EXPANDED GUIDE TO THE LEADERSHIP SUCCESS PROFILE

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ABOUT THE LEADERSHIP SUCCESS PROFILE

INTRODUCTION

This guide provides an expanded description of the Leadership Success Profile (LSP), and the levels of capability which are required in different roles across the New Zealand public sector. The guide is primarily intended for use by Human Resources and Organisational Development practitioners. It may also be used by leaders familiar with capability assessment. The expanded guide contains useful source material that can be used to assist with a range of talent management activities including recruitment and selection, performance and development. Over time, this source material may be used to further develop user-centred tools which best support these activities and help leaders to apply the LSP in context.
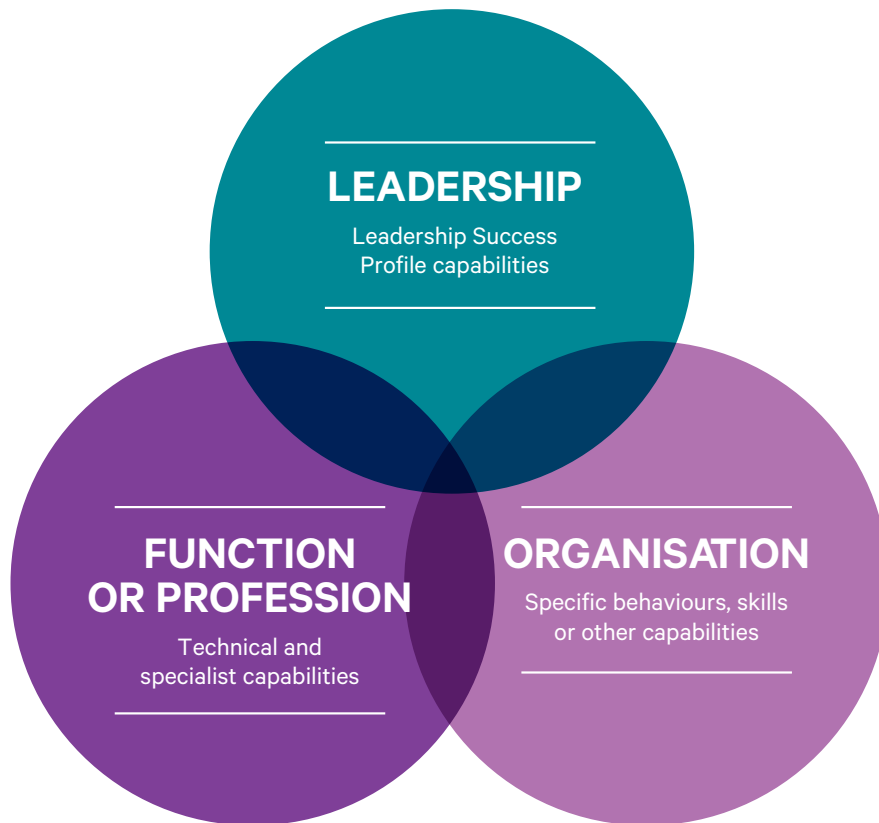
Purpose of the LSP

The LSP establishes "what good looks like" for leadership at all levels. The LSP has been designed to have an inclusive, but not prescriptive, view around leadership. It is for the many, not the few. The core aspects of the framework are translatable across the leadership pipeline (from early-in-career right through to our most senior levels including chief executives) and into functional and professional areas.

This expanded guide provides further detail about the common assessment framework which enables New Zealand public sector leaders to be measured against the same standards. This will deepen understanding of how to best identify, develop and deploy leaders and enable movement across the New Zealand public sector and beyond, as people's readiness and potential is considered in a consistent way.

How does the LSP fit in the broader context?

The LSP is one part of a bigger capability picture. It details the common leadership and management capabilities which are applicable across the public sector, in many diverse roles that may also have other job requirements. For example, many functional and professional areas, as well as organisations, have specific capability needs in addition to those identified in the LSP. The diagram below explains the interface between these at a high level:

LEADERSHIP
Leadership Success
Profile capabilities

**FUNCTION
OR PROFESSION**
Technical and
specialist capabilities

ORGANISATION
Specific behaviours, skills
or other capabilities

The LSP is influenced by broader public sector fundamentals, but is not intended to duplicate these. Other aspects that must be considered in conjunction with the LSP, are the Treaty of Waitangi, Standards of Integrity and Conduct and other areas guided by legislation such as privacy, public finance, health and safety.

Some organisations, functions and professions have developed their own capability frameworks. Over time, SSC will support them to align and integrate these with the LSP so that we have an effective and seamless system-wide approach to growing leadership and talent.

The purpose of the capability areas is to serve as a practical and robust tool for assessing and developing leadership and management capability across the public sector.

How was the LSP designed?

The LSP was developed with our leaders, for our leaders. This required a collaboration between the State Services Commission, chief executives, heads of Human Resources and the Leadership Development Centre.

The LSP has five core dimensions based around the key questions that leaders need to answer. These dimensions are further defined by 16 **capability areas**. The purpose of the capability areas is to serve as a practical and robust tool for assessing and developing leadership and management capability across the public sector. They achieve this by reflecting best practice in capability assessment and development, based on the following principles:

› **Balanced coverage.** The capability areas highlight the capabilities that are most critical to performance in leadership and management and professional roles (i.e. foundational capabilities, indicators of future potential, and differentiators between average and outstanding performance).

› **Clarity.** The capability areas use language which can be readily understood by leaders and professionals from across the public sector.

› **Practicality.** The capability areas describe specific and observable behaviours and skills, which can be reliably assessed and effectively developed.

› **Flexibility.** The capability areas are applicable to every functional area and level of the organisation, from frontline professional staff to chief executives.

› **Evidence base.** The capability areas are consistent with empirical research into the key dimensions of leadership, management, and professional capability.

KEY LSP CONCEPTS

Core dimensions

The five core dimensions of the LSP, and the associated key questions that leaders need to answer, are:

› **Navigating for the future:**
Where are we going? And how do we get there?

› **Stewardship – of people, functions, organisations and systems:**
How do we together build for a better NZ?

› **Making it happen – with and through others:**
How will we turn what we know into what we do?

› **Identifying and developing our talent:**
How am I building talent for the future – for my organisation and others?

› **Leadership Character:**
Am I curious, honest and courageous, resilient, self-aware and agile?

The 16 capability areas underpinning each of the five core dimensions are shown below.

Capability areas

The LSP includes 16 capabilities which are shown in the diagram below. Six of these indicate **potential**. These are asterisked in the diagram (i.e. *Engaging others*; *Achieving ambitious goals*; *Curious*; *Honest and courageous*; *Resilient*; and *Self-aware and agile*). The other ten capabilities are indicators of **readiness**, as defined on page 8. Each of these 16 capability areas have associated **capability descriptors** and **capability levels** (which are described below).
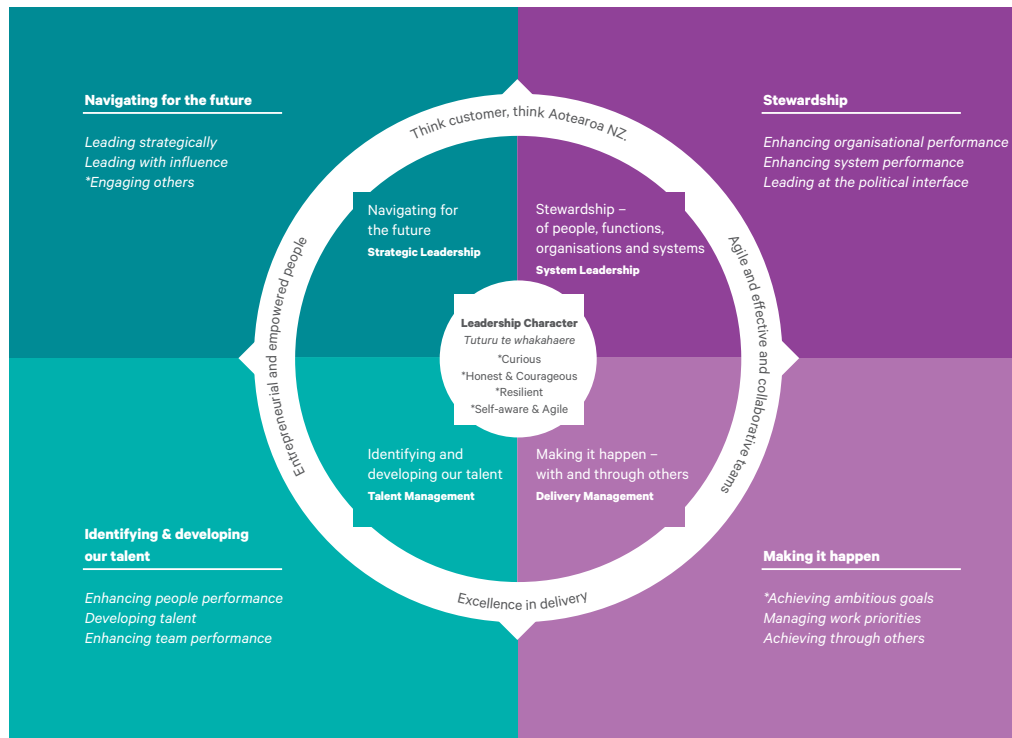
You can download an A3 version of the LSP on the SSC website: http://www.ssc.govt.nz/leadership-success-profile

Capability descriptors

Each capability area has a set of **capability descriptors** that describe what you would consider to determine whether a person was performing the capability effectively. The descriptors are designed to be observable and practical to assess.

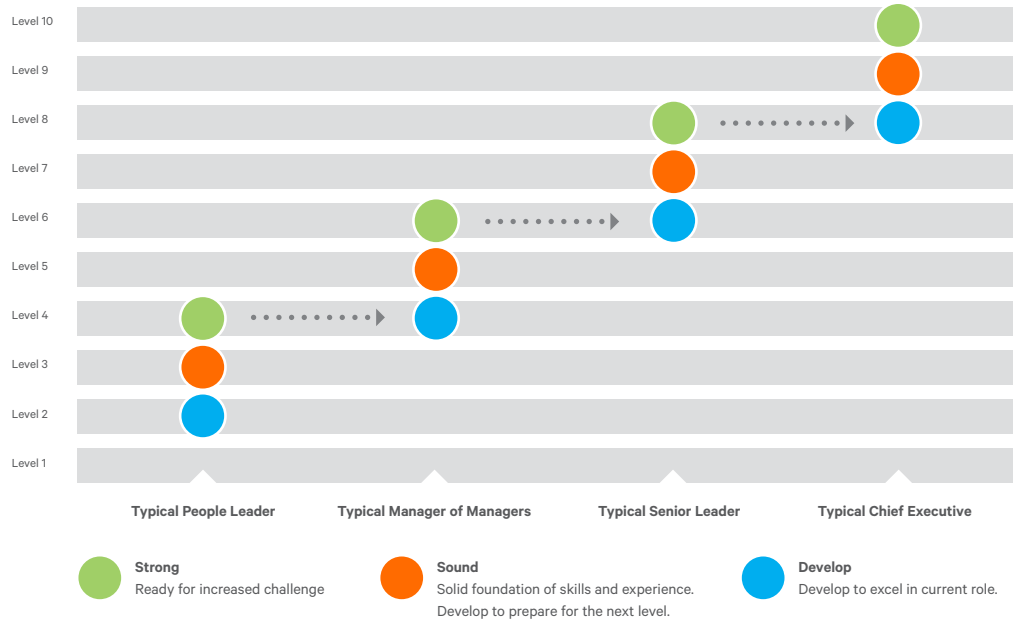For example, the descriptors for *Engaging others* are:

› **Connects with others** (i.e. makes a personal connection with people, puts them at ease, and shows an interest in them and their wellbeing).
› **Listens** (i.e. shows a keen interest in and understanding of others' points of view).
› **Reads people and situations** (i.e. picks up on 'what is not being said' in situations).
› **Communicates tactfully** (i.e. conveys potentially sensitive messages in a diplomatic way).

To determine a person's ability in *Engaging others* you would examine the extent to which the individual (1) connected with others, (2) listened, (3) read people and situations and (4) communicated tactfully.

The descriptors are designed to be *generally* applicable to all leadership roles in the public sector. However, due to the wide range of roles in the public and contexts. It is critical that the meaning of the capability areas remain the same. To protect the integrity of the assessment framework the **role expectations** cannot be modified. This guide will provide some examples of what this might look like in practice (see "Using the LSP in Practice", page 25).
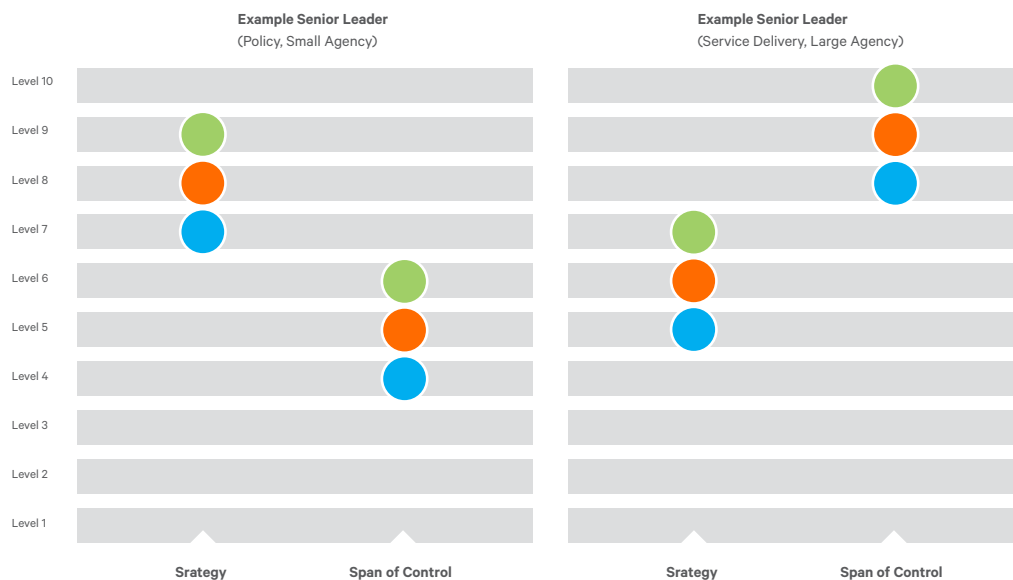
Capability levels

The LSP uses 10 **capability levels** to recognise the range of complexity across leadership roles. The implication is that more complexity requires a higher level of capability. The diagram below illustrates how the **capability levels** enable the LSP to be sensitive to the broad range of roles in the public sector.

Strong Ready for increased challenge	**Sound** Solid foundation of skills and experience. Develop to prepare for the next level.	**Develop** Develop to excel in current role.	

Some leadership roles are more complex than others. For example, it is more complex to monitor performance across multiple organisational layers than to monitor the performance of a small team of people. In both situations the task is to "monitor performance", but each role's context determines the amount of capability required to perform effectively.

It is important to note that the diagram uses the word "typical". The capability requirements for each role are always determined on a case-by-case basis by looking at the role's people leadership demands (e.g. span of control) and, independently, the level of the role's strategic impact.

In this way the LSP recognises that the capability requirements of a senior leader in a small policy agency (which might have higher strategic impact and lower span of control) are different to that of a senior leader in a large service delivery agency (which might have higher span of control and lower strategic impact).

In addition, the LSP levels are independent of organisational tier. This means that some third-tier roles have higher leadership demands than some second-tier roles.

Two high-level examples of the **capability levels** are shown below. Note that the highest possible **role expectation** for any capability is Level 9. **Role expectations** have been defined for the odd-numbered levels (1, 3, 5, 7, and 9). The even-numbered levels (2, 4, 6, and 8) are mid-points and are defined as "higher than the level below, but less than the level above". These mid-points enable roles that 'do not quite' meet the criteria or that are 'slightly above' to be recognised.

For some capabilities this is determined by the role's Span of Control, e.g.	**For other capabilities this is determined by the role's Strategic Focus, e.g.**
Level 10	
Level 9 — Leading 1000+ staff, across a complete range of functions	Leading very long-term, sector-wide, high impact strategy
Level 8	
Level 7 — Leading 200+ staff across a diverse range of functions	Leading long-term, organisation wide, high impact strategy
Level 6	
Level 5 — Leading 50+ staff, a team of managers	Leading medium-term, group wide, high-impact strategy
Level 4	
Level 3 — Managing and leading a team	Leading strategic planning and implementation
Level 2	
Level 1	

Capabilities that indicate 'readiness'

10 of the 16 capabilities indicate **readiness**: how ready a person is to take on challenges in that area. These capabilities are typically built through specific experiences and training. For example, monitoring people's performance across multiple organisational layers versus monitoring the performance of a small team of people.

These capabilities are role specific and are not necessarily relevant to every leadership role. For example, *Enhancing team performance* is not relevant to non-management roles.

A person's level of capability can only be assessed within the context of a specific role. Therefore, the role's context makes effective performance more or less difficult.

They have levels, and these represent the range of complexity across leadership roles. The implication is that more complexity requires a higher level of capability. The role expectation ladder describes the differing requirements of leadership roles across the public sector, from individual contributors, to frontline operational team leaders, to chief executives of large and highly complex organisations. This ensures that the framework is broad enough to cover all leaders and professionals in the public sector. It also allows people to see how their role fits into the wider leadership domain and verify what they need to do to move to the next level. This enables development planning to be relevant to the needs of each individual.

The diagram on the following page provides an example for *Leading strategically*, which is one of the capabilities that indicates **readiness**.

Leading strategically
Think, plan, and act strategically; to engage others in the vision, and position teams, organisations, and sectors to meet customer and future needs.

Navigating for the future

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10, 9, 8	*Key level of focus: Wider system/Sector* Developing and enacting strategy that: › Is critical to the success of the wider system (i.e. if unsuccessful, the result will be a critical system failure); and has a significant impact on a broad and complex range of cross-organisational government priorities. › Requires significant sector-wide participation (i.e. involves taking a clear sector leadership role); and active participation and/or support from CEs, political representatives, and a range of community stakeholders. › Involves forward planning, very high levels of complexity, conceptual thinking, and ambiguity; and requires an extended timeframe for implementation (i.e. 10 or more years).	› **Thinks strategically at a wider system level** (i.e. sees government issues through a range of lenses and stakeholder perspectives; recognises broader implications and connections between wider public sector issues; and shows the conceptual thinking skills required to navigate very high levels of complexity and ambiguity). › **Progresses current thinking across the system** (i.e. challenges the system's status quo; progresses strategic thinking across the wider public sector and beyond; and takes a clear system and/or sector leadership role). › **Develops and implements system strategy** (i.e. engages CEs, political representatives, staff, and a range of community stakeholders in developing robust and very long-term strategies which are critical to the success of the wider system; aligns sector and/or system initiatives with strategic objectives; and translates strategy into action across the wider sector and/or system in planned, disciplined, and agile ways). › **Engages people in a vision for the wider system and sector** (i.e. conceptualises and articulates a clear and compelling vision for the wider system and sector's future over the next 10+ years; and engages CEs, political representatives, community stakeholders, and staff in the vision).
7, 6	*Key level of focus: Sector/Organisation* Developing and enacting strategy that: › Has a significant impact on government priorities. › Requires significant organisation-wide participation (across a medium/large organisation); working in concert with other agencies; and possibly providing sector leadership. › Requires active participation and/or support from a range of senior leaders. › Involves forward planning, high levels of complexity, conceptual thinking, and ambiguity; and a long-term timeframe for implementation (i.e. 5+ years).	› **Thinks strategically at a sector level** (i.e. sees sector issues through a range of lenses and stakeholder perspectives; recognises broader implications and connections between sector issues; and shows the conceptual thinking skills required to navigate high levels of complexity and ambiguity). › **Progresses current sector thinking** (i.e. challenges the sector's status quo; and progresses strategic thinking across the wider sector). › **Develops and implements sector and/or organisational strategy** (i.e. engages senior leaders and staff in developing robust long-term strategies which have a significant impact on government priorities; aligns sector and/or organisational initiatives with strategic objectives; and translates strategy into organisation and sector-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and sector vision** (i.e. conceptualises and articulates a clear and compelling vision for the organisation and sector's future over the next 5+ years; and engages senior leaders and staff in the vision).
5	*Key level of focus: Organisation/Group* Developing and enacting strategy that: › Has a significant impact on organisation priorities. › Requires significant group-wide participation (or participation across a small organisation). › Requires active participation and/or support from a range of group managers. › Requires a medium-term timeframe for implementation (i.e. 3 or more years).	› **Thinks strategically at an organisational level** (i.e. sees organisational issues through a range of lenses and stakeholder perspectives; and recognises broader cross-organisational implications and connections between organisational issues). › **Progresses current organisational thinking** (i.e. challenges the organisation's status quo; and progresses strategic thinking across the organisation). › **Develops and implements organisational and/or group strategy** (i.e. engages other managers and staff in developing robust strategies which have a significant impact on organisation priorities; aligns group initiatives with strategic objectives; and translates strategy into group-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and group vision** (i.e. articulates a clear and compelling vision for their group's future over the next 3+ years, aligned with the organisation vision; and engages organisation staff and managers in the vision).
4, 3	*Key level of focus: Group/Team* Developing and enacting a strategy or an annual business plan for a team.	› **Thinks strategically** (i.e. sees issues through a range of lenses and stakeholder perspectives; and recognises broader implications and connections between issues). › **Progresses current thinking** (i.e. provides suggestions and alternative perspectives on organisational issues). › **Develops and implements strategy** (i.e. understands their team's role in their organisation's strategy; and aligns their team's business and/or work plans and activities with strategic objectives). › **Engages their team in the vision** (i.e. clearly articulates their team's role in achieving the organisational vision; and engages their team in the vision).
2, 1	*Key level of focus: Team/Individual* Supporting the implementation of organisational strategy.	› **Thinks strategically** (i.e. sees issues through a range of lenses and stakeholder perspectives; and can move between the detail and a bigger-picture perspective). › **Progresses current thinking** (i.e. provides suggestions and alternative perspectives on issues within their area of expertise). › **Implements strategy** (i.e. aligns their work with strategic objectives and their organisation's vision).

Capabilities that indicate 'potential'

Six of the 16 capabilities indicate **potential**: a person's longer term potential to excel in more senior leadership roles. These capabilities are required in all public sector leadership roles.

These capabilities are typically not dependent on experience or training. As a result they do not have role expectation ladders, because everyone is expected to meet the same standard.

The diagram below provides an example for *Engaging others*, which is one of the capabilities that indicate **potential**.

Engaging others

ROLE EXPECTATION	CAPABILITIES DESCRIPTION
Connecting with people; to build trsut and become a leader that people want to work with and for.	› **Connects with others** (i.e. makes a personal connection with people, puts them at ease, and shows an interest in them and their wellbeing. › **Listens** (i.e. shows a keen interest in and understanding of others' points of view. › **Reads people and situations** (i.e. picks up on 'what is not being said' in situations. › **Communicates tactfully** (i.e. conveys potentially sensitive messages in a diplomatic way.

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THE LEADERSHIP SUCCESS PROFILE IN DEPTH

INTRODUCTION

The following pages describe the LSP capabilities in greater depth. When reading these descriptions, please keep in mind that:

› The Leadership Success Profile (LSP) is a leadership framework which does not describe technical or specialist skills. Organisations are encouraged to develop role profiles which capture particular technical and organisationally-specific requirements.

› Not every aspect of the **capability descriptions** will apply to every role, given the diversity of roles in the public sector.

› In all of the **capability descriptions**, it is implicit that effective performance is required. For example, the capability description "leads other organisational staff through ambiguous political situations" can be read as "**effectively** leads other organisational staff through ambiguous political situations".

OVERVIEW OF THE LSP CAPABILITIES

The table below provides a high level overview of the **capability descriptors** for each capability area of the Leadership Success Profile (LSP). It also describes the most common 'derailers' or barriers to high performance for each capability area. The expanded guide to the LSP describes these at each **capability level**. Capabilities that indicate **readiness** will need to be applied at the required level of complexity, as per the role expectations. Capabilities that indicate **potential** are marked with an asterisk, and are the same for all leadership roles.

CAPABILITY AND OUTCOME	DESCRIPTORS (TO BE APPLIED AT REQUIRED LEVEL)	COMMON DERAILERS
Navigating for the future		
Leading strategically Think, plan, and act strategically; to engage others in the vision, and position teams, organisations, and sectors to meet customer and future needs.	› Thinks strategically › Progresses current thinking › Develops and implements strategy › Engages people in the vision	› Overly caught up in the detail of day-to-day tasks. › Unclear about what they need to do to in practice to demonstrate strategic leadership. › Thinks of themselves as a 'practical person' who lacks talent for strategic thinking. › Impatient when there is no immediate and obvious practical application (so doesn't value things like vision and strategy). › Uncomfortable with uncertainty (e.g. when required actions and outcomes are unclear).
Leading with influence Lead and communicate in a clear, persuasive, impactful, and inspiring way; to convince others to embrace change and take action.	› Leads with purpose › Persuades and inspires others › Communicates clearly › Demonstrates leadership impact and gravitas	› Communicates and influences 'on the fly' rather than planning their communication and influencing approach. › Over-relying on one or two key influencing and inspiring strategies. › Lacking confidence and/or an expansive view of their 'sphere of influence'.
Engaging others* Connect with people; to build trust and become a leader that people want to work with and for.	› Connects with others › Listens › Reads people and situations › Communicates tactfully	› Focusing on the task rather than the people involved (so not considering the impact of their approach on people, or investing sufficient time in achieving people outcomes). › Over-relying on instinct to read people and understand their perspectives. › Assuming that other people see the world the same way, and are similarly motivated, to themselves. › Valuing privacy and/or seeing self as naturally reserved (and so not wanting to share information about self).
Stewardship		
Enhancing organisational performance Drive innovation and continuous improvement; to sustainably strengthen long-term organisational performance and improve outcomes for customers.	› Strengthens business performance › Fosters a continuous improvement culture › Leads innovation	› Getting caught in reactive mode (so their time is spent 'firefighting' rather than investing in identifying improved ways of doing things and building robust processes and systems). › Taking the view that 'leadership' is more important than 'management' (and so don't invest enough time in the practicalities). › Preferring the 'tried and true'. › Not being aware of the frameworks they can leverage to analyse business performance and identify areas for improvement (so they don't know where to start).
Enhancing system performance Work collectively across boundaries; to deliver sustainable and long-term improvements to system and customer outcomes.	› Provides organisational leadership (internal relationships) › Provides sector leadership (external relationships)	› Don't see organisational or sector leadership as an expectation of their role. › Strongly driven to achieve objectives for own area, at the expense of considering whole-of-organisation outcomes. › Strongly driven to achieve objectives for own organisation, at the expense of considering sector and whole-of-government outcomes.
Leading at the political interface Bridge the interface between government and the public sector; to engage political representatives and shape and implement the government's policy priorities.	› Works with political representatives › Informs and influences political representatives › Navigates political issues	› Don't see understanding and navigating politics as a key part of their role. › Believe that decisions 'should' be made on their technical merits, and become frustrated when politics impact decisions. › Believe that adeptly navigating politics is somehow underhand or distasteful. › Not *Curious* about the perspectives, motivators, and needs of the political representatives they work with.
Identifying and developing our talent		
Enhancing people performance Manage people performance and bring out the best in managers and staff; to deliver high quality results for customers.	› Sets clear expectations › Supports and reinforces high performance › Manages people performance	› Hold unrealistic beliefs about their role as a manager, and/or have unrealistic expectations of people (e.g. believe that people should be entirely self-motivating, so they don't put time into managing performance; or hold people to standards which are either unambitiously low, or unrealistically high). › Don't require frequent positive feedback themselves, so they don't recognise the need to provide it to others. › Don't take the time to think from the perspective of people (so they don't communicate a clear scope and expectations; provide clear instructions; or check whether the person is 'on the same page'). › Lack confidence and skills in setting expectations and providing feedback in a tactful way. › Don't want to hurt people's feelings or risk straining relationships.

CAPABILITY AND OUTCOME	DESCRIPTORS (TO BE APPLIED AT REQUIRED LEVEL)	COMMON DERAILERS
Identifying and developing our talent continued		
Developing talent Coach and develop diverse talent; to build the people capability required to deliver outcomes.	› Coaches and mentors people › Develops individual capability › Develops collective capability	› Operate from a 'fixed' mind-set about people's capabilities and potential (so they are not optimistic about people's ability to develop and grow). › Don't see developing people as a key responsibility of their role. › Hold a narrow view of how people capability is developed (e.g. over-rely on sending people on courses). › Take a responsive rather than proactive approach to building people capability (e.g. focus only on those who actively seek development, high performers, less experienced people, or other specific groups).
Enhancing team performance Build cohesive and high performing teams; to deliver collective results that are more than the sum of individual efforts.	› Sets clear team objectives and expectations › Monitors team cohesion and performance › Strengthens team cohesion and performance	› Find it hard to clearly articulate the team player behaviours they expect (so they don't really know what they are aiming to achieve in this area). › Overly focused on building team cohesion (at the expense of enhancing team performance). › Overly focused on driving team performance (at the expense of building team cohesion).
Making it happen		
Achieving ambitious goals* Demonstrate achievement drive, ambition, optimism, and delivery-focus; to make things happen and achieve ambitious outcomes.	› Committed and tenacious › Ambitious	› Not highly motivated to achieve more than is expected. › Pessimistic about their ability to achieve ambitious goals. › Overly focused on constraints and risk (rather than opportunities). › Feel that they need a mandate to act (rather than setting their own ambitious goals).
Managing work priorities Plan, prioritise, and organise work; to deliver on short and long-term objectives across the breadth of their role.	› Planned and organised › Purposeful about where they invest their time	› Don't see planning and organising as 'real work' (so these activities drop off when under pressure). › Find it hard to prioritise, decide what not to do, and deliver work which is 'good enough' (rather than aiming for perfection). › Find it hard to discipline themselves to focus on the work which is most critical to achieving objectives (rather than what they are comfortable with and enjoy).
Achieving through others Effectively delegate and maintain oversight of work responsibilities; to leverage the capability of direct reports and staff to deliver outcomes for customers.	› Delegates effectively › Maintains appropriate oversight of work	› Feel uncomfortable with 'letting go' of 'doing the work' (e.g. because of discomfort with risk, wanting to hold on to tasks they enjoy and do well, or a belief that they can complete tasks more quickly or to a higher standard themselves). › Overly trusting.
Leadership character		
Curious* Show curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions.	› Thinks analytically and critically › Displays curiosity › Mitigates analytical and decision-making biases	› Enjoy being busy 'doing things', and don't make time for in-depth thinking and analysis. › Overconfident in their judgement and/or uncomfortable with acknowledging mistakes and gaps in their knowledge. › Don't consider the 'shades of grey' or look beyond obvious or readily available information. › Don't think broadly about the impact of their decisions (e.g. the practical implications and the reactions of those affected). › Unaware of common decision-making biases and the frameworks that can help to overcome them.
Honest and courageous* Delivers the hard messages, and makes unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand.	› Shows courage › Shows decisiveness › Leads with integrity	› Concerned about what other people might think and about 'fitting in'. › Don't want to make the potential career sacrifices which could come from championing an unpopular point of view. › Unsure of their judgement about what the right way forward is. › Don't step back and consider issues through an ethical lens (e.g. not clear about their ethical principles and what they stand for).
Resilient* Show composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus.	› Displays resilience › Demonstrates composure	› Don't recognise that they can choose how to respond to events (so they see their reactions as the consequence of external factors rather than their own decisions and beliefs). › Find it difficult to distinguish between their roles at work and themselves as individuals (so they interpret setbacks and criticism overly personally). › Believe that long hours and a total focus on work are desirable signs of commitment and ambition (so they don't take time out to 'look after themselves').
Self-aware and agile* Leverage self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people.	› Encourages feedback on own performance › Can self-assess › Adapts approach › Shows commitment to development	› Don't prioritise their own development (so it is treated as something to do 'when there is time' – which never happens). › Operate on instinct rather than deliberately planning their leadership approach. › Uncomfortable asking for feedback, often because they are not skilled at asking in a way which seems 'natural'. › Uncomfortable with acknowledging development areas.

CAPABILITIES THAT INDICATE 'READINESS'

Leading strategically
Think, plan, and act strategically; to engage others in the vision, and position teams, organisations, and sectors to meet customer and future needs.

Navigating for the future

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10, 9, 8	**Key level of focus: Wider system/Sector** Developing and enacting strategy that: › Is critical to the success of the wider system (i.e. if unsuccessful, the result will be a critical system failure); and has a significant impact on a broad and complex range of cross-organisational government priorities. › Requires significant sector-wide participation (i.e. involves taking a clear sector leadership role); and active participation and/or support from CEs, political representatives, and a range of community stakeholders. › Involves forward planning, very high levels of complexity, conceptual thinking, and ambiguity; and requires an extended timeframe for implementation (i.e. 10 or more years).	› **Thinks strategically at a wider system level** (i.e. sees government issues through a range of lenses and stakeholder perspectives; recognises broader implications and connections between wider public sector issues; and shows the conceptual thinking skills required to navigate very high levels of complexity and ambiguity). › **Progresses current thinking across the system** (i.e. challenges the system's status quo; progresses strategic thinking across the wider public sector and beyond; and takes a clear system and/or sector leadership role). › **Develops and implements system strategy** (i.e. engages CEs, political representatives, staff, and a range of community stakeholders in developing robust and very long-term strategies which are critical to the success of the wider system; aligns sector and/or system initiatives with strategic objectives; and translates strategy into action across the wider sector and/or system in planned, disciplined, and agile ways). › **Engages people in a vision for the wider system and sector** (i.e. conceptualises and articulates a clear and compelling vision for the wider system and sector's future over the next 10+ years; and engages CEs, political representatives, community stakeholders, and staff in the vision).
7, 6	**Key level of focus: Sector/Organisation** Developing and enacting strategy that: › Has a significant impact on government priorities. › Requires significant organisation-wide participation (across a medium/large organisation); working in concert with other agencies; and possibly providing sector leadership. › Requires active participation and/or support from a range of senior leaders. › Involves forward planning, high levels of complexity, conceptual thinking, and ambiguity; and a long-term timeframe for implementation (i.e. 5 or more years).	› **Thinks strategically at a sector level** (i.e. sees sector issues through a range of lenses and stakeholder perspectives; recognises broader implications and connections between sector issues; and shows the conceptual thinking skills required to navigate high levels of complexity and ambiguity). › **Progresses current sector thinking** (i.e. challenges the sector's status quo; and progresses strategic thinking across the wider sector). › **Develops and implements sector and/or organisational strategy** (i.e. engages senior leaders and staff in developing robust long-term strategies which have a significant impact on government priorities; aligns sector and/or organisational initiatives with strategic objectives; and translates strategy into organisation and sector-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and sector vision** (i.e. conceptualises and articulates a clear and compelling vision for the organisation and sector's future over the next 5+ years; and engages senior leaders and staff in the vision).
5	**Key level of focus: Organisation/Group** Developing and enacting strategy that: › Has a significant impact on organisation priorities. › Requires significant group-wide participation (or participation across a small organisation). › Requires active participation and/or support from a range of group managers. › Requires a medium-term timeframe for implementation (i.e. 3 or more years).	› **Thinks strategically at an organisational level** (i.e. sees organisational issues through a range of lenses and stakeholder perspectives; and recognises broader cross-organisational implications and connections between organisational issues). › **Progresses current organisational thinking** (i.e. challenges the organisation's status quo; and progresses strategic thinking across the organisation). › **Develops and implements organisational and/or group strategy** (i.e. engages other managers and staff in developing robust strategies which have a significant impact on organisation priorities; aligns group initiatives with strategic objectives; and translates strategy into group-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and group vision** (i.e. articulates a clear and compelling vision for their group's future over the next 3+ years, aligned with the organisation vision; and engages organisation staff and managers in the vision).
4, 3	**Key level of focus: Group/Team** Developing and enacting a strategy or an annual business plan for a team.	› **Thinks strategically** (i.e. sees issues through a range of lenses and stakeholder perspectives; and recognises broader implications and connections between issues). › **Progresses current thinking** (i.e. provides suggestions and alternative perspectives on organisational issues). › **Develops and implements strategy** (i.e. understands their team's role in their organisation's strategy; and aligns their team's business and/or work plans and activities with strategic objectives). › **Engages their team in the vision** (i.e. clearly articulates their team's role in achieving the organisational vision; and engages their team in the vision).
2, 1	**Key level of focus: Team/Individual** Supporting the implementation of organisational strategy.	› **Thinks strategically** (i.e. sees issues through a range of lenses and stakeholder perspectives; and can move between the detail and a bigger-picture perspective). › **Progresses current thinking** (i.e. provides suggestions and alternative perspectives on issues within their area of expertise). › **Implements strategy** (i.e. aligns their work with strategic objectives and their organisation's vision).

Leading with influence
Lead and communicate in a clear, persuasive, impactful, and inspiring way; to convince others to embrace change and take action.

Navigating for the future

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 / 9 / 8	*Key level of focus: NZ Inc/Wider system/Sector* Influencing people to implement initiatives that: › Are critical to the success of the wider system (i.e. If unsuccessful, the result will be a critical system failure); and have a significant impact on a broad and complex range of cross-organisation government priorities. › Require significant sector-wide participation (i.e. Involves taking a clear sector leadership role); and active participation and/or support from ces, political representatives, and a range of community stakeholders. › Are associated with very high levels of visibility, contentiousness, and initial resistance.	› **Leads with purpose across the wider system and sector** (i.e. drives initiatives which chart a clear direction for the broader sector; and which are associated with very high levels of visibility, contentiousness, and initial resistance). › **Persuades and inspires across NZ Inc** (i.e. gains active participation and/or support for initiatives, from CEs, political representatives, community stakeholders, and large and diverse groups of organisational staff). › **Communicates clearly across NZ Inc** (i.e. tailors messages so that they resonate with a very broad range of audiences, such as CEs, political representatives, community stakeholders, and large and diverse groups of organisational staff). › **Demonstrates executive impact and gravitas** (i.e. conveys energy, urgency, confidence, and a sense of ease in taking an executive role in a very broad range of highly challenging situations).
7 / 6	*Key level of focus: Sector/Organisation* Influencing people to implement initiatives that: › Have a significant impact on government priorities. › Require significant organisation-wide involvement (across a medium/large organisation); working in concert with other agencies; and possibly providing sector leadership at times. › Require active participation and/or support from a range of senior leaders. › Are associated with high levels of visibility, contentiousness, and initial resistance.	› **Leads with purpose across the sector and organisation** (i.e. drives initiatives which chart a clear direction for the organisation; and which are associated with high levels of visibility, contentiousness, and initial resistance). › **Persuades and inspires across the sector and organisation** (i.e. gains active participation and/or support for initiatives, from senior leaders, staff, and other relevant senior stakeholders). › **Communicates clearly across the sector** (i.e. tailors messages so that they resonate with a very wide range of audiences, such as community stakeholders, organisation senior leaders, senior external stakeholders, and staff). › **Demonstrates senior leadership impact and gravitas** (i.e. conveys energy, urgency, confidence, and a sense of ease in taking a senior leadership role in a broad range of challenging situations).
5	*Key level of focus: Organisation/Group* Influencing people to implement initiatives that: › Have a significant impact on organisational priorities. › Require significant group-wide involvement (or across a small organisation). › Require active participation and/or support from a range of group managers. › Are associated with high levels of contentiousness and initial resistance.	› **Leads with purpose across the organisation and group** (i.e. assertively drives initiatives which chart a clear direction for the group, and which are associated with high levels of contentiousness and initial resistance). › **Persuades and inspires across the organisation** (i.e. gains active participation and/or support for initiatives, from other managers, staff, and other relevant stakeholders). › **Communicates clearly across the organisation** (i.e. tailors messages so that they resonate with a wide range of audiences, such as community stakeholders and organisation managers and staff). › **Demonstrates leadership impact and gravitas** (i.e. conveys energy, urgency, confidence, and a sense of ease in taking a leadership role across a range of different situations).
4 / 3	*Key level of focus: Group/Team* Influencing individuals or a team.	› **Leads with purpose** (i.e. chart a clear direction for a team). › **Persuades and inspires others** (i.e. engages others in initiatives). › **Communicates clearly** (i.e. tailors messages so that they resonate with a range of different audiences). › **Communicates with impact** (i.e. conveys energy, urgency, confidence, and a sense of ease).
2 / 1	*Key level of focus: Team/Individual* Influencing individuals.	› **Persuades others** (i.e. asks questions to understand others' concerns; and presents a clear and convincing rationale for ideas). › **Communicates clearly** (i.e. tailors messages so that they are clear, succinct, and resonate with their different audiences).

Enhancing organisational performance
Drive innovation and continuous improvement; to sustainably strengthen long-term organisational performance and improve outcomes for customers.

Stewardship

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Key level of focus: Large organisation* Driving business improvements that: › Lift the performance of a large organisation. › Require significant participation from all business units. › Have a measurable and significant positive impact on performance.	› **Strengthens organisational performance** (i.e. leads very large scale improvements to processes and systems to achieve gains in organisational effectiveness and efficiency). › **Fosters a continuous improvement culture across the organisation** (i.e. so that all people and business units are encouraged and empowered to identify and seize opportunities to enhance business performance). › **Leads organisational innovation** (i.e. encourages and implements innovative solutions across the organisation).
7 6	*Key level of focus: Small organisation/Large group* Driving business improvements that: › Lift the performance of a small organisation or large group. › Require significant participation from multiple business units. › Have a measurable and significant positive impact on performance.	› **Strengthens organisational and/or group performance** (i.e. leads large scale improvements to group processes and systems to achieve gains in effectiveness and efficiency). › **Fosters a continuous improvement culture across a large group** (i.e. so that people across multiple business units are encouraged and empowered to identify and seize opportunities to enhance business performance). › **Leads innovation across a large group** (i.e. encourages and implements innovative solutions across a large group).
5 4	*Key level of focus: Small group* Driving business improvements that: › Lift the performance of a small group. › Require significant participation from multiple teams. › Have a measurable and significant positive impact on performance.	› **Strengthens group performance** (i.e. leads improvements to group processes and systems to achieve gains in effectiveness and efficiency). › **Fosters a continuous improvement culture across the group** (i.e. so that people across multiple teams are encouraged and empowered to identify and seize opportunities to enhance business performance). › **Leads innovation across the group** (i.e. encourages and implements innovative solutions across the group).
3 2	*Key level of focus: Team* Driving business improvements across a team.	› **Strengthens team performance** (i.e. leads process improvements which achieve gains in effectiveness and efficiency). › **Fosters a continuous improvement culture across the team** (i.e. so that team members are encouraged and empowered to identify and seize opportunities to enhance business performance). › **Leads innovation across the team** (i.e. encourages and implements innovative solutions across the team).
1	*Key level of focus: Individual* Identifies opportunities for business improvement.	› **Supports organisational performance** (i.e. suggests and acts on opportunities to do things differently and improves processes to achieve gains in effectiveness and efficiency).

*Note: Definitions of 'large', 'medium', and 'small' groups and organisations are provided in Appendix 1. *See also 'Dealing with roles that are between levels' on p. 27.*

Enhancing system performance
Work collectively across boundaries; to deliver sustainable and long-term improvements to system and customer outcomes.

Stewardship

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 / 9 / 8	*Key level of focus: System/Sector leadership* Influencing people to implement initiatives that: › Are critical to the success of the wider system (i.e. If unsuccessful, the result will be a critical system failure); and have a significant impact on a broad and complex range of cross-organisation government priorities. › Require significant sector-wide participation (i.e. Involves taking a clear sector leadership role); and active participation and/or support from ces, political representatives, and a range of community stakeholders. › Are associated with very high levels of visibility, contentiousness, and initial resistance.	› **Provides whole-of-system leadership** (i.e. leverages strong relationships with CEs, political representatives, and community stakeholders to deliver system outcomes; and leads a systems approach to issues [i.e. where organisations work in concert to deliver outcomes for customers and New Zealand]). *Please note that since roles which are Level 9 for Enhancing system performance are typically at chief executive level, 'cross-organisational leadership' is not usually relevant.*
7 / 6	*Key levels of focus: Sector/Organisational leadership* Influencing people to implement initiatives that: › Have a significant impact on government priorities. › Require significant organisation-wide involvement (across a medium/large organisation); working in concert with other agencies; and possibly providing sector leadership at times. › Require active participation and/or support from a range of senior leaders. › Are associated with high levels of visibility, contentiousness, and initial resistance.	› **Provides organisational leadership** (i.e. contributes to the senior leadership cohort, leads collaboration across the organisation, and encourages others to adopt an organisation-wide view). › **Provides sector leadership** (i.e. leverages strong relationships with a range of senior leaders across the public, private, and/or not-for-profit sectors to deliver sector and customer outcomes; and takes a systems approach to issues [i.e. where organisations work in concert to deliver outcomes for customers and New Zealand]).
5	*Key level of focus: Within and between organisation relationships* Influencing people to implement initiatives that: › Have a significant impact on organisational priorities. › Require significant group-wide involvement (or across a small organisation). › Require active participation and/or support from a range of group managers. › Are associated with high levels of contentiousness and initial resistance.	› **Provides organisational leadership** (i.e. contributes to their leadership cohort [of peers], creates opportunities for collaboration across the organisation, and encourages others in the group to adopt an organisation-wide view). › **Provides sector leadership** (i.e. leverages strong relationships with a range of managers across the public, private and/or not-for-profit sectors to deliver organisational outcomes; and advocates a systems approach to issues [i.e. where organisations work in concert to deliver outcomes for customers and New Zealand]).
4 / 3	*Key level of focus: Relationships between internal & external teams* Influencing individuals or a team.	› **Manages internal relationships** (i.e. contributes to their leadership team [of peers], works collaboratively with others across the organisation, and encourages others in the team to adopt an organisation-wide view). › **Manages external relationships** (i.e. leverages strong relationships with a range of external stakeholders to deliver customer outcomes).
2 / 1	*Key level of focus: Individual relationships* Influencing individuals.	› **Builds internal relationships** (i.e. contributes to their team [of peers], works collaboratively with others across the organisation, and takes an organisation-wide view). › **Builds external relationships** (i.e. interacts effectively with customers and other external stakeholders).

Leading at the political interface

Bridge the interface between government and the public sector; to engage political representatives and shape and implement the government's policy priorities.

Stewardship

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Role: Leading* Leading relationships with political representatives, including: › Traversing a broad and complex range of high-priority cross-sector strategic issues. › Deciding and representing an organisation's views on issues. › Providing free and frank advice on highly politically sensitive issues. › Providing direction to other organisational staff on their approach to political representatives.	› **Leads relationships with political representatives** (i.e. is well versed in political processes and their role in these; leads their organisation's relationships with political representatives; and decides and represents their organisation's views on issues). › **Influences political representatives** (i.e. proactively informs, advises, and provides frank advice to political representatives on highly politically sensitive, high-priority, cross-sector strategic issues). › **Navigates cross-sector political issues** (i.e. proactively anticipates the Government's strategic concerns; and provides direction to other organisational staff in ambiguous political situations).
7 6	*Role: Senior advisory* Taking a senior advisory role in relationships with political representatives, including: › Traversing a number of diverse government priorities. › Interpreting and representing an organisation's views on issues. › Providing free and frank advice on politically sensitive issues. › Providing guidance to other organisational staff on their approach to political representatives.	› **Establishes self as a trusted senior advisor to political representatives** (i.e. shows a deep understanding of government structures, political processes, and their role in these; shapes effective relationships with political representatives; and interprets and represents their organisation's view on issues). › **Influences political representatives** (i.e. proactively informs, advises, and provides frank advice to political representatives across diverse and politically sensitive government priorities). › **Navigates diverse political issues** (i.e. proactively anticipates Government concerns regarding organisational priorities; and guides other staff on how to navigate ambiguous political situations).
5 4	*Role: Advisory* Taking an advisory role in relationships with political representatives, including: › Providing advice on issues relevant to a particular area of expertise. › Communicating an organisation's views on issues. › Providing free and frank responses on complex issues. › Supporting other organisational staff in their approach to political representatives.	› **Establishes self as a trusted advisor to political representatives** (i.e. understands government structures, political processes, and their role in these; shapes effective relationships with political representatives; and communicates their organisation's view on issues). › **Influences political representatives** (i.e. proactively informs, advises, and provides frank advice to political representatives on issues relevant to their area[s] of expertise). › **Navigates sensitive political issues** (i.e. proactively anticipates Government concerns regarding issues relevant to their area of responsibility; and supports other staff to navigate ambiguous political situations).
3 2	*Role: Informational* Working with political representatives in an informational role (i.e. providing information and analysis) and/or as a conduit (i.e. communicating the expectations of political representatives to the organisation).	› **Works with political representatives** (i.e. understands their role and shapes effective relationships with political representatives). › **Informs political representatives** (i.e. provides relevant information and analysis to political representatives on issues relevant to their area[s] of expertise). › **Navigates political issues** (i.e. navigates ambiguous political situations, by taking into account political sensitivities).
1	*Role: Delivery* Delivering work which is aligned with government policy priorities.	› **Shows political awareness** (i.e. displays an understanding of the essentials of how the government and public sector work; and ensures that written documentation and verbal presentations reflect relevant political sensitivities).

Enhancing people performance

Manage people performance and bring out the best in managers and staff; to deliver high quality results for customers.

Identifying and developing our talent

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Span of control: Very large group* Managing and leading a very large group (or organisation), with: › Over 1000 staff. › A complete range of functions and professional disciplines (i.e. An entire organisation, or equivalent). › Multiple organisational layers below the role (four or more). › Multiple geographical locations.	› **Sets clear expectations for senior leaders** (i.e. communicates the outcomes and performance standards required of functional areas, including functions beyond their own technical expertise; and role-models expected standards of behaviour). › **Supports and reinforces high performance of senior leaders** (i.e. actively encourages and reinforces high performance; and encourages their direct reports to set ambitious stretch goals and push themselves outside their comfort zones). › **Manages senior leadership performance** (i.e. provides timely, clear, and constructive feedback about areas for improvement; and works alongside direct reports to uncover and resolve barriers to performing at a high level, even when issues are highly complex and ambiguous).
7 6	*Span of control: Large group* Managing and leading a large group (or small/medium organisation), with: › Over 200 staff. › A diverse range of functions and professional disciplines. › Multiple organisational layers below the role (three or more).	› **Sets clear expectations for group managers** (i.e. communicates the outcomes and performance standards required of their areas of responsibility, including areas beyond their own technical expertise; and role-models expected standards of behaviour). › **Supports and reinforces high performance of group managers** (i.e. actively encourages and reinforces high performance; and encourages their direct reports to set ambitious stretch goals and push themselves outside their comfort zones). › **Manages group manager performance** (i.e. provides timely, clear, and constructive feedback about areas for improvement; and works alongside direct reports to uncover and resolve barriers to performing at a high level, even when issues are complex and ambiguous).
5 4	*Span of control: Medium group* Managing and leading a group, with: › Over 50 staff. › A range of professional disciplines. › Multiple organisational layers below the role (two or more).	› **Sets clear expectations for managers** (i.e. communicates the outcomes and behaviours required of their direct reports and their teams; and role-models expected standards of behaviour). › **Supports and reinforces high performance of managers** (i.e. actively encourages and reinforces high performance; and shows a strong belief in people's ability to perform to a high level). › **Manages managerial performance** (i.e. provides timely, clear, and constructive feedback about areas for improvement; and resolves issues in a timely way).
3 2	*Span of control: Team* Managing and leading a team (i.e. of four or more staff).	› **Sets clear expectations for individuals** (i.e. communicates and role-models the behaviours required to achieve expectations). › **Supports and reinforces individual high performance** (i.e. understands their managerial responsibilities to staff; and shows a strong belief in people's ability to perform to a high level). › **Manages individual performance** (i.e. provides timely, clear and constructive feedback about areas for improvement; and agrees actions required to address performance issues).
1	*Span of control: Individual* Delivering results as an individual contributor.	*This capability is not relevant to non-management roles.*

Developing talent
Coach and develop diverse talent; to build the people capability required to deliver outcomes.

Identifying and developing our talent

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Span of control: Very large group* Managing and leading a very large group (or organisation), with: › Over 1000 staff. › A complete range of functions and professional disciplines (i.e. An entire organisation, or equivalent). › Multiple organisational layers below the role (four or more). › Multiple geographical locations.	› **Coaches and mentors senior leaders** (i.e. coach senior leaders to build their self-awareness, take action on their development insights, and enhance the capabilities required in their current roles and/or the roles they aspire to). › **Develops senior leadership capability** (i.e. takes a purposeful and proactive approach to developing direct reports; and encourages them to participate in a broad range of tailored and fit-for-purpose development activities). › **Develops organisational capability** (i.e. takes a purposeful and systematic approach to succession planning and building diverse people capability across their organisation).
7 6	*Span of control: Large group* Managing and leading a large group (or small/medium organisation), with: › Over 200 staff. › A diverse range of functions and professional disciplines. › Multiple organisational layers below the role (three or more).	› **Coaches and mentors group managers** (i.e. coach group managers to take action on their development insights and enhance the capabilities required in their current roles and/or the roles they aspire to). › **Develops group manager capability** (i.e. takes a purposeful and proactive approach to developing direct reports; and encourages them to participate in a broad range of fit-for-purpose development activities). › **Develops group capability** (i.e. takes a purposeful approach to succession planning and building diverse group capability).
5	*Span of control: Medium group* Managing and leading a group, with: › Over 50 staff. › A range of professional disciplines. › Multiple organisational layers below the role (two or more).	› **Coaches and mentors managers** (i.e. coach their direct reports to engage them in finding solutions, develop their problem-solving skills, and enhance the capabilities required to deliver outcomes in their current roles and the roles they aspire to). › **Develops managerial capability** (i.e. takes a purposeful approach to developing direct reports; and encourages them to participate in fit-for-purpose development activities). › **Develops work area capability** (i.e. takes a purposeful approach to encouraging diverse talent and addressing capability gaps across their area of responsibility).
4 3	*Span of control: Team* Managing and leading a team (i.e. of four or more staff).	› **Coaches and mentors individuals** (i.e. invests time in coaching and mentoring their staff, to assist them enhance the capabilities required in their current roles and the roles they aspire to). › **Develops individual capability** (i.e. assists staff to set relevant development goals; and supports them to participate in relevant development activities). › **Develops team capability** (i.e. encourages diverse talent and addresses capability gaps across their team as a whole).
2 1	*Span of control: Individual* Delivering results as an individual contributor.	› **Develops others** (i.e. share own experiences and learnings; and demonstrate and teach specific technical skills).

Enhancing team performance

Build cohesive and high performing teams; to deliver collective results that are more than the sum of individual efforts.

Identifying and developing our talent

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Span of control: Executive team* Managing and leading an executive team for a large organisation (i.e. held the role of chief executive or equivalent, and led a team of deputy chief executives or equivalent).	› **Sets clear executive team objectives and expectations** (i.e. so that their direct reports are crystal clear about their roles within and expected contribution to the executive team, and works with the team to define the organisational leadership requirements of their roles). › **Monitors executive team cohesion and performance** (i.e. has an up-to-date and comprehensive understanding of the strengths and weaknesses of how their executive team work together to achieve outcomes). › **Strengthens executive team cohesion and performance** (i.e. strengthen their executive team's ability to work collaboratively and cohesively to drive organisational and sector outcomes).
7 6	*Span of control: Executive team / Senior management team* EITHER managing and leading an executive team for a small organisation (i.e. held the role of chief executive or equivalent, and led a team of deputy chief executives or equivalent) OR managing and leading a senior management team for a large organisation (i.e. reported to a chief executive, and led a team of group managers who managed managers).	› **Sets clear senior management team objectives and expectations** (i.e. so that their direct reports are crystal clear about their expected contribution to the senior management team, and works with the team to define the organisational leadership requirements of their roles). › **Monitors senior management team cohesion and performance** (i.e. understands the strengths and weaknesses of how their senior management team work together to achieve outcomes). › **Strengthens senior management team cohesion and performance** (i.e. strengthens their senior management team's ability to work collaboratively and cohesively to drive organisational outcomes).
5	*Span of control: Management team* Managing and leading a management team (i.e. led a team of managers).	› **Sets clear management team objectives and expectations** (i.e. clearly communicates their management team's objectives, and works with the team to define team roles and responsibilities, and the team environment they aspire to). › **Monitors management team cohesion and performance** (i.e. understands the strengths and weaknesses of how their management team works together to deliver outcomes). › **Strengthens management team cohesion and performance** (i.e. focus their direct reports on achieving shared objectives, so that they strengthen their management team's ability to work collaboratively and cohesively to achieve outcomes).
4 3	*Span of control: Team* Managing and leading a team (i.e. of four or more staff).	› **Sets clear team objectives and expectations** (i.e. clearly communicates their team's objectives and works with the team to define the team player behaviours they expect). › **Monitors team cohesion and performance** (i.e. understands the strengths and weaknesses of how their team works together to deliver outcomes). › **Strengthens team cohesion and performance** (i.e. cultivates team player behaviours among their direct reports).
2 1	*Span of control: Individual* Delivering results as an individual contributor.	*This capability is not relevant to non-management roles.*

*Note: Definitions of 'large', 'medium', and 'small' organisations are provided in Appendix 1. *See also 'Dealing with roles that are between levels' on p. 27.*

Managing work priorities

Plan, prioritise, and organise work; to deliver on short and long-term objectives across the breadth of their role.

Making it happen

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Span of control: Very large group* Managing and leading a very large group (or organisation), with: › Over 1000 staff. › A complete range of functions and professional disciplines (i.e. An entire organisation, or equivalent). › Multiple organisational layers below the role (four or more). › Multiple geographical locations.	› **Manages and delivers on very diverse work priorities** (i.e. uses sophisticated work management systems and practices to manage broad ranging work priorities and maintain an overview of very diverse short and long-term work commitments; so that they effectively allocate scarce time and resources to deliver on work). › **Purposeful about where they invest their time** (i.e. spends time on the activities where they can make the greatest contribution to achieving short and longer-term objectives; and regularly reviews where they invest time across very diverse priorities).
7 6	*Span of control: Large group* Managing and leading a large group (or small/medium organisation), with: › Over 200 staff. › A diverse range of functions and professional disciplines. › Multiple organisational layers below the role (three or more).	› **Manages and delivers on diverse work priorities** (i.e. uses sound work management systems and practices to manage broad ranging work priorities and maintain an overview of diverse short and long-term work commitments; so that they effectively allocate time and resources to deliver on work commitments). › **Purposeful about where they invest their time** (i.e. spends time on the activities where they can make the greatest contribution to achieving short and longer-term objectives; and regularly reviews where they invest time across diverse priorities).
5 4	*Span of control: Medium group* Managing and leading a group, with: › Over 50 staff. › A range of professional disciplines. › Multiple organisational layers below the role (two or more).	› **Manages and delivers on work priorities** (i.e. uses sound work management systems and practices to manage their range of work priorities, so that they deliver on work commitments). › **Purposeful about where they invest their time** (i.e. spends time on the activities where they can make the greatest contribution to achieving short and longer-term objectives).
3	*Span of control: Team* Managing and leading a team (i.e. of four or more staff).	› **Manages and delivers on work priorities** (i.e. uses sound work management practices to organise their team's work priorities, so that they deliver on work commitments). › **Purposeful about where they invest their time** (i.e. takes a deliberate work management approach which strikes an effective balance between proactive and responsive work activities).
2 1	*Span of control: Individual* Delivering results as an individual contributor.	› **Manages and delivers on work priorities** (i.e. plans and organises self to deliver work commitments to required timeframes and quality standards).

Achieving through others
Effectively delegate and maintain oversight of work responsibilities; to leverage the capability of direct reports and staff to deliver outcomes for customers.

Making it happen

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10 9 8	*Span of control: Very large group* Managing and leading a very large group (or organisation), with: › Over 1000 staff. › A complete range of functions and professional disciplines (i.e. An entire organisation, or equivalent). › Multiple organisational layers below the role (four or more). › Multiple geographical locations.	› **Delegates through senior leaders** (i.e. empower and support their direct reports to effectively manage their functional responsibilities and deliver customer outcomes). › **Maintains strategic oversight** (i.e. leverages sophisticated systems and metrics to monitor the performance of their group, adjusts their level of oversight to reflect the needs of the situation, swiftly picks up on emerging issues, and keeps in touch with the 'reality at the front line').
7 6	*Span of control: Large group* Managing and leading a large group (or small/medium organisation), with: › Over 200 staff. › A diverse range of functions and professional disciplines. › Multiple organisational layers below the role (three or more).	› **Delegates through group managers** (i.e. empower and support their direct reports to effectively manage their areas of responsibility and deliver customer outcomes). › **Maintains oversight through multiple organisational layers** (i.e. leverages robust systems and metrics to monitor the performance of their group, adjusts their level of oversight to reflect the needs of the situation, swiftly picks up on emerging issues, and keeps in touch with the 'reality at the front line').
5 4	*Span of control: Medium group* Managing and leading a group, with: › Over 50 staff. › A range of professional disciplines. › Multiple organisational layers below the role (two or more).	› **Delegates to managers** (i.e. empower and support their direct reports to effectively deliver their work programmes and achieve customer outcomes). › **Maintains appropriate oversight of work in their area** (i.e. leverages metrics and reporting mechanisms to monitor the performance of their group, adjusts their level of oversight to reflect the needs of the situation, and swiftly picks up on emerging issues).
3 2	*Span of control: Team* Managing and leading a team (i.e. of four or more staff).	› **Delegates to individuals** (i.e. empower and support their direct reports to effectively deliver on their tasks and duties and achieve customer outcomes). › **Maintains oversight of their team's work** (i.e. adjusts their level of oversight to reflect the needs of the situation, and swiftly picks up on emerging issues).
1	*Span of control: Individual* Delivering results as an individual contributor.	*This capability is not relevant to non-management roles.*

A version of these descriptors tailored for those who have project or matrix management responsibilities without line management responsibilities is provided in Appendix 4.
See also 'Dealing with roles that are between levels' on p. 27.

CAPABILITIES THAT INDICATE 'POTENTIAL'

Engaging others
Connect with people; to build trust and become a leader that people want to work with and for.

Navigating for the future

ROLE EXPECTATIONS	CAPABILITY DESCRIPTION
Connecting with people; to build trust and become a leader that people want to work with and for.	› **Connects with others** (i.e. makes a personal connection with people, puts them at ease, and shows an interest in them and their wellbeing). › **Listens** (i.e. allows others space to speak, and shows a keen interest in and understanding of others' points of view). › **Reads people and situations** (i.e. picks up on 'what is not being said' in situations). › **Communicates tactfully** (i.e. conveys potentially sensitive messages in a diplomatic way).

Achieving ambitious goals
Demonstrate achievement drive, ambition, optimism, and delivery-focus; to make things happen and achieve ambitious outcomes.

Making it happen

ROLE EXPECTATIONS	CAPABILITY DESCRIPTION
Demonstrating achievement drive, ambition, optimism, and delivery-focus; to make things happen and achieve ambitious outcomes.	› **Committed and tenacious** (i.e. takes ownership; is persistent in the face of obstacles; and shows a strong focus on achieving outcomes [rather than a narrower focus on following processes]). › **Ambitious** (i.e. sets and achieves specific and challenging goals; focuses on opportunities rather than constraints; and takes an expansive view of the outcomes they can achieve for their organisation and New Zealand).

Curious
Show curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions.

Leadership character

ROLE EXPECTATIONS	CAPABILITY DESCRIPTION
Showing curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions.	› **Thinks analytically and critically** (e.g. gets to the heart of issues and uncovers underlying causes; and clearly describes their analytical process and the rationale for their decisions). › **Displays curiosity** (e.g. identifies a range of alternative options and encourages others to critique their ideas). › **Mitigates analytical and decision-making biases** (i.e. insightful about the strengths and weaknesses of their analysis and decision-making approach, so that they mitigate potential decision-making biases).

Honest and courageous
Deliver the hard messages, and makes unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand.

Leadership character

ROLE EXPECTATIONS	CAPABILITY DESCRIPTION
Delivering the hard messages and making unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand.	› **Shows courage** (i.e. makes the hard and unpopular decisions and takes the lead on controversial issues). › **Shows decisiveness** (i.e. acts decisively when required, even when information is conflicting or incomplete). › **Leads with integrity** (i.e. acts according to a clear set of ethical principles aligned with Public Service values; and challenges behaviour which does not meet ethical standards).

Resilient
Show composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus.

Leadership character

ROLE EXPECTATIONS	CAPABILITY DESCRIPTION
Showing composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus.	› **Displays resilience** (i.e. bounces back after setbacks; maintains focus and optimism in challenging situations; and adopts habits which maintain personal balance and wellbeing). › **Demonstrates composure** (i.e. displays a calm and composed approach and a sense of perspective in challenging situations).

Self-aware and agile
Leverage self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people.

Leadership character

ROLE EXPECTATIONS	CAPABILITY DESCRIPTION
Leveraging self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people.	› **Encourages feedback on own performance** (i.e. actively encourages feedback on their leadership approach and/or work style from a range of sources). › **Self-assesses** (i.e. reflects self-critically to develop a strong awareness of their preferences, strengths, and development needs). › **Adapts approach** (i.e. adroitly adapts their approach to optimise their effectiveness with new and different situations and people). › **Shows commitment to development** (i.e. sets challenging self-development objectives; takes action; and achieves gains on the areas targeted for development).

USING THE LEADERSHIP SUCCESS PROFILE IN PRACTICE

INTRODUCTION

The LSP **capability descriptors** provide a generic starting point for selection, development and performance management, but they are not intended to be a finished product. Each organisation should use this material to reflect their specific leadership roles and environment. Some suggestions for doing this are described below.

The first step: Identify levels

The important first step when applying the LSP **capability descriptors** is to identify the leadership requirements for an individual role. The LSP **capability descriptors** can initially appear daunting because they cover multiple roles (in fact, every leadership role in the public sector!).

For each role of interest we suggest you work through the 10 Capability Ladders and identify where the role sits. Here are some things to consider when identifying the level:

› This placement should be based exclusively on the role's **actual demands** (i.e. as per the job description) and exclude any consideration of the current incumbent's performance, capabilities, or aspiration.

› The placement should be based on the *minimum* requirements that are *essential* for performance of the role. Remember that strong performers in a role will also demonstrate some of the capabilities required at the 'next level up'.

› The placement should be based on highest level for which for which the role *clearly* meets or exceeds *all* of the criteria in the '**role expectations**' column (see also 'Dealing with Roles that are Between Levels', overleaf).

› The placement should be *consistent* with how other roles have been placed (e.g. as part of the Leadership Insight assessment programme).

Remember that not every **readiness capability** is relevant to every role (e.g. *Enhancing team performance* is not relevant to roles that do not have direct reports. It is possible that you will mark some as "not applicable".

Once you have identified the level you can then collate the **capability descriptors** for the selected levels into a brief role description. For example:

Leading strategically (Level 5)

› **Thinks strategically at an organisational level** (i.e. sees organisational issues through a range of lenses and stakeholder perspectives; and recognises broader cross-organisational implications and connections between organisational issues).

› **Progresses current organisational thinking** (i.e. challenges the organisation's status quo; and progresses strategic thinking across the organisation).

› **Develops and implements organisational and/or group strategy** (i.e. engages other managers and staff in developing robust strategies which have a significant impact on organisation priorities; aligns group initiatives with strategic objectives; and translates strategy into group-wide action in planned, disciplined, and agile ways).

› **Engages people in the organisation and group vision** (i.e. articulates a clear and compelling vision for their group's future over the next 3 years, aligned with the organisation vision; and engages organisation staff and managers in the vision).

Enhancing organisational performance (Level 3)

› **Strengthens team performance** (i.e. leads process improvements which achieve gains in effectiveness and efficiency).

› **Fosters a continuous improvement culture across the team** (i.e. so that team members are encouraged and empowered to identify and seize opportunities to enhance business performance).

› **Leads innovation across the team** (i.e. encourages and implements innovative solutions across the team).

And so on...

You might then edit the descriptors to make them more relevant to the role. For example, you might replace the phrase "stakeholder" with an explicit list of stakeholders or customers.

Remember that the LSP only addresses the leadership dimensions of any role. There will be other technical, professional, and organisation-specific dimensions that also need to be included in any role description.

DEALING WITH ROLES THAT ARE BETWEEN LEVELS

Given the diversity of roles across the State sector, no one set of descriptors will provide an exact match to every role. This is particularly the case for *Leading strategically*, *Leading with influence*, and *Enhancing system performance*, where the differences between the levels fall across several aspects (e.g. for *Leading strategically*, these include breadth of impact; timeframe for implementation; and level of complexity and ambiguity). The LSP is designed to provide sufficient flexibility to allow these roles to be accurately described. When roles fall between levels, an effective procedure is to:

1. Start at the highest level for which for which the role **clearly** meets or **exceeds all** of the criteria in the '**role expectations**' column. This provides your starting point for describing the role (i.e. by referring to the 'Typical Capability Description' column).

2. Edit the description by inserting any aspects of the descriptors from higher roles which **clearly** apply to the role.

3. If you have added a substantial number of increased requirements, consider placing the role as 'intermediate', e.g. a 6 rather than a 5 or a 7.

Given the diversity of roles across the State sector, no one set of descriptors will provide an exact match to every role.

The example below illustrates how this procedure might work in practice. It is based on a (fictional) asset management role which requires developing a 30 year strategy for the provision of prison facilities across New Zealand. Despite the very long-term timeframes involved, the role has an organisational rather than sector focus; and the subject matter is relatively concrete rather than conceptual. The role is thus much closer to Level 5 than Level 7 overall.

TYPICAL LEVEL 5 ROLE	TYPICAL LEVEL 7 ROLE	STRATEGIC ASSET PLANNING MANAGER (LEVEL 5)
› **Thinks strategically at an organisational level** (i.e. sees organisational issues through a range of lenses and stakeholder perspectives; and recognises broader cross-organisational implications and connections between organisational issues). › **Progresses current organisational thinking** (i.e. challenges the organisation's status quo; and progresses strategic thinking across the organisation). › **Develops and implements organisational and/or group strategy** (i.e. engages other managers and staff in developing robust strategies which have a significant impact on organisation priorities; aligns group initiatives with strategic objectives; and translates strategy into group-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and group vision** (i.e. articulates a clear and compelling vision for their group's future over the next 3 years, aligned with the organisation vision; and engages organisation staff and managers in the vision).	› **Thinks strategically at a sector level** (i.e. sees sector issues through a range of lenses and stakeholder perspectives; recognises broader implications and connections between sector issues; and shows the conceptual thinking skills required to navigate high levels of complexity and ambiguity). › **Progresses current sector thinking** (i.e. challenges the sector's status quo; and progresses strategic thinking across the wider sector). › **Develops and implements sector and/or organisational strategy** (i.e. engages senior leaders and staff in developing robust long-term strategies which have a significant impact on government priorities; aligns sector and/or organisational initiatives with strategic objectives; and translates strategy into organisation and sector-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and sector vision** (i.e. conceptualises and articulates a clear and compelling vision for the organisation and sector's future over the next 5 years; and engages senior leaders and staff in the vision).	› **Thinks strategically at an organisational level** (i.e. sees organisational issues through a range of lenses and stakeholder perspectives; and recognises broader cross-organisational implications and connections between organisational issues). › **Progresses current organisational thinking** (i.e. challenges the organisation's status quo; and progresses strategic thinking across the organisation). › **Develops and implements organisational strategy** (i.e. engages other managers and staff in developing robust very long-term strategies which have a significant impact on organisation priorities; aligns group initiatives with strategic objectives; and translates strategy into group-wide action in planned, disciplined, and agile ways). › **Engages people in the organisation and group vision** (i.e. articulates a clear and compelling vision for organisational asset management for the next 30 years, aligned with the organisation vision; and engages organisation staff and managers in the vision).

A similar procedure may occasionally be needed when roles have unique requirements which fall outside of those described by the LSP, but it is anticipated that this will be rare. In particular, before adding new content to the **capability descriptions**, it's important to carefully read through the entire set of LSP descriptors to avoid duplicating role requirements which are documented elsewhere.

USING THE LSP IN RECRUITMENT, DEVELOPMENT, AND PERFORMANCE MANAGEMENT

This section outlines how you could use this guide in a range of talent management activities.

Recruitment and selection

The first step when using the **capability descriptors** for selection is to identify the levels (as described above). Once you have identified which **capability levels** relate to a specific role, you can use them to gauge whether or not potential candidates have sufficient experience for the role. For example if the role is level 5 for *Leading strategically*, you might ask candidates about the type of sector-level strategy that they have enacted and the impact the strategy had on, for example, government priorities.

Once you have established that the candidate has sufficient experience at the required level you can then use the associated **capability descriptors** to determine how effectively they performed at that level. You would do this by translating the descriptors into interview questions and other assessment tools. For example, for a descriptor such as "Engages people in the group's vision" you might develop an interview question such as "how did you engage senior leaders and staff in the organisation's vision?" For a descriptor such as "Thinks analytically and critically" you might decide to include a critical reasoning test as part of the selection process. For a descriptor such as "Displays resilience" you might decide to include questions that explore experiences that have tested resilience and self-management strategies as part of the selection process.

Remember that the LSP only addresses the leadership dimensions of any role. There will be other technical, professional, and organisation-specific dimensions that also need to be included in any recruitment and selection process.

Development

The first step when using the **capability descriptions** for development is to identify the levels (as described above).

Once you have identified which **capability levels** and **capability descriptions** relate to a specific role, you can use them to identify strengths and potential development needs. It is likely that you will need a formal process to assess people against the descriptors (this might involve some form of self-assessment process, discussions with the leader's immediate manager and/or targeted assessment exercises), identify the areas that would most benefit from improvement and then identify relevant development strategies. Development strategies might include:

› Making specific changes on the job
› Consolidating experience in current role
› Gaining special project experience
› Career move
› Gaining broader experience
› Coaching
› Mentoring
› Shadowing
› Targeted courses/workshops
› Formal programme of study
› Conferences
› Self-paced learning
› Self-reflection/personal development

> **The capability levels can also be used to describe and discuss potential leadership career paths as part of a career planning process.**

For leaders who are ready to progress, the descriptors for the "next-level up" can help to identify the type of leadership experiences that will prepare them for future leadership roles. The **capability levels** can also be used to describe and discuss potential leadership career paths as part of a career planning process.

Performance management

Performance can be thought about in terms of 'what' is contributed as well as 'how' things are done, in line with the LSP.

The 'what' can be set against the core dimensions of the LSP. For each of these, leaders can detail their personal objectives. For example:

1. **Navigating for the future:** What will I be doing this year to think, plan and act strategically? How will I lead and communicate in a clear, persuasive and impactful way? How will I inspire, motivate and engage others?

2. **Stewardship:** Who will I work with, and how will I work with them to achieve our collective goals this year?

3. **Identifying and developing our talent:** What will I be doing to attract, retain and develop people, now and for the future?

4. **Making it happen:** What am I responsible for delivering this year?

The **capability descriptors** can be used as a helpful source to better translate the LSP into performance objectives/standards and a process for measurement. For example, the descriptor "leverages strong relationships with a range of external stakeholders to deliver outcomes" might translate into a performance objective such as "gains community and iwi support for their work programme" and be measured by a stakeholder satisfaction survey. The **capability descriptors** also form a helpful resource guide to assess a leader's effectiveness in the context of their role. The common 'derailers' or barriers to high performance for each capability may also help when considering a leader's performance.

In terms of the 'how', leaders will be able to detail those capabilities (from the LSP) that will support them to deliver their objectives, and then identify those that they wish/need to develop, adding them to their development plan.

04

APPENDICES

APPENDIX 1: DEFINITIONS OF ORGANISATION AND GROUP SIZE

Definitions of organisation size

Where the LSP refers to 'small', 'medium', or 'large' organisations, these are defined in accordance with the Benchmarking Administrative and Support Services (BASS) definitions which were developed by the Treasury. Further information on BASS, including a current list of agencies and their sizes, can be found on the Treasury website:

http://www.treasury.govt.nz/statesector/performance/bass

ORGANISATION COHORT	PROFILE
Small organisation	› Less than $100m budget. › Fewer than 500 FTEs. › Mainly have a policy, regulatory or compliance focus. › Mainly have centralised services.
Medium organisation	› $100-$500m budget. › 500-2500 FTEs. › Mainly have an operational or service delivery focus. › Mainly have centralised or centre-hub led services.
Large organisation	› More than $500m budget. › More than 2500 FTEs. › Mainly have an operational or service delivery focus. › Mainly have distributed services.

Definitions of group size

Where the LSP refers to a 'team', 'small group', 'medium group', 'large group', or 'very large group', these are defined as follows:

GROUP SIZE	PROFILE
Team	› Four or more staff.
Small group	› Over 20 staff. › Two organisational layers below the role.
Medium group	› Over 50 staff. › A range of professional disciplines. › Multiple organisational layers below the role (two or more).
Large group	› Over 200 staff. › A diverse range of functions and professional disciplines. › Multiple organisational layers below the role (three or more).
Very large group	› Over 1000 staff. › A complete range of functions and professional disciplines (i.e. An entire organisation, or equivalent). › Multiple organisational layers below the role (four or more). › Multiple geographical locations.

APPENDIX 2: GLOSSARY

Continuous improvement

Continuous improvement is an ongoing effort to improve products, services, or processes. As used in the LSP, the term refers both to informal or 'common sense' improvements and to initiatives which are guided by a formal methodology (e.g. Lean Six Sigma or Total Quality Management). The most cost-effective approach will be determined by the particular circumstances (e.g. larger-scale initiatives are more likely to depend on formal methodologies to achieve success). Continuous improvement differs from innovation in that it typically builds on what has gone before. See also: Innovation.

Coach and mentor

Coaching and mentoring are one-to-one discussions aimed at enhancing an individual's skills, knowledge or work performance. While these terms and are defined differently by different people, typically coaching is more structured; focused on developing self-insight and specific skills; and leverages more deliberate questioning techniques. Mentoring is typically less structured; more focused on sharing knowledge, experience, and advice; and relies more on the mentor's experiences rather than formal techniques. The LSP does not prescribe one particular form of coaching or mentoring, but a variety of practical and evidence-based resources are available for those who would like further guidance in this area, including those which can be accessed through the Leadership Development Centre.

Customers

The definition of 'customer' in a public service context is subject to some debate. In the LSP, 'customers' are defined to include both those people whom the activities conducted by an organisation are intended to benefit (e.g. hospital patients), and those whose coperation is needed to achieve organisational outcomes (e.g. taxpayers).

Executive team

See the '**team glossary**' at the end of this section.

Function

In the LSP, an organisational 'function' refers to a set of business activities with a distinct purpose. For example, one organisational function might be human resources; and another might be service delivery. Depending on organisation size, a 'function' will typically be composed of a number of particular business areas; for example 'accounts payable' and 'asset management' might both sit within the finance function.

Group manager

See the '**role glossary**' at the end of this section.

Individual contributor

See the '**role glossary**' at the end of this section.

Innovation

Like continuous improvement, innovation is an effort to improve products, services, or processes. However, while continuous improvement seeks to build on what has gone before, innovation starts by understanding the outcomes to be achieved and then stepping back to look for new solutions to achieve these. Innovation aims to drive 'step change' rather than incremental improvements, although these may involve many false starts and require significant persistence to accomplish. As the saying goes, "The light bulb wasn't invented by continuously improving the candle". See also: Continuous Improvement.

Management team

See the '**team glossary**' at the end of this section.

Manager

See the '**role glossary**' at the end of this section.

Mentor

See: Coach and mentor.

Programme manager

A programme manager is an individual who takes overall responsibility for managing several related and interdependent projects. See also: **project manager**.

Project manager

A project manager is an individual who plans and executes a project, including defining the project's scope, co-ordinating people and resources to deliver the project, and monitoring the project's progress. Typically, project managers do not have line management responsibility for the staff who deliver the project. See also: **programme manager**.

New Zealand Inc

In the LSP, 'New Zealand Inc' refers to the wider system of organisations and institutions which interact to influence outcomes for New Zealand as a whole. In addition to the public sector system, this includes the private sector, non-governmental organisations (NGOs), and other community organisations. See also the definition of '**system**' below.

Public Service values

The New Zealand Public Service's values are outlined in the 'Code of conduct for the State Services'. In brief, this states that we must be fair, impartial, responsible, and trustworthy. The full 'Code of conduct' is available on the SSC website: http://www.ssc.govt.nz/code

Sector

In the LSP, a 'sector' refers to an area which is a primary focus for several, but not all, government agencies. An example is the justice sector, which is a primary focus for the Crown Law Office, New Zealand Police, the Department of Corrections, the Ministry of Justice, and the Serious Fraud Office. Other examples include the education, health, social, external and security, and natural resources sectors. In some instances, this is also used for functional leads across government e.g. ICT.

Senior leader

See the '**role glossary**' at the end of this section.

Senior management team

See the '**team glossary**' at the end of this section.

System

Broadly, a system is a set of things working together as parts of an interconnecting network to form a complex whole. 'Systems thinking' is an analytical approach focused on understanding how the interconnections between the different components of a system influence how the system works as a whole. In the LSP, the word 'system' is used in two contexts:

› Within the *Enhancing system performance* capability description, 'system' refers to the public sector system, that is, the system of government agencies which work together to deliver outcomes for New Zealanders. This is the primary meaning of the word 'system' within the LSP. An introduction to the systems thinking approach in this broad sense is provided by the book 'Thinking in Systems: A Primer' by Donella Meadows.

› Within the *Enhancing organisational performance* capability, the LSP also refers to 'processes and systems'. Here 'system' refers to the way that organisational processes, structures, technologies, and other resources work together to deliver outcomes. An introduction to systems thinking as applied within individual organisations is provided by the book 'The Goal: A Process of Ongoing Improvement' by Eliyahu Goldratt.

Team

See the '**team glossary**' at the end of this section.

Role glossary

Different people and organisations refer to different roles in different ways. For the purposes of precision and simplicity, within the LSP we use these terms as defined in the table below. Due to the diversity of roles across the public sector, there may be roles which are hard to categorise or 'intermediate' to these descriptions.

ROLE DESCRIPTION	DEFINITION
Individual contributor	Someone who does not have line management responsibility for staff.
Manager	Someone who has line management responsibility for individual contributors (but not for other managers).
Group manager	Someone who typically has line management responsibility for other managers and/or a broader area of work.
Senior leader	Someone who typically has line management responsibility for group managers and/or is focused on achieving high levels of influence through sector and system leadership.

Team glossary

Different people and organisations refer to teams at different levels within organisations in different ways. For the purposes of precision and simplicity, within the LSP we use these terms as defined in the table below. Due to the diversity of teams across the public sector, there may be roles which are hard to categorise or 'intermediate' to these descriptions.

TEAM DESCRIPTION	DEFINITION
Team	A team of individual contributors.
Management team	A team of managers.
Senior management team	A team of group managers, who manage other managers (led by a deputy chief executive or equivalent).
Executive team	A team of deputy chief executives or equivalent (led by a chief executive or equivalent).

APPENDIX 3: FREQUENTLY ASKED QUESTIONS

Why can't I find explicit reference in the LSP to the Treaty of Waitangi and health and safety?

The assessment framework focuses on the leadership and management dimensions of the LSP. The Treaty of Waitangi and Health and Safety are important factors that go beyond leadership. They are applicable to all public servants, not just leaders. These areas are usually captured in wider capability frameworks and policies within agencies.

What is the relationship between the capabilities and 9-box grid placement?

Please refer to the *Guide: Better Talent Management through Leadership Insight*, which is available as part of the Talent Management Toolkit on the SSC website: ssc.govt.nz/leadershipandtalent

Some levels of the 'capability descriptions' seem similar. Why aren't the differences between levels described in more detail?

The LSP is not intended to be a 'how-to' manual or a prescriptive guide. We recognise that different leaders have different approaches which may be equally effective, different circumstances will call for different leadership approaches, and our understanding of 'best practice' in leadership will continue to change and grow over time. The differences between levels are therefore described at a high level which allows considerable flexibility in interpretation and application.

For example, in the capability area of *Achieving through others*, one skill requirement at Level 5 is "leverages metrics and reporting mechanisms to monitor the performance of their group"; while the parallel requirement at Level 9 is "leverages sophisticated systems and metrics to monitor the performance of their group". We have chosen not to elaborate the exact systems and metrics required to meet the criterion of 'sophisticated', because this level of detail would have made the LSP overly lengthy and rigid. The LSP therefore requires considerable knowledge and judgement for effective application. A range of courses and other resources are available which provide more in-depth 'how-to' information about leadership and management, including those which can be accessed through the Leadership Development Centre.

Why is the highest possible role expectation level 9, rather than level 10?

Capability is rated on a 1 – 10 scale, with a 'strong' capability rating being one level above the **role expectation** for the leader's role. Since the highest capability rating is 10, the maximum **role expectation** is 9 (i.e. so that the strongest leaders can be rated one level above this).

How were some capabilities selected as indicators of potential?

The six '**potential capabilities**' were selected based on research into the predictors of longer-term potential to excel in a more senior leadership role. They are the core capabilities required in all public sector leadership roles, and typically are not dependent on experience or training.

Why are there no role expectation ladders for capabilities tht indicate potential?

The skills and approach required is similar at different levels. For example, while some roles require more resilience than others, the essential skills required for maintaining resilience are similar across different roles.

How do the role expectation 'ladders' relate to job sizing?

The **role expectation** 'ladders' capture the key leadership and management dimensions of public sector roles, but they do not measure other aspects such as specialist and technical expertise. Initial research conducted by Cerno and SSC has shown a strong association between LSP **role expectations** and job size as assessed by Hay Points at chief executive level, but there are some differences and at this stage it is unknown how well this association will hold at lower organisational levels. Organisations may find it helpful to reference the LSP **capability levels** for the purposes of informing job sizing of management and leadership roles (in conjunction with other techniques for estimating specialist requirements. The ladders are not intended to differentiate between different professional (i.e. non-management) roles, and are not suitable for this purpose.

How should a requirement to manage multiple geographic locations be taken into account?

In the LSP people-management related capabilities (i.e. *Achieving through others*, *Enhancing people performance*, *Developing talent*, and *Managing work priorities*), "manages staff across multiple geographical locations" is listed as a **role expectation** at Level 9 only. Obviously, there are some roles which fit this criterion but don't meet the other criteria for a Level 9 role (e.g. over 1000 staff; and a complete range of functions and professional disciplines). These roles can be managed according to the guidelines provided in the section 'Dealing with roles that are between levels' (page 27). To briefly quote the most relevant section of these guidelines:

1. Start at the highest level for which for which the role **clearly** meets or **exceeds all** of the criteria in the '**role expectations**' column. This provides your starting point for describing the role (i.e. by referring to the 'Typical Capability Description' column).

2. Edit the description by inserting any aspects of the descriptors from higher roles which **clearly** apply to the role *(i.e. in this case, the need to manage across multiple geographical locations)*.

3. If you have added a substantial number of increased requirements, consider placing the role as 'intermediate', e.g. a 6 rather than a 5 or a 7. *(If the only increased requirement is the need to manage across geographical locations, this is **not** sufficient by itself to merit increasing the **role expectation**)*.

How should I determine 'match to role expectations'?

Determining match to **role expectations**, for example as part of a recruitment interview, is dependent on professional judgment and experience. The following guides will help with rating 'match to **role expectations**' in a consistent way. Organisations are free to develop their own guidelines in this area which align with their existing HR practices, however any capability and assessment information that goes into the Talent Management Information System (TMIS) will be required to align with the following definitions:

Readiness capabilities

SKILL/MATCH	GIVE WHEN THE PERSON…	MEANING
Develop	Matches none or only some of the descriptors for the level of the role.	Further development in this capability area would assist to meet the requirements of the role sought.
Sound	Matches most or all of the descriptors for the level of the role.	Has a solid foundation of skills and experience in this capability area, when compared to role requirements.
Strong	Matches all the descriptors for the level, and some descriptors for the 'next level up'.	Excels in this capability area, when compared to role requirements, and is ready to take on increased challenges in this area

Potential capabilities

RATING	SKILL/MATCH	GIVE WHEN THE PERSON'S OVERALL MATCH TO THE DESCRIPTORS IS…	MEANING
1	Develop	0 - 10%	Very significant development area
2	Develop	11 – 20%	Clear development area
3	Develop	21 – 30%	Minor development area
4	Sound	31 – 40%	Marginal (nearly a development need)
5	Sound	41 – 50%	OK
6	Sound	51 – 60%	Sound
7	Sound	61 – 70%	Very sound (nearly strong)
8	Strong	71 – 80%	Minor strength
9	Strong	81 – 90%	Clear strength
10	Strong	91 – 100%	Exceptional strength

APPENDIX 4: ACHIEVING THROUGH OTHERS (ALTERNATIVE PROJECT/MATRIX MANAGEMENT VERSION)

Effectively delegate and maintain oversight of work responsibilities; to leverage others' capability to deliver outcomes for customers.

LEVEL	ROLE EXPECTATIONS	TYPICAL CAPABILITY DESCRIPTION*
10B 9B 8B	*Span of control: Very large group* Managing and leading a very large project or work programme, with: › over 1000 staff. › a complete range of functions and professional disciplines. › multiple project layers below the role (four or more). › multiple geographical locations.	› **Delegates through senior programme managers** (i.e. empower and support their reporting programme managers to effectively manage their project or work programme responsibilities). › **Maintains strategic oversight** (i.e. leverages sophisticated systems and metrics to monitor the performance of their project or work programme, adjusts their level of oversight to reflect the needs of the situation, swiftly picks up on emerging issues, and keeps in touch with the 'reality at the front line').
7B 6B	*Span of control: Large group* Managing and leading a large project or work programme, requiring the participation of: › over 200 staff. › a diverse range of functions and professional disciplines. › multiple project layers below the role (three or more).	› **Delegates through programme managers** (i.e. empower and support their reporting project managers to effectively manage their project or work programme responsibilities). › **Maintains oversight through multiple project layers** (i.e. leverages robust systems and metrics to monitor the performance of their project or work programme, adjusts their level of oversight to reflect the needs of the situation, swiftly picks up on emerging issues, and keeps in touch with the 'reality at the front line').
5B 4B	*Span of control: Medium group* Managing and leading a medium-sized project or work programme, requiring the participation of: › over 50 staff. › a range of professional disciplines. › multiple project layers (i.e. leading project managers or similar).	› **Delegates to project managers** (i.e. empower and support their reporting project managers to effectively deliver their individual projects or work programmes). › **Maintains appropriate oversight of work in their area** (i.e. leverages metrics and reporting mechanisms to monitor the performance of their project or work programme, adjusts their level of oversight to reflect the needs of the situation, and swiftly picks up on emerging issues).
3B 2B	*Span of control: Team* Managing a small project or work programme (i.e. requiring the participation of four or more staff).	› **Delegates to individuals** (i.e. empower and support the project team to effectively deliver on delegated tasks and duties). › **Maintains oversight of delegated work** (i.e. adjusts their level of oversight to reflect the needs of the situation, and swiftly picks up on emerging issues).
1B	*Span of control: Team/Individual* Delivering results as an individual contributor.	*This capability is not relevant to roles which do not require delegating work.* *Note that this alternative version is suitable only for leaders who do not have direct line management responsibility for staff. *See also 'Dealing with roles that are between levels' on p. 27.*

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