Development Pathways Tool

Practising level skills

Publication details

Development Pathways Tool: Practising level skills was published in July 2024 by the Policy Project. It collects the Practising level profiles for all 20 skills of the Policy Skills Framework.

Developing level skills and Leading level skills are also available.

See the Development Pathways Tool page for more information and the online Tool.

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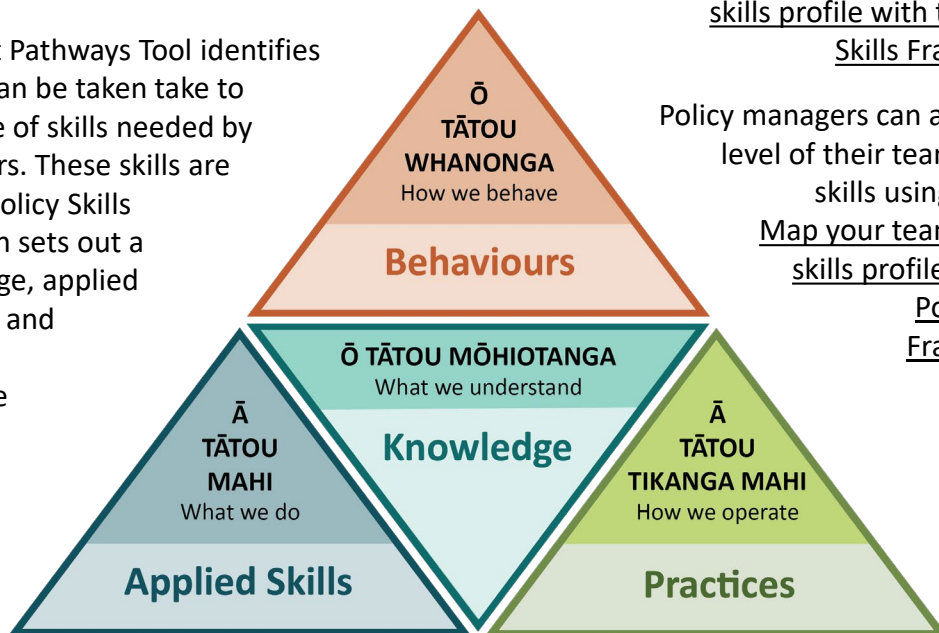# How the Tool supports the Policy Skills Framework

This publication collects the 20 Practising level checklists of actions from the Development Pathways Tool.

The Development Pathways Tool identifies the actions that can be taken take to develop the range of skills needed by policy practitioners. These skills are identified in the Policy Skills Framework, which sets out a range of knowledge, applied skills, behaviours, and practices that are described at three levels:

- Developing
- Practising
- Leading.

Policy practitioners can also identify the current level of their individual policy skills using the tool Map your policy skills profile with the Policy Skills Framework.

Policy managers can assess the level of their team's policy skills using the tool Map your team's policy skills profile with the Policy Skills Framework.

Ō TĀTOU WHANONGA
How we behave
Behaviours

Ō TĀTOU MŌHIOTANGA
What we understand
Knowledge

Ā TĀTOU MAHI
What we do
Applied Skills

Ā TĀTOU TIKANGA MAHI
How we operate
Practices

The Policy Skills Framework

The skills that sit within these elements are as follows.

Knowledge
- Constitutional and Government Systems and Processes
- Te Ao Māori, Treaty, and Māori Crown Relationships
- Political Context and Priorities
- Domain Knowledge

Applied Skills
- Policy Analysis
- Evidence and Insights
- Strategic and Futures Thinking
- Systems Awareness
- Advice and Influence
- Monitoring and Evaluation

Behaviours
- Integrity and Political Savvy
- Stewardship
- Responsive and Adaptive
- Self Aware and Inclusive
- Continuous Learning

Practices
- Plan and Manage Work
- Engage and Sustain Relationships
- Design for Implementation
- Improvement and Innovation
- Communication

Using the Development Pathways Tool profiles

The actions in the checklists are organised into three ways of learning:

- on-the-job learning
- learning from others
- formal training.

DEVELOPMENT PATHWAYS TOOL

Constitutional and Government Systems and Processes

Practising

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

- Understands and follows processes to ensure policy proposals meet the requirements of Cabinet and Parliamentary processes.
- Can apply relevant frameworks and processes to policy proposals.
- Understands the constitutional nature of te Tiriti o Waitangi and what it means to comply with the Treaty and Treaty settlements in policy work.

70% on-the-job learning

- Build good relationships with officials and departmental advisors in the minister's office.
- Read the Policy Project's guidance on Writing for Ministers and Cabinet.
- Review Turning Policy Into Law to learn about working with the Parliamentary Counsel Office and providing instructions for legislative drafting.
- Work with your agency's legal team and the Parliamentary Counsel Office to provide instructions for legislative drafting.
- Mentor junior staff on government systems and processes.

- Learn about how the structure of government entities influences the level of involvement in policy processes. Read the Public Sector Commission's information on machinery of government: System Design.
- Lead Cabinet papers through cross agency processes (e.g. consultation on papers, cross-agency briefings).
- Participate in increasingly complex Cabinet and Parliamentary processes.
- Can carry out impact analysis requirements for policy proposals that involve regulatory change.

20% learning from others

- Shadow senior managers involved in providing advice to the minister, Cabinet committees, and negotiating with Parliamentary counsel about legislative drafting, and participate in select committee processes.
- Establish networks with the people who have relevant knowledge about government systems and processes to help you undertake your policy projects effectively.

10% formal training

- Take advanced courses on machinery of government, select committee processes, legislative processes, and policy development for senior practitioners.
- The Treasury can run courses on Public Sector Budgets. G-Reg and ANZOG both schedule workshops and seminars from time to time on regulatory design and practice.

- Attend seminars with experts in specific processes, such as:
  - Public Policy Fundamentals by Wellington Uni Professional
  - Introduction to Parliament and Select Committees by the Office of the Clerk
  - Policy to Legislation by the Office of the Clerk.

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(1) Each profile begins with the description of that skill, taken directly from the Policy Skills Framework (sample page below).

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	PRACTISING	LEADING

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

(2) A summary of the content from the Framework is also provided.

(3) Around 70% of the actions suggested for developing this skill at this level are likely to come from on-the-job learning.

(4) Learning from others – including colleagues – is recommended to make up around 20% of the development actions.

(5) Formal training, such as courses, workshops, and qualifications, could make up around 10% of the actions.

The Policy Project
Te Kāwanatanga o Aotearoa New Zealand Government

Development Pathways Tool
Developing level skills

For a publication that collects the Developing level actions, see Development Pathways Tool: Developing level skills

The Policy Project
Te Kāwanatanga o Aotearoa New Zealand Government

Development Pathways Tool
Leading level – all skills

For a publication that collects the Leading level actions, see Development Pathways Tool: Leading level skills

O TĀTOU MŌHIOTANGA
What we understand

Our Knowledge

Knowledge and understanding needed to do the policy job well

Constitutional and Government Systems and Processes

Te Ao Māori, Treaty, and Māori Crown Relationships

Political Context and Priorities

Domain Knowledge

The Policy Project

Constitutional and Government Systems and Processes

Practising

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

- Understands and follows processes to ensure policy proposals meet the requirements of Cabinet and Parliamentary processes.
- Can apply required frameworks and processes to policy proposals.
- Understands the constitutional nature of te Tiriti o Waitangi and what it means to comply with the Treaty and Treaty settlements in policy work.

70% on-the-job learning

Build good relationships with officials and departmental advisors in the minister's office.

Read the Policy Project's guidance on Writing for Ministers and Cabinet.

Review Turning Policy Into Law to learn about working with the Parliamentary Counsel Office and providing instructions for legislative drafting.

Work with your agency's legal team and the Parliamentary Counsel Office to provide instructions for legislative drafting.

Mentor junior staff on government systems and processes.

Learn about how the structure of government entities influences the level of involvement in policy processes. Read the Public Sector Commission's information on machinery of government: System Design.

Lead Cabinet papers through cross agency processes (e.g. consultation on papers, cross-agency briefings).

Participate in increasingly complex Cabinet and Parliamentary processes.

Can carry out impact analysis requirements for policy proposals that involve regulatory change.

20% learning from others

Shadow senior managers involved in providing advice to the minister, Cabinet committees, and negotiating with Parliamentary counsel about legislative drafting, and participate in select committee processes.

Establish networks with the people who have relevant knowledge about government systems and processes to help you undertake your policy projects effectively.

10% formal training

Take advanced courses on machinery of government, select committee processes, legislative processes, and policy development for senior practitioners.

The Treasury can run courses on Public Sector Budgets. G-Reg and ANZOG both schedule workshops and seminars from time to time on regulatory design and practice.

Attend seminars with experts in specific processes, such as:

- Public Policy Fundamentals by Wellington Uni Professional
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- Policy to Legislation by the Office of the Clerk.

Te Ao Māori, Treaty, and Māori Crown Relationships

Practising

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

- Can apply a Te Ao Māori lens, matāuranga and kaupapa Māori, te Tiriti frameworks, and can identify diverse Māori rights and interests.
- Support Māori Crown relationships and increase their understanding of Māori perspectives by engaging early, respectfully, and effectively with Māori.
- Observes tikanga, and regularly applies te reo Māori communication skills in their work.

70% on-the-job learning

☐ Lead medium to complex projects that require an understanding of the implications of the Treaty of Waitangi and Māori Crown relationships, and require engagement with Māori/iwi.

☐ Understand the appropriate levels of engagement with Māori during policy development, and how to use Te Arawhiti – the Office of Māori Crown Relations' resources, including the Engagement Framework and Guidelines on the Māori Crown Relations' Engagement page.

☐ Become knowledgeable about current Māori views on your subject matter, including reading relevant Waitangi Tribunal reports and evidence.

☐ Learn how to apply Te Ao Māori knowledge and approaches and matāuranga Māori to your policy work and your policy development.

☐ Develop relationships with Māori groups with an interest in your subject area.

☐ Ensure you build time into your project planning for early engagement with iwi and Māori groups.

20% learning from others

☐ Discuss with others their experience with approaches to engagement with Māori. What worked well, what could have been done better, and what were the outcomes?

☐ Build relationships with external organisations and individuals with an interest in your subject area, particularly iwi and Māori.

☐ Attend a Waitangi Tribunal hearing relevant to your work.

10% formal training

☐ Take a course on Te Tiriti o Waitangi and cultural perspectives in policy making.

☐ Attend seminars run by Motu, Te Puni Kōkiri, and Te Arawhiti (e.g. Te Tiriti o Waitangi and Aotearoa History) and share lessons with colleagues. Incorporate what you've learned into your agency's approaches.

Political Context and Priorities

Practising

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

- Understands Government priorities, the current political context for and the historical context of their policy area.
- Can clearly articulate how their work area contributes to the agency's policy work programme and government priorities.
- Understands the obligations of the Crown under the Treaty of Waitangi in their work domain.

70% on-the-job learning

Review relevant government and cross-party coalition and confidence and supply agreements and party manifestos.

Contribute to work planning for your team and discussions about agency and government priorities.

Represent your agency on cross-agency and cross-sectoral policy projects, where you need to articulate how your agency's work contributes to government priorities.

Contribute to complex projects on cross-sectoral government priorities.

Lead medium to complex projects that require an understanding of the implications of the Treaty of Waitangi and Māori Crown relationships, and require engagement with Māori/iwi.

Develop knowledge of Māori groups with an interest in your subject area.

Share your knowledge of the historical reforms that impacted your agency or sector (e.g. structural, funding, service delivery).

Seek to be involved in developing Treaty settlement redress in your policy area.

20% learning from others

Test your understanding of the political context and government priorities with more senior colleagues.

Attend a Waitangi Tribunal hearing.

10% formal training

Take a course on the Treaty of Waitangi and cultural perspectives in policy making.

Domain Knowledge

Practising

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

- Has solid subject matter knowledge of policy issues and the current policy and regulatory settings.
- Is advancing practical understanding of the domain and sharing knowledge with others.
- Growing knowledge of Māori rights and interests, grounded in engagement with Māori and Treaty relationships relevant to the domain.

70% on-the-job learning

Lead or contribute significantly to projects that allow you to put your domain knowledge and expertise into practice.

Share domain knowledge and policy experience with other policy practitioners.

Contribute to discussions about specific issues or projects related to your subject matter expertise.

Lead discussions about policy problems and approaches in your subject area.

Stay up to date with literature and policy problems relevant to your role.

Be knowledgeable about current Māori views on your subject matter, including reading relevant Waitangi Tribunal reports and evidence.

Lead advice to the minister, Cabinet committees, select committees, and inter-agency meetings where you are the subject matter expert.

Read key policy development documents (such as discussion documents, Cabinet papers, and Regulatory impact statements) to identify exemplars and lessons.

Engage with cross-government or sector work of increased complexity to understand policy frameworks, methods and tools that other agencies use.

Contribute to the development of policy tools and processes within your sector.

Contribute to subject matter-focused policy training programmes in your organisation.

20% learning from others

Subscribe to relevant technical journals to build knowledge of new thinking.

Read widely, including areas outside your area of technical expertise and experience.

Identify people within your agency who have expertise in the policy area you're working on and talk with them to gain their insights.

Set aside time for reflection (possibly with a coach) on policy processes you are involved in.

Seek coaching from a principal analyst on modifying standard frameworks or designing new structured approaches to make them relevant to your work.

Take up secondment opportunities or seek rotation to broaden your specialist expertise.

Build relationships with external organisations and individuals with an interest in your subject area, particularly iwi and Māori.

10% formal training

Attend seminars run by the Institute for Governance and Policy Studies, IPANZ, Motu, the Treasury, Te Puni Kōkiri, and Te Arawhiti. Share lessons with colleagues and incorporate what you've learned into your agency's approaches.

Attend internal seminars and participate in workshops to expand and update your technical knowledge.

Continue formal learning on Te Ao Māori relevant to your work.

Ō TĀTOU WHANONGA

How we behave

Our Behaviours

Behaviours to support carrying out the policy role effectively

Integrity and Political Savvy

Stewardship

Responsive and Adaptive

Self Aware and Inclusive

Continuous Learning

The Policy Project

Integrity and Political Savvy

Practising

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

- Builds the trust of ministers and other decision makers by being responsive and aware of political priorities.
- Understands the various roles played in the policy process and how decisions are made.
- Becoming adept at interpreting and navigating sensitive situations, relationships and competing interests, including between different policy portfolios.
- Able to influence and build alignment between issues and people.

70% on-the-job learning

Understand the Government's goals, including competing goals, and other political parties' priorities and narratives for the specific policy issues you are working on.

Prepare free and frank advice to deliver or for others to deliver to the minister.

Use networks, including junior and senior colleagues, and involve the right people at the right time in a way that strengthens complex relationships.

Build relationships with staff in the minister's office, and understand their respective roles and responsibilities (e.g. private secretaries, political advisors, media advisors).

Be responsive to requests from the minister's office. If uncertain whether a request is political or policy-related, seek guidance from more senior colleagues.

Know your minister's style and preferred way of working. This includes trigger points and concerns for your minister.

Know your agency's chief executive's style and preferred way of working.

Seek opportunities to work in your minister's office, or to be seconded to other agencies.

Understand key stakeholders' interests and level of influence on policy issues.

Build strong and respectful relationships with key agencies and stakeholders.

Work with a lead advisor on a select committee process.

Know how to influence key people in your organisation to support your work.

Understand your agency's priorities, key relationships, and any external factors impacting the organisation.

Know when to escalate issues to your manager and others.

Know and demonstrate sensitivity to competing interests and views by responding with diplomacy.

20% learning from others

Seek opportunities to attend or lead discussions with the minister or senior colleagues, in which you are the subject matter expert.

Seek mentoring or coaching from more experienced staff on how to deal with projects involving several ministers.

Attend meetings in which senior staff have a key role in influencing the thinking and behaviour of others.

Do role plays where you have to present policy findings to the minister or deliver reports to select committees.

10% formal training

Talk to your manager about any formal learning opportunities available to you.

Stewardship

Practising

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

- Understands the relationship between stewardship and maintaining the Public Service's capability to provide high-quality policy advice to successive governments.
- Applies a whole-of-system and long-term perspective by incorporating futures thinking into policy development.
- Contributes to stewardship processes and regulatory levers for monitoring the policy system.

70% on-the-job learning

Read the regulatory stewardship resources from the Ministry of Business, Innovation and Employment and the Treasury, including the recording of the launch event with a panel discussion on regulatory stewardship: Starting out with regulatory stewardship: A resource.

Learn about why foresight is a useful tool and how it's done in the ForLearn Guide produced by the European Commission.

Read about futures thinking in the Policy Project's Policy Methods Toolbox.

Be familiar with your own agency's strategies and become familiar with other agencies' strategies and system level documents relevant to your domain.

Review the Policy Quality Framework to see what it says about how taking a stewardship perspective can strengthen your advice.

Learn about regulatory systems and the difference between regulations and regulation as a broad concept.

20% learning from others

Join one of the regulatory stewardship Communities of Practice co-convened by G-REG and the Treasury.

Review any relevant Legislation Design and Advisory Committee submissions and examinations of Bills to select committees.

Read the latest Long-term Insights Briefings produced by your agency and sector on the page Published Briefings.

Join or observe a regulatory assessment panel review panel in action.

10% formal training

Visit the YouTube channel of the Government Regulatory Practice Initiative and watch some of their webinars – including some specifically on regulatory stewardship.

Attend any events, webinars, or courses run by your own agency's teams responsible for regulatory stewardship and systems governance, or talk to those teams about the agency's processes for regulatory change.

Take a course in futures thinking and strategic foresight.

Become familiar with the Regulatory Impact Analysis system course at the Treasury (online module coming soon). Join or observe a review panel in action and read through some regulatory impact statements.

Responsive and Adaptive

Practising

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

- Understands the policy process is iterative, and adjusts thinking and approach as required.
- Can challenge earlier assumptions or conclusions in light of new information.
- Makes sensible trade-offs between time, risk, quality and completeness.
- Is resilient in the face of change and can switch focus to new priorities.

70% on-the-job learning

Regularly test your thinking with others, including the need to revisit the problem definition, or next steps in your policy development.

When changing circumstances require you to adapt your plans, quickly reconsider your approach and brief relevant people accordingly.

Apply lessons from one policy problem to another.

Volunteer for roles that are new or challenging.

Study 'wicked' policy problems, such as those where there may have been disagreement about key issues and where complex independencies exist.

Experiment with new ideas to solve policy problems.

Reflect on your achievements, what you've done well, and what you could do better.

Be clear about what you can influence to get the outcomes you are seeking.

20% learning from others

Attend workshops on unfamiliar topics and incorporate what you have learnt into your agency's approaches.

☐ Seek feedback from colleagues on how you deal with change, uncertainty or setbacks.

10% formal training

Talk to your manager about any formal learning opportunities available to you.

Self Aware and Inclusive

Practising

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

- Can address unconscious bias in themselves and others.
- Applies core cultural concepts and inclusive practices relating to their policy work.
- Can appreciate, adapt to and work with others with different backgrounds, experiences, perspectives, values, beliefs, and abilities to develop policy.
- Works in an inclusive and transparent way – in line with the Public Service values, accessibility standards, and the principles of open government.

70% on-the-job learning

Consider asking a trusted peer to either test your thinking before you start a piece of work or to review a draft to help identify any bias.

Regularly consult Public Service Inclusive language guides.

Make a conscious effort to read widely from a range of sources and consider a wide range of experiences and perspectives on your areas of subject matter expertise. When reading through your work, pause and actively reflect on your understanding and approach.

20% learning from others

When working on a policy project, review data and evidence collected by colleagues in your agency or across the Public Service – including on age, gender, ethnicity, disability.

Review the list of government agencies in the appendix of the Guide to Inclusive Community Engagement. They can support you and your team to engage with a wide range of groups and organisations.

10% formal training

Use Resources and tools from Diversity Works to help build your awareness of diversity in a New Zealand context and how to be inclusive in your work.

Continuous Learning

Practising

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

- Invites and offers regular constructive feedback and challenge.
- Shares knowledge and expertise, and reviews the work of others.
- Thinks of policy work as producing 'team products', and actively provides and receives peer review and quality assurance.
- Learns from feedback and mistakes to improve their policy practice.
- Proactively identifies areas for professional development and takes active steps to build their policy skills.

70% on-the-job learning

Offer to peer review work and reflect constructively on improvements or different approaches.

Take on diverse tasks and get immediate feedback on your learning and performance.

Regularly review your team's approaches to policy development, what worked and could be done differently.

Provide timely and constructive encouragement to other team members.

Reflect on your performance feedback and how best to use your strengths and be more effective.

Contribute to policy training in your organisation or across the Public Service.

Consider rotating into other parts of the organisation where you can work on different issues or policy areas.

Seek out specific training and opportunities to coach less experienced colleagues, or to enter into formal mentoring agreements.

Consider what new knowledge you need that can be provided internally.

Be open to new ideas and thinking.

Use the Development Pathways Tool to help mentor less experienced staff on ways to develop their range of policy skills.

Use the Māori Crown Relations Capability Framework to make an assessment and create an action plan to develop your capability.

20% learning from others

Seek mentoring from an experienced colleague who has institutional knowledge.

☐ Consider starting a learning group in new or emerging policy techniques, or analysing a case study.

10% formal training

Take a course on how to coach or mentor others (e.g. 'Side by Side' by Hartwick Associates).

A TĀTOU MAHI
What we do

Our Applied Skills

Applied skills needed to develop quality policy advice

Policy Analysis

Evidence and Insights

Strategic and Futures Thinking

Systems Awareness

Advice and Influence

Monitoring and Evaluation

The Policy Project

Policy Analysis

Practising

Applies analytical frameworks and methods to make sense of evidence and inform policy advice.	• Has deeper and broader experience in applying different analytical frameworks, and understands their underlying assumptions and limitations and their appropriateness for different types and complexities of policy challenges. • Can make sense of evidence and turn it into insightful advice that tells a coherent story (e.g. about the problem or opportunity, its magnitude and causes, who is affected and how, and a proposed pathway to achieve desired outcomes) – while being transparent about how issues are framed (inherent bias) and gaps in evidence. • Can guide less experienced staff to undertake specific analysis and identify, direct or commission specialists where particular expertise is required.

70% on-the-job learning

Lead medium to complex policy design and development projects. Undertake a Regulatory impact assessment.

Lead discussions on analytical frameworks and approaches to policy projects with internal and external groups.

Look for opportunities to participate in developing innovative policy approaches to 'wicked problems'.

Talk to policy analysis experts in your agency to identify relevant practices and approaches.

Work with specialists in behavioural science to identify and use psychological and sociological techniques to deliver public policy outcomes (e.g. 'nudge').

Work with specialists in future thinking to identify and use futures techniques in policy development.

Apply Te Ao Māori knowledge and approaches and mātauranga Māori to your policy work, and understand and explore the areas where a Te Ao Māori lens suggests a different direction to other analytical frameworks.

Apply other population frameworks and lenses to your policy work (e.g. Ministry for Pacific People's Pacific Policy Analysis Tool Kapasa, Ministry of Social Development's Child Impact Assessment Tool, Whaikaha – Ministry of Disabled People's Disability Toolkit for Policy, Ministry for Women's gender analysis tool Bringing Gender In).

Translate evidence into a compelling story about your analysis of policy issues and solutions. Use different mediums (e.g. words, graphics, diagrams, charts, tables) to present the information in an easily digestible way. Write a discussion document.

Develop networks with technical experts who can provide input into problem identification, approaches to framing policy, and resolution.

Coach or mentor less experienced analysts on how to choose and apply the 'best fit for purpose' analytical frameworks for policy problems.

Participate in your agency's policy quality assurance processes, such as regulatory impact analysis and Cabinet paper committees.

20% learning from others

Make connections with external experts in the application of frameworks, analytical methods and practices for specific policy projects.

10% formal training

Take courses on different methodologies and analytical frameworks.

Take a course on critical thinking.

Evidence and Insights

Practising

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.

- Can synthesise diverse information and evidence, distil what is important, and use it to tell a coherent story.
- Can competently assess the quality and limitations of evidence, data and research. Understands empirical methodology, principles of data integrity, and the basics of statistical analysis.
- Understands methodologies for drawing insights from the 'citizen-as-customer' and the frontline, and how those insights can inform policy.
- Can identify measurable and meaningful indicators of effectiveness, plan (and possibly execute) fit-for-purpose evaluations, and extract lessons learnt to help build an ongoing evidence base.

70% on-the-job learning

Develop a strategic relationship with your agency's data team, so they are familiar with your requirements.

Identify and communicate themes from data analysis results along with methodology strengths and limitations.

Participate in policy projects that have a significant information and evidence base.

Apply the design thinking, behavioural insights, and futures thinking guidance in the Policy Project's Policy Methods Toolbox to one of your projects.

Have a rich quantitative and qualitative understanding of the people who are impacted by your subject area and how they are impacted.

Use with confidence and interpret data and evidence regularly in your policy work to tell a coherent story, enrich analysis and enable well-informed decisions.

Demonstrate awareness of how data and evidence can reflect and reinforce stereotypes and institutional bias, and how this can be mitigated.

Build into your projects opportunities to revisit policy assumptions based on the evidence base.

Use a variety of methods to bring data and information to life for non-specialists.

Commission complex data extraction and collection internally and externally.

Ensure that policy projects allow sufficient time for data collection and analysis.

Critically evaluate the accuracy, completeness, consistency, uniqueness and timeliness of data you use as evidence.

Establish strong relationships with agencies that have a key role in data and research collection and remain up to date with new developments.

Learn how to design and implement or commission an evaluation or review of a policy initiative.

Share and present your data analysis and evaluation findings from specific projects and discuss lessons learned.

Mentor and coach others in developing strong evidence-informed policy.

Consider available information and thinking on Māori Data Needs, Rights, Sovereignty and Governance (see Ngā Hua | Resources, Co-designing Māori data governance, and Indigenous Data and Governance).

20% learning from others

Consult and work with data specialists, survey design specialists, co-design and public participation experts, and evaluation experts to learn about and ensure the appropriateness of the:

– design and collection of data and research

– design and use of survey tools for collecting qualitative information (e.g. Survey Monkey)

– design of evaluation tools to measure the effectiveness of current policy interventions or post policy implementation effectiveness.

Join relevant communities of practice or networks (e.g. Government Economics Network).

Develop relationships with Māori academics and others who have an interest in data in your subject area.

Discuss with experienced colleagues how to balance apparently conflicting analytical approaches.

Where appropriate, consult with any chief science advisors in your agency to see how they can advise on use of evidence.

10% formal training

Consider more advanced courses on statistical analysis and methodologies for drawing insights from the 'citizen-as-customer'.

Attend conferences such as indigenous data summits (e.g. Ngā Pae o te Maramatanga).

Undertake a programme evaluation course (e.g. Programme Evaluation – Supporting Evidence-Informed Practice by University of Auckland).

Complete a privacy micro-credential, such as Privacy in the public sector from Wellington Uni Professional.

Strategic and Futures Thinking

Practising

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

- Can identify and articulate underlying assumptions and different perspectives for their policy area.
- Has a sound knowledge of the strategic context in their policy work.
- Scans the system to identify emergent patterns, trends, and signals of change.
- Applies insights from scanning to develop more informed and strategic policy.

70% on-the-job learning

- ☐ Apply a futures thinking mindset by testing your assumptions when you design policy outcomes for the short, medium, and long term.
- ☐ Identify established and emergent trends and a range of futures tools to explore their implications for your work.
- ☐ Lead cross-sector futures and strategy projects (e.g. Long-term Insights Briefings).

Contribute any insights from your futures thinking relating to your policy area to your organisation's strategic work programme (e.g. statements of intent, strategic intentions).

Work with specialists in futures thinking to identify and use futures techniques to inform policy development.

20% learning from others

- ☐ Ask more experienced colleagues to reflect on their experience of selecting and applying systems thinking and futures thinking tools, and using the outputs to inform policy work. Ask them to explain how they used the outputs to inform policy work, what went well, and what they would do differently next time.
- ☐ Ask more experienced colleagues to identify systems thinking and futures thinking resources that will expand your understanding.
- ☐ Join the Strategic Futures Group – Interagency Community of Practice on Futures Thinking.

- ☐ Read books by leaders in foresight and futures thinking (e.g. *Looking Back at Looking Forward (*van der Duin and van der Steen) and *Strategic Foresight: Learning from the Future* (Lustig).
- ☐ Stay up to date with foresight reports from other jurisdictions and international organisations, such as Policy Horizons Canada, OECD's Strategic Foresight, Singapore's Centre for Strategic Futures, and Future Generations Commissioner for Wales.
- ☐ Attend seminars that provide examples of how futures thinking has been incorporated into policy development processes.

10% formal training

- ☐ Take a course aimed at strategic thinking.

Systems Awareness

Practising

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

- Has knowledge of different tools for making sense of systems and how they're functioning.
- Identifies opportunities to take action within systems relevant to your work.
- Uses system awareness to contribute to future policy development priorities for systems in your work domain.

70% on-the-job learning

Use system sensemaking tools (such as the Cynefin Framework, the Stacey Diagramme, the Waters of Change Model), to determine whether any problem you are working with is within an ordered or complex system state.

Learn about and apply tools to build a sense of the system and the behaviours in it. This could include:

- ☐ System mapping using tools such as kumu and the System Mapping Tool from miro
- ☐ Guide to Actor Mapping (actor-based mapping tools)
- ☐ Network Analysis 101 by the Center for Public Health Systems Science
- ☐ Cynefin St David's 2023 (constraints mapping)
- ☐ Introducing the Field Guide to Human-Centred Design from The Design Kit.

Participate in cross-government systems communities of practice and networks.

Identify any constraints affecting behaviour within systems relevant to your work, and which ones may lend themselves to being changed, removed, or added, to shift behaviour of the system.

When you design policies, maintain systems awareness by continually testing whether the options you design are fit for the state of the system (simple, complicated, complex, chaotic).

Use tools and techniques to explore the implications of new practices and behaviours on systems relevant to your work.

Discuss with the teams responsible for data and insights about what system data relevant to your work could be useful to collect or is already being collected and not fully being utilised.

Contribute insights from your systems work into your group's strategic planning and policy projects.

20% learning from others

Attend seminars that provide examples of how other agencies have incorporated systems aware-ness into their policy development processes.

Actively seek input from others familiar with the systems you are operating within.

Work with specialists and more experienced colleagues to identify and use systems techniques and approaches to inform policy development and to expand your knowledge and skills.

- ☐ Ask more experienced colleagues to reflect on their experience of selecting and applying systems awareness tools and frameworks and using the results to inform policy work. Ask them to explain what went well and what they would do differently next time.

20% learning from others (continued)

Consider ways that mātauranga Māori can be woven into your organisation's systems awareness approach. Use experts in your organisation or from other domains who can support and test your work. An example of this is the Mātauranga framework and associated guide developed by the Environmental Protection Authority Te Mana Rauhī Taiao.

Read blogs and watch videos of influential thinkers and leaders in systems awareness. For example:

☐ thought leaders from the Cynefin company.

☐ thought leaders from the Center for Systems Awareness.

Stay up to date with developments in systems approaches in the Public Service from websites such as:

☐ OPSI – Observatory of Public Sector Innovation.

☐ Apolitical – a platform for public servants around the world to share and discuss practice, insights and innovation.

10% formal training

Seek to widen your knowledge about systems awareness by attending courses on:

☐ complex systems

☐ system mapping

☐ sensemaking

☐ incorporating systems awareness into policy making

☐ mātauranga Māori or Te Ao Māori.

DPT

Advice and Influence

Practising

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

- Provides free and frank advice to decision makers that:
  - tells a compelling story
  - has all the relevant information to support the decision
  - puts the decision in context
  - shows what needs to be done to make it happen (through clear, action-oriented and realistic recommendations).
- Can champion decisions and work with others to ensure they are implemented effectively.

70% on-the-job learning

Lead the development and delivery of free and frank advice on low to medium complexity projects that meets all the Policy Quality Framework criteria.

Lead or contribute to discussions in which you need to be persuasive with the minister, select committees, Cabinet committees, across agencies and with stakeholders.

Learn to provide your advice as a compelling story that puts the decision in context and provides next steps.

Take responsibility for communicating decisions and monitor progress to ensure effective implementation.

Participate in discussions on improving the way analysis is delivered.

20% learning from others

Actively seek peer review of policy advice papers from more senior or experienced colleagues.

Verbally outline or role play the approach you plan to take in presenting a paper to other experienced advisors, and get feedback.

Ask more experienced colleagues to identify strategies they adopted to enact a decision once taken, and ensure it is implemented well.

10% formal training

Take a negotiating and influencing skills course.

Take a presentation skills course (e.g. Presentation by Communicate).

Monitoring and Evaluation

Practising

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

- Plans enablers for monitoring and evaluation early in policy development.
- Can identify meaningful information, quantitative and qualitative measures and indicators of effectiveness, impacts, and systems.
- Can apply Te Ao Māori, matāuranga Māori, and kaupapa Māori methodologies to monitoring and evaluating outcomes for Māori.
- Works with evaluation specialists to assess results, and can extract lessons learnt into policy making.

70% on-the-job learning

Ensure that policy projects allow sufficient time for data collection and analysis.

Critically evaluate the accuracy, completeness, consistency, uniqueness and timeliness of data you use as evidence.

Review guidance on how to evaluate an engagement process in the Policy Community Engagement Tool.

Learn how to design and implement or commission an evaluation or review of a policy initiative.

Share and present your data analysis and evaluation findings from specific projects and discuss lessons learned.

20% learning from others

Consult and work with data specialists, survey design specialists, co-design and public participation experts, and evaluation experts to learn about and ensure the appropriateness of the:

- design and collection of data and research
- design and use of survey tools for collecting qualitative information (e.g. Survey Monkey)
- design of evaluation tools to measure the effectiveness of current policy interventions or post policy implementation effectiveness.

Join relevant communities of practice or networks (e.g. Government Economics Network).

10% formal training

Undertake a programme evaluation course (e.g. Programme Evaluation – Supporting Evidence-Informed Practice by University of Auckland).

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

Engage and Sustain Relationships

Design for Implementation

Improvement and Innovation

Communication

The Policy Project

DPT

Plan and Manage Work

Practising

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

- Understands the commissioning process, and is active in establishing the mandate and defined deliverables for their own work.
- Manages risks, issues, conflicts, timelines, resourcing and deliverables and knows when to escalate for clarity. Reports on progress as required.
- Can lead simple to moderate complexity policy projects.
- Identifies when commissioned work is project-sized and would benefit from fit-for-purpose project management disciplines.
- Understands a variety of project planning and management techniques and is able to apply them.

70% on-the-job learning

Play an active role in commissioning discussions to establish the mandate and desired deliverables for new policy projects.

Assess the appropriate level of engagement with Māori using the Engagement Framework and Engagement Guidelines on the Māori Crown Relations' Engagement page. Build time into your planning to allow early and suitable engagement.

Ensure projects include sufficient time and resources for testing and evaluation.

Manage policy projects of moderate complexity, from start to finish.

Ensure that the rights skills are available and applied in projects at the right time.

Ensure the right data is being captured, analysed and reported to provide feedback about project progress and risks.

Learn how and when to escalate issues for resolution.

Model the effective and consistent use of your agency's processes (e.g. commissioning, project planning, peer review and sign-out processes).

Evaluate your projects after completion to identify lessons about what worked and what didn't.

Coach or mentor less experienced analysts in project planning and management.

Explore the Australian Government's Agile Policy Playbook and consider whether you can utilise Agile policy methods in your work.

20% learning from others

Seek feedback from colleagues with more experience in managing policy projects.

10% formal training

Consider taking an advanced project management course (e.g. Agile Policy Management).

Engage and Sustain Relationships

Practising

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

- Builds and uses collaborative networks. Engages with openness and respect for diversity of views, and strives to build consensus.
- Can design communication and engagement processes to support joint objectives.
- Understands and uses citizen-centric approaches to identify and develop collectively agreed solutions.

70% on-the-job learning

Complete stakeholder maps for projects to identify which government agencies and stakeholders have an interest, the nature of that interest, and their likely level of influence.

Apply your knowledge of the IAP2 Public Participation Spectrum by the International Association for Public Participation to identify which approaches to public participation and which related engagement tools are most appropriate for the projects you're involved in.

Develop your knowledge and experience in the different types of methods for engaging with stakeholders (e.g. consultation documents, meetings, co-design partnerships).

Invest time in developing good networks and relationships with internal and external stakeholders.

Enable effective collaboration with stakeholders by identifying mutual interests in policy projects you are working on.

Apply the six community engagement resources in the Policy Methods Toolbox when designing community engagement on a policy project.

Apply guidance on collaboration and engagement with local government – see Guide for central government engagement with local government.

Learn about participatory approaches to design, develop, test and implement projects that involve users directly.

Apply the Māori Crown Relations Engagement Framework and Engagement Guidelines.

Apply tools that will help you engage with diverse groups and communities (e.g. Ministry for Pacific People's Pacific Policy Analysis Tool Kapasa, Ministry of Social Development's Child Impact Assessment Tool).

Independently scope and plan an engagement strategy with the public or specific stakeholder groups that articulates who to engage with and why, the related goals, and decision rights.

Develop discussion documents and other forms of engagement material within your agency's established frameworks and processes.

Organise engagement meetings, so their objectives are appropriately communicated, they are well managed, and desired outcomes are achieved.

Ensure the appropriate tikanga is observed in preparing for, hosting, and attending meetings with iwi and Māori groups.

Be able to open and close meetings appropriately, introduce yourself and others in te reo Māori, pronounce Māori words correctly and perform karakia and waiata when appropriate.

Predict how different stakeholders may behave and respond to policy positions and proposals.

Learn to discuss your subject matter in a way that creates an open and empathetic discussion.

70% on-the-job learning (continued)

Develop a narrative and message that all stakeholders involved in the project share and jointly own.

Work across boundaries to identify new contacts and partners in the public sector.

Review guidance for running online engagement processes – see the Engagement page by digital.govt.nz.

Regularly refer back to the identified user needs and assess your work to see if needs are being met.

Ensure sufficient time is devoted to conducting user research.

Participate in user research and testing, interviews and workshops.

Use a variety of methods to record and display the results of user research (images, written notes from users, videos).

Review the Māori Crown Relations Individual Capability framework competencies on Engagement with Māori and make a plan for developing your engagement skills.

20% learning from others

Outline your proposed public and/or stakeholder engagement approaches to colleagues, and seek suggestions on how to approach difficult situations.

Seek feedback or coaching from colleagues on your conduct at stakeholder or public meetings and your communication style with stakeholders.

With your manager, attend meetings where the discussions with stakeholders are challenging, and debrief afterwards this was handled.

Pursue opportunities to network across the sector, including attending conferences and other events run by stakeholder groups in your sector.

Talk with your manager about opportunities to be involved in participatory approaches to design, develop, test and implement projects that involve consumers directly.

10% formal training

☐ Take a stakeholder engagement course. For example:

Extend Your Influence by Hartwick Associates

Public Sector: Engaging Effectively With Your Stakeholders by Victoria University of Wellington

Public Sector: Collaborating and Influencing Key Stakeholders by Sue Hornblow.

Take training in negotiation skills and conflict resolution, and/or influencing others.

Take facilitation training.

Take a course on building collaborative networks, inclusive community engagement design, or approaches to engaging to develop collectively agreed solutions (e.g. Engagement Design and Conflict in Engagement by International Association for Public Participation).

Take tikanga and te reo Māori training.

Take the Ministry for Ethnic Communities' Inter-cultural Capability E-learning modules on communicating with people from different backgrounds.

Design for Implementation

Practising

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

- Can confidently include delivery options in policy design, consistently thinking 'end to end'. This means being able to:
  - use implementation-focused decision-making models (e.g. impact analysis requirements)
  - assess the impact of factors like benefits, costs, and risks, and the assumptions they are based on
  - include frontline staff in early and later stages of policy design
  - engage with other experts to convey or seek advice on implementation requirements.

70% on-the-job learning

Lead the development of a detailed description of how each policy option would be operationalised, and apply an appropriate decision model to assess the costs, benefits and risks.

Work with relevant partners to ensure users or sectors with particular needs (e.g. women, Māori, other ethnic communities, those with accessibility or mobility needs) can use a service or have alternative options.

Engage early on in your policy work with service delivery experts and specialist advisors who will be key to the successful implementation of policy proposals (e.g. your agency's legal section and Parliamentary Counsel).

Apply implementation-focused decision-making models (e.g. impact analysis tools, Better Rules processes, Government Expectations for Good Regulatory Practice).

Consider the potential for non-traditional policy options, such as behavioural nudges, new technologies and voluntary agreements.

Use iterative approaches to test new ideas on a small scale before wider implementation (e.g. sand-boxing, pilots, prototypes and small-scale experiments of new ideas).

Manage timeframes to ensure projects include sufficient time and resources for testing and evaluation across different stages of a project or service's lifecycle.

Learn about how user research is integrated into policy analysis at different points, including the design of policy options and services.

Explore a major business transformation project (see Business Transformation).

Understand the importance of digital inclusion in your work (see Digital Inclusion).

Understand how Better Rules can help you design implementable legislation.

Design for Implementation

Practising

20% learning from others

Use basic prototypes to explain or test approaches with colleagues.

Learn from other agencies' expertise on how to take user-centred approaches to policy design and implementation.

Spend time in regional offices, if your agency has them.

Seek secondments or other opportunities to work with partner organisations, such as iwi entities.

Review the case studies, reports, research papers and more from Toi Āria the College of Creative Arts.

10% formal training

☐ Attend courses or seminars on new 'design thinking' methods including Agile and Lean project approaches. For example:

  – Design Thinking Fundamentals Bootcamp by Wellington Uni Professional.

Improvement and Innovation

Practising

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

- Participates in robust discussions on the quality of policy processes, insights, and lessons learned.
- Challenges themselves to look beyond their immediate areas of expertise for insights on best practice.
- Has the knowledge and experience to shift from a 'great idea' to a workable solution.

70% on-the-job learning

Approach untested or unusual ways of working with openness to trying them out.

Test new ideas and approaches on a small scale.

Connect with people who are very different or who work in different areas, to gain new insights.

Share insights and lessons learned on your policy projects with other policy colleagues.

Participate in your organisation's quality review and improvement processes.

Participate in discussions to generate ideas and possible approaches to policy problems, the development of solutions, and implementation design.

Be open to new ideas and thinking.

Take a lead role in a forum to exchange views, test ideas, and explore creative new approaches to long-standing issues.

Seek external peer review of the scope and methodology of major projects.

Explore the NZ Innovation GPS (formerly the Innovation Barometer) and consider opportunities for your agency to be part of this initiative or how you can support greater innovation through your work.

Familiarise yourself with the UK Government's Open Policy Making Toolkit.

Find out if your agency had a project that was one of the Funding recipients of the Digital Government Partnership Innovation Fund. If so, learn more about the project.

20% learning from others

Seek feedback from a wide range of sources and analyse that feedback for ideas.

Talk with colleagues, stakeholders and users about potential opportunities for improvement.

Engage with others who do the same work as you to find out what is different about their approach.

10% formal training

Attend courses that build your understanding of how service design can encourage innovations (e.g. Design Thinking Fundamentals Bootcamp by Wellington Uni Professional).

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Communication

Practising

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

- Writes high-quality advice in a polished, plain English style that is easy to read and has a clear purpose.
- Confidently presents information in the most accessible form, and consistent with the preferences of the audience.
- Can represent their agency's interests at high levels, within boundaries and a clear agenda.

70% on-the-job learning

Identify the people your policy serves, and construct outlines of their experiences and motivations.

Ensure your story covers more than just past and present, but also what will happen in the future.

Test and refine drafts of your story with others to identify the best way to communicate key messages.

Incorporate visual elements into your story to provide context or help understanding.

Become familiar with the NZ Government Web Standards and Design and UX advice.

Represent your agency and communicate advice you have helped develop.

Seek feedback on the quality of your written work and use the Policy Project's checklist Developing papers with the Policy Quality Framework and other quality assurance resources or processes within your agency.

Conduct 'show and tell' sessions with colleagues to share information and experiences about a particular project.

Contribute to your agency's quality assurance processes for communication products.

20% learning from others

☐ Seek opportunities to work with the publications or communications people in your organisation, and get experience with developing and publishing information online or through other delivery mechanisms.

Seek feedback from senior colleagues on what communication tools they find most effective for different audiences.

Take opportunities to watch other public servants presenting on their work and take note of what they're doing well.

10% formal training

☐ Take an effective communications course.

☐ Take training in 'storytelling' approaches to shape communication products (e.g. Pamela Todd Tutorials on storylining and plain language, Infographics: Telling stories with pictures by Write Limited).

Take an effective writing course.

Take a presentation course (e.g. Presentation Skills by Write Limited, and Presentation Skills by Communicate).

Take effective meetings training (e.g. Effective Meetings Workshop by Skillset).