

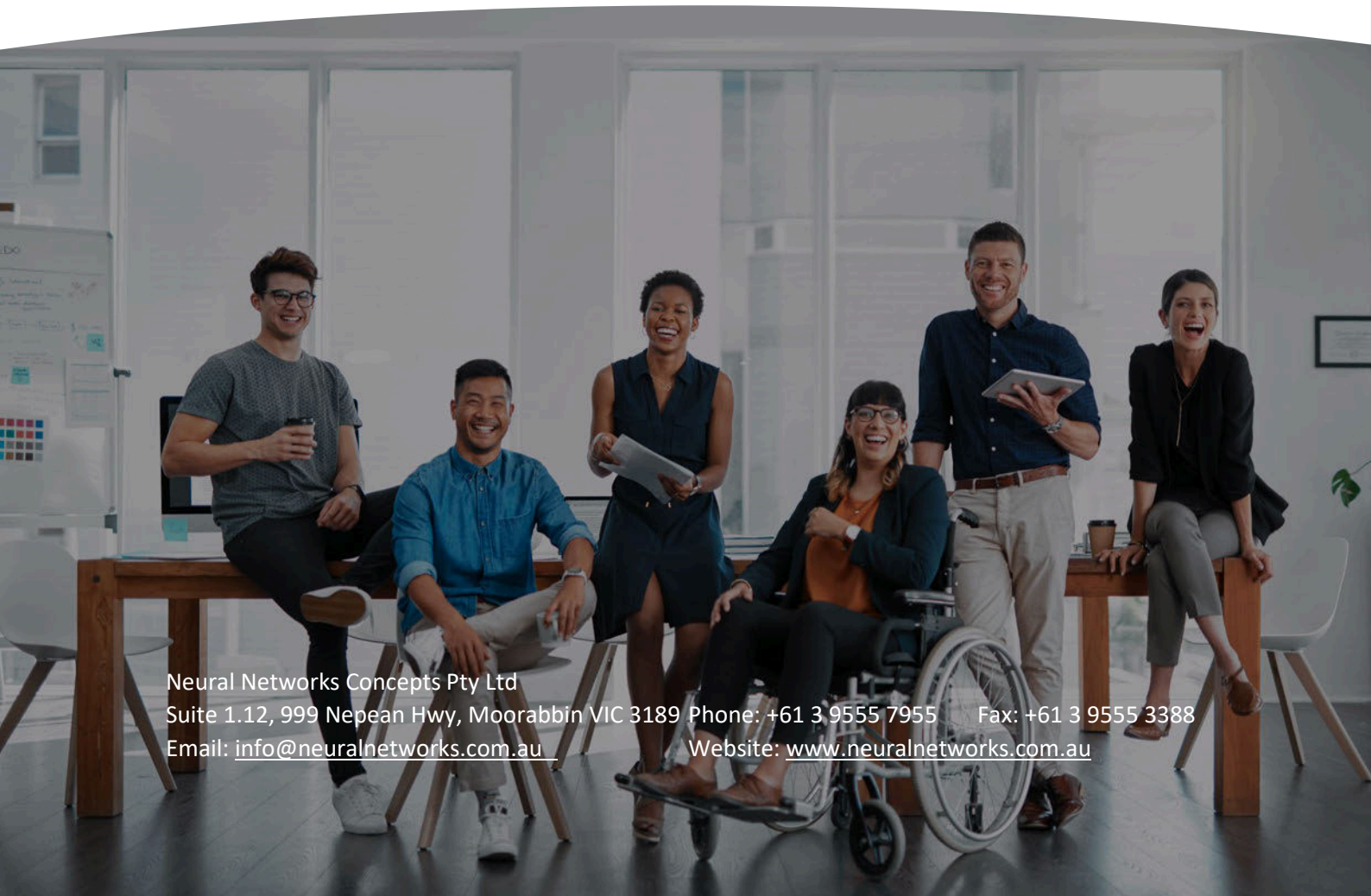


APS Leadership Capabilities

EL1, EL2, SES1, SES2, SES3

Mapping to EQ-i 2.0 Emotional Intelligence Assessment

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Introduction

Leadership Capabilities for Senior APS Roles

SES require a broad range of leadership capabilities to navigate the APS through increasing complexity.

SES are expected to lead by motivating and organising people to produce outcomes that make a difference to the nation. It is not just about what they deliver, but also how they deliver through their teams and networks. This includes engaging others to innovate, collaborate, and create change.

The Secretaries Talent Council, with the endorsement of the Secretaries Board and COO Committee, released the *APS Leadership Capability Framework* to make clear the leadership capabilities considered critical for success in the most senior roles in the APS. The Framework was updated as part of the development of the [APS Workforce Strategy 2025](#) to include driving a pro-integrity culture, a citizen centric focus and a commitment to life-long learning.



Resource:

[Leadership Capabilities | Australian Public Service Commission \(apsc.gov.au\)](https://apsc.gov.au)

Document Purpose

The behaviours outlined in the APS Leadership Capabilities for EL1 through to SES3 roles are underpinned by emotional intelligence.

This document provides an overview of the APS Leadership Capabilities and outlines the mapping of an emotional intelligence assessment to the framework for the purposes of measuring and developing leadership capability.

Mapping the EQ-i 2.0® Emotional Intelligence Assessment to measure the likely demonstration of the APS Leadership Capabilities can be used:

- To design and develop leadership interventions for current leadership cohorts within Agencies
- As an individual development tool for a specific leader within an Agency
- As a career development guide for aspiring leaders
- Part of high-performance programs or succession planning
- In talent acquisition and recruitment processes

How to Use This Document

Information for HR/People and Culture Practitioners within an agency or Department

You can use this document to understand which emotional intelligence capabilities underpin the effective demonstration of the leadership capabilities outlined in the APS Framework.

If there is a particular capability that you have identified as being critical to the current operations of your agency or Department, the intervention you design could be heightened by including components targeted at the emotional intelligence competencies.

You may wish to engage a Consultant who is certified in the EQ-i 2.0/EQ360 assessment so they can administer the tool. This would provide data on any leadership capability gaps.

Alternatively, you can arrange to become certified in the tool, building internal capability for administering, debriefing and analysing results.

Information for EQ-i 2.0 Certified Practitioners

As a certified practitioner in the EQ-i 2.0/EQ360 tool, you can use this document to assist clients with the identification and development of specific emotional intelligence competencies that are aligned with the APS Leadership Framework. As an example:

Step 1: Profile the leadership cohort and undertake one on one debriefs.

Step 2: Analyse the reports against the capability mapping both in terms of supporting subscales and those combinations that could derail or undermine the demonstration of leadership behaviours.

Step 3: Use the analysis to design a leadership program that focusses on the desired capability uplift.

Step 4: Implement the program.

Step 5: (optional) Re-test the leadership cohort and analyse results to determine the extent of capability uplift.

Information for APS Leaders

As a Leader within the APS, you may be interested to understand what is required to effectively demonstrate the expected leadership capabilities.

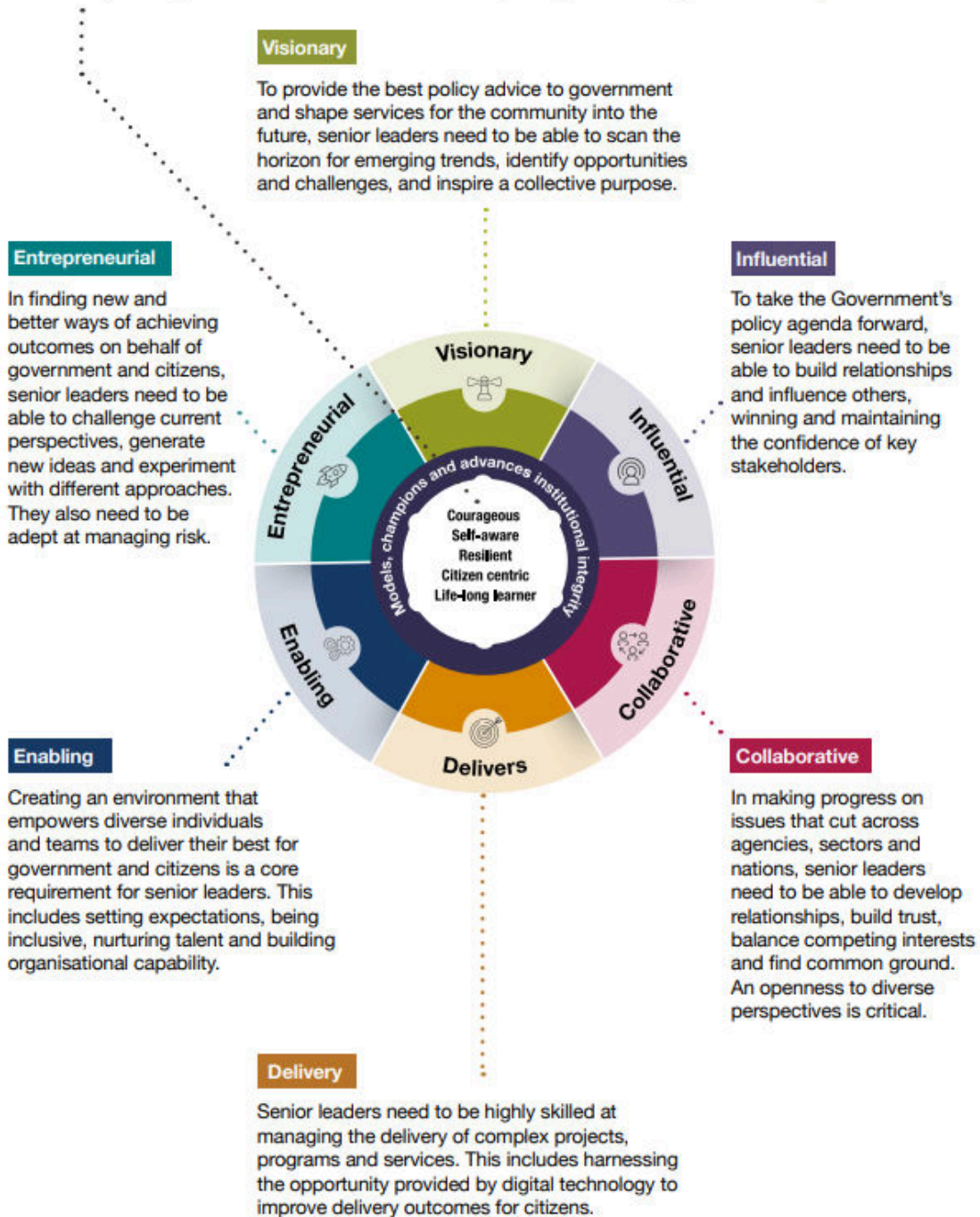
This document outlines those emotional intelligence capabilities that support effective demonstration of the leadership capabilities. As such, you can self-reflect on where you believe you may need development.

This information can be integrated into your professional development plan.

SES Leadership Capabilities – Australian Public Service

Courageous, self-aware, resilient, citizen-centric and life-long learner

These personal qualities sit at the heart of effective leadership in the APS. For APS leaders, mobilising and driving change requires a strong capacity for action and an equally strong capacity for understanding and contending with constraints. Self-awareness, courage, resilience, citizen-centricity and life-long learning enable senior leaders to hold steady through the challenges of leadership.



Integrated Leadership System (ILS)

The Integrated Leadership System (ILS) provides capability development guidance for individuals and agencies in the form of descriptions and behaviours for all levels in the APS. It contains practical tools for individuals and agencies to chart leadership development.

The ILS is flexible and offers agencies across the public service a leadership pathway suited to their particular contexts and challenges.

Leadership Pathway

The Leadership Pathway identifies and describes leadership capabilities that stem from the Senior Executive Leadership Capability Framework (SELC). It outlines behavioural elements for leaders at each stage of their career path.

The Pathway is intended as a guide-the Pathway's descriptions and behaviours are level specific rather than job specific. The Pathway may be applied differently by agencies depending on size and location. Differences will occur between roles and agencies and the Pathway can be applied differently depending on the agency size and location.

The Pathway is a cumulative model, with behaviours identified at one level becoming the 'floor level' for the levels above. There are complex, subtle differences across the levels.



In order for the mapping of the EQ-i 2.0 Emotional Intelligence Assessment to be as effective and applicable as possible, the overarching descriptions associated with each component of the APS Leadership Capability Framework have been mapped against the subscales.

The subtle differences between the levels are accounted for in the context of the roles while the emotionally intelligent behaviours remain the same. The degree to which they are demonstrated then aligns with the nuances and complexity of the individual agencies and leadership level.

The Case for Emotional Intelligence

Emotional Intelligence (The Research)

EI refers to ‘a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way.’ It underpins our ability to work well with others, manage stress and make effective decisions. The good news is that these abilities can be measured and learned.

A compelling body of research shows that EI, more than knowledge, technical skills or traditional measures of intelligence, determines individual effectiveness and successful business outcomes.

Due to often changing market forces and pressure to accomplish more with fewer resources, leaders require more than technical knowledge to succeed in their role (George, 2000). Researchers have documented that EI skills are equally important for successful performance at the executive level (Carmeli, 2003), and becomes more critical (as compared to IQ or technical savvy) as employees progress through the organisational hierarchy (Dulewicz & Higgs, 2003; Goleman et al., 2002).

Deloitte’s Human Capital Trends 2018 report shows organisations are going through a transformation to ‘social’ enterprises. They are becoming more personalised and connected, with formal hierarchies breaking down to be replaced by networks of teams.

As more artificial intelligence enters the world, more emotional intelligence must enter into leadership. Ethical decision making is difficult to integrate into algorithms and requires a human, emotionally intelligent, touch.

In addition, for the first time in our history we have five generations working together creating exceedingly complex workplaces. Baby Boomers are leaving as Gen Alpha’s arrive. There is a difference in expectations and work style between the generations and these differences require well developed EI to manage and ensure employee engagement.

Background on the EQ-i (Emotional Intelligence Assessment)

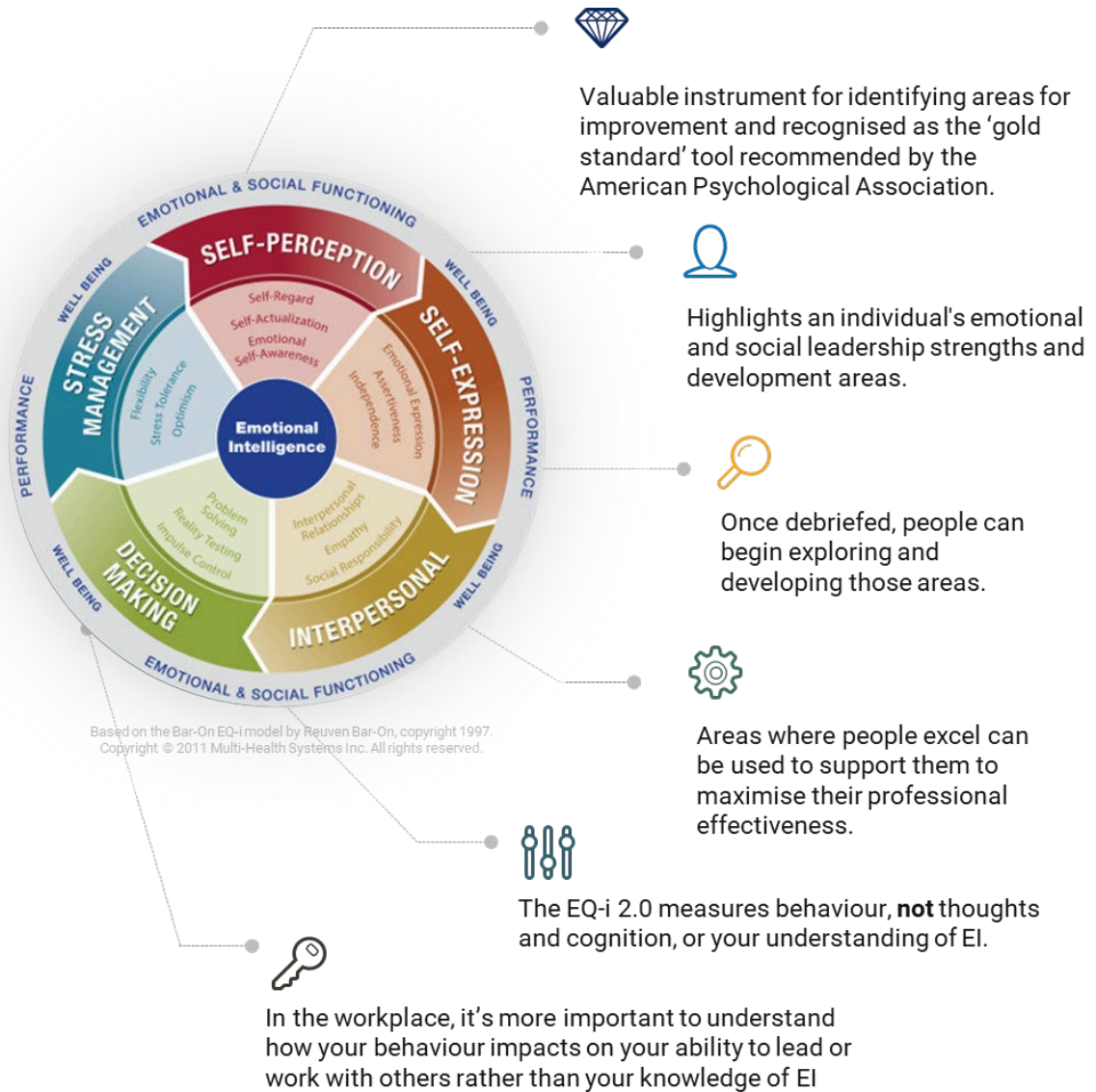
Emotional Intelligence as a discipline came out of a stream of psychology known as ‘positive psychology’ which was focussed on understanding well-functioning individuals, as compared to understanding pathology.

The EQ-i 2.0 was first developed by Reuven BarOn and released in 1983. It was based on clinical research he had undertaken into why particular individuals flourished compared to others who might have higher IQ’s. This tool has now been used for over 25 years, both clinically and within corporate environments.

There are several tools in the market that measure emotional intelligence. What makes the EQ-i 2.0 different from most is that it measures behaviour, not thoughts and cognition, or your understanding of emotional intelligence.

The EQ-i 2.0 (Emotional Intelligence Profile)

The EQ-i 2.0 is the first scientifically developed and validated measure of emotional intelligence. Based on over 25 years of research by Dr Reuven Bar-On and tested on over 200,000 people worldwide, the BarOn EQ-i is based on the most comprehensive theory of emotional intelligence to date.



EI provides powerful insights into leadership, decision making, problem solving and influence. NNC utilises the EQ-i 2.0 Inventory in a wide variety of programs as a benchmark for investigating critical leadership responsibilities that relate directly with EI scales.

Emotional Intelligence Supporting Leadership Capability

EQ-i 2.0 Subscale Mapping to Support APSC Leadership Capability Framework

The APS Leadership Capability Framework makes up part of the position descriptions and plays a role in determining appropriate development activities for Senior Executives. Aligning emotional intelligence with the APS Leadership Capability in line with the APS Workforce Strategy 2025, the EQ-i 2.0 emotional intelligence subscales will be mapped against the critical success factors identified for high performance.

This mapping will consider both those subscales which support the demonstration of the critical success factors as well as those patterns which may undermine or derail their demonstration.

The EQ-i 2.0 mapping can then be used to evaluate development areas for EI and SES roles creating alignment with the desired behaviours, as well as providing a measurable approach to understanding the current leadership culture. Initiatives associated with sustaining and building leadership capability can be developed based on this data.

Subscale Definitions



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Based on the original BarOn EQ-i authored by Reuven Bar-On, copyright 1997.

Self-Perception

This facet of emotional intelligence addresses the inner self. The subscales include Self-Regard, Self-Actualization, and Emotional Self-Awareness, which together are designed to assess feelings of inner strength and confidence, persistence in the pursuit of personally relevant and meaningful goals, and an understanding of what, when, why, and how different emotions impact thoughts and actions.

Self-Regard	Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.
Self-Actualisation	Self-Actualization is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.
Emotional Self-Awareness	Emotional Self-Awareness includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on the thoughts and actions of oneself and others

Self-Expression

The Self-Expression Composite scale is an extension of Self-Perception and addresses the outward expression or the action component of one's internal perception. This facet of emotional intelligence is comprised of Emotional Expression, Assertiveness, and Independence. It assesses one's propensity to remain self-directed and openly expressive of thoughts and feelings, while communicating these feelings in constructive and socially acceptable ways.

Emotional Expression	Emotional Expression is openly expressing one's feelings verbally and non-verbally.
Assertiveness	Assertiveness involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.
Independence	Independence is the ability to be self-directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously

Interpersonal

The Interpersonal Composite scale includes Interpersonal Relationships, Empathy, and Social Responsibility. This facet of emotional intelligence measures one's ability to develop and maintain relationships based on trust and compassion; articulate an understanding of another's perspective; and act responsibly while showing concern for others, a team or a greater community/organization. |

Interpersonal

Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

Empathy

Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

Social Responsibility

Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community

Decision Making

The Decision-Making Composite scale addresses the ways in which one uses emotional information. This facet of emotional intelligence includes Problem Solving, Reality Testing, and Impulse Control. Collectively, this composite scale reveals how well one understands the impact emotions have on decision making, including the ability to resist or delay impulses and remain objective in order to avoid rash behaviours and ineffective attempts at problem solving.

Problem Solving

Problem Solving is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

Reality Testing

Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

Impulse Control

Impulse Control is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviours and decision making

Stress Management

The Stress Management Composite scale is comprised of Flexibility, Stress Tolerance, and Optimism. Collectively, this facet of emotional intelligence addresses how well one can cope with the emotions associated with change and unfamiliar or unpredictable circumstances, while remaining hopeful about the future and resilient in the face of setbacks and obstacles.

Flexibility

Flexibility is adapting emotions, thoughts and behaviours to unfamiliar, unpredictable, and dynamic circumstances or ideas.

Stress Tolerance

Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

Optimism

Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks

Happiness

Happiness is an indicator of emotional health and well-being. It is characterized by feelings of satisfaction, contentment, and by the ability to enjoy the many aspects of one's life. While Happiness is scored, it is not included in the Total EI.

EI Supporting Leadership Capability – Mapping Process

To determine which emotional intelligence subscales support the APS Leadership Capability Framework, the behavioural indicators together with key characteristics were examined against the behavioural definitions of the EQ-i 2.0. In addition, research undertaken by MHS Assessments (who own the EQ-i) to identify subscales that support Transformational Leadership have been included in the process.

The first step in the validation process of the mapping, is the review of the initial list of supporting subscales by accredited trainers and consultants who use the EQ-i 2.0 extensively. Having analysed and debriefed thousands of reports, consultants within Neural Networks Concepts are able to discern which subscales, when demonstrated effectively, would serve to support the desired behaviours as outlined in the APS Leadership Capability Framework.

When the EQ-i 2.0 is utilised within specific Departments, an additional phase to validate the mapping can be implemented if desired. This can include a review of EQ-i 2.0 results of high performers within an APS Department to assess whether their profiles align with their demonstration of the Leadership Capabilities. Medium and lower performers as identified by annual performance reviews can also be used in this way if appropriate.

The current EI Mapping process involved determining potential derailers that could undermine the demonstration of the APS Leadership Capability Framework. That is, combinations of subscales that could potentially result in behaviours that would inhibit the individual from demonstrating the desired leadership capability.



The following pages detail the mapping of the EQ-i 2.0. Mapping the emotional intelligence assessment against the APS Leadership Capabilities and the ILS Support Tools, can provide a framework for developing individual capability as well as the design of specific leadership development culture programs.

How the EQ-i 2.0/EQ360 and the mapping can be used:

- Senior Executive Development
- Leadership Cohort Development
- Organisation Culture Change
- High Potential Leadership Program
- Succession Planning
- Learning & Development Needs Analysis

Case Studies

Case Study I - Department within the NSW Government.

Goal	To increase the capability of a group of leaders based on both individual and collective need.
Program Components	EQ360 Profiling, one on one coaching, role clarity consulting, 2-day workshop.
EQ Mapping	<p>Following the completion of the EQ360 by the leaders, their results were analysed based on a mapping of the EQ-i 2.0 against the NSW PSC Capability Framework.</p> <p>This resulted in a list of development areas for each individual based on their emotional intelligence results.</p> <p>These individual results were validated with their leader in terms of observed workplace behaviours.</p> <p>In addition, themes from the EQ360 debriefs were combined with the individual development areas to design a two-day workshop targeted at capability uplift.</p> <p>It is the intention to re-test the cohort in 12-months' time to measure the improvement of emotional intelligence capabilities associated with the NSW PSC Capability Framework.</p>

Case Study II - Local Government Agency

Goal	To provide 200 leaders within the organisation with a leadership program focussed on self-awareness and building capability aligned with the Office of Local Government Capability Framework.
Program Components	EQ-i 2.0 Profiling, Enneagram Profiling, 5-day workshop program, Group coaching sessions, Embedding activities.
EQ Mapping	<p>Following the completion of the EQ-i 2.0 by the leaders, their results were analysed based on a mapping of the emotional intelligence profile against the Office of Local Government's Leadership Capability Framework.</p> <p>Specific workshop content was aligned with the components of the Leadership Capability Framework.</p> <p>The EQ Mapping results were divided by Division and the data provided Directors with information as to which workshop content would be important for them to focus on embedding in their work areas based on the capabilities of their leaders.</p>

A woman with long dark hair, wearing a black and white striped shirt, is looking upwards and to the right with a slight smile. She is in a meeting or collaborative work environment. In the foreground, a person's hand in a white shirt is pointing towards the right. The background is slightly blurred, showing office furniture and other people.

EQ Mapping for Certified Practitioners

Guide to Mapping Diagrams

What you will see on the following pages:

Title of the page relates to the capability in the APSC Framework or ILS Support Documents.

Note: An outline taken from the APSC Framework or ILS Support Documents is shown here. More detail on each of these capabilities can be found in the source material.

Visionary

To provide the best policy advice to government, senior leaders need to be able to scan the horizon for emerging trends, identifying opportunities and challenges for the nation.

Characteristics:

- Strategic and systems thinker
- Analytical
- Future oriented
- Inspirational



Note: The subscales from the EQ-i 2.0 that we expect to support the effective demonstration of the capabilities as outlined in the source documents. This information helps to provide focus for areas of development.

Note: Each capability has a varying number of subscale combinations that we would expect to undermine or 'derail' a leader's ability to effectively demonstrate the desired behaviour.

Potential Derailers

	Low	Med	High	
Undermines Global Thinking				
Self-Actualisation				<ul style="list-style-type: none"> • May not see the bigger picture. • Less likely to strategically assess the connection between policy and community outcomes.
Reality Testing				
Social Responsibility				
Undermines Problem Solving / Analysis				
Problem Solving				<ul style="list-style-type: none"> • Preference for tried-and-true solutions to problems. • May struggle to think through variety of options when decision making especially when emotions are involved.
Impulse Control				
Undermines Aspiration/Future Orientation				
Self-Actualisation				<ul style="list-style-type: none"> • May be unable to focus on potential achievements or possibilities.
Optimism				
Undermines engagement with collective purpose				
Self-Actualisation				<ul style="list-style-type: none"> • May not see the bigger picture. • Less likely to engage others to the 'why'. • May not provide the motivations behind their decisions.
Emotional Expression				

Note: The heading outlines the potential derailer and the subscale combination that might undermine the desired behaviour. The dot points describe what behaviour you might see from someone with this combination in their profile. This information provides areas of exploration for Certified EQ Practitioners with the leader in their coaching sessions.

This information can also be used to assess a leadership cohort and design a development program focussed on building required leadership capabilities in line with the APSC Framework and ILS.

Personal Qualities

These personal qualities sit at the centre of effective leadership in the APS. For APS leaders, mobilising and driving change requires a strong capacity for action and an equally strong capacity for understanding and contending with constraints. Self-awareness, courage, resilience, citizen centricity and life-long learning enable senior leaders to hold steady through the challenges of leadership. ***As these are personal qualities, no ‘derailers’ have been identified.***

Personal Quality	Description	Supporting EQ-i 2.0 Subscales
Self-aware	Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development and embraces challenging new opportunities.	<ul style="list-style-type: none"> Emotional Self Awareness Self-Actualisation
Courageous	Take risks to make progress. Holds nerve through challenges. Maintains composure under pressure. Makes and owns difficult decisions. Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.	<ul style="list-style-type: none"> Self-Regard Independence Reality Testing
Resilient	Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks.	<ul style="list-style-type: none"> Stress Tolerance Flexibility Optimism
Citizen Centric	Every interaction with the Australian citizen is an opportunity to demonstrate great policy, great services and great programs in action. Trust is influenced by citizens’ experiences in receiving government services, the level of their engagement and the inclusivity in designing policy and how services are delivered.	<ul style="list-style-type: none"> Empathy Emotional Expression Interpersonal Relationships
Lifelong Learner	Self-initiated education focused on personal development. Keeping abreast of changes in their area of expertise, new models, approaches and ways of thinking. Drawing on the expertise of their diverse teams and collaboration with citizens to challenge their perspective and develop a growth mindset.	<ul style="list-style-type: none"> Self-Actualisation Interpersonal Relationships Empathy Problem Solving Reality Testing

Visionary

To provide the best policy advice to government, senior leaders need to be able to scan the horizon for emerging trends, identifying opportunities and challenges for the nation.

Characteristics:

- Strategic and systems thinker
- Analytical
- Future oriented
- Inspirational

Supporting Subscales



Potential Derailers

Low Med High

Undermines Global Thinking

Self-Actualisation	Low				<ul style="list-style-type: none"> • May not see the bigger picture. • Less likely to strategically assess the connection between policy and community outcomes.
Reality Testing		Low			
Social Responsibility			Low		

Undermines Problem Solving / Analysis

Problem Solving		Low			<ul style="list-style-type: none"> • Preference for tried-and-true solutions to problems. • May struggle to think through variety of options when decision making especially when emotions are involved.
Impulse Control			Low	Med	

Undermines Aspiration/Future Orientation

Self-Actualisation	Low				<ul style="list-style-type: none"> • May be unable to focus on potential achievements or possibilities.
Optimism		Low			

Undermines engagement with collective purpose

Self-Actualisation	Low				<ul style="list-style-type: none"> • May not see the bigger picture. • Less likely to engage others to the 'why'. • May not provide the motivations behind their decisions.
Emotional Expression		Low			

Influential

To take the government’s policy agenda forward, senior leaders need the capacity to persuade others towards an outcome, winning and maintaining the confidence of government and key stakeholders.

Characteristics

- Politically astute
- Gravitas/presence
- Integrity

Supporting Subscales



Potential Derailers

Low Med High

Undermines Ability to Read Emotional Tone

Emotional Self-Awareness	<div style="width: 100%; height: 15px; background-color: #800000;"></div>	<ul style="list-style-type: none"> • Unlikely to read facts of the situation or emotional tone to recognise need to influence.
Reality Testing	<div style="width: 100%; height: 15px; background-color: #808000;"></div>	

Undermines Ability to Connect with Credibility

Empathy	<div style="width: 100%; height: 15px; background-color: #808000;"></div>	<ul style="list-style-type: none"> • Unable to analyse what is required to effectively influence then act on that information.
Emotional Expression	<div style="width: 100%; height: 15px; background-color: #8B4513;"></div>	

Undermines Comfort with Influencing

Self-Regard	<div style="width: 100%; height: 15px; background-color: #800000;"></div>	<ul style="list-style-type: none"> • May not feel confident in their ideas. • Unable to position or frame the idea. • Doesn’t have courage of their convictions. • Will not take the initiative to influence.
Assertiveness	<div style="width: 100%; height: 15px; background-color: #8B4513;"></div>	

Undermines Ability to Craft a Compelling Story

Emotional Expression	<div style="width: 100%; height: 15px; background-color: #8B4513;"></div>	<ul style="list-style-type: none"> • May not see the bigger picture. • Less likely to engage others to the ‘why’. • May not provide the motivations behind their decisions.
Empathy	<div style="width: 100%; height: 15px; background-color: #808000;"></div>	
Reality Testing	<div style="width: 100%; height: 15px; background-color: #808000;"></div>	

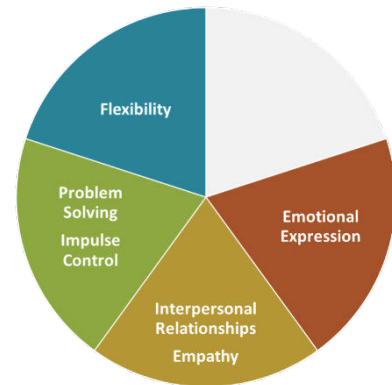
Collaborative

In making progress on issues that cut across agencies, sectors and nations, senior leaders need to be able to develop relationships, build trust and find common ground with others. An openness to diverse perspectives is critical.

Characteristics

- Authentic
- Connected
- Trustworthy
- Listener

Supporting Subscales



Potential Derailers

	Low	Med	High	
Undermines Consultation				
Empathy	■			<ul style="list-style-type: none"> • Decisiveness trumps collaboration. • Inflated sense of self confidence if combined with High Self Regard.
Interpersonal Relationships	■			
Assertiveness	■	■	■	
Independence	■	■	■	
Undermines Collaboration				
Independence	■	■	■	<ul style="list-style-type: none"> • Take Individualistic approach. • Not recognise the need to collaborate. • Make up own mind before consulting others.
Interpersonal Relationships	■			
Undermines Curiosity				
Empathy	■			<ul style="list-style-type: none"> • May not seek to understand other's perspectives.
Independence	■	■	■	
Undermines Constructive Feedback				
Assertiveness	■	■	■	<ul style="list-style-type: none"> • Provides feedback with reduced care for how it will be received.
Empathy	■			

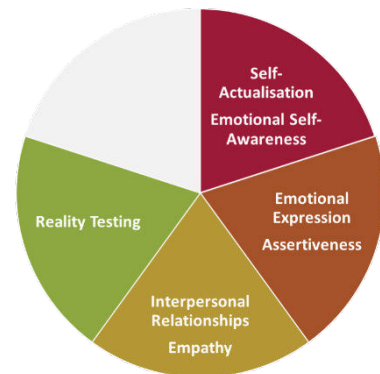
Enabling

Creating an environment that empowers individuals and teams to deliver their best for government and citizens is a core requirement for senior leaders. This includes setting expectations, nurturing talent and building capability.

Characteristics

- Maturity
- Empathetic
- Astute judgement

Supporting Subscales



Potential Derailers

	Low	Med	High	
Undermines Confidence				
Self-Actualisation	■			<ul style="list-style-type: none"> • Confidence issues may impact personal drive to perform. • May avoid helping direct reports set meaningful goals.
Self-Regard	■			
Undermines Ability to Identify Development Needs				
Empathy	■			<ul style="list-style-type: none"> • Ineffective at identifying opportunities for others to build their capabilities.
Reality Testing	■			
Undermines Ability to Empower				
Independence	■	■	■	<ul style="list-style-type: none"> • Preference to control situations. • May micromanage.
Impulse Control	■	■	■	
Flexibility	■			
Undermines Trust & Delegation				
Interpersonal Relationships	■			<ul style="list-style-type: none"> • Has difficulty trusting others to be able to delegate and empower decentralised decision making.
Social Responsibility	■	■	Very high	

Entrepreneurial

In finding new and better ways of achieving outcomes on behalf of government and citizens, senior leaders need to be able to challenge current perspectives, generate new ideas and experiment with different approaches. They also need to be adept at managing risk.

Characteristics

- Creative
- Curious
- Bold

Supporting Subscales



Potential Derailers

Low Med High

Undermines Flexibility

Flexibility



- Can have difficulty changing opinions or adapting their approach.
- Uncomfortable with ambiguity.

Undermines Adoption of Change/ Question Status Quo

Flexibility



Impulse Control



Social Responsibility



- Can have a rigid viewpoint, uneasy with change and slow to react.
- Can be inflexible, particularly under pressure.
- Have a preferred working approach and plays cards close to their chest.

Undermines Experimentation

Optimism



Impulse Control



- May not see possibilities and potential new ideas.
- More likely to be risk averse and have a preference for tried-and-true solutions.

Undermines Curiosity

Empathy



Independence



- May not seek to understand other's perspectives.

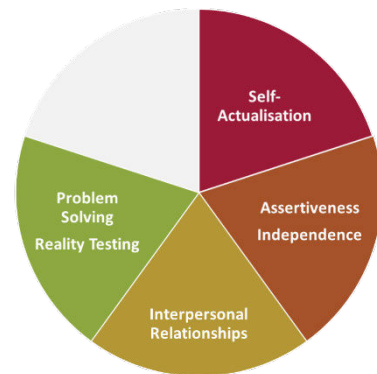
Delivers

Senior leaders need to be highly skilled at managing the delivery of complex projects, programs and services. This includes harnessing the opportunity provided by digital technology to improve delivery outcomes for citizens.

Characteristics

- Purposeful
- Driven
- Pragmatic

Supporting Subscales



Potential Derailers

	Low	Med	High	
Undermines Drive				
Self-Actualisation	■			<ul style="list-style-type: none"> • May lack a strong sense of purpose. • Unlikely to set goals.
Undermines Implementation				
Reality Testing	■			<ul style="list-style-type: none"> • Less objective and decisive. • May delay decisions and subsequent implementation.
Problem Solving	■			
Impulse Control	■	■	■	
Undermines Adaptability				
Flexibility	■			<ul style="list-style-type: none"> • Can have difficulty changing opinions or adapting their approach. • Less comfortable with ambiguity.
Reality Testing	■	■	■	

Integrated Leadership System (ILS) Support Tools

Regardless of whether you are an SES3 through to an EL1, the expectations regarding capability centre around the competencies. The sophistication, scope and strategic level of implementation changes but the fundamental behaviours are the same. Based on an analysis of the role Profiles, a consistent mapping of the EQ-i 2.0 Subscales can be used for the different bands. The tables below detail the mapping at a capability level.

Shapes Strategic Thinking

- Inspires a sense of purpose and direction.
- Focuses Strategically
- Harnesses Information and opportunities
- Shows Judgement, intelligence and common sense.

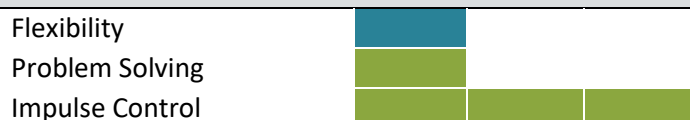
Supporting Subscales



Potential Derailers

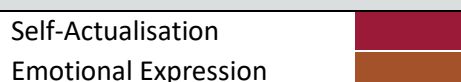
Low Med High

Undermines Strategic Thinking



- Less likely to see the bigger picture and anticipate future events
- Potentially less open to evaluating options that are different from the norm.
- May delay decisions and miss opportunities to capitalise on new ideas.

Undermines Inspiration



- May be less likely to inspire a sense of purpose and direction
- Unable to articulate the motivation behind decisions
- Less likely to engage others and have buy-in to ideas

Undermines Problem Solving

Problem Solving
Impulse Control



- Preference for tried-and-true solutions to problems.
- May struggle to think through variety of options when decision making especially when emotions are involved.

Undermines Objectivity

Reality Testing
Optimism



- May have trouble evaluating circumstances objectively
- Less likely to use data and evidence when decision making
- May be unknowingly prone to exaggerating what is possible.

Undermines Adoption of Change

Flexibility



Impulse Control

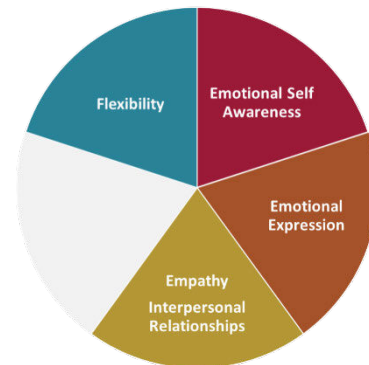


- Can have rigid viewpoint, uneasy with change and slow to react
- Can be inflexible, particularly under pressure
- Have a preferred working approach and plays cards close to their chest

Cultivates productive working relationships

- Nurtures internal and external relationships
- Facilitates cooperation and partnerships
- Values individual differences and diversity
- Guides, mentors and develops people

Supporting Subscales



Potential Derailers

Low Med High

Undermines Rapport/Active Listening

Interpersonal Relationships	Low	Med	High	<ul style="list-style-type: none"> • Prefers to work independently • Relationships may lack depth
Independence	Low	Med	High	

Undermines Curiosity

Flexibility	Low	Med	High	<ul style="list-style-type: none"> • Less likely to seek to understand other's perspectives • May be less intentional in building diverse teams • Less likely to recognise own biases
Empathy	Low	Med	High	
Reality Testing	Low	Med	High	

Undermines Relationships

Emotional Self Awareness	Low	Med	High	<ul style="list-style-type: none"> • May be unaware how their emotional state impacts relationships and performance
Interpersonal Relationships	Low	Med	High	

Undermines Ability to Identify Development Needs

Empathy	Low	Med	High	<ul style="list-style-type: none"> • May be ineffective at identifying opportunities for others to build their capabilities
Reality Testing	Low	Med	High	

Undermines Coaching Capability

Empathy	Low	Med	High	<ul style="list-style-type: none"> • More likely to instruct and provide directives than question and coach • Less likely to see situation from the other's perspectives in terms of their developmental needs.
Emotional Expression	Low	Med	High	
Assertiveness	Low	Med	High	

Exemplifies Personal Drive and Integrity

- Demonstrates public service professionalism and probity
- Engages with risk and shows personal courage
- Commits to action
- Displays resilience
- Demonstrates self-awareness and a commitment to personal development

Supporting Subscales



Potential Derailers

Low Med High

Undermines Professionalism

Self-Actualisation
Social Responsibility



- Less likely to set personal goals and seek out opportunities for personal development and growth.
- May not see the link between personal achievements and outcomes for society

Undermines Courage

Self-Regard
Assertiveness
Impulse Control



- May not have the courage of their convictions
- Less likely to take risks
- Could lack confidence to take action in key moments

Undermines Self Awareness

Emotional Self Awareness



- Unable to recognise own emotional state at times
- Unable to read the situation.
- Unlikely to understand how perceived by others or when emotions are affecting performance and relationships.

Undermines Personal Development

Self-Actualisation



Emotional Self Awareness



- Less likely to set personal goals and seek out opportunities for personal development and growth.
- May not understand how perceived by others and when emotions impact on performance and perceptions
May not manage the stress associated with change/uncertainty.

Undermines Action

Problem Solving



Impulse Control



- Preference for tried-and-true solutions to problems.
- May struggle to think through variety of options when decision making especially when emotions are involved
- Potential to delay decisions.

Undermines Resilience

Stress Tolerance

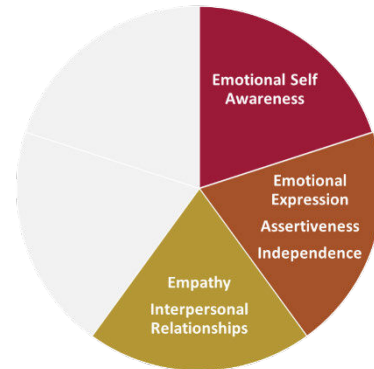


- May struggle to think clearly when under stress
- Could have preference for a steady paced environment
- Less likely to thrive in challenging situations

Communicates with Influence

- Communicates clearly
- Listens, understands and adapts to audience
- Negotiates persuasively

Supporting Subscales



Potential Derailers

Low Med High

Undermines Expression

Emotional Expression



- May be uncomfortable expressing themselves (or lack awareness of inner thoughts).
- Difficult for others to connect with them.
- May have lower engagement with others

Undermines Communication

Emotional Self Awareness



Emotional Expression



- May feel they have expressed themselves adequately but have not provided specific information or level of detail required.
- Unlikely to adequately explain motivations behind decisions.

Undermines Adaption

Empathy



Flexibility



Assertiveness



- Less likely to alter communication to suit the audience

Note: Further exacerbated with high assertiveness

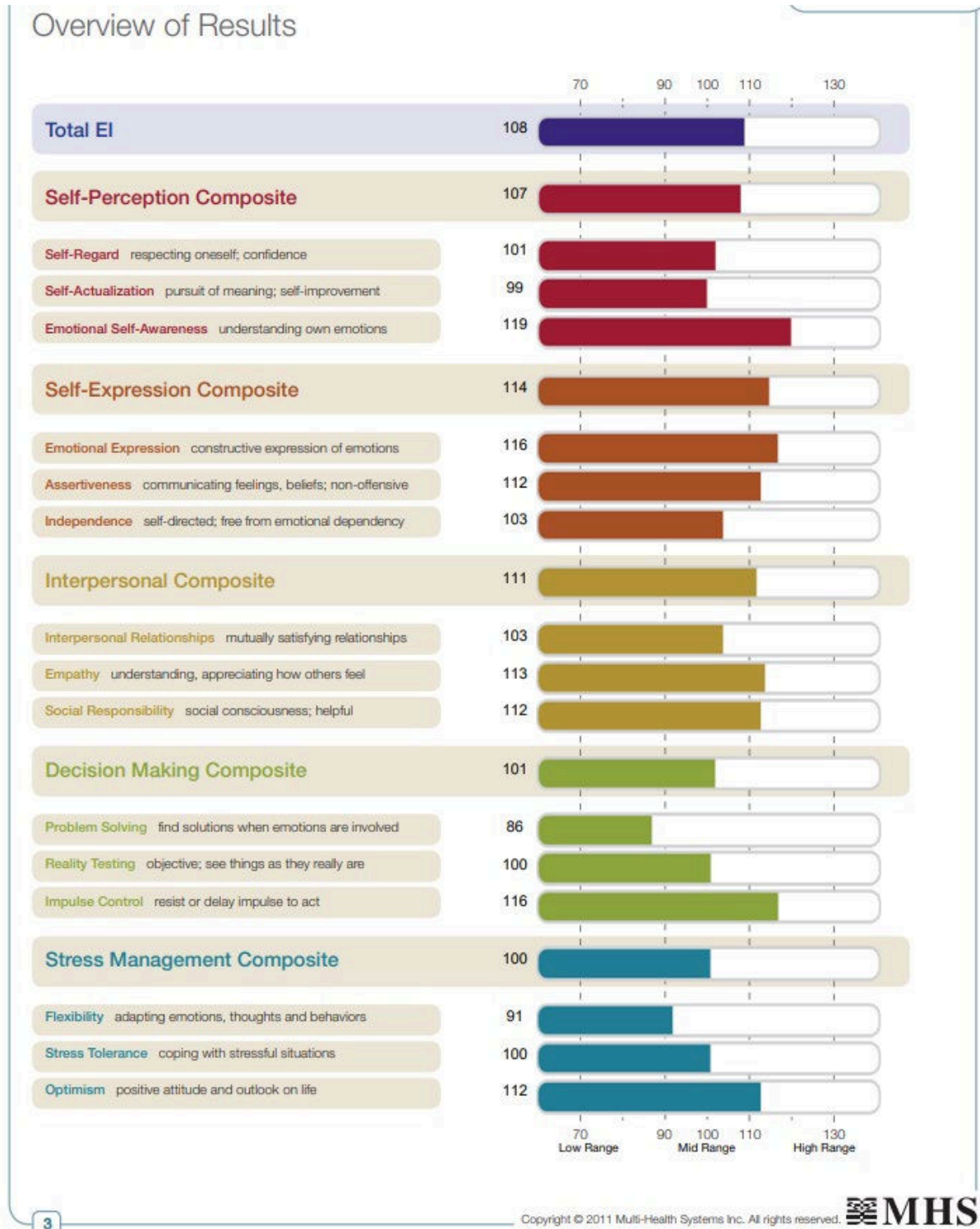
Undermines Comfort Negotiating

Self-Regard
Assertiveness



- May not feel confident in their ideas
- Unable to position or frame the idea.
- Doesn't have courage of their convictions
- May not take the initiative to influence or negotiate

Example Report and Analysis



Insights for Executive A

Personal Quality	Insight	Supporting EQ-i 2.0 Subscales
Self-aware	May wish to further develop Self-Actualisation to ensure continued learning and development.	<ul style="list-style-type: none"> Emotional Self Awareness Self-Actualisation
Courageous	Self-Regard, Independence and Reality Testing are on the average for a professional. May wish to lift these behaviours to assist with demonstrating courage at key moments.	<ul style="list-style-type: none"> Self-Regard Independence Reality Testing
Resilient	May wish to focus on developing flexibility and stress tolerance to assist with resilient behaviours.	<ul style="list-style-type: none"> Stress Tolerance Flexibility Optimism
Citizen Centric	Current subscales will support a citizen centric approach to their work.	<ul style="list-style-type: none"> Empathy Emotional Expression Interpersonal Relationships
Lifelong Learner	<p>May wish to further develop Self-Actualisation to ensure continued learning and development.</p> <p>Problem Solving can be enhanced to assist with learning new approaches and integrating knowledge of others into current work practices.</p>	<ul style="list-style-type: none"> Self-Actualisation Interpersonal Relationships Empathy Problem Solving Reality Testing

ASPC Framework

Capability	Insight	Potential behaviour to be Discussed
Visionary:	Self-Actualisation and Flexibility could be further enhanced to support the demonstration of visionary behaviours.	Undermines Problem Solving/ Analysis. May have a preference for tried-and-true solutions and may struggle to think through options when decision making especially when emotions are involved.
Influential:	Problem Solving and Flexibility could be further enhanced to support the demonstration of influential behaviours.	Does not have any of the subscale combinations that could undermine or derail the ability to demonstrate these behaviours.
Collaborative:	Problem Solving and Flexibility could be further enhanced to support the demonstration of collaborative behaviours.	Does not have any of the subscale combinations that could undermine or derail the ability to demonstrate these behaviours.
Enabling:	Self-Actualisation and Reality Testing could be further enhanced to support the demonstration of enabling behaviours.	Undermines Ability Empower: May have a slight preference to control situations as not as flexible as they could be with high Impulse Control.
Entrepreneurial:	Self-Actualisation, Problem Solving and Flexibility could be further enhanced to support the demonstration of entrepreneurial behaviours.	Undermines Flexibility: May have difficulty changing opinions or adapting their approach. Could be less comfortable with ambiguity. Undermines Adoption of Change/ Question the Status Quo: Potential to have a firm viewpoint and be uneasy with change or slow to react. Could be inflexible particularly under pressure. May have a preferred working approach and could play their cards close to their chest.
Delivers:	Self-Actualisation and Problem Solving could be further enhanced to support the demonstration of behaviours.	Undermines Adaptability: Can have difficulty changing opinions or adapting their approach and may be less comfortable with ambiguity.

ILS Support Tools

Capability	Insight	Potential Behaviour to be Discussed
Shapes Strategic Thinking	Self-Actualisation, Problem Solving and Flexibility could be further enhanced to support the demonstration of behaviours.	<p>Undermines Strategic Thinking: Less likely to see the bigger picture and anticipate future events. Potentially less open to evaluating options that are different from the norm. May delay decisions and miss opportunities to capitalise on new ideas.</p> <p>Undermines Problem Solving: Preference for tried-and-true solutions to problems. May struggle to think through variety of options when decision making especially when emotions are involved.</p>
Achieves Results	Self-Actualisation, Problem Solving and Flexibility could be further enhanced to support the demonstration of behaviours.	<p>Undermines Confidence: Confidence issues may impact personal drive to perform.</p> <p>Undermines Resilience to Change: Less open to evaluating options different from their own or the norm. Less comfortable with uncertainty. May not manage the stress associated with change/uncertainty.</p> <p>Undermines Adoption of Change: Can have a rigid viewpoint, uneasy with change and slow to react. Could be inflexible, particularly under pressure. May have a preferred working approach and play their cards close to their chest.</p>
Cultivates Productive Working Relationships	Flexibility could be further enhanced to support the demonstration of behaviours.	<p><i>Does not have any of the subscale combinations that could undermine or derail the ability to demonstrate these behaviours.</i></p> <p><i>Should be proficient in the demonstration of behaviours associated with this capability.</i></p>
Exemplifies Personal Drive & Integrity	Self-Actualisation and Problem Solving could be further enhanced to support the demonstration of these behaviours.	<p>Undermines Action: May have a preference for tried-and-true solutions to problems. May struggle to think through variety of options when decision making especially when emotions are involved. Potential to delay decisions.</p> <p>Undermines Resilience (mild): May struggle to think clearly when under stress. Could have a preference for a steady paced environment. Less likely to thrive in challenging situations.</p>

Communicates with Influence		<i>Does not have any of the subscale combinations that could undermine or derail the ability to demonstrate these behaviours.</i> <i>Should be proficient in the demonstration of behaviours associated with this capability.</i>
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