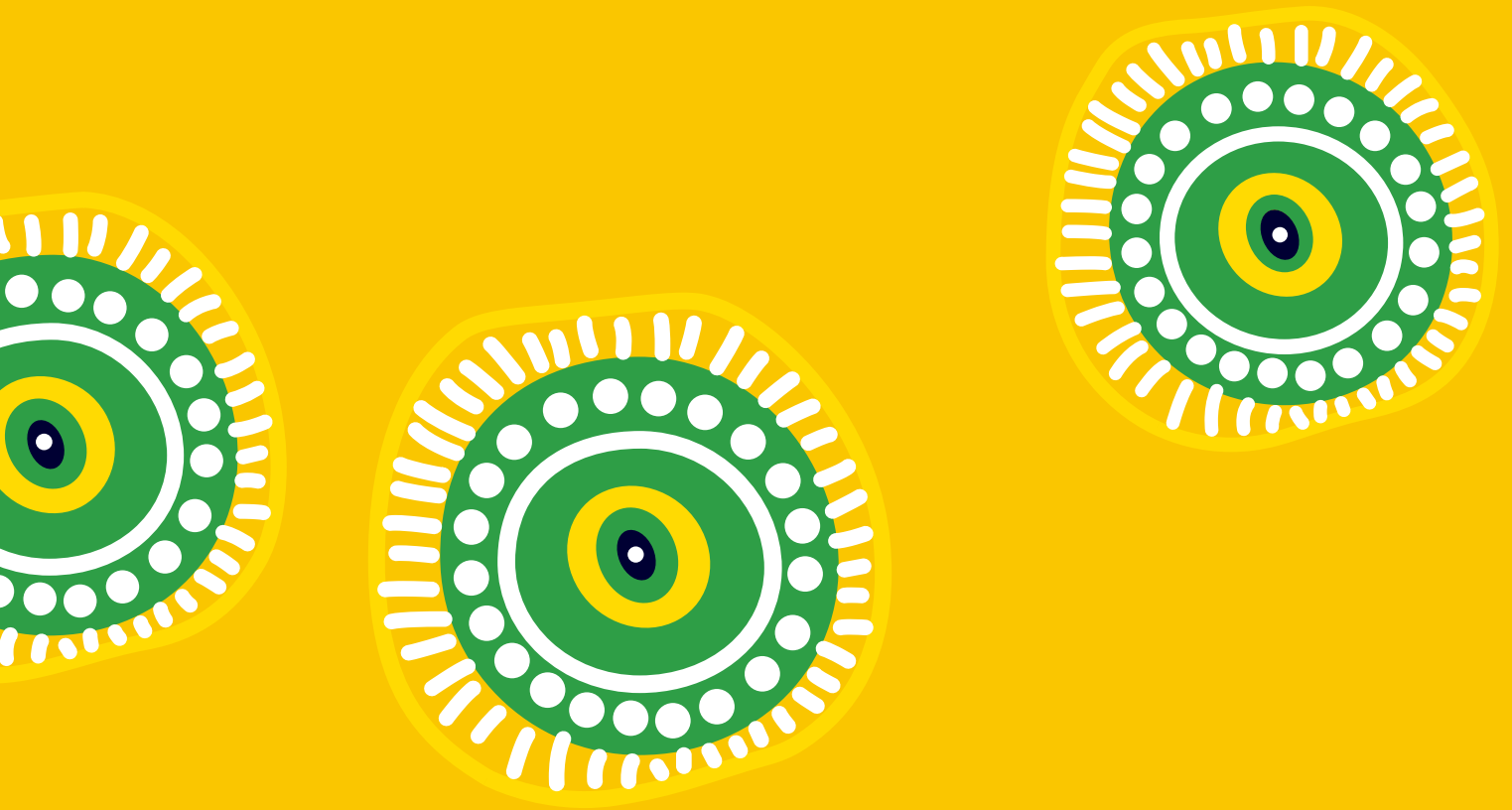


OFFICIAL



Performance Support Practitioner (Senior Leader) 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, financial management or proficiency in a foreign language. 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, being involved in a technical/delivery role, playing a leadership role in an interdisciplinary environment or influencing a stakeholder to support performance progression.



Personal Attributes: Who you are

Personal Attributes tell you **‘Who people are’**. More specifically, they include personal characteristics such as innovation, positive approach 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 creating an inclusive environment, developing others and operational decision making.



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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 (Senior Leader level).
- To facilitate an aligned approach with the 'World-leading knowledge + practice' priority area of [Australia's High-Performance 2032+ Sport Strategy](#), enabling Senior Leader 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, HR Managers, CEO's)
- Performance Support Practitioners
- Professional membership associations
- Universities (to communicate to students the expectations of HP industry employers of senior practitioners)

Considerations



- The Performance Support Practitioner (Senior Leader) 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 (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • Related Professional Doctorate or PhD by Research in Biomechanics or related field, e.g., Exercise Science, Movement Science or Sports Science, Sports Engineering, or an allied field • High level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Sport-specific knowledge • Knowledge and 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 critically evaluate contemporary tools, processes, and research • 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 • High level understanding of post processing and data analysis procedures including signal processing and complex data series analysis • Strong history of applied research and/or technology development • High level understanding of the best-practice associated with classifications, processes and foundations of emerging technology, such as machine learning • Strong proficiency in coding in common biomechanical programming languages • Strong problem solving and critical thinking skills with a capacity to deal with complexity 	<p>Within the first 10 years' experience, a successful Biomechanist should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in High Performance sport setting, including substantial involvement in a technical/delivery role • Diverse exposure of sport experiences (e.g multiple sports, organisations) • Demonstrated experience in a leadership role (formal and informal) • Substantial experience in leadership, influencing behaviour, empathy, managing change and driving innovation, especially within interdisciplinary teams • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Exposure to both NSO & NIN environments to demonstrate understanding of the broader High Performance sport system • Experience being a mentee and mentor (formal or informal) • Demonstrated research supervision and project management skills
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach



Performance Analysis – Success Profile (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • Masters or PhD in Performance Analysis, Data Analytics, or related field • High level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Sport-specific knowledge • Ability to contribute to improved knowledge & understanding of current quality assured, evidence-based, best-practice processes for Performance Analysis in the sports environment • Ability to critically evaluate contemporary tools, processes and research • Comprehensive technical knowledge and ability to operate a range of technical equipment and select the most appropriate tools to analyse performance • Ability to produce effective reports and communicate pertinent information succinctly and engagingly to a variety of stakeholders • Highly developed holistic understanding of sport-specific determinants of performance and competition, including how performance analysis can measure outcomes and contribute to other disciplines, athlete pathways, and/or the sport as a whole, e.g. What It Takes To Win • Strong problem solving and critical thinking skills with a capacity to deal with complexity • Strong research and project management skills, plus data and statistics literacy 	<p>Within the first 10 years' experience, a successful Performance Analyst should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in High Performance sport setting, including a technical/delivery role • Demonstrated experience in developing bespoke analysis methods or workflows that impact performance • Diverse exposure of sport experiences (e.g. multiple sports, organisations, athlete populations) • Demonstrated experience in a leadership role (formal or informal) • Substantial experience in leadership, influencing behaviour, empathy, managing change and driving innovation, especially within interdisciplinary teams • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Proven success in utilising knowledge and skills for planning and supporting athletes across multiple seasons/campaigns to support long term performance progression • Experienced travelling with teams to benchmark events • Experienced success and failures (e.g. interventions, campaigns, etc) • Experience being a mentee and mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach

Performance Nutrition – Success Profile (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • Tertiary qualification in Dietetics, including post-graduate qualifications at Masters or PhD level • Eligibility for membership as an advanced Sports Dietitian with Sports Dietitians Australia • High level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Sport-specific knowledge • Demonstrated understanding and application of strong clinical reasoning skills and principles within the sports environment • Development and delivery of current quality assured, evidence-based, best-practice processes for Dietetics in the sports environment • Thorough understanding of sport-specific determinants of performance and nutrition related factors that can influence this • Comprehensive scientific knowledge of nutrition and metabolism, plus related area, including behaviour change • Sport-specific knowledge on the demands of High Performance sport training and competition and the implications this has on metabolism and nutrition needs • Thorough understanding of roles and responsibilities of other Performance Support disciplines, and experience in delivering collaborative athlete servicing • Excellent knowledge of training science: principles and practices • High level problem identification and solving skills with a capacity to deal with complexity • Strong research fundamentals, plus data and statistics literacy 	<p>Within the first 10 years' experience, a successful Sports Dietitian should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in High Performance sport setting, including substantial involvement in a technical/delivery role • Broad ranging performance nutrition knowledge & skills, with internationally recognised expertise in at least one of these areas • Diversity of professional & personal experiences with evidence of purposeful career progression • Demonstrated experience in leadership roles (formal or informal) • Substantial experience in leadership, influencing behaviour, empathy, managing change and driving innovation, especially within interdisciplinary teams • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Proven success in delivering health and performance nutrition services for athletes across multiple seasons/ campaigns to support medal winning performance at world championships and/ or major games
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach

Physiology – Success Profile (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • PhD in Exercise Science, Movement Science or Sports Science • High level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Historical context and trends - Sport-specific knowledge • Ability to contribute to improved 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, and equipment • Highly developed knowledge and expertise in secondary discipline area • Well-developed knowledge and understanding in tertiary and quaternary discipline areas • Highly developed holistic 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 • Comprehensive knowledge of training science: principles and practices • Strong problem solving and critical thinking skills with a capacity to deal with complexity • Strong research fundamentals, plus data and statistics literacy 	<p>Within the first 10 years' experience, a successful Physiologist should have:</p> <ul style="list-style-type: none"> • Proven success in utilising physiology knowledge and skills for planning and supporting athletes across multiple seasons/campaigns to support long term performance progression at benchmark events • Exposure to both NSO & NIN environments to demonstrate understanding of the broader High Performance sport system • Diverse exposure of sport experiences working with multiple sports and athlete populations • Experience with national teams at benchmark events • Demonstrated experience in a leadership role (formal or informal) • Substantial experience in leadership, influencing behaviour, empathy, managing change and driving innovation, especially within interdisciplinary teams. • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Experience being a mentee and mentor (formal or informal) • Demonstrated research supervision and project management skills
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach



Physiotherapy – Success Profile (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • Titled APA Sports and Exercise Physiotherapist or Masters of Sports Physiotherapy or equivalent. • High Level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Sport-specific knowledge - NSO and/or NIN performance health strategic focuses, and physiotherapist's role towards implementation of these • Demonstrated understanding and application of strong clinical reasoning skills and principles within the sports environment • Ability to contribute to improved knowledge & understanding of current quality assured, evidence-based, best-practice processes for Physiotherapy in the sports environment • Extensive knowledge of the principles & practices of successful return to performance post-injury • Comprehensive sport-specific injury risk and management strategies • Highly developed knowledge of performance optimisation program planning and implementation strategies • Strong knowledge of interdisciplinary holistic approach to the High Performance athlete, including those outside the traditional performance team, and understanding optimal use of each role 	<p>Within the first 10 years' experience, a successful Physiotherapist should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in High Performance sport setting, including substantial involvement in a technical/delivery role • Diversity of professional & personal experiences with evidence of purposeful career progression • Proven advanced experience leading and implementing successful return to performance rehabilitation programs • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Extensive experience developing, implementing and reviewing injury risk mitigation programs • Exposure to, and understanding, the complexities of performance optimisation & injury risk reduction within timeframes of a major benchmark event • Highly competent in transition of care (handover) of athletes between daily performance environments & major benchmark events • Substantial experience in leadership, influencing behaviour, self-orientation, managing change and driving innovation, especially within interdisciplinary teams • Experience being a mentee and mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach



Sports Medicine – Success Profile (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • Bachelor of Medicine • Registration and good standing with AHPRA • Post graduate qualifications in Sport and Exercise Medicine • Registered Fellow with ACSEP • High level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Sport-specific knowledge • Demonstrated understanding and application of strong clinical reasoning skills and principles within the sports environment • Ability to facilitate the dissemination of information to improve knowledge and understanding of current quality assured, evidence-based, best- practice processes for Medicine in the sport environment • Highly developed knowledge on the principles of successful return to sport rehabilitation processes • Understanding of the interrelationships between medical comorbidities and high intensity exercise • Strong problem solving and critical thinking skills with a capacity to deal with complexity 	<p>Within the first 10 years' experience, a successful Senior Medical Practitioner should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in High Performance sport setting, including substantial involvement in a technical/delivery role • Diversity of professional & personal experiences with evidence of purposeful career progression • Substantial experience in leadership, influencing behavior, self-orientation, managing change and driving innovation, especially within interdisciplinary teams • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Oversee the implementation of return to performance programs • Ability and commitment to work in an interdisciplinary/sport team environment with High performance staff, coaches and athletes • Experience being a mentee and mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach

Strength & Conditioning – Success Profile (Senior Leader)

Knowledge	Experience
<ul style="list-style-type: none"> • Masters or PhD in Exercise Science, Movement Science or Sports Science. • Australian Strength and Conditioning Association (ASCA) Elite Level 3 Coach • High level understanding of: <ul style="list-style-type: none"> - High Performance sport systems and stakeholders - High Performance roles and relationships within system - Sport-specific knowledge • Applied knowledge & understanding of current quality assured, evidence-based, best-practice processes for Strength & Conditioning in the sports environment • Highly developed scientific knowledge of the physiological systems, mechanisms for adaptations and movement mechanics • Well-developed ability to apply individual athlete and sport profiling to design competition and training performance enhancement strategies • Strong understanding of models of planning, periodisation and athlete monitoring • Demonstrated knowledge and experience in injury prevention and rehabilitation practices for relevant sports • Possess research capability and have experience in the use of data, statistics, and technologies to impact on practice 	<p>Within the first 10 years' experience, a successful Strength and Conditioning Coach should have:</p> <ul style="list-style-type: none"> • Demonstrated experience in High Performance sport setting, including involvement in a technical/delivery role • Demonstrated ability and commitment to leading teams or programs within an inter-disciplinary/sport team environment with respect to High Performance staff, coaches, and athletes • Diversity of coaching experience, working with a variety of athlete populations and organisations within the High Performance system • Experience of multiple coaching and training philosophies, both your own and others and proven track record of influencing and educating others • Proven success in leading periodisation design and delivery for an athlete/sport at a benchmark event • Substantial experience in leadership, influencing behavior, self-orientation, managing change and driving innovation, especially within interdisciplinary teams • Demonstrated experience in making complex decisions whilst maintaining ethical high ground in pressured High Performance sporting environments (e.g. strategic direction, difficult conversations, staffing, budget) • Experience being a mentee and mentor (formal or informal)
Competencies (see detail below)	Personal Attributes (see detail below)
<ul style="list-style-type: none"> • Building Partnerships • Creating an Inclusive Environment • Developing Others • Earning Trust • Influencing • Inspiring Others • Operational Decision Making • Partner Focus • Planning and Organising • Sustaining Stakeholder Relationship 	<ul style="list-style-type: none"> • Adaptability • Continuous Learning • Courage • Innovation • Leveraging Feedback • Positive Approach

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"> Influencing Earning Trust Building Partnerships Sustaining Stakeholder Relationships 	<ul style="list-style-type: none"> Developing Others Creating an Inclusive Environment Partner Focus Inspiring Others 	<ul style="list-style-type: none"> Operational Decision Making Planning & Organising 	<ul style="list-style-type: none"> <i>Adaptability</i> <i>Continuous Learning</i> <i>Courage</i> <i>Innovation</i> <i>Leveraging Feedback</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. Operational Decision Making | 5. Partner Focus |
| 2. Influencing | 6. Developing Others |
| 3. Earning Trust | 7. Sustaining Stakeholder Relationships |
| 4. Planning & Organising | |

Ranking data not available for Building Partnerships, Creating an Inclusive Environment, and Inspiring Others.

Less able to be developed		More able to be developed		
1	2	3	4	5
<i>Positive Approach</i>	<i>Adaptability</i>	Creating an Inclusive Environment	Building Partnerships	Sustaining Stakeholder Relationships
	<i>Continuous Learning</i>	Operational Decision Making	Developing Others	
	<i>Innovation</i>	Earning Trust	Influencing	
	<i>Leveraging Feedback</i>	Inspiring Others	Partner Focus	
	<i>Courage</i>		Planning & Organising	



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.

Creating an Inclusive Environment

Making decisions and initiating action to ensure that policies and practices leverage the capabilities and insights of individuals with diverse backgrounds, cultures, styles, abilities, and motivation.

Key actions

- **Seeks understanding** – Gathers information to learn more about people from other cultures and backgrounds (e.g., their special issues, social norms, decision-making approaches, and preferences).
- **Uses diversity as an advantage** – Seeks out and uses ideas, opinions, and insights from diverse sources and individuals; optimises effectiveness by aligning individuals' unique talents and abilities with the most relevant activities or responsibilities.
- **Conveys respect** – Uses language and behaviour that consistently reflect and enhance the dignity of diverse partners and employees; takes actions that show consideration for cultural concerns and expectations; continually examines own biases and behaviours to avoid stereotypical responses.
- **Champions diversity** – Advocates the value of diversity; takes action to increase diversity in the workplace (e.g., by recruiting and developing people with varied backgrounds and from different cultures); confronts racist, sexist, or inappropriate behaviour; challenges exclusionary organisational practices.

Developing Others

Engaging an individual in developing and committing to an action plan that targets specific behaviours, skills, or knowledge needed to ensure performance improvement or prepare for success in new responsibilities.

Key actions

- **Aligns expectations for the discussion** – Opens the coaching session by describing the purpose and importance of the discussion; checks for understanding.



- **Defines the performance challenge** – Explains and clarifies the need for improvement or preparation required for a new opportunity; articulates the impact on the individual, team, and organisation; shares specific examples and relevant data.
- **Maintains motivation** – Acknowledges the individual's value, progress, and contributions without minimising the performance challenges; empathises with individual concerns while emphasising accountability for agreed-upon actions.
- **Engages and involves** – Asks questions to further clarify the issues and their causes; collaboratively develops a plan by seeking and building upon the other person's ideas; balances seeking and telling.
- **Offers support** – Provides assistance (directly or through others) by sharing suggestions for improvement, best practices, development resources, positive models, or opportunities for experimentation; expresses confidence in the person's desire and ability to perform effectively.
- **Gains agreement** – Emphasises the anticipated positive impact of planned actions on the individual, team, and organisation; confirms the individual's commitment and buy-in to addressing the performance challenges.
- **Establishes action plan** – Summarises the specific actions the individual will take; assigns clear accountability, timeline, progress measures, and follow-up date; monitors progress and results; reinforces and redirects activities.

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, identify important decision makers, and understand 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.

Inspiring Others

Motivating individuals toward higher levels of performance that are aligned with the organisation's vision and values.

Key actions

- **Inspires effort** – Uses motivating words and actions to help others envision future success and move toward higher levels of performance; stimulates enthusiasm for potential contributions and accomplishments.
- **Builds confidence in success** – Communicates high expectations for others' performance and confidence in their ability to excel.
- **Models the vision and values** – Communicates passion for the organisation's decisions and direction; uses the vision and values as guideposts for making decisions and conducting own day-to-day activities.
- **Leads through vision and values** – Translates the organisation's vision and values for employees and organisational partners by linking them to their daily responsibilities; shapes team or group priorities to reflect the vision and values; rewards those whose actions support the organisation's vision and values.

Operational Decision Making

Securing and comparing information from multiple sources to identify 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 outcomes for organisation and coach/athlete 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.



Partner Focus

Ensuring that the internal or external partner's (e.g. athlete, coach) perspective is a driving force behind strategic priorities, organisational processes, and individual activities; crafting and implementing service practices that meet partners' and own organisation's needs; promoting and operationalising partner service as a value.

Key actions

- **Seeks to understand coaches & athletes** – Actively gathers and leverages information to understand current and emerging priorities, problems, expectations, and needs; seeks partner feedback and suggestions for improving performance support provision.
- **Identifies coach & athlete service issues** – Identifies barriers that impact partners' performance outcomes.
- **Drives performance-focused practices** – Uses understanding of partner needs to institute processes, procedures, partnerships, performance expectations, and training that will improve partner satisfaction and prevent issues from occurring.
- **Assures satisfaction** – Sets priorities and makes decisions that consider coach/athlete impact; measures satisfaction to ensure that performance solutions, practices, and procedures are carried out and achieve their objectives.

Planning and Organising

Establishing an action plan to complete work efficiently and on time by setting priorities, establishing timelines, and leveraging resources.

Key actions

- **Prioritises** – Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate.
- **Determines tasks and resources** – Determines project/assignment requirements by breaking them down into tasks and identifying types of equipment, materials, and people needed.
- **Schedules** – Allocates appropriate amounts of time for completing work; avoids scheduling conflicts; develops timelines and milestones.
- **Leverages resources** – Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; coordinates with internal and external partners.
- **Stays focused** – Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.
- **Stays informed** – Establishes procedures to remain aware of issues, follow up on action items, and track results (e.g., quality, quantity, cost, or timeliness).

Sustaining Stakeholder Relationships

Supporting stakeholders during service provision and throughout the relationship; seeking and taking appropriate actions on stakeholder feedback; resolving difficult issues in a timely and professional manner; taking responsibility for stakeholder satisfaction.

Key actions

- **Clarifies stakeholder interests** – Gains full understanding of stakeholders' wants, desires, problems, concerns, satisfactions, and expectations by seeking or confirming information and opinions during service provision and throughout the relationship.



- **Resolves stakeholder issues** – Responds quickly to resolve stakeholder problems and concerns; keeps stakeholders informed and provides feedback on actions taken; initiates appropriate actions based upon stakeholder or team input.
- **Manages stakeholder expectations** – Avoids unreasonable commitments and works to meet or exceed stakeholder expectations to mutual benefit.

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.



- **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.

Innovation

Creating novel solutions with measurable value for existing and potential partners (internal or external); experimenting with new ways to solve work problems and seize opportunities that result in unique and differentiated solutions.

Key actions

- **Seeks to understand existing perspectives** – Asks provocative questions to understand current practices and the stakeholder experience before moving to problem solving; seeks to understand and experience the full array of stakeholders' (e.g., internal partners, suppliers) behaviour, needs, concerns, and desires to unlock new opportunities for innovation.
- **Challenges current thinking** – Explores alternative ways to view and solve problems and achieve results; leverages innovation tools, creative processes, and diverse cross-functional experts to generate ideas; combines ideas in unique ways; makes times to incubate ideas; thoughtfully evaluates alternatives, and then selects the best ideas for experimentation.
- **Experiments to learn** – Tries unique ways of doing things and tests promising ideas; takes advantage of opportunities to try out new solutions without close supervision; takes risks in the interest of finding a better way; learns from mistakes to refine ideas.
- **Takes action on ideas** – Communicates potential benefits of new ideas to stakeholders; identifies resources and support needed; commits to an action plan to implement new ideas.

Leveraging Feedback

Taking full advantage of opportunities to receive and explore feedback about own performance (from assessments, managers, co-workers, internal/external partners, or athletes); 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.



Positive Approach

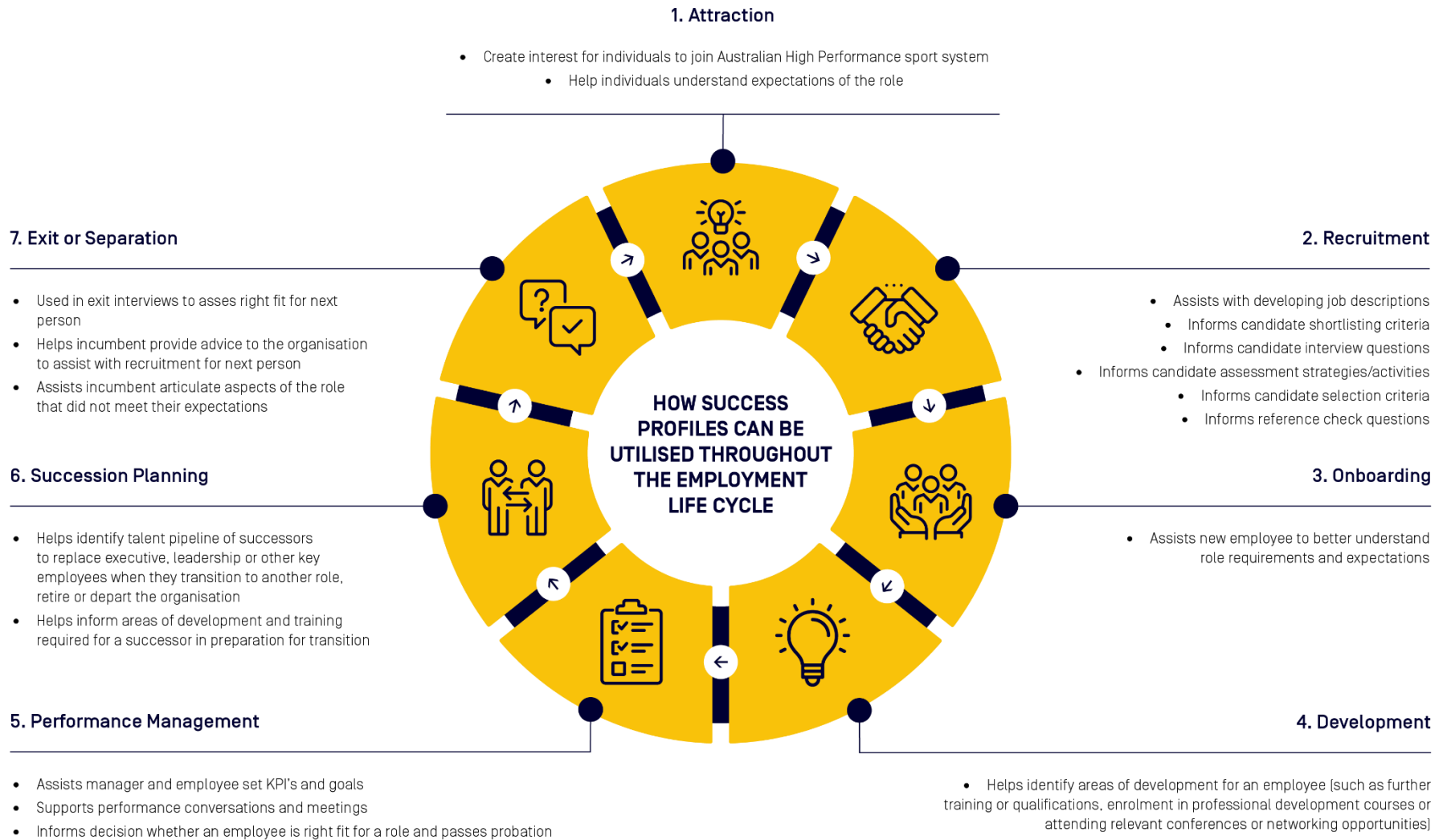
Demonstrating a positive attitude in the face of difficult or challenging situations; providing an uplifting (yet realistic) outlook on what the future holds and the opportunities it might present.

Key actions

- **Instils confidence** – Communicates confidence in others' ability to succeed when people are faced with significant challenges or difficult odds.
- **Provides a positive outlook** – Looks for and communicates the positive qualities and longer- term benefits of challenging situations (while facing the real problems).
- **Uplifts spirit** – Uses an optimistic perspective to motivate others to try harder to achieve.



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





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