

OVERVIEW OF THE LSP CAPABILITIES

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

CAPABILITY AND OUTCOME	DESCRIPTORS (TO BE APPLIED AT REQUIRED LEVEL)	COMMON DERAILERS
Navigating for the future		
Leading strategically Think, plan, and act strategically; to engage others in the vision, and position teams, organisations, and sectors to meet customer and future needs.	<ul style="list-style-type: none"> › Thinks strategically › Progresses current thinking › Develops and implements strategy › Engages people in the vision 	<ul style="list-style-type: none"> › Overly caught up in the detail of day-to-day tasks. › Unclear about what they need to do to in practice to demonstrate strategic leadership. › Thinks of themselves as a ‘practical person’ who lacks talent for strategic thinking. › Impatient when there is no immediate and obvious practical application (so doesn’t value things like vision and strategy). › Uncomfortable with uncertainty (e.g. when required actions and outcomes are unclear).
Leading with influence Lead and communicate in a clear, persuasive, impactful, and inspiring way; to convince others to embrace change and take action.	<ul style="list-style-type: none"> › Leads with purpose › Persuades and inspires others › Communicates clearly › Demonstrates leadership impact and gravitas 	<ul style="list-style-type: none"> › Communicates and influences ‘on the fly’ rather than planning their communication and influencing approach. › Over-relying on one or two key influencing and inspiring strategies. › Lacking confidence and/or an expansive view of their ‘sphere of influence’.
Engaging others* Connect with people; to build trust and become a leader that people want to work with and for.	<ul style="list-style-type: none"> › Connects with others › Listens › Reads people and situations › Communicates tactfully 	<ul style="list-style-type: none"> › Focusing on the task rather than the people involved (so not considering the impact of their approach on people, or investing sufficient time in achieving people outcomes). › Over-relying on instinct to read people and understand their perspectives. › Assuming that other people see the world the same way, and are similarly motivated, to themselves. › Valuing privacy and/or seeing self as naturally reserved (and so not wanting to share information about self).
Stewardship		
Enhancing organisational performance Drive innovation and continuous improvement; to sustainably strengthen long-term organisational performance and improve outcomes for customers.	<ul style="list-style-type: none"> › Strengthens business performance › Fosters a continuous improvement culture › Leads innovation 	<ul style="list-style-type: none"> › Getting caught in reactive mode (so their time is spent ‘firefighting’ rather than investing in identifying improved ways of doing things and building robust processes and systems). › Taking the view that ‘leadership’ is more important than ‘management’ (and so don’t invest enough time in the practicalities). › Preferring the ‘tried and true’. › Not being aware of the frameworks they can leverage to analyse business performance and identify areas for improvement (so they don’t know where to start).
Enhancing system performance Work collectively across boundaries; to deliver sustainable and long-term improvements to system and customer outcomes.	<ul style="list-style-type: none"> › Provides organisational leadership (internal relationships) › Provides sector leadership (external relationships) 	<ul style="list-style-type: none"> › Don’t see organisational or sector leadership as an expectation of their role. › Strongly driven to achieve objectives for own area, at the expense of considering whole-of-organisation outcomes. › Strongly driven to achieve objectives for own organisation, at the expense of considering sector and whole-of-government outcomes.
Leading at the political interface Bridge the interface between government and the public sector; to engage political representatives and shape and implement the government’s policy priorities.	<ul style="list-style-type: none"> › Works with political representatives › Informs and influences political representatives › Navigates political issues 	<ul style="list-style-type: none"> › 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 <i>Curious</i> about the perspectives, motivators, and needs of the political representatives they work with.
Identifying and developing our talent		
Enhancing people performance Manage people performance and bring out the best in managers and staff; to deliver high quality results for customers.	<ul style="list-style-type: none"> › Sets clear expectations › Supports and reinforces high performance › Manages people performance 	<ul style="list-style-type: none"> › Hold unrealistic beliefs about their role as a manager, and/or have unrealistic expectations of people (e.g. believe that people should be entirely self-motivating, so they don’t put time into managing performance; or hold people to standards which are either unambitiously low, or unrealistically high). › Don’t require frequent positive feedback themselves, so they don’t recognise the need to provide it to others. › Don’t take the time to think from the perspective of people (so they don’t communicate a clear scope and expectations; provide clear instructions; or check whether the person is ‘on the same page’). › Lack confidence and skills in setting expectations and providing feedback in a tactful way. › Don’t want to hurt people’s feelings or risk straining relationships.

CAPABILITY AND OUTCOME	DESCRIPTORS (TO BE APPLIED AT REQUIRED LEVEL)	COMMON DERAILERS
Identifying and developing our talent continued		
Developing talent Coach and develop diverse talent; to build the people capability required to deliver outcomes.	<ul style="list-style-type: none"> › Coaches and mentors people › Develops individual capability › Develops collective capability 	<ul style="list-style-type: none"> › Operate from a ‘fixed’ mind-set about people’s capabilities and potential (so they are not optimistic about people’s ability to develop and grow). › Don’t see developing people as a key responsibility of their role. › Hold a narrow view of how people capability is developed (e.g. over-rely on sending people on courses). › Take a responsive rather than proactive approach to building people capability (e.g. focus only on those who actively seek development, high performers, less experienced people, or other specific groups).
Enhancing team performance Build cohesive and high performing teams; to deliver collective results that are more than the sum of individual efforts.	<ul style="list-style-type: none"> › Sets clear team objectives and expectations › Monitors team cohesion and performance › Strengthens team cohesion and performance 	<ul style="list-style-type: none"> › Find it hard to clearly articulate the team player behaviours they expect (so they don’t really know what they are aiming to achieve in this area). › Overly focused on building team cohesion (at the expense of enhancing team performance). › Overly focused on driving team performance (at the expense of building team cohesion).
Making it happen		
Achieving ambitious goals* Demonstrate achievement drive, ambition, optimism, and delivery-focus; to make things happen and achieve ambitious outcomes.	<ul style="list-style-type: none"> › Committed and tenacious › Ambitious 	<ul style="list-style-type: none"> › Not highly motivated to achieve more than is expected. › Pessimistic about their ability to achieve ambitious goals. › Overly focused on constraints and risk (rather than opportunities). › Feel that they need a mandate to act (rather than setting their own ambitious goals).
Managing work priorities Plan, prioritise, and organise work; to deliver on short and long-term objectives across the breadth of their role.	<ul style="list-style-type: none"> › Planned and organised › Purposeful about where they invest their time 	<ul style="list-style-type: none"> › Don’t see planning and organising as ‘real work’ (so these activities drop off when under pressure). › Find it hard to prioritise, decide what not to do, and deliver work which is ‘good enough’ (rather than aiming for perfection). › Find it hard to discipline themselves to focus on the work which is most critical to achieving objectives (rather than what they are comfortable with and enjoy).
Achieving through others Effectively delegate and maintain oversight of work responsibilities; to leverage the capability of direct reports and staff to deliver outcomes for customers.	<ul style="list-style-type: none"> › Delegates effectively › Maintains appropriate oversight of work 	<ul style="list-style-type: none"> › Feel uncomfortable with ‘letting go’ of ‘doing the work’ (e.g. because of discomfort with risk, wanting to hold on to tasks they enjoy and do well, or a belief that they can complete tasks more quickly or to a higher standard themselves). › Overly trusting.
Leadership character		
Curious* Show curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions.	<ul style="list-style-type: none"> › Thinks analytically and critically › Displays curiosity › Mitigates analytical and decision-making biases 	<ul style="list-style-type: none"> › Enjoy being busy ‘doing things’, and don’t make time for in-depth thinking and analysis. › Overconfident in their judgement and/or uncomfortable with acknowledging mistakes and gaps in their knowledge. › Don’t consider the ‘shades of grey’ or look beyond obvious or readily available information. › Don’t think broadly about the impact of their decisions (e.g. the practical implications and the reactions of those affected). › Unaware of common decision-making biases and the frameworks that can help to overcome them.
Honest and courageous* Delivers the hard messages, and makes unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand.	<ul style="list-style-type: none"> › Shows courage › Shows decisiveness › Leads with integrity 	<ul style="list-style-type: none"> › Concerned about what other people might think and about ‘fitting in’. › Don’t want to make the potential career sacrifices which could come from championing an unpopular point of view. › Unsure of their judgement about what the right way forward is. › Don’t step back and consider issues through an ethical lens (e.g. not clear about their ethical principles and what they stand for).
Resilient* Show composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus.	<ul style="list-style-type: none"> › Displays resilience › Demonstrates composure 	<ul style="list-style-type: none"> › Don’t recognise that they can choose how to respond to events (so they see their reactions as the consequence of external factors rather than their own decisions and beliefs). › Find it difficult to distinguish between their roles at work and themselves as individuals (so they interpret setbacks and criticism overly personally). › Believe that long hours and a total focus on work are desirable signs of commitment and ambition (so they don’t take time out to ‘look after themselves’).
Self-aware and agile* Leverage self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people.	<ul style="list-style-type: none"> › Encourages feedback on own performance › Can self-assess › Adapts approach › Shows commitment to development 	<ul style="list-style-type: none"> › 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.