Technical Competency Framework

Ensuring a standardised level of professional competency for personnel who fulfil leadership roles at our most complex incidents

Decisions December 2021

Confidential

Contents

Message from Kerry Gregory, Deputy Chief Executive, Service Delivery

Kia ora,

Following the Technical Competency Framework (TCF) consultation and the successful implementation of Tranche 2 in September, this Decision Document marks another step closer to embedding the new, unified Fire and Emergency NZ — Whakaratonga Iwi.

I'd like to extend my personal thanks on behalf of the Service Delivery Leadership Team to all personnel, unions and associations who provided feedback. We received four group submissions from four unions and associations, and a further 45 submissions from individuals. Largely, the feedback provided across the six proposals was very supportive.

I'm hugely encouraged by this confidence in the framework as it allows us to move forward with the mahi of implementation. The next stage is to develop the assessment process and learning products for those being assessed for appointment to ranks of Fire Commander and Assistant Fire Commander. Once complete focus will move to expansion of the framework to include IMT specialist roles and more senior ranks.

From Te Hiku to Te Kei, the TCF's intention is to provide assurance that those managing severe incidents have the skills, knowledge and attitudes required to do so. I look forward to seeing our people succeeding within the framework and I sincerely acknowledge the key role they play in strengthening Fire and Emergency's position as New Zealand's most trusted organisation.

Noho ora mai rā

Kerry Gregory
National Commander and DCE Service Delivery

Message from Brendan Nally, Deputy Chief Executive, People

Kia ora,

I'd like to thank all contributors for their considered submissions through consultation. This includes feedback on an enduring name for the Technical Competency Framework, which I am pleased to now introduce as Paearu Mahi.

Pronounced 'pie-a-ru', Paearu Mahi is 'the work required to achieve' and provides the benchmark for senior incident leadership and rank. The name was gifted to our organisation by Fire and Emergency's Pou Takawaenga Māori Team and is accompanied by the poutama imagery. Poutama is a staircase pattern symbolising a pathway to greater levels of learning and achievement, like those steps Tāne-o-te-wānanga ascended to the topmost realm in his quest for superior knowledge.

Paearu Mahi differs from a training programme. Where training is the structured approach to building knowledge, competency consists of a number of elements, of which training is only one. Paearu Mahi includes not only skills, knowledge and experience. It also includes an understanding of the task at hand, the surrounding environment, and a range of human factors such as behavioural safety and communication.

Through Paearu Mahi we'll develop an across-the-board standard of incident leadership competency, allowing our Senior Ranked Officers to operate in a unified manner and evolve to our varied and changing operational needs. It further delivers structured career pathways for our Senior Ranked Officers and IMT specialists, meaning our people will reach their full potential.

I want to emphasise that Fire and Emergency is committed to supporting those who progress through Paearu Mahi, recognising their significant contribution to keeping communities, personnel and themselves safe.

Ngā mihi

Brendan Nally
DCE, People

Introduction

Background

In 2018 we shared with you our intention to develop a competency framework which seeks to ensure a standardised level of professional competency for our Senior Ranked Officers and IMT specialists.

From October 2020 – April 2021, a Working Group consisting of senior leaders, subject matter experts, project team members, and union and association representatives contributed to the design of the proposed framework.[1] During the design process, we evolved our thinking about how the framework might work in practice, but the intent remained consistent throughout. Our objectives for this work were to:

- Build further assurance into our current processes ensuring our Senior Ranked Officers and Incident Management Team (IMT) specialists have the incident response competencies they need to keep our people and communities safe
- Develop an across-the-board standard of incident leadership competency, to allow our IMTs to operate in a unified manner and evolve to changing operational needs
- Bring clarity to incident leadership practices so individuals fully understand the processes and options available, to avoid over- and under-resourcing and less than optimum incident outcomes
- Build stronger structured career pathways for our Senior Ranked Officers and IMT specialists, to assist our people to reach their full potential

This phase of work has been focussed on the knowledge, skills and attitudes required by the ranks of Fire Commander and Assistant Fire Commander at complex incidents beyond first tactical response (i.e. severe local level incidents and above). There is the potential to expand the proposed framework in the future to cover specialist IMT roles and the ranks of National Commander and Assistant National Commander, but this is out of scope for the current work.

The Working group designed the framework according to the following principles:

- The design of the proposed framework competencies will focus on those needed for effective leadership on the incident ground at the appropriate level
- The design will focus on the incident management 'response' component of the 4Rs (risk reduction, readiness, response, and recovery)
- Each competency includes appropriate detail for it to be assessed consistently and accurately
- Language is consistent and aligned with other interrelated industry frameworks
- The proposed framework competencies consist of levels of skill, knowledge and attitudes that can be reasonably expected at the level of Fire Commander or Assistant Fire Commander
- The framework has been developed to provide an option to incorporate IMT specialist roles and more senior ranks in the future
- The overarching design of the proposed framework is concise and user-friendly

The consultation process

We shared the proposed framework with you in a consultation document on 23 August 2021 and invited your feedback on six proposals:

Proposal 1 Competencies
Proposal 2 Foundation Skills
Proposal 3 Role maps for Fire Commander and Assistant Fire Commander
Proposal 4 Moving off transitional rank
Proposal 5 Embedding the framework
Proposal 6 Name of the framework

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[1] Two of our unions and associations stepped away from the design process prior to its completion: NZPFU prior to the final workshop, and FECA following the final workshop but prior to the conclusion of the design process.

The consultation period closed on 19 September 2021. We received 4 group submissions from 4 unions and associations, and a further 45 submissions from individuals.

We received a wide range of views on the proposals. While the majority of submissions were broadly supportive of the proposals, one group submission disagreed in principle with the overall approach, and proposed an alternative framework as part of the submission (please see Proposal 1, theme 1).

Some submissions contained feedback and questions on matters which we are not yet ready to make decisions on. While we have not generally responded to that feedback directly in this document, we will keep it on record and consider it as part of future work.

We also received some feedback and questions on matters that we have made decisions on previously. Again, we have not generally responded to that feedback directly in this document, but would invite you to review the Service Delivery Branch Decision Document, June 2020,[2] for previous decisions on Service Delivery organisational design and approach to rank. In particular:

- Key theme 13: Definition of rank and position
- Key theme 14: Ranked and unranked positions
- Key theme 15: Safe systems of work
- Key theme 18: Visual identifiers

Thank you to everyone who took the time to make a submission. We gave all submissions serious consideration before making final decisions.

About this decision document

This document:

- Provides an overview of **the proposals** (further detail and context is available in the consultation document)
- Summarises the **feedback** we received on the proposals
- Provides our **responses** to that feedback
- Lets you know the **decisions** we have made
- Outlines the **next steps**
- Provides you with contact details for **individual support**

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[2] This is available on the Portal at: https://portal.fireandemergency.nz/assets/FENZ-documents/Decisions/Tranche-2/fc86769c07/Service-Delivery-Decision-Document.pdf.

Proposals, feedback and decisions

Proposal 1: Competencies

What we proposed

Competencies are the integrated **knowledge, skills and attitudes** that our people require to perform their role effectively.

We proposed a framework that details competencies in eight areas:

- Builds Resilience
- Information Management and Insight
- Manage Risk
- Leadership and Teamwork
- Planning
- Relationship Management and Engagement
- Situational Awareness and Decision-Making
- Technical Knowledge and Skills

Under each of these areas, the framework describes three levels of proficiency: **Applied**, **Highly Competent** and **Advanced**.

The full framework is provided in Appendix A.

Consultation response

Feedback on this proposal fell under four main areas:

1. Competency-based approach
2. Balance of incident command and leadership competencies vs first tactical response competencies
3. The four Rs
4. Individual competencies

1. Competency-based approach

You told us	While the majority of submissions were broadly supportive of the proposed framework, one group submission did not consider it fit-for-purpose and provided an alternative approach for consideration as part of the submission.
	A key difference between the two approaches is that the proposed framework is **competency-based**. On this approach, we identify the required competencies and agree the level of proficiency that a given rank will need for each of these competencies. Each person receives an individualised package of learning and development to bring them up to the required level of proficiency. They are then assessed to confirm whether they are proficient to the required level and provided with recommendations for next steps and ongoing development.
	The alternative approach is a standardised training programme which all candidates for the ranks of Fire Commander and Assistant Fire Commander would undergo. The submission expressed scepticism that a competency-based framework would be a sufficiently rigorous measure of proficiency, and that it would not fulfil its intent of unifying the organisation given that candidates would not all undergo the same training programme.

Our response	We believe that a standardised training programme is appropriate when people's training, learning and development needs are largely similar – for example, where there is a need to learn to operate equipment which all or most people have not used before.
	A competency-based approach is more appropriate where people's training, learning and development needs are different – for example, where there are a range of behavioural skills which some individuals may already have to a high degree, and which others may require support to develop.
	Competency-based assessment has been widely used in leadership programme development in the public and private sectors, and in secondary and tertiary qualification frameworks in New Zealand and internationally for the last 25 years.
	We are confident that the proposed approach will support the organisation in our path to unification. Although candidates will not all undergo the same training programme, they will all be assessed to a common standard.
Decision	The framework will be competency-based, with individualised training, learning and development pathways to achieve a common standard.

2. Balance of incident command and leadership competencies vs first tactical response competencies

You told us	There were differing views on the level and types of technical competencies required for senior IMT roles in order to effectively and safely command on the incident ground.
	One group submission expressed full support of the proposed framework on the grounds that as the scale and/or severity of an incident escalates, first tactical response knowledge becomes less important for senior IMT roles, while skills in more complex incident management and teamwork take on greater significance.
	Two group submissions proposed an increased focus on first tactical response competencies in the framework. The two submissions gave different reasons for this.
	The first submission noted that Fire Commanders and Assistant Fire Commanders will on occasion, respond to incidents at the level of first tactical response, and will therefore need the appropriate competencies.
	The second submission was based on a view that first tactical response competencies are a pre-requisite to command on the incident ground under any circumstance, and that the framework is fundamentally flawed in its focus on 'soft' skills. This view was reflected in the alternative framework which accompanied this submission.
Our response	Our position is that as incidents escalate in scale and severity, the roles of our senior IMT leaders become more specialised. The emphasis of the framework is therefore on the specialised incident management and leadership competencies required at severe local incidents and above.
	These competencies are **in addition to** the foundation skills which people must already possess in order to be considered for assessment to Fire Commander or Assistant Fire Commander.
	We acknowledge that there may be situations where Fire Commanders and Assistant Fire Commanders are in command at incidents of lower severity, where a different mix of competencies may be required.
	We also recognise that fire industry knowledge and experience is part pf the Fire Commander or Assistant Fire Commander role.
	We believe the most appropriate place to address these concerns is through the foundation skills rather than in the framework itself.

Decision	We have not made any changes to the framework's emphasis on incident command and leadership competencies for senior IMT roles.
	However, due to the feedback we have received on this matter, we will work with SMEs to review the proposed foundation skills to make sure they are fit-for-purpose, that they are set at the right level, and that there are no competency gaps between the foundation skills and the framework itself. This will include providing assurance that people admitted into the framework have appropriate skills and experience at the level of first tactical response.
	For further discussion, please see Proposal 2, theme 1: Scope and level of foundation skills.

3. The four Rs

You told us	We received a question asking why the framework focuses on the Response element of the four Rs of emergency management and does not include the other three Rs.
Our response	The framework has been specifically designed to assure our capability on the incident ground. As such, its primary focus is on Response and on those aspects of Readiness and Recovery that relate to decisions made and actions taken during an incident.
	We are intending the framework to complement the Leadership Development Framework, which will focus on our capability off the incident ground.
	Together, the two frameworks will comprehensively cover the four Rs.
Decision	We have not made any changes to the framework in response to this feedback.

4. Individual competencies

You told us	There were 15 submissions that provided feedback on specific competencies, sub themes and descriptors included in the framework. These included suggestions to improve the clarity of our wording, broaden the scope of some competencies, and address some perceived gaps.
Our response	We thank you for the time you spent on making this detailed feedback, which we believe has helped strengthen the framework.
Decision	We have made several amendments to the framework in response to this feedback. For details, please see Appendix A.

Proposal 2: Foundation skills

What we proposed

Foundation skills are the skills that people will need to have before starting learning or assessment for any of the roles and ranks covered in the framework.

We proposed **29 behaviour-based skills** and **25 other skills**. These are listed in full in Appendix A.

Consultation response

Feedback on this proposal fell under three main areas:

1. Scope and level of foundation skills
2. Assessment of foundation skills and alignment with TAPS
3. Role maps for Fire Commander and Assistant Fire Commander

1. Scope and level of the foundation skills

You told us	We received one group submission that the foundation skills do not include sufficient operational skills and tacit knowledge of incident types. There was a concern expressed that those entering the framework would not have the level of hands-on experience and knowledge they would need. This feedback is related to the feedback noted under Proposal 1, theme 2: balance between incident command and leadership competencies vs first tactical response competencies. The same submission also stated that the level of required foundation skills was set so low that it was difficult to see how anyone might fail to gain entrance to the framework.
Our response	We acknowledge that we need to ensure that anyone who enters the framework has proven capability in frontline firefighting and hazard-specific incident management skills. This includes incidents at the level of first tactical response. We also acknowledge that we need to ensure the bar for entrance to the framework is set at the right level.
Decision	As we have noted under Proposal 1, theme 2, we will work with SMEs to review the proposed foundation skills to make sure they are fit-for-purpose, that they are set at the right level, and that there are no competency gaps between the foundation skills and the framework itself. This will ensure the people admitted into the framework have appropriate skills and experience at the level of first tactical response.

2. Assessment of foundation skills and alignment with TAPS

You told us	One group submission proposed that for the built environment, entrance into the framework should only be through the existing career rank progression system (TAPS). There was a concern that crews would not have confidence in leaders who do not have a recognised qualification.

Our response	Our intention is that candidate entry to the framework will require the submission of a portfolio of evidence. This will include any relevant qualifications they have obtained. We acknowledge more work is required to clarify how this process will work and what types of qualification and/or other forms of evidence will be acceptable. Our expectation is that TAPS will provide one pathway for entry into the framework for candidates from the built environment, but that other forms of evidence may also be accepted. Over time the framework itself will become a recognised standard within Fire and Emergency.
Decision	We will work with SMEs to clarify the process for entry to the framework, and the forms of evidence that we will accept.

Proposal 3: Role maps for Fire Commander and Assistant Fire Commander

What we proposed

Role maps tell us the level of proficiency (**Applied, Highly Competent** or **Advanced**) required across all competencies for a role or rank.

We proposed role maps for the ranks of **Fire Commander** and **Assistant Fire Commander**.

The role maps for the two ranks differ because Fire Commanders will be required to be competent up to a more complex level of incident (i.e. severe regional) than Assistant Fire Commanders (i.e. severe local).

The role maps are provided in Appendix C.

Consultation response

Feedback on this proposal fell under six main areas:

1. Structure of the role maps
2. Classification of incidents by level
3. Sectorisation
4. Developing assessment criteria
5. Mapping of specific competencies to roles

1. Structure of the role maps

You told us	We received a question as to why there was a need for different proficiency levels for each competency.
Our response	Including different proficiency levels gives us flexibility to tailor requirements for different roles, while still maintaining a level of consistency. Depending on the rank or IMT role, people may need to be 'Advanced' in some areas but 'Applied' or 'Highly Competent' in others. In addition, we intend this structure to provide people with clear development pathways as they move into more senior ranks and roles.
Decision	We have not made any changes to the role maps in response to this feedback.

2. Classification of incidents by level

You told us	One group submission questioned how well the classification of incidents (moderate/major/severe, local/regional/national) reflected operational realities. It was pointed out that over the course of an incident, the classification level will change, and people may find themselves leading an incident that is above the level of their assessed competency.
Our response	It is common practice for incident controllers to find themselves in situations where they need to escalate to a more senior person, or conversely, where they may hand over responsibility to a less senior person as an incident deescalates. We are not proposing any change to how this process works.

Decision	We have not made any changes to the role maps in response to this feedback.

3. Sectorisation

You told us	We received a question asking whether the framework assumes that all severe incidents regardless of scale/complexity require sectorisation.
Our response	No, we are not suggesting that all severe incidents require sectorisation (though in practice many will). Each incident requires a response that addresses its specific set of variables.
Decision	We have not made any changes to the role maps in response to this feedback.

4. Developing assessment criteria

You told us	One group submission noted that that the biggest challenge in the next phase of work will be developing appropriate assessment and learning in line with the role maps. An individual submission raised questions as to how some types of competencies (e.g. self-awareness) might be assessed.
Our response	We agree that developing appropriate assessment and learning process and tools will be a significant piece of work. Self-awareness is typically assessed through a combination of methods including role plays, business simulations, obtaining feedback from others and self-reflection.[3]
Decision	We have not made any changes to the role maps in response to this feedback. We will work closely with SMEs to develop appropriate assessment and training.

5. Mapping of specific competencies to roles

You told us	There were several suggested changes to specific proficiency levels for Fire Commander and Assistant Fire Commander.
Our response	Thank you for these suggestions. We have reviewed the competencies again in detail. We believe the proficiency levels that were set during the design process are appropriate, with one exception, which is highlighted in Appendix C. However, we note that a lot will depend on how the proficiency levels are assessed in practice, and we will bear in mind all of your feedback as we move into this next phase of work.
Decision	We have made one change to the role maps, as shown in Appendix C. We will work closely with SMEs to work through the detail of how different proficiency levels will be assessed

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[3] 'Self-awareness and the evolution of leaders', (synopsis of empirical research), Institute of Behavioural and Applied Management, USA, 2014

Proposal 4: Moving off transitional rank

What we proposed

People appointed to District Manager and Group Manager positions will have a transitional rank. During the consultation, we shared our high-level thinking about the process to appoint them to the ranks of Fire Commander and Assistant Fire Commander.

We proposed that this would involve:

- Those on transitional rank carrying out a **self-reflection** against the framework, and preparing a **portfolio of evidence**
- Development and review of **assessment tools and processes** by the project team with input from SMEs and a comprehensive review by stakeholders
- A small group of those on transitional rank participating in a **proof of concept**, to make sure the tools and processes are fit for purpose
- **Assessment** of all the remaining transitional rank cohort
- Provision of an **individual development plan** for everyone who has been assessed

All individuals with transitional ranks are expected to be assessed competent under the new framework between 18 months to two years from stand up of the District and Group Manager positions.

Consultation response

Feedback on this proposal fell under seven main areas:

1. Overall approach
2. Training, learning and development
3. Assessment of competence outside heritage environment
4. Timeline for creating training, learning and development materials
5. Use of self-reflection to help identify personal development needs
6. Testing the proof of concept
7. Approval of the processes for moving people off transitional rank

1. Overall approach

You told us	Most of the submissions we received generally supported the proposed approach to moving off transitional rank or stated they were not yet able to form a view based on the high-level information provided in the consultation document. One group submission was not supportive.
	Many submissions acknowledged the significant work that will be required to refine the proposed approach into a detailed plan.
	All submissions agreed that people should be assessed competent to an agreed standard before moving off transitional rank, and that training, learning and development will need to be provided to support people through the process. There was also broad support for the use of a portfolio of evidence as part of the assessment process.
Our response	We value your feedback on this proposal and agree that the challenge will be to develop our current high-level approach into a workable plan.
Decision	Proposal 4 will form the starting point for further work on a detailed plan for moving people off transitional rank.
	We will work with SMEs to ensure the plan is fit for purpose, and we will take into account the feedback you have provided.

2. Training, learning and development

You told us	One group submission expressed lack of confidence in the proposed process and suggested a fundamentally different approach to training, learning and development, in the form of a programme everyone would need to pass through regardless of their existing strengths.
Our response	Our intention is to provide training, learning and development pathways that are as flexible as possible so we can tailor them to people's individual development needs. We believe that the approach we have chosen provides that flexibility while also ensuring that everyone is assessed competent to a common standard. Please also see Proposal 1, theme 1: Competency-based approach.
Decision	We have not made changes to the proposed approach in response to this feedback.

3. Assessment of competence outside heritage environment

You told us	Two group submissions requested training, learning and development pathways to enable people to be assessed as competent under the framework outside of their heritage environment.
Our response	It is our intention to provide these pathways to people in the future. To do this, we will need to provide support for people to develop foundation skills in their non-heritage environment. However, this would involve a significant additional piece of work. Our first priority is to support all people off transitional rank as soon as we can. We can do this most effectively by prioritising assessment in people's heritage environment.
Decision	We will not be providing training, learning and development pathways for people to broaden their capability outside their heritage environment as part of the current phase of work.

4. Timeline for creating training, learning and development resources

You told us	One group submission proposed that all training, learning and development resources should be created at the outset and be available to people prior to assessments commencing.
Our response	We understand why this might be helpful for people commencing the assessment process. However, by taking a staggered approach, we will be able to assess and appoint people to Fire Commander and Assistant Fire Commander ranks faster than if we were to wait for all training, learning and development resources to be developed first. Our intention is to develop the resources that are required by the greatest number of people first, enabling these people to be appointed to rank while we continue developing the remaining resources.
Decision	We will prioritise the development of training, learning and development resources and assessment processes that will enable us to move people off transitional rank as early as possible.

5. Use of self-reflection to help identify personal development needs

You told us	One group submission and one individual submission supported the use of self-reflection to help identify personal development needs. Two group submissions questioned the use of self-reflection in this context, as it was felt there was a potential for bias. It was suggested that training and qualification records should be required, as these are a more objective measure.
Our response	We agree that self-reflection is a subjective process and should not be assumed on its own to always reflect an individual's personal development needs. However, we believe that self-reflection has a role to play as part of the broader process for identifying those needs. Self-reflection is widely used for this purpose in a range of organisational learning and development contexts. The use of self-reflection during the proof of concept will also help us zero in on some of the most common personal development needs. This means we can prioritise the development of the most commonly needed resources, enabling us to appoint people to rank as quickly as possible. Following the proof of concept, our intention is that the self-reflection tool will be optional for those seeking to enter the framework.
Decision	We will work with SMEs to develop robust processes for identifying people's personal development needs, which will include but not be solely reliant on self-reflection.

6. Testing the proof of concept

You told us	One group submission proposed that when we test the new assessment processes (the proof of concept) we should involve people from outside the transitional cohort to help ensure the processes have broader applicability.
Our response	Our priority is to get people off transitional rank as quickly as possible and establishment of the TCF enables that, and for this reason the focus of the project is on the transitional cohort at this stage. We are confident that the assessment processes we develop as part of the proof of concept will be broadly applicable.
Decision	We will test the new assessment processes with a group from the transitional cohort which includes people from each of the built and natural environments.

7. Approval of the processes for moving people off transitional rank

You told us	One group submission did not consider it appropriate for the DCE People and DCE Service Delivery to approve processes for moving people off transitional rank, as these are non-operational positions.
Our response	We have proposed that the DCE People and DCE Service Delivery have the ultimate sign-off of processes to ensure accountability. In doing so, they will have regard to advice from the business owners and project team, taking into account input and feedback from SMEs, assessors and participants in the proof of concept. We are confident this is a robust approval process.
Decision	The DCE People and DCE Service Delivery will sign off processes for moving people off transitional rank.

Proposal 5: Embedding the framework

What we proposed

We proposed some principles for embedding the framework into business as usual:

- The number of Fire Commanders and Assistant Fire Commanders will be limited to the requirements of each Region to **safely staff District Ranked Senior Officer on-call response rosters.**
- We intend to develop senior operational response capability and capacity across natural and built environments within each Region to enable **regional self-reliance** where practicable**.**
- The transitional rank of **Ranked in an Unranked Position** (RUP) would continue beyond the introduction of the proposed framework and appointment of transitional cohort personnel to new ranks.

We intend to introduce provision to be **assessed competent, not appointed to rank**. This would enable succession planning and ensure those 'acting up' have the required level of competency. The number assessed competent and not appointed to rank would be based factors including the anticipated succession planning requirements of each Region.

Consultation response

Feedback on this proposal fell under five main areas:

1. Ranked in an unranked position (RUP)
2. Currency maintenance
3. Number of people appointed to rank
4. Role of Region Managers
5. Future recruitment

1. Ranked in an Unranked Position (RUP)

You told us	There were differing views on the ongoing use of RUP. One group submission was in favour of this proposal as it will enable the best people to be appointed to rank regardless of their position within Fire and Emergency. However, another group submission provided feedback that having continued use of RUP will cause confusion on the incident ground.
Our response	The ongoing use of RUP is consistent with the principles of rank we shared with you in the June 2020 Decision Document for Service Delivery, Organisational Structure and Approach to Rank, which effectively separates rank and position. We agree that this will help ensure that suitable people are appointed to rank. We also intend that it will enable people with competency at this level to have broader career paths beyond positions with rank. On the incident ground, clear visual identifiers will avoid any confusion in identifying those in key IMT roles.
Decision	The transitional rank of RUP will continue beyond the introduction of the proposed framework and appointment of transitional cohort personnel to new ranks.

2. Currency maintenance

You told us	Feedback on the need to maintain the currency of assessments was strongly positive.
	One group submission asked how currency maintenance will be achieved in situations where incident response may account for only 5% of work time.
Our response	We welcome your support of this proposal as we view currency maintenance as one of the fundamental aspects of the framework.
	There is still work to do to determine how this will work in practice. We agree that incidents at this level of severity are infrequent and in some districts rare, and that we need to take this into account when designing currency maintenance processes.
Decision	We will work with SMEs to come up with practical approaches to currency maintenance that take account of a wide range of situations. We will ensure we consider situations where incident response accounts for a low proportion of work time.

3. Number of people appointed to rank

You told us	One group submission asked whether we have completed an assessment of the number of Fire Commanders and Assistant Fire Commanders required across the country, and whether this assessment includes surge capacity. This submission also recommended that decisions on capacity need to take into account circumstances that may impact an individual's availability (e.g. work constraints, external influences and deployments nationally and internationally).
	Another group submission expressed concern that numbers of ranked individuals would be inflated to accommodate those who have been appointed rank but do not meet the standard.
Our response	We conducted modelling of regional needs for Fire Commanders and Assistant Fire Commanders as part of Tranche 2 when designing our region and district structure. This included consideration for surge capacity to cover training, leave, illness and overseas deployment. Now that appointments have been made to roles, Region Managers were able to finalise the final make-up of their District Senior Ranked Officer on-call response rosters.
	The ongoing accountability of setting the required rank numbers will be determined at a regional level. We intend to provide guidance to Region Managers to support them in this.
	We do not consider that there is a risk that numbers of ranked individuals will be inflated. Only people who are assessed as competent under the framework will be appointed to rank.
Decision	We will work with SMEs to develop guidance to support Region Managers to determine required rank numbers.

4. Role of Region Managers

You told us	One group submission expressed concern that Region Managers will become gatekeepers controlling the pipeline into new ranks. It was proposed that Region Managers should determine how many ranked positions are required in a Region, and that there should be a fair and contestable process to select people for entry into the framework.
Our response	We agree that there should be a fair and contestable process to select people for entry into the framework. We expect Region Managers to have a key role in the process, with appropriate checks and balances.

Decision	We will work with SMEs to put in place a fair and contestable process to select people for entry into the framework. Succession and workforce planning will be a key consideration in this process.

5. Future recruitment

You told us	One group submission proposed that individuals intending to apply for a ranked position could apply for the position prior to having achieved the required associated rank. It was suggested that if the individual became the preferred candidate for the position, appointment would be dependent on successful appointment to rank.
Our response	In general we would anticipate that only those who have been assessed, under the framework, as competent to be appointed to rank will be eligible to apply for ranked positions. However, we are not ruling out the possibility of the approach proposed in this submission, depending on the circumstances.
Decision	We will work with SMEs to explore the appropriateness of allowing individuals to apply for a ranked position prior to having achieved the required associated rank.

Proposal 6: Name of the framework

What we proposed

'Technical Competency Framework' (or 'TCF') is a working title that was adopted before we fully understood the scope of the proposed framework.

As part of the consultation, we sought your feedback on the name and any suggestions you may have on alternatives. We indicated that our intention was to choose a bilingual name in Te Reo and English.

Consultation response

You told us	We received several suggestions regarding the English name of the framework. One group submission supported the name the 'Technical Competency Framework'. Several other submissions suggested alternative names. The term 'technical competency' was felt by some to be overly narrow, given the focus and content of the framework. Suggested alternatives included references to 'IMTs', 'incident management' and 'incident leadership'.
Our response	We thank you for your suggestions of alternative names for the framework. We considered all of the options suggested. We also consulted with our Māori Outcomes team for a Te Reo name that was unique and reflected our aspirations for the framework.
Decision	The framework will be known as **Paearu Mahi**, meaning 'the work required'. The name refers to the work required to be successful on the incident ground. We will supplement this name with an English-language description of the framework as an **incident leadership competency framework**. A unique Māori pattern has also been created for the framework, based on poutama, a traditional Māori weaving pattern (tukutuku). The poutama is a stepped or staircase pattern symbolising a pathway to higher levels of learning and achievement. It also represents the steps which Tāne-o-te-wānanga ascended to the topmost realm in his quest for superior knowledge.

Next steps

The next phase of the project will involve the detailed design of the processes, policies, tools and systems we will need in order to successfully embed the framework into the organisation.

We are establishing a project structure with workstreams focussing on Assessment, Learning and Development, Policy, Communications, Change and Technology.

We will be appointing new BAU roles in the People and Workforce Capability Directorate, which will report into the dedicated project team structure for the duration of the project. This will help ensure a seamless handover to the business once the project is complete.

Operational subject matter experts (SMEs) will have a key role to play in this work. We are anticipating the Assessment, Learning and Development and Policy workstreams will each require three to four SMEs, with a time commitment of approximately eight hours per week.

We will shortly be issuing a Request for Proposal (RFP) for a technology solution that will enable a seamless user experience when engaging with the framework.

We will continue to keep you updated on developments via our project page on the portal:
https://portal.fireandemergency.nz/projects-and-programmes/technical-competency-framework/.
If you have any further questions, please contact us at tcf@fireandemergency.nz.

Support

We all respond differently to change. Fire and Emergency New Zealand acknowledges that the organisation is experiencing a significant period of change. We are committed to supporting our people through change. All employees will have access to support.

Manager and Human Resources contacts

Your manager is there to answer any specific questions or for you to raise individual issues. You may also wish to speak to your HR person whose details are below:

Te Hiku Region

Gareth Keir
gareth.keir@fireandemergency.nz

Fiona Clark
fiona.clark@fireandemergency.nz

Te Ūpoko Region

Jemma McGlone
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Charissa Francis
Charissa.francis@fireandemergency.nz

Te Kei Region

Glyn Kessell
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Ngā tai ki te Puku Region

Jasmin Heyder
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Pam Finnie
Pam.finnie@fireandemergency.nz

Te Ihu Region

Jeremy Wheeler
jeremy.wheeler@fireandemergency.nz

Michel Fivet
michel.fivet@fireandemergency.nz

National Headquarters

Anita L'Estrange
anita.l'estrange@fireandemergency.nz

Carly Johnson (Senior Advisor)
carly.johnson@fireandemergency.nz

Beth Chote
beth.chote@fireandemergency.nz

Vitae Services

Confidential advice and counselling for work-related and/or personal issues is available to all employees.

All locations: Call Vitae Services on 0508 664 981 or complete the Counselling referral form at https://www.vitae.co.nz/contact/counselling-form/

Further safety, health and wellbeing support can be found on the portal:
https://portal.fireandemergency.nz/how-do-i/safety-health-and-wellbeing/seek-safety-health-and-wellbeing-support

Unions and associations

Unions and associations are available to answer any questions you may have. A contact list is below:

Fire and Emergency NZ Commanders' Association (FECA)

Roy Breeze (President)
roy.breeze@fireandemergency.nz

Des Irving (Secretary)
des.irving@fireandemergency.nz

Public Service Association

Michael Woodcock
michael.woodcock@psa.org.nz

Duncan Henry (Delegate)
duncan.henry@fireandemergency.nz

Rural Professionals' Association (RPA)

Rob Hands (Chair)
rob.hands@fireandemergency.nz

Nigel Dravitzki (Deputy Chair)
nigel.dravitzki@fireandemergency.nz

United Fire Brigades Association (UFBA)

Bill Butzbach, Chief Executive
bill@ufba.org.nz

Kevin Ihaka
kevin@fpsgroup.nz

New Zealand Professional Firefighters' Union (NZPFU)

Ian Wright (President)
president@NZPFU.org.nz

Wattie Watson
secretary@NZPFU.org.nz

Appendix A Proposed Competencies

Items in **bold** have been added following consultation

[BR] BUILDS RESILIENCE

Maintains composure under pressure and employs appropriate strategies to relieve stress and fatigue for self and others.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
BR-01 SELF-AWARENESS	Self-regulates emotions and behaviour in challenging circumstances. Notices how their own behaviour impacts others and adjusts accordingly. Manages wellbeing by showing active consideration for others directly and indirectly affected during an incident or event. Recognises and acts upon personal limitations and bias.	Picks up and acts on the emotional cues of others. Thinks beyond the immediate outcomes of decisions and actions to negate potential stress for Incident Management Team members. Uses self-awareness to adopt the most effective leadership style and approach as the situation changes.	Reflects on setbacks and/or failures and recognises own responsibilities and accountabilities. Forms insights about key learnings for self and others; translates these insights into actions and accountabilities. Recognises conscious and sub-conscious bias in self and others; works to limit the impact of bias on interactions with others and decision-making.
BR-02 MANAGES PRESSURE	Maintains composure under pressure while remaining focused on objectives and outcomes.	Expects the unexpected; uses flexible and adaptable approaches to maintain team performance under pressure. Is composed and confident in very difficult and/or prolonged situations.	Thinks, reflects and learns under pressure and remains flexible when faced with sub-optimal or novel situations. Exercises sound judgement and considers values and ethics when making decisions in extreme situations.
BR-03 EMPLOYS EFFECTIVE COPING STRATEGIES	Quickly moves self and others on from setbacks. Recognises behavioural changes in themselves and others in response to stressful situations; acts to manage the impact of stress upon their own and other's performance.	Can change direction without undue fuss or drama and considers setbacks in a constructive way. Analyses the performance of self and others and learns from mistakes. Uses strategies to maintain the motivation of self and others to perform at a high-level during times of stress.	Models self-control and develops coping strategies with others so they can better manage their emotions during adverse times.

(IM) INFORMATION MANAGEMENT AND INSIGHTS

Provides experts and/or the 'right' people a voice. Gathers/determines/brokers information and insights from a variety of sources. Clearly records, communicates and reviews both the source and the information to make informed decisions. Is proficient in generating insights.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
IM-01 INFORMATION MANAGEMENT	Practises situational awareness to size up an incident on arrival; recognises key elements encountered at an incident and asks the right questions of the right people when onsite.	Applies ongoing situational analysis; gathers up-to-date information to assist forecasting and modelling incident development and risks/threats to inform decision-making, future resourcing requirements and tactics/strategies. Mentors others to do the same.	Critically evaluates information and intelligence; validates risk assessment and consequences analysis, and challenges diagnoses for robust decision-making.
	Facilitates conversations with key personnel at the incident to gain information; keeps records of relevant information and key decisions.	Continually validates and updates information as progress is being made; applies continual risk analysis both for the community under threat (if applicable) and the team.	Astutely identifies trends and makes linkages between intelligence and potential challenges and opportunities and mentors others to do the same.
	Applies all information gathered to decision-making at incidents; identifies what is not being considered or said and takes actions to include this where appropriate.	Quickly absorbs information and can operate effectively in rapidly changing conditions without the complete picture.	Guides others in the appropriate procedures and requirements of recording and storing information for possible future reporting requirements or investigations.
	Can operate using an unwritten plan and communicate this clearly; documents the plan as soon as practicable.	Identifies discrepancies, trends and inter-relationships in unfamiliar or unrelated information; ensures interoperability.	
	Collates and provides all relevant information for incident reporting.	Records and stores all relevant information appropriately for possible future reporting purposes and/or operational review.	
IM-02 APPLICATION OF INFORMATION MANAGEMENT TOOLS	Delegates the processing of specialised information to the relevant experts.	Determines and applies the information tools, systems and process requirements needed to interpret differing types of data.	Evaluates the application of information systems and processes in the context of complex incident management and wider organisational goals.
	Applies the appropriate tools and/or technology for the size and complexity of the incident.	Makes sound decisions based on a complex array of information received and the application of the appropriate information management tools and technology.	Encourages and mentors others to use analytics tools to harness or confirm opportunities and mitigate risks as they arise.
	Maintains oversight of incident information management, including accessing information from the community and social media sources	**Stays current with and uses new technologies and processes. Has a continuous improvement mindset.**	
IM-03 SHARES INSIGHTS	Generates insights and clearly records, communicates and reviews decisions.	Checks and confirms that information communicated has been received and understood in all situations.	Mentors others to develop their ability to generate and share insights at an incident.
	Shares complex information in a way that others can understand.	Develops and communicates incident ground SitRep (situation report) based on insights gathered.	Is comfortable managing simultaneous communications with a diverse range of individuals and groups to gain the right information and insights from the right people at the right time.
	Presents information in effective and tailored ways depending on how it will be used and/or who will use it.	Holds incident team members to account for the timely communication of relevant information and insights.	
	Communicates effectively with diverse groups of people.		
	Ensures incident team members have access to the information and resources they need when they need it.		

[MR] MANAGE RISK

Evaluates potential hazards and risks to the team, responders, the public and communities. Manages response-wide risks' escalating issues to higher levels of response or governance when required. Ensures all hazards are logged, selects appropriate control measures and communicates these to personnel on the incident ground. Applies continual dynamic risk assessment, monitoring risks and hazards as they appear or as the situation develops.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
MR-01 RISK IDENTIFICATION	Identifies the hazard/s, and communicates these with current IMT members, arriving crews and across-agencies (where applicable). Ensures hazards and control measures are identified and recorded in writing. Ensures a safety plan is developed and implemented that identifies key hazards and includes site plans and the information gained from the application of pre-planning tools.	Engages and cooperates with other agencies and stakeholders to identify and/or integrate others' risk understandings and management principles. Provides insights to others in understanding the combined elements of risks identified.	Ensures strategic goals and objectives are considered when communicating identified risk. Undertakes complex risk identification and coaches others to do the same. Identifies hazards and risks and models multiple risk scenarios for the current and extended response phases of an incident.
MR-02 RISK ASSESSMENT	Assesses the risk/s encountered. Recognises that risk 'triggers' are incident dependent and asks the right questions of key stakeholders to interpret these. Completes a turn out area analysis and risk assessment pre-incident; identifies any 'out of the ordinary' logistical requirements and incorporates these into planning. Carries out risk planning to ensure safety of all personnel at the incident. Applies the safe person concept and dynamic risk assessment when implementing control measures in response to hazards.	Assesses broader issues beyond the immediate incident and considers the consequences of NOT taking action. Considers scalable objectives and what the priorities should be dependent on incident severity and Incident Management Team and community need. Assesses the complexity of the incident, considering risks to life and property, identified hazards and organisational and/or political complexities.	Ensures organisational impact is considered in critical risk analysis. Exercises a duty of care in decision-making, balancing safety of our people against the risk associated with operating in a potentially hazardous environment. Considers multiple perspectives and scenarios to engage strategic planning and consequence management at a complex incident.
MR-03 RISK MITIGATION	Determines mitigations and actions. Eliminates or minimises potential hazards and risks by identifying options to mitigate the risks. Assesses the consequences of mitigations and decides on acceptable risk before proceeding with mitigations. Communicates and consults with partners, stakeholders and communities, as appropriate, on risk mitigation options. Ensures the safety plan has mitigation actions applied to all key hazards that have been identified and continually re-assesses and evaluates effectiveness of actions in a way that will allow operations to continue in a safe manner.	Engages others in contingency planning and adjusts strategies as and when necessary. Considers and evaluates a range of mitigation options and explains the risks and opportunities presented by each, and the wider impacts.	Develops and applies risk mitigation strategies based on the impacts of an incident to a national level.
MR-04 RISK EVALUATION	Undertakes dynamic risk assessment and responds to new issues as they arise.	Completes cyclic reviews of hazards and risks within the span of control; identifies any new hazards and re-evaluates strategies/tactics accordingly. Coaches others in risk evaluation and the creation of scalable risk mitigation strategies. Evaluates the financial considerations of risk mitigation and creates strategies to minimise the impact.	Considers the impact of future trends within the social, economic, natural and built environments on risk analysis and evaluation.

(LT) LEADERSHIP AND TEAMWORK

Applies the appropriate leadership style to facilitate team efforts towards the achievement of common goals. Provides the appropriate guidance and an environment of trust and mutual respect to support optimal team performance.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
LT-01 REVIEW TEAM STRUCTURE	Identifies and implements the appropriate team structure based on the scale of the incident. Determines the correct size of the team and command structure based on the scale of the incident; reviews and adjusts based on the scale of the complexity of the incident. Considers the expertise required to achieve key incident objectives and forms teams with the right skills and knowledge. Creates a shared purpose and direction; works collaboratively to define team roles and responsibilities. Brings together multiple teams that work collaboratively and cohesively together towards a common goal.	Builds open and adaptive teams who are positive about embracing innovation and change. Monitors and maintains internal team cohesiveness and stakeholder support. Establishes clear intent within the overarching incident response strategy. **Expands or consolidates the reporting elements to maintain an optimal span of control appropriate to the complexity of incident level response.**	Creates flexible teams (skills and structure) so operations can vary tactics as and when necessary. Engages with key stakeholders to create a shared understanding of responsibilities as part of the wider team to support delivery. Acknowledges the impact of known constraints on teams eg, uncertainty, time pressure and high stakes) and supports them to deliver by giving guidance on team structures and resources.
LT-02 SUPPORT TEAM PERFORMANCE	Quickly assesses the capability of team members and assigns tasks appropriately to build on individual and team strengths. Communicates objectives and delivers messages in a way that gains support, commitment and agreement of the team/s. Delegates and empowers individuals within the team to deliver outcomes within their capabilities. Creates an effective process for open two-way feedback. Supports the team to implement policies, processes and systems to maintain safety, health and wellbeing. Recognises the indicators of stress and fatigue in individuals and acts to alleviate this.	Empowers the team/s to take ownership of their responsibilities. Motivates teams to work collaboratively and inclusively towards agreed outcomes. Maintains an overview of team performance; conducts regular reviews to effectively allocate time and resources across teams. Maintains a continuous review of the safety, health and wellbeing of their team/s.	Is open to different approaches and encourages others to contribute their ideas to improve performance and support successful outcomes. Creates enduring positive relationships with individuals and teams and leverages these relationships to drive results. Leads process and system improvements; fosters innovation and a continuous improvement culture within teams.
LT-03 COACH AND SUPPORT	Knows the capability of individuals in the team and can identify the right person for the right task at the right time utilising individual strengths. Explains and coaches rather than dictates. Provides regular feedback by communicating the expected behaviours and outcomes and openly encouraging high performance.	Cultivates confident team members. Encourages the 'critical friend' concept and learning on the job. Engages in reflective discussions on decision-making that impact safety; examines what could have been done differently to minimise risk. Creates and implements processes to introduce regular, open performance discussions. Recognises team issues; works with the team to uncover and resolve performance barriers. Takes an active coaching role with members of the team; willingly shares time, wisdom and experience to support development. Acts as a role model for individuals and teams.	Develops incident leaders who are ready to assume greater responsibility.

(LT) LEADERSHIP AND TEAMWORK

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
LT-04 BUILD TRUST AND RESPECT	Models the desired leadership qualities, behaviours and expectations in a way that engenders trust and confidence in all situations. Listens to, respects and accepts the value of different views, ideas and ways of working. Invites and accepts challenges from the team. Ensures every team member knows what role they play and how they fit into the team to achieve a common purpose. Resists the urge to take over when delegating. Exhibits a calm and measured leadership style in both urgent and non-urgent situations. Creates and maintains trusting relationships by treating others with respect.	Uses communication techniques to build trust and strengthen relationships and connections. Actively fosters inclusion within teams. Balances control with autonomy to get the best from the team.	Takes a collaborative approach to the establishment of goals and parameters. Purposefully creates diverse teams and is an advocate for the value of diversity for improving team and organisation outcomes. Coaches others to make the transition to more inclusive ways of interacting and working with each other.
LT-05 ADOPT SITUATIONAL LEADERSHIP	Understands own leadership style preference; acknowledges that one leadership style doesn't fit in all situations. Adopts a leadership style to suit the context of the situation.	Provides measured and confident leadership through changing circumstances and ambiguous situations. Assesses the skill level of team members and the complexity of the task, before deciding what style of leadership to apply to the situation.	Adapts strategies, approaches and leadership methods, given the variable situations and circumstances at hand to get the best out of people. Takes into consideration cultural differences and leadership expectations when engaging with different cultures and reflects this knowledge and awareness in leadership style and actions.

[PL] PLANNING

Collaborates with relevant internal and external parties; evaluates all information and applies sense-making to formulate plans. Clearly articulates plans, including priorities, safety measures and tasks and remains agile and flexible when implementing plans, evaluating, adjusting and updating plans when necessary.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
PL-01 PURPOSE AND OBJECTIVES	Gathers information needed to plan, including pre-incident planning and information gathered en route and matches what is known with what is found out on arrival to inform the creation of strategy and tactics. Reviews existing plan objectives and/or sets new objectives, based on insights gathered, collaboration with partners and prioritisation of actions. Documents plans as soon as practicable.	Includes an assessment of broader or long-range issues, beyond the immediate incident, when formulating plans. Checks plans can be executed within timeframes and resource availability. Applies knowledge of the political, social, cultural, economic, technological, legal, and natural and/or built environments in the context of the objectives of the plan.	Identifies trends and makes links between intelligence and potential challenges and opportunities not always obvious to others and considers the impact on existing plans, revising strategy and plans as necessary.
PL-02 CREATIVE AND OPEN MINDED	Seeks feedback and input from others; tests ideas and assumptions and remains open to different approaches. Considers the importance of the local context and local iwi and community response when planning a response and proactively engages with the right people.	Uses critical thinking in the active exploration of issues. Establishes, validates and maintains continuous feedback loops between operations and planning functions. Continually reviews and revises solutions in response to new information. Always considers the risks and benefits of different options and/or solutions before deciding on a plan of action. Considers the options. Resists simply applying known solutions to known problems.	Applies concepts/models to create strategies and plans in situations where they may have little or no previous experience and/or applicable standard operating procedures. Develops creative solutions to respond to situations for which there are no known precedents. Is accepting and adaptable to novel ideas and approaches and coaches others to do the same.
PL-03 DEVELOP PLANS	Formulates and/or contributes to the formulation of plans required for effective incident response. Seeks out and uses all available information, including local knowledge, and selects preferred options to develop plans. Obtains approval for plans. Engages in contingency planning and adjusts strategies as and when needed. Ensures safety is always considered when developing plans and assumptions are tested.	Employs strategies to avoid being distracted by unimportant detail. Identifies what is important to plan for and filters out what is not. Considers equity vs equality when planning a response to gain the best outcome for affected communities. Maintains a broad focus; considers community impact, future outcomes and options when developing plans. Recognises, applies and shares an understanding of stakeholder mandates, roles and systems in the context of developing the plan.	Is comfortable working at pace. Can confidently and appropriately apply operational discretion and make reasoned judgements to when planning with ambiguous or incomplete information. Provides strategic direction and executive oversight at a national level in response to an event.
PL-04 COMMUNICATE PLANS	Clearly communicates the transition from a tactical to a strategic plan. Clearly communicates any changes in operational tasking and prioritisations. Conducts and receives comprehensive briefings; asks and answers questions concisely and checks for understanding of expectations and next steps. Recognises the strength and focus areas of those who will be implementing plans and allocates tasks to best effect.	Adopts appropriate communications styles and approaches for multiple audiences. Clearly and concisely articulates objectives, strategies and actions determined through thorough situational awareness and analysis.	Provides direction and guidance to other leaders and stakeholders for influencing and communicating plans effectively.
PL-05 EVALUATE AND UPDATE PLANS	Monitors the effectiveness of the plan and adapts the strategy and plan as needed. Evaluates known risks to the IMT, stakeholders and the community and updates plans accordingly to mitigate the risks as they arise. Identifies the potential for escalation of the incident; confirms and revises the plan as information is assessed. Applies dynamic risk assessments when evaluating and updating the plan.	Evaluates response and recovery plans (our own, other agencies, stakeholders and/or community plans) against all other relevant information. Ensures a risk vs benefit analysis is performed and objectives are being met. Takes into consideration cost vs benefit analysis when evaluating and updating plans. Identifies potential gaps in stakeholder plans and works proactively and collaboratively to fill those gaps.	Maintains oversight of incidents impacting Region/District, monitoring the deployment and use of resources. Provides guidance to adjust direction and strategy when there is potential for significant consequences for scope/pace/outcomes/people and safety. Can evaluate complex unfamiliar and/or conflicting analysis and advise and apply this to plans as necessary.

(RM) RELATIONSHIP MANAGEMENT AND ENGAGEMENT

Builds partnerships with multiple stakeholders through establishing collaborative goals with agreed parameters'; treating stakeholders with respect. Engages key stakeholders, community members and agencies, provides these individuals/groups with necessary information and warnings at the right time.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
RM-01 RELATIONSHIP MANAGEMENT	Cooperates with emergency service partners to coordinate operations and contribute information to a common operating picture. Builds rapport quickly with stakeholders and partners to set the scene for positive collaborative working relationships and successful incident outcomes. Cooperates with the Fire and Emergency NZ National Response Coordinator if the National Command Center has been activated.	Establishes and maintains effective communications; maintaining two-way dialogue and asking questions that apply to the situation at hand. Seeks to understand and work across varying partner, stakeholder and/or community agendas. Strives to create win-win outcomes. Drives the establishment and maintenance of credible relationships at the appropriate levels of partner organisations, stakeholders and community groups.	Manages multiple relationships (including government and non-government organisations, community, industry and iwi) involving complex multi-agency and campaign responses to resolve the incident in accordance with the Incident Action Plan. Takes a wider view of relationship management to include all stakeholders, operational, political and social agencies and community groups etc.
RM-02 ENGAGEMENT	Creates a safe environment for communication where all contributors feel safe to speak up. Establishes the right level of engagement with multiple, operational divisions and sectors at an incident. Encourages teams to work proactively and collaboratively with other agencies, partners, key stakeholders and communities.	Uses influencing techniques to engage and empower others. Engages and manages multiple, operational divisions and sectors at an incident. Maintains effective liaison with other agencies, partners and stakeholders ensuring that each are working to a common set of objectives and regularly updates these groups on any changes that are directly relevant to them.	Takes a holistic approach to engagement by considering the needs of operational, political, government and non-government organisations and community groups. Establishes appropriate network connections with stakeholders, partners and communities encouraging positive engagement to support successful outcomes.
RM-03 PUBLIC INFORMATION MANAGEMENT	Delivers regular and timely communications to media and communities. Communicates in a compelling way to deliver key messages with integrity. Provides clear intent concerning issues and actions to build trust and maintain goodwill in a context of uncertainty, change and risk. Is comfortable conducting community meetings to inform the public about the incident response and outcomes.	Proactively manages the strategy for communications and conveys the 'why'. Delivers complex information with clarity; adjusts communications style for different audiences in both written and verbal messages. Gets information out quickly and regularly; holds targeted meetings with those impacted and (where possible) 'gets ahead' of unofficial communications sources.	Can tailor messages appropriately for each audience when communicating with the public and emergency management partners and across the sector and administrative boundaries. Mediates difficult, planned and ad hoc interactions with and between key stakeholders. Understands the requirements of the OIA (Official Information Act 1982) process and records information appropriately. Employs a multi-channel approach, including mass media and social media, to assist in organisation risk mitigation at incidents.
RM-04 POLITICAL ACUMEN	Identifies the political champions who can support the incident response. Identifies who to communicate with, and when, given the incident type and political implications. Maintains awareness of the political attention an incident may attract and is mindful of this when managing a response. Understands the sensitivity of some information and handles it appropriately.	Utilises relationships in the community and more experienced Fire and Emergency NZ personnel to assist in navigating the political landscape. Works constructively with political representatives; manages these relationships and effectively navigates political situations.	Is politically astute; actively manages the political environment both internal and external to Fire and Emergency NZ during incidents. Provides direction and guidance to other leaders and stakeholders in influencing complex political situations. Mentors others on the job to grow their political acumen. Stays informed of others' agendas during complex incidents and acts in accordance with this.
RM-05 ENGAGING WITH MĀORI	Integrates core Māori values – mana whenua, manaakitanga, kaitiakitanga, rangatiratanga in the incident response. Possesses a basic understanding of tikanga Māori when engaging with iwi and Māori. Engages with iwi and hapū in planning and decision-making to understand the possible cause and effect of the course of action and how it might affect Māori. Promotes the importance and relevance of our commitment to Māori as tangata whenua for response and recovery under the Crown's responsibilities to Te Tiriti o Waitangi. Recognises own capability when engaging with Māori and utilises specialists to advise and assist.	Leads others to ensure that obligations of the Crown in relation to Te Tiriti o Waitangi are reflected in their leadership and met in their outcomes. Seeks opportunities to define and focus on shared outcomes with iwi and Māori. Proactively uses tikanga Māori when engaging iwi and Māori. Recognises and responds to different dynamics within and between iwi, hapū and marae. Implements, innovates and uses resources to achieve equitable outcomes for Māori and leads others to do the same.	Uses advanced knowledge and application of tikanga Māori in engagement with iwi and Māori at incidents. Leads and mentors others in how to engage effectively and appropriately through a partnership approach with Māori. Employs engagement processes that fully integrate Māori perspectives and cultural values and enable joint decision-making. Establishes and maintains credible engagement with iwi, hapū and marae during an incident.

(SD) SITUATIONAL AWARENESS AND DECISION MAKING

Maintains situational awareness and gathers information to apply to tactical, operational and strategic planning and decision-making. Provides advice, direction and decision-making support across the response. Takes a holistic view of safety issues by putting the safety of personnel at the centre of all decision-making from turn out to return to station.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
SD-01 SITUATIONAL AWARENESS	Carries out an effective size-up; seeking out and making appropriate reference to available pre-incident plans including those from other agencies and wahi tapū. Gathers multiple sources of information and processes in a logical sequence to inform decision-making and future resourcing requirements. Conducts a regular review of the situation using dynamic risk assessment principles.	Applies situational awareness using multiple inputs (people and technologies) to identify resource requirements. Proactively gathers information from observers in the field to inform decision-making. Sets up team structures that enable the flow of information required for situational awareness. Uses situational awareness to explain the rationale for action or inaction.	Identifies early when conditions are deteriorating and asks open questions to ascertain what is happening. Weighs up the credibility of different information sources to make predictions about possible outcomes based on information and intelligence gathered.
SD-02 SENSE MAKING	Gathers information and applies sense-making principles to inform decision-making. Makes meaning from sometimes incomplete or conflicting information in high-pressure environments. Listens carefully and recognises discrepancies between expectations and reality.	Converts sense-making into a course of potential action. Clearly articulates objectives, strategies and actions determined through sense-making, to provide a good basis for planning and decision-making.	Thinks beyond issues, and balances multiple perspectives, information and datasets to inform the sense-making process. At incident, coaches and influences others to broaden their strategic views across response and recovery and with agencies, partners and other stakeholders. Uses lessons learned to inform response activities and plans.
SD-03 AGILITY AND INNOVATION	Prioritises multiple time and space issues; identifies what is important to plan for and what is not. Is open to implementing unique solutions to dynamic situations to achieve better outcomes.	Moves between the detail and the big picture, considering the impact of bias and things that have happened before.	Develops innovative solutions based on research, consultation and analysis and encourages the same ability in others. Thinks strategically about new solutions and emerging needs. Adapts and overcomes adversity; employs strategies to operate effectively in challenging conditions.
SD-04 DECISION-MAKING	Makes effective decisions in a timely manner under conditions of uncertainty and pressure. Keeps the required records of relevant information and key decisions made on the go. Displays courage to make difficult decisions. Identifies the crucial differences between the current situation and things that have happened before when making decisions. Recognises and makes use of the positive impacts of inclusion and diversity on decision-making. **Seeks out advice of experts as required to supplement own knowledge during the decision-making process and applies this appropriately when implementing decisions.**	Displays agile decision-making. Balances the hazards and risks against outcomes when making decisions. Collaborates with others in the decision-making process. Recognises and clearly articulates triggers that would require a decision change. Monitors the progress of the incident to assess alignment with set objectives; re-sets objectives as necessary. Critically analyses the complexity of a situation; targets gaps and shifts focus or momentum if necessary. Can diagnose complex problems to input into decision-making.	Balances previous experience, different perspectives, and financial and commercial acumen when making decisions. Balances operational outcomes with government, political, community and stakeholder expectations with team requirements when making decisions. Takes a wider system view to make informed decisions and encourages others to do the same. Uses option analysis and documentation to accurately record the decision-making process in a way that it is defensible.

(TS) TECHNICAL KNOWLEDGE AND SKILLS

Ensures the right procedures, systems and technology are fit for purpose to manage a response and supports individuals and teams in the execution of their roles.

SUB THEMES	APPLIED	HIGHLY COMPETENT	ADVANCED
TS-01 POLICIES, LEGISLATION AND PROCEDURAL KNOWLEDGE	Applies appropriate legislation, policy, procedures and regulatory frameworks for decision-making, documentation and other activities as necessary. Recognises when statutory regimes require active consideration of commitment to Māori as tangata whenua. Ensures information is reported and stored in accordance with policy, internal procedures, information security principles and evidential standards.	Interprets and applies relevant legislation, policies and doctrine. Refers to and applies lead and support agency legislation and multi-organisational arrangements. Knows when to seek legal advice.	Considers the role of Central, Regional and/or Local government at national, regional and local level incidents and includes this in planning. Identifies the potential legal implications in common situations and actions and how this should be applied in decision-making. Uses metrics for monitoring performance to support accountability.
TS-02 OPERATIONAL KNOWLEDGE AND SKILLS	Applies the appropriate incident management system to manage an incident; leads and manages to incident management systems principles and structures. Identifies organisational capabilities and limitations of stakeholders and applies this to decision-making. Makes use of the skills and capabilities that exist both internally and externally to Fire and Emergency NZ that could support the response if required (e.g. surge staff). **Identifies organisational and stakeholder capabilities and limitations and applies this to decision-making.**	Creates sustainable teams appropriate to the scale, type and potential of an incident and/or event. Creates diversity in team structure by including representatives from other organisations within teams to gain expertise specific to the incident. As far as is practicable, maintains a working environment that protects the health, safety and wellbeing of the team, volunteers and contractors and anyone facing the impact of operations including the public and media. Makes the right call; identifies and use diverse tools and practices appropriate to the risk.	Provides direction and guidance to other leaders and stakeholders on tactical options, including impacts on environment, local resources, team and political factors. Maintains an overview of incidents leading up to and during a national response. Coordinates the mobilisation and deployment resources into the affected Region(s) during a national response.
TS-03 TECHNICAL KNOWLEDGE AND SKILLS	Employs the relevant hazard-specific knowledge and skills to inform management of the incident. Recognises and deploys the right technical expert/s dependent on the situation and the immediate need. Employs the technology and systems that are fit for purpose to manage the response.	Employs the technical knowledge and skills needed to determine the strategy and tactics for any incident and/or event within the Fire and Emergency NZ mandate. Understands the strengths and limitations of systems and technologies and maintains an overview to ensure they meet the team's needs in a sustained response. **Knowledgeable about advances in technology and systems. Doesn't shy away from using newly available and tested technologies and systems to enhance the incident response.**	Employs structured systems and processes for locating, analysing, communicating and accessing information at all levels and across all functions. Makes use of the arrangements and allowances available for sharing data and/or access to agency systems that may come into effect during incident/s and/or emergencies. Mentors incident team members to develop their incident management skills and knowledge.

Appendix B Proposed Foundation Skills

Behaviour-based skills	'Other' skills
Understands own capability gaps and seeks to extend own knowledge, skills and experience.	Reviews and evaluates appropriate information; confirmation and clarification are sought as required.
Knows how/where to get support to develop strategies to boost self-confidence and manage pressure.	Additional information, or specialist advice, is considered and assimilated into plans.
Appropriately applies personal coping mechanisms.	Applies an information analysis process.
Communicates key information with clarity and purpose.	Uses information and resources appropriately (site reports, tactical plans, on-site information).
Applies an understanding of the benefits of diversity in IMTs.	Maintains effective standards of documentation.
Delegates tasks and deploys individuals to create functional Incident Management Teams.	Identifies appropriate individuals and groups to communicate with and determines their information needs.
Sets clear incident response expectations.	Clearly identifies hazards to self and others in the context of the situation.
Actively supports individuals within the team to achieve goals.	Can distinguish between leadership and Management
Monitors, supports and assists others to achieve desired outcomes.	Understands own strengths as a leader
Can distinguish between leadership and management	Evaluates risks in order to establish priorities and actions.
Monitors, supports and assists others to achieve desired outcomes.	Considers the risk assessment in determining the tactical response.
Respects the qualifications, skills and experience of others on the incident ground.	Completes a cyclic evaluation of incident safety, hazards and risks throughout the incident.
Actively encourages broad views and diversity of thought within the team.	Establishes clear incident response objectives.
Demonstrates empathy and professionalism.	Uses situational awareness to develop/revise plans.
Consistently models safe practice.	Applies safety considerations at each stage of planning.

Behaviour-based skills	'Other' skills
Seeks feedback from others and clarifies the local context before developing plans.	Assesses whether resourcing is appropriate according to the strategy and tactics.
Understands the roles of lead and support agencies.	Establishes effective sectorisation.
Acknowledges the value of diversity when building key relationships and stakeholder management.	Uses the applicable formats for all plans.
Acts in a way that supports effective working relationships.	Completes a cyclic evaluation of plans with consideration to resources and potential escalation.
Consults, coordinates and cooperates with other agencies.	Changes strategy and/or tactics according to a changing situation.
Engages in a meaningful way with other cultures relevant to the situation.	Conducts debriefs in accordance with prescribed formats.
Understands the value of the media for public information and what the media needs in terms of information.	All communication with members of the public is appropriate and effective and in line with the communications plan.
Recognises and modifies unprofessional behaviour in self and others.	Evaluates the situation using all current information sources.
Understands the value of building political awareness and the application of this skill on incident.	Analyses and reviews hazards, control measures and resources taking into account the full potential of the incident.
Understand the need to engage in a meaningful way with Maori at an iwi and hapu level relevant to the situation; seeks advice when necessary.	Understands how situational awareness underpins decision-making.
Applies critical thinking and problem-solving skills.	Appropriately considers impact (e.g. on affected people, organisation/s, community, environment, other agencies).
Demonstrates agility in the decision-making process.	Demonstrates an awareness of the decision-making hierarchy and processes.
Able to make time critical decisions when not all information is available.	Considers the factors that influence decision-making and uses these when making decisions.
Monitors incident ground safety.	Makes sound decisions based on the right mix of information, insight, experience and judgement.
	Applies appropriate legislation, policy, procedures and regulatory frameworks.

Behaviour-based skills	'Other' skills
	Applies knowledge of incident management principles.
	Applies knowledge of relevant risk in the community.
	Demonstrates current operational skills and knowledge.
	Identifies and uses available systems and technologies.
	Applies knowledge of the principles and practices underpinning effective pre-incident, incident ground and post-incident management in the context of the 4R's.

Appendix C Proposed Role Maps for Fire Commander and Assistant Fire Commander

Items in **bold** have been updated following consultation.

		Fire Commander	Assistant Fire Commander
Profile mapping to framework		Regional Severe Incident	Local Severe Incident
Competency	**Sub-Theme**	**Role Profile - Moderated**	**Role Profile - Moderated**
Builds Resilience	Self Awareness	Advanced	Highly Competent
	Manages Pressure	Highly Competent	Applied
	Employs Effective Coping Strategies	Highly Competent	Applied
Information Management and Insights	Information Management	Highly Competent	Highly Competent
	Application of Information Management Tools	**Applied**	Applied
	Sharing Insights	Highly Competent	Highly Competent
Manage Risk	Risk Identification	Highly Competent	Highly Competent
	Risk Assessment	Advanced	Highly Competent
	Risk Mitigation	Highly Competent	Highly Competent
	Risk Evaluation	Highly Competent	Highly Competent
Leadership and Teamwork	Review Team Structure	Highly Competent	Applied
	Support Team Performance	Highly Competent	Applied
	Coach and Support	Highly Competent	Applied
	Build Trust and Respect	Highly Competent	Highly Competent
	Adopt Situational Leadership	Highly Competent	Highly Competent
Planning	Purpose and Objectives	Highly Competent	Applied
	Creative and Open Minded	Applied	Applied
	Develop Plans	Applied	Applied
	Communicate Plans	Highly Competent	Highly Competent
	Evaluate and Update Plans	Applied	Applied
Relationship Management and Engagement	Relationship Management	Highly Competent	Applied
	Engagement	Highly Competent	Applied
	Public Information Management	Highly Competent	Applied
	Political Acumen	Highly Competent	Applied
	Engaging with Māori	Applied	Applied
Situational Awareness and Decision- Making	Situational Awareness	Advanced	Highly Competent
	Sense Making	Highly Competent	Applied
	Agility and Innovation	Highly Competent	Applied
	Decision-Making	Highly Competent	Applied
Technical Knowledge and Skills	Policies Legislation and Procedural Knowledge	Highly Competent	Highly Competent
	Operational Knowledge and Skills	Highly Competent	Highly Competent
	Technical Knowledge and Skills	Highly Competent	Highly Competent

Appendix D: Glossary of Terms

4Rs Reduction, readiness, response, and recovery

ACL Authorised Command Level

BUILT ENVIRONMENT Buildings and structures

CEA Collective Employment Agreement

CONSULTATION IN A CO-DESIGN CONTEXT
in relation to the TCF is defined as 'bringing together appropriate people from throughout our organisation and unions and associations' representatives, with a range of expertise, knowledge and perspectives to help design a proposed framework.'

COMPETENCIES Competencies outline what is necessary for success within the organisational context of 'at-incident' and describe the knowledge, skills and attributes individuals require to deliver the outcomes required by the role in the IMT they are filling. Competencies are not the tasks of the role; they are what enable people to do the tasks. Every role needs a combination of general and technical competencies.

COMPETENCY FRAMEWORK A competency framework is a model that broadly describes performance excellence within an organisation and is made up of a selection of competencies that can be applied to a range of roles.

It is a means by which an organisation can communicate which skills, knowledge and attributes are needed, valued, recognised, and rewarded with respect to occupational roles.

COMPETENCY SUB-THEME A component part making up the competency, highlighting the key elements of the competency.

DCE Deputy Chief Executive

DESCRIPTORS (competencies) Descriptors are statements that describe observable behaviours that indicate an individual has achieved a certain level of proficiency for a competency. They are not designed to be comprehensive, or task focused but instead focus on the key behaviours that would suggest effective performance. Descriptors help to operationalise the competencies needed to inform assessment criteria and learning content. e.g., descriptors are measurable statements that align to both the competency and level of proficiency.

DLT District Leadership Team

ELT Executive Leadership Team

IMT Incident Management Team

KSA Knowledge Skills and Attitudes are the components that make up a competency at FENZ. Knowledge is the cognitive or mental ability used to retain and process information and understand and apply theoretical concepts on the job. Skills are the abilities used to perform activities or tasks, which results in experience. Attitudes are the individual traits, motivators and qualities that drive performance and engagement with teams.

NATURAL ENVIRONMENT Land, vegetation, and commercial forests

PROFICIENCY LEVELS (competencies)
The knowledge and skills statements in the proposed framework describe what a person needs to know to perform their role, and rank (if applicable), effectively. These are divided into three distinct levels referred to as proficiency levels. The levels outline what is expected or 'what good looks like' at each of these. There are three proficiency levels within the proposed framework – **Applied**, **Highly Competent** and **Advanced**.

RLT Region Leadership Team

RM Region Manager

ROLE MAP A list of competency sub-themes matched to levels in the proposed framework that together form the benchmark for competency for a rank or role.

TRANSITIONAL RANK COHORT The group of individuals appointed to District Manager or Group Manage positions and appointed to the transitional ranks of Commander or Assistant Commander. Also amongst this group are employees who are ranked in an unranked position and appointed to Assistant Commander.

SD Service Delivery Branch

SDLT Service Delivery Leadership Team

SUB-THEME (competency) A part that makes up a competency. Each of the eight competencies in the proposed framework has several sub-themes that help us better describe the skills, knowledge and attitudes that make up the competency.

THEME (competency) Another term referring to the meaning of each of the eight competencies within the proposed framework.