

POSITION DESCRIPTION

April 2020

This document is subject to
review from time to time

SECTION A

POSITION: Deputy Chief Executive, Transformation and Transition

REPORTS TO: Chief Executive

DIRECT REPORTS: Up to 10

LOCATION: TBC

Purpose

NZIST will create a new tertiary organisation to support learners in work based, classroom based and online learning environments. The NZIST will be a new type of tertiary institution grounded in a culture of holistic learner support and employer aligned delivery for the overall benefit of New Zealand and New Zealanders. It will develop a common and strong sense of purpose with iwi, community and industry that is focussed on both current and future needs.

Our Vision

NZIST will optimise vocational learning and work outcomes for all learners, communities, and employers/industry in Aotearoa New Zealand:

- a) consistent with the principles of Te Tiriti o Waitangi and ensuring Māori can learn and teach as Māori, and that Māori learner, hapū, and iwi outcomes are improved.
- b) by developing a strong and healthy national workforce through connecting individuals with opportunities that lead to positive social, cultural, environmental, and cultural outcomes for both the nation and regions
- c) Ira tangata – we put people and relationships at the heart of what we do.

Principles

1. The tertiary and vocational system delivered by NZIST (“the system”) will be a partnership between the staff of NZIST, industry at all levels, iwi, and communities, driven by both current and future work requirements. Staff of NZIST will work with WDCs, RSLGs, iwi, government agencies, and the compulsory sector to ensure the network will be integrated, non-competitive, delivering locally and nationally using on job, on campus, and online approaches, with higher quality and better outcomes than currently.
2. The network will operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.
3. Learners will be supported throughout their lifetime journey in the tertiary education system and at work, recognising the importance of flexing around the learner, their life skills and experiences, in partnership with other agencies.
4. The network will target all potential learners, national and international, full-time, part-time and casual, maximizing the potential of the local and online presence of the network for all communities, to enable lifelong engagement with learning.
5. Ngā kete wānanga - We use data, experience, and expertise from all stakeholders to ensure quality, relevant, and accessible vocational education and training which validates and uses Mātauranga Māori and western knowledges, systems, and institutions.

6. NZIST will have a strong international education approach which will be developed working together with Education NZ, MBIE recognising the value of both international students studying within our network and in NZ, and domestic students having international opportunities
7. The network will invest in appropriate people, systems, products, infrastructure and the management structures required in order to deliver the outcomes stated above, in the Charter of NZIST, and in the Tertiary Education Strategy.

Functions

The key functions of the NZIST are:

- a) To improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners and stakeholders.
- b) To provide or arrange, and support, a range of education and training and conduct applied research.
- c) To be responsive to and to meet the needs of the regions of New Zealand and their learners, industries, employers, and communities by utilising NZIST's national network of tertiary education programmes and activities.
- d) To improve the consistency of vocational education and training by using skill standards and working in collaboration with workforce development councils.
- e) To improve outcomes in the tertiary education system as a whole, including (without limitation) by making connections with schools and other organisations involved in tertiary education.
- f) To ensure equity and excellence for all New Zealanders in the area of vocational education and to ensure that every learner that the NZIST serves receives what they need to be successful through intentional organisational and delivery design.

In the establishment phase of NZIST the following functions will also occur:

- a) Redefining the roles of education providers and industry training organisations (ITOs);
- b) Bringing together the current 16 institutes of technology and polytechnics (ITPs) as a single entity;
- c) Build a modern vocational educational system that focusses on and meets the future needs of Aotearoa;
- d) Create a unified vocational education funding system, removing barriers to collaboration and flexibility, ensuring a sustainable network of provision, and supporting the wider reforms.

Our commitment to te ao Māori

We honour te Tiriti o Waitangi, accord value to te ao Māori (the Māori world), support kaitiakitanga and are responsive to the needs of the Māori community. You lead and drive the organisation's responsiveness to Māori ensuring we deliver outcomes that make a lasting and positive difference. You support all staff to build capacity and confidence across te reo Māori, tikanga, te ao Māori and te Tiriti o Waitangi.

SECTION B

POSITION OBJECTIVE:

In alignment with the expectations of the Minister of Education, the NZIST Council and the Chief Executive the Deputy Chief Executive, Transformation and Transition (DCE, T & T) is responsible for supporting the development and delivery of NZIST strategy as approved by the Board. With a

particular focus on the changes required in moving to a broader NZIST model the DCE, T & T will work in a collegial and collaborative manner across NZIST.

ROLE PURPOSE:

Alongside the DCE, T & T Leadership Team accountabilities, and working closely with the respective Leadership Team members, they will have responsibility for:

- Facilitating a collaborative approach to strategy and planning for transformation and transition, and co-ordinating the **implementation of the transition strategy**, and supporting the development and delivery of the investment plan.
- Leading implementation of the integration **change programmes** across each region, ensuring appropriate engagement and consultation with the right people / stakeholders at the right time.
- Supporting and co-ordinating the implementation of strategies that ensure subsidiary organisations operate in a financial sustainable manner and that budgeted targets are met and that OFP parameters are adhered to by all subsidiaries.
- Ensuring co-ordination and **collaborative participation** of ITOs and subsidiaries, understanding regional needs, providing input, ensuring involvement of stakeholders in the regions, and supporting implementation of transition strategies to achieve successful NZIST **outcomes**.
- Co-ordinating and supporting **regional and sector relationships and partnerships** and ensuring **accurate NZIST messaging** to stakeholders in the region.
- Ensuring that a **network wide view** is taken, and consistent and integrated strategies are led and supported taking a whole of NZIST view e.g. investments, priorities etc.
- Balancing appropriate **independence and autonomy** within regions with the need to use **national resources efficiently**, the national interest, and the demands of accountability.
- Supporting regions to **share resources, support each other and share accountability** to deliver high performance.
- Anticipating and raising **risks**, issues and mitigants, and contributing to resolution.
- Supporting the **successful integration of the ITPs into NZIST** as a unified, sustainable, public network of regionally accessible work-based and off-the-job vocational learning and training across New Zealand.
- This team will **support the workstreams** underway until the work is completed or the work is integrated into the NZIST structure as roles are placed. This includes supporting the **programme management** for these.

- Establish and deliver a Programme Management Office capability to support and coordinate the transition and change initiatives being led by the Executive team.
- Maintain a connection and accountability with the broader RoVE initiative

SECTION C:

KEY TASKS AND EXPECTED RESULTS:

Achievement of the position objectives will involve the following key tasks:

1. EMBEDDING THE ENTITY

The DCE, T & T will support the Chief Executive in building on the work of the Establishment Unit in taking NZIST forward to meet strategic and operational goals.

Expected Results

- Ensure key strategic work streams developed by the Establishment Unit are continued and deliver on the identification and development of new and existing skills and capabilities to support a sustainable and effective entity.
- Develop and implement strategic and business plans that are aligned with the objectives of NZIST, RoVE and the new Tertiary Education Strategy, ensuring the financial and operational viability of NZIST and its subsidiary organisations, whilst achieving excellence in vocational education outcomes.
- Engage directly with learners, industry and employers, regions and iwi, Pacific community leaders, ITO and ITP governors, executives, management and staff in order to continue positive momentum for delivering on the objectives of NZIST and RoVE.
- Continue and complete the recruitment and appointment process for key roles within the Transformation and Design team and ensure high quality appointments are made that support and enable the goals of NZIST.
- Identify and communicate the future operating model of NZIST and vocational education in New Zealand that provides a high engagement model of co-creation and co-production with community input regarding local needs and delivery.

2. STRATEGIC DIRECTION

The DCE, T & T will support the Chief Executive in leading the organisation to achieve the strategic plan through monitoring of progress against goals, excellent leadership, management support, feedback and communication. Implementation of the organisation strategic plan will drive achievement of the position objective.

Expected Results

- To support the organisation in a collaborative approach to developing the strategic direction, ensuring a sustainable, long term and financially viable and successful business.
- To regularly monitor and review the strategic plan in consultation with the Board taking into account the context of (1) the Māori Crown constitutional relationship and bicultural foundation of New Zealand, (2) increasing cultural and linguistic diversity, and (3) the changing business and social environment.
- In collaboration with the NZIST Leadership Team, ensure there is a common focus at all levels within the organisation on the strategic goals of the organisation and foster a

culture of innovation in which new pedagogical approaches, teaching tools, research methods, and student support services are at the forefront of the institutions culture and plans, including development of international education, online delivery and the development of new products and services to support student and employer needs.

3. CULTURE and LEADERSHIP

The DCE, T & T will support the Chief Executive in building a new organisation and organisational culture for the NZIST. This will require unifying and focussing a diverse group of team members from disparate backgrounds and organisations in an environment of rapid and dramatic change with significant political, media, stakeholder and public interest.

Expected Results

- a) Co-create and communicate a unifying vision and purpose that brings the intent of the NZIST alive for all staff.
- b) Through personal example and leadership be an exemplar of the behaviours, attitudes and actions that will ensure the success of NZIST.
- c) Ensure that the NZIST Leadership Team model the required behaviours actions and attitudes.
- d) Create a NZIST culture where all staff feel personally and collectively engaged as part of a larger purpose and act in ways to bring that purpose to life.

4. ACADEMIC LEADERSHIP

The DCE-T&T will support and work alongside the Chief Executive and Deputy Chief Executive, Delivery and Academic in leading the Institute's academic strategy, priorities and processes to ensure that education services and products are relevant for learners, employers, industry, iwi, and communities and that the approach to teaching, learning and student support ensures that all learners are able to be successful.

Expected results

- a) Ensure that learning, research and innovation, as well as education products and services are relevant to the needs of education end-users and employers and are able to be delivered as necessary on campus, on-line and in the workplace.
- b) Ensure that the IST works closely with WDCs on qualifications, programmes and training packages, and is informed by the views of Te Taumata Aronui and Regional Skills Leadership groups on skill needs.
- c) Ensure that teaching, learning and pastoral care is innovative, inclusive, of high quality and culturally responsive.
- d) Ensure and maintain an environment of high quality student engagement.
- e) Ensure that academic practices and processes recognise te ao Maori/kaupapa Maori and the diverse range of other worldviews that ensure we meet best practice draw on best practice and meet the quality assurance expectations of stakeholders, including NZQA.

5. EXTERNAL RELATIONSHIPS

The DCE, T & T will support the Chief Executive and other executive managers in establishing and maintaining sound and effective relationships with external persons and organisations

Expected Results

- a) Implement a framework for engagement with Māori communities, hapū and iwi and other collective organisations representing Māori interests that is grounded in best practice for managing Maori Crown relationships and that enables the NZIST to fulfil its statutory and wider Treaty of Waitangi responsibilities.
- b) To maintain a constructive and mutually beneficial relationship with other vocational education providers, politicians, advisory groups, ministerial staff, and the public in general.
- c) To have an active and influential role within relevant stakeholder groups who influence the development and growth of the vocational education industry.
- d) Engage widely and effectively to build engagement with, and confidence in, the NZIST – particularly with the groups in a), b), c) and d) above and also with regions, Pacific People and employers.
- e) Implement a framework for employer and community engagement that is used by subsidiary councils, adaptable to requirements of different communities, regions and employer/industry groups.

6. **COMPLIANCE AND RISK**

The DCE-T&T will support the Chief Executive and DCE-O in ensuring effective monitoring and management of compliance and risk related activities within the organisation, to ensure fully compliant and well managed risk operations in all locations.

Expected Results

- a) To ensure all operational and other activities comply with relevant legislation. Be familiar with and ensure that all subsidiary organisations are aware of and compliant with legislative requirements, and ensure that management are focused on operating in an environment that necessitates effective management of business risk, safety and compliance.
- b) To ensure all business risks are identified, assessed and managed in a structured process that is visible to all subsidiary entities as appropriate.
- c) To develop and maintain an organisation culture that reflects high standards of safety, maintenance, cleanliness and professional preparedness of all plant, equipment and facilities.

SECTION D

Job specific competencies

Behavioural expectations are linked closely to the NZIST purpose and vision statement. The DCE-T & T will display the behaviours and attitudes that are described in our competency framework.

Capability	Level	Expectation
Leading strategically	9	<p>Thinks strategically at a sector level (i.e. sees sector issues through a range of lenses and stakeholder perspectives; recognises broader implications and connections between sector issues; and shows the conceptual thinking skills required to navigate high levels of complexity and ambiguity).</p> <p>Progresses current sector thinking (i.e. challenges the sector’s status quo; and progresses strategic thinking across the wider sector).</p>

		<p>Develops and implements sector and/or organisational strategy (i.e. engages senior leaders and staff in developing robust long-term strategies which have a significant impact on government priorities; aligns sector and/or organisational initiatives with strategic objectives; and translates strategy into organisation and sector-wide action in planned, disciplined, and agile ways).</p> <p>Engages people in the sector and organisational vision (i.e. conceptualises and articulates a clear and compelling vision for the organisation and sector's future over the next 5+ years; and engages senior leaders and staff in the vision).</p>
Leading with influence	9	<p>Leads with purpose across the sector (i.e. drives initiatives which chart a clear direction for the organisation; and which are associated with high levels of visibility, contentiousness, and initial resistance).</p> <p>Persuades and inspires across the sector (i.e. gains active participation and/ or support for initiatives, from senior leaders, staff, and other relevant senior stakeholders).</p> <p>Communicates clearly across the sector (i.e. tailors messages so that they resonate with a very wide range of audiences, such as community stakeholders, organisation senior leaders, senior external stakeholders, and staff).</p> <p>Demonstrates senior leadership impact and gravitas (i.e. conveys energy, urgency, confidence, and a sense of ease in taking a senior leadership role in a broad range of challenging situations).</p>
Leading at the political interface	7	<p>Provides the Change Management Leadership that will be required to complete the establishment of the new organisation</p> <p>Navigates political issues Navigates ambiguous political situations, by taking into account political sensitivities.</p> <p>Influences political representatives (i.e. proactively informs, advises, and provides frank advice to political representatives on highly politically sensitive, high-priority, cross-sector strategic issues).</p> <p>Navigates cross-sector political issues (i.e. proactively anticipates the Government's strategic concerns; and provides direction to other organisational staff in ambiguous political situations).</p>
Enhancing system performance	9	<p>Provides sector leadership (i.e. leverages strong relationships with a range of senior leaders across the public, private, and/or not-for-profit sectors to deliver sector and customer outcomes; and takes a systems approach to issues [i.e. where organisations work in concert to deliver outcomes for customers and New Zealand]).</p>
Enhancing organisational performance	8	<p>Strengthens organisational and/or unit performance (i.e. leads large scale improvements to group processes and systems to achieve gains in effectiveness and efficiency).</p> <p>Fosters a continuous improvement culture across the unit (i.e. so that people across multiple business units are encouraged and empowered to identify and seize opportunities to enhance business performance).</p> <p>Leads innovation across the unit (i.e. encourages and implements innovative solutions).</p>
Managing work priorities	8	<p>Manages and delivers on very diverse work priorities (i.e. uses sophisticated work management systems and practices to manage broad ranging work priorities and maintain an overview of very diverse short and long-term work commitments; so they effectively allocate scarce time and resources to deliver).</p> <p>Purposeful about where they invest their time (i.e. spends time on the activities where they can make the greatest contribution to achieving short and</p>

		longer-term objectives; and regularly reviews where they invest time across very diverse priorities).
Cultural Intelligence	8	Fosters and leads in cultural intelligence. New Zealand is fast becoming a super diverse nation. The CPO will demonstrate a good understanding and appreciation of cross cultural issues in society and the ability to use this knowledge to drive improvements to organisational performance.

Key working relationships

<i>Who</i>	<i>Type of relationship</i>
Ministry of Education Deputy Secretaries, Group Managers, Senior Managers	Advisory, co-ordination and issue resolution
TEC CEO and DCEs	Advisory, co-ordination and issue resolution
IST Establishment Board	Accountable to, Advisory, co-ordination and issue resolution
NZIST Establishment team	Advisory, co-ordination and issue resolution
ITP governors and executives	Advisory, coordination and issue resolution
ITO governors and executives (as relevant to the transition of arranging training functions)	Advisory, coordination and issue resolution
Te Taumata Aronui	Advisory, coordination and issue resolution
RoVE programme Sponsor, Board, and leaders	Advisory, coordination and issue resolution
Ministers' Offices and their staff	Advisory, co-ordination and issue resolution
Education agencies, particularly NZQA, Tertiary Education Commission, Teaching Council, ERO, Education NZ	Advisory, co-ordination and issue resolution
Various stakeholder groups, including Parliamentary bodies, Education Sector Agencies and media	Advisory, co-ordination and issue resolution
Other Government Departments and Ministerial servicing groups	Advisory, co-ordination and issue resolution
Representative groups and sector peak bodies, territorial local authorities and economic development agencies, Pacific community organisations	Advisory, co-ordination and issue resolution
Iwi and Maori representative and partner entities	Advisory, co-ordination and issue resolution
<i>Physical environment</i>	Open plan office environment
<i>Travel requirements</i>	As necessary to achieve the outcomes of the position

Technical and specialist capabilities

<i>Personal Qualifications, Experience, Expertise and Attributes</i>	
<i>Qualifications</i>	<ul style="list-style-type: none"> ▪ Advanced level (Masters or PhD/Post Graduate) qualification in a relevant field desirable but not essential. ▪ Potentially subsequent qualifications a different discipline eg: MBA, business or management qualifications.
<i>Experience</i>	<ul style="list-style-type: none"> ▪ Significant experience supporting or leading large-scale organisational and business transformation programmes and projects ▪ Significant and proven experience in change management for complex programmes
<i>Expertise, Knowledge and skills</i>	<ul style="list-style-type: none"> ▪ Highly developed strategic skills with a sound appreciation of end-to-end sector facing delivery, contemporary management practices and enterprise thinking ▪ Extensive knowledge of the Government’s direction, policy priorities, planning and budgeting processes. ▪ Understanding of machinery of government and experience operating in political and sensitive environments ▪ The ability to lead a team in a complex and ambiguous environment and cultivate a positive team culture ▪ An understanding of the needs, expectations and hopes of the complex and diverse group who access vocational education and how to meet those needs, expectations and hopes. ▪ The ability to take a strategic focus on issues, understand issues within a wider business context, and to prepare and implement strategic communications plans that meet clients’ strategic and tactical business needs ▪ The ability to see the big picture and recognise and manage associated risks and opportunities across a wide range of situations.
<i>Personal attributes</i>	<ul style="list-style-type: none"> ▪ Personal Integrity – constantly demonstrates the highest levels of personal integrity and honesty. ▪ Curious – Show curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions. ▪ Honest and courageous – Deliver the hard messages, and makes unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand. ▪ Resilient – Show composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus. ▪ Self-aware and agile – Leverage self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people. ▪ Interpersonal savvy – Establish and maintain effective relationships with customers and gain their trust and respect.

SECTION E

LIMITATIONS ON AUTHORITY

1. The DCE-T&T will comply with the organisation delegations of authority as approved by the Board and Chief Executive.

MATTERS FOR APPROVAL BY THE BOARD

1. Approval of strategic direction and business planning, incorporating annual financial budgets.
2. Expenditure in excess of agreed budget levels.
3. Initiation of capital expenditure projects in excess of budgetary levels.
4. Any financial commitments outside agreed budgetary levels that will materially affect the financial position of the organisation as reflected in the balance sheet.
5. The commitment of the organisation to any external borrowings not in the budget.
6. The commitment of the organisation to any property leases or other legal obligations that will have a material and ongoing effect on the organisation.

I have read, understand and accept the key tasks and expected results for the position of Deputy Chief Executive, Transformation and Transition .

Signature _____

Date _____