

Policy Profession in Central Government Skills Needs Analysis Summary Report July 2009

Undertaken for Government Skills



by

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Abbreviations

BERR	Business Enterprise, Regulation and Reform
DCMS	Department of Culture, Media and Sport
DCSF	Department for Children, Schools and Families
DEFRA	Department for the Environment, Farming and Rural Affairs
DfT	Department for Transport
DoH	Department of Health
DIUS	Department of Innovation, Universities and Skills
DWP	Department of Work and Pensions
EBPM	Evidence-based policy making
HMRC	Her Majesty's Revenue and Customs
HMT	Her Majesty's Treasury
MOD	Ministry of Defence
MOJ	Ministry of Justice
NICS	Northern Ireland Civil Service
NOS	National Occupational Standards
ONS	Office of National Statistics
NSG	National School for Government
PSG	Professional Skills for Government
SG	Scottish Government
WAG	Welsh Assembly Government

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1 Introduction

1.1 Aims and objectives

The purpose of this training needs analysis is to consider the following for Policy Professionals from EO to SCS grade within participating central government departments and Devolved Administrations

- The skills required within the Policy Profession
- The Learning and Development (L&D) currently provided to staff in this skill area, and what training needs still exist
- The extent and detail of the skills gap
- The extent of commonality or difference in the skills needs across departments
- The potential L&D solutions that could fill the gaps identified.

1.2 Context

In 2008 the Skills Strategy for Government highlighted the need to improve professional standards. It indicated that the Policy Profession, in particular, should play a stronger role in identifying the skills needed. This Policy Profession training needs analysis was therefore agreed by the Policy Profession Executive Board on behalf of Departmental Heads of the Policy Profession to be delivered with the Common Actions Team within Government Skills.

1.3 Methodology

There were two phases involving fourteen central government departments and three Devolved Administrations.

Phase one included desk research, which considered reports, frameworks and training available for the Policy Profession. In addition, visionary interviews were held with the heads of the Policy Profession allowing the analysis to benefit from their skills and experience.

Phase two examined the skill requirements and development needs of Policy Professionals from the perspective of the role incumbents themselves.

2 Phase 1 – Desk Research

Most emphasis was placed on recent relevant reports and papers to ensure that the research reflected current and emergent thinking in the policy skills area. In addition, account was taken of existing frameworks and training content for Policy Professionals from the Civil service Management Board, DIUS, DfT, DWP, Home Office, MOD, ONS, WAG.

In respect of the Training content, the learning methods used emphasise learning sets and case study seminars and simulations to practice the skills of presenting policy ideas and recommendations; Tutorials, online lecture resources and literature

back this up. Some departments, notably DWP, have partnered with the University of York. E learning has proven to be more elusive and is reflected in this research.

3 Phase 1 – Visionary interviews

Thirteen semi-structured interviews were conducted with the Heads of Policy. The following table summarises the skills clusters that emerged. These formed the basis of the workshop.

Analytical Capability	Innovation	Knowledge Management	Collaboration	Forward Looking
Using evidence from a range of sources (systematic research, experience of front-line experts and political judgment)	Thinking creatively to generate a range of innovative solutions	Gathering others' specialist, front-line and policy knowledge/skills	Identifying key stakeholders and understanding their needs (including citizens and front-line professionals)	Anticipating future opportunities and challenges (i.e. horizon scanning)
Focusing on the outcome	Taking managed risks	Sharing own knowledge with others	Consulting and engaging with key stakeholders	Understanding of the economic, social, political and legal context and imperatives
Analysing complex information (including financial information)	Making decisions and recommendations	Writing briefings	Networking across the public sector	Responding to changes in economic, social political and legal circumstances
Appraising impact of options	Evaluating, reviewing and applying lessons learnt	Orally presenting complex information	Challenging, influencing and persuading	Thinking strategically

4 Phase 2 – Skills Workshops

Forty-eight two-hour workshops were delivered in nine departments to two hundred and fifty delegates. The workshops were run in grade groupings (SCS, G6/G7, SEO/HEO or EO). Delegates voted on the importance and current skill level of the Policy skills derived from analysis of the information collected in Phase one. They then engaged in discussion around these. Figure 1 shows the workshop participation by grade and figure 2 shows workshop participation by department.

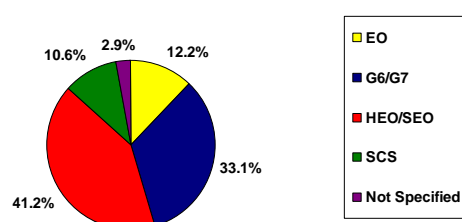


Figure 1 - Workshop participation by Grade.

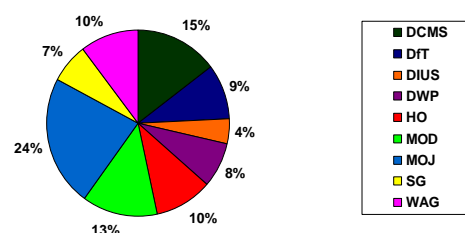


Figure 2 - Workshop participation by department.

5 Findings

5.1 Policy skills

In general, it is safe to conclude that there are more similarities than differences in Policy roles. The difference usually relates to the specific knowledge or content of the Policy area. There was acknowledgement that a common unifying skills framework would be a positive step forward to raising standards and increasing professionalism. Specifically, those that participated in the workshops could see the relevance of the skills clusters, although the overall conclusion was that more work was needed to define further the actual behaviours required. In doing so, the groups felt that there would be an improved understanding of what is expected and a clearer identification of development needs. This was backed up during the data analysis when it became evident that the clusters lacked sufficient definition to draw out some of the subtleties and nuances discussed by the delegates.

Consequently, a more detailed framework was developed and is included in Appendix 1.

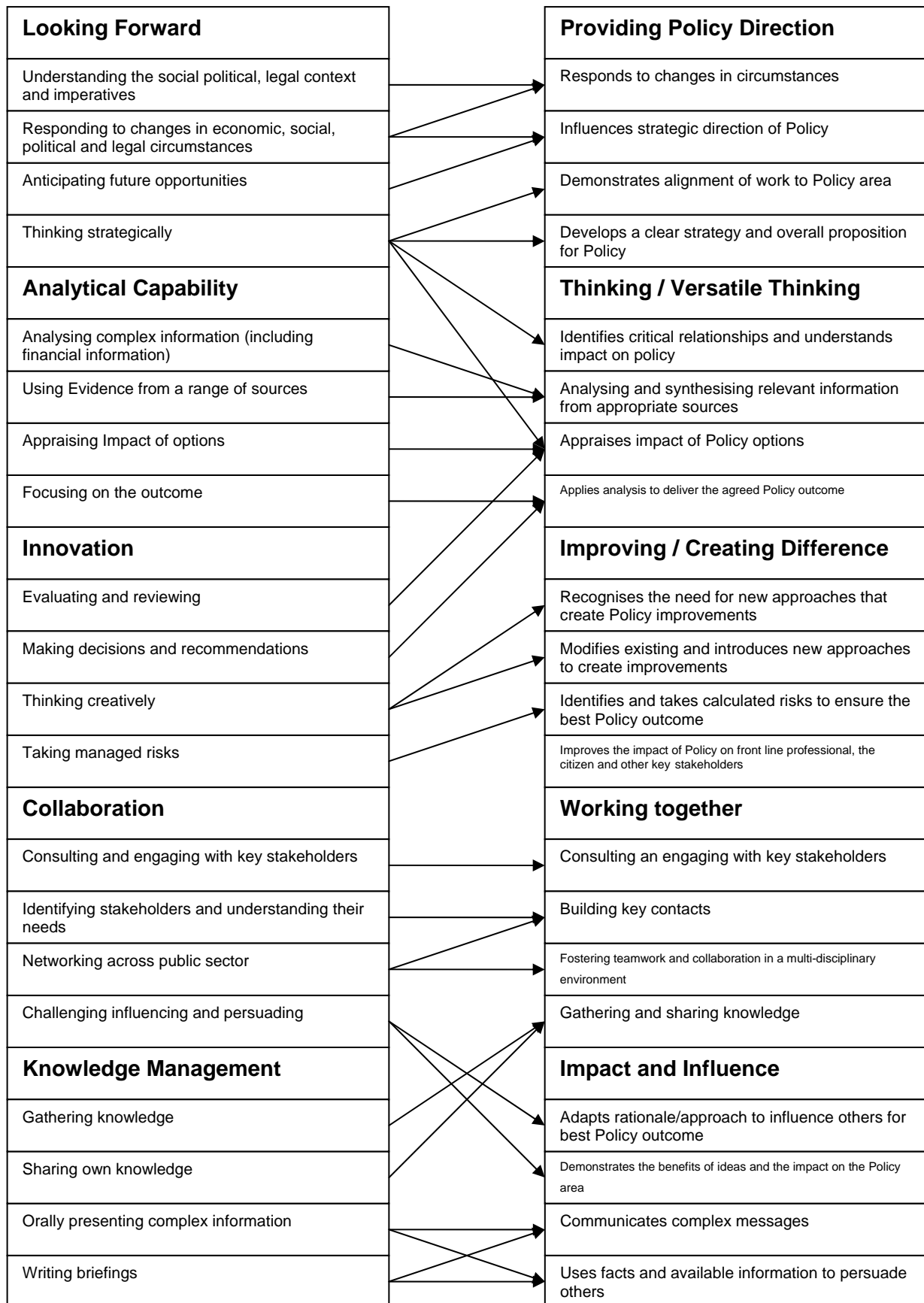


Figure 3 - Revised skills clusters

The revised framework points to the non-negotiable skills for effective performance within a policy role. It is currently undergoing review as it has been identified that more explicit account needs to be taken of the knowledge requirements and the impact of working with Ministers and the delivery chain. Consequently, the framework is indicative and should be considered as work in progress. Moreover, it is important that any definitions used have maximum resonance with Policy Professionals, so it is likely that some of the cluster headings and key skills will evolve their definition.

All of the skills in the original framework have been integrated into the revised framework. This is shown in Figure 4 overleaf.

Figure 4 - Map between old and revised (indicative) skills clusters



Concerns were raised as to whether there was sufficient differentiation between the revised framework and core PSG. On initial examination, there appears to be some overlap. However, further comparison of the detail indicates there is sufficient difference between them to warrant the clusters proposed in the skills breakdown (Appendix 2).

5.2 Departmental overview

In general, there was broad consistency between the same grades in different departments; in terms of their ratings to the importance of the skills in question and the key development areas. This is further illustrated in Appendix 3, which includes a summary of results by department.

Moreover, it became clear during the analysis of the workshop outputs that there is merit in the departments working together to support and challenge each other to raise standards. In particular, where there are identified centres of excellence, this would benefit other departments. In this way, it is likely to reinforce networking opportunities and further develop policy skills.

5.3 SCS Workshops

5.3.1 Skills for effective performance

Analytical Ability

- At this level, a key skill is in understanding why decisions are made. It's not just about analysing the evidence, but recognising the critical relationships and their impact on policy
- In **Using evidence from a range of sources**, knowing where to go to get information is seen as an important skill. Relationship building and networking are important parts of this process.
- **Appraising impact of options** was seen as a fundamental part of policy work

Innovation

- Innovation is an important skill but one of the real challenges in the Policy Profession broadly reflecting that creative thinking was more of a group process
- **Taking managed risks** is an important skill not done well
- In considering **Evaluating, Reviewing and Applying Lessons Learnt**, the SCS group reflected that there is a difference between identifying best practice and applying lessons learnt and often the application is what was missing

Knowledge management

- The SCS group considered **Gathering Others' Expert Knowledge** and **Sharing Own Knowledge with Others** to be of critical importance

- In addition to the organisational systems around **Knowledge Management**, the group commented that communication and relationship building are paramount to getting things done

Collaboration

- The SCS group considered all of the elements in this cluster including political awareness as vital to making good policy
- Influencing skills are important so that the relationship with the Minister is such that the SCS is able to put forward a range of options based on analysis of evidence and not just what fits the outcome

Forward Looking

- The SCS group considered all elements within this cluster as important skills for the role
- In respect of **Thinking Strategically**, the Group recognised the importance of the skill but reflected more broadly on the critical skills of providing effective leadership

Additional comments from the group reflected the need to supplement the Policy based skills with broader business based skills to enable the achievement of their outcomes.

5.3.2 SCS Development Priorities

From an analysis of workshop outputs, the following developmental needs were identified for the SCS. These needs¹ are identified below *in priority order* and also include the specific skills and behaviours that need to improve.

1. **Leadership** – Working collaboratively across boundaries, create direction, inspire and motivate people to deliver a different future
2. **Innovation** – Thinking creatively, questioning convention, exploring alternatives, responding to challenge and using fresh perspectives
3. **Change** – Planning, initiating, realising, controlling and stabilising improvement in a more agile fashion whilst taking managed risks
4. **Performance Management** – Taking ownership and accountability for managing own and others performance providing more support and robust challenge
5. **Business Management Skills** – Shifting the emphasis from reactive management to predictive management to include harder management skills such as financial management and legal awareness

¹ Appendix 4a identifies what needs to change and provides considerations for how this might happen.

5.3.3 Learning and Development methods

- The SCS group selected **Secondments, Coaching and Mentoring** as the most effective to them with **E-learning** rated the lowest in terms of effectiveness
- Overall, the SCS group said they preferred interactive learning events, but agreed that **On-the-Job Experience** was probably the most important of all

5.4 G6/7 Workshops

5.4.1 Skills for effective performance

Analytical Ability

- Analytical Capability was seen as a core skill requirement
- In **Using Evidence from a Range of Sources**, the G6/7 group reflected on the importance of building appropriate relationships and collaborating with others to make sure outcomes are achieved
- Of the categories, **Appraising Impact of Options** was considered to be an important skill yet it was not done consistently or thoroughly

Innovation

- The G6/7 group considered all of the elements in this cluster as important to making good policy
- Thinking creatively and taking managed risks were seen important skills but not necessarily supported by the culture
- Overall the group generally reflected that **Innovation** skills are important and need improving

Knowledge Management

- The group considered the skills cluster to be extremely important, in particular, **Gathering Others' Expert Knowledge** and **Sharing Own Knowledge with Others** were regarded as critical skills
- Effective writing is an important skill along with presentation skills to ensure briefings meet the audiences' needs.
- Effective communication skills and relationship building were regarded as pre-requisites for effective **Knowledge Management**

Collaboration

- For many in the G6/7 group, collaboration was rated as the most important skills cluster for getting new perspectives and updating knowledge
- The G6/7 group debated the need to improve skills in **Challenging, Influencing and Persuading**

- The G6/7 group discussed the need to maintain relationships. They reflected on the importance of networking with the ‘right’ people to succeed

Forward Looking

- All elements within this cluster are very important skills for success in a Policy role
- The group commented that skills had improved in **Responding to Changes in Circumstances**, yet they still had some way to go
- The G6/7 group recognised the importance of **Thinking Strategically** as a skill and talked about the importance of demonstrating leadership skills

Additional comments from the G6/7 group reflected the need to supplement the Policy based skills with project management skills and broader business based skills to enable the achievement of their outcomes.

5.4.2 G6/7 Development Priorities

From an analysis of workshop outputs, the following developmental needs were identified for the G6/7. These needs¹ are identified below *in priority order* and also include the specific skills and behaviours that need to improve.

1. **Innovation** - Thinking creatively, questioning convention, exploring alternatives, responding to challenge and using fresh perspectives
2. **Change** - Planning, initiating, realising, controlling and stabilising improvement in a more agile fashion whilst taking managed risks
3. **Leadership** - Working collaboratively across boundaries, create direction, inspire and motivate people to deliver a different future
4. **Impact and Influence** - Ensuring the ‘how’ of delivery; an individual’s capacity to drive change and delivery whilst keeping others on board
5. **Performance Management** - Taking ownership and accountability for managing own and others performance providing more support and robust challenge
6. **Project Management** - Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc)
7. **Business Management Skills** - Shifting the emphasis from reactive management to predictive management to include harder management skills such as financial management and legal awareness.

¹ Appendix 4b identifies what needs to change and provides considerations for how this might happen.

5.4.3 Learning and Development methods

- The G6/7 group selected **Secondments, Guide/Toolkit libraries Seminars/Workshops and Case study based Learning Groups** as the most effective with **E-Learning** being rated the least
- Mentoring was currently regarded as less effective being regarded as something that is 'tacked on' but the group agreed that it needs to be developed

5.5 SEO/HEO Workshops

5.5.1 Skills for effective performance

Analytical Ability

- The SEO/HEO group considered all of the elements in this cluster as vital to making good policy
- Of the categories, **Appraising Impact on Options** was considered to be the most important and the least well done
- Overall, the SEO/HEO group felt that skills development around analytical ability was very much about experience in the role

Innovation

- The SEO/HEO group considered all of the elements in this cluster as important to making good policy but felt that innovation to be one of the real challenges in the policy profession
- At this level **Taking Managed Risks** tended to focus on the identification of the risk rather than taking them
- **Making Decisions and recommendations** and the ability to provide this in a presentable form was regarded as critical for success at this level

Knowledge Management

- Skills for writing briefings were perceived as being very important
- There was a feeling that influencing was an important part of **Orally Presenting Complex information**, as was understanding the audience and adapting the information accordingly. The SEO/HEO group in general did not feel adequately skilled to do this in all situations
- Overall, the feeling from the SEO/HEO group was that managing relationships was a crucial part of **Knowledge Management**

Collaboration

- The SEO/HEO group considered all of the elements in this cluster as vital to making good policy

- Gathering information, communicating, negotiating, influencing maintaining and developing new and existing relationships were considered important to this skill
- There was also some suggestion that political awareness needed to be reflected more strongly here

Forward Looking

- **Understanding the Context and Imperatives** was considered to be vitally important but as everyone was incredibly busy, there were occasions when they had insufficient understanding
- In respect of **Thinking Strategically**, the SEO/HEO group recognised the importance of the skill but indicated that it was necessarily something that was required of them in their role. They reflected that they would be more inclined to work within the context of others' strategic thinking
- **Forward Looking** is what defines a Policy role and at this level individuals must make sure the bit of the jigsaw they are responsible for fits within the bigger picture

The SEO/HEO group reflected on the need to have adequate performance management and project management skills, as often they were the ones tasked with ensuring deadlines are met and outcomes are achieved.

5.5.2 SEO/HEO Development Priorities

From an analysis of workshop outputs, the following developmental needs were identified for the SEO/HEO group. These needs¹ are identified below *in priority order* and also include the specific skills and behaviours that need to improve.

1. **Performance Management** - Taking ownership and accountability for managing own and others performance providing more support and robust challenge
2. **Project Management** - Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc)
3. **Impact and Influence** - Ensuring the 'how' of delivery; an individual's capacity to drive change and delivery whilst keeping others on board

5.5.3 Learning and Development methods

- The SEO/HEO group selected **Secondments, Coaching and Mentoring** as the potentially being most effective

¹ Appendix 4c identifies what needs to change and provides considerations for how this might happen.

- Overall, the SEO/HEO group preferred development events where they could network with others, due to the nature of policy work, consequently e-learning was not considered effective

5.6 EO Workshops

5.6.1 Skills for effective performance

Analytical Ability

- Analysing complex information was considered an essential skill, in particular to critically analyse information to extract meaning and demonstrate understanding
- **Using Evidence from a range of sources** was considered an important aspect at this level along with **Focusing on the outcome**

Innovation

- Broadly the EO group considered all of the elements in this cluster as important to making good policy, although it was felt that this is a key skill and largely untapped
- At this level **Taking Managed Risks** tended to focus on evaluating the risk rather than taking it

Knowledge Management

- All aspects of this skill are important for success in the role
- Gathering others knowledge was almost unanimously considered the most critical skill working at this level. As well as this, knowing both what to ask for and how to ask for it, together with taking the initiative to ask questions was considered important
- It was seen as being very important for EOs to be able to write clearly and when presenting information orally or in writing, it is critical to have skills of being articulate and concise

Collaboration

- Building relationships and a network to collaborate with other government departments was considered an important part of EO level position responsibilities
- Persuading and influencing others was regarded as an important part of collaboration

Forward Looking

- Forward Looking was seen as important but not the most critical aspect of the EO role

- At this level, it was generally felt that it is important to be able to anticipate issues and plan contingencies. Being able to respond quickly to changes in context and circumstances was also considered important

5.6.2 EO Development Priorities

From an analysis of workshop outputs, the following developmental needs were identified for the EO. These needs¹ are identified below *in priority order* and also include the specific skills and behaviours that need to improve.

- 1 **Project Management** – Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc)
- 2 **Impact and Influence** – Ensuring the ‘how’ of delivery; an individual’s capacity to drive change and delivery whilst keeping others on board
- 3 **Networking** – A more systematic introduction to the importance of networking, building relationships and how the machinery of government works

5.6.3 Learning and development methods

- The EO group selected **Coaching, Mentoring** and (short) **Secondments** as the potentially being most effective way of developing skills
- As with the other grades, e-learning was seen to be less effective

5.7 Other considerations

Some of the common themes relating to inhibitors to achievement included being in a risk averse environment where innovation was stifled. Individuals felt limited to undertake problem-solving indicating that they worked within very tightly defined boundaries with a general sense of “it’s too hard to do”. This was for a number of reasons including the political environment, their context, time and resource pressures, IT systems - all of which were external to them.

¹ Appendix 4d identifies what needs to change and provides considerations for how this might happen.

6 Conclusions

In drawing conclusions, we need to consider the original aims of the research, which were to explore:

- The skills required within the Policy profession
- The learning and development currently provided to staff in this area
- The extent and detail of the skills gap
- The extent of commonality or difference in the skills needs across departments
- The potential learning and development solutions that could fill the gaps identified.

The research clearly identified a common core set of Policy skills, common to all departments. These skill definitions are contained within the revised Policy skills framework in Appendix 1. These are currently the subject of further review and consultation. Consequently, this framework and associated definitions should be regarded as indicative at this stage.

- **Providing policy direction** – Inspiring commitment to Policy success (SCS/G6/G7)
- **Impact and Influence** – Gaining support, communicating with and convincing other to advance departmental/cross-departmental policy objectives (all grades)
- **Working Together/ Collaboration** – Working across boundaries, managing diverse relationships and developing cohesiveness to ensure excellence in Policy delivery (all grades)
- **Thinking/Versatile Thinking** – Analysing, interpreting and linking relevant information together to understand the impact of policy today and in the future (all grades)
- **Improving/ Creating Improvement/ Creating Policy difference** – Questioning convention, exploring alternatives and responding to challenge using fresh perspectives to deliver better policy outcomes (all grades)

The principle differences between departments related to the knowledge of specific policy areas.

Existing learning and development provision was considered and concluded that beyond any formal educational programmes that exist, the development of knowledge was currently on the job and there is insufficient provision to develop the skills outlined above. Consequently, there are a number of learning and development needs identified for each grade grouping.

The following emerged as priorities for development at SCS and G6/G7 grades:

- **Leadership** (Providing policy direction and working together clusters) – Working collaboratively across boundaries, create direction, inspire and motivate people to deliver a different future.
- **Innovation** (Improving/ Creating Improvement/ Creating Policy difference cluster) – Thinking creatively, questioning convention, exploring alternatives, responding to challenge and using fresh perspectives.
- **Change** (Improving/ Creating Improvement/ Creating Policy difference cluster) – Planning, initiating, realising, controlling and stabilising improvement in a more agile fashion whilst taking managed risks.
- **Business Management Skills** (Providing Policy Direction (Forward Looking) Thinking (Analytical Capability clusters)- Shifting the emphasis from reactive management to predictive management to include harder management skills such as financial management and legal awareness.

The following emerged as a priority for development at SCS and G6/G7 grades, and also SEO/HEO:

- **Performance Management** (Core PSG) – Taking ownership and accountability for managing own and others performance providing more support and robust challenge.

The following areas emerged as priorities for development at G6/G7, SEO/HEO and EO grades:

- **Project Management** (Core PSG and (Improving/ Creating Improvement/ Creating Policy difference cluster) – Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc).
- **Impact and Influence** (Working together/Collaboration cluster) – Ensuring the ‘how’ of delivery; an individual’s capacity to drive change and delivery whilst keeping others on board.

It is clear from the findings that there is a preference for ensuring that any Learning and development interventions are not just didactic, but incorporate more blended methods. More specifically, any formal interventions are designed with a significantly practical bias where delegates gain ‘relevant on the job experience’, ‘off the job’, where the most significant part of the L&D experience (85%+) is grounded in practical exercises. As well as developing the specific skills in question, it will ensure more robust face validity and allow for more concrete evaluation, particularly value for money.

Work is continuing to build on the research, specifically to consider the different Learning and Development products needed to meet the identified needs of Policy Professionals.

By way of summary, the research findings indicated there is a need to:

- build the capability of staff to meet future strategic and operational needs within a common and unifying skills framework

- enable departments to attract, retain and maintain a skilled policy workforce needed to deliver services both now and in the future
- ensure the further development of a culture of accountability, performance, learning, managed risk and innovation.

The Policy skills framework provides an opportunity to tackle these three findings and create a more robust career path for Policy Professionals to raise standards. These combined with a more effective induction process, which addresses the common needs of Policy Professionals entering the profession, clearer integration of the PSG core skills and improved performance management will ensure more appropriate and cost effective Learning and Development solutions are made available.

The key challenge to embedding a unifying Policy skills framework lies within some of the broader cultural issues. There was a real sense of command and control reflected in culture and the organisational structure. For the skills framework to be embedded successfully, and to harness the capabilities and skills of all concerned, more focus is required from the leadership on enabling change.

Appendix 1 - Revised Framework by Grade

SCS Skills Breakdown

Competency: Providing Policy Direction				
Definition	Demonstrates alignment of work to Policy area	Responds to changes in social/political/economic/legal circumstances	Influences strategic direction of Policy	Develops a clear strategy and overall proposition for Policy
<p>Developing and inspiring commitment to Policy success, ensuring alignment of agreed Policy objectives to expectations.</p>	<ul style="list-style-type: none"> Ensures alignment of team targets to the priorities and objectives of the Policy area Builds and fosters commitment to delivering excellence Establishes team credibility internally and across departments as a source of excellence in thinking and delivery Proactively helps team members understand the relevance of the Policy strategy and Vision Work with teams to clarify and set the tone for Policy delivery in line with Ministerial, Official and other key stakeholder expectations. Listens to, takes feedback on board and responds accordingly 	<ul style="list-style-type: none"> Works with Ministers to understand the gap between current and future state and desired direction of Policy Establishes effective ways for closing the gap in the Policy area Works with colleagues to ensure changes are reflected that meet the expectations of Ministers Develops broad strategies that reflect in-depth understanding and assessment of current realities and what needs to happen to make appropriate Policy or other changes 	<ul style="list-style-type: none"> Foresees obstacles and opportunities for the Policy and acts accordingly Defines issues, generates options and selects solutions, which are consistent with the vision and strategy for the policy Works with Ministers to provide direction and communicates the Policy direction to encourage alignment inter/intra departments Energetically and persistently promotes Policy strategic objectives with colleagues, Ministers, Officials and other relevant stakeholders 	<ul style="list-style-type: none"> Works with Ministers to lead the development of the vision for the Policy area Defines and consciously articulates the strategy for the Policy in the context of wider government priorities Describes the strategy and proposition in compelling terms to develop understanding and promote acceptance and commitment amongst Ministers, Officials and other key stakeholders Works with Ministers to Identify, conceptualise and synthesise new trends or connections between Policy issues and translates them into priorities for action

SCS Skills Breakdown

Competency: Thinking / Versatile Thinking				
Definition	Analyses and synthesises relevant information from appropriate sources	Identifies critical relationships and understands the impact on Policy	Applies analysis to deliver the agreed Policy outcome	Appraises the impact of the Policy options
<p>Analysing, interpreting and linking relevant information together to understand the impact of Policy and its options today and in the future</p>	<ul style="list-style-type: none"> • Breaks down concrete and/or complex issues into parts and synthesises succinctly. • Is able to see the wood from the trees and identify discrepancies in data • Collects and analyses evidence from a range of sources including experts and operational delivery in order to completely understand a situation • Identifies and understands the connections between situations and information • Is comfortable analysing and synthesising hard data including financial and statistical • Simplifies complex information from multiple sources to enable coherent understanding of the issues at hand 	<ul style="list-style-type: none"> • Draws logical conclusions, providing Policy options and recommendations to Ministers or Officials as appropriate • Sees connections, patterns and trends in the information available • Identifies connections between situations that are not obviously related • Identifies the implications and consequences of trends or events • Considers a multiplicity of interrelated factors for which there is incomplete or contradictory information • Uses others as appropriate to support the identification of critical relationships between data to ensure the impact on Policy is understood 	<ul style="list-style-type: none"> • Develops and recommends Policy to Ministers based on analysis of emerging trends • Integrates information from diverse sources, often involving large amounts of complex information • Makes the complex simple. Distils the salient points into a cohesive argument • Thinks several steps ahead in deciding on the best course of action to achieve the outcome • Applies information from different sources, including experts and operational delivery in order to achieve the best policy outcome 	<ul style="list-style-type: none"> • Presents a clear understanding of the consequences and impact of Policy options taking into account the broader Political and Ministerial imperative • Conducts a robust impact appraisal of relevant Policy options to formulate recommendations for Ministers • Links a comprehensive in-depth understanding of the longer term needs of citizens, front line professionals and other relevant stakeholders with options that are on the table

SCS Skills Breakdown

Competency: Improving / Delivering Improvement / Creating Policy Difference				
Definition	Recognises the need for new approaches that create Policy improvements	Modifies existing and introduces new approaches to create improvements	Identifies and takes calculated risks to ensure the best Policy outcome	Improves the impact of Policy on front-line professionals, the citizen and other key stakeholders
<p>Questioning convention, exploring alternatives and responding to challenge using fresh perspectives to deliver a better Policy outcome</p>	<ul style="list-style-type: none"> • Is open to new ideas and receptive to feedback on changing things for the better • Questions the conventional approach and seeks alternatives • Knows when a new approach is needed and researches and integrates new information quickly while considering different options • Adapts personal approach to meet new needs and demonstrates willingness to try new approaches 	<ul style="list-style-type: none"> • Creates an environment that promotes and encourages change and innovation in Policy • Analyses strengths and weaknesses of current approaches • Identifies an optimal solution after weighing up the potential advantages and disadvantages of alternative approaches • Modifies and adapts current methods whilst recognising the long term consequence to potential delivery • Introduces flexible and adaptable approaches whilst recognising professional expectations and standards • Presents the realities of change and together with staff and key stakeholders develops strategies for managing it 	<ul style="list-style-type: none"> • Conducts a risk assessment when identifying where improvements to the way things are done is identified • Ensures contingent liabilities and opportunities are understood for each risk identified • Anticipates the risks associated in not taking action or taking inappropriate actions. • Takes responsible risks recognising that every risk will not pay off • Encourages responsible risk taking and provides a supportive environment • Evaluate risks already taken and integrate these to the current Policy challenge 	<ul style="list-style-type: none"> • Continuously scans the political and wider environment to keep abreast of emerging themes and developments within Policy area • Ensure appropriate systems are in place to monitor and evaluate the impact of policy on Ministers, citizens, front-line professional and other relevant stakeholders • Takes action to integrate the lessons from the past to ensure a better future • Anticipates specific reasons underlying resistance to change and implements approaches to address resistance and achieve the best Policy Outcome

SCS Skills Breakdown

Competency: Working together / Collaboration				
Definition	Gathering and Sharing knowledge	Building key contacts	Consulting and engaging with key stakeholders	Fostering teamwork and collaboration in a multi-disciplinary environment
<p>Working across boundaries, managing diverse relationships and developing cohesiveness to ensure excellence in Policy delivery</p>	<ul style="list-style-type: none"> • Makes personal contacts who can provide relevant knowledge of own Policy area or other relevant expertise • Use personal contacts and other sources of information to anticipate future events and their implications for the Policy area • Share knowledge with others as appropriate to improve understanding of the social/political/economic and legal context of the Policy area • Understands and anticipates the potential trends of the political environment and the impact of these on Policy area • Uses knowledge of the formal or informal structure and the culture to further understand the context. 	<ul style="list-style-type: none"> • Seeks out the expertise of others and develops links with experts, information sources, Officials and Ministers as appropriate • Develops and nurtures key contacts as a source of information on key Policy and other relevant considerations • Participates in networking events (formal and informal) relevant to Policy area • Cultivates personal networks in own and related Policy area and uses the contacts to achieve results. • Initiates and develops diverse relationships • Build broad networks that enable the achievement of Policy objectives 	<ul style="list-style-type: none"> • Knows who to engage with to make things happen for the benefit of the Policy • Effectively uses both formal and informal channels or networks to consult and engage relevant colleagues, front line professionals, Officials, Ministers or other key stakeholders • Anticipates challenges, issues and outcomes and adapts approach to take action to achieve best Policy delivery • Achieves Policy delivery acceptable to diverse parties, by negotiating positive Policy outcomes during consultation and engagement events (formal/informal) • Creates a conflict resolving environment by anticipating and addressing areas of potential misunderstanding and disruptive conflict where they could emerge 	<ul style="list-style-type: none"> • Seeks others input, listens to others and changes style to balance team and Policy goals • Brings informal teams of experts together to address issues/needs, share information and resolve differences as required • Creates and facilitates forums, develop alliances and formal networks ensuring that the differences in Policy expertise, competencies and background are capitalised upon • Breaks down barriers between teams, facilitating the sharing of Policy expertise and resources • Builds strong teams that capitalises on diverse Policy expertise, competencies and background • Facilitates collaboration across departmental boundaries to achieve a common Policy goal

SCS Skills Breakdown

Competency: Impact and Influence				
Definition	Uses facts and available information to persuade others	Adapts rationale/approach to influence others for the best Policy outcome	Demonstrates the benefits of ideas and the impact on the Policy area	Communicates complex messages
<p>Gaining support, communicating with and convincing others to advance departmental /cross-departmental Policy objectives</p>	<ul style="list-style-type: none"> • Uses data to describe the potential impact of Policy on others • Uses concrete examples, visual aids and demonstrations to make a point • Demonstrates clear thinking with an ability to make the complex simple • Able to write briefings and present to the required standards creating a credible impact with the audience 	<ul style="list-style-type: none"> • Anticipates the effect of one's approach or chosen rationale on the emotions and sensitivities of others • Adapts discussions and presentations to appeal to the needs, objectives or interests of the audience e.g. Ministers, colleagues, Officials, citizens, front line professionals • Able to respond to objections assertively but with tact and diplomacy • Listens to differing points of view and emphasises points of agreement as a starting point to resolving differences • Responds to and discusses issues/questions in an understandable manner without being defensive and maintaining the dignity of others 	<ul style="list-style-type: none"> • Builds on successful initiatives and best practices internally and externally to the department to gain acceptance for changes or improvements to Policy • Demonstrates the benefit to others by drawing from experience and presenting multiple arguments in order to support a position • Assembles coalitions and builds behind the scenes support for ideas • Uses indirect strategies to persuade such as establishing alliances, using experts or third parties • Gains support by capitalising on understanding of political forces affecting the department 	<ul style="list-style-type: none"> • Handles complex on the spot questions from Ministers, senior Officials, special interest groups, or the media • Communicates complex issues clearly (orally and in writing) and credibly with widely varied audiences; e.g. Ministers, Officials, key stakeholders, citizens • Uses varied communication systems, methodologies and strategies to promote dialogue and shared understanding • Delivers difficult or unpopular messages with clarity, tact and diplomacy

G6/G7 Skills Breakdown

Competency: Providing Policy Direction				
Definition	Demonstrates alignment of work to Policy area	Responds to changes in social/political/economic/legal circumstances	Influences strategic direction of Policy	Develops a clear strategy and overall proposition for Policy
<p>Developing and inspiring commitment to Policy success, ensuring alignment of agreed Policy objectives to expectations.</p>	<ul style="list-style-type: none"> Ensures alignment of team targets to the priorities and objectives of the Policy area Builds and fosters commitment to delivering excellence Establishes team credibility internally and across departments as a source of excellence in thinking and delivery Proactively helps team members understand the relevance of the Policy strategy and Vision Work with teams to clarify and set the tone for Policy delivery in line with Ministerial, Official and other key stakeholder expectations. Listens to, takes feedback on board and responds accordingly 	<ul style="list-style-type: none"> Assesses the gap between current and future state and desired direction of Policy Establishes effective ways for closing the gap in the Policy area Works with colleagues and more senior professionals to ensure changes are reflected that meet the expectations of Ministers Develops broad strategies that reflect in-depth understanding and assessment of current realities and what needs to happen to make appropriate Policy or other changes 	<ul style="list-style-type: none"> Foresees obstacles and opportunities for the Policy and acts or makes recommendations accordingly Defines issues, generates options and recommends solutions, which are consistent with the vision and strategy for the policy Support the communication of direction Policy direction to encourage alignment inter/intra departments Energetically and persistently promotes Policy strategic objectives with colleagues, Officials and other relevant stakeholders 	<ul style="list-style-type: none"> Supports the development of the vision for the Policy area Describes the strategy and proposition in compelling terms to develop understanding and promote acceptance and commitment amongst staff, Officials and other key stakeholders Identifies, conceptualises and synthesises new trends or connections between Policy issues and recommends them for action

G6/G7 Skills Breakdown

Competency: Improving / Delivering Improvements / Creating Policy Difference				
Definition	Recognises the need for new approaches that create Policy improvements	Modifies existing and introduces new approaches to create improvements	Identifies and takes calculated risks to ensure the best Policy outcome	Improves the impact of Policy on front-line professionals, the citizen and other key stakeholders
<p>Questioning convention, exploring alternatives and responding to challenge using fresh perspectives to deliver a better Policy outcome</p>	<ul style="list-style-type: none"> • Is open to new ideas and receptive to feedback on changing things for the better • Questions the conventional approach and seeks alternatives • Knows when a new approach is needed and researches and integrates new information quickly while considering different options • Adapts personal approach to meet new needs and demonstrates willingness to try new approaches 	<ul style="list-style-type: none"> • Analyses strengths and weaknesses of current approaches • Identifies an optimal solution after weighing up the potential advantages and disadvantages of alternative approaches • Modifies and adapts current methods whilst recognising the long term consequence to potential delivery • Introduces flexible and adaptable approaches whilst recognising professional expectations and standards • Supports the creation of an environment that promotes and encourages change and innovation in Policy • Presents the realities of change and together with staff and key stakeholders develops strategies for managing it 	<ul style="list-style-type: none"> • Conducts a risk assessment, maintaining clear oversight of the bigger picture and detail when identifying where improvements to the way things are done is identified • Ensures change and opportunities are understood for each risk identified • Anticipates the risks associated in not taking action or taking inappropriate actions. • Takes responsible risks recognising that every risk will not pay off • Encourages responsible risk taking and provides a supportive environment • Evaluate risks already taken and integrate these to the current Policy challenge 	<ul style="list-style-type: none"> • Continuously scans the environment to keep abreast of emerging themes and developments within Policy area • Monitor and evaluate the impact of policy on the citizen front-line professional, and other key stakeholders • Takes action to integrate the lessons from the past to ensure a better future • Anticipates specific reasons underlying resistance to change and implements approaches to address resistance and achieve the best Policy Outcome

G6/G7 Skills Breakdown

Competency: Thinking / Versatile Thinking				
Definition	Analyses and synthesises relevant information from appropriate sources	Identifies critical relationships and understands the impact on Policy	Applies analysis to deliver the agreed Policy outcome	Appraises the impact of the Policy options
<p>Analysing, interpreting and linking relevant information together to understand the impact of Policy and its options today and in the future</p>	<ul style="list-style-type: none"> • Breaks down concrete and/or complex issues into parts and synthesises succinctly. • Is able to drill down into the detail, identify discrepancies in data, challenge where appropriate and maintain a clear focus on the bigger-picture • Collects and analyses evidence from a range of sources including experts and operational delivery in order to completely understand a situation • Identifies and understands the connections between situations and information • Is comfortable analysing and synthesising hard data including financial and statistical • Simplifies complex information from multiple sources to enable coherent understanding of the issues at hand 	<ul style="list-style-type: none"> • Sees connections, patterns and trends in the information available • Identifies connections between situations that are not obviously related • Identifies the implications and consequences of trends or events • Considers a multiplicity of interrelated factors for which there is incomplete or contradictory information • Draws logical conclusions, providing Policy options and recommendations to senior managers and Ministers if appropriate • Uses others as appropriate to support the identification of critical relationships between data to ensure the impact on Policy is understood 	<ul style="list-style-type: none"> • Integrates information from diverse sources, often involving large amounts of complex information • Makes the complex simple. Distils the salient points into a cohesive argument • Thinks several steps ahead in deciding on the best course of action to achieve the outcome • Develops and recommends Policy based on analysis of emerging trends • Applies information from different sources, including experts and operational delivery in order to achieve the best policy outcome 	<ul style="list-style-type: none"> • Contributes to a clear understanding of the consequences and impact of Policy options taking into account the broader Political and Ministerial imperative • Links a comprehensive in-depth understanding of the longer term needs of citizens, front line professionals and other relevant stakeholders with options that are on the table • Conducts a robust impact appraisal of relevant Policy options to contribute to the formulation recommendations for Ministers

G6/G7 Skills Breakdown

Competency: Working together / Collaboration				
Definition	Gathering and Sharing knowledge	Building key contacts	Consulting and engaging with key stakeholders	Fostering teamwork and collaboration in a multi-disciplinary environment
<p>Working across boundaries, managing diverse relationships and developing cohesiveness to ensure excellence in Policy delivery</p>	<ul style="list-style-type: none"> • Makes personal contacts who can provide relevant knowledge of own Policy area or other relevant expertise • Use personal contacts and other sources of information to understand and anticipates the potential trends of the political environment and the impact of these on Policy area • Share knowledge with others as appropriate to improve understanding of the social/political/economic and legal context of the Policy area • Uses knowledge of the formal or informal structure and the culture to further understand the context. 	<ul style="list-style-type: none"> • Seeks out the expertise of others and develops links with experts, information sources, Officials and Ministers as appropriate • Develops and nurtures key contacts as a source of information on key Policy and other relevant considerations • Participates in networking events (formal and informal) relevant to Policy area • Cultivates personal networks in own and related Policy area and uses the contacts to achieve results. • Initiates and develops diverse relationships • Build broad networks that enable the achievement of Policy objectives 	<ul style="list-style-type: none"> • Knows who to engage and when with to make things happen for the benefit of the Policy • Effectively uses both formal and informal channels or networks to consult and engage relevant colleagues, front line professionals, Officials, Ministers or other key stakeholders • Anticipates challenges, issues and outcomes and adapts approach to take action to achieve best Policy delivery • Achieves Policy delivery acceptable to diverse parties, by negotiating positive Policy outcomes during consultation and engagement events (formal/informal) • Creates a conflict resolving environment by anticipating and addressing areas of potential misunderstanding and disruptive conflict where they could emerge 	<ul style="list-style-type: none"> • Seeks others input, listens to others and changes style to balance team and Policy goals • Brings informal teams of experts together to address issues/needs, share information and resolve differences as required • Creates and facilitates forums, develop alliances and formal networks ensuring that the differences in Policy expertise, competencies and background are capitalised upon • Breaks down barriers between teams, facilitating the sharing of Policy expertise and resources • Builds strong teams that capitalises on diverse Policy expertise, competencies and background • Contributes to and facilitates collaboration across departmental boundaries to achieve a common Policy goal

G6/G7 Skills Breakdown

Competency: Impact and Influence				
Definition	Uses facts and available information to persuade others	Adapts rationale/approach to influence others for the best Policy outcome	Demonstrates the benefits of ideas and the impact on the Policy area	Communicates complex messages
<p>Gaining support, communicating with and convincing others to advance departmental /cross-departmental Policy objectives</p>	<ul style="list-style-type: none"> • Uses data to describe the potential impact of Policy on others • Uses concrete examples, visual aids and demonstrations to make a point • Demonstrates clear thinking with an ability to make the complex simple • Able to write briefings and present to the required standards creating a credible impact with the audience 	<ul style="list-style-type: none"> • Anticipates the effect of one's approach or chosen rationale on the emotions and sensitivities of others • Adapts discussions and presentations to appeal to the needs, objectives or interests of the audience e.g. colleagues, Officials, Ministers, citizens, front line professionals • Able to respond to objections assertively but with tact and diplomacy • Listens to differing points of view and emphasises points of agreement as a starting point to resolving differences • Responds to and discusses issues/questions in an understandable manner without being defensive and maintaining the dignity of others 	<ul style="list-style-type: none"> • Builds on successful initiatives and best practices to recommend improvements to Policy • Demonstrates the benefit to others by drawing from experience and presenting multiple arguments in order to support a position • Assembles coalitions and builds behind the scenes support for ideas • Uses indirect strategies to persuade such as establishing alliances, using experts or third parties • Gains support by capitalising on understanding of political forces affecting the department 	<ul style="list-style-type: none"> • Handles complex on the spot questions from senior managers other and other Officials • Communicates complex issues clearly (orally and in writing) and credibly with widely varied audiences; e.g. Officials, Ministers, key stakeholders, citizens • Uses varied communication systems, methodologies and strategies to promote dialogue and shared understanding • Delivers difficult or unpopular messages with clarity, tact and diplomacy

SEO/HEO Skills Breakdown

Competency: Thinking / Versatile Thinking				
Definition	Analyses and synthesises relevant information from appropriate sources	Identifies critical relationships and understands the impact on Policy	Applies analysis to deliver the agreed Policy outcome	Appraises the impact of the Policy options
<p>Analysing, interpreting and linking relevant information together to understand the impacts of Policy and it options today and in the future</p>	<ul style="list-style-type: none"> • Breaks down concrete and/or complex issues into parts and synthesises succinctly. • Is able to identify discrepancies in data and challenge appropriately • Collects and analyses evidence from a range of sources including experts and operational delivery in order to completely understand a situation • Identifies links between situations and information • Is comfortable analysing and synthesising hard data including financial and statistical information • Simplifies complex information from multiple sources to enable coherent understanding of the issues at hand 	<ul style="list-style-type: none"> • Sees connections, patterns and trends in the information available • Recognises connections between situations that are not obviously related • Identifies the implications and consequences of trends or events • Draws logical conclusions, providing Policy options and recommendations to senior colleagues 	<ul style="list-style-type: none"> • Integrates information from diverse sources, often involving large amounts of information • Makes the complex simple. Distils the salient points into a cohesive argument • Thinks several steps ahead in deciding on the best course of action to achieve the outcome • Applies information from different sources, including experts and operational delivery in order to achieve the best policy outcome 	<ul style="list-style-type: none"> • Considers the impact of policies on key stakeholders • Supports the appraisal of the political, social, environmental, technological and legal impact of the Policy options through application of robust analysis

SEO/HEO Skills Breakdown

Competency: Improving / Delivering Improvements / Creating Policy Difference				
Definition	Recognises the need for new approaches that create Policy improvements	Modifies existing and introduces new approaches to create improvements	Identifies and takes calculated risks to ensure the best Policy outcome	Demonstrates alignment of work to Policy area
<p>Questioning convention, exploring alternatives and responding to challenge using fresh perspectives to deliver a better Policy outcome</p>	<ul style="list-style-type: none"> • Is open to new ideas and receptive to feedback on changing things for the better • Questions the conventional approach and seeks alternatives • Knows when a new approach is needed and researches and integrates new information while considering different options • Adapts personal approach to meet new needs and demonstrates willingness to try new approaches 	<ul style="list-style-type: none"> • Analyses strengths and weaknesses of current approaches • Identifies and recommends an optimal solution following evaluation and review of the potential advantages and disadvantages of alternative approaches • Takes into account past lessons when considering future actions • Modifies and adapts current methods whilst recognising the long term consequence to potential delivery • Introduces flexible and adaptable approaches whilst recognising professional expectations and standards • Understands the realities of change and together with staff and key stakeholders develops strategies for managing it 	<ul style="list-style-type: none"> • Conducts a risk assessment when identifying where improvements to the way things are done is identified • Demonstrates clear understanding of risks and opportunities in a given situation • Knows the risks associated in not taking action or taking inappropriate actions. • Able to take responsible risks knowing that every risk will not pay off • Integrates previously understood risks to the current challenges and opportunities 	<ul style="list-style-type: none"> • Ensures alignment of own/team targets to the priorities and objectives of the Policy area • Builds and fosters own/other commitment to delivering excellence • Proactively helps team members understand the relevance of the Policy strategy and direction • Work in and with teams to clarify and set the tone for Policy delivery in line with senior manager, Ministerial, Official and other key stakeholder expectations. • Listens to, takes feedback on board and responds appropriately ensuring clear focus on delivery of relevant Policy work outcomes

SEO/HEO Skills Breakdown

Competency: Working together / Collaboration				
Definition	Gathering and Sharing knowledge	Building key contacts	Consulting and engaging with key stakeholders	Fostering teamwork and collaboration in a multi-disciplinary environment
<p>Working across boundaries, managing diverse relationships and developing cohesiveness to ensure excellence in Policy delivery</p>	<ul style="list-style-type: none"> Makes contacts who can provide relevant knowledge of own Policy area or other relevant expertise Use contacts and other sources of information to identify trends and their implications for own work area Share knowledge to improve understanding of the social/political/economic and legal context of the Policy area Understands the potential trends of the political environment and the impact of these on the Policy area Uses knowledge of the formal or informal departmental structure and the culture to further understand the context. 	<ul style="list-style-type: none"> Seeks out the expertise of others and develops links with experts and information sources, as appropriate Develops and nurtures key contacts as a source of information on Policy and other relevant Issues Participates in networking events (formal and informal) relevant to Policy area Cultivates personal networks in own and related Policy area and uses the contacts to achieve results in own work area. Initiates and develops diverse relationships 	<ul style="list-style-type: none"> Effectively uses both formal and informal channels or networks to consult and engage relevant colleagues front line professionals, or other key stakeholders Anticipates challenges, issues and outcomes within own work area and adapts approach to take action to achieve best Policy delivery Supports the creation of a conflict resolving environment by anticipating and addressing areas of potential misunderstanding and disruptive conflict where they could emerge 	<ul style="list-style-type: none"> Seeks others input, listens to others and changes style to balance team and Policy goals Brings informal teams of experts together to address issues/needs, share information and resolve differences as required Supports the facilitation of forums, ensuring that the differences in Policy expertise, competencies and background are capitalised upon Contributes to breaking down barriers between teams, facilitating the sharing of, knowledge, Policy expertise and resources Acts to develop teams that capitalises on diverse Policy expertise, competencies and background Actively supports collaboration across departmental boundaries to achieve a common Policy goal

SEO/HEO Skills Breakdown

Competency: Impact and Influence				
Definition	Uses facts and available information to persuade others	Adapts rationale/approach to influence others for the best Policy outcome	Demonstrates the benefits of ideas and the impact on the Policy area	Communicates complex messages
<p>Gaining support, communicating with and convincing others to advance departmental /cross-departmental Policy objectives</p>	<ul style="list-style-type: none"> • Uses data to describe the potential impact of Policy on others • Uses concrete examples, visual aids and demonstrations to make a point • Demonstrates clear thinking with an ability to make the complex simple • Able to write briefings and present to the required standards creating a credible impact with the audience 	<ul style="list-style-type: none"> • Anticipates the effect of one's approach or chosen rationale on the emotions and sensitivities of others • Adapts discussions and presentations to appeal to the needs or interests of the audience e.g. colleagues, front line professionals • Able to respond to objections assertively but with tact and diplomacy • Listens to differing points of view and emphasises points of agreement as a starting point to resolving differences • Responds to and discusses issues/questions in an understandable manner without being defensive and maintaining the dignity of others 	<ul style="list-style-type: none"> • Demonstrates the benefit to others by drawing from experience and presenting arguments in order to support a position • Builds behind the scenes support for ideas • Uses indirect strategies to persuade such as establishing alliances, using experts or third parties 	<ul style="list-style-type: none"> • Communicates issues clearly (orally and in writing) • Uses varied communication systems, methodologies and strategies to promote understanding • Supports distillation of complex messages to colleagues and other key stakeholders

EO Skills Breakdown

Competency: Thinking / Versatile Thinking				
Definition	Analyses and synthesises relevant information from appropriate sources	Identifies critical relationships and understands the impact on Policy	Applies analysis to deliver the agreed Policy outcome	Appraises the impact of the Policy options
<p>Analysing, interpreting and linking relevant information together to understand the impacts of Policy and its options today and in the future</p>	<ul style="list-style-type: none"> • Breaks down issues into its constituent parts and synthesises succinctly. • Is to identify discrepancies in data • Collects and analyses evidence from a range of sources including experts and operational delivery in order to completely understand a situation • Can look at past experience and see a relevance to current issues or situations • Is comfortable analysing and synthesising hard data including basic financial and statistical information • Simplifies information concisely from multiple sources to enable coherent understanding of the issues at hand 	<ul style="list-style-type: none"> • Sees connections, patterns and trends in the information available • Identifies connections between situations that are not obviously related • Contributes to the identification of the implications and consequences of trends or events • Draws logical conclusions, providing Policy options and recommendations to more senior colleagues 	<ul style="list-style-type: none"> • Integrates information from diverse sources, often involving large amounts of information • Able to make the complex simple. Distils the salient points into a cohesive argument • Considers the future when deciding on the best course of action to achieve the outcome • Applies information from different sources, including experts and operational delivery in order to achieve the best policy outcome 	<ul style="list-style-type: none"> • Understands the impact of policies on key stakeholders • Supports the appraisal of the political, social, environmental, technological and legal impact of the Policy options through application of robust analysis

EO Skills Breakdown

Competency: Improving / Delivering Improvements / Creating Policy Difference				
Definition	Recognises the need for new approaches that create Policy improvements	Modifies existing and introduces new approaches to create improvements	Identifies and takes calculated risks to ensure the best Policy outcome	Demonstrates alignment of work to Policy area
<p>Questioning convention, exploring alternatives and responding to challenge using fresh perspectives to deliver a better Policy outcome</p>	<ul style="list-style-type: none"> • Is open to new ideas and receptive to feedback on changing things for the better • Questions the conventional approach and seeks alternatives • Knows when a new approach is needed and integrates new information • Adapts personal approach to meet new needs and demonstrates willingness to try new approaches 	<ul style="list-style-type: none"> • Analyses strengths and weaknesses of current approaches • Identifies optimal recommendations following evaluation and review of the potential advantages and disadvantages of alternative approaches • Takes into account past lessons when considering future actions • Modifies and adapts current methods whilst recognising the consequence to potential delivery • Introduces flexible and adaptable approaches whilst recognising professional expectations and standards • Understands the realities of change and together with staff and key stakeholders develops strategies for managing it 	<ul style="list-style-type: none"> • Conducts a risk assessment when identifying where improvements to the way things are done is identified • Knows the risks associated in not taking action or taking inappropriate actions. • Able to take responsible risks knowing that every risk will not pay off • Integrates previously understood risks to the current challenges and opportunities 	<ul style="list-style-type: none"> • Ensures alignment of own/team targets to the priorities and objectives of the Policy area • Builds and fosters own/other commitment to delivering excellence • Proactively helps team members understand the relevance of the Policy strategy and direction • Work in and with teams to clarify and set the tone for Policy delivery in line with senior manager, Ministerial, Official and other key stakeholder expectations. • Listens to, takes feedback on board and responds appropriately ensuring clear focus on delivery of relevant Policy work outcomes

EO Skills Breakdown

Competency: Working together / Collaboration				
Definition	Gathering and Sharing knowledge	Building key contacts	Consulting and engaging with key stakeholders	Fostering teamwork and collaboration in a multi-disciplinary environment
<p>Working across boundaries, managing diverse relationships and developing cohesiveness to ensure excellence in Policy delivery</p>	<ul style="list-style-type: none"> Makes contacts who can provide relevant knowledge of own Policy area or other relevant expertise Share knowledge to improve understanding of the social/political/economic and legal context of the Policy area Understands the potential trends of the political environment and the impact of these on the Policy area Uses knowledge of the formal or informal departmental structure and the culture to further understand the context. 	<ul style="list-style-type: none"> Seeks out the expertise of others and develops links with experts and information sources, as appropriate Develops and nurtures key contacts as a source of information on Policy and other relevant issues Participates in networking events (formal and informal) relevant to Policy area Cultivates personal networks in own and related Policy area and uses the contacts to achieve results in own work area. Initiates and develops diverse relationships 	<ul style="list-style-type: none"> Effectively uses both formal and informal channels or networks to consult and engage relevant colleagues front line professionals, or other key stakeholders Knows challenges, issues and outcomes within own work area and adapts approach to take action to achieve best Policy delivery Supports the creation of a conflict resolving environment by anticipating and addressing areas of potential misunderstanding and disruptive conflict where they could emerge 	<ul style="list-style-type: none"> Seeks others input, listens to others and changes style to balance team and Policy goals Brings informal teams of experts together to address issues/needs, share information and resolve differences as required Contributes to breaking down barriers between teams, facilitating the sharing of, knowledge, Policy expertise and resources Works to support teams with diverse Policy expertise, competencies and background Actively supports collaboration across departmental boundaries to achieve a common Policy goal

EO Skills Breakdown

Competency: Impact and Influence				
Definition	Uses facts and available information to persuade others	Adapts rationale/approach to influence others for the best Policy outcome	Demonstrates the benefits of ideas and the impact on the Policy area	Communicates complex messages
<p>Gaining support, communicating with and convincing others to advance departmental /cross-departmental Policy objectives</p>	<ul style="list-style-type: none"> • Uses data to describe the potential impact of Policy on others • Uses concrete examples, visual aids and demonstrations to make a point • Demonstrates clear thinking with an ability to make the complex simple • Able to write briefings and present to the required standards creating a credible impact with the audience 	<ul style="list-style-type: none"> • Anticipates the effect of one's approach or chosen rationale on the emotions and sensitivities of others • Adapts discussions where appropriate to appeal to the needs or interests of the audience e.g. colleagues, front line professionals • Listens to differing points of view and emphasises points of agreement as a starting point to resolving differences • Responds to and discusses issues/questions in an understandable manner without being defensive and maintaining the dignity of others 	<ul style="list-style-type: none"> • Demonstrates the benefit to others by drawing from own and others experience and presenting arguments in order to support a position 	<ul style="list-style-type: none"> • Communicates issues concisely (orally and in writing) • Supports distillation of complex messages to colleagues and other key stakeholders

Appendix 2 - Links to PSG

Policy Profession Skills	PSG - Policy Expertise	Most closely identifiable PSG - Core Skill
Creating Policy Direction	Strategy / Sector Knowledge	Leadership/Strategic Thinking
Thinking	Policy Design	Analysis and Use of Evidence
Improving	Policy Design / Policy Delivery	Analysis and Use of Evidence
Working Together	Policy Design/ Partnership Working and Stakeholder Management	Project and Programme Management/Communications and Marketing
Impact and Influence	Partnership Working and Stakeholder Management	Leadership

Appendix 3 Overall Departmental breakdown ranking importance in relation to development needs

SCS Perceived Development needs⁵

Importance	Development Needs								
Overall	Rank	DWP	MOD	MOJ	SG	WAG	DIUS	DfT	HO
Knowledge Management	1	Innovation	Innovation	Innovation	Innovation	Innovation	Innovation	Analytic Capability	Analytic Capability
5.47		3.75	3.71	4.19	2.88	4.13	3.50	3.75	3.58
Collaboration	2	Collaboration	Forward Looking	Forward Looking	Collaboration	Forward Looking	Collaboration	Innovation	Collaboration
5.42		4.00	4.00	4.31	2.88	4.25	3.63	3.81	3.88
Innovation	3	Forward Looking	Analytic Capability	Collaboration	Forward Looking	Knowledge Management	Analytic Capability	Forward Looking	Knowledge Management
5.31		4.08	4.33	4.44	3.13	4.88	3.88	3.81	3.88
Analytical Capability	4	Knowledge Management	Collaboration	Knowledge Management	Analytic Capability	Analytic Capability	Forward Looking	Knowledge Management	Forward Looking
5.20		4.33	4.67	4.63	3.25	5.00	4.13	4.00	3.92
Forward Looking	5	Analytic Capability	Knowledge Management	Analytic Capability	Knowledge Management	Collaboration	Knowledge Management	Collaboration	Innovation
5.16		4.58	4.75	4.81	3.50	5.25	4.13	4.15	4.00

⁵ Ratings for Development Need were from 1 (Significant Development Need) to 6 (Significant Strength). Ratings for Importance were from 1 (Not Important) to 6 (Extremely Important).

G6/7 Perceived Development needs⁶

Importance	Development Needs									
Overall	Rank	DCMS	DWP	MOD	MOJ	SG	HO	WAG	DIUS	DfT
Collaboration	1	Innovation	Innovation	Innovation	Innovation	Innovation	Forward Looking	Innovation	Innovation	Innovation
5.41		3.00	3.00	3.63	3.37	3.25	4.06	3.47	3.80	3.21
Knowledge Management	2	Forward Looking	Forward Looking	Forward Looking	Forward Looking	Forward Looking	Innovation	Analytic Capability	Collaboration	Analytic Capability
5.32		3.08	3.69	3.67	3.78	3.78	4.22	3.83	4.15	3.46
Innovation	3	Knowledge Management	Knowledge Management	Analytic Capability	Analytic Capability	Collaboration	Collaboration	Collaboration	Analytic Capability	Forward Looking
5.19		3.75	4.00	3.98	3.78	3.81	4.28	3.89	4.20	3.71
Forward Looking	4	Analytic Capability	Analytic Capability	Collaboration	Collaboration	Analytic Capability	Knowledge Management	Forward Looking	Knowledge Management	Collaboration
5.04		3.92	4.08	4.04	3.78	4.06	4.31	3.92	4.20	3.89
Analytical Capability	5	Collaboration	Collaboration	Knowledge Management	Knowledge Management	Knowledge Management	Analytic Capability	Knowledge Management	Forward Looking	Knowledge Management
4.97		3.92	4.13	4.10	4.07	4.06	4.66	4.11	4.45	4.00

⁶ Ratings for Development Need were from 1 (Significant Development Need) to 6 (Significant Strength). Ratings for Importance were from 1 (Not Important) to 6 (Extremely Important).

SEO/HEO Perceived Development needs⁷

Importance	Development Needs									
	Rank	WAG	DfT	MOJ	DWP	SG	HO	DCMS	DIUS	MOD
Collaboration	1	Analytic Capability	Forward Looking	Forward Looking	Forward Looking	Forward Looking	Forward Looking	Innovation	Innovation	Innovation
5.20		3.87	3.32	3.83	3.92	3.25	3.40	3.14	4.19	3.38
Innovation	2	Innovation	Innovation	Innovation	Innovation	Innovation	Innovation	Forward Looking	Collaboration	Collaboration
5.05		3.90	3.38	3.89	3.98	3.69	3.55	3.40	4.19	3.70
Analytical Capability	3	Collaboration	Collaboration	Knowledge Management	Analytic Capability	Analytic Capability	Analytic Capability	Analytic Capability	Knowledge Management	Knowledge Management
4.99		3.98	3.66	3.90	4.13	3.88	3.57	3.50	4.38	3.73
Knowledge Management	4	Forward Looking	Knowledge Management	Collaboration	Knowledge Management	Collaboration	Collaboration	Collaboration	Forward Looking	Forward Looking
4.95		4.24	3.66	4.19	4.14	4.06	3.97	4.11	4.50	3.93
Forward Looking	5	Knowledge Management	Analytic Capability	Analytic Capability	Collaboration	Knowledge Management	Knowledge Management	Knowledge Management	Analytic Capability	Analytic Capability
4.72		4.70	3.88	4.20	4.58	4.50	4.25	4.11	4.88	3.98

⁷ Ratings for Development Need were from 1 (Significant Development Need) to 6 (Significant Strength). Ratings for Importance were from 1 (Not Important) to 6 (Extremely Important).

EO Perceived Development needs⁸

Importance	Development Needs						
	Rank	DCMS	DWP	MOD	SG	MOJ	WAG
Knowledge Management	1	Analytic Capability	Innovation	Innovation	Innovation	Innovation	Forward Looking
5.14		3.73	3.06	3.13	2.75	3.88	3.71
Analytical Capability	2	Innovation	Analytic Capability	Analytic Capability	Analytic Capability	Forward Looking	Innovation
4.83		3.78	3.42	3.50	4.17	3.96	3.75
Innovation	3	Forward Looking	Forward Looking	Forward Looking	Forward Looking	Collaboration	Analytic Capability
4.74		3.81	3.88	3.88	5.00	4.25	3.79
Collaboration	4	Collaboration	Knowledge Management	Knowledge Management	Collaboration	Knowledge Management	Collaboration
4.72		4.03	3.88	3.94	5.00	4.32	4.13
Forward Looking	5	Knowledge Management	Collaboration	Collaboration	Knowledge Management	Analytic Capability	Knowledge Management
4.40		4.10	4.06	4.31	5.50	4.63	4.25

⁸ Ratings for Development Need were from 1 (Significant Development Need) to 6 (Significant Strength). Ratings for Importance were from 1 (Not Important) to 6 (Extremely Important).

Appendix 4a - SCS Development needs (typical products)⁹

Priority	Policy Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
1	Providing Policy Direction (Forward Looking) / Working Together (Collaboration)	Leadership	Working collaboratively across boundaries, create direction, inspire and motivate people to deliver a different future.	<ul style="list-style-type: none"> • Customised SCS leadership development programme (4-6 modules) with project work to assess skills. • Performance coaching • Action-learning sets/Scenario based learning • Master classes
2	Improving (Innovation)	Innovation	Thinking creatively, questioning convention, exploring alternatives, responding to challenge and using fresh perspectives	<ul style="list-style-type: none"> • Master classes • Action learning/Scenario based learning • Collaborative working parties
3	Improving (Innovation)	Change	Planning, initiating, realising, controlling and stabilising improvement in a more agile fashion whilst taking managed risks	<ul style="list-style-type: none"> • Customised change management programme with project work to assess skills • Customised project management training again with project work to assess skills • Master classes • Action learning sets/scenario based learning

⁹ Please note that the options are not exhaustive. They are likely to be the most effective way of ensuring the appropriate skills are developed. Additionally, each option assumes that robust evaluation methodologies are in place to ensure value for money

Priority	Policy Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
4	Core PSG	Performance Management	Taking ownership and accountability for managing own and others performance providing more support and robust challenge	<ul style="list-style-type: none"> • Module of leadership development programme with on job assessment • Coaching • Cross departmental action learning sets/scenario based learning • Master classes
5	Providing Policy Direction (Forward Looking) / Thinking (Analytical Capability)	Business Management Skills	Shifting the emphasis from reactive management to predictive management to include harder management skills such as financial management and legal awareness	<ul style="list-style-type: none"> • Decision making master class • Action learning sets/scenario based learning • Formal management training (separate from Leadership programme) • On job project work • Coaching

Appendix 4b - G6/7 Development needs (typical products)¹⁰

Priority	Policy Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
1	Improving (Innovation)	Innovation	Thinking creatively, questioning convention, exploring alternatives, responding to challenge and using fresh perspectives	<ul style="list-style-type: none"> • Master classes • Action learning/scenario based learning • Collaborative working parties
2	Improving (Innovation)	Change	Planning, initiating, realising, controlling and stabilising improvement in a more agile fashion whilst taking managed risks	<ul style="list-style-type: none"> • Customised change management programme with project work to assess skills • Customised project management training again with project work to assess skills • Master classes/ • Action learning sets/scenario based learning
3	Providing Policy Direction (Forward Looking) / Working Together (Collaboration)	Leadership	Working collaboratively across boundaries, create direction, inspire and motivate people to deliver a different future.	<ul style="list-style-type: none"> • Customised G6/7 leadership development programme (3-4 modules) with project work to assess skills. (Subset of SCS) • Performance coaching • Action-learning sets/scenario based learning, Master classes

¹⁰ Please note that the options are not exhaustive. They are likely to be the most effective way of ensuring the appropriate skills are developed. Additionally, each option assumes that robust evaluation methodologies are in place to ensure value for money

G6/G7 Development Needs Cont.

Priority	Policy Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
4	Impact and Influence (Collaboration)	Impact and Influence	Ensuring the 'how' of delivery; an individual's capacity to drive change and delivery whilst keeping others on board	<ul style="list-style-type: none"> • Customised presentation and influencing skills programme (skills driven with assessment) • Mentoring • Feedback and coaching
5	Core PSG	Performance Management	Taking ownership and accountability for managing own and others performance providing more support and robust challenge	<ul style="list-style-type: none"> • Module of leadership development programme with on job assessment • Coaching • Cross departmental action learning sets/scenario based learning • Master classes
6	Core PSG / Improving (Innovation)	Project Management	Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc)	<ul style="list-style-type: none"> • Customised introduction to project management somewhere between the introductory course and the APMP combined with follow up and assessment of competence • Mentoring • Master classes

G6/G7 Development Needs Cont.

Priority	Policy Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
7	Providing Policy Direction (Forward Looking) / Thinking (Analytical Capability)	Business Management Skills	Shifting the emphasis from reactive management to predictive management to include the harder management skills of decision making and financial management and legal awareness	<ul style="list-style-type: none"> • Decision making master class • Action learning sets/Scenario based learning • Formal management training (separate from Leadership programme) • On job project work • Coaching

Appendix 4c - SEO/HEO Development needs (typical products)¹¹

Priority	Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
1	Impact and Influence (Collaboration)	Impact and Influence	Ensuring the 'how' of delivery; an individual's capacity to drive change and delivery whilst keeping others on board	<ul style="list-style-type: none"> • Customised presentation and influencing skills programme (skills driven with assessment) • Mentoring • Feedback and coaching
2	Core PSG / Improving (Innovation)	Project Management	Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc)	<ul style="list-style-type: none"> • Customised introduction to project management somewhere between the introductory course and the APMP combined with follow up and assessment of competence • Mentoring • Master classes
3	Core PSG	Performance Management	Taking ownership and accountability for managing own and others performance providing more support and robust challenge	<ul style="list-style-type: none"> • Customised performance management and development workshop with skills assessment and on job assessment • Management Coaching • Mentoring • Cross departmental Action Learning sets/Scenario based learning • Master classes

¹¹ Please note that the options are not exhaustive. They are likely to be the most effective way of ensuring the appropriate skills are developed. Additionally, each option assumes that robust evaluation methodologies are in place to ensure value for money

Appendix 4d - EO Development needs (typical products)¹²

Priority	Skill Cluster	Development Need	What specifically needs to change?	Options for developing the skill
1	Core PSG / Improving (Innovation)	Project Management	Consistently showing the discipline of defining and achieving targets while optimizing the use of resources (time, money, people, materials, energy, space, etc)	<ul style="list-style-type: none"> • Customised introduction to project management somewhere between the introductory course and the APMP combined with follow up and assessment of competence • Management coaching • Mentoring • Master classes
2	Impact and Influence (Knowledge Management / Collaboration)	Impact and Influence	Ensuring the 'how' of delivery; an individual's capacity to drive change and delivery whilst keeping others on board	<ul style="list-style-type: none"> • Customised presentation and influencing skills programme (skills driven with assessment) • Mentoring • Feedback and coaching
3	Working Together (Knowledge Management / Analytical Capability / Collaboration)	Networking (to facilitate gathering & sharing knowledge)	A more systematic introduction to the importance of networking, building relationships and how the machinery of government works	<ul style="list-style-type: none"> • Training Courses • Action learning sets • Other facilitated networking events

¹² Please note that the options are not exhaustive. They are likely to be the most effective way of ensuring the appropriate skills are developed. Additionally, each option assumes that robust evaluation methodologies are in place to ensure value for money

