



Interdisciplinary Performance Support Team Member (Senior Leader)

Success Profile

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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 people know.
- **Experience:** What people have done.
- **Personal Attributes:** Who people are.
- **Competencies:** What people 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.

Knowledge includes technical and/or professional information associated with successful performance of job activities. This component illustrates “**What people know**”—for example, knowledge of a strategic planning, marketing strategies, financial management, or proficiency in a foreign language. Knowledge areas also can include understanding of organisational systems, sport, or high performance.

Experience includes educational and work achievements associated with successful performance of job activities. Experience tells you “**What people have done**”. For example:

- Leading a high performing team.
- Being heavily involved with a strategic alliance.
- Implementing a major organisational change.

Personal Attributes tell you “**who people are.**” More specifically, they include personal characteristics such as Authenticity, Personal Growth Orientation, and Courage.



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>

1 = Less able to be developed	2	3	4	5 = More able to be developed
<ul style="list-style-type: none"> • <i>Positive Approach</i> 	<ul style="list-style-type: none"> • <i>Adaptability</i> • <i>Continuous Learning</i> • <i>Innovation</i> • <i>Leveraging Feedback</i> • <i>Courage</i> 	<ul style="list-style-type: none"> • Creating an Inclusive Environment • Operational Decision Making • Earning Trust • Inspiring Others 	<ul style="list-style-type: none"> • Building Partnerships • Developing Others • Influencing • Partner Focus • Planning & Organising 	<ul style="list-style-type: none"> • Sustaining Stakeholder Relationships

Competency Importance Ranking

- Operational Decision Making
- Influencing
- Earning Trust
- Planning & Organising
- Partner Focus
- Developing Others
- Sustaining Stakeholder Relationships

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



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 business unit 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.



Experience

- Previous team involvement (ex-athlete, work team, private practice, DTE, competition team)
- Experience with different teams at different levels of functioning
- Diversity of successful career experiences (multiple sports, systems, institutes, roles)
- Demonstrated experience in a leadership role (formal or informal) and bringing people together
- Has experienced success and failure in career to date and applied learning from these experiences
- Has experience/exposure to high performance systems; positively contributed to an interdisciplinary team
- Experience being a mentor and having a mentor and promoting learning in others and self
- Experience engaging in continual development and progressing own career
- Demonstrated experience in influencing behaviour whilst maintaining integrity and achieving positive outcomes
- Demonstrated experience in:
 - Having challenging conversations in HP environment
 - Making complex decisions in a HP environment when under pressure
 - Working through challenging situations in HP environment
- Experience challenging others' mindset/perspective to promote their development (and experience role modelling being open to being challenged)
- Experience working with coaches to influence athlete outcomes indirectly
- Experience leading projects

Knowledge

- Required role/organisational specific knowledge and development
- Technical expertise in primary discipline and strong awareness across disciplines and how they contribute to performance outcomes
- Knows how to identify those with expertise outside of own discipline and extract and leverage required knowledge from them
- Strong understanding of the national High Performance system, including:
 - High Performance Cohort systems and stakeholders
 - National system and how they interact with High Performance Sport system
 - High Performance roles and relationships within system
 - High Performance sport system historical context and trends
 - How the High Performance sport system interacts with different professions
- Knowledge of best practice, evidence and current processes and those who possess the knowledge
- Is aware of their own biases and is open to utilising expertise from a different discipline to self
- Knows the right questions to ask to get to core of an issue and decision-making principles
- Is aware of how to develop others' skills and knowledge within the scope and boundaries of their practice/discipline
- Understands world-class performance standards applicable for various practitioners and uses this to guide their development
- Is aware of own knowledge gaps and how to acquire knowledge and expertise
- Understanding of how to deploy resources and staffing to deliver programs to achieve positive outcomes for coaches and athletes
- Understands how theoretical knowledge is applied in practice to achieve successful outcomes and deliver value
- Understands how to uncover the gap to podium



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.



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.





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