“GREAT LEADERS DON’T SET OUT TO BE A LEADER... THEY SET OUT TO MAKE A DIFFERENCE. IT’S NEVER ABOUT THE ROLE – ALWAYS ABOUT THE GOAL.”

LISA HAISHA
This Resource helps you to recruit and select using the Leadership Success Profile (LSP). To use this Resource it’s helpful to have a working knowledge of the LSP. Go to myLSP.ssc.govt.nz to learn about the LSP and how it applies to roles. You can also use the Expanded Guide to the LSP to get more detailed information.

This Resource gives you suggested interview questions for each capability, what you are looking for (criteria) and lists of additional assessment tools. To help you recruit the capabilities have been grouped by whether they indicate ‘readiness’ (which is how ready a person is to take on the level of challenges in a role) or whether they indicate ‘potential’ (which is a person’s longer term potential to excel in more senior leadership roles). For the capabilities that indicate readiness, it also has an experience question to explore a candidate’s experience if it is not clear from their CV that they have the level of experience needed for the role.

Use the Resource as a starting point to design your recruitment and selection process. Pick one of the three suggested interview questions for the capabilities you want to assess and decide whether you’ll use other assessment tools as part of your process. You can add to or change the suggested interview questions based on the specific requirements of your role. The LSP Recruitment and Selection Guide can help you with this. The Guide tells you how to recruit using the LSP and has general best practice tips and advice for recruiting and selecting great leaders.
SECTION 01

CAPABILITIES THAT INDICATE READINESS
The 10 capabilities from the LSP that indicate readiness suggest how ready a person is to take on challenges in that specific capability area. These readiness capabilities are typically built through specific on-the-job experiences and training. These include:

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<td>› Leading strategically</td>
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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.

**Experience Question**

Tell us about your most significant experience of developing and/or implementing strategy.

› What was your specific role in developing and implementing the strategy?
› What impact did the strategy have?

**Suggested Assessment Tools (in order of relevance)**

› Media interview simulation
› Personality questionnaire
› Cognitive or critical reasoning tests
› Other simulations (i.e. coaching and performance management)
› Group exercise
› Presentation exercise

**Common Derailers (barriers to performance)**

› 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).
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<td>10</td>
<td>What example best demonstrates your ability to think at a wider system level (i.e. see government issues through a range of lenses and stakeholder perspectives)?</td>
<td>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).</td>
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<td>9</td>
<td>What results did you achieve? What are the key strategic challenges of the role? If appointed, how would you overcome these?</td>
<td>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).</td>
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<td>8</td>
<td>How have you engaged others across the broader sector with your organisation’s vision, values, and purpose? What example best demonstrates your ability to challenge the status quo within your organisation or sector? How did this progress your organisation or sector’s thinking?</td>
<td>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).</td>
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<td>7</td>
<td>Describe a time when you have designed a strategic initiative. How did you design and plan the initiative? Describe the steps you have taken to help others understand your organisation’s vision and strategic objectives. What level of buy-in to your organisation’s vision and strategic objectives have you gained? Thinking about the role you are seeking, what skills and experience do you bring that would most help you to challenge the status quo? In what areas would this add the most value?</td>
<td>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).</td>
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<td>6</td>
<td>What are the key strategic challenges of the role? How did you plan the work? Describe a time when you provided a suggestion which helped others to think differently about an issue. How did your suggestion lead to improved results? Tell us about a situation where you took a long-term view of an immediate issue. What prompted you to do this?</td>
<td>Progresses current thinking 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 very high levels of complexity and ambiguity).</td>
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<td>5</td>
<td>Describe a time when you helped someone understand your team’s, business unit’s, or department’s objectives. How effective was your approach? Describe the biggest setback you have experienced when implementing a new strategy. What would you do differently next time? Thinking about the role you are seeking, how would you engage your team in the organisation’s vision? How would you make the vision ‘real’ for people?</td>
<td>Progresses current organisational thinking (i.e. challenges the organisation’s status quo; and progresses strategic thinking across the wider organisation).</td>
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<td>4</td>
<td>What is the biggest challenge you have faced in your current role? How did you plan to overcome it? Describe a time when you helped someone understand their team’s, business unit’s, or department’s objectives. How effective was your approach? Describe the biggest setback you have experienced when implementing a new strategy. What would you do differently next time? Thinking about the role you are seeking, how would you engage your team in the organisation’s vision? How would you make the vision ‘real’ for people?</td>
<td>Progresses current thinking (i.e. provides suggestions and alternative perspectives on organisational issues).</td>
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<td>3</td>
<td>Tell us about work you have done which contributed to your group or organisation’s strategic objectives and vision. (This could include contributions to voluntary or community organisations). How did you plan the work?</td>
<td>Engages team in the vision (i.e. clearly articulates their team’s role in achieving the organisational vision; and engages their team in the vision).</td>
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<td>2</td>
<td>In what areas would this add the most value? How did your suggestion lead to improved results? Tell us about a situation where you took a long-term view of an immediate issue. What prompted you to do this?</td>
<td>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).</td>
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<td>1</td>
<td>What is the biggest challenge you have faced in your current role? How did you plan to overcome it?</td>
<td>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).</td>
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LEADING WITH INFLUENCE

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

Experience Question
Tell us about your most significant experience of influencing people or gaining buy-in to an initiative.
› What impact did the initiative have?

Suggested Assessment Tools (in order of relevance)
› Simulation (i.e. coaching, performance management, media interview).
› Group exercise
› Personality questionnaire
› Presentation exercise

Common Derailers (barriers to performance)
› 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’.
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| 10    | **Tell us about when you have led an initiative that charted a clear direction for the broader sector.**  
› How did you gain buy-in?  
Tell us about a time when you persuaded or influenced a Chief Executive, Board member, or similar senior individual.  
› What were the outcomes?  
In the role you are seeking, who do you anticipate might be the most challenging stakeholders to persuade and influence?  
› What will be key to bringing these stakeholders on board? | › 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 senior leadership impact and gravitas (i.e. conveys energy, urgency, confidence, and a sense of ease in taking a senior leadership role in a very broad range of highly challenging situations). |
| 9     | **Tell us about when you have led an initiative which charted a clear direction for a large group of people.**  
› How did you communicate the direction in a way that resonated with them?  
Tell us about a recent occasion which has challenged your ability to communicate to an audience who were quite different from yourself (e.g. different backgrounds, areas of expertise, or personalities).  
› What were some of the things that you did to ensure that your messages ‘hit the mark’?  
In the role you are seeking, what do you see as the key challenges to gaining buy-in to your initiatives?  
› How would you overcome these? | › 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). |
| 8     | **Tell us about when you have led an initiative which charted a clear direction for a large group of people.**  
› How did you communicate the direction in a way that resonated with them?  
Tell us about a recent occasion which has challenged your ability to communicate to an audience who were quite different from yourself (e.g. different backgrounds, areas of expertise, or personalities).  
› What were some of the things that you did to ensure that your messages ‘hit the mark’?  
In the role you are seeking, what do you see as the key challenges to gaining buy-in to your initiatives?  
› How would you overcome these? | › 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). |
| 7     | **Tell us about a recent time when you needed to communicate something important to a group of people** (e.g. your customers, your peers, and more senior managers).  
› How did you ensure these messages resonate with these staff and stakeholders? | › 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). |
| 6     | **Tell us about a time you had to reach agreement with internal teams or external organisations when there was little trust to begin with.**  
› How did you approach this?  
What example best demonstrates your ability to really inspire a group of people?  
› How did you achieve this?  
If appointed, what would be the key messages you would convey to your staff and stakeholders to gain buy-in to the initiatives you would be leading?  
› How would you ensure these messages resonate with these staff and stakeholders? | › 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 very wide range of audiences, such as community stakeholders, 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). |
| 5     | What recent occasion has most required you to show assertive leadership and chart a clear direction?  
› How did others respond?  
Tell us about a situation where you faced resistance from someone about the direction you were setting.  
› How did you address their concerns?  
Given what you know about the role you are seeking, what aspects of your personal communication and/or influencing style do you believe will be an asset in the role? | › 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). |
| 4     | **Describe a recent time when you needed to persuade someone about an idea.**  
› How did you convince them?  
Tell us about a recent time when you needed to communicate something important to a group of people (for example, give a presentation or lead a discussion at a team meeting).  
› How did you ensure that your messages ‘hit the mark’ with your audience?  
In retrospect, what would you change about how you ‘packaged’ your key messages?  
Given what you know about the role you are seeking, tell us about what communication style or styles you think will work best with different audiences (e.g. your customers, your peers, and more senior managers)? | › 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.

Experience Question
Tell us about your most significant experience of lifting organisational performance by driving innovation and/or continuous improvement.
› What impact did the improvements have?

Suggested Assessment Tools (in order of relevance)
› Personality questionnaire
› Performance management simulation
› Presentation exercise

Common Derailers (barriers to performance)
› 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).
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<td>Tell us about a recent, large scale improvement you have led that achieved significant gains in organisational effectiveness and/or efficiency. What was the outcome? Tell us about a time when you created an organisational culture where people seized opportunities to enhance business performance. How did you approach this? What benefits did you see? What opportunities do you see for innovation in the role you have applied for?</td>
<td>✓ 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).</td>
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<td>9</td>
<td>When have you taken responsibility for implementing a new business system or process across your group? What improvements occurred as a result? Tell us how you have driven continuous improvement in your current role. What difference has this made to customer outcomes? If appointed, how would you go about encouraging innovation across the group? What do you think will be key to doing this?</td>
<td>✓ 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).</td>
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<td>8</td>
<td>What example best illustrates your ability to improve group systems and processes? What gains did you see in group performance? How you have empowered your staff to improve customer outcomes? How did you decide on your approach? What is the most innovative solution you have implemented within your group? Why was this particularly innovative?</td>
<td>✓ 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).</td>
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<td>7</td>
<td>Tell us about a recent suggestion you made which has improved effectiveness and efficiency across a team. (This could include contributions to voluntary or community organisations). What prompted you to make this suggestion? What do you see as key to creating a culture of continuous improvement (i.e. where people are encouraged and empowered to identify and seize opportunities to enhance business performance)? How have you encouraged others to be innovative? What was the outcome?</td>
<td>✓ 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).</td>
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<tr>
<td>6</td>
<td>Can you tell us about a recent change you have made to how you do your work, to improve your effectiveness and efficiency? What were the benefits of this change? What is the most innovative or creative idea you have put forward or acted on? How did this help lift operational performance? Thinking about the role you are seeking, what skills or knowledge do you bring which might help you contribute to improving how the team does its work?</td>
<td>✓ Supports organisational performance (i.e. suggests and acts on opportunities to do things differently and improves processes to achieve gains in effectiveness and efficiency).</td>
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ENHANCING SYSTEM PERFORMANCE

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

Experience Question
Tell us about your most significant experience of leading or working on a cross-Government initiative.

› What impact did the initiative have?

Suggested Assessment Tools (in order of relevance)

› Group exercise
› Personality questionnaire
› Simulations (i.e. coaching, performance management, or media interview)
› Presentation exercise

Common Derailers (barriers to performance)

› 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.
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| 10    | **Tell us how you have led a system-wide approach to an issue.**  
› What were the benefits of taking this approach?  
What example best illustrates your ability to leverage a relationship with a challenging stakeholder group to deliver system outcomes?  
What opportunities do you see for taking a systems approach to issues in the role you are seeking? | › Provides whole-of-system leadership (i.e. leverages strong relationships with CEOs, 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. |
| 9     | **What to Look For (Criteria)** | |
| 8     | **Tell us about the example that best illustrates your contribution to a senior leadership team.**  
› What was particularly effective about your approach?  
If appointed, how would you go about adopting an organisation-wide approach to your leadership?  
› What do you see as the key benefits of doing this?  
What example best illustrates your ability to take a systems approach to issues?  
› What lessons did you learn that you would apply in the role you are seeking? | › Provides cross-organisational leadership (i.e. contributes to the senior leadership team, leads collaboration across the organisation, and encourages their staff 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 agencies work in concert to deliver outcomes for customers and New Zealand]). |
| 7     | **Tell us about a time where you have achieved an outcome by creating opportunities for collaboration across your organisation.**  
› What prompted you to do this?  
Describe a time where you leveraged relationships across the public and/or private sector in order to deliver organisational outcomes.  
› What would you do differently with the benefit of hindsight?  
Who do you see as your key external stakeholders in the role you are seeking?  
› How would you build relationships with these stakeholders? | › Provides cross-organisational leadership (i.e. contributes to their leadership team [of peers], creates opportunities for collaboration across the organisation, and encourages their staff to adopt an organisation-wide view).  
› Provides sector leadership (i.e. leverages strong relationships with a range of managers across the public and/or private sector to deliver organisational outcomes; and advocates a systems approach to issues [i.e. where agencies work in concert to deliver outcomes for customers and New Zealand]). |
| 6     | **Tell us about a time where you have achieved an outcome by creating opportunities for collaboration across your organisation.**  
› What prompted you to do this?  
Describe a time where you leveraged relationships across the public and/or private sector in order to deliver organisational outcomes.  
› What would you do differently with the benefit of hindsight?  
Who do you see as your key external stakeholders in the role you are seeking?  
› How would you build relationships with these stakeholders? | › Provides cross-organisational leadership (i.e. contributes to their leadership team [of peers], creates opportunities for collaboration across the organisation, and encourages their staff to adopt an organisation-wide view).  
› Provides sector leadership (i.e. leverages strong relationships with a range of managers across the public and/or private sector to deliver organisational outcomes; and advocates a systems approach to issues [i.e. where agencies work in concert to deliver outcomes for customers and New Zealand]). |
| 5     | **Tell us about the most recent time that you helped an internal stakeholder (i.e. a colleague who is not a member of your immediate team).**  
› What were the goals you were seeking to achieve (by offering to help)?  
If appointed, how would you encourage an organisation-wide view in your team?  
› What do you think will have the biggest impact?  
Tell us about a piece of work you have lead that involved external stakeholders working together to deliver outcomes.  
› What made this challenging?  
What advantages did having multiple teams involved bring? | › Manages internal relationships (i.e. contributes to their management team [of peers], works collaboratively with others across the organisation, and encourages their 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). |
| 4     | **Tell us about the most recent time that you helped one of your peers with their work (i.e. someone within your team).**  
› What prompted you to offer assistance?  
If appointed, how would you encourage an organisation-wide view in your team?  
› What do you think will have the biggest impact?  
Tell us about a piece of work you have lead that involved external stakeholders working together to deliver outcomes.  
› What made this challenging?  
What advantages did having multiple teams involved bring? | › 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). |
| 3     | **Tell us about the most recent time that you helped one of your peers with their work (i.e. someone within your team).**  
› What prompted you to offer assistance?  
If appointed, how would you encourage an organisation-wide view in your team?  
› What do you think will have the biggest impact?  
Tell us about a piece of work you have lead that involved external stakeholders working together to deliver outcomes.  
› What made this challenging?  
What advantages did having multiple teams involved bring? | › 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). |
| 2     | **Tell us about the most recent time that you helped one of your peers with their work (i.e. someone within your team).**  
› What prompted you to offer assistance?  
If appointed, how would you encourage an organisation-wide view in your team?  
› What do you think will have the biggest impact?  
Tell us about a piece of work you have lead that involved external stakeholders working together to deliver outcomes.  
› What made this challenging?  
What advantages did having multiple teams involved bring? | › 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). |
| 1     | **Tell us about the most recent time that you helped one of your peers with their work (i.e. someone within your team).**  
› What prompted you to offer assistance?  
If appointed, how would you encourage an organisation-wide view in your team?  
› What do you think will have the biggest impact?  
Tell us about a piece of work you have lead that involved external stakeholders working together to deliver outcomes.  
› What made this challenging?  
What advantages did having multiple teams involved bring? | › 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.

Experience Question
Tell us about your level of experience in working with Ministers, MPs, local government, or other political representatives.
› What role did you take (e.g. providing information, giving advice, or leading the relationship on behalf of your organisation)?

Suggested Assessment Tools
› Media interview simulation
› Personality questionnaire
› Group exercise

Common Derailers (barriers to performance)
› 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.
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| 10    | Describe the most challenging relationship you have led with a political representative.  
  › What made this relationship challenging?  
  › How did you overcome this?  
  Tell us about a situation where you successfully influenced a political representative about a highly sensitive issue.  
  › What prompted you to provide this advice?  
  In the role you have applied for, what do you see as the Government’s strategic concerns?  
  › How would you ensure you provided credible advice on these areas? | › 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). |
| 9     | Tell us about a relationship you built with a political representative.  
  › How would you describe the quality of your relationship?  
  Describe a time when you successfully influenced a political representative on a sensitive matter.  
  › How did you decide on your approach?  
  Describe a time when you guided others through an ambiguous political situation.  
  › How effective was your approach? | › 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). |
| 8     | What situation best illustrates your ability to build credibility with political representatives.  
  › What was key to your success?  
  Where have you provided advice to a political representative that they did not want to hear?  
  › What approach did you take?  
  › What was the outcome?  
  In the role you are seeking, what sensitive political issues do you anticipate you will encounter?  
  › How would you navigate these? | › 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). |
| 7     | Tell us about a time when you anticipated Ministerial or political interest in an issue or project.  
  › What alerted you to the possible political interest?  
  What actions did you take to proactively manage the political interest?  
  Describe an example when you provided advice to political representatives on a complex issue.  
  › How did you decide on your key messages?  
  › How was your advice received?  
  Tell us about a situation where you effectively navigated a sensitive political issue.  
  › What was the outcome? | › 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). |
| 6     | What situation best illustrates your ability to build credibility with political representatives.  
  › What was key to your success?  
  Where have you provided advice to a political representative that they did not want to hear?  
  › What approach did you take?  
  › What was the outcome?  
  In the role you are seeking, what sensitive political issues do you anticipate you will encounter?  
  › How would you navigate these? | › 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). |
| 5     | Tell us about a situation where you successfully influenced a political representative.  
  › How did you decide on your approach?  
  In the role you are seeking, what sensitive political issues do you anticipate you will encounter?  
  › How would you navigate these? | › 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). |
| 4     | How would you describe your understanding of the ‘machinery of government’ (i.e. how the government and public sector work)?  
  › What learning experiences have helped you to build your understanding?  
  What aspects of your understanding of the ‘machinery of government’ would you like to strengthen?  
  Tell us about the recent work or project you have completed which has been the most politically sensitive.  
  › How did you take account of the political sensitivities in your work?  
  What do you anticipate might be the most politically sensitive aspects of the work in the role you are seeking?  
  › How would you take these sensitivities into account in your approach? | › 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). |
| 3     | How would you describe your understanding of the ‘machinery of government’ (i.e. how the government and public sector work)?  
  › What learning experiences have helped you to build your understanding?  
  What aspects of your understanding of the ‘machinery of government’ would you like to strengthen?  
  Tell us about the recent work or project you have completed which has been the most politically sensitive.  
  › How did you take account of the political sensitivities in your work?  
  What do you anticipate might be the most politically sensitive aspects of the work in the role you are seeking?  
  › How would you take these sensitivities into account in your approach? | › 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). |
| 2     | How would you describe your understanding of the ‘machinery of government’ (i.e. how the government and public sector work)?  
  › What learning experiences have helped you to build your understanding?  
  What aspects of your understanding of the ‘machinery of government’ would you like to strengthen?  
  Tell us about the recent work or project you have completed which has been the most politically sensitive.  
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  What do you anticipate might be the most politically sensitive aspects of the work in the role you are seeking?  
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  › What learning experiences have helped you to build your understanding?  
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  › How would you take these sensitivities into account in your approach? | › 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). |
MANAGING WORK PRIORITIES

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

**Experience Question**

Refer to ‘Achieving through others’.

**Suggested Assessment Tools**

› Personality questionnaire

**Common Derailers (barriers to performance)**

› 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).
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<td>Describe a time when you worked across multiple agencies to achieve a strategic outcome. How did you allocate time and resources to deliver on the work? Talk through a crisis situation that you had to manage unexpectedly for your organisation. How did you ensure you delivered on other priorities? What would have further enhanced your ability to manage this situation? In the role you are seeking, how would you know if you are spending time in the areas where you can make the greatest contribution? How would you establish your critical priorities if appointed?</td>
<td>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).</td>
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<td>9</td>
<td>Tell us about a time that best illustrates your ability to successfully manage a diverse set of both short and long term work commitments for your group. How successful were you? What could you have done to further improve how you managed this? Talk through a recent situation where you chose to re-prioritise your work commitments. How do you go about it? If appointed to the role, how will you allocate your time and resources across your competing priorities? What will be key to successfully balancing your priorities?</td>
<td>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).</td>
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<td>8</td>
<td>Talk us through a situation where you have been responsible for a group delivering work to deadline in particularly challenging circumstances. Describe a situation where you deprioritised an area of work for your group in order to focus on more important priorities. How did you make this decision? Talk us through a situation that best demonstrates your ability to manage competing expectations and priorities. How did you ensure you delivered on your commitments?</td>
<td>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).</td>
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<td>7</td>
<td>What is the situation that best demonstrates your ability to plan and organise the work of a team? Talk us through the approach you took. What unexpected obstacles arose? How did you deal with these? How did your approach to delivery of short term objectives differ from that of long term? When did you last adjust the focus of your team in response to unexpected demands? How did you ensure that business as usual continued to be delivered? What one thing could you have done to deliver a better outcome? Tell us about a time when you had to deliver on multiple commitments. How did you prioritise your time?</td>
<td>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).</td>
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<td>6</td>
<td>Tell us about a time when you had to deliver on multiple commitments. What will be key to successfully balancing your priorities? If appointed to the role, how will you allocate your time and resources across your competing priorities? What will be key to successfully balancing your priorities?</td>
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<td>Describe a time when you worked across multiple agencies to achieve a strategic outcome. How did you allocate time and resources to deliver on the work? Talk through a crisis situation that you had to manage unexpectedly for your organisation. How did you ensure you delivered on other priorities? What would have further enhanced your ability to manage this situation? In the role you are seeking, how would you know if you are spending time in the areas where you can make the greatest contribution? How would you establish your critical priorities if appointed?</td>
<td>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).</td>
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<td>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. takes a deliberate work management approach which strikes an effective balance between proactive and responsive work activities).</td>
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<td>Tell us about a time when you had to deliver on multiple commitments. What will be key to successfully balancing your priorities? If appointed to the role, how will you allocate your time and resources across your competing priorities? What will be key to successfully balancing your priorities?</td>
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<td>What is the situation that best demonstrates your ability to plan and organise the work of a team? Talk us through the approach you took. What unexpected obstacles arose? How did you deal with these? How did your approach to delivery of short term objectives differ from that of long term? When did you last adjust the focus of your team in response to unexpected demands? How did you ensure that business as usual continued to be delivered? What one thing could you have done to deliver a better outcome? Tell us about a time when you had to deliver on multiple commitments. How did you prioritise your time?</td>
<td>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. takes a deliberate work management approach which strikes an effective balance between proactive and responsive work activities).</td>
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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.

*Interview questions tailored for those who have project or matrix management responsibilities without line management responsibilities is provided on page 19.*

**Experience Question**
Could you confirm the number of staff you have managed in your recent roles?
› What was the range of functions and professional disciplines you managed?
› Were all of your staff based in one location, or were some based in other parts of the country?

Candidate experience in this area can often be assessed based on their curriculum vitae.

**Suggested Assessment Tools**
› Performance management simulation
› Personality questionnaire
› Coaching simulation

**Common Derailers (barriers to performance)**
› 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.
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| 10    | What do you typically do to keep in touch with issues at the front line?  
› What metrics or information did you rely on?  
In the role you are seeking, how would you ensure you effectively manage through layers?  
› What principles would guide your approach?  
What recent situation best illustrates your ability to empower your direct reports to manage their functional area of responsibility?  
› What was effective about your approach?  
› What could you have done differently? |  
› 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’). |
| 9     | Describe a situation where you picked up on an emerging issue on a project managed by one of your direct reports.  
› How did you find out about this?  
› What actions did you take?  
Describe a situation when people in your group already had a full workload and something critical needed to be completed.  
› How did you manage this?  
Tell us about a time when you have had to step backwards to allow others to deliver on a piece of work.  
› How did you maintain oversight of the work without taking control? |  
› 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’). |
| 8     | What steps do you take to ensure work you delegate is completed successfully?  
› What could you improve?  
Talk us through a situation where you decided not to delegate piece of work.  
› Why did you decide to retain that work?  
› What was the outcome?  
Describe a situation that best illustrates your ability to pick up on an emerging issue within your group.  
› What alerted you to the issue? |  
› 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). |
| 7     | If appointed to this role, what would you do to ensure that members of your team are completing delegated work to the required standard?  
Talk us through a recent situation where you have had to be careful not to micromanage your staff (or a project).  
› What led you to take this approach?  
Talk us through a situation where you have offered a stretch assignment to a member of your team.  
› Why did you decide to offer it to them?  
› What was the outcome? |  
› 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). |
| 6     | Describe a situation where you picked up on an emerging issue on a project managed by one of your direct reports.  
› How did you find out about this?  
› What actions did you take?  
Describe a situation when people in your group already had a full workload and something critical needed to be completed.  
› How did you manage this?  
Tell us about a time when you have had to step backwards to allow others to deliver on a piece of work.  
› How did you maintain oversight of the work without taking control? |  
› Delegates through group managers (i.e. empower and support their direct reports to effectively manage their areas of responsibility 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’). |
| 5     | What steps do you take to ensure work you delegate is completed successfully?  
› What could you improve?  
Talk us through a situation where you decided not to delegate piece of work.  
› Why did you decide to retain that work?  
› What was the outcome?  
Describe a situation that best illustrates your ability to pick up on an emerging issue within your group.  
› What alerted you to the issue? |  
› 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). |
| 4     | If appointed to this role, what would you do to ensure that members of your team are completing delegated work to the required standard?  
Talk us through a recent situation where you have had to be careful not to micromanage your staff (or a project).  
› What led you to take this approach?  
Talk us through a situation where you have offered a stretch assignment to a member of your team.  
› Why did you decide to offer it to them?  
› What was the outcome? |  
› 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). |
| 3     | This capability is not relevant to non-management roles. |
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.

Note that this alternative version is suitable only for leaders who do not have direct line management responsibility for staff.

Experience Question
Could you confirm the number of staff working on programmes or projects you have managed in your recent roles?

What was the range of functions and professional disciplines you managed?

Were all of the staff based in one location, or were some based in other parts of the country?

Participant experience in this area can often be assessed based on their curriculum vitae.

Suggested assessment tools
› Performance management simulation
› Personality questionnaire
› Coaching simulation

Common Derailers (barriers to performance)
› 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.
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| 10B   | What do you typically do to keep in touch with issues at the front line?  
› What metrics or information did you rely on?  
In the role you are seeking, how would you ensure you effectively manage through layers?  
› What principles would guide your approach?  
What recent situation best illustrates your ability to empower people to manage their functional area of responsibility?  
› What was effective about your approach?  
› What could you have done differently?  | 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’). |
| 9B    | Describe a situation where you picked up on an emerging issue on a programme or project.  
› How did you find out about this?  
› What actions did you take?  
Describe a situation when your programme or project already had a full workload and something critical needed to be completed.  
› How did you manage this?  
Tell us about a time when you have had to step backwards to allow others to deliver on a piece of work.  
› How did you maintain oversight of the work without taking control?  | 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’). |
| 8B    | What steps do you take to ensure work you delegate is completed successfully?  
› What could you improve?  
Talk us through a situation where you decided not to delegate piece of work.  
› Why did you decide to retain that work?  
› What was the outcome?  
Describe a situation that best illustrates your ability to pick up on an emerging issue.  
› What alerted you to the issue?  | 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). |
| 7B    | If appointed to this role, what would you do to ensure that members of the project team are completing delegated work to the required standard?  
Talk us through a recent situation where you have had to be careful not to micromanage a project.  
› What led you to take this approach?  
Talk us through a situation where you have offered a stretch assignment to a member of a project.  
› Why did you decide to offer it to them?  
› What was the outcome?  | 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). |
| 6B    | 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). |
| 5B    | This capability is not relevant to roles which do not require delegating work. |
ENHANCING PEOPLE PERFORMANCE

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

Experience Question
Refer to ‘Achieving through others’.

Suggested Assessment Tools (in order of relevance)
› Performance management simulation
› Personality questionnaire
› Coaching simulation

Common Derailers (barriers to 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 recognize 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.
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| 10    | What is the most sensitive performance issue you have managed involving a senior leader?  
› How did you navigate the sensitivities involved?  
› What was the outcome?  
› How could you have improved your approach?  
Tell us about how you would communicate your performance expectations if you were appointed to this role.  
› How would you decide the standards you set in areas outside your own technical expertise?  
Describe a time when you have successfully encouraged a direct report to set and reach an ambitious stretch goal for themselves.  
› What were the benefits for them and the organisation?  
› What was the result?  
› What was the outcome?  
› What was the outcome?  
› What was the outcome? | › 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). |
| 9     | What example best illustrates your ability to deal with an ambiguous and complex performance issue?  
› What worked well?  
› What would you do differently with hindsight?  
Talk us through a recent time when you have had to commission a complex task for one of your direct reports.  
› How did you go about doing this?  
› How could you enhance your ability to provide clear expectations?  
If you were appointed to this role, how would you ensure that each of your direct reports was delivering to their full potential? | › 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-model 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). |
| 8     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome?  
› What was the outcome?  
› What was the outcome?  
› What was the outcome? | › 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). |
| 7     | Take us through a recent situation where you had to provide some constructive feedback to someone.  
› What did you think about beforehand?  
› What was the result?  
› What would have improved your approach?  
What recent situation best illustrates your ability to motivate a direct report (or another team member) to achieve to a higher standard?  
› What was key to success?  
Talk us through a situation where you have had to set expectations for a team member when the parameters were ambiguous. | › 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). |
| 6     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome? |  |
| 5     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome? |  |
| 4     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome? |  |
| 3     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome? |  |
| 2     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome? |  |
| 1     | What situation best illustrates your ability to address a performance issue.  
› How did you decide on your approach?  
› What was the outcome?  
› What could you have done differently?  
In your most recent role, how do you manage your people’s performance?  
› How often do you meet with your direct reports and what do you discuss?  
What could you improve about these meetings?  
Tell us about a situation that demonstrates your ability to encourage high performance in your area.  
› How did you go about this?  
› What was the outcome? |  |

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.

Experience Question
Refer to ‘Achieving through others’.

Suggested Assessment Tools (in order of relevance)
› Coaching simulation
› Performance management simulation
› Personality questionnaire
› Presentation exercise

Common Derailers (Barriers To Performance)
› 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).
<table>
<thead>
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<th>SUGGESTED QUESTIONS</th>
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</table>
| 10    | **WHAT TO LOOK FOR (CRITERIA)** |  › 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). |
| 9     | How do you overcome these?  
   What recent situation best demonstrates your ability to develop a direct report’s self-awareness?  
   What was effective about your approach?  
   What have you done in previous roles to build capability across your organisation? How would you apply your learnings to this role? What could you do differently to take your skills in this area to the next level? |  › 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 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). |
| 8     | In your most recent role, how have you developed the managers who report to you?  
   What was the biggest challenge you faced?  
   Tell us about a situation where you have introduced a development initiative to lift capability across your group.  
   What prompted you to do this?  
   Describe a time when you have successfully identified and developed a successor for a key role in your group.  
   What were the key principles of your approach?  
   Why were you successful? |  › 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 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). |
| 7     | How do you typically establish the strengths and development needs of the managers who report to you?  
   What could you improve about your approach?  
   What does coaching mean to you? Define the qualities of a great coach.  
   How could you further develop your own coaching capability?  
   What has been your greatest success in developing a direct report?  
   What worked well?  
   What has been your greatest disappointment? |  › 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 helping them to deliver outcomes in their current roles and/or the roles they aspire to).  
   › Develops work area capability (i.e. takes a purposeful approach to developing managers to deliver outcomes in their current roles and/or the roles they aspire to).  
   › Develops work area capability (i.e. takes a purposeful and proactive approach to succession planning and building diverse people capability across their area of responsibility). |
| 6     | Please give us an example of when you have successfully developed a member of your team.  
   Why was your approach successful?  
   What could you have done differently?  
   What do you see as the most effective development strategy or tool?  
   Why? How have you applied this strategy in your previous role?  
   Talk us through your most recent development discussion with a direct report.  
   What did you focus on? Why? |  › Coaches and mentors individuals (i.e. invests time in coaching and mentoring their staff, to assist them to 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). |
| 5     | Tell us about a recent time when you helped someone to learn or further develop a skill.  
   What did you do to make it easy for them to learn?  
   How much progress did they make?  
   Tell us about a recent time when you shared your experiences and learnings? (For example, knowledge from a course, or ‘lessons learnt’ from something that went wrong).  
   What prompted you to share this information with others?  
   How did it help them to be more effective in their roles?  
   Thinking about the role you are seeking, what knowledge and skills do you bring which you might be able to share with the rest of the team? |  › Develops others (i.e. share own experiences and learnings; and demonstrate and teach specific technical skills). |
Identifying and developing our talent

ENHANCING TEAM PERFORMANCE

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

Experience Question
Refer to ‘Achieving through others’.

Suggested Assessment Tools (in order of relevance)
› Personality questionnaire
› Group exercise

Common Derailers (barriers to 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).
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<th>LEVEL</th>
<th>SUGGESTED QUESTIONS</th>
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</table>
| **10** | What example best illustrates your ability to build a high performing executive team?  
› What was key to your success?  
Tell us about your most recent experience recruiting for a role in your team.  
› How did you establish your expectations with them?  
Describe a time when you have effectively managed dysfunction within a team.  
› What approach did you take?  
› What was the outcome? | › 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). |
| **9** | What have been the greatest challenges you have faced in building a team?  
› What are the objectives and expectations for your current team?  
› How did you define these?  
› How do you ensure everyone is ‘on board’ with these?  
Talk us through a time when there was confusion amongst your team regarding roles and responsibilities.  
› What action did you take?  
› What was the outcome? | › 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). |
| **8** | Talk us through the most difficult team you have had to lead.  
› Why was it difficult?  
› How did you handle this?  
When, and how, have you created a high performing team?  
› What impact did this have on customer outcomes?  
Talk us through a recent situation where there was a conflict within your team.  
› How did you find out about this?  
› What did you do to resolve it? | › 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). |
| **7** | If you were appointed, how would you ensure your team performs successfully?  
› What key techniques would you use?  
Tell us about a time where you have picked up on an issue about the way your team was interacting.  
› How did you resolve this?  
Define the characteristics of a high performing team.  
› What do you do to encourage a high performing team environment?  
› In what areas could you enhance your skills? | › 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). |
| **6** | Talk us through a time when you have picked up on an issue about the way your team was interacting.  
› How did you resolve this?  
What action did you take?  
› What was the outcome? | › This capability is not relevant to non-management roles. |
02
CAPABILITIES THAT INDICATE POTENTIAL
The six capabilities of the LSP that indicate potential are required in all public sector leadership roles. They indicate a person’s longer term potential to excel in more senior leadership roles. These capabilities are typically not dependent on experience or training. Consequently, they do not have role expectation ladders, because everyone is expected to meet the same standard.

Navigating for the future

ENGAGING OTHERS

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

Suggested Assessment Tools (in order of relevance)

- Simulations (i.e. coaching, performance management, and media interview).
- Group exercise
- Personality questionnaire
- Presentation exercise

Common Derailers (barriers to performance)

- 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).

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<tbody>
<tr>
<td>Tell us about a time when you built a personal connection with someone who was initially a bit standoffish or reserved.</td>
<td>Connects with others (i.e. makes a personal connection with people, puts them at ease, and shows an interest in them and their wellbeing).</td>
</tr>
<tr>
<td>How did you put them at ease?</td>
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<tr>
<td>How did building a personal connection help you to achieve your work goals?</td>
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</tr>
<tr>
<td>What recent situation illustrates your listening skills at their best?</td>
<td>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).</td>
</tr>
<tr>
<td>What skills did you demonstrate?</td>
<td></td>
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<tr>
<td>Tell us about a recent time when you picked up on what was not being said in a situation.</td>
<td>Communicates tactfully (i.e. conveys potentially sensitive messages in a diplomatic way).</td>
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<tr>
<td>What did you notice?</td>
<td></td>
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<tr>
<td>What did you do in response to your observation?</td>
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<tr>
<td>How did you ensure you displayed tact?</td>
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<tr>
<td>When you have most recently needed to convey a potentially sensitive message?</td>
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<tr>
<td>What prompted you to raise the matter?</td>
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<tr>
<td>As best as you can recall, what did you say?</td>
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<tr>
<td>How did the person respond?</td>
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</tbody>
</table>
ACHIEVING AMBITIOUS GOALS

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

Suggested Assessment Tools (in order of relevance)
› Personality questionnaire
› Simulations (i.e. coaching or performance management)
› Group exercise
› Presentation exercise

Common Derailers (barriers to performance)
› 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).

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<td>Tell us about a time when you have taken ownership of an issue (where you did not need to).</td>
<td>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)).</td>
</tr>
<tr>
<td>What prompted you to take ownership of the issue?</td>
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<tr>
<td>What actions did you take to resolve the issue?</td>
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<tr>
<td>What situation best illustrates your ability to persevere and achieve a significant business objective?</td>
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<tr>
<td>What did you do to retain direction and focus?</td>
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<tr>
<td>What were the outcomes you achieved?</td>
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<tr>
<td>Tell us about your most significant recent achievement.</td>
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<tr>
<td>What were the outcomes you achieved?</td>
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<tr>
<td>What was your specific role in achieving these outcomes?</td>
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</tbody>
</table>
CURIOUS

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

Suggested Assessment Tools (in order of relevance)
› Cognitive or critical reasoning tests
› Simulations (i.e. coaching or performance management)
› Personality questionnaire
› Media interview simulation
› Group exercise
› Presentation exercise

Common Derailers (barriers to performance)
› 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.

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<td>What situation best shows your ability to get to the heart of issues and uncover underlying causes.</td>
<td>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).</td>
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<tr>
<td>What did you notice, which helped you to really understand the situation?</td>
<td>Displays curiosity (e.g. identifies a range of alternative options and encourages others to critique their ideas).</td>
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<tr>
<td>What were the outcomes you achieved?</td>
<td>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).</td>
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<tr>
<td>Who is someone who often has different ideas from yours?</td>
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<td>What have you learnt from him or her?</td>
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<tr>
<td>Tell us about a previous decision you would now make differently with hindsight.</td>
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<tr>
<td>What did you learn from the situation?</td>
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<tr>
<td>What do you do differently now, to help you make better decisions?</td>
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</table>
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.

Suggested Assessment Tools (in order of relevance)
› Personality questionnaire
› Performance management simulation
› Media interview simulation
› Group exercise
› Coaching simulation

Common Derailers (barriers to performance)
› 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).

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<td>Tell us about a time when you have shown courage (e.g. you have taken the lead on a controversial issue).</td>
<td>Shows courage (i.e. makes the hard and unpopular decisions and takes the lead on controversial issues).</td>
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<tr>
<td>Why did the situation require courage?</td>
<td>Shows decisiveness (i.e. acts decisively when required, even when information is conflicting or incomplete).</td>
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<tr>
<td>What were the outcomes?</td>
<td>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).</td>
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<tr>
<td>What do you consider to be the best ‘big call’ you have made?</td>
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<tr>
<td>And the worst?</td>
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<tr>
<td>What made these the best and worst ‘big calls’ you have made?</td>
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<tr>
<td>Tell us about a situation where you faced an ethical dilemma.</td>
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<tr>
<td>What were the different factors that you considered and weighed up?</td>
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<tr>
<td>What did you learn from the situation?</td>
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</tbody>
</table>
RESILIENT

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

Suggested Assessment Tools (in order of relevance)
› Personality questionnaire
› Media interview simulation
› Other simulations (i.e. coaching and performance management)
› Group exercise
› Presentation exercise

Common Derailers (barriers to performance)
› 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’).

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<td>What has been your most recent setback at work?</td>
<td>Displays resilience (i.e. bounces back after setbacks; maintains focus and optimism in challenging situations; and adopts habits which maintain personal balance and wellbeing).</td>
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<tr>
<td>How did you recover?</td>
<td>Demonstrates composure (i.e. displays a calm and composed approach and a sense of perspective in challenging situations).</td>
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<tr>
<td>What did you learn from the situation?</td>
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<tr>
<td>How would you describe your work-life balance?</td>
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<tr>
<td>What do you do to maintain an appropriate work-life balance?</td>
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<tr>
<td>What makes it challenging to maintain a strong work-life balance?</td>
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<tr>
<td>What recent situation most tested your ability to stay calm and composed?</td>
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<tr>
<td>What was most irksome about the situation?</td>
<td></td>
</tr>
</tbody>
</table>
**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.

**Suggested Assessment Tools (in order of relevance)**

- Simulations (i.e. coaching or performance management)
- Personality questionnaire
- Media interview simulation
- Group exercise
- Presentation exercise

**Common Derailers (barriers to performance)**

- 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.

<table>
<thead>
<tr>
<th>SUGGESTED QUESTIONS</th>
<th>WHAT TO LOOK FOR (CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell us about a time you received feedback which surprised you.</td>
<td>Encourages feedback on own performance (i.e. actively encourages feedback on their leadership approach and/or work style from a range of sources).</td>
</tr>
<tr>
<td>How did you respond to this?</td>
<td>Self-assesses (i.e. reflects self-critically to develop a strong awareness of their preferences, strengths, and development needs).</td>
</tr>
<tr>
<td>Thinking about the role you are seeking, what are the key things you would need to do differently (compared with your current role)?</td>
<td>Adapts approach (i.e. adroitly adapts their approach to optimise their effectiveness with new and different situations and people).</td>
</tr>
<tr>
<td>What would be your key strengths in the role you are seeking?</td>
<td>Shows commitment to development (i.e. sets challenging self-development objectives; takes action; and achieves gains on the areas targeted for development).</td>
</tr>
<tr>
<td>What skills would you most need to improve?</td>
<td></td>
</tr>
<tr>
<td>What have you done to develop yourself in the past 5 years?</td>
<td></td>
</tr>
<tr>
<td>What difference has this made to your performance?</td>
<td></td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS
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To find out more about our work, visit us at http://www.ssc.govt.nz/leadershipandtalent

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