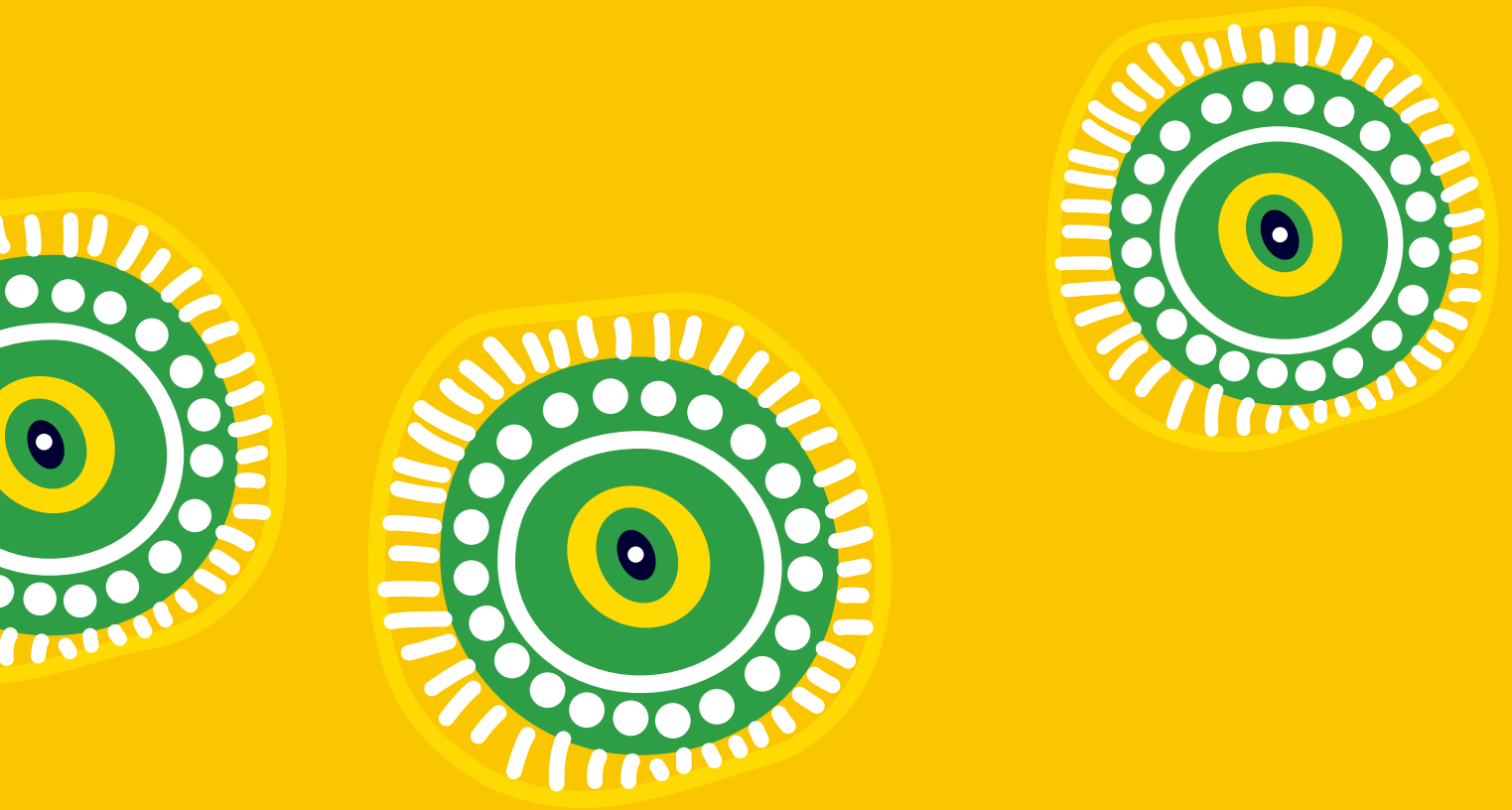


OFFICIAL



Performance Support Manager Success Profile

Prepared by
**National Performance Support Systems
Team & DDI Australia**
January 2024



Australian Sports Commission Acknowledgement of Country

The Australian Sports Commission (ASC) acknowledges the Traditional Custodians of the lands where its offices are located, the Ngunnawal people and recognise any other people or families with connection to the lands of the ACT and region, the Wurundjeri Woi-wurrung people of the Kulin Nation, the people of the Yugambeh Nation and the Gadigal people of the Eora Nation.

The ASC extends this acknowledgment to all the Traditional Custodians of the lands and First Nations Peoples throughout Australia and would like to pay its respects to all Elders past, present and future.

The ASC recognises the outstanding contribution that Aboriginal and Torres Strait Islander peoples make to society and sport in Australia and celebrates the power of sport to promote reconciliation and reduce inequality.

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What is a Success Profile?

There are four key factors associated with successful performance in a particular job or job family.



Knowledge: What you know

Knowledge includes technical and/or professional information associated with successful performance of job activities. This component **'What people know'** – for example, knowledge holistic athlete support services, best practices or strategic planning methodologies. Knowledge areas also can include understanding of organisational systems, sport, or high performance.



Experience: What you have done

Experience includes work achievements associated with successful performance of job activities. Experience tells you **'What people have done'**. For example, leading an interdisciplinary team, being heavily involved with a strategic alliance or implementing a major organisational change.



Personal Attributes: Who you are

Personal Attributes tell you **'Who people are'**. More specifically, they include personal characteristics such as authenticity, personal growth orientation, and courage.



Competencies: What you can do

Competencies are the behaviours related to success or failure in a job. Competencies tell you **'What people can do'**. People who are strong in a given competency demonstrate behaviours that make them more effective in the job. Examples include decision making, business acumen, and coaching.



Development Dimensions International

Purpose of Success Profiles



- To increase consistency of expectations nationally with regards to knowledge, experience, competencies and personal attributes of Performance Support Managers.
- To guide High Performance (HP) sport organisations in the recruitment, development and retention of Performance Support Managers.
- To facilitate an aligned approach with the 'World-leading knowledge + practice' priority area of [Australia's High-Performance 2032+ Sport Strategy](#), enabling Performance Support Managers to positively contribute to high functioning performance teams and [Win Well](#).

Target audience



- Employers (e.g. National Sporting Organisations (NSOs), National Sporting Organisations for People with Disability (NSODs), National Institute Network (NIN))
- Managers & Leaders (e.g. Performance Directors, HR Managers, CEOs)
- Performance Support Managers

Considerations



- The Performance Support Manager Success Profile serves as a guide for NSOs, NSODs & NIN.
- Expectations in relation to knowledge, experience, competencies and personal attributes should be considered and customised depending on the needs of the role and organisation. It is important to set challenging yet realistic expectations of Performance Support Managers to foster confidence, engagement and growth.
- The National Performance Support Networks Leads can support HP sport organisations develop appropriate job descriptions that can support successful candidates thrive in their roles.
- Please refer to Appendix A for suggested use of the Success Profile throughout the employment life cycle.

Experience

Stakeholder Relationships	Leadership and Performance
<p>CORE</p> <ul style="list-style-type: none"> • Experience building effective working relationships with coaches and athletes • Proven ability to build and maintain effective working relationships with performance support teams • Experience working closely with athletes and teams at the competition level (minimum national, ideally international) • Experience applying critical reflective practices; learning from mistakes, identifying gaps and seeking to rectify and apply new learning • Experience understanding information/issues from others' perspectives <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Experience influencing and inspiring others to drive engagement and high-performance outcomes • Experience adapting leadership style to others and the environment, e.g., communication style • Demonstrated experience operating in a range of environments and systems that require adaptation • Working with the unknown – tolerating risk, finding solutions and making decisions within this context. Taking a “fail forward” mentality. 	<p>CORE</p> <ul style="list-style-type: none"> • Proven ability to lead and provide guidance to teams and individuals • Proven experience in developing and influencing individual and team performance planning, monitoring and review processes, to achieve performance objectives • Experience in providing individuals with constructive feedback, asking the tough questions, and applying critical thinking skills • Proven experience leveraging the expertise of interdisciplinary teams and acting as a performance generalist • Proven experience of working within an interdisciplinary team and program environment • Experience working with supporting, directing, challenging, educating, influencing coaches at the highest level • Experience achieving/ succeeding in driving high performance outcomes • Demonstrated experience in making complex decisions in challenging environments to achieve outcomes/objectives • Experience having crucial conversations whilst maintaining relationships <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Experience in a formal leadership capacity • Demonstrated experience working in a high-performance interdisciplinary environment • Experience leading a performance support team • Proven experience working with high performance teams at major games and/or benchmark event experience (e.g. World championships) • Proven experience executing against and connecting others to the strategic direction • Experience achieving work objectives within a fast-moving environment



Knowledge

Sport Specific	High Performance System	Performance Support
<p>CORE</p> <ul style="list-style-type: none"> • Strong understanding of how sport operates and the related critical elements determining what it takes to win • Knowledge of best practices to create a safe and inclusive environment for all <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Understanding of athlete pathway progression and requirements to support progress of an athlete to podium level • Sound knowledge of key sporting principles e.g., athlete development, sport coaching principles, training principles 	<p>CORE</p> <ul style="list-style-type: none"> • How to identify the right discipline area/ expertise for the given service challenge • Understands how support teams operate and knowing how to communicate in clear and concise terms across multi- disciplinary teams • Understanding what motivations drive high performance culture • Understanding of how data and technology can be used to enhance performance outcomes <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Sound understanding of the Australian High Performance sport system; its structure, the key stakeholders, historical trends how the system interacts • Understanding of the concepts underpinning the National Quality Standards Scheme, AIS Best Practice Guidelines, • Australian Performance Support Practitioner Minimum Standards and Australian Performance Support HP expectations. • Sound understanding of data governance principles 	<p>CORE</p> <ul style="list-style-type: none"> • Understanding of how different areas of performance support interact to achieve performance outcomes • Demonstrated understanding of a range of human performance/professional disciplines and how they interact to provide interdisciplinary performance outcomes • Registration with a nationally recognised body (e.g., AHPRA, ESSA, etc) for those in service delivery roles • Knowledge of holistic athlete support services • Understanding of basic behaviour change techniques and principles e.g., understanding the role of autonomy to motivate etc. <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Appropriate qualifications relevant to an individual performance support discipline • Knowledge of measurement, quality assurance and best practice reporting of performance outcomes



Competencies

'Core' competencies identified from the data gathering have been highlighted in **BOLD**.

Personal Attribute competencies are in *italics*.

Interpersonal Effectiveness	Leadership Impact	Business Management Skills	Personal Effectiveness
<ul style="list-style-type: none"> • Building Stakeholder Relationships • Cultivating Networks and Partnerships • Strategic Influence 	<ul style="list-style-type: none"> • Aligning Performance for Success • Building Organisation Talent • Creating a Culture of Trust • Coaching & Developing Others • Driving Execution • Inspiring Excellence • Sharing Responsibility (Delegating) 	<ul style="list-style-type: none"> • Driving Innovation • Establishing Strategic Direction • Operational Decision Making • Optimising Diversity 	<ul style="list-style-type: none"> • <i>Adaptability</i> • <i>Building Self Insight</i> • <i>Courage</i> • <i>Executive Presence</i> • <i>Personal Growth Orientation</i> • <i>Positive Approach</i>

Data Gathering Statement

The Success Profiles were co-developed between DDI and the Australian Institute of Sport. DDI led and administered the data gathering process. The perspectives of multiple role holders across the Australian High Performance sport system were included throughout the data gathering stages (e.g. stakeholder interviews, focus groups and survey validation).

Competency Importance Ranking

1. Aligning Performance for Success
2. Operational Decision Making
3. Planning and Organising
4. Building Partnerships
5. Creating a Culture of Trust
6. Execution
7. Delegation and Empowerment
8. Building Talent
9. Developing Others
10. Influencing
11. Inspiring Others
12. Driving Innovation
13. Sport as a Business
14. Facilitating Change



Less able to be developed		More able to be developed		
1	2	3	4	5
<i>Positive Approach</i>	<i>Adaptability</i>	Cultivating Networks and Partnerships	Strategic Influence	Aligning Performance for Success
<i>Executive Presence</i>	<i>Building Self Insight</i>	Creating a Culture of Trust	Driving Execution	Building Stakeholder Relationships
	<i>Courage</i>	Driving Innovation	Sharing Responsibility (Delegating)	
	<i>Inspiring Excellence</i>	Establishing Strategic Direction	Building Organisational Talent	
	<i>Personal Growth Orientation</i>	Operational Decision Making	Coaching & Developing Others	
			Optimising Diversity	

Aligning Performance for Success

Focusing and managing individual performance by helping performance pathway athletes, coaches and practitioners set performance goals, and then tracking results and evaluating performance effectiveness.

Key actions

- **Sets performance goals** – Sets specific, measurable, and realistic performance goals that align with broader work group and organisational priorities; identifies measures for evaluating goal achievement.
- **Establishes approach** – Identifies the behaviours, knowledge, and skills required to achieve goals; identifies critical areas for focus and evaluation.
- **Involves others** – Emphasises shared responsibility for managing performance by helping direct reports set goals, establish an approach, identify learning opportunities, and track performance progress; engages others in finding ways to achieve difficult expectations and improve results.
- **Creates a learning environment** – Ensures that support is available to help the individual reach goals; builds others’ sense of task ownership and confidence by offering to help generate ideas, make decisions, obtain resources, and overcome barriers.
- **Tracks performance** – Implements a system to track performance against goals and the acquisition and use of appropriate behaviours, knowledge, and skills.
- **Evaluates performance** – Holds regular formal discussions with each direct report to discuss progress toward goals and review performance results; evaluates each goal, behaviour, knowledge, and skill area by sharing relevant data and examples.
- **Builds rapport** – Maintains self-esteem when providing performance feedback by acknowledging contributions and improvements and by focusing on the facts, not personal characteristics.

Building Organisational Talent

Establishing systems and processes to attract, develop, engage, and retain talented individuals; creating a work environment where people can realise their full potential, thus allowing the organisation to meet current and future business challenges.



Key actions

- **Determines talent gaps** – Determines the mix and level of talent required by the organisation to support current and future objectives; assesses the key strengths and skill gaps of the current talent pipeline.
- **Recruits strategically** – Attracts and recruits internal and external talent to ensure that the organisation will be appropriately staffed to meet current and future business challenges.
- **Champions talent development** – Initiates strategies to develop internal talent while balancing that effort with external hiring; targets challenging developmental assignments that build individual confidence and organisational capability.
- **Promotes differential rewards** – Sets up recognition and reward systems appropriate to individual levels of performance.
- **Emphasises retention** – Establishes systems to retain talented individuals; addresses employees' needs for career satisfaction (e.g., compensation, benefits, development opportunities, work environment).

Building Stakeholder Relationships

Ensuring that the stakeholder's (e.g. coach, athlete, partner) internal or external needs are met; building productive relationships with high-priority stakeholders; taking accountability for stakeholder satisfaction and loyalty; using appropriate interpersonal techniques to prevent and resolve escalated stakeholder complaints and regain stakeholder confidence.

Key actions

- **Seeks to clarify the stakeholder's situation** – Proactively seeks information from sources within the organisation and from the stakeholder to understand the stakeholder's history, recent circumstances, problems, expectations, and needs; verifies understanding of the stakeholder's priorities.
- **Educates the stakeholder** – Proactively shares information, insights, and rationale about the situation to increase the stakeholder's understanding and confidence in services and capabilities; guides stakeholder expectations to prevent misunderstandings and dissatisfaction.
- **Involves the stakeholder** – Asks stakeholders for their feedback and ideas and listens actively to gain their support.
- **Meets or exceeds stakeholder needs** – Quickly responds to stakeholder needs; takes opportunities to exceed stakeholder needs while avoiding overcommitments; gains stakeholder agreement to proposed solutions; keeps stakeholders informed about actions taken; confirms stakeholder satisfaction.
- **Takes the "HEAT"** – Responds quickly to escalated stakeholder complaints by Hearing the stakeholder out, Empathising with the stakeholder's situation and feelings, Apologising (without accepting blame), and Taking responsibility for resolving problems and concerns; leverages service recovery situations as opportunities to regain stakeholder confidence.

Coaching and Developing Others

Providing feedback, instruction, and development guidance to help others excel in their current or future job responsibilities; planning and supporting the development of individual skills and abilities.

Key actions

- **Clarifies performance** – Seeks information and opinions about an individual's current performance as well as long-term development needs.
- **Provides timely feedback** – Gives timely, specific, and appropriate feedback about performance, development needs, and development progress; reinforces efforts and progress.



- **Conveys performance expectations and implications** – Communicates high expectations; links performance improvement and skill development to relevant personal and business goals; checks for understanding of and commitment to performance and development goals as well as follow-up activities.
- **Evaluates misalignment** – Diagnoses gaps in knowledge, experience, skills, and behaviour that underlie current and future performance; continually modifies evaluation based on new information.
- **Facilitates development** – Leverages environmental supports and removes development barriers; advocates for individual to higher levels of management to create development opportunities; provides guidance and positive models; seeks suggestions for improving performance; collaboratively creates development plans that include activities targeted to specific goals.
- **Fosters developmental relationships** – Helps people feel valued and included in coaching and development discussions by expressing confidence in their ability to excel, maintaining their self-esteem, empathising, and disclosing own position.

Creating a Culture of Trust

Fostering a work environment that encourages people to act with integrity and treat each other and their ideas with respect; creating and protecting a high-trust environment by setting an example, advocating for others in the face of challenges, removing barriers to trust, and rewarding others for demonstrating behaviours that cultivate trust.

Key actions

- **Demonstrates personal integrity** – Sets an example for others by being honest, keeping commitments, and behaving consistently; keeps sensitive information confidential; adheres to moral, ethical, and professional standards, regulations, and organisational policies.
- **Encourages disclosure** – Shares feelings, intentions, rationale, and experiences so that others understand personal positions and feel comfortable doing the same; admits mistakes; creates a safe environment for disclosure by asking for others' thoughts and feelings, empathising with their concerns, and rewarding them for sharing; confronts negative reactions to others' disclosures that jeopardise open communication.
- **Facilitates an open exchange of ideas** – Listens and objectively considers others' ideas and perspectives while encouraging others to do the same; rewards others for contributing ideas and building on others' ideas; confronts negative reactions to others' ideas that jeopardise this open exchange.
- **Advocates for others** – Communicates confidence in others' ability to succeed; gives proper credit for others' contributions; stands up for deserving others and their ideas even in the face of resistance or challenge; treats people with dignity, respect, and fairness.

Cultivating Networks and Partnerships

Initiating and maintaining strategic relationships with stakeholders and potential partners inside and outside the organisation who are willing and able to provide the information, ideas, expertise, and/or influence needed to advance understanding of business issues and achieve business goals.

Key actions

- **Identifies partnership opportunities** – Creates a networking plan; scans the internal and external environment to identify the relationships that should be initiated or improved to achieve business goals.
- **Reaches out** – Initiates collaborative relationships with targeted stakeholders and potential business partners; involves business partners to help make decisions and complete tasks.
- **Expands mind-set** – Offers a broad organisational perspective that goes beyond the goals of one's immediate business unit or work role; questions assumptions about existing relationships; demonstrates flexibility when forming and adjusting partnerships to achieve broader goals; shows willingness to work across current boundaries.



- **Strengthens partnerships** – Offers support, information, and resources to network partners; follows up on relationships to keep them active.

Driving Execution

Translating strategic priorities into operational reality; aligning communication, accountabilities, resource capabilities, internal processes, and ongoing measurement systems to ensure that strategic priorities yield measurable and sustainable results.

Key actions

- **Translates initiatives into actions** – Determines action steps and milestones required to implement a specific business initiative; adjusts activities or timelines as circumstances warrant.
- **Communicates to engage others** – Establishes two-way communication channels to convey business strategies and plans; engages people by helping them understand the reasons behind organisational initiatives and the value of assigned responsibilities for the individual, team, and organisation.
- **Creates accountability** – Ensures that those responsible for implementing a strategic initiative have role clarity and accountability for required actions and outputs as well as the direction and authority to act in a way consistent with organisational values.
- **Ensures skills and readiness** – Identifies and develops human resource capabilities to drive specific strategies (may include training or acquisition of needed skills and knowledge).
- **Aligns systems and process** – Identifies and aligns systems and processes (e.g., compensation, decision making, resource allocation, performance management) to support implementation of specific strategies.
- **Measures progress** – Establishes criteria and systems to track ongoing progress toward goals; follows up on assigned responsibilities.

Driving Innovation

Creating an environment (culture) that inspires people to generate novel solutions with measurable value for existing and potential partners (internal or external); encouraging experimentation with new ways to solve work problems and seize opportunities that result in unique and differentiated solutions.

Key actions

- **Inspires curiosity** – Encourages others to ask provocative questions to understand the assumptions and rationale underlying current practices and consider stakeholders' needs before moving to problem solving; guides others to discover the full array of stakeholders needs, concerns, and desires to unlock new opportunities for innovation.
- **Challenges current thinking** – Drives others to explore alternative ways to view and solve problems and achieve results; provides tools and opportunities for brainstorming to encourage idea generation; leverages diverse cross-functional sources for inspiration.
- **Supports experimentation** – Encourages others to test promising ideas and take risks with new approaches; empowers those who want to implement new solutions with decision-making authority; rewards attempts at innovation, whether successful or unsuccessful.
- **Advances ideas to the next stage** – Assertively advocates the merits of others' ideas to higher levels of management to secure the time and resources needed (e.g., money, training, tools, access to colleagues) to further develop and operationalise their ideas.



Establishing Strategic Direction

Establishing and committing to a long-term business direction based on an analysis of systemic information and consideration of resources, market drivers, organisational values, and emerging economic, technological, and regulatory conditions.

Key actions

- **Seeks perspective** – Gathers the information needed to create a sound strategy; pursues required information by asking relevant questions and verifying assumptions.
- **Analyses information** – Analyses qualitative and quantitative data to define the most relevant organisational problems and opportunities; compares, contrasts, and combines information to understand system interdependencies, systemwide trends, issues, and cause-effect relationships.
- **Determines strategic priorities** – Generates options to achieve a long-range goal or vision; develops decision criteria, considering relevant factors (e.g., costs, benefits, buy-in, risks) and the strategy's potential impact on the business; focuses effort and resources on the strategic priorities with the greatest potential for positive impact.
- **Outlines strategic plan** – Identifies how the strategic direction will be achieved by setting short- and long-term goals and objectives; specifies plans to close current gaps, adjusting priorities as circumstances change.

Inspiring Excellence

Driving high standards; tenaciously working to meet or exceed challenging goals; defining success by goal achievement and continuous improvement.

Key actions

- **Creates performance tension** – Identifies gaps between current reality and expected results; sets challenging goals and high-performance standards for self and others; initiates action and moves others toward envisioned outcomes.
- **Builds momentum** – Corrals energy and a sense of urgency toward desired results; continually focuses others on performance gaps; works relentlessly to overcome obstacles.

Operational Decision Making

Securing and comparing information from multiple sources to identify business issues; committing to an action after weighing alternative solutions against important decision criteria.

Key actions

- **Gathers information** – Recognises the need for additional information and asks questions to obtain it.
- **Makes connections** – Examines qualitative and quantitative data to identify operational problems, trends, and underlying issues and to understand possible cause-effect relationships.
- **Determines the best alternative** – Generates options for action to address an issue or opportunity; develops decision criteria that prioritise potential business outcomes, stakeholder needs, available resources, technological advances, and organisational values; selects the best course of action.
- **Demonstrates decisiveness/action** – Makes timely decisions; takes action to pursue an opportunity, address an issue, or prevent a problem.
- **Considers others' perspectives** – Involves others in the decision-making process as needed to obtain information, generate alternatives, make the best decision, and ensure buy-in; builds consensus when appropriate.



Optimising Diversity

Establishing and supporting organisational systems, policies, and practices that reduce barriers and leverage the capabilities and insights of individuals with diverse backgrounds, cultures, styles, abilities, and motivation.

Key actions

- **Explores current resources** – Gathers information to uncover the needs, perspectives, and talents of employees with diverse backgrounds.
- **Uses diversity as an advantage** – Sets up outreach systems and processes that seek ideas, opinions, and insights from diverse sources and individuals; optimises effectiveness by aligning individuals' unique talents, interests, and abilities with the most relevant roles and responsibilities.
- **Champions diversity** – Advocates the value of diversity as a competitive advantage; initiates recruiting and development processes to increase diversity in the workplace; confronts racist, sexist, or inappropriate behaviour by others; prohibits exclusionary organisational practices.

Sharing Responsibility (Delegating)

Sharing authority and responsibilities with others to move decision making and accountability downward through the organisation to stretch individual capabilities while accomplishing the business unit's strategic priorities.

Key actions

- **Delegates** – Moves decision making and accountability downward through the organisation by sharing responsibilities with others; delegates to appropriate targets, considering skills and development needs.
- **Shares authority** – Clarifies expectations and scope of decision-making authority while expanding the individual's feelings of ownership and accountability.
- **Provides guidance** – Provides appropriate amount of information, resources, and encouragement to support the individual's and business unit's success without undermining the individual's full ownership of issues and results.
- **Follows up** – Builds follow-up into delegations in order to monitor others' progress and issues.

Strategic Influence

Creating and executing influence strategies that gain commitment to one's ideas and persuade key stakeholders to take action that will advance shared interests and business goals.

Key actions

- **Develops influence strategy** – Devises an influence approach that favorably positions one's ideas and own agenda while focusing on the shared goals of key decision makers; prepares an influence strategy that leverages supporting factors and breaks through barriers; adjusts influence strategy based on stakeholder reactions and perspectives.
- **Ensures mutual understanding** – Uses open-ended questions to explore issues and clarify others' perspectives and goals; shares information to clarify the situation; discloses own goals, insights, and the rationale behind decisions, ideas, or changes.
- **Makes a compelling case** – Presents logical rationale and recommendations in a manner that clearly links them to critical organisational, group, and individual priorities.
- **Gains commitment** – Leverages shared goals to convince others to take action; seeks ideas; asks for agreement to next steps.
- **Demonstrates interpersonal diplomacy** – Builds trust during the influence process by demonstrating sensitivity to others' needs, maintaining self-esteem, showing empathy, and offering support.



Personal Attributes

Adaptability

Maintaining effectiveness when experiencing major changes in work responsibilities or environment (e.g., people, processes, structure, or culture); adjusting effectively to change by exploring the benefits, trying new approaches, and collaborating with others to make the change successful.

Key actions

- **Tries to understand changes** – Actively seeks information (from co-workers, leaders, athletes, competition, technologies, and regulations) to understand the rationale and implications for changes.
- **Approaches change with a positive mind-set** – Treats new situations as opportunities for learning or growth; actively seeks to identify and communicate the benefits of changes; collaborates with others to implement changes.
- **Adjusts behaviour** – Quickly modifies daily behaviour and tries new approaches to deal effectively with changes; does not persist with ineffective methods; leverages available resources to ease transition.

Building Self-Insight

Demonstrating an awareness of own strengths and development needs as well as the impact of own behaviour on others; modifying behaviour based on self-awareness to improve impact.

Key actions

- **Invites feedback** – Proactively seeks feedback to identify areas for development; accepts feedback and uses it constructively to improve knowledge, skills, and behaviours; demonstrates a willingness to seriously consider feedback received and its implications for behaviour.
- **Self-assesses** – Actively assesses and evaluates own business impact; demonstrates a willingness to reflect upon own development as a continuous process; seeks to understand blind spots in own behaviour.
- **Translates insight into action** – Considers alternatives in behaviour and modifies behaviour based on feedback, self-assessment, and knowledge of impact on others

Courage

Proactively confronting difficult issues; making valiant choices and taking bold action in the face of opposition or fear.

Key actions

- **Takes a stand** – Challenges popular values, opinions, and decisions to ensure that actions taken are in the organisation's best interests; diplomatically says what needs to be said, even in the face of pressure or conflict; offers direct and candid feedback.
- **Initiates bold action** – Takes critical action to achieve breakthrough results despite the uncertainty of outcomes; confronts difficult problems early.
- **Takes personal accountability** – Accepts personal risks and/or consequences of failure and persists even in the face of opposition or fear.



Driving for Results

Setting high goals for personal and group accomplishment; using measurement methods to monitor progress toward goals; tenaciously working to meet or exceed goals while deriving satisfaction from that achievement and continuous improvement.

Key actions

- **Targets opportunities** – Systematically evaluates opportunities, targeting those with the greatest potential for producing positive results.
- **Establishes stretch goals** – Establishes challenging goals for self and others that are designed to achieve exceptional results.
- **Achieves goals** – Works tenaciously to overcome obstacles and to meet or exceed goals; derives satisfaction from achieving “stretch” goals.
- **Stays focused** – Remains self-disciplined; measures progress and evaluates results; reprioritises as appropriate; prevents irrelevant issues or distractions from interfering with timely completion of important tasks.

Executive Presence

Demonstrating a poised, credible, and confident demeanor that reassures others and commands respect; conveying an image that is consistent with the organisation’s vision and values.

Key actions

- **Exudes confidence** – Exhibits a presence that demonstrates credibility, commands attention and respect, and instills confidence in one’s actions and outcomes.
- **Advocates for the organisation** – Champions organisational decisions and values when interacting with peers, senior management, and stakeholders; balances stakeholder interests with organisational goals.
- **Manages stress** – Remains calm, controlled, and productive when confronted by work-related stress or opposition from others; does not overreact or become defensive.
- **Adjusts smoothly** – Maintains effectiveness in varying situations and with diverse roles, responsibilities, work environments, and people.

Personal Growth Orientation

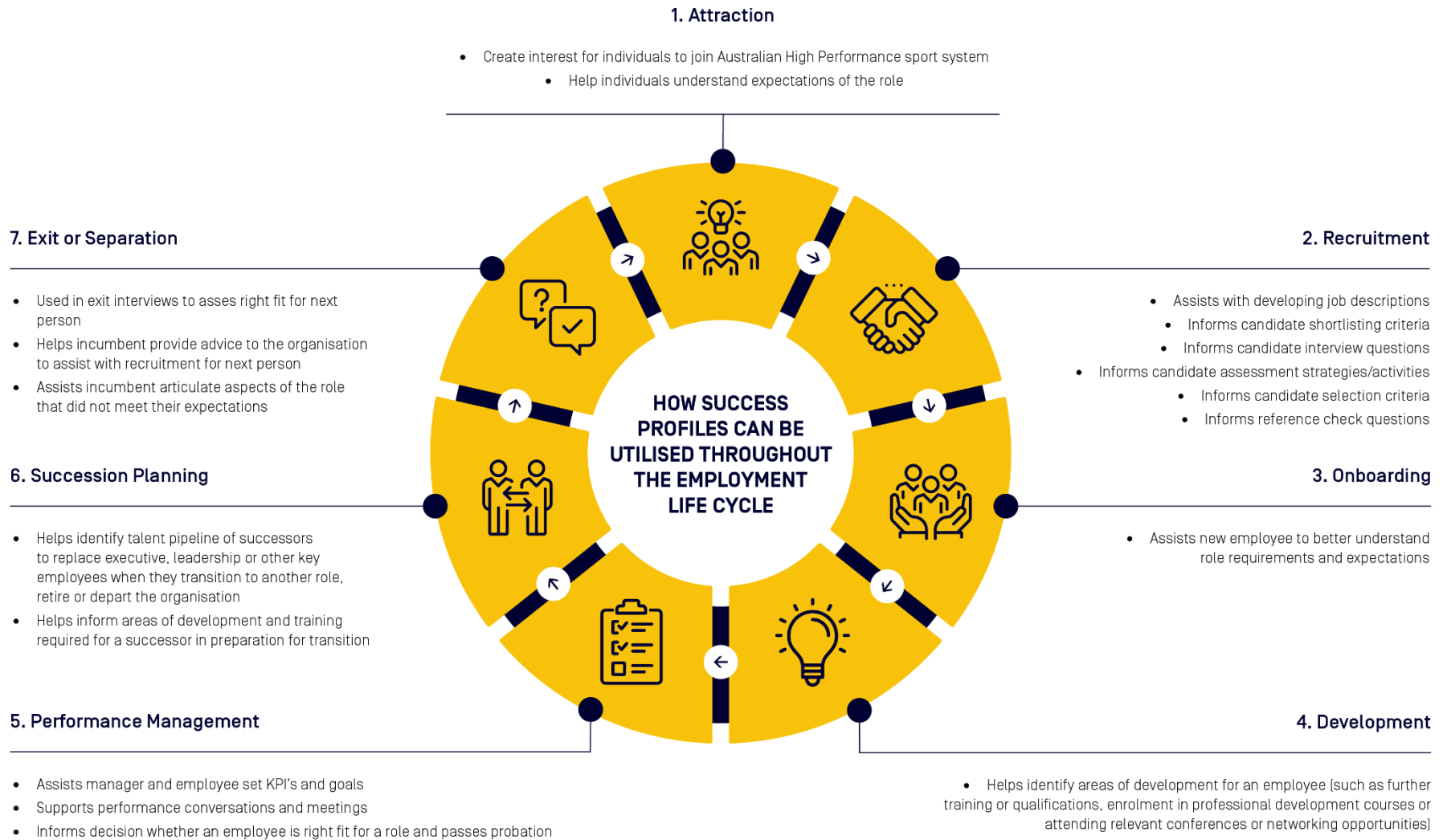
Actively pursuing development experiences to improve interpersonal and business impact.

Key actions

- **Pursues learning activities** – Seeks a variety of formal and informal developmental experiences to enhance knowledge, skills, and behaviours; proactively makes time for these key experiences.
- **Takes risks in learning** – Sets challenging development goals to close skill gaps; is willing to make mistakes in order to learn; takes on new assignments that provide a stretch outside own comfort zone.
- **Applies learning to new challenges** – Puts new knowledge, skills, and behaviour to practical use on the job; transfers new insights from one setting to another; modifies behaviour based on feedback and knowledge of impact on others.



Appendix A: Suggested use of Success Profile throughout employment life cycle





Australian Government
Australian Sports Commission



ausport.gov.au



Leverrier Street Bruce ACT 2617
PO Box 176 Belconnen ACT 2616
+61 2 6214 1111

