



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

Te Anga Pūkenga Kaupapahere Policy Skills Framework

2023

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Notes

For the purposes of this document, we have referred to the two versions – Treaty of Waitangi and te Tiriti o Waitangi – as the Treaty | te Tiriti.



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In developing the Policy Skills Framework, we acknowledge Ako Aotearoa, the National Centre for Tertiary Teaching Excellence for the inspiration provided by its capability development framework, Tapatoru. This has shaped the new way the four broad capability areas of the Framework are presented.

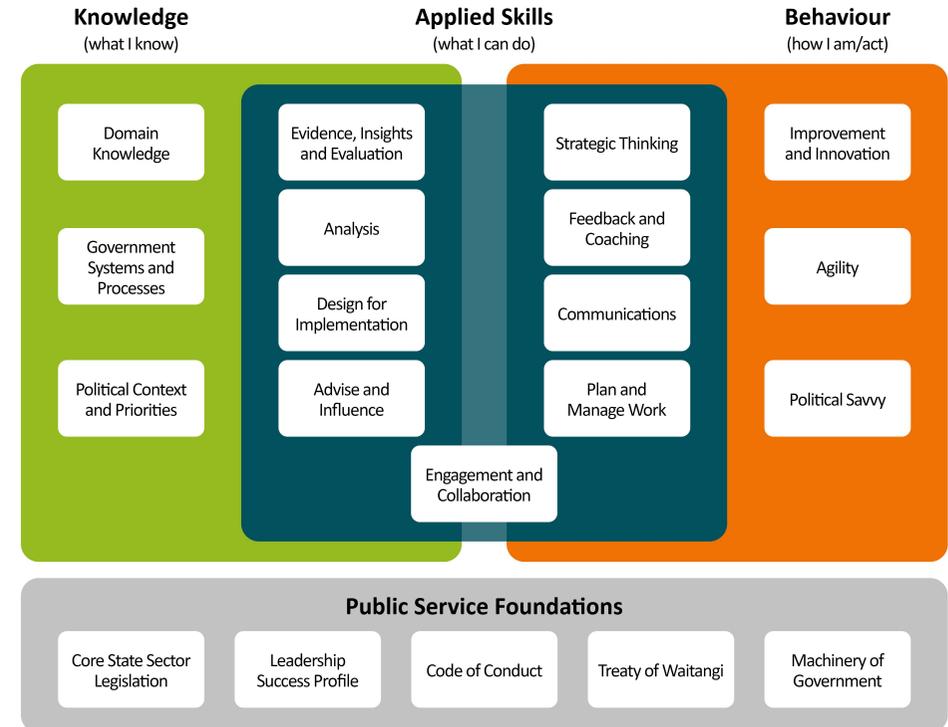
The Public Service Act 2020 also helped frame and influence the content of new and existing elements in the refreshed Framework (below).



Policy Skills Framework

Background

The original Policy Skills Framework (below) was co-produced by the policy community and launched by the Head of the Policy Profession and the Prime Minister in August 2016.



This refreshed version of the Policy Skills Framework was also developed with the policy community and published in 2023. It reflects changes in evolving expectations of New Zealand policy advisors since 2016. It strengthens the capabilities relevant to policy practitioners carrying out their role in Aotearoa New Zealand now and into the future.

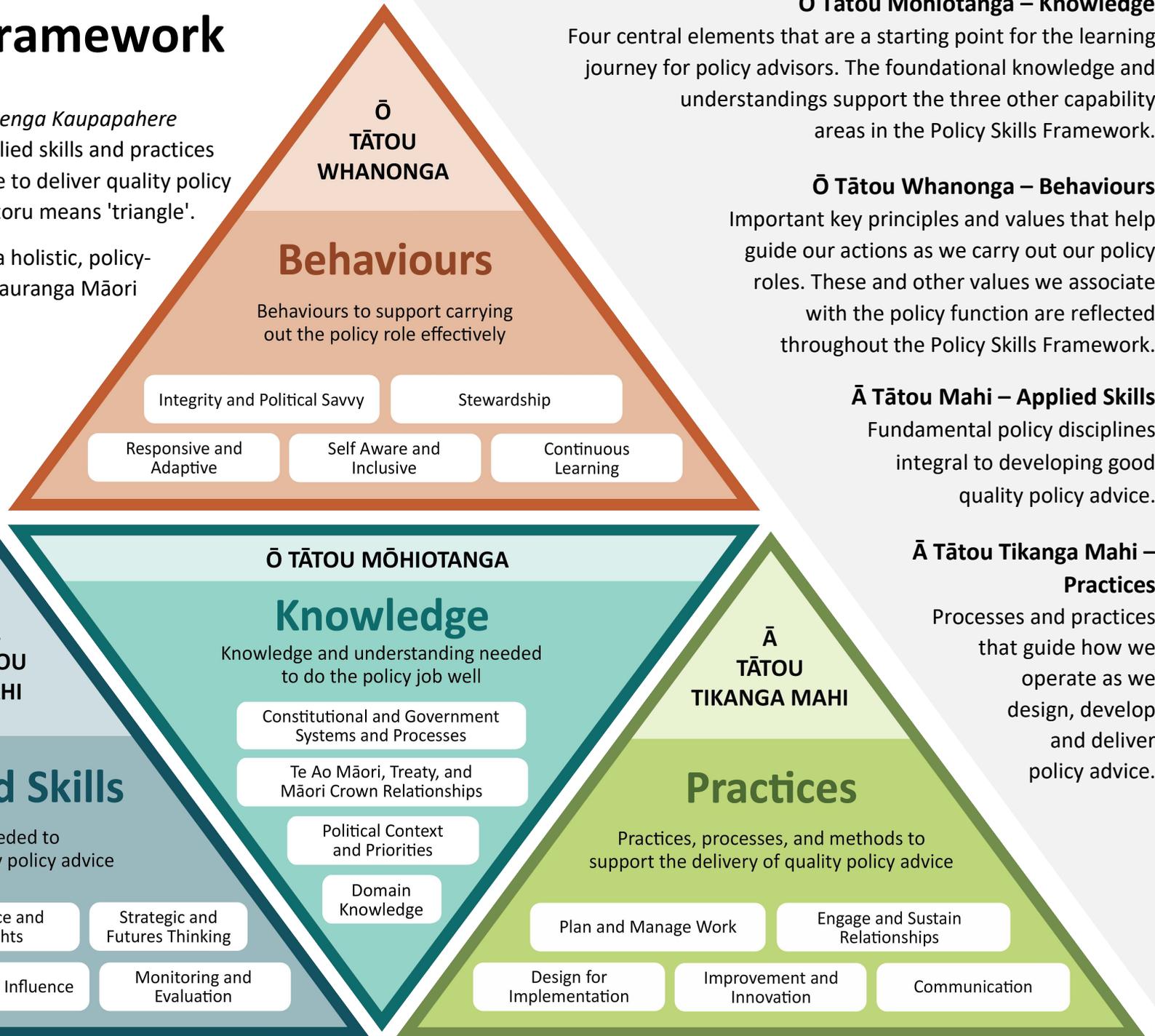
The Policy Skills Framework

The *Policy Skills Framework | Te Anga Pūkenga Kaupapahere* describes the knowledge, behaviours, applied skills and practices required by a policy practitioner to be able to deliver quality policy advice, within a Tapatoru. The word Tapatoru means 'triangle'.

The Policy Skills Framework's Tapatoru is a holistic, policy-centred framework that incorporates Mātauranga Māori and integrates four capability dimensions:

- Ō Tātou Mōhiotanga – Knowledge
- Ō Tātou Whanonga – Behaviours
- Ā Tātou Mahi – Applied Skills
- Ā Tātou Tikanga Mahi – Practices

Each element of the Framework is described at varying levels of experience and competence (Developing, Practising, and Leading). This acknowledges the variety in the mix of skills (in breadth and depth) that policy advisors can have over the course of their careers.



Ō Tātou Mōhiotanga – Knowledge

Four central elements that are a starting point for the learning journey for policy advisors. The foundational knowledge and understandings support the three other capability areas in the Policy Skills Framework.

Ō Tātou Whanonga – Behaviours

Important key principles and values that help guide our actions as we carry out our policy roles. These and other values we associate with the policy function are reflected throughout the Policy Skills Framework.

Ā Tātou Mahi – Applied Skills

Fundamental policy disciplines integral to developing good quality policy advice.

Ā Tātou Tikanga Mahi – Practices

Processes and practices that guide how we operate as we design, develop and deliver policy advice.

Resources to support the development of policy skills

The **Policy Skills Framework** and **two mapping tools** help identify the policy skills to develop.

The **Development Pathways Tool** sets out the actions to grow capability.

You can use them for:

Staff development – to show the policy development pathway, identify actions to develop policy skills, to support performance and development conversations.

Assessing team composition and building policy teams – diagnosing the skills make-up of your team, and assessing and planning for any gaps.

Agency recruitment – to construct policy job descriptions or ask candidates to articulate their policy skills profile.

Applying this framework

1

Use the detailed descriptors in the Policy Skills Framework to identify the current levels of your policy capabilities, and the levels you want to develop in. Each of the elements in the framework is expressed at three levels:



Te Ao Māori, Treaty, and Māori Crown Relationships		
Knowledge needed to incorporate Te Ao Māori, Te Tiriti o Waitangi, and Māori Crown relationships into policy making		
DEVELOPING	PRACTISING	LEADING
<p>Developing understanding of</p> <ul style="list-style-type: none"> 1.1 The historical context of the Treaty of Waitangi and its significance to New Zealand's identity and Crown-Māori relationships 1.2 The Treaty's principles and their application in policy making 1.3 The role of the Treaty in the development of New Zealand's legal and regulatory framework 1.4 The role of the Treaty in the development of New Zealand's social and economic policies 1.5 The role of the Treaty in the development of New Zealand's environmental policies 1.6 The role of the Treaty in the development of New Zealand's cultural policies 1.7 The role of the Treaty in the development of New Zealand's international relations 1.8 The role of the Treaty in the development of New Zealand's public sector 1.9 The role of the Treaty in the development of New Zealand's private sector 1.10 The role of the Treaty in the development of New Zealand's education system 1.11 The role of the Treaty in the development of New Zealand's health system 1.12 The role of the Treaty in the development of New Zealand's justice system 1.13 The role of the Treaty in the development of New Zealand's transport system 1.14 The role of the Treaty in the development of New Zealand's energy system 1.15 The role of the Treaty in the development of New Zealand's water system 1.16 The role of the Treaty in the development of New Zealand's environment system 1.17 The role of the Treaty in the development of New Zealand's science and technology system 1.18 The role of the Treaty in the development of New Zealand's innovation system 1.19 The role of the Treaty in the development of New Zealand's digital system 1.20 The role of the Treaty in the development of New Zealand's space system 	<p>Developing practical understanding of</p> <ul style="list-style-type: none"> 2.1 The role of the Treaty in the development of New Zealand's legal and regulatory framework 2.2 The role of the Treaty in the development of New Zealand's social and economic policies 2.3 The role of the Treaty in the development of New Zealand's environmental policies 2.4 The role of the Treaty in the development of New Zealand's cultural policies 2.5 The role of the Treaty in the development of New Zealand's international relations 2.6 The role of the Treaty in the development of New Zealand's public sector 2.7 The role of the Treaty in the development of New Zealand's private sector 2.8 The role of the Treaty in the development of New Zealand's education system 2.9 The role of the Treaty in the development of New Zealand's health system 2.10 The role of the Treaty in the development of New Zealand's justice system 2.11 The role of the Treaty in the development of New Zealand's transport system 2.12 The role of the Treaty in the development of New Zealand's energy system 2.13 The role of the Treaty in the development of New Zealand's water system 2.14 The role of the Treaty in the development of New Zealand's environment system 2.15 The role of the Treaty in the development of New Zealand's science and technology system 2.16 The role of the Treaty in the development of New Zealand's innovation system 2.17 The role of the Treaty in the development of New Zealand's digital system 2.18 The role of the Treaty in the development of New Zealand's space system 	<p>Developing leadership understanding of</p> <ul style="list-style-type: none"> 3.1 The role of the Treaty in the development of New Zealand's legal and regulatory framework 3.2 The role of the Treaty in the development of New Zealand's social and economic policies 3.3 The role of the Treaty in the development of New Zealand's environmental policies 3.4 The role of the Treaty in the development of New Zealand's cultural policies 3.5 The role of the Treaty in the development of New Zealand's international relations 3.6 The role of the Treaty in the development of New Zealand's public sector 3.7 The role of the Treaty in the development of New Zealand's private sector 3.8 The role of the Treaty in the development of New Zealand's education system 3.9 The role of the Treaty in the development of New Zealand's health system 3.10 The role of the Treaty in the development of New Zealand's justice system 3.11 The role of the Treaty in the development of New Zealand's transport system 3.12 The role of the Treaty in the development of New Zealand's energy system 3.13 The role of the Treaty in the development of New Zealand's water system 3.14 The role of the Treaty in the development of New Zealand's environment system 3.15 The role of the Treaty in the development of New Zealand's science and technology system 3.16 The role of the Treaty in the development of New Zealand's innovation system 3.17 The role of the Treaty in the development of New Zealand's digital system 3.18 The role of the Treaty in the development of New Zealand's space system

2

When making your assessment, map the results in your policy skills profile:

Map your policy skills profile with the Policy Skills Framework			
Element	Level	Current Level	Target Level
1.1	Developing	1	2
1.2	Developing	1	2
1.3	Developing	1	2
1.4	Developing	1	2
1.5	Developing	1	2
1.6	Developing	1	2
1.7	Developing	1	2
1.8	Developing	1	2
1.9	Developing	1	2
1.10	Developing	1	2
1.11	Developing	1	2
1.12	Developing	1	2
1.13	Developing	1	2
1.14	Developing	1	2
1.15	Developing	1	2
1.16	Developing	1	2
1.17	Developing	1	2
1.18	Developing	1	2
1.19	Developing	1	2
1.20	Developing	1	2

If you're a policy practitioner record the level you're at for each element on the A3 template: **Map your policy skills profile with the Policy Skills Framework**. This will identify opportunities for building your policy capability. Talk with your manager about two or three elements that you most need to develop.

3

Go to the online [Development Pathways Tool](#). The Tool contains practical suggestions – for you or the members of your team – on how to improve in all levels of each element of the Policy Skills Framework.



DEVELOPMENT PATHWAYS TOOL	
Domain	Knowledge
1.1	<p>70% on-the-job learning</p> <ul style="list-style-type: none"> 1.1.1 Use on-the-job learning opportunities to build your domain knowledge and expertise in your area. 1.1.2 Share domain knowledge and policy expertise with other policy practitioners. 1.1.3 Contribute to discussions about issues or projects related to your subject matter expertise. 1.1.4 Lead discussions about complex problems and approaches to your subject area. 1.1.5 Stay up to date with literature and policy problems relevant to your role. 1.1.6 Be knowledgeable about current Māori issues on your subject matter, including leading research through formal reports and evidence.
1.2	<p>20% learning from others</p> <ul style="list-style-type: none"> 1.2.1 Seek out and learn from others in your domain, including those outside your area of expertise. 1.2.2 Identify people within your agency who have expertise in the policy area you're working on and talk with them to gain their insights. 1.2.3 Set aside time for reflection (possibly with a colleague) on your own practice and how it compares to others in your agency.
1.3	<p>10% formal training</p> <ul style="list-style-type: none"> 1.3.1 Attend seminars run by the Institute for Governance and Policy Studies (IGPS), the Treasury, the Public Service, the Health and Disability Research Centre, and other organisations you've trained into your agency's approach. 1.3.2 Attend external professional training and participate in workshops and conferences to build your knowledge. 1.3.3 Complete formal training relevant to your work.

If you're a policy manager record your policy team's overall profile in the **Map your team's policy skills profile with the Policy Skills Framework**. When complete, you'll have a 'map' of your team's policy capabilities, including insights on which areas most need to be developed.

Map your team's policy skills profile with the Policy Skills Framework			
Element	Level	Current Level	Target Level
1.1	Developing	1	2
1.2	Developing	1	2
1.3	Developing	1	2
1.4	Developing	1	2
1.5	Developing	1	2
1.6	Developing	1	2
1.7	Developing	1	2
1.8	Developing	1	2
1.9	Developing	1	2
1.10	Developing	1	2
1.11	Developing	1	2
1.12	Developing	1	2
1.13	Developing	1	2
1.14	Developing	1	2
1.15	Developing	1	2
1.16	Developing	1	2
1.17	Developing	1	2
1.18	Developing	1	2
1.19	Developing	1	2
1.20	Developing	1	2

The **Development Pathways Tool** identifies three different ways to build and learn new policy skills:

- learning by doing on the job
- learning from others (including colleagues)
- formal learning.

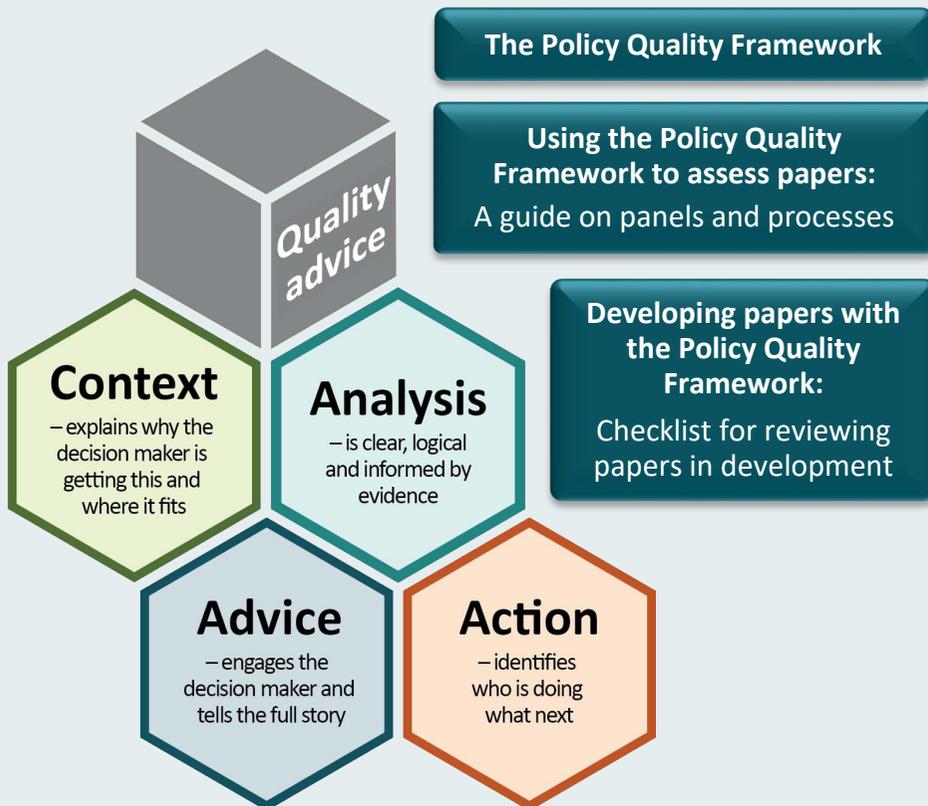
The policy improvement frameworks

The Policy Skills Framework is one of three improvement frameworks co-designed with the policy community to help government agencies improve their policy advice quality and capability. All three frameworks have been endorsed by the Head of the Policy Profession and the Tier 2 Policy Leaders' Network.

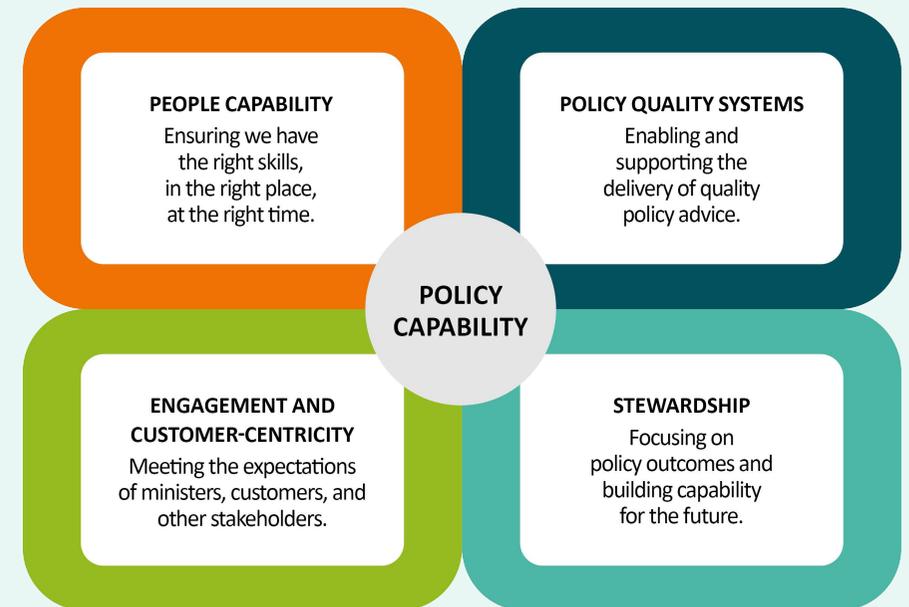
The other two frameworks are:

Policy Quality Framework

The Policy Quality Framework outlines the four key aspects of quality policy advice: context, analysis, advice, and action. You can apply this Framework with the following products:



Policy Capability Framework



The Policy Capability Framework outlines what government agencies with policy functions need to focus on to produce quality policy advice. You can apply this Framework with the following two tools:

Policy Capability Framework: review tool (with maturity ratings)

Policy Capability Framework: light review tool (A3)

O TĀTOU MŌHIOTANGA

What we understand

Our Knowledge

Knowledge and understanding needed to do the policy job well

Constitutional and Government Systems and Processes

Understands how the constitutional roles of the three branches of Government operate, and policy, legislative, and parliamentary processes.

Te Ao Māori, Treaty, and Māori Crown Relationships

Knowledge and understanding needed to incorporate Te Ao Māori, the Treaty of Waitangi, and Māori Crown relationships in policy making.

Political Context and Priorities

Understands the Government's priorities and the relevant political context that shapes decision making.

Domain Knowledge

Understands the specialist policy subject matter relevant to the agency and sector.

Constitutional and Government Systems and Processes

Understands how the constitutional roles of the three branches of Government operate, and policy, legislative, and parliamentary processes.

DEVELOPING



- Are learning about New Zealand’s constitutional system, including:
 - the articles of the Treaty | te Tiriti – including the role of rangatiratanga and kāwanatanga – and the principles established by the Waitangi Tribunal
 - the roles and responsibilities of each branch of government – the executive, the legislature, and the judiciary
 - the legislative basis for our three-year electoral cycle and the MMP parliamentary system
 - the role and functions of the main types of public sector institutions and entities, and how their governance and accountability arrangements differ
 - the role of the Public Service to serve the Government of the day, within the law and with integrity
 - the role of Treaty settlements and related legislation.
- Are learning about the importance of key processes and procedures relating to policy development, including:
 - Cabinet Office’s role, Cabinet meeting procedures and requirements for Cabinet papers (e.g. Regulatory Impact Statements, Treaty of Waitangi analysis) within the Cabinet Manual and CabGuide.
- Are learning about Parliamentary process and procedure and related matters, including:
 - the process of Bills and regulations through all stages in the House, including Select Committee scrutiny
 - how Parliament holds government agencies to account
 - the written and oral parliamentary questions process.
- Are learning about what key public sector legislation means for good policy practice – including the Public Service Act 2020, the Public Finance Act 1989 and the Official Information Act 1982.

PRACTISING



- Have a good base of understanding of the constitutional roles and responsibilities of the three branches of government.
- Understand and follow processes to ensure policy proposals meet the requirements of ministers, Cabinet, and Parliament.
- Understand the constitutional nature of the Treaty and what it means to develop policy proposals that comply with the Treaty and with Treaty settlement commitments.
- Can apply required frameworks and processes to policy proposals (e.g. Treaty of Waitangi analysis and various impact analysis requirements, and Cabinet policy paper template requirements).
- Can support ministers in fulfilling budget and other funding cycle requirements.

LEADING



- Understand and lead others in effective policy processes – including on large-scale, complex cross government initiatives – through engaging with:
 - relevant ministers, sectors, and cross-agency leadership groups
 - relevant budgetary cycle and other funding arrangements
 - Cabinet committee processes
 - legislative and Parliamentary processes.
- Can guide and advise other practitioners and teams on constitutional and legal implications of the Treaty and Treaty settlement legislation and commitments.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Constitutional and Government Systems and Processes



Constitutional and Government Systems and Processes



Constitutional and Government Systems and Processes



Te Ao Māori, Treaty, and Māori Crown Relationships

Knowledge and understanding needed to incorporate Te Ao Māori, the Treaty of Waitangi, and Māori Crown relationships in policy making.

DEVELOPING



Are developing knowledge and understanding of:

- Te Ao Māori perspectives and how they differ from non-Māori world views
- international agreements that reference indigenous rights and interests, for example the United Nations Declaration on the Rights of Indigenous Peoples
- Aotearoa New Zealand history in your own domain, and the history of Crown and agency interactions with Māori
- the Treaty | Te Tiriti, its principles, relevant domestic and international jurisprudence, and how it has been applied in policy and operations in your agency and sector
- Treaty settlements and post-settlement commitments, and the role they play in your policy work
- Māori Crown relationships in the work of the agency and sector including:
 - the need to engage, early, respectfully, and effectively with Māori to incorporate the perspectives of Māori, iwi, and hapū into policy making to shape and meet the government’s agenda and priorities
 - mechanisms to support Māori Crown relationships, (including in statutory provisions, Treaty settlements, Waitangi Tribunal findings in your domain, and cross-agency partnerships)
- the need to identify Māori rights and interests early in the policy process, and knowing who holds them in your domain
- tikanga, and how to use te reo Māori with correct pronunciation, making efforts to understand the intent and meaning behind the words.

PRACTISING



Have knowledge and understanding that means you can confidently:

- apply a Te Ao Māori lens, mātauranga and kaupapa Māori, Treaty frameworks and related jurisprudence to your policy work to seek improved outcomes for Māori, and to support Māori Crown relationships
- identify diverse Māori rights and interests (including in Treaty settlements) early in your policy development to ensure any proposals reflect the Treaty | Te Tiriti and meet the Crown’s legislative commitments
- support Māori Crown relationships and increase your understanding of Māori perspectives by:
 - engaging early, respectfully, and effectively with Māori to understand the perspectives of Māori, iwi, and hapū
 - describing the impact of policies and interventions for Māori, iwi, and hapū
- observe tikanga, and regularly apply te reo Māori communication skills in your work.

LEADING



Have expert knowledge and understanding that means you can capably:

- apply a Te Ao Māori lens and Treaty frameworks across all aspects of policy making
- create opportunities for government systems, processes, policies, and practices to recognise:
 - Te Ao Māori
 - mātauranga Māori
- guide and lead others to identify diverse Māori rights and interests (including in Treaty settlements) to shape early policy development and engagement
- enhance Māori Crown relationships by ensuring international agreements and Treaty settlement commitments (including relationship agreements and any early engagement requirements) are understood and reflected throughout the policy process
- apply detailed knowledge of kaupapa Māori methodologies in a holistic way across a variety of subject areas
- lead engagement early, respectfully, and effectively with Māori to understand and incorporate the perspectives of Māori, iwi, and hapū into policy making
- observe tikanga and converse in te reo Māori, and identify regional and iwi variations in tikanga/kawa and Māori organisational structures.

For guidance on developing these skills at each level, see the Development Pathways Tool



Te Ao Māori, Treaty, and Māori Crown Relationships



Te Ao Māori, Treaty, and Māori Crown Relationships



Te Ao Māori, Treaty, and Māori Crown Relationships



Political Context and Priorities

Understands the Government’s priorities and the relevant political context that shapes decision making.

DEVELOPING



Are learning about:

- the implications of the formation of government and any coalition arrangements and agreements for policy work, including required consultation processes
- the Government’s agenda and priorities, and where your agency’s work fits
- the political context of your agency and sector at a local, national, and international level for current and emerging issues, by considering available evidence and analysis and:
 - Māori Crown relationships and diverse Māori perspectives
 - the views of stakeholders, thought leaders, and other commentators.

PRACTISING



Have knowledge that means you can:

- understand Government priorities and:
 - where they fit in the current social, political, cultural, and historical context of your policy area
 - where they fit within the sector and across government as a whole
 - whether they are similar to or different from priorities set in other jurisdictions and why.
- clearly articulate how your work area:
 - contributes to the agency’s policy work programme and to Government priorities
 - relates to the Crown’s interests, obligations, strategic direction, and position on issues
 - supports Māori aspirations and expectations for Māori Crown relationships.

LEADING



Have knowledge that means you can capably:

- gain clarity from ministers and senior leaders on their desired outcomes, their scope and appetite for risk, related to the status quo, or new, curbed, or redirected spending – in order to shape new policy directions and programmes
- scan, anticipate, and respond to changes in Government priorities and pressures throughout the Parliamentary term, and to new trends or significant shifts in context
- share information and insights to ensure ministers, senior leaders, and colleagues are well-informed about issues affecting the agency, sector, and government
- lead others to understand the obligations of the Crown under the Treaty | te Tiriti including:
 - the impacts and opportunities of proposed policy options on Māori Crown relationships and relevant Treaty settlement commitments
 - reflecting Māori perspectives and expectations in your policy advice
- represent the Crown’s interests and obligations, and accurately explain the Government’s strategic direction and position on issues.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Political Context and Priorities



Political Context and Priorities



Political Context and Priorities



Domain Knowledge

Understands the specialist policy subject matter relevant to the agency and sector.

DEVELOPING



- Are actively seeking out opportunities at work to:
 - acquire domain knowledge relevant to the work of your agency and sector, including learning about:
 - the history of your domain
 - domestic and international policy settings
 - prevailing assumptions about the future.
 - build technical knowledge of the legal, regulatory, governance, strategic, and service delivery frameworks relating to your agency and sector, including systems, processes, and technologies.
 - learn about ways to access research and datasets relevant to policy regarding your domain.
 - identify Māori rights and interests (including relevant Treaty settlement commitments), perspectives, and Māori Crown relationships relevant to policy in the work of your domain, agency, and sector.

PRACTISING



- Have solid domain knowledge of policy issues and the current policy, governance, and regulatory, and international settings relevant to your work.
- Are advancing your practical understanding of the domain and sharing knowledge with others.
- Are growing your knowledge of Māori rights (including relevant Treaty settlement commitments) and interests, grounded in engagement with Māori and Treaty relationships relevant to your domain.

LEADING



- Coach other policy practitioners to develop their subject matter expertise.
- Help build Māori Crown relationships relevant to the domain and ensure relevant Treaty settlement commitments are incorporated in policy advice.
- Are recognised as a thought leader in a field of knowledge and builds agency and sector credibility in the domain by:
 - contributing to the knowledge base
 - sharing, synthesising, and influencing thinking
 - establishing strong relationships with communities, thought leaders and academic experts, including mātanga.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Domain Knowledge



Domain Knowledge



Domain Knowledge



Ō TĀTOU WHANONGA

How we behave

Our Behaviours

Behaviours to support carrying out the policy role effectively

Stewardship

Works collaboratively to steward policy systems that can provide advice for the benefit of current and future generations and Māori Crown relationships.

Integrity and Political Savvy

Exhibits and navigates the principles and values required of public servants, including while working with sensitivity to the political context.

Self Aware and Inclusive

Aware of your own identity, values, and culture, and how they differ from others. Acts inclusively in a diverse society.

Continuous Learning

Takes initiative to develop the policy skills of yourself and others. Learns from colleagues, training opportunities, and on-the-job experience.

Responsive and Adaptive

Responsive to the Government of the day and works with agility in uncertain situations to improve the lives of people in New Zealand.

Integrity and Political Savvy

Exhibits and navigates the principles and values required of public servants, including while working with sensitivity to the political context.

DEVELOPING



- Watching and learning from others considered to have integrity and political savvy when working with ministers and internal and external groups.
- Are learning about what good practice means as a public servant who provides policy advice including:
 - the concept of free and frank advice, expectations of political neutrality, and the ‘no surprises’ principle
 - other principles, values, and expectations set out in the Public Service Act 2020, including the standards of integrity and conduct, and the spirit of service.
- Are learning about what it means to support the Crown to act in accordance with the Treaty | te Tiriti, including the principles of active protection, partnership, and equity.

PRACTISING



- Build the trust of ministers, and other decision makers by being responsive and aware of both political priorities and the political context.
- Build experience in judging how and when to frame and deliver free and frank advice to decision makers, so it has the best chance to be heard.
- Consider how your behaviour – what you say and do – reflects on your agency, the broader Public Service, and minister.
- Understand the various roles, interests and agendas of key players and can factor this into the approaches you adopt and the advice you provide.
- Act with integrity while influencing and building alignment between issues and people.
- Are becoming adept at interpreting and navigating sensitive situations, relationships and competing interests, including between different policy portfolios and in the context of Māori Crown relationships.

LEADING



- Sustain trust-based relationships with ministers, other decision makers, and internal and external groups that enable you to:
 - have respectful and sometimes uncomfortable conversations without damaging relationships
 - shape the authorising environment by being able to influence the thinking and behaviour of others.
- Can judge how and when to frame free and frank advice to ministers in complex scenarios under pressure, that your agency endorses.
- Behave in a way that achieves change and reflects positively on your agency, your minister, and the broader Public Service.
- Anticipate and time advice for when it can have the most influence and impact.
- Are highly adept at building alignment and alliances between competing interests and agendas.
- Are highly adept at interpreting and navigating sensitive situations, relationships and competing interests, including between different policy portfolios and in the context of Māori Crown relationships.

For guidance on developing these skills at each level, see the Development Pathways Tool



Integrity and Political Savvy



Integrity and Political Savvy



Integrity and Political Savvy



Stewardship

Works collaboratively to steward policy systems that can provide advice for the benefit of current and future generations and Māori Crown relationships.

DEVELOPING



- Are beginning to understand the principles of stewardship as set out in the Public Service Act and its key components including:
 - how your agency supports your chief executive to steward people capability, information, processes, and legislation
 - the responsibility of chief executives and agencies to support ministers to act as stewards of the public interest, including maintaining public institutions and assets that exist for benefit of others
 - the Public Service adopting a medium to long-term perspective to anticipate and address future challenges and opportunities, including focusing on what will matter for the intergenerational wellbeing of people in Aotearoa New Zealand.
- Learning about the inter-relationship between stewardship and policy practice including:
 - how quality policy advice supports ministers to be good stewards in the public interest
 - what it means to steward the policy and regulatory systems of your agency, sector, or the broader Public Service, including maintaining the currency of any legislation administered by your agency
 - working collaboratively with others across the Public Service in the collective interest to identify benefits to the policy and regulatory systems as a whole
 - understanding there is bias towards the short-term at the individual and organisational level, and how futures thinking can support and enable good stewardships
 - being a steward for Māori Crown relationships when developing policies, now and in the future.

PRACTISING



- Understand the relationship between stewardship and maintaining and supporting:
 - the Public Service’s capability to provide high-quality policy advice to successive governments
 - the public to maintain trust and confidence in the Public Service
 - the Crown to meet its stewardship responsibilities to Māori as citizen under the Treaty | te Tiriti, and to ensure sustainable Māori Crown relationships, now and in the future.
- Are aware of bias towards short-term thinking at individual and organisational levels. Cultivate an attitude and intention of care for the future in your work.
- Apply a whole-of-system and long-term perspective by incorporating futures thinking into policy development – so that potential long-term implications are identified. This includes drawing on and developing institutional knowledge of the history of an issue.
- Apply the foundations of good regulatory stewardship (e.g. [Government Expectations for Good Regulatory Practice](#)) to maintain the health of regulatory systems, including the currency of legislation so it’s fit for purpose and achieves the policy intent and objectives.
- Incorporate longer-term issues into your policy advice (e.g. Long-term Insights Briefings)
- Understand that building your agency’s policy capability to be fit for the future is a continual and multi-faceted process – and the [Policy Capability Framework](#) can help.

LEADING



- Guide others on stewardship matters and constructively challenge short-term thinking in policy making.
- Are adept at putting current government priorities in context in relation to the Public Service’s stewardship responsibilities, now and in the future.
- Lead others to understand the agency’s stewardship responsibilities under the Treaty | te Tiriti and ensuring sustainable Māori Crown relationships.
- Lead others to understand the role of policy practitioners in supporting the Public Service as a system steward.
- Work with others to monitor the health of systems stewarded by your agency or sector. Apply tools to guide and advise on adjustments needed to maintain the system now and for the future (e.g. [Starting out with regulatory stewardship: A resource](#)).
- Maintain your own knowledge, skills, and futures thinking capability to identify and actively take steps to address:
 - emerging issues that are likely to impact long-term public interests
 - current issues of public interest where the government has not focused its attention nor sought advice
 - the suitability of existing policy and regulatory settings for current and future conditions.
- Promote use of the [Policy Capability Framework](#) for assessing and improving the ability of agencies to respond to future challenges and opportunities.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Stewardship



Stewardship



Stewardship



Responsive and Adaptive

Responsive to the Government of the day and works with agility in uncertain situations to improve the lives of people in New Zealand.

DEVELOPING



- Are open-minded and inquisitive, including being able to move from a fixed mindset to being able to learn and adapt.
- Use perception and listening skills to recognise whether you need to do anything differently as a result of what you've heard.
- Understand that the role of public servants is to serve the Government of the day and what it means to be responsive when governments or ministers change.
- Are receptive to unfamiliar concepts and quickly grasps new information.
- Adapt well to new situations, altered instructions and priorities, and can respond quickly to changing circumstances.
- Recognise the importance of remaining composed in challenging situations, recovers quickly from setbacks, and makes an effort to learn from them.
- Are learning to be comfortable with ambiguity and change.
- Can learn from mistakes, and respond constructively to feedback.

PRACTISING



- Respond to ministers in a timely way, can test and confirm your expectations, and can adapt when governments or ministers change.
- Understand the policy process is iterative, anticipates contextual changes and responses of others, and adjusts thinking and approaches as required.
- Can challenge earlier assumptions or conclusions in light of new information.
- Make sensible trade-offs:
 - between time, risk, quality, and completeness in your work
 - that balance competing interests effectively when working and engaging with others.
- Are resilient in the face of uncertainty and change, can switch focus to new priorities, find ways to pivot to new challenges and opportunities, and remain composed under pressure.
- Can navigate and are responsive to developing your skills in:
 - the evolving nature of Māori Crown relationships
 - Māori and non-Māori world views and approaches.

LEADING



- Lead and support others within your agency and sector to adapt in the face of challenges, uncertainty, and change.
- Are 'strategically opportunistic' – can anticipate and seize opportunities, integrate new content, collaborate, and draw connections that will support policy objectives.
- Can manage and prioritise conflicting demands – leading the way in adjusting priorities, pivoting to new challenges and opportunities, redeploying resources, and recovering from setbacks.
- Develop effective strategies to remain composed and act constructively in emotionally charged and highly pressurised environments.
- Lead others in navigating and adapting policy skills that take account of the evolving nature of Māori and non-Māori world views, and can apply your skills in a holistic way across a variety of subject areas.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Responsive and Adaptive



Responsive and Adaptive



Responsive and Adaptive



Self Aware and Inclusive

Aware of your own identity, values, and culture, and how they differ from others. Acts inclusively in a diverse society.

DEVELOPING



- Are learning about the importance of being inclusive, respectful, balanced, and fair in your behaviour, and in the language used with colleagues, stakeholders, and communities.
- Are self-aware and learning how to identify any unconscious bias in themselves and others – and willing to challenge inequity, racism, discrimination, and bias when you encounter it in policy work.
- Are learning about what it means to be inclusive of the core cultural concepts and practices relating to indigeneity and our diverse Aotearoa.
- Are welcoming of different backgrounds, experiences, perspectives, values, beliefs, and abilities and understands how these can improve policy making.
- Are learning about what it means to work in an inclusive and transparent way – in line with the Public Service values, accessibility standards and the principles of open government.

PRACTISING



- Can self-reflect and accept responsibility for your actions and how you impact others as you carry out your work.
- Can identify and address unconscious bias in yourself and others – and challenge inequity, racism, discrimination, and bias when you encounter it in policy work.
- Apply core cultural concepts and inclusive practices relating to indigeneity and living in a diverse society to your policy making.
- Can appreciate, adapt to and work with others with different backgrounds, experiences, perspectives, values, beliefs, and abilities to develop policy.
- Work in an inclusive and transparent way – in line with the Public Service values, accessibility standards, and the principles of open government.

LEADING



- Recognise the value of individual and group differences and seek out diverse views and perspectives to develop high-quality policy advice.
- Can set an example in identifying and addressing unconscious bias, as well as challenging inequity, racism, and discrimination in policy work – and guide others to do the same.
- Lead others to incorporate cultural concepts and inclusive practices relating to indigeneity and living in a diverse society.
- Find practical ways to resolve any barriers to including people from diverse cultures, backgrounds, abilities, and experiences in policy making.
- Are balanced, inclusive, respectful, and fair in your behaviour and language you use with colleagues, stakeholders, and communities.
- Guide others to work in an inclusive and transparent way – in line with the Public Service values, accessibility standards, and the principles of open government.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Self Aware and Inclusive



Self Aware and Inclusive



Self Aware and Inclusive



Continuous Learning

Takes initiative to develop the policy skills of themselves and others. Learns from colleagues, training opportunities, and on-the-job experience.

DEVELOPING



Actively seek ways to learn continuously from constructive feedback, and view mistakes as an opportunity to improve your policy practices.

- Are learning how to provide feedback to others in a safe and respectful way.
- Are learning how to work with your own strengths, and the weaknesses, strengths and personalities of others.
- Are motivated to identify areas for professional development, and to take active steps to progress your policy skills.
- Are learning about Māori and non-Māori world views, the Treaty | te Tiriti and Māori Crown relationships, and are responsive to identifying your own knowledge gaps and addressing them.

PRACTISING



- Invite and offer regular constructive feedback and challenge with your colleagues in a safe and respectful way.
- Share knowledge and expertise, and review the work of others.
- Think of policy work as producing 'team products' and actively provide and receive peer review and quality assurance.
- Learning from constructive feedback and mistakes to continuously improve your policy practice.
- Proactively identify areas for professional development and take active steps to build your policy skills.
- Coach others to build their policy skills, understanding how to apply the right approaches and tools, and recognising that providing feedback and coaching are socially and culturally bound.
- Actively champion and build your knowledge and understanding of Te Ao Māori, te reo Māori, Māori Crown Relationships, and engaging with Māori.

LEADING



- Model effective ways of giving and receiving constructive feedback and challenge in a safe and respectful environment.
- Can facilitate courageous and difficult conversations on quality, performance, and ways of working.
- Guide and support others to identify 'on-the-job' skill-building appropriate to the context and their development needs.
- Coach and mentor colleagues in areas of their expertise, informally or more formally as appropriate.
- Contribute to cultivating a culture of celebrating achievements and learning from mistakes.
- Find new ways to build your professional development, and take active steps to build your policy and leadership skills.
- Can sensitively coach, mentor and develop others to build individual and agency capability, including in Te Ao Māori, te reo Māori, Māori Crown Relationships, and engaging with Māori.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Development, Feedback,
and Coaching



Development, Feedback,
and Coaching



Development, Feedback,
and Coaching



A TĀTOU MAHI

What we do

Our Applied Skills

Applied skills needed to develop quality policy advice



Policy Analysis

Applies analytical frameworks and methods to make sense of evidence and inform policy advice.

DEVELOPING



- Are learning about the fundamentals of good quality policy analysis needed to determine what to advise decision makers, including identifying:
 - for a policy issue: what and who is affected, where, how much, and what the root causes of the pattern of adverse outcomes are
 - for an opportunity: its scale, what factors have given rise to it, and how they can be leveraged to maximise benefits
 - the impacts of current policy settings on the issue or opportunity
 - policy objectives that flow logically from the problem or opportunity definition
 - assessing options (using relevant criteria) to make impacts clear and reveal workable solutions that meet the policy objectives.
- Are learning about the range of analytical frameworks and tools that can illuminate key matters and help you identify, analyse, and make sense of evidence. This can include:
 - sectoral and system frameworks (like the Living Standards Framework and the Natural Resources Sector Framework)
 - academic disciplines and mātauranga Māori
 - frameworks to identify Māori rights and interests in Treaty analysis, and Te Ao Māori perspectives
 - purpose-built tools for assessing impacts of policy issues and solutions for different population groups (e.g. age, gender, disability, ethnicity)
 - decision-making frameworks (such as cost-benefit analysis).
- Are learning how to prepare draft analysis that reflects the standards for analysis set out in the [Policy Quality Framework](#).

PRACTISING



- Have deeper and broader experience in applying and understanding the underlying assumptions, strengths, and limitations of analytical frameworks.
- Work with others to identify and use frameworks and methods of analysis, appropriate to different situations and complexities of policy challenges (e.g. person-centred, system-oriented, Te Ao Māori frameworks).
- Are transparent about how issues are framed within your policy analysis (inherent bias) and any gaps in evidence.
- Can make sense of evidence, analyse it, and turn it into insightful advice that tells a coherent story about:
 - the context and the problem or opportunity including its scale, immediacy and causes, and the needs, views, and values of those impacted
 - the policy objectives and intentions
 - relevant Māori rights and interests including in Treaty settlement commitments
 - any likely risks and how to mitigate and manage them
 - possible options with likely impacts clearly identified, and the most workable solutions and any trade-offs revealed
 - the recommended pathway to achieving desired outcomes.
- Guide less experienced staff to undertake specific policy analysis and synthesis of different forms of evidence, and can identify, direct, or commission specialists where particular expertise is required.

LEADING



- Can synthesise and translate complex evidence into insightful and robust analysis that supports advice by continuously:
 - testing underlying assumptions and bias
 - being transparent about the impact of any gaps in evidence on the analysis
 - testing the feasibility of a wide range of policy options and the likely benefits, costs, and risks for different communities and stakeholders while recognising the lived experience and views of those potentially impacted
 - identifying and assessing workable options against criteria (e.g. effectiveness, equity, efficiency) to reveal any trade-offs
 - considering how to enhance Māori Crown relationships.
- Lead the application or development of common frameworks, principles, methodologies, tools, and techniques, relevant to the sector or the whole policy system.
- Lead and coach others in:
 - identifying root causes or factors that underpin the policy challenge or opportunity and desired outcomes
 - applying standard and emerging methods of analysis
 - employing different types of thinking (e.g. critical, creative, exploratory) to find breakthrough methods to understand and develop solutions to challenging problems.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Policy Analysis



Policy Analysis



Policy Analysis



Evidence and Insights

Draws on a range of evidence and insights to support analysis that informs each stage of the policy process. Aware of the reliability of the evidence.

DEVELOPING



- Are learning about the kinds and sources of qualitative evidence (e.g. knowledge, experience, and opinion) and quantitative evidence (e.g. datasets and surveys).
- Are becoming familiar with the basics of statistical analysis:
 - When and how to seek out evidence and use relevant datasets, technologies, and tools.
 - How to build relationships with research and data analysts and work effectively with them to test the quality of evidence, and draw useful and accurate insights.
 - How to identify strengths, limitations, and quality issues with the sources of evidence.
 - The language and process around commissioning research and evidence, and how to structure effective inquiry questions.
- Are learning how to synthesise evidence to draw conclusions (e.g. on key issues, their magnitude, root causes, solutions).
- Are learning about the importance of assessing evidence, data and information critically, including drawing on perspectives of knowledge and lived experience, such as:
 - Te Ao Māori perspectives and mātauranga Māori
 - Waitangi Tribunal reports and Treaty settlements commitments
 - interested communities and individuals, industry groups, NGOs, academic, scientific and technical sources
 - diverse, intersecting perspectives (e.g. age, gender, culture, disability).
- Are becoming aware of the requirements relating to the legal, ethical, cultural, and secure use of evidence and data in your work, including data governance.

PRACTISING



- Can work effectively with frontline staff and data and research teams to access and interrogate relevant data sources, to identify evidence gaps and propose ways of filling them.
- Can synthesise diverse information and evidence, distil what's important, and use it to tell a coherent story.
- Can competently assess the availability, quality, and limitations of evidence, data, and research in different contexts.
- Understand the principles of data collection and integrity, and the design of statistical analysis.
- Are confident in using different types of evidence (e.g. 'big data', qualitative community-based evidence, kaupapa Māori evidence, strong causal inference/natural experiment techniques, academic expertise).
- Are able to draw accurate insights from different perspectives to provide a rich picture that informs policy development.
- Know when and how to use data analytics and other data and digital tools – or commission their use – to draw out appropriate insights or conclusions.
- Appropriately apply requirements relating to the legal, ethical, cultural, and secure use of evidence and data to your work. Know when and how to seek guidance on data use and governance, and on information sharing, security, and privacy.

LEADING



- Strategically use evidence to influence and shape policy development, and to identify and address emergent policy issues.
- Consistently review and communicate a wide range of salient statistical research and evidence to others within your domain.
- Work across your agency and sector, including with frontline staff, to leverage internal and external expertise to enable better decisions and add value.
- Lead others in developing strong evidence-informed policy advice, including guiding them on:
 - how to frame lines of inquiry
 - using the right sources, tools and methods (including data analytics and other digital tools)
 - how to convey key messages and shape conclusions
 - use of insights to support Māori Crown relationships and outcomes for Māori.
- Are highly skilled at assessing underlying assumptions, limitations, and quality of evidence, and can:
 - recognise significant gaps or risks in evidence and work with internal and external experts to address them
 - qualify and challenge poor evidence in policy making.
- Build ongoing relationships with key stakeholder and community groups and can articulate issues, themes, and viewpoints.
- Lead others to make sure policy processes address any legal, ethical, and cultural requirements. Guide others to uphold the principles of data governance, information-sharing, security, and privacy in their policy making.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Evidence and Insights



Evidence and Insights



Evidence and Insights



Strategic and Futures Thinking

Analyses possible future states, and supports the development of strategic objectives and policy proposals that inform the direction of policy advice.

DEVELOPING



- Are curious, observant, and open to new things happening.
- Are becoming aware of how underlying assumptions and diverse perspectives shape thinking about policy problems and solutions – and starting to articulate what those are for your policy area.
- Are becoming familiar with the strategic context in your policy area, including:
 - the main drivers of and barriers to change, and how they have contributed to the current state
 - what their future affect may be.
- Are building awareness of signals, patterns, and identifiable trends in your policy area and interconnections – including with other policy areas – and what these could mean for future policy development.
- Have increasing familiarity with the basic principles and tools of strategic and futures thinking, which include considering:
 - how to understand where we are now and where we want to get to
 - building an understanding of how Te Ao Māori views and knowledge need to be considered in possible futures
 - a range of plausible futures, rather than a single projected future.

PRACTISING



- Can identify and articulate underlying assumptions and diverse perspectives for your policy area, and:
 - test and update assumptions for ongoing validity
 - understand what distinguishes diverse perspectives from one another, how they interact, and how they can be incorporated strategically into policy design and outcomes.
- Have sound knowledge of the strategic context in your area of policy work and can begin to develop a theory of change for achieving desired policy outcomes, including supporting the Māori Crown relationships and outcomes for Māori.
- Can scan the system to identify emergent trends and weak and strong signals of change. Can make sense of these and synthesise findings into advice on how the changes may affect your policy area.
- Apply insights from scanning to develop more informed and strategic policy through:
 - selecting and using appropriate tools and evidence to:
 - develop and test a range of plausible futures (including preferred and unwelcome futures)
 - identify likely implications for different communities
 - using the futures identified to develop and assess how strategic intent can be best realised through testing alternative policy options.

LEADING



- Lead activities related to setting vision, strategic direction, and achieving longer-term outcomes.
- Lead others to identify how differing assumptions and diverse perspectives can impact their strategic policy.
- Identify strategic approaches to incorporating policy options.
- Can test, update, replace, or reframe different perspectives in ways that challenge current thinking.
- Can develop a theory of change that identifies the barriers and drivers, and how they can be both utilised and overcome.
- Can scan systems to understand the nature of trends in your domain, which includes:
 - anticipating their impact for future policy design and outcomes
 - working with others across the system to build this capability into all policy development and monitoring.
- Can confidently design, lead, or commission the development of futures-focused and strategic policy that:
 - uses engagement with a diverse range of stakeholders
 - uses a range of evidence and tools
 - ensures Te Ao Māori views are incorporated into any future scenarios
 - identifies a range of future scenarios (including those less plausible) and their implications and likelihood, and can draw on them to revise assumptions, update strategic goals, and advise on future-oriented policy responses.
- Advocate for the use of strategic and futures thinking in policy development, and demonstrate how insights from these disciplines can strengthen policy development.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Strategic and Futures Thinking



Strategic and Futures Thinking



Strategic and Futures Thinking



Systems Awareness

Applies tools for making sense of systems and their behaviour. Advises on changes to system settings to improve policy proposals.

DEVELOPING



- Are developing an understanding of systems and system dynamics (system sense-making) in your domain, including:
 - main system elements, such as purpose, the roles people hold and power they exercise, and other factors shaping system behaviour (e.g. rules or laws, norms and culture, mental models, and flows of information and resources)
 - the interactions between elements that determine how the system functions (including feedback loops that either amplify or dampen system responses to change).
- Are developing an understanding of what it means to take action within systems, the roles of government and other actors, the use of potential leverage points (where small shifts can produce big change), and the impacts that changes made in one part of the system may have on other parts of the system or adjacent systems.
- For each system most relevant to your work, you're beginning to develop an understanding of:
 - how past decisions got the system to where it is today including Māori Crown relationships and how they have affected outcomes for Māori
 - how internal and external drivers and constraints influence system change, including the social, economic and political context, and competing values and beliefs.

PRACTISING



- Apply appropriate tools for making sense of systems in your work domain and how they're functioning by:
 - scanning for signals, trends, and emergent properties in the system
 - mapping the main system elements, how they connect, feedback loops, the main drivers of system behaviour, and any critical uncertainties
 - identifying the overall state of the system (e.g. whether it's a clear, complicated, complex, or chaotic system).
- Identify opportunities to take system action, using sense-making to leverage possible change, including taking account of:
 - any constraints and what is feasible
 - the impacts that changes in one part of the system may have on other parts of the system or adjacent systems.
- Use system awareness to contribute to:
 - identifying future policy development priorities for systems in your work domain
 - planning systems change work programmes
 - providing robust policy advice on systems stability and change.

LEADING



- Lead the use of appropriate sense-making tools and approaches when developing policy advice on system transformation, and actively advocate for use of systems awareness in policy development.
- Support others in your organisation and sector to make sense of a particular system (sense-making), which includes:
 - gaining a deep understanding of the dynamic interactions within and between systems that drive system behaviour and outcomes
 - determining the overall state of the system and its implications for the types of actions most likely to be effective
 - incorporating Te Ao Māori world views into the sense-making process
 - identifying whether there's support or resistance to change in the system, and the degree of momentum behind it (the state of the 'energy' in the system).
- Guide others in taking system action, which can include:
 - redesigning information, funding or other flows and feedback loops to increase promising behaviours, practice, and innovation
 - identifying elements and constraints in the system that are affecting behaviour and assessing whether they should stay, change, or go
 - building greater system resilience
 - developing robust, strategic policy advice for making changes in the system, informed by the sense-making process.
- Use systems awareness strategically when communicating with senior leaders and ministers, to gain agreement on taking opportunities for beneficial system changes.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Systems Awareness



Systems Awareness



Systems Awareness



Advice and Influence

Delivers policy advice that is robust, free and frank, and compelling. Can use appropriate levers of influence to successfully effect change.

DEVELOPING



- Are learning how to select from a range of policy advice outputs and techniques and use the one most appropriate to the situation to inform ministers and other decision makers.
- Are learning about the constitutional conventions of free and frank advice.
- Are contributing to providing advice that is clear, accurate, well-reasoned, evidence-based, impartial, politically neutral, and targeted to the audience (generally the decision maker) – see [Policy Quality Framework](#).
- Are learning how to reflect findings of engagement in advice, including the views of:
 - Māori, iwi, and hapu
 - communities
 - stakeholders.
- Are learning from others what the various levers of influence are, and how to use them to get advice accepted. This includes how to achieve buy-in of those interested and affected by the policy issue or opportunity.

PRACTISING



- Provide free and frank advice to decision makers that:
- tells a compelling story and shows what needs to be done to make desired outcomes happen
 - puts decisions in context
 - identifies diverse Māori rights and interests, including any Treaty settlement commitments
 - reflects diverse perspectives and values of communities and stakeholders
 - is honest, apolitical, and constructive, and outlines risks and mitigations
 - sets out clear, action-oriented, and realistic recommendations
 - anticipates the decision maker's needs and next steps.
- Use various levers of influence to successfully affect change including:
 - achieving buy-in of those interested and affected
 - providing a robust and persuasive narrative to support your advice and recommendations
 - understanding and applying the presentation preferences of decision makers
 - building relationships and networks within and across agencies, with ministers, and with those interested and affected by proposed changes.
 - Champion the decisions made and works with others to ensure they're implemented effectively.
 - Represent the agency's interests in internal and external interactions, within boundaries, observing tikanga, and with a clear agenda and mandate.

LEADING



- Are known as a 'trusted' advisor, which means you can:
 - consistently deliver compelling advice to senior leaders, ministers, and other decision makers
 - offer proactive and free and frank advice to decision makers even when it has not been requested
 - frame advice in the context of sector and collective priorities (beyond institutional boundaries)
 - anticipate and time provision of advice to have the greatest influence
 - confidently provide advice to support the Māori Crown relationship and outcomes for Māori
 - influence others, shape policy debates, and build support to ensure decisions are implemented effectively.
- Coach and lead others in communication methods and approaches to ensure advice is robust, free and frank, and compelling.
- Lead others to identify other effective ways to strategically use the various levers of influence to undertake policy projects that successfully effect change.
- Can reliably represent the interests of your agency, even in uncertain territory.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Advice and Influence



Advice and Influence



Advice and Influence



Monitoring and Evaluation

Develops and applies ‘fit for purpose’ measures and indicators to monitor policy outcomes. Builds results of evaluation into policy making.

DEVELOPING



- Are learning about the importance of planning early for how policy will be monitored and evaluated, and building these requirements (including time and resources) into ongoing policy processes.
- Are developing an understanding of:
 - what to measure and why, and the outcomes you seek from monitoring and evaluation
 - the purpose and types of evaluation (including formative, process, system, impact and outcome evaluations)
 - the relationship between monitoring and evaluation and when it’s appropriate to use different methods and approaches, including applying Te Ao Māori
 - how past evaluations can generate evidence and insights to inform new policy development
 - meaningful quantitative and qualitative information, and measures and indicators of effectiveness.
- Are able to seek out the findings of previous monitoring and evaluation – from your own policy area but also wider relevant examples – to generate learning.
- Are developing an understanding of how monitoring and evaluation can contribute to real-time adjustments, including the use of:
 - findings of live monitoring and policy implementation
 - use of feedback loops, experimentation, prototypes, and trials.

PRACTISING



- Are able to plan at the early stages of policy development to build in enablers for monitoring and evaluation, including getting funding approved, testing policy settings, and commissioning evaluation.
- Work with stakeholders and evaluation experts to select, design, and where appropriate implement or commission monitoring and evaluation processes and methodologies most appropriate for the policy, including considering relevant cultural lenses.
- Can apply Te Ao Māori, mātauranga Māori, and kaupapa Māori methodologies to monitoring and evaluating outcomes, including for Māori with support from those with appropriate expertise.
- Can identify meaningful information, quantitative and qualitative measures and indicators of effectiveness, impacts, and systems.
- Can work with evaluation specialists to assess results of monitoring and evaluation.
- Can extract lessons learnt from testing, monitoring, and evaluation into policy making, to:
 - build real-time and previous findings into policy development
 - improve the policy practices of your agency
 - improve the whole system they’re working in.

LEADING



- Promote the benefits of using high quality evaluation to create a shared understanding of the policy objectives and outcomes, how they’ll be measured, and what will be learned.
- Can commission the design of fit-for-purpose monitoring and evaluations for the policy and context, with a particular focus on working with stakeholders to ensure the findings are seen as credible, high-quality, and useful.
- Understand the longer-term value of investing in data collection and measuring what matters to inform future policy making, and consistently use the results of monitoring and evaluation to inform subsequent policy advice.
- Can effectively engage with and communicate the key findings, messages, and lessons from monitoring and evaluation to different audiences (e.g. frontline staff, ministers, local communities).
- Build relationships with evaluation experts to help assess the evaluation results and provide advice on whether to continue, modify, or halt initiatives.
- Contribute to embedding monitoring and evaluation culture across the team and agency to improve policy making and practice.
- Lead others to apply Te Ao Māori, mātauranga Māori, and kaupapa Māori methodologies to monitoring and evaluating outcomes for Māori.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Monitoring and Evaluation



Monitoring and Evaluation



Monitoring and Evaluation

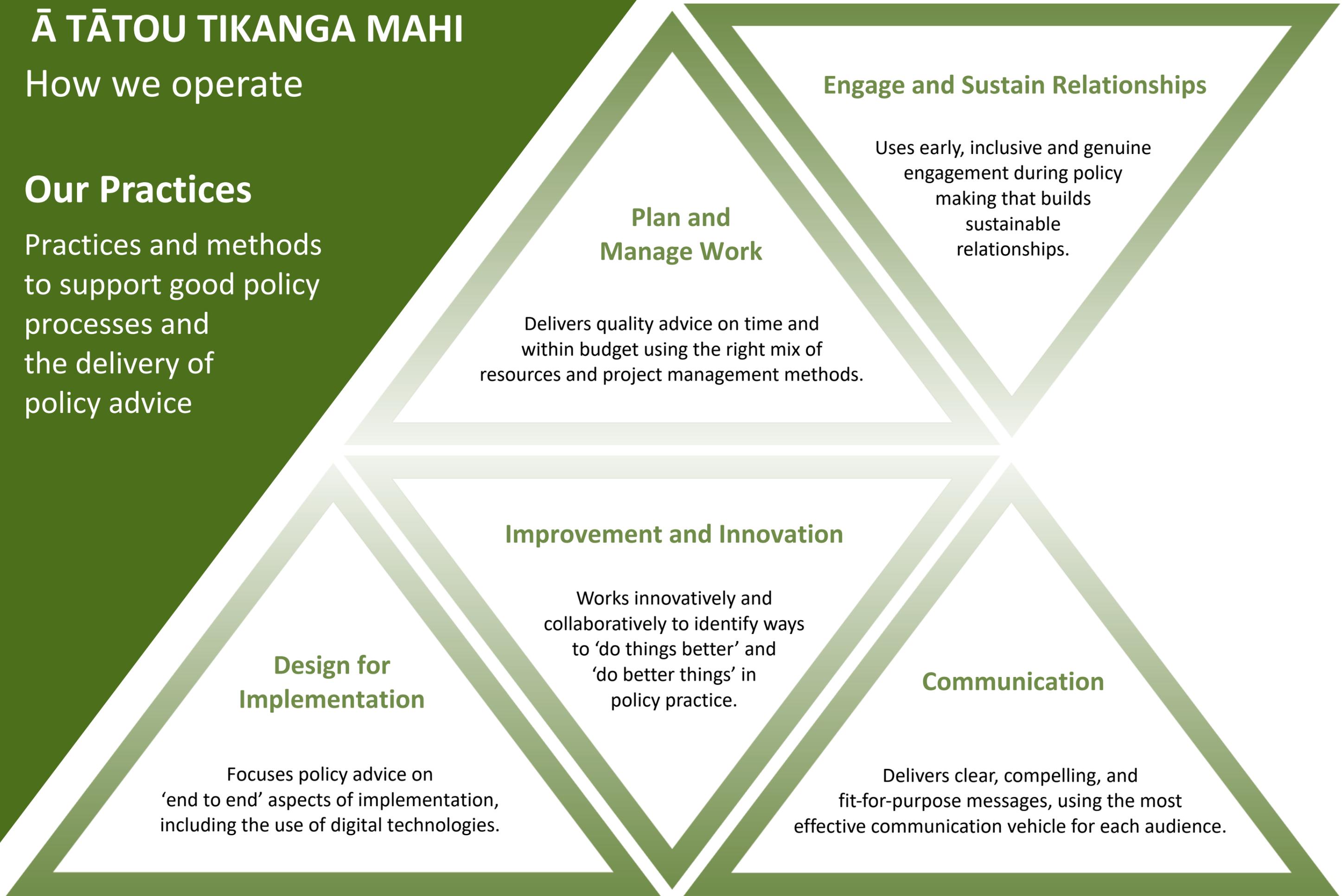


Ā TĀTOU TIKANGA MAHI

How we operate

Our Practices

Practices and methods to support good policy processes and the delivery of policy advice



Plan and Manage Work

Delivers quality advice on time and within budget using the right mix of resources and project management methods.

DEVELOPING



- Are learning about the importance of getting policy projects off to a good start by:
 - using information from commissioning conversations with someone senior to form an initial view about the scope of a policy project
 - exploring scope and possible approaches to the work, including by engaging with others
 - communicating your thinking about the project scope and approach with those authorising it – and only then starting detailed work on what they’ve agreed to
- Are developing the ability to manage your own workload by clarifying priorities, speaking up when at capacity or under-utilised, and making thoughtful trade-offs between timeliness and quality.
- Are developing your time management and planning abilities, by:
 - breaking your work down into logical steps and tasks
 - estimating the time to undertake each of them
 - sequencing them so deliverables are produced as quickly as possible.
- Are becoming reliable at contributing to and delivering quality outputs on time, including by seeking and providing peer review.

PRACTISING



- Understand the commissioning process for policy work and are active in establishing mandates and defining deliverables.
- Can effectively gain input from others on project plan design and implementation (e.g. the minister, frontline staff, and others with organisational experience within your agency, other agencies, Māori, community and stakeholder groups).
 - Look ahead to anticipate and manage project risks, timelines, resourcing, and deliverables, and know when to seek clarification to make sure projects meet expectations.
 - Can lead simple to moderately complex policy projects effectively including:
 - managing and monitoring work within and across teams
 - planning and advising on specific requirements in the policy process (e.g. Cabinet, legislative and select committee processes, where Treaty settlement commitments are involved or a Regulatory Impact Statement is required, international agreement obligations must be met)
 - providing regular updates on progress to project sponsors so there are no surprises
 - knowing how and when to identify and resolve policy project issues with those responsible for project governance.
 - Understand a variety of project planning and management techniques, tools and technologies and can apply these when they are fit for purpose for the scale of the policy project involved.

LEADING



- Can translate strategies, priorities, and issues into policy projects with clear objectives, intent, scope, and level of resources.
- Take an effective leadership or supporting role in a policy project or programme teams (which may include cross-agency or non-government partners (e.g. Māori, community and broader stakeholders)). This includes:
 - ensuring project plans are realistic, workable and joined up across government to ensure desired outcomes are delivered on time and to the right level of quality
 - ensuring the rights skills and experience are available, including taking a multi-disciplinary team approach when required
 - articulating the project’s vision to bring others on board
 - scoping, securing and managing project budgets.
- Can establish and manage clear and meaningful internal and inter-agency governance and decision-making processes that:
 - are consistent with their mandate and accountability arrangements
 - provide regular updates to project sponsors and any Treaty partners, and key stakeholders on achievements and issues so there are no surprises.
- Apply and advise others on appropriate project management approaches, by:
 - using appropriate methodologies, tools, and techniques, such as engagement plans, and risk and opportunity registers
 - agilely adapting the project’s approach in response to uncertainty and change
 - advising when a project needs to be halted, delayed, accelerated, or redirected.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Plan and Manage Work



Plan and Manage Work



Plan and Manage Work



Engage and Sustain Relationships

Uses early, inclusive and genuine engagement during policy making that builds sustainable relationships.

DEVELOPING



- Are learning from others how to build inclusive and collaborative relationships with counterparts within and across government agencies to facilitate working together.
- Are learning when, how, and who to engage with during the policy development process, including the need to engage early with Treaty partners.
- Are sensitive to other perspectives and learning how to gain diverse insights about problems and potential solutions to consider during policy development.
- Are becoming aware of the opportunities – as well as the risks – of using digital and non-digital tools to support engagement and collaboration.
- Are developing an awareness of the systems, processes, and requirements for gathering, storing, and using data, evidence, and information.

PRACTISING



- Build and maintain relationships of trust with communities and stakeholders relevant to policy work.
- Design, plan, and manage engagement processes that are consistent with the appropriate level of public influence on decision making in the International Association of Public Participation’s Spectrum of Public Participation.
- Use inclusive engagement practices that consider culture, values, and accessibility needs and leverages digital technologies to support engagement and joined-up approaches across the public sector.
- Establish feedback loops with those who have provided feedback during engagement and evaluate the impact of engagement on policy development and outcomes.
- With appropriate support, can conduct effective and timely engagement with Māori, incorporating Te Ao Māori, and the tikanga and kawa of those being engaged with.
- Can appropriately gather, store, and use data, evidence, and information from communities and stakeholders, while meeting legal, cultural, privacy, ethical, and security considerations.

LEADING



- Can build genuine and enduring relationships within and outside government, and draw on those relationships in your policy work.
- Can determine what needs to be managed across agencies or the policy system to develop and deliver high quality policy advice, and can skilfully design and lead the engagement processes needed to achieve it.
- Can lead others in designing, planning, and managing inclusive engagement on policy that reflects the diverse views of people in New Zealand, including where relevant involving or collaborating on policy development with:
 - Māori as Treaty partners and citizens
 - across different culture, gender, age and disability groups
 - interested communities and individuals, industry groups, NGOs, and those with academic, scientific and technical expertise.
- For policy projects you’re involved in or leading you can put in place (or guide others on) appropriate mechanisms and oversight needed of systems and processes to:
 - gather and store evidence and information from communities and stakeholders
 - meet legal, privacy, cultural, ethical and security requirements.

For guidance on developing these skills at each level, see the Development Pathways Tool



Engage and Sustain Relationships



Engage and Sustain Relationships



Engage and Sustain Relationships



Design for Implementation

Focuses policy advice on ‘end to end’ aspects of implementation, including the use of digital technologies.

DEVELOPING



Are learning from others about the importance of:

- selecting approaches to design and implement policy that take account of context, and human behaviour policy (e.g. behavioural insights, human-centred design)
- considering whether appropriate policy solutions should apply uniformly across the country, nationally with local variations, or be entirely place-based solutions – and what this implies for those impacted, and who and how to involve in policy design and implementation including Māori and community and stakeholder groups
- the agreed and implemented policy solutions meeting user needs and being inclusive, accessible, trustworthy, flexible, and cost-effective.

- Are learning from others about the range of expertise in your organisation that can support you to understand policy issues, design good policy solutions, and implement them effectively. This includes frontline staff, legal, finance, procurement, communications, research, and digital and data teams.
- Are learning how to identify and assess appropriate policy options with implementation in mind, by becoming familiar with:
 - a range of policy instruments or options that could be used to deliver policy intent (such as providing information, public or contracted services, financial incentives, regulating, partnership arrangements, and behavioural nudges)
 - how to robustly identify, for the subset of policy options most relevant in a particular context, their likely relative impacts on people and resources (including benefits, costs and risks).

PRACTISING



- Can identify early in the policy process who needs to be engaged with to design policy options that are fit for purpose and user-centred, and can be successfully implemented, including:
 - people who are likely to be impacted or who are interested in the outcomes
 - Treaty partners and Māori as citizens
 - communities and other external stakeholder groups.
 - frontline staff and others with organisational expertise (e.g. legal, finance, procurement, communications, research, digital and data teams).
- Can work collaboratively with others to design and iteratively test policy and delivery options to:
 - assess the likely benefits, costs, and risks of alternative policy and delivery options (including doing nothing) and the assumptions they’re based on
 - apply implementation-focused decision-making models (e.g. [impact analysis tools](#), [Better Rules](#) processes, [Government Expectations for Good Regulatory Practice](#))
 - ensure the design and scope of delivery options achieve policy and operational objectives – and if not, what might improve outcomes.

LEADING



Can lead others on the choice of policy options and instruments using rigorous criteria and proven design frameworks to identify which is most likely to be successful when implemented. This means being able to:

- advise on frameworks for designing policy options and their advantages and disadvantages
- understand the importance and impact of policy implementation on Māori Crown relationships and national and place-based outcomes for Māori
- constructively challenge traditional delivery mechanisms and actively examine alternatives (e.g. new technologies, non-regulatory levers, new partnerships)
- know when to seek advice on whether any back-end digital and data infrastructure changes will be required to meet policy objectives.
- Lead others to collaboratively test option viability, identify and resolve problems, make improvements, create efficiencies, and other improvements.
- Can address resourcing issues and other internal and external challenges and risks that could affect implementation.
- Collaboratively develop implementation plans (‘delivery roadmaps’) with clearly assigned accountabilities that can be adjusted if circumstances change.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Design for Implementation



Design for Implementation



Design for Implementation



Improvement and Innovation

Works innovatively and collaboratively to identify ways to ‘do things better’ and ‘do better things’ in policy practice.

DEVELOPING



- Are learning how innovation can add value to policy making and what it involves by:
 - becoming familiar with Te Ao Māori perspectives and how they differ from non-Māori world views, and how they could contribute to innovations in policy practice
 - becoming familiar with the different purposes of innovation and how it can be strategic and systemic rather than incidental
 - understanding the risk of not trying new things, and the need to experiment and prototype to test ideas and design solutions
 - learning about innovative policy-making methods, ways of working and potential uses of technology (consider international and indigenous contexts)
 - cultivating a mindset and attitudes that support innovation (e.g. being open, imaginative and creative, reflective).
- Are becoming familiar with sector, all-of-government, and broader innovation and transformation strategies (e.g. New Zealand’s digital transformation) and what these mean for your work.
- Are learning how to improve the quality of our advice and practices with the Policy Project’s policy improvement frameworks ([Policy Quality](#), [Policy Skills](#), and [Policy Capability](#)).

PRACTISING



- Create the conditions for innovating and improving policy practice by:
 - promoting mindsets and attitudes that support innovation
 - making space for innovation including time, collaboration, and experimentation
 - exploring new methods, ways of working, thinking, technology, and different disciplines, including working in multi-disciplinary settings
 - identifying structural and institutional obstacles to innovation, and raising these in a constructive way
 - enhancing Māori Crown relationships through applying Te Ao Māori to policy practice.
- Apply innovative principles, practices, and approaches to policy making, and can link to broader innovation and transformation strategies.
- Can articulate the value of new ideas to decision makers, and have the knowledge and experience to make a ‘great idea’ into a workable solution.
- Identifying lessons learned from innovation activities, and fostering networks to share and learn from insights about what works and what doesn’t.
- Consistently apply the Policy Project’s policy improvement frameworks and related resources to improve your policy practice and that of your colleagues.

LEADING



- Can take a strategic and systemic approach to innovation, and consider the wider ecosystem to coordinate and align innovation activities towards a shared purpose.
- Lead others to:
 - identify when it’s not enough to ‘do things better’ and there is a need to ‘do better things’
 - clearly articulate the risks of maintaining the status quo and weigh these against trying something new
 - find new ways to identify diverse Māori rights and interests
 - acknowledge where challenges are so complex or the context is changing so rapidly:
 - that the solution is not known
 - applying experimentation is the best course of action.
- Lead others to navigate structural and institutional obstacles to innovation, and supports others to do so.
- Embed a culture of innovation, improvement and commitment to the quality of policy advice across your team, agency, and sector. This includes building:
 - the Policy Project’s improvement frameworks into your policy processes, practices, and systems
 - institutional memory of what has gone before and what has been learned.

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Improvement and Innovation



Improvement and Innovation



Improvement and Innovation



Communication

Delivers clear, compelling, and fit-for-purpose messages, using the most effective communication vehicle for the audience.

DEVELOPING



- Are learning how to:
 - identify key messages
 - write clear, concise, error-free work
 - incorporate visual aids to help tell the story (e.g. diagrams, tables, infographics).
- Are learning how to produce a range of written policy outputs for ministers and other audiences (e.g. aides memoire, briefing notes, A3s, Cabinet papers, presentations, speech notes) and visual outputs including videos and data visualisation techniques). See [Writing for Ministers and Cabinet](#).
- Are becoming aware of:
 - accessibility requirements for communication products (e.g. web accessibility requirements) and where to go for help
 - when it's appropriate to provide communication products partly or entirely in te reo Māori and other languages, and where to go for help.
- Are becoming aware of the communication-related elements of the Policy Project's [Policy Quality Framework](#).
- Are actively seeking feedback on the quality of your written work from peers, and using it to improve your communication.
- Are becoming more articulate and proactive when contributing to discussions.
- Can listen actively, ask clarifying questions, and accurately reflect the perspectives and views of others.

PRACTISING



- Produce high-quality written advice with a clear purpose that is:
 - expressed in plain language that's easy to read
 - uses relevant visual aids to help communicate the key messages.
- Confidently present information in an accessible form consistent with the purpose of the communication and the preferences of the audience.
- Demonstrate knowledge and experience of meeting accessibility requirements for communication products and making them inclusive for the audience (e.g. in te reo Māori and a range of other languages where appropriate).
- Improve the quality of your agency's communications by seeking feedback on the quality of your written work, and peer reviewing the work of others. This includes using the Policy Project's checklist (see [Developing papers with the Policy Quality Framework](#)) and other quality assurance resources or processes within their agency.
- Can work effectively with communication and digital teams to develop and publish information online and through other delivery mechanisms.
- Demonstrate effective oral communication skills in discussions with internal and external colleagues, managers, ministers and citizens.

LEADING



- Produce eloquent, accurate, and inclusive communication that persuades and inspires.
- Present information in a variety of settings to a range of audiences, where relevant using appropriate tikanga and cultural practices, and taking into account accessibility considerations.
- Work with others across your agency to foster development of a peer review culture.
- Can be persuasive and compelling when communicating with ministers, and when representing your agency.
- Mentor and develop the communication skills of others, including leading others in applying the standards for good quality policy advice in the [Policy Quality Framework](#).

For guidance on developing these skills at each level, see the [Development Pathways Tool](#)



Communication



Communication



Communication

