

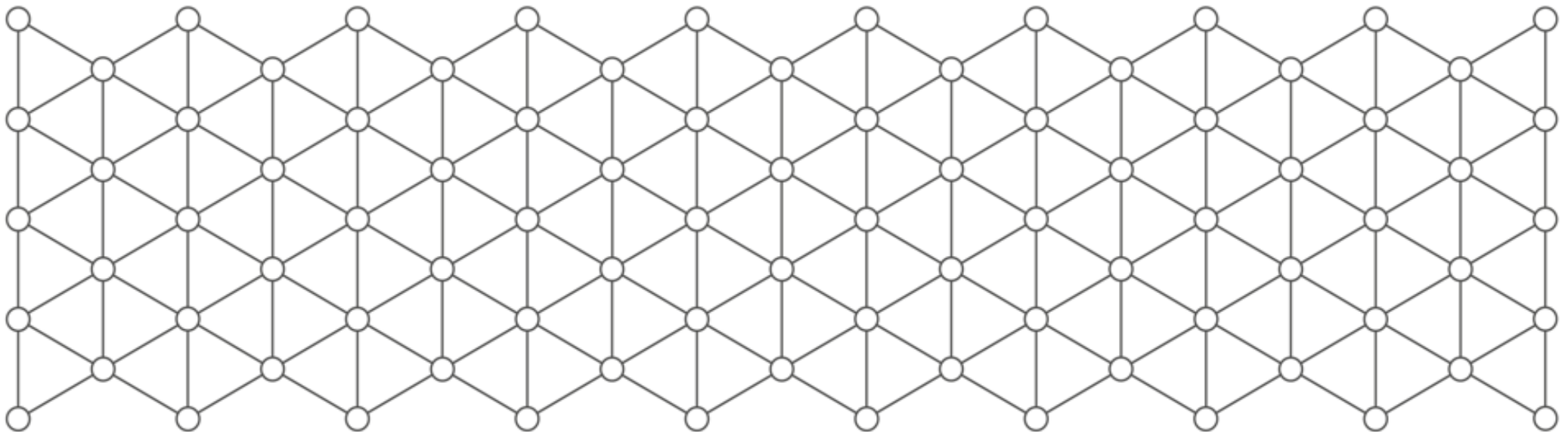


**The
Policy
Project**

Responsive today,
shaping tomorrow

Policy Skills Framework

Map your policy skills profile



How to use this tool

This tool has been designed to help you articulate your policy skills profile or kete. It can be used:

- When applying for jobs.
- To support conversations with your manager (or others) about your development and training needs and your policy career progression.

Use the templates provided to assess your current skills and to think about how you want to progress as a policy professional. The following questions might be helpful:

- What sorts of policy roles do I want? Now? In the future?
- What does that tell me about the knowledge, applied skills and behaviours I require?
- Where do my current knowledge, applied skills and behaviours lie?
- What's the gap between where I am now and where I want to be in 1, 3, 5 years?
- What are the best opportunities to extend my skills and experiences in my current role? Through formal training (usually 10%); through others (networking, feedback, coaching mentoring – usually 20%) and via on-the-job experiences (70%).
- What experiences across the public service and outside of it, would make me a better policy advisor?

Note: The State Services Commission's [Talent Management Toolkit](#) has resources to help individuals and managers have effective development conversations.



This tool applies the **Policy Skills Framework (PSF)** set out on page 2. The PSF describes the knowledge, applied skills and behaviour expected of policy practitioners. Each component is described in 3 levels: developing, practising, expert/leading which loosely equate to analyst, senior analyst, and principal analyst. The PSF was co-produced by policy leaders and [launched](#) by the Head of the Policy Profession and the Prime Minister in August 2016.

Policy Skills Framework

Knowledge

(what I know)

Domain Knowledge

Government Systems & Processes

Political Context & Priorities

Applied Skills

(what I can do)

Evidence, Insights & Evaluation

Analysis

Design for Implementation

Plan & Manage Work

Advise & Influence

Strategic Thinking

Feedback & Coaching

Communication

Engagement & Collaboration

Behaviour

(how I am/act)

Improvement & Innovation

Agility

Political Savvy

Public Service Foundations

Core State Sector Legislation

Leadership Success Profile

Code of Conduct

Treaty of Waitangi

Machinery of Government

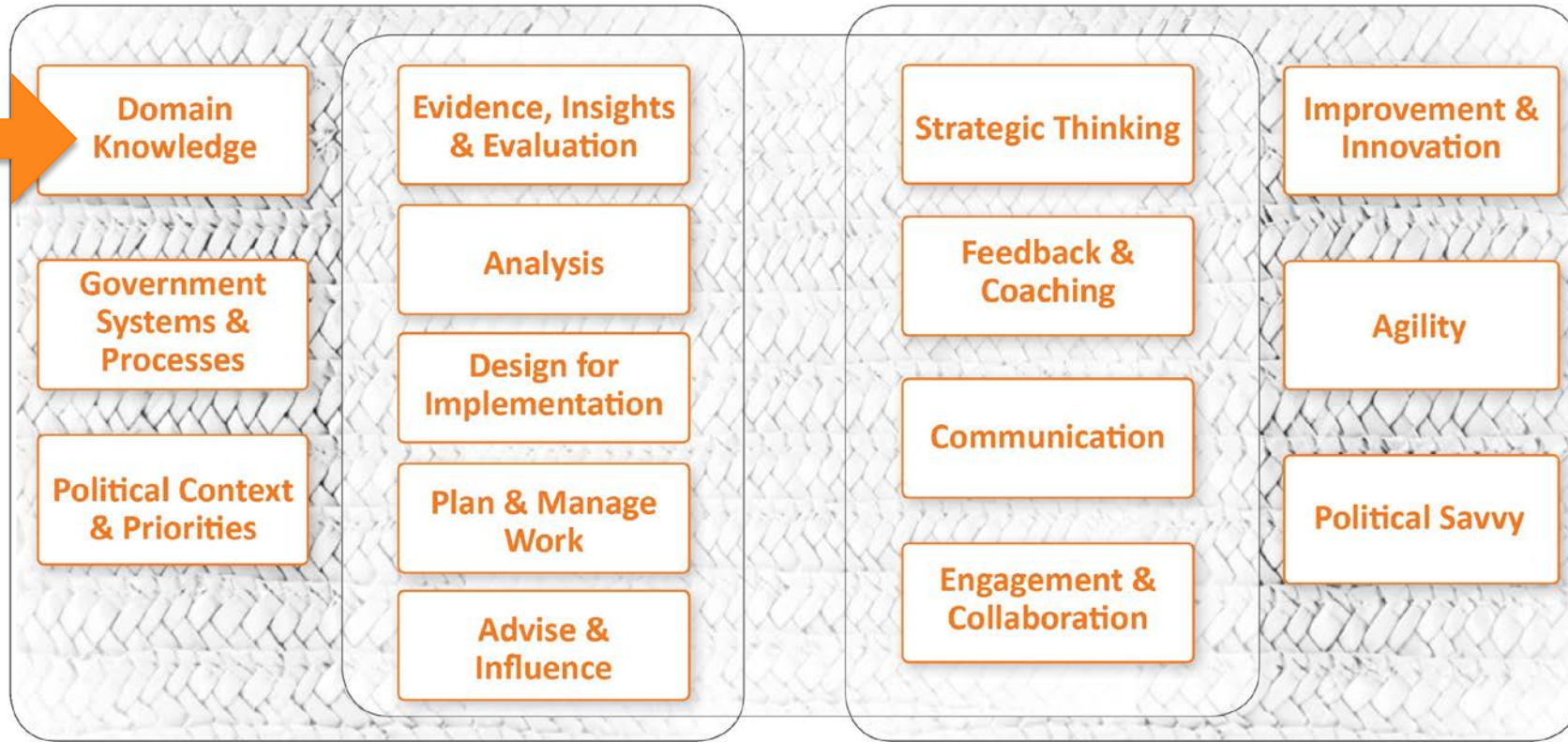
Policy Skills Framework

Knowledge
(what I know) 

Applied Skills
(what I can do) 

Behaviour
(how I am/act) 

Ctrl + click on boxes to view the detailed descriptors



Ctrl + click on these boxes to open website links

Developing  Practising  Expert/Leading 



Policy skills assessment and areas for development




Name:

Manager's name:

Role:

Date:

Rate yourself as developing, practising, or expert/leading for each skill. Consider which skills are most important to your current role and/or future roles you aspire to. Use the detailed descriptors as a guide.

		Developing 	Practising 	Expert/ Leading 	Notes (e.g. where I want to develop, what training I might need)
Knowledge	Domain Knowledge				
	Government Systems & Processes				
	Political Context & Priorities				
	Evidence, Insights & Evaluation				
	Analysis				
Applied Skills	Design for Implementation				
	Plan & Manage Work				
	Advise & Influence				
	Strategic Thinking				
	Feedback & Coaching				
	Communication				
Behaviour	Engagement & Collaboration				
	Improvement & Innovation				
	Agility				
	Political Savvy				



Policy skills assessment and areas for development

Name:

Role:

Manager's name:

Date:

Follow up date:

This document (when completed) describes the policy skills in the above role, agreed priorities for development and how that development will be progressed.

Insights:

Priorities for development:

Agreed next steps:

Detailed descriptors

Domain knowledge: Specialist subject matter expertise

Developing	Practising	Expert / Leading
<input type="checkbox"/> Acquiring subject matter knowledge relevant to the work of the agency and sector (including knowledge of current issues, policy priorities, stakeholders, the literature, international comparators, prominent principles, concepts and frameworks).	<input type="checkbox"/> Has solid subject matter knowledge of policy issues and the current policy and regulatory settings in the domain.	<input type="checkbox"/> Is a subject leader for the agency in part, or all, of the domain.
<input type="checkbox"/> Building technical know-how on the legal, regulatory and service delivery frameworks as well as the range of levers and obligations for government relevant to the agency and sector.	<input type="checkbox"/> Is advancing practical understanding of the domain and sharing knowledge with others in the agency and other relevant agencies.	<input type="checkbox"/> Is recognised as a thought leader in a field of knowledge, or policy setting, in New Zealand (and even internationally) and builds agency credibility by: <ul style="list-style-type: none"> • contributing to the knowledge base, literature and latest thinking in the domain; • sharing, synthesising and influencing thinking across the domain ecosystem (helping shape the policy debate); • forging links with the academic community to enhance the theory/practice interface.

Government Systems & Processes: Cabinet and Parliamentary processes and other requirements relevant to policy making

Developing	Practising	Expert / Leading
<input type="checkbox"/> Learning the processes and requirements related to: <ul style="list-style-type: none"> • Cabinet (Cabinet Manual, Cabinet paper development, officials' roles related to Cabinet Committee meetings); • Parliament (e.g. general legislation, process of Bills through the House, Select Committee scrutiny of Bills and public consultation processes); • central agency requirements related to submissions of policy proposals (e.g. Regulatory Impact Statements, Better Business Cases). 	<input type="checkbox"/> Understands and follows processes to ensure policy proposals meet the requirements of Cabinet and Parliamentary processes (including liaison with and instructions to PCO relating to legislative change).	<input type="checkbox"/> Understands and leads others in facilitating the effective process of policy proposals, including on large-scale, complex cross government programmes through: <ul style="list-style-type: none"> • relevant budgetary cycle and funding arrangements; • Cabinet Committee processes; • legislative and parliamentary processes.
	<input type="checkbox"/> Can apply required frameworks and processes to policy proposals (e.g. RIS, BBC).	

Detailed descriptors

Political Context & Priorities: Understand government priorities and relevant political context

Developing	Practising	Expert / Leading
<input type="checkbox"/> Becoming contextually aware of the government-of-the day's agenda and priorities; and where their area of work fits.	<input type="checkbox"/> Is conversant with government priorities and the current political context within which their area of policy operates, as well as the historical background, and can reflect that in policy advice.	<input type="checkbox"/> Is highly skilled at gaining clarity from ministers and senior leaders on desired outcomes, scope and appetite for risk related to new, curbed or redirected spending in order to shape new policy directions and programmes.
<input type="checkbox"/> Growing understanding of the implications of the Treaty of Waitangi for policy-making in their particular field.	<input type="checkbox"/> Understands the obligations of the Crown under the Treaty of Waitangi in their work domain.	<input type="checkbox"/> Shares information and insights to ensure colleagues are well-informed about the issues affecting the agency, government and wider policy ecosystem.
		<input type="checkbox"/> Is well versed in the obligations of the Crown under the Treaty of Waitangi and expectations of Māori in the work domain.

Evidence, Insights & Evaluation: Gather and generate evidence to support analysis

Developing	Practising	Expert / Leading
<input type="checkbox"/> Becoming familiar with how to use evidence throughout the policy cycle.	<input type="checkbox"/> Can synthesise diverse information and evidence, distil what is important, and use it to tell a coherent story.	<input type="checkbox"/> Applies expert knowledge to lead others in developing strong evidence-informed policy.
<input type="checkbox"/> Growing understanding of types of qualitative evidence (including insights from citizens, users, and frontline staff) and quantitative evidence (data and statistical analysis) evidence sources (peer reviewed, grey literature versus expert opinion) and evaluation types (formative, developmental and summative/ex-post).	<input type="checkbox"/> Can competently assess the quality and limitations of evidence, data and research. Understands empirical methodology, principles for data integrity and the basics of statistical analysis.	<input type="checkbox"/> Develops and guides others on the right lines of enquiry.
<input type="checkbox"/> Learning to summarise and synthesise evidence to draw conclusions (e.g. on key issues, their magnitude, root causes and possible solutions).	<input type="checkbox"/> Is conversant with methodologies for drawing insights from the 'citizen-as-customer' and the frontline, and how those insights can inform policy.	<input type="checkbox"/> Draws on the right capabilities to mine data and use 'big data' for insights that can enable better decisions and create value.



Detailed descriptors

<input type="checkbox"/> Learning how to incorporate end-user perspectives accurately and empathetically into analysis.	<input type="checkbox"/> Can identify measureable and meaningful indicators of effectiveness (benefits realisation), plan (and possibly execute) fit-for-purpose evaluations, and extract lessons learnt in delivery (what works) to help build an ongoing evidence base.	<input type="checkbox"/> Can commission and/or execute evaluations (formative, developmental, ex-post), and build the results of systematic monitoring and evaluation of results/outcomes into the policy development process, at an early stage and at subsequent stages in the policy cycle.
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Analysis: Apply analytical frameworks and methods to make sense of evidence

Developing	Practising	Expert / Leading
<input type="checkbox"/> Learning about the range of analytical frameworks that can be used in policy analysis including: <ul style="list-style-type: none"> • academic disciplines (e.g. various schools of economics, political theory, sociology) and the frameworks they offer for making sense of what is happening and why (e.g. market failure, gender analysis, race analysis, socio-economic analysis, environmental impact); • purpose built sectoral and system frameworks (e.g. Treasury’s living standards framework, Natural resources sector framework); • frameworks for deciding what to do (e.g. cost/ benefit, multi-criteria analyses, risk analysis, regulatory impact analysis, balanced scorecard, business case, decision trees). 	<input type="checkbox"/> Acquiring deeper and broader experience in applying different analytical frameworks, understanding their underlying assumptions and limitations, and able to identify the best ‘fit-for-purpose’ analytical framework (or combinations) depending on the stage of the policy process and the type and complexity of the policy challenge.	<input type="checkbox"/> Can thoughtfully apply new and emerging methods of analysis and problem solving (e.g. design-thinking, behavioural insights), articulate their advantages and disadvantages, and lead the adaption or development of common frameworks, methodologies, principles, tools and techniques.
<input type="checkbox"/> Is able to prepare draft analysis (or undertake specific analytical tasks) with guidance.	<input type="checkbox"/> Is capable of undertaking analysis, to make sense of and turn broad evidence into insightful advice that is transparent about how issues are framed (inherent bias), points out gaps in evidence, and tells a coherent story about the problem or opportunity, its magnitude, who is affected and how, and a proposed pathway to achieve desired outcomes.	<input type="checkbox"/> Is able to coach others in core and emerging methods of analysis.

	<input type="checkbox"/> Can support and guide less experienced staff to undertake specific analysis and identify, direct and/or commission specialists where particular expertise is required.	<input type="checkbox"/> Able to translate complex evidence into insightful analysis that supports advice by continuously: <ul style="list-style-type: none"> • testing the underlying assumptions or bias; • asking the right questions to encourage critical thinking on problem definitions and opportunities; • teasing out the risks, benefits and expected outcomes for different groups and stakeholders; • questioning the feasibility of various policy options; • situating policy options in the broader system context (thinking beyond the agency and issue).
		<input type="checkbox"/> Employs deep analytical and critical thinking skills and uses breakthrough methods to find innovative solutions to significant and challenging problems.

Design for Implementation: Design policy proposals to include workable delivery and implementation options

Developing	Practising	Expert / Leading
<input type="checkbox"/> Learning how to develop policy options with implementation in mind. This means becoming familiar with: <ul style="list-style-type: none"> • the range of policy instruments used to deliver policy intent e.g. information, incentives, subsidies, transfers, regulation, contracting/commissioning, partnerships/co-production, direct service delivery; and • the functional domains necessary for operationalising policy (legal, privacy, finance, procurement, operations, service delivery partners etc.) and the importance of involving those working in those domains 	<input type="checkbox"/> Can confidently include delivery options in policy design (consistently thinks ‘end-to-end’). This means being able to: <ul style="list-style-type: none"> • use decision-making models related to implementation (e.g. Better Business Cases, Regulatory Impact Assessments) to analyse the feasibility of policy options; • assess the impact of factors such as cost, level of benefit, uncertainties, risks, assumptions, novelty; how substantial they are and what they mean for the resulting advice; 	<input type="checkbox"/> Leads decisions on the choice of policy instruments using rigorous criteria and proven design frameworks so that policy options are feasible and can be delivered. This means being able to: <ul style="list-style-type: none"> • constructively challenge traditional delivery mechanisms and actively examine alternative/innovative mechanisms (e. g via new technologies, levers/ interventions beyond regulation, new partnerships); • systematically identify internal and external issues, challenges and risks that could affect implementation to ensure they

Detailed descriptors

<p>in the policy process ('end- to- end' and 'outside-in' processes).</p>	<ul style="list-style-type: none"> • facilitate early involvement of the people delivering the policy options in policy design (prototyping and testing particularly with frontline staff where policy intent and delivery intersect); • engage effectively with internal and external functional areas/experts to convey or seek advice on requirements for implementation; for example is able to brief the PCO, work with procurement experts etc.). 	<p>are addressed during the policy design phase;</p> <ul style="list-style-type: none"> • build relationships with potential delivery partners (inside and outside of government) to ensure policy options are viable and feasible, and to resolve problems and identify efficiencies up front; • develop robust delivery roadmaps that are collaborative, assign accountability and provide space for adjustment in response to changing circumstances.
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Plan & Manage Work: Ensure advice is delivered using the right mix of resources and 'right touch' project management method

Developing	Practising	Expert / Leading
<input type="checkbox"/> Developing an ability to manage their own workload (e.g. by clarifying priorities, speaking up when at capacity or when under-utilised and by making thoughtful trade-offs between time and quality).	<input type="checkbox"/> Understands the commissioning process, and is active in establishing the mandate and defined deliverables for their own work.	<input type="checkbox"/> Can translate strategies, priorities and issues into policy outputs/projects/programmes with clear intent, scope, direction of travel, and specified level of resources.
<input type="checkbox"/> Learning about scope, scope management and accepting commissions.	<input type="checkbox"/> Manages risk, issues, conflicts, timelines, resourcing and deliverables and knows when to escalate for clarity. Reports on progress as required (keeps others up to date).	<input type="checkbox"/> Takes a leadership role in the policy or programme team (including cross-agency) to ensure the right skills and experience are available when required.
<input type="checkbox"/> Learning how to break down their work into logical steps, tasks and estimated time to complete.	<input type="checkbox"/> Can lead simple-to-moderate policy projects and contributions to broad work streams.	<input type="checkbox"/> Can establish and manage clear and meaningful governance and decision making arrangements (managing the flow of information up, down and out) reconciled with line management accountabilities.
<input type="checkbox"/> Becoming reliable and consistent in their output.	<input type="checkbox"/> Identifies when the piece of work commissioned is project sized and would benefit from fit-for-purpose/right touch project management discipline.	<input type="checkbox"/> Can apply the 'right touch' project and/or programme management principles to ensure desired outcomes are delivered on time and to the right level of quality, requiring:

	<p>Understands a variety of planning and management techniques and is able apply these.</p>	<ul style="list-style-type: none"> • knowledge of project management principles and training/experience in applied project management in a policy context (where there are often high levels of uncertainty/change and agility is important); • applied knowledge of specific project tools (e.g. stakeholder management plans or risk registers) and understanding when and how they should be used (fit-for-purpose application); • ability to work and plan with stakeholders and functional groups and across related work, to ensure planning is realistic, workable, and joined up.
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Advise & Influence: Deliver advice that is robust, free and frank, compelling

Developing	Practising	Expert / Leading
<p><input type="checkbox"/> Learning techniques for informing a range of decision makers, including ministers.</p>	<p><input type="checkbox"/> Provides free and frank advice to decision makers that:</p> <ul style="list-style-type: none"> • 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 (can draft clear action-orientated recommendations with realistic commitments). 	<p><input type="checkbox"/> Has credibility and reputation as a ‘trusted’ advisor. This means that they are able to:</p> <ul style="list-style-type: none"> • offer proactive free and frank advice to decision makers (even when it has not been requested); • frame advice in the context of sector and collective priorities (examine issues beyond institutional boundaries, break down ‘silos’ and present solutions in their wider context); • anticipate and time the provision of advice for when it can have the greatest influence; • influence others, shape policy debates, and build ‘coalitions of the willing’ to ensure decisions are implemented.

Detailed descriptors

<input type="checkbox"/> Learning the constitutional conventions of free and frank advice.	<input type="checkbox"/> Can champion the decision once taken and work with other to ensure it is implemented enthusiastically.	
<input type="checkbox"/> Contributing high-quality policy advice that is clear, accurate, well-reasoned, impartial and politically neutral and targeted to the audience (decision-maker).		

Strategic Thinking: Incorporate longer-term and broad system perspectives to shape policy trajectories

Developing	Practising	Expert / Leading
<input type="checkbox"/> Developing an ability to think conceptually and imaginatively - participates in activities related to setting vision, strategic direction, and the achievement of longer-term outcomes.	<input type="checkbox"/> Demonstrating an ability to think conceptually and imaginatively – contributes to activities related to setting vision, strategic direction, and the achievement of longer-term outcomes.	<input type="checkbox"/> Demonstrating expertise and leadership to think conceptually and imaginatively – leads activities related to setting vision, strategic direction and the achievement of longer-term policy outcomes. Can translate strategic intent into medium term plans and activities.
<input type="checkbox"/> Developing an ability to think ‘system’ - becoming familiar with patterns, links, and synergies between policy issues, portfolios, agencies and sectors.	<input type="checkbox"/> Demonstrating an ability to think ‘system’ - understands the broad political, economic and strategic context, identifies links between and across policy issues, organisations and systems.	<input type="checkbox"/> Demonstrating expertise and leadership to think ‘system’ – can articulate the broad political, economic and strategic context, make inferences between and across policy issues, organisations and systems and identify where and how to intervene to maintain strategic direction.
<input type="checkbox"/> Developing an ability to think ‘future’ – anticipates and thinks ahead about next steps. Considers how current action contributes to longer-term policy intent.	<input type="checkbox"/> Demonstrating an ability to think ‘future’ – can identify emerging trends/strategic issues related to their area of work and can incorporate that future focus into policy design.	<input type="checkbox"/> Demonstrating expertise and leadership to think ‘future’ – has specialist expertise in strategic foresight and methods for scanning and anticipating future trends/ emerging strategic issues; can articulate the implications for existing policy trajectories and investment in policy capability.

Detailed descriptors

Feedback & Coaching: Give and receive constructive challenge and feedback to develop the capability of individuals and teams

Developing	Practising	Expert / Leading
<input type="checkbox"/> Actively seeks and learns from constructive feedback.	<input type="checkbox"/> Invites and offers regular constructive feedback to internal and external colleagues.	<input type="checkbox"/> Howls for others how to give and receive constructive feedback and challenge. Can facilitate courageous and difficult conversations on quality and performance.
<input type="checkbox"/> Is learning how to work with their own and others' weaknesses, strengths, preferences and personalities.	<input type="checkbox"/> Shares knowledge and expertise, and reviews the work of others. Thinks of the work as 'team products' and is active in supporting quality control.	<input type="checkbox"/> Provides supervision, guidance, coaching and mentoring as on-the-job training to team members.
	<input type="checkbox"/> Accepts responsibility, is self-reflective and can appreciate and work with others' weaknesses, strengths and different ways of working.	<input type="checkbox"/> Cultivates a positive team culture of celebrating achievements and learning from mistakes (building a repository of 'what works' and 'lessons learned').

Communication: Deliver clear and compelling messages fit for purpose and audience

Developing	Practising	Expert / Leading
<input type="checkbox"/> Writes clear, concise, error free work.	<input type="checkbox"/> Writes high-quality advice in a polished, plain English style that is easy tread and has a clear purpose.	<input type="checkbox"/> Produces eloquent written communication that persuades and inspires ('shifts the dial').
<input type="checkbox"/> Learns how to produce a range of written outputs – e.g. aides memoire, briefing notes, Cabinet papers, A3s, speech notes - and the purpose of each.	<input type="checkbox"/> Confidently presents information/advice in the most accessible form (written and oral) and to the preference of the audience.	<input type="checkbox"/> Mentors and develops others' communication skills.
<input type="checkbox"/> Increasingly articulate and confident when contributing to discussions and in oral advice.	<input type="checkbox"/> Within boundaries and a clear agenda can represent their agency at high levels as required – e. g at officials groups, and in meetings with ministers and other senior leaders.	<input type="checkbox"/> Mitigates 'lost in translation' in commissioning (with ministers and within the agency).
		<input type="checkbox"/> Presents on behalf of the agency in a variety of settings and in a way that captures and inspires audiences.
		<input type="checkbox"/> Persuasive and compelling in interactions within the agency and with ministers and external stakeholders.



Detailed descriptors

		<input type="checkbox"/> Can reliably represent the interests of their agency, even in uncertainty territory.
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Engagement & Collaboration: Engage stakeholders and build relationship capital to understand diverse expectations, co-create solutions and support implementation

Developing	Practising	Expert / Leading
<input type="checkbox"/> Growing knowledge about when, how and when to engage with throughout the policy development process (including any specific obligations to consult).	<input type="checkbox"/> Proactively builds and leverages collaborative internal and external networks. Engages authentically, with openness and respect for diversity of views, and strives to build consensus, drawing on communication, negotiation and mediation skills.	<input type="checkbox"/> Builds and draws on relationship capital with other agencies/sector groups/stakeholders to positively influence policy formulation, negotiate and resolve conflicts, forge collaborative action, collectively address crosscutting policy issues and enhance support for the delivery of policy outcomes.
<input type="checkbox"/> Learning to be empathetic to others' frames of reference, and learning how to gain diverse insights about problems and potential solutions.	<input type="checkbox"/> Can design communication and engagement processes, to support joint objectives, articulating the reasons for engagement, consultation or collaboration, and the related goals, rules and decision rights.	<input type="checkbox"/> Determines what needs to be managed across agencies or the system (including non-governmental partners) and can skilfully design the process.
<input type="checkbox"/> Builds collaborative relationships with counterparts within and across agencies to facilitate working together.	<input type="checkbox"/> Understands and can employ citizen-centric approaches to crosscutting problems to unearth (and deliver, where appropriate) collectively agreed solutions. Fosters co-creation/co-production.	<input type="checkbox"/> Encourages and enables a customer/user-centric ethos – reflecting the diverse needs of current and future New Zealanders - within the team and agency.

Improvement & Innovation: Seek ways to 'do things better' and 'do better things'

Developing	Practising	Expert / Leading
<input type="checkbox"/> Driven to enhance their own professional development.	<input type="checkbox"/> Pursues a diverse range of experiences to build their knowledge, skills and competencies.	<input type="checkbox"/> Actively seeks opportunities for optimising value, uses evaluation and lessons learned to improve future performance, and excels at challenging orthodox or conventional thinking to provide fresh perspectives.
<input type="checkbox"/> Views mistakes as an opportunity for learning and improvement.	<input type="checkbox"/> Participates in robust discussions on the quality of policy processes, insights, and lessons learned as a	<input type="checkbox"/> Can lead the 'idea-to-innovation' process. Promotes a culture of being

Detailed descriptors

	means to improve capability (their own, their colleagues, the agency and wider sector), and to test new approaches.	receptive to diverse thinking, insights and new information.
<input type="checkbox"/> Broadminded, inquisitive and harnesses new and innovative ways of working and thinking.	<input type="checkbox"/> Challenges themselves to look beyond their immediate sphere of knowledge/sector to absorb lessons from other agencies, the private sector, international practice or academic debate; deliberately plans for how they can be adopted, adapted and shared.	<input type="checkbox"/> Fosters experimentation and positive risk-taking. Guides others in deploying innovation and continuous improvement methodologies e.g. fail-fast, rapid prototyping.
	<input type="checkbox"/> Has some knowledge and experience of how to support a shift from a 'great idea' to workable solution; has had exposure to innovation methodologies.	<input type="checkbox"/> Creates learning opportunities for staff. Never stops learning and seeking ways to update the policy craft.

Agility: Respond well to change and be resilient to uncertainty and setbacks

Developing	Practising	Expert / Leading
<input type="checkbox"/> Quick to grasp and use new concepts and information.	<input type="checkbox"/> Understands the policy process is iterative, and adjusts thinking and approach as required; challenges earlier assumptions or conclusions in light of new information.	<input type="checkbox"/> Is a proven and respected consultant and support to others in the face of complex/challenging change.
<input type="checkbox"/> Adapts to altered instructions and priorities.	<input type="checkbox"/> Makes judicious trade-offs between time, risk, quality and completeness.	<input type="checkbox"/> Is 'strategically opportunistic' i.e. able to seize opportunities, integrate new content, collaborate and draw connections that will support policy intent.
<input type="checkbox"/> Recovers quickly from setbacks.	<input type="checkbox"/> Is resilient in the face of change and able to switch focus to new priorities when required.	<input type="checkbox"/> Is able to manage and prioritise conflicting demands; leads the way in adjusting priorities, redeploying resources and recovering from setbacks.
<input type="checkbox"/> Comfortable with ambiguity and change.		

Detailed descriptors

Political Savvy: Navigate issues, relationships and situations with sensitivity to the political context

Developing	Practising	Expert / Leading
<input type="checkbox"/> Watches and learns from others considered adept at working with ministers and other internal and external stakeholders.	<input type="checkbox"/> Building the trust of ministers and decision makers by being responsive and aware of political priorities (while maintaining the conventions of impartial free and frank advice).	<input type="checkbox"/> Sustains strong trust-based relationship with ministers, decision makers and key stakeholders and is able to have respectful and sometimes 'uncomfortable' conversations related to the best approach to meeting policy intent without damaging those relationships.
	<input type="checkbox"/> Understands the various roles played in the policy process, how decisions are made, who makes and who influences them.	<input type="checkbox"/> Highly adept at building alignment and alliances between competing interests, relationships and political and policy/portfolio agenda.
	<input type="checkbox"/> Becoming adept at 'reading', interpreting and navigating sensitive situations, relationships and competing interests, including between different policy portfolios.	<input type="checkbox"/> Helps shape the authorising environment by being able to influence the thinking and behaviour of others. Is mindful of risk. Anticipates and times advice for when it can have the most influence and impact.
	<input type="checkbox"/> Able to influence (without authority) and build alignment and alliances between issues and people.	

Other: Add any job specific skills that are important but not part of the Policy Skills Framework

Developing	Practising	Expert / Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>