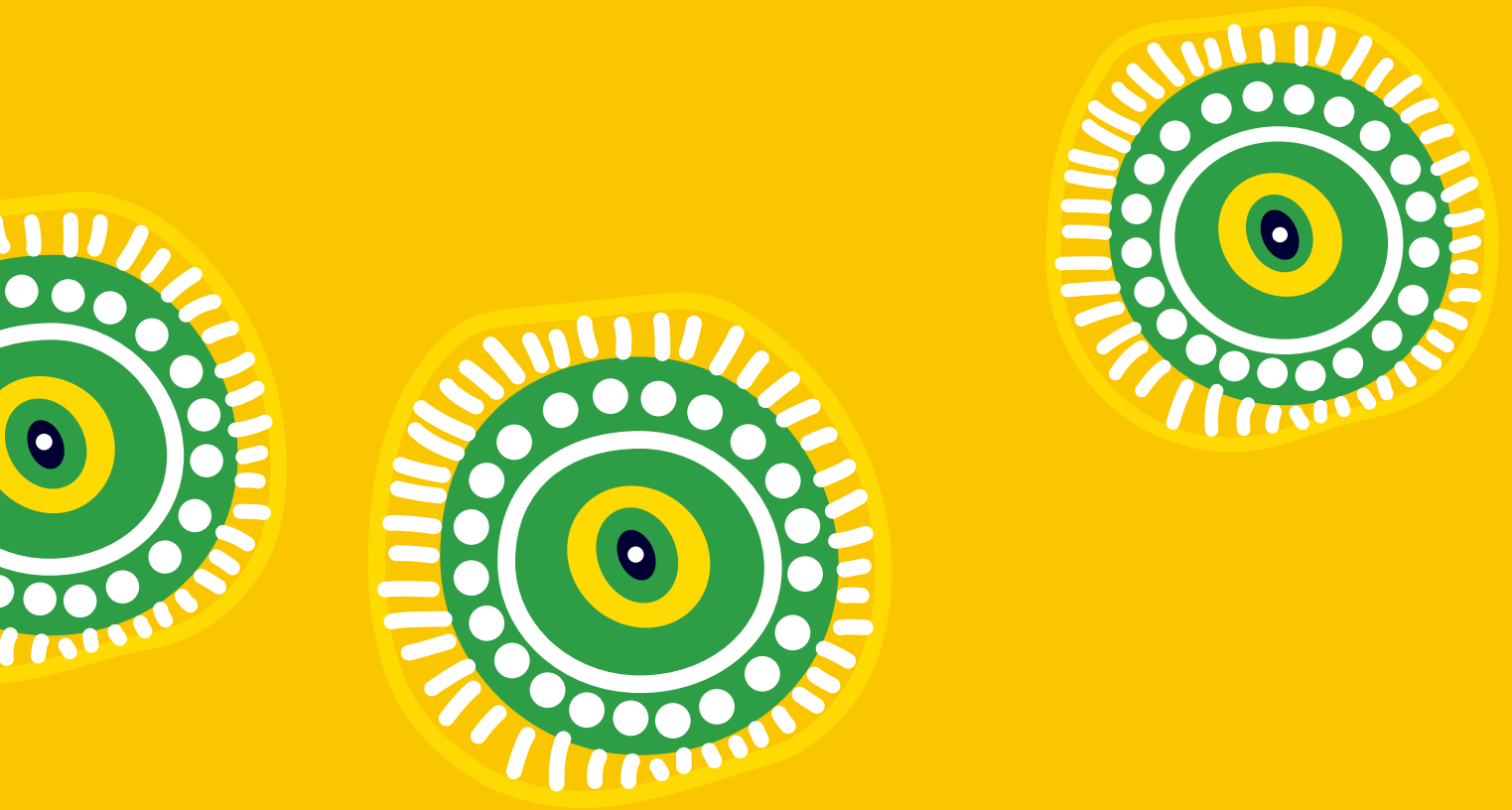


OFFICIAL



Performance Support Practitioner (Early Career) 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.



Knowledge: What you know

Knowledge includes technical and/or professional information associated with successful performance of job activities. This component illustrates **‘What people know’** – for example, knowledge of best practice processes, problem solving strategies or proficiency in a specific technical skill. 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, mentoring a team member, being involved in an interdisciplinary environment or influencing a coach to support performance progression.



Personal Attributes: Who you are

Personal Attributes tell you **‘Who people are’**. More specifically, they include personal characteristics such as adaptability, courage and leveraging feedback.



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 building partnerships, continuous improvement and decision making.



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 practitioners.
- To guide High Performance (HP) sport organisations in the recruitment, development and retention of Performance Support practitioners (Early Career level).
- To facilitate an aligned approach with the 'World-leading knowledge + practice' priority area of [Australia's High-Performance 2032+ Sport Strategy](#), enabling Early Career practitioners 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, Performance Support Managers, Performance Support Discipline Leads)
- Performance Support Practitioners
- Professional membership associations
- Universities (to communicate to students the expectations of HP industry employers of recent graduates and to assist with identifying and addressing skill gaps)

Considerations



- The Performance Support Practitioner (Early Career) 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 practitioners 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.



Biomechanics – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Masters, Professional Doctorate or PhD by Research in Biomechanics or a related field, e.g., Exercise Science, Movement Science or Sports Science, Sports Engineering • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines, and associated collaborative opportunities • Knowledge & understanding of current quality assured, evidence-based, best-practice processes for Biomechanics in the sports environment • Ability to distill complex biomechanical concepts and results into clear sport-specific context and at an appropriate level of technical language for the target feedback recipient • Ability to conduct related analyses and produce clear, concise reports and feedback from common biomechanical testing modalities including 3D motion capture, force plates/load cells and inertial measurement units • Understanding of post processing and data analysis procedures including signal processing and complex data series analysis • Well-developed understanding of the best practice associated with classifications, processes and foundations of emerging technology, such as machine learning • Proficiency coding in common biomechanical programming languages • Well-developed problem identification and solving skills with a capacity to deal with complexity 	<p>Within the first five years' experience, a successful Biomechanist should have:</p> <ul style="list-style-type: none"> • Demonstrated provision and application of performance biomechanics support in sport environments • Demonstrated a diversity of experiences with evidence of purposeful professional practitioner development • Been exposed to both NSO & NIN environments and demonstrated understanding of the broader High Performance sport system • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches, and athletes • Demonstrated experience in influencing behaviour and/or leadership • Experienced being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards



Performance Analysis – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Bachelor of Exercise Science, Movement Science or Sports Science, Data Science/Analytics or a related field • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines, and associated collaborative opportunities • Knowledge and understanding of current quality assured, evidence-based, best-practice processes for Performance Analysis in the sports environment • Technical knowledge to operate a range of performance analysis equipment and software • Ability to understand sport-specific determinants of performance and raise questions that will impact performance • Ability to conduct related analyses and produce clear, concise reports and feedback • Ability to collect and securely store large data and video sets for easy retrieval • Well-developed problem identification and solving skills with a capacity to deal with complexity 	<p>Within the first five years' experience, a successful Performance Analyst should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in the provision and application of performance analysis support in sport environments • Diversity of experiences with evidence of purposeful professional practitioner development • Proven success in utilising performance analysis methods and knowledge to inform coaches and athletes and impact performance • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches, and athletes • Exposure to both NSO & NIN environments to demonstrate understanding of the broader High Performance sport system • Demonstrated experience in influencing behaviour and/or leadership • Experience being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards

Performance Nutrition – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Tertiary qualification in Dietetics, with eligibility for membership as an accredited Sports Dietitian with Sports Dietitians Australia • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines, and associated collaborative opportunities • Knowledge and understanding of current quality assured, evidence-based, best-practice processes for Dietetics in the sports environment • Well-developed understanding of sport-specific determinants of performance and nutrition related factors that can influence this • Comprehensive scientific knowledge of nutrition and metabolism, plus related areas including behaviour change • Knowledge of the demands of High Performance sport training and competition and the implications this has on metabolism and nutrition needs • Well-developed knowledge of training science: principles and practices • Well-developed problem identification and solving skills with a capacity to deal with complexity • Awareness of research fundamentals, data and statistics literacy 	<p>Within the first five years' experience, a successful Sports Dietitian should have:</p> <ul style="list-style-type: none"> • Demonstrated success in utilising performance nutrition knowledge and skills for planning and supporting athletes across a season/campaign to contribute to successful outcomes and performance progression • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches, and athletes • Exposure to both NSO & NIN environments to demonstrate understanding of the broader High Performance sport system • Diverse exposure of sport experiences working with multiple and various sports and athlete populations • Experience at national level competitions • Demonstrated experience in influencing behaviour and/or leadership • Demonstrated experience in making complex decisions • Experience being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards

Physiology – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Masters or PhD in Exercise Science, Movement Science or Sports Science • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines, and associated collaborative opportunities • Knowledge & understanding of current quality assured, evidence-based, best-practice processes for Physiology in the sports environment • Comprehensive scientific knowledge of First Principles: physiological systems, measurement, equipment, and technology • Awareness and understanding in secondary discipline area • Well-developed understanding of sport-specific determinants of performance and competition enhancement strategies • Demonstrated ability to provide individual athlete profiling: athlete testing (e.g., physical, metabolic, haematological) and monitoring methodologies, analysis and interpretation • Well-developed knowledge of training science: principles and practices • Well-developed problem identification and solving skills with a capacity to deal with complexity • Strong research fundamentals, plus data and statistics literacy 	<p>Within the first five years' experience, a successful Physiologist should have:</p> <ul style="list-style-type: none"> • Demonstrated success in utilising physiology knowledge and skills for planning and supporting athletes across a season/campaign to contribute to successful outcomes and performance progression • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches, and athletes • Exposure to both NSO & NIN environments to demonstrate understanding of the broader High Performance sport system • Diverse exposure of sport experiences working with multiple and diverse sports and athlete populations • Experience at national level competitions • Demonstrated experience in influencing behaviour and/or leadership • Experience being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards



Physiotherapy – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Bachelor of Physiotherapy or equivalent • Attained or enrolled in Masters of Sports Physiotherapy or equivalent (eg. Masters of Sports Medicine) • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines, and associated collaborative opportunities • Demonstrated understanding and application of clinical reasoning principles • Knowledge and understanding of current quality assured, evidence-based, best-practice processes for Physiotherapy in the sports environment • Demonstrated knowledge of the role of physiotherapy in performance optimisation and athletic enhancement • Demonstrated knowledge of return to performance program planning and implementation • Demonstrated knowledge of High Performance injury prevention practices within a performance optimisation framework 	<p>Within the first five years' experience, a successful Physiotherapist should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in the provision and application of performance physiotherapy support in sport environments • Proven success in utilising performance physiotherapy knowledge for planning and managing athletes across a season/campaign to support successful outcomes • Experience in the implementation of successful return to performance programs • Diversity of experiences with evidence of purposeful professional practitioner development • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches and athletes • Demonstrated experience in influencing behaviour and/or leadership • Demonstrated experience in making complex decisions • Experience being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards



Sports Medicine – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Bachelor of Medicine • Registration and good standing with AHPRA • Has completed or is undertaking post graduate training in Sport and Exercise Medicine • Demonstrated understanding and application of clinical reasoning principles • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines, and associated collaborative opportunities • Knowledge & understanding of current quality assured, evidence-based, best- practice processes for Medicine in the sports environment • Knowledge of injury prevention and rehabilitation practices for relevant sports • Understanding of the interrelationships between medical comorbidities and high intensity exercise • Awareness of research fundamentals, data and statistics literacy 	<p>Within the first five years' experience, a successful Medical Practitioner should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in the provision and application of medical support in sport environments • Diversity of experiences with evidence of purposeful professional practitioner development. • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured sporting environments • Practical implementation of return to performance programs • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches and athletes • Demonstrated experience in influencing behaviour and/or leadership • Experience being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards

Strength & Conditioning – Success Profile (Early Career)

Knowledge	Experience
<ul style="list-style-type: none"> • Bachelor of Exercise Science, Movement Science or Sports Science • Australian Strength and Conditioning Association (ASCA) Level 2 Professional Coach • Awareness of: <ul style="list-style-type: none"> – High Performance sport systems and stakeholders – High Performance roles and relationships within system • Understanding of roles and responsibilities of other Performance Support disciplines and associated collaborative opportunities • Knowledge and understanding of current quality assured, evidence-based, best-practice processes for Strength & Conditioning in the sporting environment • Comprehensive scientific knowledge of the physiological system, mechanisms for adaptation and movement mechanics • Ability to apply individual athlete and sport profiling to design competition and training performance enhancement strategies • Understanding of models of planning, periodisation and athlete monitoring • Knowledge of injury prevention and rehabilitation practices for relevant sports • Possess knowledge of research fundamentals and have the capability to use data, statistics and technologies to impact on practice 	<p>Within the first five years' experience, a successful Strength & Conditioning Coach should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in the provision and application of strength & conditioning support in sporting environments • Demonstrated ability and commitment to work in an interdisciplinary/sport team environment with High Performance staff, coaches, and athletes • Exposure to both NSO & NIN environments to demonstrate understanding of the broader High Performance sport system • Diversity of coaching experience, working with multiple and diverse sports, with a variety of athlete populations and organisations within the High Performance sport system • Experience of multiple coaching and training philosophies, both your own and others • Demonstrated experience in leading sport periodisation design and delivery • Demonstrated experience in influencing behaviour and/or leadership • Experience being a mentee and/or mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Continuous Improvement • Decision Making • Earning Trust • Influencing • Managing Work • Valuing Differences 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Leveraging Feedback • Stress Tolerance • Work Standards

Competencies

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

Personal Attribute competencies are in *italics*.

Interpersonal Effectiveness	Business Management Skills	Personal Effectiveness
<ul style="list-style-type: none"> • Earning Trust • Building Partnerships • Influencing • Valuing Differences 	<ul style="list-style-type: none"> • Continuous Improvement • Decision Making • Managing Work 	<ul style="list-style-type: none"> • <i>Leveraging Feedback</i> • <i>Work Standards</i> • <i>Stress Tolerance</i> • <i>Adaptability</i> • <i>Continuous Learning</i> • <i>Courage</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. Decision Making | 6. Building Partnerships |
| 2. Earning Trust | 7. Valuing Differences |
| 3. <i>Work Standards</i> | 8. <i>Leveraging Feedback</i> |
| 4. Managing Work | 9. Influencing |
| 5. Continuous Improvement | |

Ranking data not available for *Stress Tolerance*, *Adaptability*, *Continuous Learning*, and *Courage*.

Less able to be developed		More able to be developed		
1	2	3	4	5
	<i>Adaptability</i>	Decision Making	Building Partnerships	
	<i>Continuous Learning</i>	Valuing Differences	Influencing	
	<i>Courage</i>	Earning Trust	Managing Work	
	<i>Leveraging Feedback</i>		Continuous Improvement	
	<i>Stress Tolerance</i>			
	<i>Work Standards</i>			



Building Partnerships

Developing and leveraging relationships within and across work groups to achieve results.

Key actions

- **Seeks opportunities to build relationships** – Proactively builds effective working relationships with those who have the knowledge, experience, resources, or influence to advance work goals.
- **Clarifies shared goals** – Exchanges information about the situation/task to determine mutually beneficial goals and outcomes; identifies issues and concerns; summarises to check understanding.
- **Develops others' and own ideas** – Contributes own ideas and expands on others' ideas.
- **Facilitates agreement** – Gains commitment from partners to support ideas or take action; uses sound rationale to explain value of actions; confirms agreements, next steps (who will do what by when), needed resources and support, and how to track progress.
- **Supports partners** – Offers valuable information, resources, and/or time to accomplish win-win outcomes; places higher priority on group goals than on own goals.
- **Involves others** – Asks others for their opinions and ideas to gain their support when clarifying the situation, developing solutions, exploring needed resources, and committing to action.
- **Maintains and enhances self-esteem** – Shows others that they are valued by acknowledging their specific contributions, successes, and skills.

Continuous Improvement

Originating action to improve existing conditions and processes; identifying improvement opportunities, generating ideas, and implementing solutions.

Key actions

- **Identifies opportunities** – Reviews processes to determine any gaps between current outputs and expected requirements.
- **Determines causes** – Identifies conditions that contribute to gaps or key variances; explores relationships between conditions and outcomes; distinguishes causes from symptoms and identifies primary causes.
- **Targets improvement ideas** – Generates ideas for solutions; analyses the potential effect or impact of each solution; selects appropriate solutions.
- **Implements improvements** – Tests solutions; gathers feedback on effectiveness; reviews impact on baseline measures; modifies solutions as appropriate to ensure effectiveness.

Decision Making

Identifying and understanding problems and opportunities by gathering, analysing, and interpreting quantitative and qualitative information; choosing the best course of action by establishing clear decision criteria, generating and evaluating alternatives, and making timely decisions; taking action that is consistent with available facts and constraints and optimises probable consequences.

Key actions

- **Identifies problems and opportunities** – Recognises problems and opportunities and determines whether action is needed.



- **Gathers information** – Recognises the need for and collects information to better understand problems and opportunities.
- **Interprets information** – Integrates information from a variety of sources to detect trends, associations, and cause-effect relationships.
- **Generates alternatives** – Creates relevant options for addressing problems and opportunities that will achieve desired outcomes.
- **Evaluates alternatives and risks** – Assesses options against clear decision criteria while considering implications and consequences.
- **Chooses an effective option** – Selects the most viable option from a set of alternatives.
- **Commits to action** – Implements decisions or initiates action with appropriate urgency.
- **Considers others' perspectives** – Involves others throughout the decision-making process to obtain better information, generate alternatives, and ensure buy-in to the resulting decisions; builds consensus when appropriate.

Earning Trust

Gaining others' confidence by acting with integrity and following through on commitments while disclosing own positions; treating others and their ideas with respect and supporting them in the face of challenges.

Key actions

- **Acts with integrity** – Demonstrates honesty; keeps commitments made to others; behaves in a consistent manner; keeps sensitive information confidential; adheres to moral, ethical, and professional standards, regulations, and organisational policies.
- **Discloses own positions** – Shares thoughts, feelings, experiences, and rationale so that others understand personal positions and feel comfortable sharing similar information; admits mistakes.
- **Remains open to ideas** – Listens to others and objectively considers their ideas and opinions, even when they conflict with own.
- **Values others** – Gives credit to others for their contributions; stands up for deserving others and their ideas even in the face of resistance or challenge; shows empathy and offers reassurance in response to others' concerns; treats people with dignity, respect, and fairness.

Influencing

Using effective involvement and persuasion strategies to gain acceptance of ideas and commitment to actions that support specific work outcomes.

Key actions

- **Clarifies the situation** – Uses open-ended questions to explore current issues, identifies important decision makers, and understands others' goals, perspectives, and concerns; summarises to ensure mutual understanding.
- **Shares own perspective to build trust** – Emphasises the importance of reaching agreement and the benefits of involving others; discloses own goals, feelings, experiences, and insights at the appropriate time to encourage open discussion and build confidence in one's intentions.
- **Builds a compelling case** – Clearly communicates the benefits of accepting the idea (for the individual, team, and organisation); tailors the persuasion strategy to engage individuals emotionally and rationally; leverages supporting evidence to address anticipated objections; summarises benefits to ensure understanding.



- **Involves others in exploring solutions** – Asks for others' ideas and builds on their ideas to reach a mutually agreeable solution; seeks and respects alternative approaches and conflicting viewpoints to identify points of agreement.
- **Empathises with others' concerns** – Listens carefully when others express positive or negative emotions; identifies the facts and emotions expressed to help others feel understood, overcome resistance, and build relationships.
- **Steers commitment to action** – Gauges the other person's readiness to commit to action; checks for common understanding of next steps, responsibilities, time frames, and tracking methods; offers time, support, and resources.

Managing Work

Effectively managing one's time and resources to ensure that work is completed efficiently.

Key actions

- **Prioritises** – Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate.
- **Makes preparations** – Ensures that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively.
- **Schedules** – Effectively allocates own time to complete work; coordinates own and others' schedules to avoid conflicts.
- **Leverages resources** – Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.
- **Stays focused** – Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion; follows up promptly on action items.

Valuing Differences

Working effectively with individuals of diverse cultures, interpersonal styles, abilities, motivations, or backgrounds; seeks out and uses unique abilities, insights, and ideas from diverse individuals.

Key actions

- **Seeks understanding** – Establishes relationships with people from other cultures and backgrounds to learn more about them.
- **Conveys respect** – Uses language and behaviour that consistently reflect and enhance the dignity of diverse customers, partners, and employees; takes actions that show consideration for cultural concerns and expectations; continually examines own biases and behaviours to avoid stereotypical responses.
- **Uses diversity as an advantage** – Seeks out and uses ideas, opinions, and insights from diverse sources and individuals.



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.

Continuous Learning

Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skill on the job and learning through their application.

Key actions

- **Targets learning needs** – Seeks and uses feedback and other sources of information to identify appropriate areas for learning.
- **Seeks learning opportunities** – Identifies and participates in appropriate learning activities (e.g., courses, reading, self-study, coaching, experiential learning) that help fulfill learning needs.
- **Maximises learning** – Actively participates in learning activities in a way that makes the most of the learning experience (e.g., takes notes, asks questions, critically analyses information, keeps on-the-job application in mind, does required tasks).
- **Applies knowledge or skill** – Puts new knowledge, understanding, or skill to practical use on the job; furthers learning through practice and ongoing feedback.
- **Takes risks in learning** – Puts self in unfamiliar or uncomfortable situations in order to learn; asks questions at the risk of appearing foolish; takes on challenging or unfamiliar assignments.

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.



Leveraging Feedback

Taking full advantage of opportunities to receive and explore feedback about own performance (from assessments, managers, co-workers, coaches, athletes, or internal/external partners); responding favourably to feedback and using it constructively to take action to improve knowledge, skills, behaviour, and impact on others.

Key actions

- **Welcomes feedback** – Approaches feedback with an open mind; puts aside reservations and responds favourably when offered feedback; manages own emotional reactions to feedback (e.g., avoids defensiveness); appreciates the opportunity to understand own impact on others and to identify strengths and areas for improvement; reinforces others for sharing feedback.
- **Actively explores feedback** – Listens and carefully considers feedback received and its implications for own behaviour; seeks details before drawing conclusions; asks questions to better understand blind spots (areas where others perceive the person to be less proficient than his or her self-perception); asks for specific examples; seeks coaching from others to check the accuracy of own interpretations drawn from the feedback provided.
- **Modifies behaviour to improve impact** – Considers alternatives and adjusts behaviour based on feedback to enhance impact on others; uses feedback constructively to leverage strengths and to improve knowledge, skills, and behaviours in need of development.

Stress Tolerance

Maintaining stable performance under pressure or opposition (e.g., experiencing time pressure, conflict, or job ambiguity); handling stress in a manner that is acceptable to others and to the organisation.

Key actions

- **Maintains focus** – Stays focused on work tasks and productively uses time and energy when under stress.
- **Maintains relationships** – Presents a positive disposition and maintains constructive interpersonal relationships when under stress.
- **Copes effectively** – Develops appropriate strategies to prevent or alter conditions that create stress and to sustain physical and mental health.

Work Standards

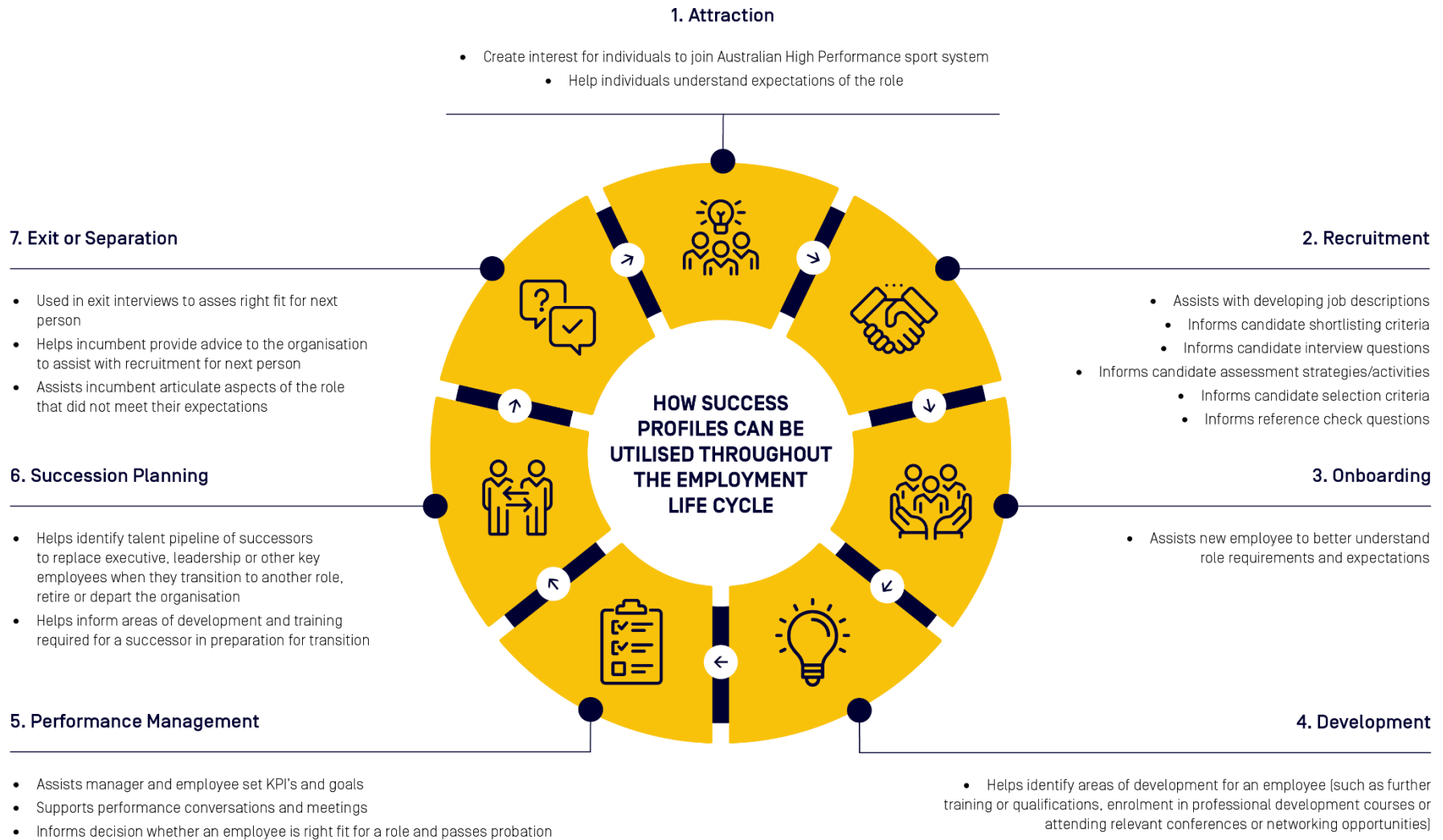
Setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed.

Key actions

- **Sets standards for excellence** – Establishes criteria and/or work procedures to achieve a high level of quality, productivity, or service.
- **Ensures high quality** – Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected; works to overcome obstacles to completing tasks or assignments.
- **Takes responsibility** – Accepts responsibility for outcomes (positive or negative) of one's work; admits mistakes and refocuses efforts when appropriate.
- **Encourages others to take responsibility** – Provides encouragement and support to others in accepting responsibility; does not accept others' denial of responsibility without questioning.



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





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