



# Framework Overview



**New Zealand Intelligence Community**  
*Te Rōpū Pārongo Tārehu o Aotearoa*

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# About the Career Pathways Framework

**Both the Government Communications Security Bureau (GCSB) and New Zealand Security Intelligence Service (NZSIS) recognise that you must be supported to grow professionally so you can have a satisfying, long-term career.**

The New Zealand Intelligence Community (NZIC) Career Pathways Framework can help you when you are:

- undertaking individual development planning
- developing a long term career plan
- undertaking career progression
- considering applying for a position in the NZIC

By using the framework, you can make informed decisions about whether you want to be a deep specialist in a subject area, have a multifaceted career, or become a leader within the NZIC.

A career pathway is not just about upwards movement, but can also involve horizontal and even downwards career movements, as part of a planned approach to develop specific competences or achieve certain career objectives.

There are multiple career pathways available across the NZIC.

## Why a Career Pathways Framework?

The framework outlines the types of skills, knowledge, and abilities required within the NZIC to achieve a safer and more prosperous New Zealand.

It supports the development of a high performing, agile, and flexible workforce and recognises that effective professional development is crucial to the ongoing success of the NZIC.

It provides a common foundation for the GCSB and NZSIS to enable the delivery of common workforce management and development processes. It also provides the foundation to a systematic approach to developing and deploying our workforce so the NZIC can achieve its objectives, now and in the future.

The framework:

- informs strategic workforce planning
- supports recruitment by providing a clear and consistent understanding of position requirements
- supports targeted delivery of learning and development initiatives
- underpins the NZIC's talent management processes to effectively identify and develop talent at all levels.

The framework will be reviewed regularly to ensure it aligns with the NZIC objectives. Currently, positions within Intelligence Community Shared Services (ICSS), Legal, Compliance, and the Office of the Director are not covered by the framework and these positions are not subject to the processes associated with multi-level progression and the Career Development Boards. However, a range of professional development opportunities will be available to you regardless of whether your current role is currently covered by the framework.

Development opportunities are identified through the outcomes of annual performance development reviews, wider talent management processes, and in alignment with the standards and requirements of the relevant professional body or institute.

# Structure of the Career Pathways Framework

The framework is made up of a number of different components.

## Job Families

The unique functions of the GCSB and NZSIS have been organised into job families.

Job families are groupings of jobs related by common vocations. Jobs in a job family are similar in that they:

- require demonstrating similar knowledge, skills, and abilities (competencies)
- have a continuum of knowledge, skills, and abilities that present a career pathway
- share related behaviours for effective performance.

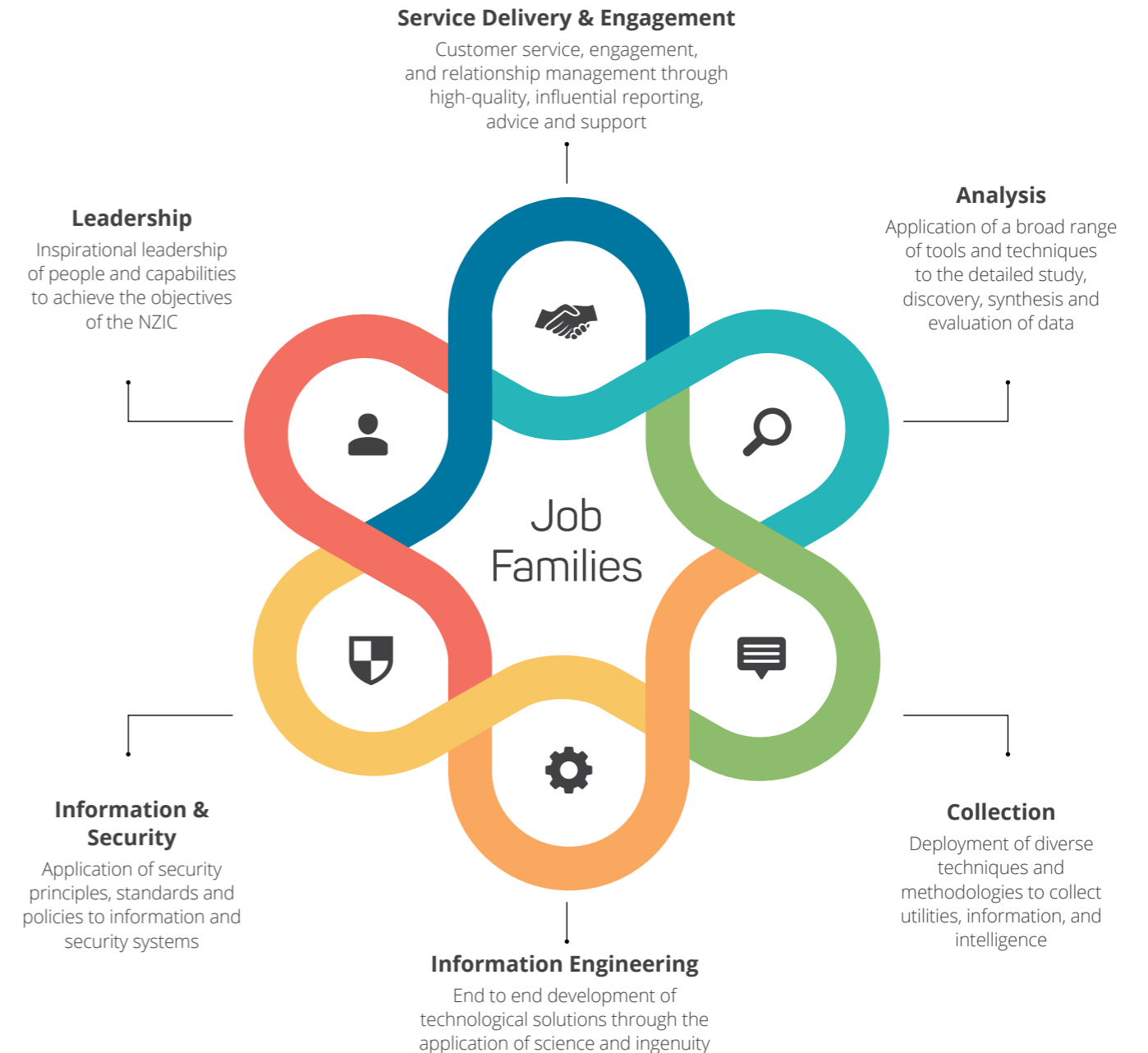
There are six job families within the NZIC. You may choose to pursue a career pathway within a particular job family or across a number of job families.

## Career Development Boards

The framework is overseen by a Career Development Board for each respective job family. Each includes senior experts and managers from across the NZIC who are experienced in their given profession.

The Career Development Boards are independent forums where the appointed members are responsible for:

- maintaining the ongoing health of the profession they oversee
- assessing applications for career progression
- ensuring that the respective competencies and progression criteria in the framework continue to meet the needs of the NZIC.



# Competencies

**Competencies are descriptors used to illustrate the skills, knowledge, and abilities required for effective performance. They are an integral part of the framework and describe the performance and development requirements for a given position.**

You should refer to the competencies when you are planning personal development, preparing for career progression and career planning. A number of roles within the NZIC require similar competencies; which presents you with the opportunity to transfer the learning from one position to another.

The competencies within the framework are expressed behaviourally across a continuum of different performance standards. Every competency featured within the framework has four standards.

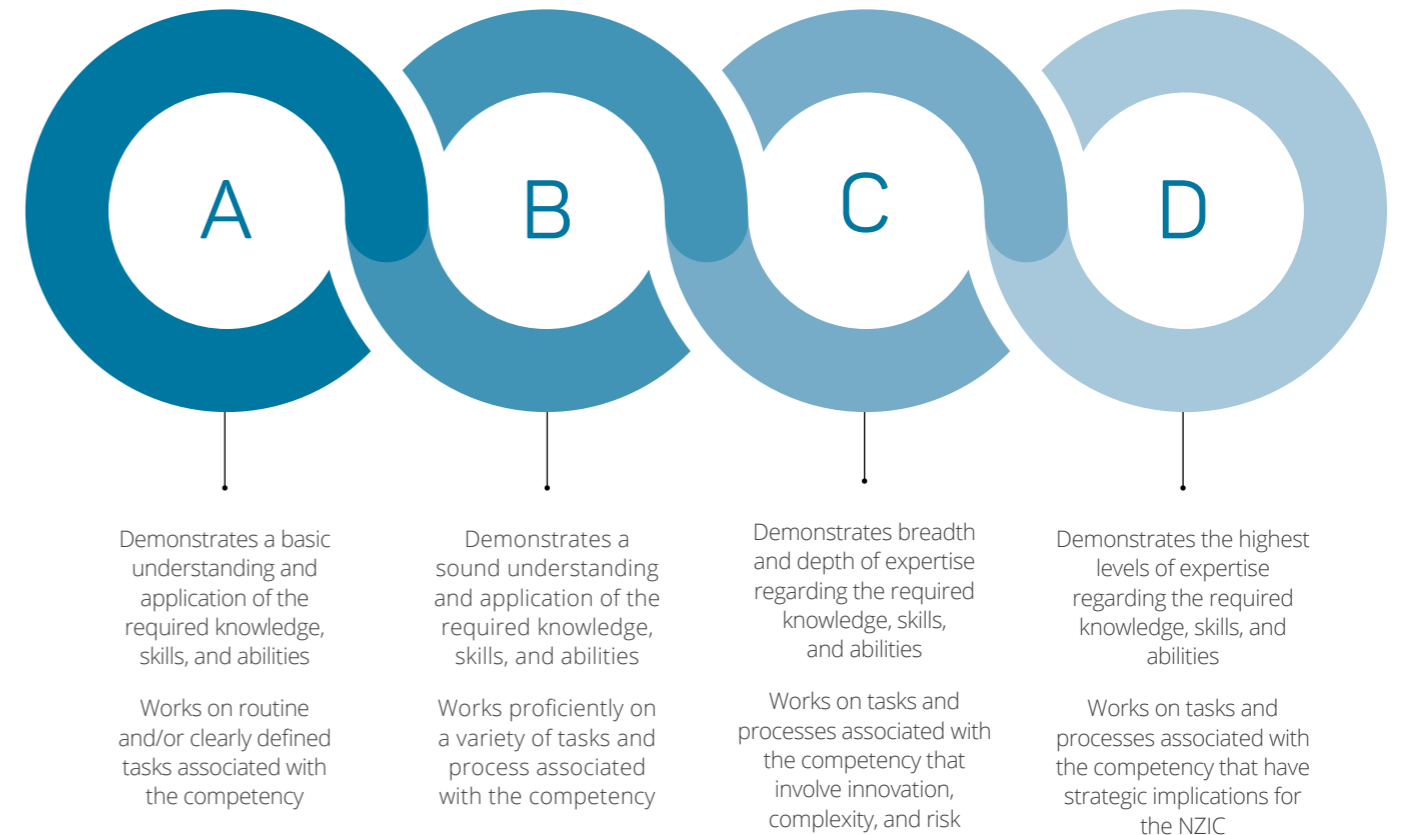
The behaviours, knowledge, and skills described under each standard are not intended to be a narrow prescription of requirements. They detail the range of behaviours, the majority of which should be demonstrated by effective performers. The requirements for each standard are cumulative (for example, Standard B assumes that all the criteria for Standard A have been met, etc.).

A given position may have a maximum of ten competencies assigned to them. The standard of competency for a given position varies depending on the skills, knowledge, and abilities required for effective performance.

The number of competencies assigned to a position has no relationship to job evaluation, but depends on the breadth or depth of the role. For example, some positions will be specialist in nature, having fewer competencies but requiring higher standards (Standard C) to be demonstrated. Other positions will be more diverse, requiring general proficiency (Standard B) across several different competencies to be demonstrated.

The competencies included in the framework may change over time to reflect the needs of the NZIC.

## Competency Standards



# Career progression

**A number of roles within the NZIC are eligible for progression within a position. Progression allows you to be formally recognised for pursuing a career path within a specific position based on growing your knowledge, skills, and abilities over time.**

Career progression within the framework is competency based, with an emphasis on being able to demonstrate the required performance standards through learning from education, formal training, and on-the-job experience.

Progression refers to advancing between the different levels for a position. The levels set out the criteria that need to be demonstrated before you can formally progress between levels, or, they form the prerequisites which support appointment processes to higher level positions.



For a position to have multiple levels of progression, it has to meet the following criteria:

- the skills, knowledge, and abilities required for the position are difficult to recruit for within the labour market
- the training and education required for the position is highly resource intensive
- its responsibilities are strongly aligned to the NZIC's capability to deliver on operational services, government priorities, and emergency response
- it is not already part of an established career structure within an independent professional body and/or institute.

## Career progression for multi-level positions (level 1 – 3)

Positions within the framework with multiple levels of progression have pathways which allow employees to formally advance through multiple levels to recognise professional growth and expertise.

Multi-level positions have either two or three progression levels. The exact number of levels for a position varies depending on a number of factors including depth of the position, breadth of the skills required, and the need for the NZIC to retain expertise in certain areas.

Some positions will have an entry level, while other positions will have requirements for a person to bring established skills, knowledge, and experience to the role.

For every multi-level position, there is a progression framework which defines both the competency standards and other associated criteria that apply to each level. You may progress to a higher level if you can demonstrate to the relevant Career Development Board that you meet the specified progression criteria through an evidence based assessment process.

It is important to note that career progression for multi-level positions does not relate to the appointment to another position, or the promotion to a more senior position. These are subject to competitive, appointment on merit processes.

## Appointment to specialist level positions (level 4 – 5)

The establishment of expert level positions is strictly based on the needs of the NZIC to develop specialised skills or leadership in a given area. So, not all job families will have these positions appointed at all times.

These positions require a higher level of expertise and is a significant step up in terms of responsibilities. Given the increased responsibilities of these positions, they will be subject to competitive, appointment on merit processes. You may be required to demonstrate certain standards of competency through a formal Career Development Board assessment as a prerequisite to being able to apply for this type of position.

# How to use the Framework

The framework can be used to:

- identify career pathways within the NZIC so you can make informed career decisions
- identify the different education, formal training, and on the job learning requirements for progression
- facilitate feedback and guidance on professional development.

## Preparing for career progression

Moana is an Analyst Level 1 who has been in her current role for just over twelve months. While she is now feeling confident in her position, she wants to continue to improve her performance and start showing her readiness for Analyst Level 2.

Using the framework, Moana reads the progression requirements for Analyst Level 2 paying particular attention to the competency standards required for progression. Moana identifies that she needs to further develop her speaking skills as part of the Advanced Communication competency.

During her annual performance review discussion, Moana asks for her Manager for their support in finding an appropriate development opportunity in line with the Advanced Communication competency. As a result, this development area is reflected in Moana's Individual Development Plan (IDP) for the year.

Moana's Manager arranges for her to work on a cross directorate project and present the results to Senior Managers. Moana also actively seeks opportunities to work on her presentation skills by joining a local community group where she has to speak to large groups of people in an open forum.

With her Manager, Moana uses the feedback she receives from these presentations to benchmark herself against the relevant competency standard. At a follow-up review, Moana's Manager believes that Moana has now demonstrated the required standard, and will endorse her upcoming application for progression to Analyst Level 2.

## Applying for career progression

Raj is an Analyst Level 2 and has been in the position for more than three years. He is looking to progress further in his career and believes that he is performing well enough to move to Level 3.

During Raj's latest meeting with his Manager, Raj signals that he is interested in progressing to Analyst Level 3. Raj's Manager is supportive of his aspirations and suggests that Raj put together a draft application which they can review together before submitting it to the relevant Career Development Board.

Raj uses the framework to review the competency standards required of someone working as an Analyst Level 3 and the specified progression criteria for moving from Level 2 to Level 3. He then completes the relevant application outlining how he has demonstrated the competency standards criteria. Raj then forwards the completed form to his Manager for review.

Raj's Manager reviews the progression application and notes that there isn't any supporting evidence supplied in the application. When Raj meets with his Manager to discuss the application, the lack of supporting evidence is highlighted and they discuss what would be best used to support the application.

They agree on highlighting some of Raj's achievements over the last calendar year, and to also provide some reporting Raj completed recently which has received positive feedback from customers. The completed application is subsequently endorsed by Raj's Manager and included on the agenda for the next Career Development Board for consideration.

## Choosing different career pathways

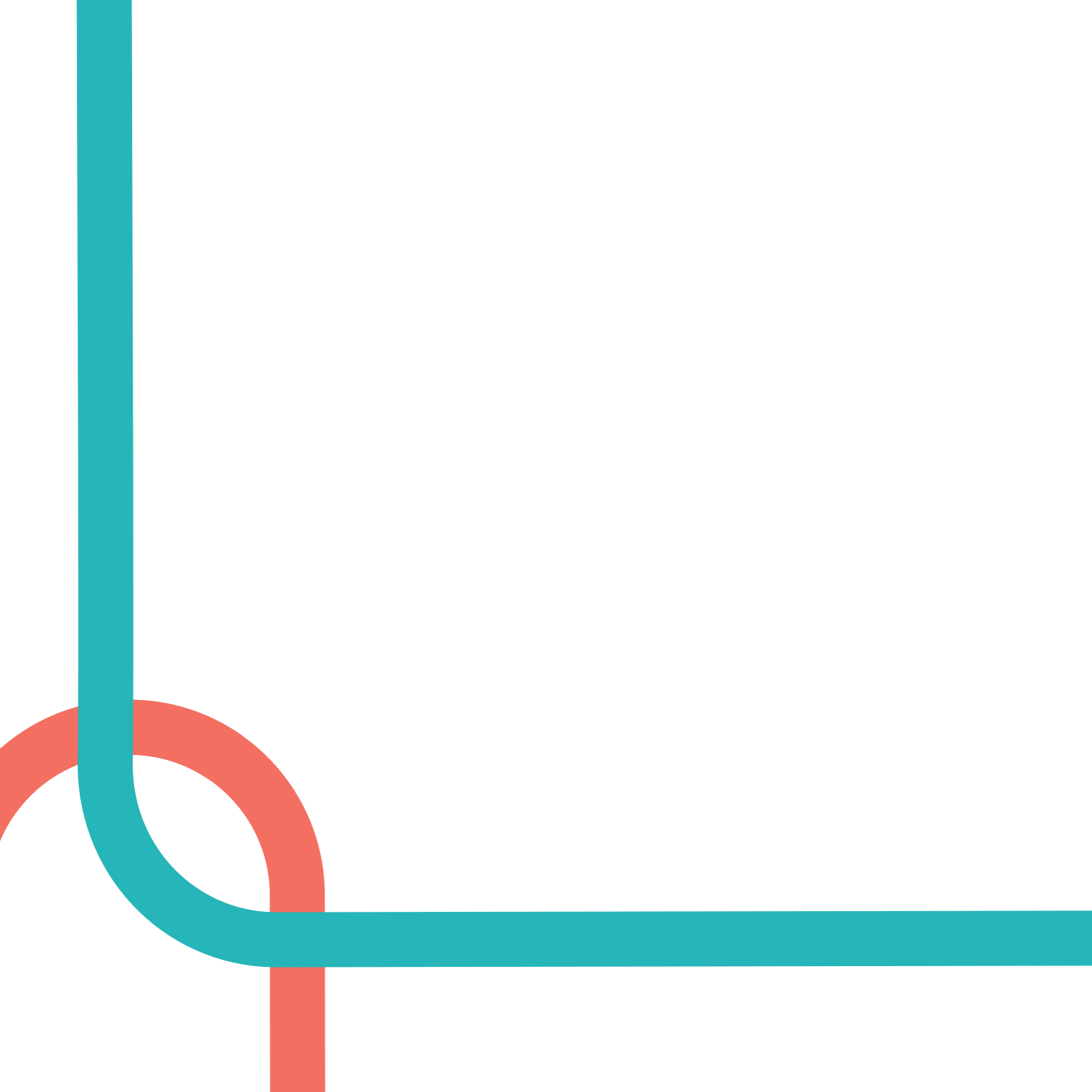
Sheryl is an Analyst Level 2 and has been in her position for just over two years. She has done a lot of interesting work in her current position but is now looking for the next step in her career within the NZIC.

Whilst Sheryl is working as an Analyst, she has advanced qualifications in Information Technology (IT). These qualifications have been of great use to her as an Analyst, as she has used the skills gained through university to develop some new systems for analysing and integrating different data for reporting purposes.

Sheryl has received positive feedback from her co-workers and Manager for developing these new systems, and would like to pursue a position where she can continue to build upon her IT qualifications. Using the framework as a guide, Sheryl compares the competencies in her current position with those in different areas of the NZIC with an IT basis.

From the framework Sheryl identifies a couple of different positions which interest her. Coincidentally, Sheryl notices that one of these positions is being advertised (Digital Analyst) which includes the competencies she has successfully performed in her current position, as well as competencies that align to what she studied at University.

Based on matching her skills against the competency requirements for the Digital Analyst position, Sheryl submits an application for the role detailing how both her performance as an Analyst Level 2 and IT qualifications would make her a strong candidate based on the competencies for the position. A couple of weeks later Sheryl is contacted by the Hiring Manager and invited to an interview.



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