates public service professionalism and probity  Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.  Engages with risk and shows personal courage  Acts as a role model for leadership courage by consistently raising critical and difficult issues. Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Accepts accountability for mistakes made in the organisation and ensures corrective action is taken. Seeks guidance and advice when required.  Commits to action  Acts decisively to ensure strategies are implemented and issues are addressed. Demonstrates personal drive, focus and energy. Galvanises others to act. Commits to getting the job done. Maintains control and initiates urgent action to resolve issues when required.  Displays resilience  Persists and focuses on achieving organisational objectives throughout periods of extreme pressure. Monitors own emotional reactions and responds to pressure in a controlled manner. Retains focus on the end goal and overcomes significant barriers and obstacles. Rapidly recovers from setbacks. Displays a positive outlook in difficult situations.  Demonstrates self awareness and a commitment to personal development  Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and development needs. Uses self-insight to identify areas in which own capabilities complement other people’s. Is open to feedback and is responsive in adjusting behaviour. Strives for continual learning. | Communicates clearly  Confidently presents messages in a clear and articulate manner. Focuses on key points for the audience and selects the most appropriate medium for conveying information. States the facts and uses straightforward language to aid transparency. Creates meaning for the audience by using analogies and stories to illustrate key points.  Listens, understands and adapts to audience  Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track. |

4 ⏐ Support tools

We have developed a number of tools to assist individuals, leaders and HR practitioners to apply the descriptions and behaviours described in the Leadership Pathway. The tools form another significant component of the System.

‘Culture and capability can be “make or break” factors for effective whole of government work’

(Connecting Government: Whole of government responses to Australia’s priority challenges, Management Advisory Committee Report, 2004)

All components of the System have been designed for flexible application. Agencies and individuals will select those tools that suit their requirements, adjusting as required to meet their particular contexts.

The tools are listed below and each is discussed in detail in the following pages.

4.1 comparative view of the Leadership Pathway

4.2 layers of complexity

4.3 critical transition points

4.4 individual profiles of the Leadership Pathway

4.5 self assessment tools

4.6 development methods and options

4.7 mapping for individuals.

# 4.1⏐ Comparative view of the Pathway: Detailed information

The comparative view of the Leadership Pathway scans across the levels from EL1 to SES B3 and describes the behaviours and the changes in capability at each level. Those capabilities where new behaviours have been introduced are shown in **bold**, while a more complex application of the behaviour is shown in *italics*.

‘Leadership capability frameworks are an integral part of the leadership development process in both the public and private sectors’

(Corporate Leadership Council: Development and application of leadership capability frameworks, 2001)

This tool is highly versatile for individuals and is particularly useful in guiding leadership capability development for:

* those who are aspiring to leadership positions at executive and senior executive levels
* those transitioning to the next level, or to a new role
* those who want to be more effective at their current level

HR practitioners will use this tool to:

* coordinate leadership development opportunities
* workforce plan
* understand bench strength
* support individuals in career planning.

The most significant changes in capabilities across the levels are found in:

* Shapes strategic thinking
* Achieves results
* Cultivates productive working relationships.

## Shapes strategic thinking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Inspires a sense of purpose and direction | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Provides direction to others regarding the purpose and importance of their work. Illustrates the relationship between operational tasks and organisational goals. Sets work tasks that align with the strategic objectives and communicates expected outcomes. | *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. | *Develops* *the* *strategic direction for the business unit* and creates a shared sense of purpose by demonstrating *how elements of the strategy fit together and contribute to higher-level goals.* Encourages others’ input and communicates required actions and expected outcomes. | *Champions the organisation's vision and goals and promotes a shared commitment to the strategic direction.* *Helps create organisational strategies that are aligned with government objectives and likely future requirements.* Encourages others’ input and communicates expected outcomes from organisational strategies. | Champions the organisation's vision and goals and *unifies* business units with the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies. |
| **Behavioural indicators** |  | \* Encourages others to provide input and comment on the strategic direction of the business unit. | \* Engages others in the organisation's vision and encourages comment; articulates the need for action. | \* Champions the vision and communicates the way forward; encourages others’ input to strategic plans. | \* Champions the vision and communicates the way forward; encourages others’ input to strategic plans. |
| \* Communicates with others regarding the purpose of their work and the relationship between operational activities and organisational goals. | \* Communicates with others regarding the purpose of their work and the relationship between work unit objectives and organisational goals. | \* Establishes the strategic goals for the business unit; communicates links between government policy, organisational goals and the work of the unit. | \* Contributes to the development of organisational strategies that are linked with government objectives and are focused on the future; shares this vision with others. | \* Contributes to the development of organisational strategies that are linked with government objectives and are focused on the future; cascades this vision through the organisation. |
| \* Translates high-level goals and outcomes into appropriate tasks for others. | \* Builds a shared sense of purpose and direction; translates the vision into shorter-term goals and objectives. | \* Builds a shared sense of purpose and direction by demonstrating how elements of the strategy fit together. | \* Builds a shared sense of purpose and direction by explaining the vision—why it has been developed and how elements of the strategy fit together. | \* Builds a sense of shared purpose and direction by actively promoting the vision and creating alignment between organisational units and strategy. |
| \* Conveys expectations regarding outcomes and the timely achievement of objectives. | \* Frames objectives in a meaningful way and communicates expectations of their achievement. | \* Promotes the vision and strategy by communicating expectations and describing likely outcomes and benefits. | \* Steers the vision through the organisation; communicates the parameters and expectations surrounding the strategy. | \* Steers the vision through the organisation; communicates the parameters and expectations surrounding the strategy. |

##### Shapes strategic thinking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Focuses strategically | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Understands the organisation's objectives and aligns operational activities accordingly. Considers the ramifications of issues and longer-term impact of own work and work area. | Understands the organisation's objectives and *links* between the *business unit, organisation and the whole of government* agenda. Considers the ramifications of a *wide* *range* of issues, **anticipates priorities and develops long-term plans for own work area.** | Understands the organisation's direction and *role* within government and society including the whole of government agenda. Considers *multiple perspectives* when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. **Seeks to align business unit activities with strategic priorities.** | Understands the organisation's role within society and considers multiple perspectives when assessing the ramifications of key issues on the *organisation and community***. Provides advice to government that reflects analysis of a broad range of issues and the whole of government agenda.** Considers *emerging trends*, **identifies long-term opportunities** and aligns *organisational operations with strategic priorities.* | Understands the organisation's current and *potential* *future* role within society. Considers multiple perspectives when assessing the ramifications of key issues and **develops solutions with long-term viability** for the organisation and society. Provides advice to government that reflects analysis of a broad range of issues. Considers emerging trends, identifies long-term opportunities and **balances organisational requirements with desired whole of government outcomes.** |
| **Behavioural indicators** |  |  |  |  | \* Applies a broad view that balances organisational requirements with desired whole of government outcomes. |
|  |  |  | \* Positions advice to government in a broad context, with reference to stakeholder interests and the whole of government agenda. | \* Positions advice to government in a broad context, with reference to stakeholder interests and the whole of government agenda. |
|  |  | \* Focuses on the future and pursues strategic alignment of actions within the business unit. | \* Focuses on the future and aligns business operations with corporate strategies and priorities. | \* Focuses on the future and seeks to improve the organisation’s ongoing capacity to deliver outcomes for society. |
| \* Demonstrates an awareness of the implications of issues for own work and work area. | \* Considers a wide range of issues and their implications for the business unit. | \* Considers multiple perspectives when contemplating the impact key issues may have on the business unit. | \* Considers multiple perspectives when contemplating the impact key issues may have on the organisation and wider community. | \* Considers multiple perspectives when contemplating the impact of key issues and develops solutions with consideration of their long-term viability for the organisation and community. |
| \* Thinks about the future and considers the longer-term implications of own work. | \* Thinks about the future; develops long-term plans and anticipates likely priorities. | \* Thinks about the future; develops plans that balance potential future needs with immediate requirements. | \* Thinks conceptually about long-term opportunities and contemplates a wide range of strategic options in conjunction with emerging trends. | \* Thinks conceptually about long-term opportunities and contemplates a wide range of strategic options in conjunction with emerging trends. |
| \* Understands the strategic objectives of the organisation and develops work plans accordingly. | \* Understands the organisation’s direction and how the work of own business area fits into the organisation, wider community and whole of government agenda. | \* Understands the organisation’s direction and how the work of own business area fits into the organisation, wider community and whole of government agenda. | \* Conceptualises the role of the organisation in society and considers community expectations. | \* Conceptualises the role of the organisation in society and considers community expectations. |

##### Shapes strategic thinking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Harnesses information and opportunities | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, monitors the context in which the organisation operates and finds out about best practice approaches. | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, *looks for recent developments that may impact on own business area* and finds out about best practice approaches. | *Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment.* **Seizes opportunities and adjusts approach to respond to threats.** *Addresses any critical information gaps.* **Uses knowledge of the organisation to provide a context for others.** | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. *Positions the organisation to seize opportunities and minimise threats.* Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. **Recognises the opportunities offered through whole of government approaches and seeks to realise them.** |
| **Behavioural indicators** |  |  |  |  | \* Recognises the opportunities available through whole of government and seeks to realise them. |
|  |  | \* Understands the cultural, social, historical and political factors affecting the organisation; uses this information to provide a context for other people. | \* Understands the cultural, social, historical and political factors affecting the organisation; uses this knowledge to tailor different approaches to issues. | \* Understands the cultural, social, historical and political factors affecting the organisation; uses this knowledge to tailor different approaches to issues. |
| \* Identifies critical information gaps and asks a range of questions to uncover valuable information. | \* Identifies critical information gaps and asks a range of questions to uncover valuable information. | \* Identifies critical information gaps, and ensures required information is obtained. | \* Identifies critical information gaps, and ensures required information is obtained. | \* Identifies critical information gaps, and ensures required information is obtained. |
| \* Sources information on best practice approaches adopted in both the public and private sectors. | \* Sources information on best practice approaches adopted in both the public and private sectors. | \* Investigates and applies contemporary best practice approaches from both public and private organisations, nationally and internationally. | \* Investigates and applies contemporary best practice approaches in both public and private organisations, nationally and internationally. | \* Investigates and applies contemporary best practice approaches in both public and private organisations, nationally and internationally. |
| \* Scans the organisational environment; monitors the corporate priorities, business context and organisational culture. | \* Scans the internal and external environment for new trends and recent developments that are likely to affect own business area. | \* Scans the internal and external environments; uses resulting information to adjust approach, identify threats and seize emerging opportunities for the organisation. | \* Recognises, and is sensitive to, changes in the internal and external environments; uses resulting information to position the organisation to capitalise on emerging opportunities and minimise threats. | \* Recognises, and is sensitive to, changes in the internal and external environments; uses resulting information to position the organisation to capitalise on emerging opportunities and minimise threats. |
| \* Gathers and investigates information and alternate viewpoints from a variety of sources through formal and informal means; explores new ideas with an open mind. | \* Gathers and investigates information and alternate viewpoints from a variety of sources through formal and informal means; explores new ideas with an open mind. | \* Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government. Explores new ideas with an open mind. | \* Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government. Explores new ideas with an open mind. | \* Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government. Explores new ideas with an open mind. |

##### Shapes strategic thinking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Shows judgement, intelligence and commonsense | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and innovative alternatives. | Undertakes objective, critical analysis and distils the core issues. *Presents logical arguments and draws accurate conclusions*. **Anticipates and seeks to minimise risks**. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. | Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. **Works effectively when all of the information is not available.** **Explores the options in full and makes sound decisions under pressure.** *Considers opportunities and anticipates risk*. *Applies lateral thinking and identifies innovative solutions.* | Applies intellect and knowledge to weigh up information and identify critical factors and issues. *Demonstrates effective judgement to weigh up options and develop realistic solutions.* Anticipates risks, *addresses them quickly and helps others to recognise them.* *Capitalises* on innovative alternatives to resolve complex problems. | Engages in high-level critical thinking to identify links and discern the critical issues. *Identifies the implications for the organisation and applies effective judgement to develop solutions.* *Anticipates long-term and strategic risks,* addresses them quickly and helps others to recognise them. Capitaliseson innovative alternatives to resolve complex problems. |
| **Behavioural indicators** | \* Systematically analyses information to identify relationships between factors. | \* Distils the core issues from complex information and identifies relationships between factors. | \* Quickly identifies relationships between issues, synthesises complex information and discerns the key implications for the organisation in the context of government priorities. | \* Quickly identifies relationships between issues, synthesises complex information and discerns the key implications for the organisation in the context of government priorities. | \* Engages in high-level critical thinking to identify the links and connections between complex issues; discerns the key implications for the organisation. |
| \* Identifies problems and assesses their significance; takes appropriate action to resolve them. | \* Anticipates problems and takes steps to minimise or prevent them; identifies and articulates potential risks. | \* Anticipates problems and takes steps to minimise or prevent them; identifies and manages risk. | \* Anticipates problems and addresses them quickly; develops strategies and thinks through contingencies to manage risk. | \* Anticipates problems and addresses them quickly; develops strategies and thinks through contingencies to manage long-term and strategic risks. |
| \* Checks and clarifies information and avoids unwarranted assumptions; draws accurate conclusions and presents logical arguments. | \* Draws accurate conclusions and presents logical arguments that address key issues. | \* Makes clear, well-reasoned and timely decisions; balances intuition and intellect to form effective judgements. | \* Weighs up options and applies sound judgement to develop realistic solutions for the organisation. | \* Weighs up options and applies sound judgement to develop realistic solutions for the organisation. |
| \* Explores various possibilities and generates innovative alternatives. | \* Explores various possibilities and generates innovative alternatives. | \* Applies lateral and creative thinking to generate ideas and solutions. | \* Generates and capitalises on innovative solutions to effectively resolve complex problems. | \* Generates innovative solutions to effectively resolve complex problems that may not have been experienced previously. |
| \* Selects the best option from a range of potential solutions; demonstrates how recommendations solve the key problems identified. | \* Selects the best option from a range of potential solutions; demonstrates how recommendations solve the key problems identified. | \* Works effectively in situations of ambiguity and with issues that cannot be immediately resolved. | \* Works effectively in situations of ambiguity and with issues that cannot be immediately resolved. | \* Works effectively in situations of ambiguity and with issues that cannot be immediately resolved. |

## Achieves results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Builds organisational capability and responsiveness | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Reviews project performance and focuses on identifying opportunities for continuous improvement. Identifies key talent to support performance. Remains flexible and responsive to changes in requirements. | *Evaluates ongoing project performance and identifies critical success factors.* *Instigates* continuous improvement activities. Responds flexibly to changing demands. **Builds teams with complementary skills** and *allocates resources in a manner that delivers results*. | *Investigates ways to improve effectiveness by harnessing technology* and implementing continuous improvement activities. Builds teams with complementary skills **and engages in succession planning.** Responds flexibly to changing circumstances, *deploys resources astutely and identifies optimum resourcing combinations.* Creates a flexible environment that enables others to meet changing demands. | **Focuses on activities that support organisational sustainability.** *Nurtures talent and engages in succession planning.* **Facilitates information accessibility and sharing.** Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. *Monitors and manages resourcing pressures for optimum outcomes.* Creates a flexible environment that enables others to meet changing demands. | Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing*. Seeks operational efficiency, and streamlines and adapts processes.* Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. *Engages in flexible resource management and looks beyond the organisation’s boundaries to achieve the optimum resourcing combination.* |
| **Behavioural indicators** |  |  | \* Creates a flexible environment within the business unit that enables people to move between projects to meet changing demands. | \* Creates a flexible organisational environment that enables people to move between projects to meet changing demands. | \* Implements strategies to achieve operational efficiencies; integrates and streamlines processes to maximise effectiveness. |
|  | \* Builds effective teams with complementary skills. | \* Builds effective teams with complementary skills; attracts and recruits talent and engages in succession planning. | \* Attracts and recruits talent; engages in succession planning to nurture talent and contribute to organisational sustainability. | \* Attracts and recruits talent; engages in succession planning to nurture talent and contribute to organisational sustainability. |
| \* Identifies and utilises key individuals who will contribute to deliver the best results. | \* Allocates resources in a flexible manner across work area to deliver the best results for the organisation. | \* Deploys resources astutely; considers resource requirements, resource gaps and the capability of individuals to ensure the best result. | \* Monitors resourcing pressures and implements strategies to ensure the best results are obtained for the organisation. | \* Engages in flexible resource management; looks beyond the organisation's boundaries to identify optimum resourcing combinations. |
| \* Evaluates projects to understand critical factors for success, and engages in activities to achieve continuous improvement. | \* Evaluates projects and business processes to understand critical factors for success; engages in and encourages others to contribute to continuous improvement. | \* Challenges the status quo by looking for ways to improve effectiveness; harnesses the potential of technology and implements continuous improvement activities. | \* Challenges the status quo by looking for ways to improve effectiveness; harnesses the potential of technology and implements continuous improvement activities. | \* Challenges the status quo by looking for ways to improve effectiveness; harnesses the potential of technology and implements continuous improvement activities. |
| \* Responds flexibly to changing demands whilst maintaining sight of the end goal. | \* Responds flexibly to changing demands whilst maintaining sight of the end goal. | \* Responds flexibly and manages resources to meet changing demands in the environment. | \* Facilitates information accessibility and sharing to create knowledge management strategies. | \* Facilitates information accessibility and sharing to create knowledge management strategies. |

##### Achieves results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Marshals professional expertise | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Values specialist expertise and capitalises on the expert knowledge and skills of others. Contributes own expertise to achieve outcomes for the business unit. | Values specialist expertise and *capitalises on the knowledge within the organisation as well as consulting externally as appropriate*. **Manages contracts judiciously.** Contributes own expertise to achieve outcomes for the business unit. | *Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes.* Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Integrates professional expertise into the organisation to improve overall performance and delivery of *organisational* outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. |
| **Behavioural indicators** |  |  | \* Strikes a balance between using external expertise and internal knowledge and experience. | \* Strikes a balance between using external expertise and internal knowledge and experience. | \* Strikes a balance between using external expertise and internal knowledge and experience. |
|  | \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously. | \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously. | \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously. | \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously. |
| \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve work outcomes. | \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve work outcomes. | \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve organisational outcomes. | \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve organisational outcomes. | \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve organisational outcomes. |
| \* Contributes own expertise for the benefit of the business unit; encourages others to draw upon this knowledge. | \* Contributes own expertise for the benefit of the business unit; encourages others to draw upon this knowledge. | \* Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge. | \* Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge. | \* Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge. |

##### Achieves results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Steers and implements change and deals with uncertainty | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | *Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility.* **Actively ensures stakeholders are kept informed during times of change.** | *Oversees the implementation of multiple change initiatives with a focus on the desired outcomes.* Defines high-level objectives and ensures translation into practical implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. | *Drives the change agenda*, defines high-level objectives and ensures translation into practical implementation strategies. **Coordinates projects across multiple agencies.** *Recognises the constant nature of change and maintains flexibility.* *Secures stakeholder commitment to change and maintains open communication channels during the change process.* |
| **Behavioural indicators** |  |  |  |  | \* Coordinates projects across multiple organisations. |
|  |  |  | \* Drives multiple change initiatives; oversees implementation and ensures that focus on end goals is maintained. | \* Drives the change agenda and creates an organisation that can shift focus quickly. |
| \* Constructs project plans that have clear and appropriate goals, timeframes and budgets; anticipates change and builds contingencies into plans. | \* Constructs project plans that have clear and appropriate goals, timeframes and budgets; anticipates change and builds contingencies into plans. | \* Adopts a planned approach to the management of programs; develops high-level plans that define required outcomes. | \* Adopts a planned approach to the management of programs; develops organisational plans that define required outcomes. | \* Adopts a planned approach to the management of programs; develops organisational plans that define required outcomes. |
| \* Deals positively with uncertainty and copes effectively in an environment characterised by change; determines a course of action despite lack of clarity. | \* Deals positively with uncertainty and copes effectively in an environment characterised by change; determines a course of action despite lack of clarity. | \* Operates effectively in an environment of ongoing change; maintains a flexible approach to achieve objectives. | \* Operates effectively in an environment of ongoing change; maintains a flexible approach to achieve organisational objectives. | \* Accepts and embraces the ongoing nature of change; maintains a flexible approach to achieve organisational objectives. |
| \* Shares appropriate information with staff and colleagues during times of change; helps others adapt to ensure a smooth transition. | \* Shares appropriate information with staff and colleagues during times of change; helps others adapt to ensure a smooth transition. | \* Shares appropriate information with stakeholders during times of change; anticipates likely objections and addresses them in a timely manner. | \* Shares appropriate information with stakeholders during times of change; anticipates likely objections and addresses them in a timely manner. | \* Identifies key stakeholders and seeks their commitment to change; shares relevant information to facilitate an effective change process. |

##### Achieves results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Ensures closure and delivers on intended results | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | *Strives to achieve* **and encourages others to do the same**. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | *Drives a culture of achievement*. *Ensures that ideas and intended actions become reality and that planned projects result in expected outputs****.*** *Strives for quality, and* **ensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities.** *Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues.* | Drives a culture of achievement, *and fosters a quality focus in the organisation*. Ensures that ideas and intended actions become reality and that planned projects result in expected outputs**. Enables the achievement of outcomes by identifying and removing potential barriers to success.** Keeps stakeholders informed of progress and any issues that arise. | Drives a culture of achievement and fosters a quality focus in the organisation. Ensures that ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. |
| **Behavioural indicators** |  | \* Commits to targets and strives to achieve results; encourages others to do the same. | \* Commits to targets and strives to achieve results; encourages others to do the same. | \* Commits to targets and strives to achieve results; encourages others to do the same. | \* Commits to targets and strives to achieve results; encourages others to do the same. |
|  | \* Identifies and addresses risks that may impede work completion; proactively escalates issues that have not been controlled to ensure work remains on track. | \* Identifies and addresses risks that may impede project completion; proactively escalates issues that have not been controlled to ensure work remains on track. | \* Identifies and seeks to remove barriers to achieving desired organisational outcomes. | \* Identifies and seeks to remove barriers to achieving desired organisational outcomes. |
| \* Regularly seeks feedback from stakeholders to gauge their satisfaction; ensures work is delivered to a high standard. | \* Regularly seeks feedback from stakeholders to gauge their satisfaction; acts to ensure work is delivered to a high standard. | \* Reports achievements to key stakeholders, engages them in program outcomes and seeks feedback; acts to ensure work is delivered to a high standard. | \* Adopts a 'no surprises' policy; ensures that key stakeholders are kept appropriately informed of progress. | \* Adopts a 'no surprises' policy; ensures that key stakeholders are kept appropriately informed of progress. |
| \* Maintains focus on quality to achieve key outcomes; adheres to documentation procedures and sees tasks through to completion. | \* Maintains focus on quality to achieve key outcomes; adheres to documentation procedures and sees tasks through to completion. | \* Strives for high-quality outputs throughout the business unit and accepts accountability for achieving agreed outcomes. | \* Fosters a quality focus across the organisation and accepts accountability for achieving agreed outcomes. | \* Fosters a quality focus across the organisation and accepts accountability for achieving agreed outcomes. |
| \* Monitors projects against plans; manages priorities and agrees adjustments to milestones as required. | \* Monitors projects against plans; manages priorities and agrees on adjustments to milestones as required. | \* Establishes systems to monitor progress against objectives and ensures that projects comply with regulatory requirements. | \* Reviews the progress of key programs and stays focused on achieving outcomes. | \* Reviews the progress of key programs and stays focused on achieving outcomes. |

## Cultivates productive working relationships

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Nurtures internal and external relationships | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Builds and sustains relationships with a network of key people internally and externally. Proactively offers assistance for a mutually beneficial relationship*.* Anticipates and is responsive to internal and external client needs. | Builds and sustains relationships with a network of key people internally and externally. **Recognises shared agendas and works toward mutually beneficial outcomes*.***Anticipates and is responsive to internal and external client needs. | *Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders*. *Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit.* | Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Encourages stakeholders to work together, and **establishes cross-agency approaches to address issues**. Shows a commitment to client service through own actions and those of the *organisation*. | *Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister.* Encourages stakeholders to work together, and establishes cross-agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation. |
| **Behavioural indicators** |  |  |  | \* Proactively builds cross- agency relationships; establishes cross-agency approaches to address issues. | \* Proactively builds cross- agency relationships; establishes cross-agency approaches to address issues. |
| \* Develops and maintains a network with others internally and externally. | \* Develops and maintains a network with others internally and externally. | \* Invests time to sustain and broaden networks; follows up and maintains regular contact. | \* Invests time to sustain and broaden networks; engages the support and allegiance of informal networks in formal situations. | \* Establishes and sustains relationships that deliver an intelligence network. |
| \* Builds and sustains relationships; liaises with a range of stakeholders including other teams, peers and colleagues across the organisation, and in other organisations. | \* Builds and sustains long-term relationships; liaises with a range of stakeholders including other teams, peers and colleagues across the organisation, and in other organisations. | \* Builds a diverse range of relationships with key people in other organisations, such as the Minister's office, the private sector, industry groups and other relevant stakeholder groups. | \* Builds and sustains a diverse range of relationships with key people in other organisations such as, the Minister's office, the private sector, industry groups and other relevant stakeholder groups. | \* Builds effective working relationships with Ministers; seeks to understand their needs and expectations. |
| \* Offers reciprocal assistance in achieving mutually beneficial outcomes. | \* Recognises shared agendas and works toward mutually beneficial outcomes. | \* Finds shared agendas and uses these to bring people together to develop mutually beneficial outcomes. | \* Encourages key stakeholders to work together; recognises, and capitalises on, opportunities for mutual benefit. | \* Encourages key stakeholders to work together; recognises, and capitalises on, opportunities for mutual benefit. |
| \* Anticipates the needs of clients and provides courteous, prompt and professional service to them. | \* Anticipates the needs of clients and provides courteous, prompt and professional service to them. | \* Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the business unit. | \* Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the organisation. | \* Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the organisation. |

##### Cultivates productive working relationships

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Facilitates cooperation and partnerships | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Involves people, encourages them and recognises their contribution. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member. | Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. *Fosters teamwork and rewards cooperative and collaborative behaviour.* **Resolves conflict using appropriate strategies**. | Brings people together and encourages input from key stakeholders. **Facilitates cooperation within and between organisations.** *Promotes the reciprocal sharing of information to build knowledge.* Fosters teamwork and rewards cooperative and collaborative behaviour. *Resolves conflict and manages the sensitivities involved*. | *Consults broadly to obtain buy-in.* *Draws on the knowledge of key stakeholders within and outside the organisation and facilitates cooperation by sharing information. Promotes information exchange by maintaining open communication channels. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict*. | Consults broadly to obtain buy-in, recognises when input is required. *Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations.* **Engages the Minister’s office on key issues.** Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict. |
| **Behavioural indicators** |  |  |  |  | \* Communicates the importance of consulting with key stakeholders; recognises when input is required. |
|  |  | \* Facilitates cooperation between organisations by sharing information; maintains a cross- government focus. | \* Facilitates cooperation between organisations by sharing information; maintains a cross- government focus. | \* Overcomes organisational silos; facilitates cooperation between organisations by sharing information. |
|  | \* Uses appropriate strategies to resolve conflicts and address concerns quickly. | \* Resolves conflict using appropriate strategies; finds solutions that manage the sensitivities involved. | \* Anticipates conflict and uses appropriate strategies to resolve conflict when it arises. | \* Anticipates conflict and uses appropriate strategies to resolve conflict when it arises; bridges differences in understanding between key stakeholders. |
| \* Operates as an effective member of the team; works collaboratively and cooperatively; draws on team strengths. | \* Fosters teamwork by working collaboratively and cooperatively; encourages and rewards those behaviours in others. | \* Fosters teamwork by working collaboratively and cooperatively; encourages and rewards those behaviours in others. | \* Models effective team working behaviours; works collaboratively and cooperatively and rewards those behaviours in others. | \* Models effective team working behaviours; works collaboratively and cooperatively and rewards those behaviours in others. |
| \* Involves others and encourages their input; recognises the contributions made by other people. | \* Brings people together and ensures the key stakeholders are involved in discussions; encourages people’s input and seeks contribution. | \* Brings people together and ensures the key stakeholders are involved in discussions; seeks input and facilitates joint ownership. | \* Draws on the knowledge of key stakeholders within and outside the organisation; seeks input from the portfolio Secretary or CEO on contentious issues. | \* Engages the Minister’s Office on key issues; facilitates others’ relationships with the Minister. |
|  | \* Consults and shares information with own team and upwards; ensures people are kept informed of progress and issues. | \* Consults and promotes open discussion; shares information with key stakeholders internally and externally; ensures that people in own team and upwards are kept informed of progress and issues. | \* Consults and promotes open discussion; shares information with key stakeholders internally and externally; facilitates reciprocal sharing of information to build knowledge. | \* Consults broadly to obtain buy-in; shares information and facilitates the exchange of information by maintaining open communication channels. | \* Consults broadly to obtain buy-in; shares information and facilitates the exchange of information by maintaining open communication channels. |

##### Cultivates productive working relationships

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Values individual differences and diversity | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences **to anticipate reactions** and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Recognises the positive benefits that can be gained from diversity *and capitalises on these for the benefit of the business unit*. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | *Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints*. *Uses understanding of differences to anticipate reactions and enhance the* *operation of the organisation*. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. | **Communicates the value of harnessing diversity for the organisation.** Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. |
| **Behavioural indicators** |  |  |  |  | \* Acts as a positive role model by proactively communicating the value and importance of capitalising on diversity for the organisation. |
| \* Discerns the differing and preferred working styles of individuals and factors this into the management of people and tasks. | \* Discerns the differing and preferred working styles of individuals and factors this into the management of people and tasks. | \* Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the business unit. | \* Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the organisation. | \* Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the organisation. |
| \* Recognises that others have different views and experiences, explores their contributions and capitalises on the differing perspectives. | \* Recognises that others have different views and experiences, explores their contributions and capitalises on the differing perspectives. | \* Recognises that others have different views and experience; encourages input, listens and takes action to harness the varied input for the benefit of the business unit. | \* Capitalises on the diversity present in the organisation; harnesses different viewpoints. | \* Capitalises on the diversity present in the organisation; harnesses different viewpoints. |
| \* Tries to see things from the other person's perspective. | \* Tries to see things from the other person's perspective, anticipates their reactions and adopts strategies to address them. | \* Tries to see things from the other person's perspective, anticipates their reactions and adopts strategies to address them. | \* Anticipates when different stakeholders may clash due to differing views, cultural perspectives or drivers; adopts strategies to address these. | \* Anticipates when different stakeholders may clash due to differing views, cultural perspectives or drivers; adopts strategies to address these. |
| \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. |

##### Cultivates productive working relationships

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|  | Guides, mentors and develops people | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Identifies learning opportunities for others and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | *Encourages and motivates people to engage in continuous learning*, and empowers them by delegating tasks. Agrees on clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Encourages and motivates people to engage in continuous learning, and empowers them by delegating *responsibility for work*. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. **Offers support in times of high pressure and engages in activities to maintain morale.** | **Identifies and develops talent.** Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. *Celebrates success* and engages in activities to maintain morale. | Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale. |
| **Behavioural indicators** |  |  | \* Engages in activities to maintain optimism and enthusiasm; implements formal and informal team- building activities. | \* Engages in activities to maintain optimism and enthusiasm; implements formal and informal team- building activities. | \* Engages in activities to maintain optimism and enthusiasm; implements formal and informal team- building activities. |
|  |  | \* Assists people in managing their time and emotional response when under high levels of pressure. | \* Assists people in managing their time and emotional response when under high levels of pressure. | \* Assists people in managing their time and emotional response when under high levels of pressure. |
| \* Makes time for people despite competing priorities; provides guidance and offers full support when required. | \* Makes time for people despite competing priorities; provides guidance and offers full support when required. | \* Makes time for people despite competing priorities, particularly when people are challenged or during difficult times. | \* Makes time for people despite competing priorities, particularly when people are challenged or during difficult times. | \* Makes time for people despite competing priorities, particularly when people are challenged or during difficult times. |
| \* Encourages staff to engage in development opportunities, identifies knowledge gaps and works with them to determine appropriate development activities. | \* Acts as a coach and works with people to facilitate their development; identifies development opportunities and encourages continuous learning. | \* Acts as a coach and works with people to facilitate continuous learning; sets stretching development tasks linked to individual performance and potential. | \* Identifies and nurtures talent; provides talented people with access to targeted and stretching development opportunities. | \* Identifies and nurtures talent; provides talented people with access to targeted and stretching development opportunities. |
| \* Delegates tasks effectively; provides clear direction and articulates parameters. | \* Delegates tasks effectively; provides clear direction and articulates parameters. | \* Delegates responsibility for work to others with broad parameters; motivates others to take ownership. | \* Delegates responsibility for work appropriately and provides people with opportunities to take ownership; provides people with the opportunity to build their capability. | \* Delegates responsibility for work appropriately and provides people with opportunities to take ownership; provides people with the opportunity to build their capability. |
| \* Congratulates people on achievements and gives timely recognition for good performance. | \* Congratulates people on achievements and gives timely recognition for good performance. | \* Congratulates people on achievements and gives timely recognition for good performance. | \* Celebrates success; acknowledges and rewards achievements. | \* Celebrates success; acknowledges and rewards achievements. |
| \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. | \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. | \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. | \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. | \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. |
| \* Agrees on performance standards and conducts regular reviews; addresses under-performance promptly, identifies causes and agrees on improvement targets. | \* Agrees on performance standards and conducts regular reviews; addresses under-performance promptly, identifies causes and agrees on improvement targets. | \* Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance. | \* Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance. | \* Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance. |

## Exemplifies personal drive and integrity

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| --- | --- | --- | --- | --- | --- |
|  | Demonstrates public service professionalism and probity | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | *Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism.* **Encourages these standards in others**. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Adheres to and promotes the APS Values and Code of Conduct and *aligns business processes accordingly.* **Addresses breaches of protocol and probity.** Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. |
| **Behavioural indicators** |  |  |  | \* Aligns business processes with the APS Values. | \* Aligns business processes with the APS Values. |
|  |  | \* Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards. | \* Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards. | \* Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards. |
| \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way. | \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way. | \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way. | \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way; addresses breaches of protocol and probity in an appropriate manner. | \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way; addresses breaches of protocol and probity in an appropriate manner. |
| \* Treats people fairly and equitably and is transparent in dealings with them. | \* Treats people fairly and equitably and is transparent in dealings with them. | \*Treats people fairly and equitably and is transparent in dealings with them. | \*Treats people fairly and equitably and is transparent in dealings with them. | \*Treats people fairly and equitably and is transparent in dealings with them. |
| \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. | \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. | \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. | \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. | \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. |
| \* Understands, and operates within, legal and public policy constraints and limitations. | \* Understands, and operates within, legal and public policy constraints and limitations. | \* Understands, and operates within, legal and public policy constraints and limitations. | \* Understands, and operates within, legal and public policy constraints and limitations. | \* Understands, and operates within, legal and public policy constraints and limitations. |
| \* Operates in a professional manner when representing the organisation in public and internal forums. | \* Operates in a professional manner when representing the organisation in public and internal forums. | \* Professionally represents the organisation in public forums; appropriately supports and promotes the organisation's agenda. | \* Professionally represents the organisation in public forums; appropriately supports and promotes the organisation's agenda. | \* Professionally represents the organisation in public forums; appropriately supports and promotes the organisation's agenda. |
|  |  | \* Presents a united leadership voice; supports other leaders. | \* Presents a united leadership voice; supports other leaders. | \* Presents a united leadership voice; supports other leaders. |

##### Exemplifies personal drive and integrity

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| --- | --- | --- | --- | --- | --- |
|  | Engages with risk and shows personal courage | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Provides impartial and forthright advice. Challenges important issues constructively, and stands by own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Provides impartial and forthright advice. Challenges important issues constructively, stands by own position *and supports others when required.* Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Provides impartial and forthright advice**. Is prepared to make tough corporate decisions to achieve desired outcomes**. *Challenges and encourages debate on difficult or controversial issues.* Stands by own position and supports others when required*.* *Takes responsibility for mistakes* and learns from them. Seeks guidance and advice when required. | Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. *Clearly voices own opinion and challenges difficult or controversial issues.* Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. | *Acts as a role model for leadership courage by consistently raising critical and difficult issues.* Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. *Accepts accountability for mistakes made in the organisation and ensures corrective action is taken.* Seeks guidance and advice when required. |
| **Behavioural indicators** |  |  |  |  | \* Acts as a role model for leadership courage by adopting a principled stance on important issues. |
|  |  | \* Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular). | \* Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular). | \* Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular). |
| \* Listens when own ideas are challenged; stands ground and defends own views when appropriate. | \* Listens when own ideas are challenged; stands own ground and supports others when appropriate. | \* Encourages and contributes to debate on own ideas and the ideas of others; stands own ground and supports others when appropriate. | \* Encourages and contributes to debate on own ideas and the ideas of others; stands own ground and supports others when appropriate. | \* Encourages and contributes to debate on own ideas and the ideas of others; stands own ground and supports others when appropriate. |
| \* Challenges issues and raises objections constructively; discusses alternatives to find a way forward. | \* Challenges issues and raises objections constructively; discusses alternatives to find a way forward. | \* Confronts difficult or controversial issues directly; is willing to make an unpopular stand and clearly voice own position. | \* Confronts difficult or controversial issues directly with others; is willing to make an unpopular stand and clearly voice own position. | \* Confronts difficult issues and challenges the position of others, including the Minister when appropriate; engages in constructive debate to address the issues. |
| \* Provides impartial and forthright advice. | \* Provides impartial and forthright advice. | \* Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes. | \* Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes. | \* Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes. |
| \* Takes responsibility for mistakes and learns from them; acknowledges when in the wrong. | \* Takes responsibility for mistakes and learns from them; acknowledges when in the wrong. | \* Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes. | \* Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes. | \* Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes. |
| \* Seeks advice and assistance from colleagues and senior managers when uncertain. | \* Seeks advice and assistance from colleagues and managers when uncertain. | \* Seeks advice and guidance; admits to not always knowing the answer to a question. | \* Seeks advice and guidance; admits to not always knowing the answer to a question. | \* Seeks advice and guidance; admits to not always knowing the answer to a question. |

##### Exemplifies personal drive and integrity

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|  | Commits to action | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | *Commits to achieving key outcomes for the organisation*. Demonstrates personal drive, focus and energy. **Galvanises others to act.** Acts decisively and *initiates urgent action to overcome difficult problems*. | Commits to achieving key outcomes for the organisation and uses personal drive, focus and energy to enthuse others. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. | *Acts decisively to ensure strategies are implemented and issues are addressed.* Demonstrates personal drive, focus and energy. Galvanises others to act. Commits to getting the job done. *Maintains control* and initiates urgent action to resolve issues when required. |
| **Behavioural indicators** |  |  |  |  | \* Strives to achieve targets and maintains focus on long-term outcomes: does not give up and modifies approach to achieve targets for the organisation. |
| \* Takes the initiative, progresses work, and engages in additional tasks as required. | \* Takes the initiative, progresses work, and engages in additional tasks as required. | \* Takes the initiative and acts decisively to move things forward. | \* Takes the initiative and acts decisively to move things forward. | \* Is prepared to commit to a decision without all of the information; takes responsibility for issues that are escalated. |
| \* Gets on with the job at hand and applies self with energy and drive; commits to meeting the objectives. | \* Works to get results; shows energy and drive; commits to meeting objectives. | \* Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation. | \* Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation. | \* Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation. |
| \* Recognises and seeks to resolve issues impacting on the achievement of desired outcomes. | \* Recognises and seeks to resolve issues impacting on the achievement of desired outcomes. | \* Initiates urgent action and is responsive when there are issues impacting on the achievement of outcomes. | \* Initiates urgent action and is responsive when there are significant issues to address. | \* Maintains control and initiates urgent action and is responsive when there are significant issues to address. |

##### Exemplifies personal drive and integrity

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|  | Displays resilience | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Persists with, and focuses on achieving, objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Continues to move forward despite criticism or setbacks. | Persists with, and focuses on achieving, objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. *Maintains momentum and sustains effort* despite criticism or setbacks. | Persists with, and focuses on achieving, *organisational* objectives even in difficult circumstances. **Monitors own emotional reactions** and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations. | Persists with, and focuses on achieving, organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Overcomes obstacles and *rapidly recovers from setbacks*. Displays a positive outlook in difficult situations. | Persists with, and focuses on achieving, organisational objectives throughout periods of extreme pressure. Monitors own emotional reactions and responds to pressure in a controlled manner. *Retains focus on the end goal and overcomes significant barriers and obstacles*. Rapidly recovers from setbacks. Displays a positive outlook in difficult situations. |
| **Behavioural indicators** | \* Maintains effective performance levels in highly charged or high-pressure situations. | \* Sustains high levels of effort and energy following a setback, maintains momentum and continues to move forward. | \* Sustains high levels of effort and energy following a setback, maintains momentum and continues to move forward. | \* Quickly recovers from setbacks and maintains momentum and sustains high levels of effort toward the achievement of outcomes. | \* Quickly recovers from setbacks and maintains momentum and sustains high levels of effort toward the achievement of outcomes. |
| \* Demonstrates persistence and works hard to achieve objectives. | \* Demonstrates persistence, adapts approach when required and works hard to achieve objectives. | \* Demonstrates tenacity and persists with initiatives that are of benefit to the organisation and/or government. | \* Demonstrates tenacity and persists with initiatives that are of benefit to the organisation and/or government. | \* Demonstrates tenacity and persists with initiatives, copes with extreme and changing demands from numerous stakeholders and maintains focus on objectives. |
| \* Maintains an optimistic outlook and focuses on the positives in difficult situations. | \* Maintains an optimistic outlook and focuses on the positives in difficult situations. | \* Maintains an optimistic outlook and focuses on the positives in difficult situations. | \* Maintains an optimistic outlook and focuses on the positives in difficult situations. | \* Maintains an optimistic outlook and focuses on the positives in difficult situations. |
| \* Stays controlled when under pressure; does not react personally to criticism. | \* Withstands criticism from stakeholders and maintains composure when under pressure. | \* Monitors own emotional reactions, remains calm and maintains focus when faced with criticism or pressure. | \* Monitors own emotional reactions, remains calm and maintains focus when faced with criticism or pressure. | \* Stays in control of emotions and does not react negatively to stress or pressure, remains relaxed, composed and focused during a crisis. |

##### Exemplifies personal drive and integrity

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Demonstrates self awareness and a commitment to personal development | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Self-evaluates performance and seeks feedback from others. Communicates and acts on strengths and development needs. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and accepts challenging new opportunities. | *Critically analyses own performance* and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and *embraces* challenging new opportunities. | Critically examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and *proactively* *identifies related learning opportunities* to extend skills and experience. Reflects on own behaviour and recognises the impact on others. | Demonstrates a high level of self-awareness and acknowledges areas of both strength and limitation. Confidently promotes areas of strength and *proactively* identifies learning opportunities to extend skills and experience. Reflects on the impact of own behaviour on others and *is responsive in adjusting behaviour*. | Demonstrates a high level of self-awareness and *acts as a role model by openly communicating strengths and development needs*. **Uses self-insight to identify areas in which own capabilities complement other people’s.** Is open to feedback and is responsive in adjusting behaviour. *Strives for continual learning.* |
| **Behavioural indicators** | \* Reflects on own behaviours and work style and considers how they impact on others and on job performance. | \* Reflects on own behaviours and work style and considers how they impact on others and on job performance. | \* Regularly examines own behaviour and the impact on others; identifies learning opportunities. | \* Regularly reflects on the impact of own behaviour on others to identify opportunities to increase effectiveness; adjusts behaviour accordingly. | \* Capitalises on the varying strengths of individuals; identifies areas in which own strengths/weaknesses complement those of colleagues, and adjusts behaviours to capitalise on these. |
| \* Demonstrates commitment to self-development and capitalises on opportunities to extend skills and knowledge; accepts challenging new opportunities. | \* Demonstrates commitment to self-development; steps out of own comfort zone and embraces challenging opportunities for growth. | \* Demonstrates commitment to self-development; proactively identifies development opportunities and seeks to extend skills and experience. | \* Focuses on own development; identifies new challenges to extend experience. | \* Strives for continual learning; identifies new challenges to extend experience. |
| \* Communicates areas of strength, and acknowledges development needs. | \* Confidently communicates areas of strength, and acknowledges development needs. | \* Confidently promotes areas of strength, and acknowledges development needs. | \* Confidently promotes areas of strength, and acknowledges development needs. | \* Acts as a role model to create an environment where individuals openly discuss their strengths and development needs. |
| \* Seeks feedback on behaviour and work performance and is responsive to guidance. | \* Seeks feedback regarding performance; acts on feedback to achieve continual improvement. | \* Regularly seeks feedback on performance; translates negative feedback into actions for improvement. | \* Regularly seeks feedback on performance; translates negative feedback into actions for improvement. | \* Regularly seeks feedback on performance; translates negative feedback into actions for improvement. |
| \* Spends time critically analysing own performance and identifies strengths as well as development needs. | \* Spends time critically analysing own performance and identifies strengths as well as development needs. | \* Examines own behaviour with reference to performance; identifies areas of strength and limitation. | \* Examines own behaviour and performance; identifies strengths and development needs. | \* Displays self-insight and is highly aware of own strengths and limitations. |

## Communicates with influence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Communicates clearly | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. *Translates information for others*, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information, and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and *explains the implications and ensures the conclusion is clearly conveyed.* Selects the most appropriate medium for conveying information, and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and states the facts. *Structures message for brevity and presents message with precision and confidence,* harnessing the most appropriate methods of communication. **Creates meaning for the audience by using analogies and stories to illustrate key points.** | Confidently presents messages in a clear and articulate manner. Focuses on key points for the audience and selects the most appropriate medium for conveying information. *States the facts and uses straightforward language to aid transparency.* Creates meaning for the audience by using analogies and stories to illustrate key points. |
| **Behavioural indicators** |  |  |  | \* Engages the audience; uses anecdotes and analogies to illustrate key points and bring messages to life. | \* Engages the audience; uses anecdotes and analogies to illustrate key points and bring messages to life. |
| \* Focuses on clearly communicating key points. | \* Translates information for others and focuses on clearly communicating key points. | \* Presents key information effectively; outlines the implications and ensures key conclusions are conveyed. | \* Presents key information effectively; outlines the implications and ensures key conclusions are conveyed. | \* States the facts clearly; outlines the implications and ensures key conclusions are conveyed. |
| \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience. | \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience. | \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience. | \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience. | \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience. |
| \* Presents messages confidently and selects the appropriate medium for maximum effect. | \* Presents messages confidently and selects the appropriate medium for maximum effect. | \* Presents messages confidently and selects the appropriate medium for maximum effect. | \* Presents messages with precision and confidence and selects the appropriate medium for maximum effect. | \* Presents messages with precision and confidence and selects the appropriate medium for maximum effect. |
| \* Structures messages clearly and succinctly, both orally and in writing. | \* Structures messages clearly and succinctly, both orally and in writing. | \* Structures messages clearly and succinctly, both orally and in writing. | \* Structures messages clearly and succinctly, both orally and in writing. | \* Structures messages clearly and succinctly, both orally and in writing. |

##### Communicates with influence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Listens, understands and adapts to audience | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. **Anticipates reactions and is prepared to respond**. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. *Anticipates reactions and prepares a response to address the audience’s concerns*. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. |
| **Behavioural indicators** | \* Adjusts presentation style on the basis of subtle non-verbal cues. | \* Adjusts presentation style on the basis of subtle non-verbal cues. | \* Adjusts presentation style on the basis of subtle non-verbal cues. | \* Adjusts presentation style on the basis of subtle non-verbal cues. | \* Adjusts presentation style on the basis of subtle non-verbal cues. |
| \* Maximises personal communication strengths and takes into account shortcomings. | \* Maximises personal communication strengths and takes into account shortcomings. | \* Maximises personal communication strengths and takes into account shortcomings. | \* Maximises personal communication strengths and takes into account shortcomings. | \* Maximises personal communication strengths and takes into account shortcomings. |
| \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back. | \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back. | \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back. | \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back. | \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back. |
| \* Understands and addresses the key concerns of the audience. | \* Anticipates others’ reactions and is prepared to respond. | \* Anticipates the audience’s response and is prepared to address their concerns and objections. | \* Anticipates the likely reaction of the audience to a message and adjusts approach to gain maximum impact. | \* Anticipates the likely reaction of the audience to a message and adjusts approach to gain maximum impact. |
| \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. |

##### Communicates with influence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Negotiates persuasively | | | | |
|  | EL1 | EL2 | SES B1 | SES B2 | SES B3 |
| **Description** | Approaches negotiations with a strong grasp of the key issues, having prepared in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and frames arguments accordingly. Encourages the support of relevant stakeholders. Strives to achieve an outcome that delivers benefits for both parties. | Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and *adapts approach accordingly***.** Encourages the support of relevant stakeholders. **Encourages debate and****identifies common ground**to facilitate agreement and acceptance of mutually beneficial solutions*.* | Approaches negotiations *with a strong grasp of the key issues. Presents a convincing and balanced rationale.* Anticipates the position of the other party, and is aware of the extent of potential for compromise. *Acknowledges and addresses disagreements* to facilitate mutually beneficial solutions. Encourages the support of relevant stakeholders. **Focuses on the desired objectives and ensures negotiations remain on track.** | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. **Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively.** Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. *Identifies key stakeholders and engages their support.* Focuses on the desired objectives and ensures negotiations remain on track. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track. |
| **Behavioural indicators** |  |  |  | \* Pitches messages in a way that facilitates the desired outcomes; uses techniques to illustrate the argument persuasively. | \* Pitches messages in a way that facilitates the desired outcomes; uses techniques to illustrate the argument persuasively. |
|  |  | \* Ensures that negotiations remain focused on the important issues. | \* Ensures that negotiations remain focused on the important issues. | \* Senses when negotiations are stalling, and takes proactive action to ensure effective resolution. |
| \* Presents persuasive counter-arguments. | \* Encourages debate and seeks to develop a clear understanding about conflicting issues. | \* Acknowledges differences of opinion and addresses disagreements objectively. | \* Acknowledges differences of opinion and addresses disagreements objectively. | \* Acknowledges differences of opinion and addresses disagreements objectively. |
| \* Puts forward a case firmly, without getting personal or aggressive. | \* Puts forward a case firmly, without getting personal or aggressive. | \* Offers a convincing rationale and makes a strong case, without getting personal or aggressive. | \* Offers a convincing rationale and makes a strong case, without getting personal or aggressive. | \* Offers a convincing rationale and makes a strong case, without getting personal or aggressive. |
| \* Encourages relevant stakeholders in supporting the position. | \* Encourages relevant stakeholders in supporting the position. | \* Encourages relevant stakeholders in supporting the position. | \* Identifies key stakeholders and seeks their support early in the negotiation. | \* Identifies key stakeholders and seeks their support early in the negotiation. |
| \* Anticipates the stance of other parties in advance and positions own case accordingly. | \* Anticipates the stance of other parties in advance and positions own case accordingly; identifies common ground. | \* Anticipates other people's likely expectations and concerns; determines the extent of potential compromise for all parties. | \* Analyses other people’s agendas and identifies potential 'weak spots'; determines the extent of potential compromise for all parties. | \* Analyses other people’s agendas and identifies potential 'weak spots'; determines the extent of potential compromise for all parties. |
| \* Commences negotiations with a clear understanding of the organisation's objectives and desired outcomes. | \* Develops a convincing argument, and presents the rationale with solid supporting evidence. | \* Positions case in a balanced manner, avoids overselling by acknowledging risks and potential disadvantages. | \* Positions case by clearly highlighting its merit, avoids overselling by acknowledging risks and potential disadvantages. | \* Positions case by clearly highlighting its merit, avoids overselling by acknowledging risks and potential disadvantages. |

# 4.2⏐ Layers of complexity

This tool describes the increasing layers of complexity as roles change. It will help individuals identify the context that they are working in, or aspiring to.

‘As the tasks of governments in a globalised society become more complex, and working across agencies, with the community or with outsourced providers … leaders who can establish a shared vision and sense of purpose, and inspire, coach and enable the achievement of their people are increasingly essential’

(‘The public sector of the future’, A speech by Andrew Podger, Public Service Commissioner, 2003)

As roles increase in seniority, the level of complexity increases in each of the four aspects—future focus, breadth of responsibility, breadth of contact, and breadth of impact.

* *Future focus*—shifts from considering the longer-term implications of actions to developing a vision and direction for the future. This is most evident in the *Shapes strategic thinking* capability.
* *Breadth of contact*—stakeholder interactions become more frequent and the range of stakeholders increases. This is most evident in the *Cultivates productive working relationships* capability.
* *Breadth on impact*—shift occurs from an impact on one’s self and the team, to an impact on a business unit, the whole organisation and then an impact on the whole of government. This is most evident in the *Shapes strategic thinking* and the *Achieves results* capabilities.
* *Breadth of responsibility*—clear shift in responsibility that develops from a responsibility for achieving individual and team outcomes to a responsibility for achieving organisation wide outcomes. This is most evident in the *Achieves results* capability.

Individuals can identify where different aspects of their role are more complex than others. They are able to position themselves within the layers without perceiving their role to be at a higher level. The tool is also useful for managers to use as a basis for career planning discussions with staff.

Agencies will find these elements of complexity may affect levels other than executive and senior executive, depending on their particular context—e.g. small agency or strong regional base.

The following diagram expands the descriptions of these four aspects as they increase in complexity.

  
  
Figure 8 Increasing layers of complexity

# 4.3⏐ Critical transition points

Critical transition points have been identified for each capability across the various levels. These are points where new behaviours have been introduced and are indicated by **bold** text in the Comparative View of the Pathway at Section 4.1. The critical transition points are generalisations—agencies may expect some of these capabilities to be critical at levels other than those identified. This is a key characteristic to customising the Pathway and maintaining its flexibility. This tool is most useful in raising awareness of which capabilities will be undertaken in a different manner in a new role. It does not imply that only these capabilities change. It is cumulative; the behaviours at the level below create the ‘floor level’ behaviours for the next levels.

| Capabilities | EL1 | | | EL2 | | SES B1 | | SES B2 | | SES B3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shapes strategic thinking** | |  |  | |  | |  | |  | |
| * Inspires a sense of purpose and direction | |  | | | | | | | | |
| * Focuses strategically | |  | | | | | | | | |
| * Harnesses information and opportunities | |  | | | | | | | | |
| * Shows judgement, intelligence and commonsense | |  | | | | | | | | |
| **Achieves results** | |  |  | |  | |  | |  | |
| * Builds organisational capability and responsiveness | |  | | | | | | | | |
| * Marshals professional expertise | |  | | | | | | | | |
| * Steers and implements change and deals with uncertainty | |  | | | | | | | | |
| * Ensures closure and delivers on intended results | |  | | | | | | | | |
| **Cultivates productive working relationships** | |  |  | |  | |  | |  | |
| * Nurtures internal and external relationships | |  | | | | | | | | |
| * Facilitates cooperation and partnerships | |  | | | | | | | | |
| * Values individual differences and diversity | |  | | | | | | | | |
| * Guides, mentors and develops people | |  | | | | | | | | |
| **Exemplifies personal drive and integrity** | |  |  | |  | |  | |  | |
| * Demonstrates public service professionalism and probity | |  | | | | | | | | |
| * Engages with risk and shows personal courage | |  | | | | | | | | |
| * Commits to action | |  | | | | | | | | |
| * Displays resilience | |  | | | | | | | | |
| * Demonstrates self awareness and a commitment to personal development | |  | | | | | | | | |
| **Communicates with influence** | |  |  | |  | |  | |  | |
| * Communicates clearly | |  | | | | | | | | |
| * Listens, understands and adapts to audience | |  | | | | | | | | |
| * Negotiates persuasively | |  | | | | | | | | |

Figure 9 Critical transition points

## 

# 4.4⏐ Individual profiles of the Pathway

‘The devolved environment increases the complexity of the leadership task. Leadership … is about inspiring and motivating, and leading for commitment, not only to organisational outcomes but to the fundamental values and meaning of public service. The challenge is to develop individuals who can lead for high performance in this new environment’

(‘The public sector of the future’, A speech by Andrew Podger, Public Service Commissioner, 2003)

Another way to look at the capabilities and behaviours described in the Pathway is by individual profiles. A profile exists for each level from EL1 to SES B3. The profiles describe the capabilities and behaviours expected at a particular level, and complement agency specific capabilities and individual job requirements.

If an individual wants to become more effective in their current role, the relevant profile will be particularly useful in guiding their leadership capability development. It is also useful for individuals aspiring to leadership positions at executive and senior executive levels, or if they are in transition to the next level, or to a new role.

The profiles do not contain any mandatory requirements but are tools to assist individuals to identify development needs and options.

Executive Level 1 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Provides direction to others regarding the purpose and importance of their work. Illustrates the relationship between operational tasks and organisational goals. Sets work tasks that align with the strategic objectives and communicates expected outcomes.  Focuses strategically  Understands the organisation's objectives and aligns operational activities accordingly. Considers the ramifications of issues and longer-term impact of own work and work area.  Harnesses information and opportunities  Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, monitors the context in which the organisation operates and finds out about best practice approaches.  Shows judgment, intelligence and commonsense  Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and innovative alternatives. | Builds organisational capability and responsiveness  Reviews project performance and focuses on identifying opportunities for continuous improvement. Identifies key talent to support performance. Remains flexible and responsive to changes in requirements.  Marshals professional expertise  Values specialist expertise and capitalises on the expert knowledge and skills of others. Contributes own expertise to achieve outcomes for the business unit.  Steers and implements change and deals with uncertainty  Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.  Ensures closure and delivers on intended results  Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | Nurtures internal and external relationships  Builds and sustains relationships with a network of key people internally and externally. Proactively offers assistance for a mutually beneficial relationship*.* Anticipates and is responsive to internal and external client needs.  Facilitates cooperation and partnerships  Involves people, encourages them and recognises their contribution. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member.  Values individual differences and diversity  Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.  Guides, mentors and develops people  Identifies learning opportunities for others and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Demonstrates public service professionalism and probity  Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Challenges important issues constructively, and stands by own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.  Commits to action  Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.  Displays resilience  Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Continues to move forward despite criticism or setbacks.  Demonstrates self awareness and a commitment to personal development  Self-evaluates performance and seeks feedback from others. Communicates and acts on strengths and development needs. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and accepts challenging new opportunities. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.  Listens, understands and adapts to audience  Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues, having prepared in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and frames arguments accordingly. Encourages the support of relevant stakeholders. Strives to achieve an outcome that delivers benefits for both parties. |

## Capability descriptions and behavioural indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Shapes strategic thinking EL1 | | | |
| **Capability** | Inspires a sense of purpose and direction | Focuses strategically | Harnesses information and opportunities | Shows judgement, intelligence and commonsense |
| **Description** | Provides direction to others regarding the purpose and importance of their work. Illustrates the relationship between operational tasks and organisational goals. Sets work tasks that align with the strategic objectives and communicates expected outcomes. | Understands the organisation's objectives and aligns operational activities accordingly. Considers the ramifications of issues and longer-term impact of own work and work area. | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, monitors the context in which the organisation operates and finds out about best practice approaches. | Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and innovative alternatives. |
| **Behavioural indicators** | \* Communicates with others regarding the purpose of their work and the relationship between operational activities and organisational goals.  \* Translates high-level goals and outcomes into appropriate tasks for others.  \* Conveys expectations regarding outcomes and the timely achievement of objectives. | \* Demonstrates an awareness of the implications of issues for own work and work area.  \* Thinks about the future and considers the longer-term implications of own work.  \* Understands the strategic objectives of the organisation and develops work plans accordingly. | \* Identifies critical information gaps and asks a range of questions to uncover valuable information.  \* Sources information on best practice approaches adopted in both the public and private sectors.  \* Scans the organisational environment; monitors the corporate priorities, business context and organisational culture.  \* Gathers and investigates information and alternate viewpoints from a variety of sources through formal and informal means; explores new ideas with an open mind. | \* Systematically analyses information to identify relationships between factors.  \* Identifies problems and assesses their significance; takes appropriate action to resolve them.  \* Checks and clarifies information and avoids unwarranted assumptions; draws accurate conclusions and presents logical arguments.  \* Explores various possibilities and generates innovative alternatives.  \* Selects the best option from a range of potential solutions; demonstrates how recommendations solve the key problems identified. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Achieves results EL1 | | | |
| **Capability** | Builds organisational capability and responsiveness | Marshals professional expertise | Steers and implements change and deals with uncertainty | Ensures closure and delivers on intended results |
| **Description** | Reviews project performance and focuses on identifying opportunities for continuous improvement. Identifies key talent to support performance. Remains flexible and responsive to changes in requirements. | Values specialist expertise and capitalises on the expert knowledge and skills of others. Contributes own expertise to achieve outcomes for the business unit. | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. |
| **Behavioural indicators** | \* Identifies and utilises key individuals who will contribute to deliver the best results.  \* Evaluates projects to understand critical factors for success, and engages in activities to achieve continuous improvement.  \* Responds flexibly to changing demands whilst maintaining sight of the end goal. | \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve work outcomes.  \* Contributes own expertise for the benefit of the business unit; encourages others to draw upon this knowledge. | \* Constructs project plans that have clear and appropriate goals, timeframes and budgets; anticipates change and builds contingencies into plans.  \* Deals positively with uncertainty and copes effectively in an environment characterised by change; determines a course of action despite lack of clarity.  \* Shares appropriate information with staff and colleagues during times of change; helps others adapt to ensure a smooth transition. | \* Regularly seeks feedback from stakeholders to gauge their satisfaction; ensures work is delivered to a high standard.  \* Maintains focus on quality to achieve key outcomes; adheres to documentation procedures and sees tasks through to completion.  \* Monitors projects against plans; manages priorities and agrees adjustments to milestones as required. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Cultivates productive working relationships EL1 | | | |
| **Capability** | Nurtures internal and external relationships | Facilitates cooperation and partnerships | Values individual differences and diversity | Guides, mentors and develops people |
| **Description** | Builds and sustains relationships with a network of key people internally and externally. Proactively offers assistance for a mutually beneficial relationship*.* Anticipates and is responsive to internal and external client needs. | Involves people, encourages them and recognises their contribution. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member. | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Identifies learning opportunities for others and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. |
| **Behavioural indicators** | \* Develops and maintains a network with others internally and externally.  \* Builds and sustains relationships; liaises with a range of stakeholders including other teams, peers and colleagues across the organisation, and in other organisations.  \* Offers reciprocal assistance in achieving mutually beneficial outcomes.  \* Anticipates the needs of clients and provides courteous, prompt and professional service to them. | \* Operates as an effective member of the team; works collaboratively and cooperatively; draws on team strengths.  \* Involves others and encourages their input; recognises the contributions made by other people.  \* Consults and shares information with own team and upwards; ensures people are kept informed of progress and issues. | \* Discerns the differing and preferred working styles of individuals and factors this into the management of people and tasks.  \* Recognises that others have different views and experience; explores their contributions and capitalises on the differing perspectives.  \* Tries to see things from the other person's perspective.  \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Makes time for people despite competing priorities; provides guidance and offers full support when required.  \* Encourages staff to engage in development opportunities; identifies knowledge gaps and works with them to determine appropriate development activities.  \* Delegates tasks effectively; provides clear direction and articulates parameters.  \* Congratulates people on achievements and gives timely recognition for good performance.  \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution.  \* Agrees on performance standards and conducts regular reviews; addresses under-performance promptly, identifies causes and agrees on improvement targets. |

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|  | Exemplifies personal drive and integrity EL1 | | | | |
| **Capability** | Demonstrates public service professionalism and probity | Engages with risk and shows personal courage | Commits to action | Displays resilience | Demonstrates self awareness and a commitment to personal development |
| **Description** | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | Provides impartial and forthright advice. Challenges important issues constructively, and stands by own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Continues to move forward despite criticism or setbacks. | Self-evaluates performance and seeks feedback from others. Communicates and acts on strengths and development needs. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and accepts challenging new opportunities. |
| **Behavioural indicators** | \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way.  \* Treats people fairly and equitably and is transparent in dealings with them.  \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions.  \* Understands and operates within legal and public policy constraints and limitations.  \* Operates in a professional manner when representing the organisation in public and internal forums. | \* Listens when own ideas are challenged; stands ground and defends own views when appropriate.  \* Challenges issues and raises objections constructively; discusses alternatives to find a way forward.  \* Provides impartial and forthright advice.  \* Takes responsibility for mistakes and learns from them; acknowledges when in the wrong.  \* Seeks advice and assistance from colleagues and senior managers when uncertain. | \* Takes the initiative; progresses work, and engages in additional tasks as required.  \* Gets on with the job at hand and applies self with energy and drive; commits to meeting the objectives.  \* Recognises and seeks to resolve issues impacting on the achievement of desired outcomes. | \* Maintains effective performance levels in highly charged or high-pressure situations.  \* Demonstrates persistence and works hard to achieve objectives.  \* Maintains an optimistic outlook and focuses on the positives in difficult situations.  \* Stays controlled when under pressure; does not react personally to criticism. | \* Reflects on own behaviours and work style and considers how they impact on others and on job performance.  \* Demonstrates commitment to self-development and capitalises on opportunities to extend skills and knowledge; accepts challenging new opportunities.  \* Communicates areas of strength, and acknowledges development needs.  \* Seeks feedback on behaviour and work performance and is responsive to guidance.  \* Spends time critically analysing own performance and identifies strengths as well as development needs. |

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|  | Communicates with influence EL1 | | |
| **Capability** | Communicates clearly | Listens, understands and adapts to audience | Negotiates persuasively |
| **Description** | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Approaches negotiations with a strong grasp of the key issues, having prepared in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and frames arguments accordingly. Encourages the support of relevant stakeholders. Strives to achieve an outcome that delivers benefits for both parties. |
| **Behavioural indicators** | \* Focuses on clearly communicating key points.  \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.  \* Presents messages confidently and selects the appropriate medium for maximum effect.  \* Structures messages clearly and succinctly, both orally and in writing. | \* Adjusts presentation style on the basis of subtle non-verbal cues.  \* Maximises personal communication strengths and takes into account shortcomings.  \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back.  \* Understands and addresses the key concerns of the audience.  \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Presents persuasive counter-arguments.  \* Puts forward a case firmly, without getting personal or aggressive.  \* Encourages relevant stakeholders in supporting the position.  \* Anticipates the stance of other parties in advance and positions own case accordingly.  \* Commences negotiations with a clear understanding of the organisation's objectives and desired outcomes. |

# Executive Level 2 profile

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| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  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.  Focuses strategically  Understands the organisation's objectives and links between the business unit, organisation and the whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area.  Harnesses information and opportunities  Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches.  Shows judgment, intelligence and commonsense  Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. | Builds organisational capability and responsiveness  Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results.  Marshals professional expertise  Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the business unit.  Steers and implements change and deals with uncertainty  Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.  Ensures closure and delivers on intended results  Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | Nurtures internal and external relationships  Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs.  Facilitates cooperation and partnerships  Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies.  Values individual differences and diversity  Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.  Guides, mentors and develops people  Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Demonstrates public service professionalism and probity  Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.  Commits to action  Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.  Displays resilience  Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks.  Demonstrates self awareness and a commitment to personal development  Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Translates information for others, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.  Listens, understands and adapts to audience  Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and is prepared to respond. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and adapts approach accordingly. Encourages the support of relevant stakeholders. Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions. |

Note: shaded areas represent critical transition points.

## Capability descriptions and behavioural indicators

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|  | Shapes strategic thinking EL2 | | | |
| **Capability** | Inspires a sense of purpose and direction | Focuses strategically | Harnesses information and opportunities | Shows judgement, intelligence and commonsense |
| **Description** | 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. | Understands the organisation's objectives and links between the business unit, organisation and the whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area. | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches. | Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. |
| **Behavioural indicators** | \* 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. | \* Considers a wide range of issues and their implications for the business unit.  \* Thinks about the future; develops long-term plans and anticipates likely priorities.  \* Understands the organisation’s direction and how the work of own business area fits into the organisation, wider community and whole of government agenda. | \* Identifies critical information gaps and asks a range of questions to uncover valuable information.  \* Sources information on best practice approaches adopted in both the public and private sectors.  \* Scans the internal and external environment for new trends and recent developments that are likely to affect own business area.  \* Gathers and investigates information and alternate viewpoints from a variety of sources through formal and informal means; explores new ideas with an open mind. | \* Distils the core issues from complex information and identifies relationships between factors.  \* Anticipates problems and takes steps to minimise or prevent them; identifies and articulates potential risks.  \* Draws accurate conclusions and presents logical arguments that address key issues.  \* Explores various possibilities and generates innovative alternatives.  \* Selects the best option from a range of potential solutions; demonstrates how recommendations solve the key problems identified. |

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|  | Achieves results EL2 | | | |
| **Capability** | Builds organisational capability and responsiveness | Marshals professional expertise | Steers and implements change and deals with uncertainty | Ensures closure and delivers on intended results |
| **Description** | Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results. | Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the business unit. | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. |
| **Behavioural indicators** | \* Builds effective teams with complementary skills.  \* Allocates resources in a flexible manner across work area to deliver the best results for the organisation.  \* Evaluates projects and business processes to understand critical factors for success; engages in and encourages others to contribute to continuous improvement.  \* Responds flexibly to changing demands whilst maintaining sight of the end goals. | \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously.  \* Consults internal and external experts; taps into their technical and professional knowledge and experience to improve work outcomes.  \* Contributes own expertise for the benefit of the business unit; encourages others to draw upon this knowledge. | \* Constructs project plans that have clear and appropriate goals, timeframes and budgets; anticipates change and builds contingencies into plans.  \* Deals positively with uncertainty and copes effectively in an environment characterised by change; determines a course of action despite lack of clarity.  \* Shares appropriate information with staff and colleagues during times of change; helps others adapt to ensure a smooth transition. | \* Commits to targets and strives to achieve results; encourages others to do the same.  \* Identifies and addresses risks that may impede work completion; proactively escalates issues that have not been controlled to ensure work remains on track.  \* Regularly seeks feedback from stakeholders to gauge their satisfaction; acts to ensure work is delivered to a high standard.  \* Maintains focus on quality to achieve key outcomes; adheres to documentation procedures and sees tasks through to completion.  \* Monitors projects against plans; manages priorities and agrees on adjustments to milestones as required. |

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|  | Cultivates productive working relationships EL2 | | | |
| **Capability** | Nurtures internal and external relationships | Facilitates cooperation and partnerships | Values individual differences and diversity | Guides, mentors and develops people |
| **Description** | Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs. | Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies. | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees on clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. |
| **Behavioural indicators** | \* Develops and maintains a network with others internally and externally.  \* Builds and sustains long-term relationships; liaises with a range of stakeholders including other teams, peers and colleagues across the organisation, and in other organisations.  \* Recognises shared agendas and works toward mutually beneficial outcomes.  \* Anticipates the needs of clients and provides courteous, prompt and professional service to them. | \* Uses appropriate strategies to resolve conflicts and address concerns quickly.  \* Fosters teamwork by working collaboratively and cooperatively; encourages and rewards those behaviours in others.  \* Brings people together and ensures the key stakeholders are involved in discussions; encourages people’s input and seeks contribution.  \* Consults, promotes open discussion; shares information with key stakeholders internally and externally; ensures that people in own team and upwards are kept informed of progress and issues. | \* Discerns the differing and preferred working styles of individuals and factors this into the management of people and tasks.  \* Recognises that others have different views and experience; explores their contributions and capitalises on the differing perspectives.  \* Tries to see things from the other person's perspective; anticipates their reactions and adopts strategies to address them.  \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Makes time for people despite competing priorities; provides guidance and offers full support when required.  \* Acts as a coach and works with people to facilitate their development; identifies development opportunities and encourages continuous learning.  \* Delegates tasks effectively; provides clear direction and articulates parameters.  \* Congratulates people on achievements and gives timely recognition for good performance.  \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution.  \* Agrees on performance standards and conducts regular reviews; addresses under-performance promptly, identifies causes and agrees on improvement targets. |

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|  | Exemplifies personal drive and integrity EL2 | | | | |
| **Capability** | Demonstrates public service professionalism and probity | Engages with risk and shows personal courage | Commits to action | Displays resilience | Demonstrates self- awareness and a commitment to personal development |
| **Description** | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks. | Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities. |
| **Behavioural indicators** | \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way.  \* Treats people fairly and equitably and is transparent in dealings with them.  \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions.  \* Understands and operates within legal and public policy constraints and limitations.  \* Operates in a professional manner when representing the organisation in public and internal forums. | \* Listens when own ideas are challenged, stands own ground and supports others when appropriate.  \* Challenges issues and raises objections constructively; discusses alternatives to find a way forward.  \* Provides impartial and forthright advice.  \* Takes responsibility for mistakes and learns from them; acknowledges when in the wrong.  \* Seeks advice and assistance from colleagues and managers when uncertain. | \* Takes the initiative; progresses work, and engages in additional tasks as required.  \* Works to get results; shows energy and drive; commits to meeting objectives.  \* Recognises and seeks to resolve issues impacting on the achievement of desired outcomes. | \* Sustains high levels of effort and energy following a setback; maintains momentum and continues to move forward.  \* Demonstrates persistence, adapts approach when required and works hard to achieve objectives.  \* Maintains an optimistic outlook and focuses on the positives in difficult situations.  \* Withstands criticism from stakeholders and maintains composure when under pressure. | \* Reflects on own behaviours and work style and considers how they impact others and performance on the job.  \* Demonstrates commitment to self-development, steps out of own comfort zone and embraces challenging opportunities for growth.  \* Confidently communicates areas of strength and acknowledges development needs.  \* Seeks feedback regarding performance; acts on feedback to achieve continual improvement.  \* Spends time critically analysing own performance and identifies strengths as well as development needs. |

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|  | Communicates with influence EL2 | | |
| **Capability** | Communicates clearly | Listens, understands and adapts to audience | Negotiates persuasively |
| **Description** | Confidently presents messages in a clear, concise and articulate manner. Translates information for others, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and is prepared to respond. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and adapts approach accordingly. Encourages the support of relevant stakeholders. Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions. |
| **Behavioural indicators** | \* Translates information for others and focuses on clearly communicating key points.  \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.  \* Presents messages confidently and selects the appropriate medium for maximum effect.  \* Structures messages clearly and succinctly, both orally and in writing. | \* Adjusts presentation style on the basis of subtle non-verbal cues.  \* Maximises personal communication strengths and takes into account shortcomings.  \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back.  \* Anticipates others’ reactions and is prepared to respond.  \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Encourages debate and seeks to develop a clear understanding about conflicting issues.  \* Puts forward a case firmly, without getting personal or aggressive.  \* Encourages relevant stakeholders in supporting the position.  \* Anticipates the stance of other parties in advance and positions own case accordingly; identifies common ground.  \* Develops a convincing argument and presents the rationale with solid supporting evidence. |

# SES Band 1 profile

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| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Develops the strategic direction for the business unit and creates a shared sense of purpose by demonstrating how elements of the strategy fit together and contribute to higher-level goals. Encourages others’ input and communicates required actions and expected outcomes.  Focuses strategically  Understands the organisation's direction and role within government and society including the whole of government agenda. Considers multiple perspectives when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. Seeks to align business unit activities with strategic priorities.  Harnesses information and opportunities  Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Seizes opportunities and adjusts approach to respond to threats. Addresses any critical information gaps. Uses knowledge of the organisation to provide a context for others.  Shows judgment, intelligence and commonsense  Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. Works effectively when all of the information is not available. Explores the options in full and makes sound decisions under pressure. Considers opportunities and anticipates risk. Applies lateral thinking and identifies innovative solutions. | Builds organisational capability and responsiveness  Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Builds teams with complementary skills and engages in succession planning. Responds flexibly to changing circumstances, deploys resources astutely and identifies optimum resourcing combinations. Creates a flexible environment that enables others to meet changing demands.  Marshals professional expertise  Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.  Steers and implements change and deals with uncertainty  Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change.  Ensures closure and delivers on intended results  Drives a culture of achievement. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Strives for quality, and ensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities. Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues. | Nurtures internal and external relationships  Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit.  Facilitates cooperation and partnerships  Brings people together and encourages input from key stakeholders. Facilitates cooperation within and between organisations. Promotes the reciprocal sharing of information to build knowledge. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict and manages the sensitivities involved.  Values individual differences and diversity  Recognises the positive benefits that can be gained from diversity and capitalises on these for the benefit of the business unit. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.  Guides, mentors and develops people  Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in time of high pressure and engages in activities to maintain morale. | Demonstrates public service professionalism and probity  Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism. Encourages these standards in others. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Challenges and encourages debate on difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required.  Commits to action  Commits to achieving key outcomes for the organisation. Demonstrates personal drive, focus and energy. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems.  Displays resilience  Persists with, and focuses on achieving, organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations.  Demonstrates self awareness and a commitment to personal development  Examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and proactively identifies related learning opportunities to extend skills and experience. Reflects on own behaviour and recognises the impact on others. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and explains the implications and ensures the conclusion is clearly conveyed. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.  Listens, understands and adapts to audience  Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Encourages the support of relevant stakeholders. Focuses on the desired objectives and ensures negotiations remain on track. |

Note: shaded areas represent critical transition points.

## Capability descriptions and behavioural indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Shapes strategic thinking SES1 | | | |
| **Capability** | Inspires a sense of purpose and direction | Focuses strategically | Harnesses information and opportunities | Shows judgement, intelligence and commonsense |
| **Description** | Develops the strategic direction for the business unit and creates a shared sense of purpose by demonstrating how elements of the strategy fit together and contribute to higher-level goals. Encourages others’ input and communicates required actions and expected outcomes. | Understands the organisation's direction and role within government and society including the whole of government agenda. Considers multiple perspectives when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. Seeks to align business unit activities with strategic priorities. | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Seizes opportunities and adjusts approach to respond to threats. Addresses any critical information gaps. Uses knowledge of the organisation to provide a context for others. | Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. Works effectively when all of the information is not available. Explores the options in full and makes sound decisions under pressure. Considers opportunities and anticipates risk. Applies lateral thinking and identifies innovative solutions. |
| **Behavioural indicators** | \* Engages others in the organisation's vision and encourages comment; articulates the need for action.  \* Establishes the strategic goals for the business unit; communicates links between government policy, organisational goals and the work of the unit.  \* Builds a shared sense of purpose and direction by demonstrating how elements of the strategy fit together.  \* Promotes the vision and strategy by communicating expectations and describing likely outcomes and benefits. | \* Focuses on the future and pursues strategic alignment of actions within the business unit.  \* Considers multiple perspectives when contemplating the impact key issues may have on the business unit.  \* Thinks about the future; develops plans that balance potential future needs with immediate requirements.  \* Understands the organisation's direction and how the work of own business area fits onto the organisation, wider community and whole of government agenda. | \* Understands the cultural, social, historical and political factors affecting the organisation; uses this information to provide a context for other people.  \* Identifies critical information gaps, and ensures required information is obtained.  \* Investigates and applies contemporary best practice approaches from both public and private organisations, nationally and internationally.  \* Scans the internal and external environments; uses resulting information to adjust approach, identify threats and seize emerging opportunities for the organisation.  \* Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government. Explores new ideas with an open mind. | \* Quickly identifies relationships between issues, synthesises complex information and discerns the key implications for the organisation in the context of government priorities.  \* Anticipates problems and takes steps to minimise or prevent them; identifies and manages risk.  \* Makes clear, well-reasoned and timely decisions; balances intuition and intellect to form effective judgements.  \* Applies lateral and creative thinking to generate ideas and solutions.  \* Works effectively in situations of ambiguity and with issues that cannot be immediately resolved. |

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|  | Achieves results SES1 | | | |
| **Capability** | Builds organisational capability and responsiveness | Marshals professional expertise | Steers and implements change and deals with uncertainty | Ensures closure and delivers on intended results |
| **Description** | Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Builds teams with complementary skills and engages in succession planning. Responds flexibly to changing circumstances, deploys resources astutely and identifies optimum resourcing combinations. Creates a flexible environment that enables others to meet changing demands. | Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. | Drives a culture of achievement. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Strives for quality, and ensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities. Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues. |
| **Behavioural indicators** | \* Creates a flexible environment within the business unit that enables people to move between projects to meet changing demands.  \* Builds effective teams with complementary skills; attracts and recruits talent and engages in succession planning.  \* Deploys resources astutely; considers resource requirements, resource gaps and the capability of individuals to ensure the best result.  \* Challenges the status quo by looking for ways to improve effectiveness; harnesses the potential of technology and implements continuous improvement activities.  \* Responds flexibly and manages resources to meet changing demands in the environment. | \* Strikes a balance between using external expertise and internal knowledge and experience.  \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously.  \* Consults internal experts; taps into their technical and professional knowledge and experience to improve organisational outcomes.  \* Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge. | \* Adopts a planned approach to the management of programs; develops high-level plans that define required outcomes.  \* Operates effectively in an environment of ongoing change; maintains a flexible approach to achieve objectives.  \* Shares appropriate information with stakeholders during times of change; anticipates likely objections and addresses them in a timely manner. | \* Commits to targets and strives to achieve results; encourages others to do the same.  \* Identifies and addresses risks that may impede project completion; proactively escalates issues that have not been controlled to ensure work remains on track.  \* Reports achievements to key stakeholders, engages them in program outcomes and seeks feedback; acts to ensure work is delivered to a high standard.  \* Strives for high-quality outputs throughout the business unit and accepts accountability for achieving agreed outcomes.  \* Establishes systems to monitor progress against objectives and ensures that projects comply with regulatory requirements. |

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|  | Cultivates productive working relationships SES1 | | | |
| **Capability** | Nurtures internal and external relationships | Facilitates cooperation and partnerships | Values individual differences and diversity | Guides, mentors and develops people |
| **Description** | Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit. | Brings people together and encourages input from key stakeholders. Facilitates cooperation within and between organisations. Promotes the reciprocal sharing of information to build knowledge. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict and manages the sensitivities involved. | Recognises the positive benefits that can be gained from diversity and capitalises on these for the benefit of the business unit. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in time of high pressure and engages in activities to maintain morale. |
| **Behavioural indicators** | \* Invests time to sustain and broaden networks; follows up and maintains regular contact.  \* Builds a diverse range of relationships with key people in other organisations, such as the Minister's office, the private sector, industry groups and other relevant stakeholder groups.  \* Finds shared agendas and uses these to bring people together to develop mutually beneficial outcomes.  \* Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the business unit. | \* Facilitates cooperation between organisations by sharing information; maintains a cross- government focus.  \* Resolves conflict using appropriate strategies; finds solutions that manage the sensitivities involved.  \* Fosters teamwork by working collaboratively and cooperatively; encourages and rewards those behaviours in others.  \* Brings people together and ensures the key stakeholders are involved in discussions; seeks input and facilitates joint ownership.  \* Consults and promotes open discussion; shares information with key stakeholders internally and externally; facilitates reciprocal sharing of information to build knowledge. | \* Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the business unit.  \* Recognises that others have different views and experience; encourages input, listens and takes action to harness the varied input for the benefit of the business unit.  \* Tries to see things from the other person's perspective, anticipates their reactions and adopts strategies to address them.  \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Engages in activities to maintain optimism and enthusiasm; implements formal and informal team-building activities.  \* Assists people in managing their time and emotional response when under high levels of pressure.  \* Makes time for people despite competing priorities, particularly when people are challenged or during difficult times.  \* Acts as a coach and works with people to facilitate continuous learning; sets stretching development tasks linked to individual performance and potential.  \* Delegates responsibility for work to others with broad parameters; motivates others to take ownership.  \* Congratulates people on achievements and gives timely recognition for good performance.  \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution.  \* Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance. |

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|  | Exemplifies personal drive and integrity SES1 | | | | |
| **Capability** | Demonstrates public service professionalism and probity | Engages with risk and shows personal courage | Commits to action | Displays resilience | Demonstrates self- awareness and a commitment to personal development |
| **Description** | Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism. Encourages these standards in others. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Challenges and encourages debate on difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. | Commits to achieving key outcomes for the organisation. Demonstrates personal drive, focus and energy. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. | Persists and focuses on achieving organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations. | Examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and proactively identifies related learning opportunities to extend skills and experience. Reflects on own behaviour and recognises the impact on others. |
| **Behavioural indicators** | \* Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards.  \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way.  \* Treats people fairly and equitably and is transparent in dealings with them.  \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions.  \* Understands and operates within legal and public policy constraints and limitations.  \* Represents the organisation in public forums; appropriately supports and promotes the organisation's agenda.  \* Presents a united leadership voice; supports other leaders. | \* Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular).  \* Encourages and contributes to debate on own ideas and the ideas of others; stands own ground and supports others when appropriate.  \* Confronts difficult or controversial issues directly; is willing to make an unpopular stand and clearly voice own position.  \* Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes.  \* Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes.  \* Seeks advice and guidance; admits to not always knowing the answer to a question. | \* Takes the initiative and acts decisively to move things forward.  \* Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation.  \* Initiates urgent action and is responsive when there are issues impacting on the achievement of outcomes. | \* Sustains high levels of effort and energy following a setback, maintains momentum and continues to move forward.  \* Demonstrates tenacity and persists with initiatives that are of benefit to the organisation and/or government.  \* Maintains an optimistic outlook and focuses on the positives in difficult situations.  \* Monitors own emotional reactions, remains calm and maintains focus when faced with criticism or pressure. | \* Regularly examines own behaviour and the impact on others; identifies learning opportunities.  \* Demonstrates commitment to self-development, proactively identifies development opportunities and seeks to extend skills and experience.  \* Confidently promotes areas of strength and acknowledges development needs.  \* Regularly seeks feedback on performance; translates negative feedback into actions for improvement.  \* Examines own behaviour with reference to performance; identifies areas of strength and limitation. |

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|  | Communicates with influence SES1 | | |
| **Capability** | Communicates clearly | Listens, understands and adapts to audience | Negotiates persuasively |
| **Description** | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and explains the implications and ensures the conclusion is clearly conveyed. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Engages the support of credible others. Focuses on the desired objectives and ensures negotiations remain on track. |
| **Behavioural indicators** | \* Presents key information effectively, outlines the implications and ensures key conclusions are conveyed.  \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.  \* Presents messages confidently and selects the appropriate medium for maximum effect.  \* Structures messages clearly and succinctly, both orally and in writing. | \* Adjusts presentation style on the basis of subtle non-verbal cues.  \* Maximises personal communication strengths and takes into account shortcomings.  \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back.  \* Anticipates the audience’s response and is prepared to address their concerns and objections.  \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Ensures that negotiations remain focused on the important issues.  \* Acknowledges differences of opinion and addresses disagreements objectively.  \* Offers a convincing rationale and makes a strong case, without getting personal or aggressive.  \* Engages credible others in supporting the position.  \* Anticipates other people's likely expectations and concerns; determines the extent of potential compromise for all parties.  \* Positions case in a balanced manner, avoids overselling by acknowledging risks and potential disadvantages. |

# SES Band 2 profile

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| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Champions the organisation's vision and goals and promotes a shared commitment to the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies.  Focuses strategically  Understands the organisation's role within society and considers multiple perspectives when assessing the ramifications of key issues on the organisation and community. Provides advice to government that reflects analysis of a broad range of issues and the whole of government agenda. Considers emerging trends, identifies long-term opportunities and aligns organisational operations with strategic priorities.  Harnesses information and opportunities  Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues.  Shows judgment, intelligence and commonsense  Applies intellect and knowledge to weigh up information and identify critical factors and issues. Demonstrates effective judgement to weigh up options and develop realistic solutions. Anticipates risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems. | Builds organisational capability and responsiveness  Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Looks for ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Monitors and manages resourcing pressures for optimum outcomes. Creates a flexible environment that enables others to meet changing demands.  Marshals professional expertise  Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.  Steers and implements change and deals with uncertainty  Oversees the implementation of multiple change initiatives with a focus on the desired outcomes. Defines high-level objectives and ensures translation into practical implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change.  Ensures closure and delivers on intended results  Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. | Nurtures internal and external relationships  Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Encourages stakeholders to work together, and establishes cross- agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation.  Facilitates cooperation and partnerships  Consults broadly to obtain buy-in. Draws on the knowledge of key stakeholders within and outside the organisation and facilitates cooperation by sharing information. Promotes information exchange by maintaining open communication channels. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict.  Values individual differences and diversity  Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives.  Guides, mentors and develops people  Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale. | Demonstrates public service professionalism and probity  Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.  Engages with risk and shows personal courage  Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Clearly voices own opinion and challenges difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required.  Commits to action  Commits to achieving key outcomes for the organisation and uses personal drive, focus and energy to enthuse others. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems.  Displays resilience  Persists and focuses on achieving organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Overcomes obstacles and rapidly recovers from setbacks. Displays a positive outlook in difficult situations.  Demonstrates self awareness and a commitment to personal development  Has a high level of self-awareness and acknowledges areas of both strength and limitation. Confidently promotes areas of strength and proactively identifies learning opportunities to extend skills and experience. Reflects on the impact of own behaviour on others and is responsive in adjusting behaviour. | Communicates clearly  Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and states the facts. Structures message for brevity and presents message with precision and confidence, harnessing the most appropriate methods of communication. Creates meaning for the audience by using analogies and stories to illustrate key points.  Listens, understands and adapts to audience  Seeks to understand the audience and adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track. |

Note: shaded areas represent critical transition points.

## Capability descriptions and behavioural indicators

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|  | Shapes strategic thinking SES2 | | | |
| **Capability** | Inspires a sense of purpose and direction | Focuses strategically | Harnesses information and opportunities | Shows judgement, intelligence and commonsense |
| **Description** | Champions the organisation's vision and goals and promotes a shared commitment to the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies. | Understands the organisation's role within society and considers multiple perspectives when assessing the ramifications of key issues on the organisation and community. Provides advice to government that reflects analysis of a broad range of issues and the whole of government agenda. Considers emerging trends, identifies long-term opportunities and aligns organisational operations with strategic priorities. | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. | Applies intellect and knowledge to weigh up information and identify critical factors and issues. Demonstrates effective judgement to weigh up options and develop realistic solutions. Anticipates risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems. |
| **Behavioural indicators** | \* Champions the vision and communicates the way forward; encourages others’ input to strategic plans.  \* Contributes to the development of organisational strategies that are linked with government objectives and are focused on the future; shares this vision with others.  \* Builds a shared sense of purpose and direction by explaining the vision—why it has been developed and how elements of the strategy fit together.  \* Steers the vision through the organisation; communicates the parameters and expectations surrounding the strategy. | \* Positions advice to government in a broad context, with reference to stakeholder interests and the whole of government agenda.  \* Focuses on the future and aligns business operations with corporate strategies and priorities.  \* Considers multiple perspectives when contemplating the impact key issues may have on the organisation and wider community.  \* Thinks conceptually about long-term opportunities and contemplates a wide range of strategic options in conjunction with emerging trends.  \* Conceptualises the role of the organisation in society and considers community expectations. | \* Understands the cultural, social, historical and political factors affecting the organisation; uses this knowledge to tailor different approaches to issues.  \* Identifies critical information gaps and ensures required information is obtained.  \* Investigates and applies contemporary best practice approaches in both public and private organisations, nationally and internationally.  \* Recognises and is sensitive to changes in the internal and external environments; uses resulting information to position the organisation to capitalise on emerging opportunities and minimise threats.  \* Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government. Explores new ideas with an open mind. | \* Quickly identifies relationships between issues, synthesises complex information and discerns the key implications for the organisation in the context of government priorities.  \* Anticipates problems and addresses them quickly; develops strategies and thinks through contingencies to manage risk.  \* Weighs up options and applies sound judgement to develop realistic solutions for the organisation.  \* Generates and capitalises on innovative solutions to effectively resolve complex problems.  \* Works effectively in situations of ambiguity and with issues that cannot be immediately resolved. |

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|  | Achieves results SES2 | | | |
| **Capability** | Builds organisational capability and responsiveness | Marshals professional expertise | Steers and implements change and deals with uncertainty | Ensures closure and delivers on intended results |
| **Description** | Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Monitors and manages resourcing pressures for optimum outcomes. Creates a flexible environment that enables others to meet changing demands. | Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Oversees the implementation of multiple change initiatives with a focus on the desired outcomes. Defines high-level objectives and ensures translation into practical implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. | Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. |
| **Behavioural indicators** | \* Creates a flexible organisational environment that enables people to move between projects to meet changing demands.  \* Attracts and recruits talent; engages in succession planning to nurture talent and contribute to organisational sustainability.  \* Monitors resourcing pressures and implements strategies to ensure the best results are obtained for the organisation.  \* Challenges the status quo by looking for ways to improve effectiveness, harnesses the potential of technology and implements continuous improvement activities.  \* Facilitates information accessibility and sharing to create knowledge management strategies. | \* Strikes a balance between using external expertise and internal knowledge and experience.  \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously.  \* Consults internal experts; taps into their technical and professional knowledge and experience to improve organisational outcomes.  \* Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge. | \* Drives multiple change initiatives, oversees implementation and ensures that focus on end goals is maintained.  \* Adopts a planned approach to the management of programs; develops organisational plans that define required outcomes.  \* Operates effectively in an environment of ongoing change; maintains a flexible approach to achieve organisational objectives.  \* Shares appropriate information with stakeholders during times of change, anticipates likely objections and addresses them in a timely manner. | \* Commits to targets and strives to achieve results; encourages others to do the same.  \* Identifies, and seeks to remove, barriers to achieving desired organisational outcomes.  \* Adopts a 'no surprises' policy; ensures that key stakeholders are kept appropriately informed of progress.  \* Fosters a quality focus across the organisation and accepts accountability for achieving agreed outcomes.  \* Reviews the progress of key programs and stays focused on achieving outcomes. |

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|  | Cultivates productive working relationships SES2 | | | |
| **Capability** | Nurtures internal and external relationships | Facilitates cooperation and partnerships | Values individual differences and diversity | Guides, mentors and develops people |
| **Description** | Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Encourages stakeholders to work together, and establishes cross-agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation. | Consults broadly to obtain buy-in. Draws on the knowledge of key stakeholders within and outside the organisation and facilitates cooperation by sharing information. Promotes information exchange by maintaining open communication channels. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict. | Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. | Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale. |
| **Behavioural indicators** | \* Proactively builds cross-agency relationships; establishes cross- agency approaches to address issues.  \* Invests time to sustain and broaden networks; engages the support and allegiance of informal networks in formal situations.  \* Builds and sustains a diverse range of relationships with key people in other organisations such as the Minister's office, the private sector, industry groups and other relevant stakeholder groups.  \* Encourages key stakeholders to work together; recognises, and capitalises on, opportunities for mutual benefit.  \* Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the organisation. | \* Facilitates cooperation between organisations by sharing information; maintains a cross- government focus.  \* Anticipates conflict and uses appropriate strategies to resolve conflict when it arises.  \* Models effective team working behaviours; works collaboratively and cooperatively and rewards those behaviours in others.  \* Draws on the knowledge of key stakeholders within and outside the organisation; seeks input from the portfolio Secretary or CEO on contentious issues.  \* Consults broadly to obtain buy-in; shares information and facilitates the exchange of information by maintaining open communication channels. | \* Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the organisation.  \* Capitalises on the diversity present in the organisation; harnesses different viewpoints.  \* Anticipates when different stakeholders may clash due to differing views, cultural perspectives or drivers; adopts strategies to address these.  \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Engages in activities to maintain optimism and enthusiasm; implements formal and informal team-building activities.  \* Assists people in managing their time and emotional response when under high levels of pressure.  \* Makes time for people despite competing priorities, particularly when people are challenged or during difficult times.  \* Identifies and nurtures talent; provides talented people with access to targeted and stretching development opportunities.  \* Delegates responsibility for work appropriately and provides people with opportunities to take ownership; provides people with the opportunity to build their capability.  \* Celebrates success; acknowledges and rewards achievements.  \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution.  \* Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance. |

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|  | Exemplifies personal drive and integrity SES2 | | | | |
| **Capability** | Demonstrates public service professionalism and probity | Engages with risk and shows personal courage | Commits to action | Displays resilience | Demonstrates self- awareness and a commitment to personal development |
| **Description** | Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Clearly voices own opinion and challenges difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. | Commits to achieving key outcomes for the organisation and uses personal drive, focus and energy to enthuse others. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. | Persists and focuses on achieving organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Overcomes obstacles and rapidly recovers from setbacks. Displays a positive outlook in difficult situations. | Demonstrates a high level of self-awareness and acknowledges areas of both strength and limitation. Confidently promotes areas of strength and proactively identifies learning opportunities to extend skills and experience. Reflects on the impact of own behaviour on others and is responsive in adjusting behaviour. |
| **Behavioural indicators** | \* Aligns business processes with the APS Values.  \* Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards.  \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way; addresses breaches of protocol and probity in an appropriate manner.  \* Treats people fairly and equitably and is transparent in dealings with them.  \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions.  \* Understands and operates within legal and public policy constraints and limitations.  \* Represents the organisation in public forums; appropriately supports and promotes the organisation's agenda.  \* Presents a united leadership voice; supports other leaders. | \* Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular).  \* Encourages and contributes to debate on own ideas and the ideas of others; stands own ground and supports others when appropriate.  \* Confronts difficult or controversial issues directly with others; is willing to make an unpopular stand and clearly voice own position.  \* Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes.  \* Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes.  \* Seeks advice and guidance; admits to not always knowing the answer to a question. | \* Takes the initiative and acts decisively to move things forward.  \* Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation.  \* Initiates urgent action and is responsive when there are significant issues to address. | \* Quickly recovers from setbacks and maintains momentum; sustains high levels of effort toward the achievement of outcomes.  \* Demonstrates tenacity and persists with initiatives that are of benefit to the organisation and/or government.  \* Maintains an optimistic outlook and focuses on the positives in difficult situations.  \* Monitors own emotional reactions, remains calm and maintains focus when faced with criticism or pressure. | \* Regularly reflects on the impact of own behaviour on others to identify opportunities to increase effectiveness; adjusts behaviour accordingly.  \* Focuses on own development; identifies new challenges to extend experience.  \* Confidently promotes areas of strength and knowledge within limits of own expertise.  \* Regularly seeks feedback on performance; translates negative feedback into actions for improvement.  \* Examines own behaviour and performance; identifies strengths and development needs. |

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|  | Communicates with influence SES2 | | |
| **Capability** | Communicates clearly | Listens, understands and adapts to audience | Negotiates persuasively |
| **Description** | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and states the facts. Structures message for brevity and presents message with precision and confidence, harnessing the most appropriate methods of communication. Creates meaning for the audience by using analogies and stories to illustrate key points. | Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and seeks their support. Focuses on the desired objectives and ensures negotiations remain on track. |
| **Behavioural indicators** | \* Engages the audience; uses anecdotes and analogies to illustrate key points and bring messages to life.  \* Presents key information effectively; outlines the implications and ensures key conclusions are conveyed.  \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.  \* Presents messages with precision and confidence and selects the appropriate medium for maximum effect.  \* Structures messages clearly and succinctly, both orally and in writing. | \* Adjusts presentation style on the basis of subtle non-verbal cues.  \* Maximises personal communication strengths and takes into account shortcomings.  \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back.  \* Anticipates the likely reaction of the audience to a message and adjusts approach to gain maximum impact.  \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Pitches messages in a way that facilitates the desired outcomes; uses techniques to illustrate the argument persuasively.  \* Ensures that negotiations remain focused on the important issues.  \* Acknowledges differences of opinion and addresses disagreements objectively.  \* Offers a convincing rationale and makes a strong case without getting personal or aggressive.  \* Identifies key stakeholders and seeks their support early in the negotiation.  \* Analyses other people’s agendas and identifies potential 'weak spots'; determines the extent of potential compromise for all parties.  \* Positions case by clearly highlighting its merit, avoids overselling by acknowledging risks and potential disadvantages. |

# SES Band 3 profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shapes  strategic thinking | Achieves  results | Cultivates productive working relationships | Exemplifies personal drive and integrity | Communicates with influence |
| Inspires a sense of purpose and direction  Champions the organisation's vision and goals and unifies business units with the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies.  Focuses strategically  Understands the organisation's current and potential future role within society. Considers multiple perspectives when assessing the ramifications of key issues and develops solutions with long-term viability for the organisation and society. Provides advice to government that reflects analysis of a broad range of issues. Considers emerging trends, identifies long-term opportunities and balances organisational requirements with desired whole of government outcomes.  Harnesses information and opportunities  Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. Recognises the opportunities offered through whole of government approaches and seeks to realise them.  Shows judgment, intelligence and commonsense  Engages in high-level critical thinking to identify links and discern the critical issues. Identifies the implications for the organisation and applies effective judgement to develop solutions. Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems.  Note: shaded areas represent critical transition points. | Builds organisational capability and responsiveness  Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Seeks operational efficiency and streamlines and adapts processes. Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Engages in flexible resource management and looks beyond the organisation’s boundaries to achieve the optimum resourcing combination.  Marshals professional expertise  Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.  Steers and implements change and deals with uncertainty  Drives the change agenda, defines high-level objectives and ensures translation into practical implementation strategies. Coordinates projects across multiple agencies. Recognises the constant nature of change and maintains flexibility. Secures stakeholder commitment to change and maintains open communication channels during the change process.  Ensures closure and delivers on intended results  Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. | Nurtures internal and external relationships  Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister. Encourages stakeholders to work together, and establishes cross-agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation.  Facilitates cooperation and partnerships  Consults broadly to obtain buy-in, recognises when input is required. Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations. Engages the Minister’s office on key issues. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict.  Values individual differences and diversity  Communicates the value of harnessing diversity for the organisation. Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives.  Guides, mentors and develops people  Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in time of high pressure. Celebrates success and engages in activities to maintain morale. | Demonstrates public service professionalism and probity  Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.  Engages with risk and shows personal courage  Acts as a role model for leadership courage by consistently raising critical and difficult issues. Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Accepts accountability for mistakes made in the organisation and ensures corrective action is taken. Seeks guidance and advice when required.  Commits to action  Acts decisively to ensure strategies are implemented and issues are addressed. Demonstrates personal drive, focus and energy. Galvanises others to act. Commits to getting the job done. Maintains control and initiates urgent action to resolve issues when required.  Displays resilience  Persists and focuses on achieving organisational objectives throughout periods of extreme pressure. Monitors own emotional reactions and responds to pressure in a controlled manner. Retains focus on the end goal and overcomes significant barriers and obstacles. Rapidly recovers from setbacks. Displays a positive outlook in difficult situations.  Demonstrates self awareness and a commitment to personal development  Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and development needs. Uses self-insight to identify areas in which own capabilities complement other people’s. Is open to feedback and is responsive in adjusting behaviour. Strives for continual learning. | Communicates clearly  Confidently presents messages in a clear and articulate manner. Focuses on key points for the audience and selects the most appropriate medium for conveying information. States the facts and uses straightforward language to aid transparency. Creates meaning for the audience by using analogies and stories to illustrate key points.  Listens, understands and adapts to audience  Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger.  Negotiates persuasively  Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track. |

## Capability descriptions and behavioural indicators

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| --- | --- | --- | --- | --- |
|  | Shapes strategic thinking SES3 | | | |
| **Capability** | Inspires a sense of purpose and direction | Focuses strategically | Harnesses information and opportunities | Shows judgement, intelligence and commonsense |
| **Description** | Champions the organisation's vision and goals and unifies business units with the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies. | Understands the organisation's current and potential future role within society. Considers multiple perspectives when assessing the ramifications of key issues and develops solutions with long-term viability for the organisation and society. Provides advice to government that reflects analysis of a broad range of issues. Considers emerging trends, identifies long-term opportunities and balances organisational requirements with desired whole of government outcomes. | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. Recognises the opportunities offered through whole of government approaches and seeks to realise them. | Engages in high-level critical thinking to identify links and discern the critical issues. Identifies the implications for the organisation and applies effective judgement to develop solutions. Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems. |
| **Behavioural indicators** | \* Champions the vision and communicates the way forward; encourages others’ input to strategic plans.  \* Contributes to the development of organisational strategies that are linked with government objectives and are focused on the future; cascades this vision through the organisation.  \* Builds a sense of shared purpose and direction by actively promoting the vision and creating alignment between organisational units and strategy.  \* Steers the vision through the organisation; communicates the parameters and expectations surrounding the strategy. | \* Applies a broad view that balances organisational requirements with desired whole of government outcomes.  \* Positions advice to government in a broad context, with reference to stakeholder interests and the whole of government agenda.  \* Focuses on the future and seeks to improve the organisation’s ongoing capacity to deliver outcomes for society.  \* Considers multiple perspectives when contemplating the impact of key issues and develops solutions with consideration of their long-term viability for the organisation and community.  \* Thinks conceptually about long-term opportunities and contemplates a wide range of strategic options in conjunction with emerging trends.  \* Conceptualises the role of the organisation in society and considers community expectations. | \* Recognises the opportunities available through whole of government and seeks to realise them.  \* Understands the cultural, social, historical and political factors affecting the organisation; uses this knowledge to tailor different approaches to issues.  \* Identifies critical information gaps, and ensures required information is obtained.  \* Investigates and applies contemporary best practice approaches in both public and private organisations, nationally and internationally.  \* Recognises and is sensitive to changes in the internal and external environments; uses resulting information to position the organisation to capitalise on emerging opportunities and minimise threats.  \* Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government. Explores new ideas with an open mind. | \* Engages in high-level critical thinking to identify the links and connections between complex issues; discerns the key implications for the organisation.  \* Anticipates problems and addresses them quickly, develops strategies and thinks through contingencies to manage long-term and strategic risks.  \* Weighs up options and applies sound judgement to develop realistic solutions for the organisation.  \* Generates innovative solutions to effectively resolve complex problems that may not have been experienced previously.  \* Works effectively in situations of ambiguity and with issues that cannot be immediately resolved. |

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|  | Achieves results SES3 | | | |
| **Capability** | Builds organisational capability and responsiveness | Marshals professional expertise | Steers and implements change and deals with uncertainty | Ensures closure and delivers on intended results |
| **Description** | Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Seeks operational efficiency and streamlines and adapts processes. Looks for ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Engages in flexible resource management and looks beyond the organisation’s boundaries to achieve the optimum resourcing combination. | Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Drives the change agenda, defines high-level objectives and ensures translation into practical implementation strategies. Coordinates projects across multiple agencies. Recognises the constant nature of change and maintains flexibility. Secures stakeholder commitment to change and maintains open communication channels during the change process. | Drives a culture of achievement and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. |
| **Behavioural indicators** | \* Implements strategies to achieve operational efficiencies; integrates and streamlines processes to maximise effectiveness.  \* Attracts and recruits talent; engages in succession planning to nurture talent and contribute to organisational sustainability.  \* Engages in flexible resource management; looks beyond the organisation's boundaries to identify optimum resourcing combinations.  \* Challenges the status quo by looking for ways to improve effectiveness; harnesses the potential of technology and implements continuous improvement activities.  \* Facilitates information accessibility and sharing to create knowledge management strategies. | \* Strikes a balance between utilising external expertise and internal knowledge and experience.  \* Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously.  \* Consults internal experts; taps into their technical and professional knowledge and experience to improve organisational outcomes.  \* Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge. | \* Coordinates projects across multiple organisations.  \* Drives the change agenda and creates an organisation that can shift focus quickly.  \* Adopts a planned approach to the management of programs; develops organisational plans that define required outcomes.  \* Accepts and embraces the ongoing nature of change; maintains a flexible approach to achieve organisational objectives.  \* Identifies key stakeholders and seeks their commitment to change; shares relevant information to facilitate an effective change process. | \* Commits to targets and strives to achieve results; encourages others to do the same.  \* Identifies and seeks to remove barriers to achieving desired organisational outcomes.  \* Adopts a 'no surprises' policy; ensures that key stakeholders are kept appropriately informed of progress.  \* Fosters a quality focus across the organisation and accepts accountability for achieving agreed outcomes.  \* Reviews the progress of key programs and stays focused on achieving outcomes. |

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|  | Cultivates productive working relationships SES3 | | | |
| **Capability** | Nurtures internal and external relationships | Facilitates cooperation and partnerships | Values individual differences and diversity | Guides, mentors and develops people |
| **Description** | Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister. Encourages stakeholders to work together, and establishes cross-agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation. | Consults broadly to obtain buy-in, recognises when input is required. Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations. Engages the Minister’s office on key issues. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict. | Communicates the value of harnessing diversity for the organisation. Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. | Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in time of high pressure. Celebrates success and engages in activities to maintain morale. |
| **Behavioural indicators** | \* Proactively builds cross-agency relationships; establishes cross- agency approaches to address issues.  \* Establishes and sustains relationships that deliver an intelligence network.  \* Builds effective working relationships with Ministers; seeks to understand their needs and expectations.  \* Encourages key stakeholders to work together; recognises, and capitalises on, opportunities for mutual benefit.  \* Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the organisation. | \* Communicates the importance of consulting with key stakeholders; recognises when input is required.  \* Overcomes organisational silos; facilitates cooperation between organisations by sharing information.  \* Anticipates conflict and uses appropriate strategies to resolve conflict when it arises; bridges differences in understanding between key stakeholders.  \* Models effective team working behaviours; works collaboratively and cooperatively and rewards those behaviours in others.  \* Engages the Minister’s office on key issues; facilitates others’ relationships with the Minister.  \* Consults broadly to obtain buy-in; shares information and facilitates the exchange of information by maintaining open communication channels. | \* Acts as a positive role model by proactively communicating the value and importance of capitalising on diversity for the organisation.  \* Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the organisation.  \* Capitalises on the diversity present in the organisation; harnesses different viewpoints.  \* Anticipates when different stakeholders may clash due to differing views, cultural perspectives or drivers; adopts strategies to address these.  \* Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions. | \* Engages in activities to maintain optimism and enthusiasm; implements formal and informal team-building activities.  \* Assists people in managing their time and emotional response when under high levels of pressure.  \* Makes time for people despite competing priorities, particularly when people are challenged or during difficult times.  \* Identifies and nurtures talent; provides talented people with access to targeted and stretching development opportunities.  \* Delegates responsibility for work appropriately and provides people with opportunities to take ownership; provides people with the opportunity to build their capability.  \* Celebrates success; acknowledges and rewards achievements.  \* Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution.  \* Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance. |

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|  | Exemplifies personal drive and integrity SES3 | | | | |
| **Capability** | Demonstrates public service professionalism and probity | Engages with risk and shows personal courage | Commits to action | Displays resilience | Demonstrates self- awareness and a commitment to personal development |
| **Description** | Adheres to and promotes the APS Values and Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Acts as a role model for leadership courage by consistently raising critical and difficult issues. Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Accepts accountability for mistakes made in the organisation and ensures corrective action is taken. Seeks guidance and advice when required. | Acts decisively to ensure strategies are implemented and issues are addressed. Demonstrates personal drive, focus and energy. Galvanises others to act. Commits to getting the job done. Maintains control and initiates urgent action to resolve issues when required. | Persists and focuses on achieving organisational objectives throughout periods of extreme pressure. Monitors own emotional reactions and responds to pressure in a controlled manner. Retains focus on the end goal and overcomes significant barriers and obstacles. Rapidly recovers from setbacks. Displays a positive outlook in difficult situations. | Has a high level of self-awareness and acts as a role model by openly communicating strengths and development needs. Uses self-insight to identify areas in which own capabilities complement other people’s. Is open to feedback and is responsive in adjusting behaviour. Strives for continual learning. |
| **Behavioural indicators** | \* Aligns business processes with the APS Values.  \* Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards.  \* Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way; addresses breaches of protocol and probity in an appropriate manner.  \* Treats people fairly and equitably and is transparent in dealings with them.  \* Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions.  \* Understands and operates within legal and public policy constraints and limitations.  \* Represents the organisation in public forums; appropriately supports and promotes the organisation's agenda.  \* Presents a united leadership voice; supports other leaders. | \* Acts as a role model for leadership courage by adopting a principled stance on important issues.  \* Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular).  \* Encourages and contributes to debate on own ideas and the ideas of others, stands own ground and supports others when appropriate.  \* Confronts difficult issues and challenges the position of others, including the Minister when appropriate; engages in constructive debate to address the issues.  \* Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes.  \* Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes.  \* Seeks advice and guidance; admits to not always knowing the answer to a question. | \* Strives to achieve targets and maintains focus on long-term outcomes: does not give up and modifies approach to achieve targets for the organisation.  \* Is prepared to commit to a decision without all of the information; takes responsibility for issues that are escalated.  \* Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation.  \* Maintains control and initiates urgent action and is responsive when there are significant issues to address. | \* Quickly recovers from setbacks and maintains momentum; sustains high levels of effort toward the achievement of outcomes.  \* Demonstrates tenacity and persists with initiatives; copes with extreme and changing demands from numerous stakeholders and maintains focus on objectives.  \* Maintains an optimistic outlook and focuses on the positives in difficult situations.  \* Stays in control of emotions and does not react negatively to stress or pressure; remains relaxed, composed and focused during a crisis. | \* Capitalises on the varying strengths of individuals, identifies areas in which own strengths/weaknesses complement those of colleagues, and adjusts behaviours to capitalise on these.  \* Strives for continual learning; identifies new challenges to extend experience.  \* Acts as a role model to create an environment where individuals openly discuss their strengths and development needs.  \* Regularly seeks feedback on performance; translates negative feedback into actions for improvement.  \* Displays self-insight and is highly aware of own strengths and limitations. |

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|  | Communicates with influence SES3 | | |
| **Capability** | Communicates clearly | Listens, understands and adapts to audience | Negotiates persuasively |
| **Description** | Confidently presents messages in a clear and articulate manner. Focuses on key points for the audience and selects the most appropriate medium for conveying information. States the facts and uses straightforward language to aid transparency. Creates meaning for the audience by using analogies and stories to illustrate key points. | Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track. |
| **Behavioural indicators** | \* Engages the audience; uses anecdotes and analogies to illustrate key points and bring messages to life.  \* States the facts clearly; outlines the implications and ensures key conclusions are conveyed.  \* Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.  \* Presents messages confidently and selects the appropriate medium for maximum effect.  \* Structures messages clearly and succinctly, both orally and in writing. | \* Adjusts presentation style on the basis of subtle non-verbal cues.  \* Maximises personal communication strengths and takes into account shortcomings.  \* Focuses on gaining a clear understanding of others’ comments by listening, asking clarifying questions and reflecting back.  \* Anticipates the likely reaction of the audience to a message and adjusts approach to gain maximum impact.  \* Tailors communication style and language according to the audience’s level of knowledge, skill and experience. | \* Pitches messages in a way that facilitates the desired outcomes; uses techniques to illustrate the argument persuasively.  \* Senses when negotiations are stalling, and takes proactive action to ensure effective resolution.  \* Acknowledges differences of opinion and addresses disagreements objectively.  \* Offers a convincing rationale and makes a strong case without getting personal or aggressive.  \* Identifies key stakeholders and seeks their support early in the negotiation.  \* Analyses other people’s agendas and identifies potential 'weak spots'; determines the extent of potential compromise for all parties.  \* Positions case by clearly highlighting its merit, avoids overselling by acknowledging risks and potential disadvantages. |

# 4.5⏐ Self assessment tools

This is a tool to inform individual’s thinking about their capabilities. The completion of a self-assessment against their level or the level they are interested in, will assist individuals to prepare a development plan. This is not a formal assessment for performance appraisal purposes.

‘Effective delivery of development strategies—especially those for which leaders themselves indicate a clear preference such as feedback and coaching—depends heavily on ensuring line manager accountability for leadership development goals’

(Corporate Leadership Council, The leadership imperative: Strategies for increasing leadership bench strength, 2001)

There are three self-assessment tools, arranged in pairs of levels.

* Self-assessment for ELs combining EL1 and EL2
* Self-assessment for SES combining SES B1 and B2
* Self-assessment at the major critical transition into the SES, combining EL2 and SES B1.

Individuals preparing for a temporary or permanent career transition to a higher level should use the descriptions in the profile for the next level to identify areas for development.

## Self-assessment tool for ELs

The self-assessment tool can be used as a guide to assist individuals identify areas of strength and areas that might benefit from development. For a complete picture of the capabilities and behaviours for each level, review the relevant profiles.

*Instructions*

1. Read the descriptions of the capabilities listed below; reflect on a recent example where you demonstrated the capability and assess yourself as confident or not confident.
2. Tick below to identify those capabilities where you believe you want more development or experience to build on your existing capabilities.

3. You may then want to discuss with your manager areas you have identified that need further development or experience.

|  |  |  |  |
| --- | --- | --- | --- |
| Shapes strategic thinking | | A recent example |  |
| EL1 | EL2 |  |  |
| Inspires a sense of purpose and direction | |  |  |
| Provides direction to others regarding the purpose and importance of their work. Illustrates the relationship between operational tasks and organisational goals. Sets work tasks that align with the strategic objectives and communicates expected outcomes. | 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. |  | ❑ |
| Focuses strategically |  |  |  |
| Understands the organisation's objectives and aligns operational activities accordingly. Considers the ramifications of issues and longer-term impact of own work and work area. | Understands the organisation's objectives and links between the business unit, organisation and the whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area. |  | ❑ |
| Harnesses information and opportunities |  |  |  |
| Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, monitors the context in which the organisation operates and finds out about best practice approaches. | Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches. |  | ❑ |
| Shows judgment, intelligence and commonsense | |  |  |
| Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and innovative alternatives. | Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. |  | ❑ |
| Achieves results |  | A recent example |  |
| EL1 | EL2 |  |  |
| Builds organisational capability and responsiveness | |  |  |
| Reviews project performance and focuses on identifying opportunities for continuous improvement. Identifies key talent to support performance. Remains flexible and responsive to changes in requirements. | Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results. |  | ❑ |
| Marshals professional expertise |  |  |  |
| Values specialist expertise and capitalises on the expert knowledge and skills of others. Contributes own expertise to achieve outcomes for the business unit. | Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the business unit. |  | ❑ |
| Steers and implements change and deals with uncertainty | |  |  |
| Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. |  | ❑ |
| Ensures closure and delivers on intended results | |  |  |
| Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. |  | ❑ |
| Cultivates productive working relationships | | A recent example |  |
| EL1 | EL2 |  |  |
| Nurtures internal and external relationships |  |  |  |
| Builds and sustains relationships with a network of key people internally and externally. Proactively offers assistance for a mutually beneficial relationship*.* Anticipates and is responsive to internal and external client needs. | Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs. |  | ❑ |
| Facilitates cooperation and partnerships |  |  |  |
| Involves people, encourages them and recognises their contribution. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member. | Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies. |  | ❑ |
| Values individual differences and diversity |  |  |  |
| Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. |  | ❑ |
| Guides, mentors and develops people |  |  |  |
| Identifies learning opportunities for others and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. |  | ❑ |
| Exemplifies personal drive and integrity | | A recent example |  |
| EL1 | EL2 |  |  |
| Demonstrates public service professionalism and probity | |  |  |
| Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. |  | ❑ |
| Engages with risk and shows personal courage | |  |  |
| Provides impartial and forthright advice. Challenges important issues constructively, and stands by own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. |  | ❑ |
| Commits to action |  |  |  |
| Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. |  | ❑ |
| Displays resilience |  |  |  |
| Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Continues to move forward despite criticism or setbacks. | Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks. |  | ❑ |
| Demonstrates self awareness and a commitment to personal development | |  |  |
| Self-evaluates performance and seeks feedback from others. Communicates and acts on strengths and development needs. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and accepts challenging new opportunities. | Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities. |  | ❑ |
| Communicates with influence | | A recent example |  |
| EL1 | EL2 |  |  |
| Communicates clearly |  |  |  |
| Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Translates information for others, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. |  | ❑ |
| Listens, understands and adapts to audience |  |  |  |
| Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and is prepared to respond. Checks own understanding of others’ comments and does not allow misunderstandings to linger. |  | ❑ |
| Negotiates persuasively |  |  |  |
| Approaches negotiations with a strong grasp of the key issues, having prepared in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and frames arguments accordingly. Encourages the support of relevant stakeholders. Strives to achieve an outcome that delivers benefits for both parties. | Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and adapts approach accordingly. Encourages the support of relevant stakeholders. Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions. |  | ❑ |

### Notes

## Self-assessment tool for SES B1 and SES B2

The self-assessment tool can be used as a guide to assist individuals identify areas of strength and areas that might benefit from development. For a complete picture of the capabilities and behaviours for each level, review the relevant profiles.

*Instructions*

1. Read the descriptions of the capabilities listed below; reflect on a recent example where you demonstrated the capability and assess yourself as confident or not confident.
2. Tick below to identify those capabilities where you believe you want more development or experience to build on your existing capabilities.
3. You may then want to discuss with your manager areas you have identified that need further development or experience.

|  |  |  |  |
| --- | --- | --- | --- |
| Shapes strategic thinking | | A recent example |  |
| SES B1 | SES B2 |  |  |
| Inspires a sense of purpose and direction | |  |  |
| Develops the strategic direction for the business unit and creates a shared sense of purpose by demonstrating how elements of the strategy fit together and contribute to higher-level goals. Encourages others’ input and communicates required actions and expected outcomes | Champions the organisation's vision and goals and promotes a shared commitment to the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies. |  | ❑ |
| Focuses strategically |  |  |  |
| Understands the organisation's direction and role within government and society including the whole of government agenda. Considers multiple perspectives when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. Seeks to align business unit activities with strategic priorities. | Understands the organisation's role within society and considers multiple perspectives when assessing the ramifications of key issues on the organisation and community. Provides advice to government that reflects analysis of a broad range of issues and the whole of government agenda. Considers emerging trends, identifies long-term opportunities and aligns organisational operations with strategic priorities. |  | ❑ |
| Harnesses information and opportunities |  |  |  |
| Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Seizes opportunities and adjusts approach to respond to threats. Addresses any critical information gaps. Uses knowledge of the organisation to provide a context for others. | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. |  | ❑ |
| Shows judgment, intelligence and commonsense | |  |  |
| Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. Works effectively when all of the information is not available. Explores the options in full and makes sound decisions under pressure. Considers opportunities and anticipates risk. Applies lateral thinking and identifies innovative solutions. | Applies intellect and knowledge to weigh up information and identify critical factors and issues. Demonstrates effective judgement to weigh up options and develop realistic solutions. Anticipates risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems. |  | ❑ |
| Achieves results |  | A recent example |  |
| SES B1 | SES B2 |  |  |
| Builds organisational capability and responsiveness | |  |  |
| Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Builds teams with complementary skills and engages in succession planning. Responds flexibly to changing circumstances, deploys resources astutely and identifies optimum resourcing combinations. Creates a flexible environment that enables others to meet changing demands. | Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Monitors and manages resourcing pressures for optimum outcomes. Creates a flexible environment that enables others to meet changing demands. |  | ❑ |
| Marshals professional expertise |  |  |  |
| Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. | Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. |  | ❑ |
| Steers and implements change and deals with uncertainty | |  |  |
| Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. | Oversees the implementation of multiple change initiatives with a focus on the desired outcomes. Defines high-level objectives and ensures translation into practical implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. |  | ❑ |
| Ensures closure and delivers on intended results |  |  |  |
| Drives a culture of achievement. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Strives for quality, and ensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities. Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues. | Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise. |  | ❑ |
| Cultivates productive working relationships | | A recent example |  |
| SES B1 | SES B2 |  |  |
| Nurtures internal and external relationships |  |  |  |
| Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit. | Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Encourages stakeholders to work together, and establishes cross-agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation. |  | ❑ |
| Facilitates cooperation and partnerships |  |  |  |
| Brings people together and encourages input from key stakeholders. Facilitates cooperation within and between organisations. Promotes the reciprocal sharing of information to build knowledge. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict and manages the sensitivities involved. | Consults broadly to obtain buy-in. Draws on the knowledge of key stakeholders within and outside the organisation and facilitates cooperation by sharing information. Promotes information exchange by maintaining open communication channels. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict. |  | ❑ |
| Values individual differences and diversity |  |  |  |
| Recognises the positive benefits that can be gained from diversity and capitalises on these for the benefit of the business unit. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives. |  | ❑ |
| Guides, mentors and develops people |  |  |  |
| Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure and engages in activities to maintain morale. | Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale. |  | ❑ |
| Exemplifies personal drive and integrity | | A recent example |  |
| SES B1 | SES B2 |  |  |
| Demonstrates public service professionalism and probity | |  |  |
| Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism. Encourages these standards in others. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. | Adheres to and promotes the APS Values and the Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. |  | ❑ |
| Engages with risk and shows personal courage |  |  |  |
| Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Challenges and encourages debate on difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. | Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Clearly voices own opinion and challenges difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. |  | ❑ |
| Commits to action |  |  |  |
| Commits to achieving key outcomes for the organisation. Demonstrates personal drive, focus and energy. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. | Commits to achieving key outcomes for the organisation and uses personal drive, focus and energy to enthuse others. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. |  | ❑ |
| Displays resilience |  |  |  |
| Persists with, and focuses on achieving, organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations. | Persists and focuses on achieving organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Overcomes obstacles and rapidly recovers from setbacks. Displays a positive outlook in difficult situations. |  | ❑ |
| Demonstrates self awareness and a commitment to personal development | |  |  |
| Examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and proactively identifies related learning opportunities to extend skills and experience. Reflects on own behaviour and recognises the impact on others. | Demonstrates a high level of self-awareness and acknowledges areas of both strength and limitation. Confidently promotes areas of strength and proactively identifies learning opportunities to extend skills and experience. Reflects on the impact of own behaviour on others and is responsive in adjusting behaviour. |  | ❑ |
| Communicates with influence | | A recent example |  |
| SES B1 | SES B2 |  |  |
| Communicates clearly |  |  |  |
| Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and explains the implications and ensures the conclusion is clearly conveyed. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and states the facts. Structures message for brevity and presents message with precision and confidence, harnessing the most appropriate methods of communication. Creates meaning for the audience by using analogies and stories to illustrate key points. |  | ❑ |
| Listens, understands and adapts to audience |  |  |  |
| Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates objections and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates objections and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. |  | ❑ |
| Negotiates persuasively |  |  |  |
| Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Encourages the support of relevant stakeholders. Focuses on the desired objectives and ensures negotiations remain on track. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and seeks their support. Focuses on the desired objectives and ensures negotiations remain on track. |  | ❑ |

## Self-assessment tool for EL2 and SES B1

The self-assessment tool can be used as a guide to assist individuals to identify areas of strength and areas that might benefit from development. For a complete picture of the capabilities and behaviours for each level, review the relevant profiles.

*Instructions*

1. Read the descriptions of the capabilities listed below; reflect on a recent example where you demonstrated the capability and assess yourself as confident or not confident.
2. Tick below to identify those capabilities where you believe you want more development or experience to build on your existing capabilities.
3. You may then want to discuss with your manager areas you have identified that need further development or experience.

|  |  |  |  |
| --- | --- | --- | --- |
| Shapes strategic thinking | | A recent example |  |
| EL2 | SES B1 |  |  |
| Inspires a sense of purpose and direction | |  |  |
| 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. | Develops the strategic direction for the business unit and creates a shared sense of purpose by demonstrating how elements of the strategy fit together and contribute to higher-level goals. Encourages others’ input and communicates required actions and expected outcomes |  | ❑ |
| Focuses strategically |  |  |  |
| Understands the organisation's objectives and links between the business unit, organisation and the whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area. | Understands the organisation's direction and role within government and society including the whole of government agenda. Considers multiple perspectives when assessing the ramifications of issues. Develops plans that address both current and likely future requirements. Seeks to align business unit activities with strategic priorities. |  | ❑ |
| Harnesses information and opportunities |  |  |  |
| Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches. | Draws on information and alternative viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Seizes opportunities and adjusts approach to respond to threats. Addresses any critical information gaps. Uses knowledge of the organisation to provide a context for others. |  | ❑ |
| Shows judgment, intelligence and commonsense |  |  |  |
| Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives. | Applies intellect and knowledge to weigh up complex information and identify critical factors and issues. Works effectively when all of the information is not available. Explores the options in full and makes sound decisions under pressure. Considers opportunities and anticipates risk. Applies lateral thinking and identifies innovative solutions. |  | ❑ |
| Achieves results |  | A recent example |  |
| EL2 | SES B1 |  |  |
| Builds organisational capability and responsiveness | |  |  |
| Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results. | Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Builds teams with complementary skills and engages in succession planning. Responds flexibly to changing circumstances, deploys resources astutely and identifies optimum resourcing combinations. Creates a flexible environment that enables others to meet changing demands. |  | ❑ |
| Marshals professional expertise |  |  |  |
| Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the business unit. | Integrates professional expertise into the organisation to improve overall performance and delivery of business unit outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience. |  | ❑ |
| Steers and implements change and deals with uncertainty | |  |  |
| Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt. | Adopts a planned approach to the management of programs. Defines high-level objectives and supports translation into implementation strategies. Operates effectively in an environment of ongoing change and uncertainty and maintains flexibility. Actively ensures stakeholders are kept informed during times of change. |  | ❑ |
| Ensures closure and delivers on intended results |  |  |  |
| Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction. | Drives a culture of achievement. Ensures ideas and intended actions become reality and that planned projects result in expected outputs. Strives for quality, and ensures compliance with regulatory requirements. Puts systems in place to establish and measure accountabilities. Manages risks that may impede on project outcomes and ensures that key stakeholders are across all relevant issues. |  | ❑ |
| Cultivates productive working relationships | | A recent example |  |
| EL2 | SES B1 |  |  |
| Nurtures internal and external relationships |  |  |  |
| Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs. | Builds and sustains relationships within the organisation, with the Minister's office, across the APS and with a diverse range of external stakeholders. Looks for shared agendas and uses these to bring people together. Shows a commitment to client service through own actions and those of the business unit. |  | ❑ |
| Facilitates cooperation and partnerships |  |  |  |
| Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies. | Brings people together and encourages input from key stakeholders. Facilitates cooperation within and between organisations. Promotes the reciprocal sharing of information to build knowledge. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict and manages the sensitivities involved. |  | ❑ |
| Values individual differences and diversity |  |  |  |
| Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. | Recognises the positive benefits that can be gained from diversity and capitalises on these for the benefit of the business unit. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives. |  | ❑ |
| Guides, mentors and develops people |  |  |  |
| Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with under-performance promptly. | Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages under-performance. Offers support in times of high pressure and engages in activities to maintain morale. |  | ❑ |
| Exemplifies personal drive and integrity | | A recent example |  |
| EL2 | SES B1 |  |  |
| Demonstrates public service professionalism and probity | |  |  |
| Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums. | Adheres to and promotes the APS Values and Code of Conduct and acts with utmost integrity and professionalism. Encourages these standards in others. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda. |  | ❑ |
| Engages with risk and shows personal courage |  |  |  |
| Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required. | Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Challenges and encourages debate on difficult or controversial issues. Stands by own position and supports others when required. Takes responsibility for mistakes and learns from them. Seeks guidance and advice when required. |  | ❑ |
| Commits to action |  |  |  |
| Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved. | Commits to achieving key outcomes for the organisation. Demonstrates personal drive, focus and energy. Galvanises others to act. Acts decisively and initiates urgent action to overcome difficult problems. |  | ❑ |
| Displays resilience |  |  |  |
| Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks. | Persists with, and focuses on achieving, organisational objectives even in difficult circumstances. Monitors own emotional reactions and responds to pressure in a controlled manner. Displays a positive outlook and maintains momentum in difficult situations. |  | ❑ |
| Demonstrates self awareness and a commitment to personal development | |  |  |
| Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities. | Examines own performance and regularly seeks feedback from others. Confidently promotes areas of strength, acknowledges development needs and proactively identifies related learning opportunities to extend skills and experience. Reflects on own behaviour and recognises the impact on others. |  | ❑ |
| Communicates with influence | | A recent example |  |
| EL2 | SES B1 |  |  |
| Communicates clearly |  |  |  |
| Confidently presents messages in a clear, concise and articulate manner. Translates information for others, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. | Confidently presents messages in a clear, concise and articulate manner. Focuses on key points for the audience and uses appropriate, unambiguous language, and explains the implications and ensures the conclusion is clearly conveyed. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity. |  | ❑ |
| Listens, understands and adapts to audience |  |  |  |
| Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and is prepared to respond. Checks own understanding of others’ comments and does not allow misunderstandings to linger. | Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates objections and prepares a response to address the audience’s concerns. Checks own understanding of others’ comments and does not allow misunderstandings to linger. |  | ❑ |
| Negotiates persuasively |  |  |  |
| Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and adapts approach accordingly. Encourages the support of key stakeholders. Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions. | Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Encourages the support of key stakeholders. Focuses on the desired objectives and ensures negotiations remain on track. |  | ❑ |

### Notes

# 4.6⏐ Development methods and options

In order to advance the organisation’s internal capabilities and bench strength, organisations should offer a wide variety of development resources and tools

(Corporate Leadership Council, Implementing career development initiatives, 2003)

Development methods vary and it is valuable to incorporate a blend of development activities into a career development plan. Research by the Corporate Leadership Council in 2001 indicated that leadership development occurs best when development opportunities are distributed amongst a number of activities[[2]](#footnote-2).

A range of development options could include:

* challenging job-based experiences including job rotation, special assignments and cross-functional involvement including special projects or taskforces
* exposure to the strategic agenda and to senior officials of the organisation
* well-targeted training (such as executive development programs or formal skills training, where appropriate)
* self-development strategies
* use of senior mentors and coaches.



Figure 10 Development methods and options

No single development option will cover all dimensions of a public service career. The examples included in Figure 11 describe development options that will build breadth and depth of experience. This list is by no means exhaustive, and opportunities will vary depending on the Agency and location.

|  |  |
| --- | --- |
| Public sector service delivery role | |
| Examples include: | working with clients and/or members of the public; leading and managing a service delivery work team. |
| Potential benefits: | * understanding the impact of implementing policies * gaining experience in process and people management * demonstrating the application of people and client skills, and flexibility * gaining experience in accountability for financial and physical resources * gaining experience in leading and managing teams |
| Public sector policy role | |
| Examples include: | secondment to a special cross-partner project; conducting research as part of a multi-disciplinary team; experiencing and articulating an external (e.g. community, business, regional or international) perspective into policy formulation, evaluation or implementation; work experience over more than one agency sector or area of specialisation. |
| Potential benefits: | * understanding policy development, implementation, monitoring and evaluating of processes and practices * understanding how government programs are structured * understanding how consultation processes contribute to success and timeliness of programs * gaining experience in accountability for financial and physical resources * gaining experience in leading and managing teams * developing research skills |
| National office or central organisation role | |
| Examples include: | leading and managing a work team in a national office environment; participating in a project team with staff drawn from both national and regional offices. |
| Potential benefits: | * understanding how the whole APS works * appreciating the coordination and prioritisation required to pursue a broad strategy * relating with people at senior level in other APS agencies |
| Branch or regional office role | |
| Examples include: | implementing national policy at local level; field testing or researching for future policy initiatives; participating in a project team with staff drawn from both national and regional offices. |
| Potential benefits: | * understanding the viewpoint of people outside of a national office environment * providing advice that recipients see as understanding, and being relevant to, regions and communities |
| Experience in a Minister’s office | |
| Examples include: | providing advice directly to ministers, senior officials, or select committees; contributing to the management of the political–government interface. |
| Potential benefits: | * developing confidence in relationships with ministers and the ability to assert professional advice * developing timing, tone, prioritisation and policy advice that are in step with Ministers’ needs, building trust and confidence in professional ability * understanding how politicians operate, and how decisions are made |
| International experience | |
| Examples include: | attending Leading Australia’s Future in Asia (LAFIA), representing Australia’s interest on the international arena, which is the core aspect of the work of several agencies, e.g. foreign affairs, trade and overseas development, economic development, tourism and education—most ministers have an international dimension to their work. |
| Potential benefits: | * understanding Australia’s perspective and contribution to international issues * acquiring ability to represent a whole of government perspective on international affairs and issues * seeing how other countries’ public sectors are approaching similar challenges |
| Private sector experience | |
| Examples include: | developing operations and customer facing systems; managing a small or medium business; starting up a business; business advisory role; quality assurance role; development role in one of the primary or major industry sectors; managing the public–private sector interface. |
| Potential benefits: | * developing credibility with the business world * developing a broader view through gaining insights into the demands of the global economic system and the impact on the Australian economy and society |
| Voluntary/social activities | |
| Examples include: | bringing up a family; belonging to a voluntary society; doing volunteer services abroad; chairing a local committee; serving on a public or professional body as an elected official; providing mentoring or support to members of a community or professional organisation. |
| Potential benefits: | * understanding community perspectives, developing trust and credibility with community stakeholders * being able to influence without being in a position of authority, or being able to impose an expert view * developing a broader view of the impact of service delivery and how to build values into operations * engaging with community stakeholders and gaining support for policy and gathering feedback on implementation |
| Undertaking stretch assignments | |
| Examples include: | working with people or in situations not previously encountered; being placed in high-stake, ambiguous or difficult situations; dealing with or leading significant change; leading or implementing a ‘whole of organisation’ project; taking on a significant project of work that presents new learning and challenges; managing people for the first time; moving from line operations to corporate or policy role, or vice versa; taskforce assignment or special project work involving increased scope. |
| Potential benefits: | * developing confidence in own judgement * developing change management skills * developing skills in influencing others * displaying courage to take on new challenges and experience, or promote a professional view * acquiring ability to think systematically rather than focusing only on tasks * developing a vision for a new future and managing the complexities involved in making it happen |
| Informal development | |
| Examples include: | self-directed study and wide reading; being mentored or coached; experiential learning; providing mentoring and support to members of a community or profession; personal life and work experiences outside of paid work. |
| Potential benefits: | * seeing areas for improvement and opportunities for development * realising own potential and that of others |
| Formal education and training courses | |
| Examples include: | attending seminars and presentations from leading thinkers; personal and professional courses. |
| Potential benefits: | * building intellectual capability and conceptual frameworks * updating knowledge |
| Postgraduate study | |
| Examples include: | completing Masters or further study; PSM Program; ANZSOG Masters of Public Administration: Executive Fellows. |
| Potential benefits: | * increasing facility to see the big picture and make conceptual connections and holistic responses * having opportunity to reflect * linking in to influential networks of potential future leaders and CEOs * applying a conceptual framework to earlier experiences |

Figure 11 Development opportunities

## Capability development planning

‘Effective delivery of development strategies—especially those for which leaders themselves indicate a clear preference such as feedback and coaching—depends heavily on ensuring line manager accountability for leadership development goals’

(Corporate Leadership Council, The leadership imperative: Strategies for increasing leadership bench strength, 2001)

Once an individual has completed the self assessment tool, and decided on the most appropriate development methods, the capability development planner provides a template to assist individuals to document their development plan. Individuals seeking to develop their capability can also use the development planner as a basis for a conversation with their manager.

The following sample capability development plan for an EL working in the APS Commission is included as a guide. The sample planner is based on the development options available for an APS Commission employee—individuals should consider the development options that are available within their agency, as this will vary depending on location and size of agency. A blank template is provided on the following page as a starting point for individuals.

Figure 12 Sample capability development plan for an EL working in APS Commission

|  |  |
| --- | --- |
| Learning and development opportunities |  |
| Education |  |
| Coaching and mentoring |  |
| Organisational opportunities |  |

Figure 13 Template for capability development plan

# 4.7⏐ Mapping for individuals

Each component of the System has been mapped below to assist individuals as they work through the process.

|  |  |
| --- | --- |
| **Comparative view** | * The comparative view of the Leadership Pathway scans across the levels from EL1 to SES B3 and describes the behaviours, and the changes in capability at each level. * Individuals aspiring to more senior leadership positions can use the descriptions in the comparative view for the next level to identify areas for development. |
| **Layers of complexity model** | * This tool describes the increasing layers of complexity as roles change. * Individuals can identify each of the aspects of the model that are relevant for their current or future role. |
| **Critical transition points** | * Critical transition points have been identified for each of the Pathway capabilities across the various levels (dark arrows). * They are the points where new behaviours have been introduced and are indicated by **bold** text in the Comparative View of the Pathway. |
| **Individual profiles** | * The Profiles allow individuals to look at the capabilities and behaviours for a specific level. * Critical transition points for each level have been shaded. |
| **Self-assessment** | * Self-assessment tools have been included to assist individuals clarify their development needs. This is not a formal assessment for performance appraisal purposes. * Locate the self-assessment for your level, or the one above. They are paired to make comparison with another level easier. * Remember the self-assessment tool is only asking *Are you confident behaving in this way, do you want more development?* |
| **Development methods** | * This tool will assist individuals to identify the development methods that best meet their agency requirements and circumstances. * Are there development methods that you prefer? Are there methods that you don’t normally consider? |
| **Capability development planning sample and template** | * The capability development planning tool provides a template to assist with recording your development needs. * Once you have identified the capabilities that you want more development in, decide on the complexity of the context that you are, or will be, operating in. Then consider appropriate development methods. * Refer to your agency’s development opportunities, the APS Commission website and other avenues of development that you are familiar with. * Plot your development plan on the template provided. |

Figure 14 Mapping for individuals

5 ⏐ Where to from here?

Leadership capability development is an ongoing process. The Integrated Leadership System has been designed to address the major known challenges, and provides a strong foundation to meet future APS leadership requirements.

‘Leadership development is one area of capability development that has received increased attention in recent years.

Despite a high level of activity in this area, more concerted effort is needed, particularly in response to succession management pressures.

The APS would also benefit from greater support for Service-wide programs.’

(APS Commission, State of the Service Report 2002–2003, 2003)

The next step for the APS Commission in this ongoing process is to work collaboratively with agencies and providers to cement the System and its associated tools within the public service. This partnership will include assistance in customising the System to meet the specific requirements of agencies.

The Commission is currently developing several new Service-wide programs that will help to build the capabilities and behaviours required of APS leaders.

Related resources and information are available for individuals and HR practitioners through the Commission’s website – [www.apsc.gov.au](http://www.apsc.gov.au), and includes

* thematic papers on applying the APS Values, managing work and life balance, risk management and succession management
* *Developing Leadership—Who? What? Where*?—a snapshot of leadership programs being implemented in public service agencies, and contact information
* *Public Service Leadership: Emerging Issues*—a report prepared by the National Institute of Governance for the Commission.

Further information on the System, or its components, is available at the Commission’s website, or by emailing [ILS@apsc.gov.au](mailto:ILS@apsc.gov.au) or phoning (02) 6271 6560.

6 ⏐ Appendices

Appendix A Embedding the APS Values: Framework

Appendix B Further reading

Appendix C Glossary of terms

Appendix D APS Profile

# Appendix A: Embedding the APS Values: Framework

### Chart: The APS Values Framework

### *Building a fair and robust environment to inspire public trust, give APS employees confidence and improve organisational performance.*

Figure 14 The APS Values Framework

### The APS and its relationship with Government and Parliament

* The APS is apolitical, performing its functions in an impartial and professional manner. (s. 10(1)(a) of the PS Act)
* The APS is openly accountable for its actions, within the framework of Ministerial responsibility to the Government, the Parliament and the Australian public. (s. 10(1)(e) of the PS Act)
* The APS is responsive to the Government in providing frank, honest, comprehensive, accurate and timely advice and in implementing the Government’s policies and programs. (s. 10(1)(f) of the PS Act)

### The APS and its relationship with the public

* The APS delivers services fairly, effectively, impartially and courteously to the Australian public and is sensitive to the diversity of the Australian public. (s. 10(1)(g) of the PS Act)
* The APS provides a reasonable opportunity to all eligible members of the community to apply for APS employment. (s. 10(1)(m) of the PS Act)

### The APS and workplace relationships

* The APS is a public service in which employment decisions are based on merit. (s. 10 (1)(b) of the PS Act)
* The APS provides a workplace that is free from discrimination and recognises and utilises the diversity of the Australian community it serves. (s. 10(1)(c) of the PS Act).
* The APS establishes workplace relations that value communication, consultation, co-operation and input from employees on matters that affect their workplace. (s. 10(1)(i) of the PS Act)
* The APS provides a fair, flexible, safe and rewarding workplace. (s. 10(1)(j) of the PS Act)
* The APS focuses on achieving results and managing performance. (s. 10(1)(k) of the PS Act)
* The APS promotes equity in employment. (s. 10(1)(l) of the PS Act)
* The APS provides a fair system of review of decisions taken in respect of APS employees. (s. 10(1)(o) of the PS Act)

### Personal behaviour in the APS

* The APS has the highest ethical standards. (s. 10(1)(d) of the PS Act)
* The APS has leadership of the highest quality. (s. 10(1)(h) of the PS Act)
* The APS is a career-based service to enhance the effectiveness and cohesion of Australia’s democratic system of government. (s. 10(1)(n) of the PS Act)

## Promoting the APS Values: A checklist for Agency Heads

The aim of this checklist is to help Agency Heads assess how well the APS Values and Code of Conduct are being integrated into the management and culture of an agency and to identify areas for improvement.

### 1. Commitment

* In what ways do senior leaders demonstrate visible and strong commitment to the APS Values?
* How do senior leaders encourage employees to raise questions about ethical dilemmas?
* How is it ensured that employees know they will not be victimised for raising ethical issues?
* How do senior leaders communicate to employees that conduct consistent with the APS Values and Code of Conduct is expected and that misconduct will not be tolerated?
* Are the Values integrated with strategic direction-setting to allow values-based decision making to cascade through planning and performance frameworks at all levels?
* Do learning and development programs aimed at leaders and managers include guidance on modelling the APS Values and their responsibilities to staff, and training in coaching and mentoring for values-based decision making?
* Is information about the APS Values and the Code of Conduct included in induction programs?
* How are APS employees informed about the standards of conduct expected of them?
* Are there learning and development programs available to all employees that address their responsibilities under the APS Values and Code of Conduct and handling tensions inherent in the APS Values, develop skills for ethical analysis and reasoning and provide sources of guidance and direction?

### 2. Management

* How do management policies and practices reflect the APS Values and Code of Conduct?
* Are all instructions and guidance to employees, including chief executive instructions, people management rules and guidance, and advice on communications with ministers' offices and the media, consistent with and supportive of the APS Values and Code of Conduct?
* Is a commitment to the APS Values and Code of Conduct set out in key corporate documents such as the corporate plan, service/client charters and workplace agreements?
* How is it ensured that the APS Values and Code of Conduct are integrated into the performance management framework?
* Are relevant legislation and rules clearly set out in instructions and guidance to employees?
* Where written instructions and guidance create latitude for decision making is reference made to the APS Values and Code of Conduct?
* Do instructions, advice and guidance actively encourage day-to-day observance of the APS Values and Code of Conduct?
* Are instructions, advice and guidance aimed at all employees easily accessible? Is there good cross-referencing and, if this is made available electronically, good key word search facilities?

### 3. Assurance

* What measures are in place to ensure that internal control systems, such as internal audit, fraud control strategies and risk assessment, are functioning and effective?
* How is it ensured that the agency's procedures for determining whether an employee has breached the Code of Conduct are effective? How is it ensured that sanctions for breaches of the Code of Conduct are reasonable and have regard to relevant legal principles? How is it ensured that there is broad consistency of decision making with respect to sanctions across the agency?
* How is it ensured that employees are encouraged to expose wrongdoing without fear of victimisation and are aware of agency whistleblowing procedures?
* How are decision making review systems (both internal and external) used to provide systematic feedback on agency systems and procedures and their consistent support of the Values?
* How is it ensured that employees are aware of the agency's review of action scheme? How is it ensured that employees are informed of their review rights, including how to seek a review?
* How are customer (or client) and staff surveys used to assess how the agency is upholding the APS Values?
* How is it ensured that tenderers, contractors and suppliers understand what is expected of them and the APS employees they have contact with, in terms of the APS Values and Code of Conduct, and the standards of behaviour they should exhibit when tendering for a contract and in delivering their contractual obligations? How are these expectations enforced?
* How is it ensured that records are created and maintained that meet accountability requirements (including compliance with legislation), business needs and community expectations? Subject to any limitation required by legislation, how is it ensured that decision making processes are transparent and open to public scrutiny?
* How is adherence to the APS Values and Code of Conduct monitored within standard corporate reporting and management information systems?

**Important note:** The action suggested by this checklist is not intended to address all of an Agency Head's responsibilities to promote and uphold the APS Values under the[*Public Service Act 1999*](http://scaletext.law.gov.au/html/comact/10/6059/top.htm) (PS Act). In particular, Agency Heads must comply with the Public Service Commissioner's Directions 1999 on each of the APS Values.

## APS Code of Conduct

The Code of Conduct requires that an employee must:

* behave honestly and with integrity in the course of APS employment.
* act with care and diligence in the course of APS employment.
* when acting in the course of APS employment, must treat everyone with respect and courtesy, and without harassment.
* when acting in the course of APS employment, must comply with all applicable Australian laws.
* comply with any lawful and reasonable direction given by someone in the employee's Agency who has authority to give the direction.
* maintain appropriate confidentiality about dealings that the employee has with any minister or minister's member of staff.
* disclose, and take reasonable steps to avoid, any conflict of interest (real or apparent) in connection with APS employment.
* use Commonwealth resources in a proper manner.
* not provide false or misleading information in response to a request for information that is made for official purposes in connection with the employee's APS employment.
* not make improper use of:   
  a inside information or   
  b the employee's duties, status, power or authority   
  in order to gain, or seek to gain, a benefit or advantage for the employee or for any other person.
* at all times behave in a way that upholds the APS Values and the integrity and good reputation of the APS.
* while on duty overseas must at all times behave in a way that upholds the good reputation of Australia.
* except in the course of his or her duties as an APS employee or with the Agency Head’s express authority, not give or disclose, directly or indirectly, any information about public business or anything of which the employee has official knowledge.

The Code of Conduct is set out in section 13 of the [*Public Service Act 1999*](http://scaletext.law.gov.au/html/comact/10/6059/top.htm).

For further information about [*Embedding the APS Values*](http://www.apsc.gov.au/values/values.htm) and The APS Values Framework please contact the APS Commission helpline on (02) 6272 3609.

# Appendix B: Further reading

### APS Commission resources

APS Commission, 2003, *Building capability: A framework for managing learning and development in the APS*, Commonwealth of Australia, Canberra

APS Commission, 2003, *Developing Leadership—Who? What? Where*?, <http://www.apsc.gov.au>

APS Commission, 2003, *Draft APS 5 and 6 Capability Framework*, Commonwealth of Australia and Centre for Public Sector Management Pty Ltd, Canberra

APS Commission, 2003, *Embedding the APS Values*, Commonwealth of Australia, Canberra

APS Commission, 2001, *Human Resource Capability Model*, Commonwealth of Australia, Canberra

APS Commission, 2003, *Implementing organisational renewal: Mature aged workers in the APS*, Commonwealth of Australia, Canberra

APS Commission, 2003, *State of the Service Report 2002–03,* Commonwealth of Australia, Canberra

APS Commission, 2000, *Senior Executive Leadership Capability Framework*, Commonwealth of Australia, Canberra

National Institute of Governance, 2003, *Public Service Leadership emerging issues. A report for the Australian Public Service Commission*, Commonwealth of Australia, Canberra

### Management Advisory Committee reports

Management Advisory Committee, 2003, *Organisational Renewal*, Commonwealth of Australia, Canberra

Management Advisory Committee, 2004, *Connecting Government: whole of government responses to Australia’s priority challenges*, Commonwealth of Australia, Canberra

### Other resources

Australian Human Resources Institute, 2003, *HR: Creating Business Solutions*, AHRI, <http://www.ahri.com.au>

Larson, Peter E and Coe Amanda, 1999, *Managing change: The evolving role of top public servants, Managing the Public Service Strategies for Improvement Series: No 7*, Commonwealth Secretariat, Kent

OECD, 2001, *Public sector leadership for the 21st century*, OECD Publications, Paris

Performance and Innovation Unit, 2001, *Strengthening leadership in the public sector: A research study by the PUI*, Prime Minister’s Strategy Unit, <www.strategy.gov.uk>

Shergold, P, 2003, ‘A Change in Leadership What Does it Mean?’ *presented at an IPAA function, June 2003*

State Services Commission, 2002, *Occasional Paper No. 26: Report on the Regional Conference on Emerging issues in senior management development in the public sector*,<http://www.ssc.govt.nz>

Strategy Unit, 20021, *Risk: improving government’s capability to handle risk and uncertainty*, Prime Minister’s Strategy Unit, <www.strategy.gov.uk>

The following documents are accessible to members of the Corporate Leadership Council (CLC) at www.corporateleadershipcouncil.com

Corporate Leadership Council, 2001, *Voice of the Leader: A quantitative analysis of leadership bench strength and development strategies*

Corporate Leadership Council, 2001, *The Leadership Imperative: Strategies for increasing leadership bench strength*

Corporate Leadership Council, 2002*, Development and application of Leadership Capability Frameworks*

Corporate Leadership Council, 2003, *Global Leadership Development Trends in the Public Sector*

# Appendix C: Glossary of terms

|  |  |
| --- | --- |
| Agencies | Commonwealth departments and agencies under the PS Act 1999 |
| ANZSOG | Australian and New Zealand School of Government |
| APS | Australian Public Service |
| APS Commission | Australian Public Service Commission |
| APS 1 | Australian Public Service level 2 |
| APS 2 | Australian Public Service level 2 |
| APS 3 | Australian Public Service level 3 |
| APS 4 | Australian Public Service level 4 |
| APS 5 | Australian Public Service level 5 |
| APS 6 | Australian Public Service level 6 |
| CDAC | Career Development Assessment Centre |
| CLC | Corporate Leadership Council |
| EL | Executive Level |
| EL1 | Executive Level 1 |
| EL2 | Executive Level 2 |
| HR practitioners | Human resource practitioners |
| ILS | Integrated Leadership System |
| LAFIA | Leading Australia’s Future in Asia |
| MAC | Management Advisory Committee |
| MAC Report | Management Advisory Committee report No. 4—*Connecting Government* |
| Pathway | The Leadership Pathway |
| PS Act | *Public Service Act 1999* |
| PSM Program | Public Sector Management Program |
| SELC Framework | Senior Executive Leadership Capability Framework |
| SES | Senior Executive Service |
| SES B1 | Senior Executive Service Band 1 |
| SES B2 | Senior Executive Service Band 2 |
| SES B3 | Senior Executive Service Band 3 |
| Values | The APS Values |

# Appendix D: APS Profile

Taken from *Australian Public Service Statistical Bulletin 2002-03, State of the Service Series 2002-03*

|  |  |
| --- | --- |
| APS 1 | 1507 |
| APS 2 | 6352 |
| APS 3 | 15585 |
| APS 4 | 29124 |
| APS 5 | 12766 |
| APS 6 | 26969 |
| EL1 | 14276 |
| EL2 | 10343 |
| SES Band 1 | 1392 |
| SES Band 2 | 384 |
| SES Band 3 | 96 |

1. APS Commission, *State of the Service Report 2002–2003*, 2003. [↑](#footnote-ref-1)
2. Corporate Leadership Council, *The Leadership Imperative*, 2001 [↑](#footnote-ref-2)