New Zealand Institute of Skills and Technology Establishment Board

Mobilising the New World
Report of the Employer and Community Engagement Workstream

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Executive Summary

Workstream approach

The working group was tasked to produce a framework for employer and community engagement that could be used by NZIST and subsidiary boards and be adapted to the requirements of different communities and employer and industry groups. The group was expected to:

    i)   Develop an understanding of NZIST's model of engagement in the context of legislation and charter expectations, and fit with Regional Skills Leadership Group (RSLGs) and Workforce Development Councils (WDCs);

    ii)   Start to address how NZIST will utilise subsidiary boards;

    iii)   Understand what good looks like and success strategies that can adapt locally;

    iv)   Include specific information on how to engage with key stakeholders;

    v)   Develop the framework and approach for engagement; and

    vi)   Discuss and test assumptions, ideas, and risks.

Summary of recommendations and options

It is firstly recommended that existing partner and stakeholder relationships are upheld and preserved – this is critical in maintaining and increasing the confidence of learners, employers and community partners. Further, a Mana Ōrite Te Tiriti Framework is recommended to inform the development of NZIST's governance and operations; while a Strategic Partnership Strategy, including stakeholder mapping and creation of a 'Key Account Relationship' manager model, is commissioned. Further co-design and testing of engagement with key partners and stakeholders is recommended, including engagement success metrics. Further engagement with industry representatives or other aggregators will support new opportunities for NZIST. Finally, a joint communications and engagement approach is recommended, including practical steps that reinforce the message that NZIST represents a national network of education provision.

Recommendations in detail

1. Acknowledging, honouring, and supporting existing partner and stakeholder relationships with subsidiaries and ITOs is critical for NZIST. This will mitigate a potential drop in engagement or participation in vocational education and training (VET) by learners, employers, industry, and communities.

2. Since Te Tiriti o Waitangi is the foundation for power sharing between tāngata whenua and tāngata Tiriti, the Mana Ōrite Te Tiriti Framework will guide NZIST's behaviour and engagement, demonstrating good Tiriti partnership.

3. The Strategic Partnership Strategy describes partner and stakeholder engagement practices that will enable NZIST to fulfil its Charter obligations, its strategy and vision. Stakeholder mapping and the 'Key Account Relationship Manager' initiative will represent a significant leap forward in engagement across the national network of education provision.

4. Commissioned co-design (or engagement using co-design principles as much as possible) with Māori, Pacific and disabled learners, as well as employers and industries represents a new way forward in designing education and training solutions, leading to improved participation, engagement and success for all those involved in VET.

5. Through engagement with industry representatives, or other aggregators; rapid, meaningful connections will continue to be made between NZIST, employers and learners. This early relationship building will be critical for gaining support under the new VET model, building confidence in NZIST.

6. Recognising the need for a joint communications and engagement approach from the beginning is critical to maintain confidence and support the required culture shift in the new model of VET.

Proposal

Section 5 outlines options for the future NZIST. This section focuses on the development of a Strategic Partnership Strategy, which describes partner and stakeholder engagement practices that will enable NZIST to fulfil its Charter obligations and its strategy and vision of engaged employers and empowered communities. The Strategic Partnership Strategy is broken into component parts, including identification of key stakeholder groups and a stakeholder mapping exercise. It then moves into engagement approaches, principles and metrics. Critically, this section discusses the need to identify and agree on local versus national roles and responsibilities, proposing development of a 'Key Account Relationship Manager' model across subsidiaries. This leads into the development of an engagement competency framework and acknowledges the need for a kaupapa Māori framework that would be guided by Te Taumata Aronui.

Section 6 of the report includes acknowledging diverse views through three personas – employees, industry and Pacific communities. They show the commonalities and differences in engagement approaches. The group also focused on the unified vocational education system and new emergent groups such as WDCs and RSLGs that have yet to be established. It identified potential relationships with learners, communities and employers, while also suggesting future connections and opportunities to engage with these new entities.

Ideal future state – Vision for NZIST

The ideal future state is an Employer and Community Engagement model that embodies positive Tiriti relations. Through a unified, yet regionally responsive engagement plan, new efficiencies will be gained from improved relationship management practice across the network with more expansive reach than before. The vision is for engagement competencies and cultural competencies, developed over time, which will see NZIST and its subsidiaries providing responsive vocational education experiences that meet regional and national needs and improve participation, access and success for learners, employers and industry, and communities.

Risks & mitigation strategies

Risks	Mitigation Strategies
Lack of people and culture shift	• Develop and present a clear narrative and "why" (vision/purpose) and ensure a communication strategy and plans are in place.
Lack of strong Māori voice/influence	• Explore the opportunity for NZIST to work together with Te Taumata Aronui to support development of a Mana Ōrite Te Tiriti Framework that informs the development of NZIST's governance and operations.
Lack of competition may impact the level of innovation and excellence	• Develop 'Key Account Relationship Managers' and develop clusters, nodes or hubs that support effective employer and community engagement along these lines.
Reduction of service and support	• Track and monitor participation and engagement rates and note feedback from key partners and stakeholders.
Disruption to existing relationships	• Provide assurances of the 'protection' and/or maintenance of existing partnerships and relationships as per formal and informal agreements.
Lack of engagement from Day One	• If engagement is not possible from 'Day One', connect with stakeholders and keep them informed of when engagement will occur.
Lack of ongoing engagement	• Ensure good communication strategy and plans are in place – develop 'business as usual' messages around education, training and learning opportunities as part of the Reform of Vocational Education (RoVE) process, but share the vision to improve education provision.
Potential disconnect between NZIST and its subsidiaries	• The Roles and Responsibilities and Stakeholder mapping exercise is critical to establishing the ways in which NZIST national functions will intersect with subsidiaries and the network of education provision. • Bring cohesion to NZIST and subsidiaries via actions such as holding NZIST monthly Council meetings or other key events on a rotating basis across all campuses. • Develop a comprehensive change management programme.

Next steps

The recommendations from the working group have been prioritised for Day One and from the end of transition period and beyond.

It is clear there are linkages from this workstream to the wider NZIST work programme and further rationalisation and merging of work groups, for example, with the Learner Journey Map work group is recommended.

NZIST can commence or commission many of the key recommendations immediately, noting that other recommendations will be dependent on some of the earlier design work and available resource.

Workstream 2 – Employer and Community Engagement

1. Background

Hutia te rito o te harakeke
kei whea to kōmako e kō?
Ki mai ki ahau
he aha te mea nui o te Ao?
Maku e kī atu,
he tāngata, he tāngata, he tāngata...
Meri Ngaroto, Te Aupōuri wāhine rangatira

If the heart of the harakeke was removed,
where would the bellbird sing?
If I was asked what was the most important
thing in the world
I would be compelled to reply,
it is people, it is people, it is people

The whakataukī (proverb) above is an important starting point for the Employer and Community Engagement Model (ECEM) report. Noting the original context of these words, the proverb recognises and uses harakeke (flax) as a metaphor to describe a healthy, functional whānau and, importantly, the criticality of whakapapa – the people to whom we are connected – past, present and future, as the broader definition of "people". As such, we engage not only with those present, but we understand the whakapapa (genealogy, roots, or wider connections) of those with whom we are engaging and having an encounter with. Recognising the broader context within which relationships occur is critical for engagement success.

Early on, the working group took the position that Te Tiriti o Waitangi is the foundation for power sharing between tāngata whenua and tāngata Tiriti, representing an intergenerational, enduring relationship, rather than a transactional one. As such, the principles of kawanatanga, tino rangatiratanga, and ōritetanga will be central tenets that need to guide NZIST's behaviour and engagement. Principles of engagement include partnership, protection and participation, but are mindful of, and include, broader Te Ao Māori (the Māori world) views. Te Tiriti requires that engagement is culturally oriented, responsive, and appropriate for all.

Taken as a whole, the working group acknowledged the importance of engagement being grounded in whakapapa as a key principle for positive, genuine relationships for NZIST with its partners and stakeholders, and Te Tiriti o Waitangi as the foundation that guides the enactment or expression of these relationships.

In the Letter of Expectation (LOE) from the Hon Chris Hipkins to the NZIST Establishment Board, the objectives of RoVE included a desire to create a cohesive VET system with employers, learners, regions, and communities at its centre. The intent is to create a consolidated institution by the end of the transition period, with the Charter of the NZIST – incorporated in the Education (Vocational Education Reform) Bill – setting out the ongoing expectations of the NZIST. Consolidation will see NZIST as a national network of education, learning and training provision, having national and regional reach. It will achieve this via co-design with learners, employers, communities and staff; partnership with iwi and Māori organisations and Te Taumata Aronui; and engagement with the wider network such as schools and tertiary providers, WDCs, RSLGs and transitional Industry Training Organisations (ITOs). It will need effective relationships with transitional ITOs, WDCs and RSLGs as these develop.

The transition to a fully-mature NZIST is expected by the end of 2022. The Establishment Board is expected to provide advice to put the foundations in place for NZIST. In particular, ITP Councils will be disestablished from the first day of operation and replaced with subsidiary boards and an effective approach to engagement and change management that informs the Board's work is required.

To be effective and meet the requirements of the proposed Charter outlined in the Act (refer Schedule 2, Section 3(b), 4(b)(i) and (ii) and 4(c)), NZIST must have in place an appropriate employer and community stakeholder engagement model and include a plan for this model in each of the subsidiaries.

Within this context, the ECEM workstream was charged with developing such a framework.

2. Scope and Focus of Workstream

The group was tasked to produce a framework for employer and community engagement that could be used by NZIST and subsidiary councils and be adapted to the requirements of different communities and employer and industry groups. The framework was expected to:

Develop an understanding of NZIST's model of engagement in the context of legislation and charter expectations, and fit with Regional Skills Leadership Group (RSLGs) and Workforce Development Councils (WDCs);

Start to address how NZIST will utilise subsidiary boards;

Understand what good looks like and success strategies that can adapt locally;

Include specific information on how to engage with key stakeholders;

Develop the framework and approach for engagement; and

Discuss and test assumptions, ideas, and risks.

i) Develop an understanding of NZIST's model of engagement in the context of legislation and charter expectations, and fit with Regional Skills Leadership Group (RSLGs) and Workforce Development Councils (WDCs);
ii) Start to address how NZIST will utilise subsidiary boards;
iii) Understand what good looks like and success strategies that can adapt locally;
iv) Include specific information on how to engage with key stakeholders;
v) Develop the framework and approach for engagement; and
vi) Discuss and test assumptions, ideas, and risks.

2.1. Scope and focus of the ECEM workstream

The following in-scope and out-of-scope workstream activities for the coming months were identified, noting that these may be fluid and addressed according to key priorities for NZIST over the first two years of operation and beyond. However, the points in Table 1 below identify potential areas of development and co-design work for NZIST, some appearing as recommendations in this report.

Table 1. Table of in-scope and out-of-scope considerations (ECEM Working Group Hui 1).

In scope	Out-of-scope
• Supporting the connection between engagement and communication – engagement and communications go hand-in-hand • Supporting access to work-based learning (WBL), employers and opportunities • Using purposeful engagement as a means to encourage innovation through: ○ exploring different ways of learning with partners and stakeholders;	• Design of work-based learning and online learning operational details and delivery • Learner journey mapping and student experience • Unified funding and related funding discussions • Designing Te Tiriti o Waitangi relationships • Academic governance and architecture • Centralised versus decentralised models of shared service delivery for core services and business process such as Learning

	Management Systems (LMS), Finance, IT Infrastructure, etc., but it is noted:
- supporting research and development and responding to future of work needs; and - supporting lifelong learning models. - Creating purposeful engagement that supports improved participation and outcomes for priority groups; for example, low-pay employees, females, and those with no or low formal qualifications - Ensuring diversity of representation - Demonstrating what being a good Tiriti partner looks like for NZIST - Ensuring positive relationships are maintained during the transition period to minimise risk of disengagement, e.g., if WBL participation drops.	- Local (regional) versus national office roles and responsibilities related to employer and community engagement are within scope - The relationship of NZIST and its subsidiaries to WDCs, RSLGs, etc., is key to the success of NZIST as a unified network of education provision, and is within scope.

2.2.　Strategic priorities

The working group approached their task starting with a broad overview of engagement, moving from the strategic principles toward operational directives. The group recognised that NZIST was asked to not only imagine the 'new world', but also potential relationships and connections with other groups or functions under the auspices of RoVE that were not yet established. From the Terms of Reference, key strategic priorities for the group were:

- Learners and learning are the heart of design work and decision-making – ensuring 'voice' is heard and representation of partners and stakeholders is non-negotiable;
- What's good for Māori is good for all. We must improve outcomes for Māori learners, whānau, hapū, iwi, and Māori communities;
- Industry needs must be high in all design work and decision-making;
- This process is about co-creating meaningful and lasting change that provides a platform for future change as well. We need to capture good elements in the current system and look for bold innovations if we are to provide world class learning; and
- The competitive model must give way to a collaborative and cooperative approach to providing quality vocational education and training opportunities to all.

3. Identifying the Key Issues

A number of key issues were identified as central to the design of effective employer and community engagement. They highlight essential features of engagement required to support an effective, unified vocational education system.

3.1.　Keeping the good, and be a 'learning organisation'

From the key strategic priority above (Section 3.2), it is critical to identify the aspects of current practice that need to be continued, while leaving behind less-effective practices or barriers as an innovative, learning organisation. The group acknowledged that some aspects of engagement and relationships may not remain the responsibility of NZIST or subsidiaries, and these are noted in later sections of this report. Table 2 below briefly describes what is currently working and what is not working in the area of employer and community engagement.

Table 2. What's working? and What's not working? Current state (ECEM Working Group).

What's working?	What's not working?
• Large organisations and industry associations have been great at providing input into VET • Field teams are usually ex-trades staff who understand the sector (knowledge of the sector) • Innovation working within the parameters of organisational structure and funding, etc. • Employers feel they are listened to by their ITO • Those willing and able to train are very willing participants who provide good support, care and mentoring • Regional autonomy meets regional need • Community voice and 'ownership' • Community has vested interest, and connections are close • Industry organisations are invested in their ITO, with training structures generally well understood • Some regional relationships are working very well between community, employer and industry.	• Competition, for example, managed apprenticeships and ITO apprenticeships • Lack of diversity being represented • Lack of validated data on a range of measures such as regional need, training outcomes, representation and needs of learners and trainees • Lack of recognition or incentives to train • Inconsistent Tiriti partnership activation • Who the customer is remains unclear (is it the learner? Employer? Both? Others?) • No cohesive "Māori economy" influence • Lack of integration between sectors and groups – 'activity silos' • ITOs and ITPs may have lost focus on the learner • Relationships between ITOs, ITPs and PTEs is poor • Funding issues have seen the removal of some programmes – funding competition is unhelpful to meet community need.

3.2.   National versus local roles and responsibilities – stakeholder mapping

The framework for employer and community engagement is strongly connected to and influenced by the model of governance and services developed by NZIST and subsidiaries during the transition period. The group recognised that a number of approaches can be developed to locally manage delivery by subsidiaries; and centrally support national governance and shared services; each with strengths and weaknesses.

Section 5.1 looks into an approach for local and national engagement with employers and community, noting further design work is required to:
• ensure leveraging of examples of good practice across the new network of education provision;
• acknowledge existing, effective regional relationships;
• provide assurance of the protection, or 'ring-fencing', or continuation of existing partnership arrangements with local and regional employer or community groups; including iwi (see Recommendations); and
• develop processes and practices that support mutual understanding, two-way communication and positive collaboration between subsidiaries and regions and with the national office.

Section 5.2 extends this model further, by describing a stakeholder mapping exercise that is recommended for NZIST. The stakeholder mapping approach briefly outlined will quickly help NZIST to identify opportunities to:
• streamline national engagement, for example, with government agency partners;
• support the development of a 'Relationship Account Manager' approach with national bodies or strategic initiatives, which reduces duplication of effort and engagement fatigue, and has the

potential to explore new opportunities for other subsidiaries not currently engaged, and further supports improved access to education and training;

- leverage positive stakeholder relationships across the network of education provision – especially for subsidiaries with greater resource challenge and geographic challenges than others; and
- develop positive relationships with NZIST and subsidiaries, as well as new groups (see 4.3 below).

3.3. Positioning NZIST to meet new partners, groups and stakeholders

The workstream recognises that there are other key groups (e.g. RSLGs, WDCs, Te Taumata Aronui, see Section 6, Figure 1) that have arisen as part of RoVE. The work stream notes that some of the detail around the roles and boundaries of each group are to be determined and finalised. The following approach is therefore recommended and noted:

- It is critical NZIST not wait for other groups to be established or complete their work. It should press on to ensure subsidiaries maintain employer and community connections, while developing its local and national governance and delivery framework for NZIST moving forward;
- The working group notes that further links to other groups will be established at some point, along with clarity around roles and boundaries, partnership and collaboration opportunities, and processes by which local and national interests are considered and can have influence;
- The ECEM recognises interdependencies with other Mobilising the New World (MNW) working groups – these should be explored, with consideration of potentially merging working groups as part of the future work of NZIST; and
- Following clarity around roles, boundaries, protocols and practice, a Stakeholder Engagement Plan and Stakeholder Engagement Maps will need to be developed that account for the changes above.

3.4. Using purposeful engagement – the "why" – to promote genuine engagement

It was clear to working group members that there are many examples of effective and ineffective engagement. In many cases, purpose (clear, or otherwise) often determines the outcomes of these experiences. Author Simon Sinek in "*Start with why*" asks why some people and organisations are more innovative and more influential than others, or why some command greater loyalty from customers and employees alike? In short, people may not truly buy into a product, service, movement, or idea until they understand the WHY behind it. Effective leadership – and engagement – involves clarity around purpose – the "why".

In response, members developed the following purpose statements for the NZIST Board to improve the future design and participation in engagement activities. The group noted that if the 'why' we engage is not understood, then engagement will likely not be viewed as being authentic, or genuine, and will fall short of a desire to co-create a world-leading, unified model of vocational education in Aotearoa. These sentiments are echoed in the personas work in Section 6.

3.4.1. NZIST/subsidiary purpose statements that promote positive engagement

- **To ensure the right partners and stakeholders have a say**
  - o Partners and stakeholders need to know NZIST wishes to build a relationship with them. Key influencers must be identified so that engagement will be appropriate and meaningful, noting NZIST must consider impacts, stakeholder values and responses.
  - o Partners and stakeholders must be clearly told the purpose of engagement and the rationale for the method of engagement in all circumstances.

- o Partners include iwi/hapū, learners, employers and wider community – as such, they are key in the design of future vocational education and training opportunities.
- **To ensure voice can be heard and have influence**
  - o NZIST may need to go to where partners and stakeholders are – whether face-to-face, at a distance, or via online media. This may include attending regular meetings, or key hui to ensure they can hear these voices.
  - o NZIST will be sensitive to the times at which engagement happens and will ensure engagement allows people to have a say in their preferred way – e.g., first or preferred language, in-person, online, or other modality such as kaupapa Māori.
- **To keep people informed**
  - o Give partners and stakeholders the information they want or need to hear – relevance is critical. For example, partners and stakeholders may only want higher level information, as opposed to the detail. Include timelines, since these can help manage expectations.
  - o Develop engagement and communications plans to identify preferred modalities, timings and channels, e.g., for some, using social media is preferred over email.
  - o Ensure partners and stakeholders can keep others up to date with the latest information. This may be achieved through social media, online content, or local in-print and in-person channels.
- **To transform VET, not just bring people together**
  - o To make a quantum shift in improving VET, NZIST will work with its critical partners to ensure it maintains current good practice, while being a 'learning organisation' engaged in reflective practice to self-evaluate and benchmark performance to positively transform the current VET experience in Aotearoa NZ.
  - o To design the system to meet the needs of employers and communities, these partners need to co-design and help develop these systems with NZIST and other key partners. Engagement, co-design and collaboration will be essential to the future success of NZIST.

3.5. Principles of engagement – the engagement DNA of NZIST

The previous section provided purpose statements for NZIST, while this section looks at the principles of engagement that form part of the DNA of an organisation and define the ways the organisation will behave. NZIST needs a purpose and principles in order to drive effective engagement. The group identified the following principles for NZIST:

- **Te Tiriti o Waitangi partner**
  - o The foundation for power sharing between tāngata whenua and tāngata Tiriti is an intergenerational, enduring relationship, rather than a transactional one – the principles of kawanatanga, tino rangatiratanga, and ōritetanga are central tenets that will guide NZIST's behaviour and engagement.
  - o Principles of engagement include partnership, protection and participation, but are mindful of, and include, broader Te Ao Māori (the Māori world) views. Te Tiriti requires engagement that is culturally-oriented, responsive and appropriate for all.
- **Critical partners in the unified system**
  - o NZIST views learners, communities, employers and industry as critical education business partners – including local, national, and international partners.
  - o NZIST gives effect to the **NZIST Charter**, being responsive to the needs of all regions of Aotearoa New Zealand, its learners, industries, employers and communities, including, but not limited to Māori, Pacific and disabled learners and communities.
- **Wellbeing, Diversity, Inclusion, Access and Belonging**
  - o NZIST will conduct engagement in a safe environment and manner that upholds mana, improves wellbeing, connection, and inclusion.

- o Effective engagement ensures diverse views are *considered*, absent and silenced voices are *included* and are *influential*.
  - o The modality of engagement will be appropriate and accessible – whether in-person, online, in a first or preferred language, or other modality.
- **Transparent, sustainable engagement, on different levels**
  - o NZIST's engagement will have a clear purpose that determines the engagement process – whether for the purpose of co-design, collaboration, consultation, gaining support, or provision of information.
  - o Engagement will be timely and consistent, adhering to the principles of sustainability in all its rich meanings (e.g., economic, educational, community, social, and cultural sustainability).
  - o NZIST recognises varying levels of effort and resource will be required for different levels of engagement, for example: statutory and strategic engagement, collaborative partnerships, and operational partners and stakeholders.

4. Options for the Future NZIST

This section presents options for NZIST, while Section 6 outlines the diverse perspectives in the unified education system including persona work, and key future relationships for NZIST and subsidiaries.

4.1. NZIST – subsidiary ECEM engagement models

Developing the framework for employer and community engagement that could be used by NZIST and subsidiaries requires an understanding of the local and national relationships subsidiaries and NZIST currently hold, or will hold in the future. This would allow the model to be adapted to the requirements of different communities and employer and industry groups.

4.1.1. Principles for effective engagement between NZIST and subsidiaries, and employers and communities

1. **Leverage NZIST and subsidiary relationships** to enhance the mana of local and national engagement to forge stronger and deeper relationships. National support for local initiatives can empower and encourage community and local employer engagement. Likewise, subsidiaries can provide regional and local information and intelligence and support the development of national relationships with NZIST and the network of education provision.

2. **Clarify NZIST (national) and local (subsidiary) roles and responsibilities** to ensure critical information is shared through two-way communications. For example, at the subsidiary level if an industry sector has a requirement that may have national implications, it will be important for NZIST to be informed. Likewise, if at a national level there is a wish to pilot a new industry-wide initiative, then NZIST needs to have a way to communicate this to the network and ensure delivery at a local level. This will be achieved through effective stakeholder mapping and agreements across the network of education provision that will support an account manager (or similar) approach (see point 6 below).

3. **Ensure access to appropriate funding.** This is critical to lead comprehensive partner and stakeholder engagement, co-design and collaboration. NZIST and its subsidiaries have the opportunity to commit to a new way of engagement – this includes funding commitments; because co-design – designing solutions with partners – is resource-heavy. This may also include funding from other agencies that supports key agency initiatives.

4. **Leverage existing networks to optimise engagement**. Neglecting existing subsidiary networks in the early days will be a barrier or risk to future engagements for NZIST. Having a clear transition support plan for the maintenance or transfer of existing relationships will be important. Further, recognising the regional differences in engagement is also critical (for example, see Tai Tokerau's Regional Investment Plan model or ChristchurchNZ's supernode model). This acknowledges each region has varying structures, resources, engagement and partnership arrangements.

5. **'Think local, act global' approach to policy development** by accessing local operational knowledge to develop and design policy and processes for NZIST that are national in scope, but meets local needs. This includes what the new world looks like; how governance decisions are made; roles and responsibilities; and encouraging mutual cooperation to move from the previous competitive model of education provision to a seamless network of provision.

6. **Reduce the number of 'cars up the drive'** of our partners and stakeholders. With a nationwide network of education provision, NZIST has the opportunity to reduce duplication of effort and take a Key Account Manager approach to working with employers, community groups and agencies. For example, the Department of Corrections currently works with a number of education and training providers. This principle presents the opportunity to reduce duplicated conversations between Corrections and subsidiaries through a Key Account Relationship Manager who represents the interests of subsidiaries, as well as being able to promote new education and training opportunities for Corrections via involvement of other subsidiaries who may have lacked the opportunity or resource to be involved.

7. **Acknowledge other supporters of education and training.** Private Training Establishments (PTEs) and/or employer training schemes also currently fill gaps in education and training provision. Wānanga also play

an important part in the delivery of vocational education. It will be important ensure they are included in conversations about RoVE in a deliberate and planned way.

8. **Supporting cross-sector/agency work both nationally and locally.** NZIST and its subsidiaries will take every opportunity to connect strategic initiatives to ensure they have positive local impacts.

4.2. Strategic Partnership Strategy

To deliver a plan for employer and community engagement, the working group recommends development and adoption of a Strategic Partnerships Strategy outlined in brief below. Considering a number of approaches, the working group developed a plan based on the commendable work developed at Toi Ohomai (see Appendix G). The group also noted other excellent regional variations to framework development – one looking at supply and demand side factors within a potential RSLG context, the other, consideration of networks or nodes of strategic and operational delivery (in Appendix D and Appendix E respectively). These are useful variants to the ECEM framework (Section 5.1.2) that provide regional nuancing, taking into consideration regional structures, opportunities for scale, and the network of partners and stakeholders involved.

The Strategic Partnership Strategy describes partner and stakeholder engagement practices that will enable NZIST to fulfil its Charter obligations, its strategy and vision of engaged employers and empowered communities. The Engagement Framework provides a high level, organisational view of why NZIST and subsidiaries engage or partner with stakeholders, NZIST stakeholder engagement approaches, and what decision-making tools and analysis inform decisions around critical partners and stakeholders. It would also provide consistency on measures of engagement quality and impact.

The Strategic Partnership Strategy is a high-level framework that will support NZIST's engagement at a local, regional and national level, recognising that engagement must also align with key educational priorities as outlined in documents such as the Tertiary Education Strategy, or as reflected in regional aspirations and needs through Regional Economic Development Strategies and Action Plans. The Strategy will also align regional engagement within spheres of activity (for example, Iwi Partners – Schools – Industry/Employers – Community Groups – Learners). It will outline the key stakeholders and the type of engagement for these stakeholders, and support the prioritisation of engagement for NZIST and subsidiaries.

5.2.1 Engagement Framework

The Strategic Partnership Strategy should firstly identify key stakeholder groups according to strategic and operational relationships. For example, based on Toi Ohomai's model (first four stakeholders only):

Stakeholder Group	Relationship Owner (Strategic)	Relationship Owner (Operational)
Industry/Employers	Teaching & Learning	Faculty Leaders
International Education	International Team	Head of International
Iwi Partners	Strategic Partnerships Team	Head of Strategic Partnerships
Youth and Schools	Youth and Community Engagement Team	Head of Youth and Community Engagement Team

For NZIST and subsidiaries, the roles and responsibilities and stakeholder mapping exercise supports identification of key local and regional relationships, while identifying key strategic national relationships that may be part of NZIST's national role.

The working group recommends the Engagement Framework resource available from Te Arawhiti (see Appendix H).

5.2.2   Stakeholder mapping

Stakeholder mapping forms part of the Strategic Partnership Strategy and is outlined further in Section 5.3. It is an approach used to identify primary stakeholders – internal and external, as well as levels of stakeholders – such as statutory, strategic (organisational), and operational.

5.2.3   Engagement approaches

A range of engagement approaches for the differing stakeholders (Statutory, Strategic, Collaborative, Consultative, Operational and Other) will need to be identified, noting that the Personas work in Section 6.1 provide an indication of the various issues and challenges for key partners and stakeholders. These are further outlined in Appendix G.

5.2.4   Engagement principles

Noting the working group has itself identified principles of engagement (Section 4.5), the example Strategic Partnership Strategy in Appendix G further provides an example of core values that maintain and sustain positive relationships:

Value	Descriptor	Engagement Principle
Kotahitanga	We are united towards our shared purpose	**Mutual Benefit:** We display leadership by modelling a working and mutually beneficial partnership
Manaakitanga	We uphold and strengthen the mana of others and our communities	**Mana Ōrite:** We practice Mana Ōrite, which means that the parties are equal and their respective views will be heard, considered, and afforded equal influence
Toitutanga	We are courageous and humble in our pursuit of excellence	**Transforming:** We embrace innovation to sustain and enhance the relationship over time so that it is transforming for both partners
Whanaungatanga	We build and nurture relationships and connections	**Trust:** We maintain relationships that are underpinned by trust, reciprocity, and dialogue; and that have meaningful impact for students

5.2.5   Engagement criteria metric

The working group commends the approach by Toi Ohomai that quantifies the types of partnerships it is engaged in. This approach, or a similar agreed method, should be considered by NZIST since it provides objectivity that could be adopted across subsidiaries to support the development of the Strategic Partnership Strategy for NZIST. In particular, 10 criteria were used to define the following partnership types: A Strategic partner (SP) will meet 9 or 10 criteria, a Collaborative partner (CP) will meet 8 criteria, a Consultative stakeholder (CS) will meet 7 criteria, an Operational stakeholder (OpS) will meet 5 criteria, and Other stakeholders (OS) will meet 4 criteria. The engagement criteria are outlined fully in Appendix G.

5.2.6   Agreed measures of success

A final consideration in any Strategy is to define how engagement success will be measured. While the working group recommends that measures of success be jointly developed – especially around the period of transition – it is essential that metrics are established early so that it can actively respond to potential drop-off in engagement and participation in VET by learners, employers and community groups. It is **essential that metrics reflect the expected outcomes for partners and stakeholders** and are communicated to show progress, achievement and maintain stakeholder confidence.

Measures should include quantitative metrics as well as qualitative ones. The working group recognises that when engagement is successful and the provision and experience of VET is maximised, the benefits or outcomes will be realised along a range of dimensions such as:

- Engagement metrics (staff, students, employers, communities)
- Satisfaction metrics (Net Promoter Scores, Satisfaction results)
- Financial metrics (including Return on Investment, Research Funds, budget performance)
- Education metrics (including Education Performance Indicators, participation, access)
- Employment metrics (post-training employment outcomes, job transfers, underemployment)
- Wellbeing metrics (e.g. Treasury's Living Standards Framework (LSF) Wellbeing Domains).

4.3. National and local roles and responsibilities – a Key Account Relationship Manager model

To support the identification of national and local responsibilities between NZIST and its subsidiaries – and identify new opportunities and quick wins – a stakeholder mapping exercise and audit are recommended. There are a number of approaches to stakeholder mapping that could be deployed (see Appendix C for an example of Māori stakeholder mapping). This will determine not only relationships with subsidiaries, but at what level relationships are operating, ranging from strategic to operational (see Appendix F for an example of these levels).

Completion of the mapping exercise will then support discussion around roles and responsibilities for local/regional engagement and strategic/national engagement. By extension, this flows to the development of a 'Key Account Relationship Manager', who would represent subsidiaries or NZIST as appropriate for key relationships, for example, with agency partners, or national strategies that support skills shortages, sector-specific strategic plans or programmes, or other funded initiatives.

Critical points of note include identifying key partners and stakeholders and how to reach them, as well as those who NZIST needs to engage, but are currently not engaged. Understanding lack of engagement is a key piece of future work for NZIST and its subsidiaries. Further, there may be short-term engagement partners that may be highly engaged during the RoVE roll-out phase and new partners engaged post RoVE implementation.

Stakeholder mapping may be developed along a number of dimensions:

- Learners, trainees and whānau
- Staff
- Statutory partners
- Industry 'clusters' – e.g. WDC groupings
- Iwi, hapū partners
- Employer and Industry partners
- Community partners and stakeholders
- Areas of excellence, expertise, and specialisation

Table 3. Stakeholder mapping – example of details for inclusion.

Item	Description	Potential details for inclusion
Stakeholder name	Name of stakeholder – include legal name, trading name – of entity, group or agency	Ensure names, including represented interests, relevant trading names, or official agency, group or entity names.
Key contact(s)	Name, title and/or position of partners and stakeholders	Include name, email, phone, and website. Generic details are preferred over personal

		contact details to ensure continuity of relationships over time.
Level of relationship	Local, regional or national level and/or strategic versus operational	Include the critical connection to local and operational delivery (e.g. Learning & Teaching) and/or national or strategic (connection to subsidiary strategic plan or regional/national plans or strategies)
Key relationship manager or owner (strategic level)	This is the person, people, or group assigned to manage the relationship at a strategic/senior level	Identify the person, group, or department responsible
Key relationship manager (operational level)	This is the person, people, or group assigned to manage the relationship at an operational/delivery level	Identify the person, group, or department responsible
Term of relationship	Include (as best as possible), the length of the relationship	Give a sense of the longevity of the relationship and context; indicate details around how long the partnership or engagement has been in place
Relationship agreements in place	Outline the nature of any formal agreements – e.g., advisory, fee-for-service, etc.	Outline details such as whether memoranda of understanding (MoUs), Heads of Agreement, Letters of Intent, or other arrangement is in place. Indicate where the details may be found in the organisation and the period until next review

The new opportunity stakeholder mapping offers NZIST and its subsidiaries is mutual strengthening of relationships, creating efficiencies, fostering innovation, and offering growth opportunities.

4.4.   Competency framework – the key to effective engagement

Effective engagement is not only well-designed with a clear purpose and principles, it is delivered by people with the right skill set, or competencies. The following high-level competencies are presented to provide guidance around the skill set required to support effective employer and community engagement. They may serve as the starter for position descriptions, professional development opportunities or capability build requirements, as well as the identification of expertise and experience brought into NZIST as required.

- **Māori cultural capability and Iwi-specific competencies:** This includes professional development of technical or experiential trusted advisor support to grow bicultural competence across the VET system for all engagements.
- **Industry and learner knowledge and understanding:** Understanding industries, business needs, and the "world of work," and apprentice, learner and trainee life. This may require technical and experiential competencies in industry partners and learners, as well as a broader appreciation of business and industry that may not necessarily require experience of the industry itself.
- **Relationship management:** This is a broad set of competences that includes engagement skills, an ability to manage and resolve conflict, brokerage, and negotiation skills.

- **Interpersonal skills and accurate empathy:** This includes listening skills, adaptability and integrity. The ability to accurately understand and reflect back to partners and stakeholders their voice, adapting to partners and stakeholders in a genuine way that respects and upholds the mana of partners and stakeholders.
- **Engagement and design:** It is critical that NZIST has the requisite skills and competencies to enable effective engagement, consultation and co-design – and knows when to deploy these skills.

4.5. Kaupapa Māori framework

The working group earlier developed a Strawman that proposed a strong Te Ao Māori influence in the engagement model and principles. Kaupapa Māori and Tiriti-based frameworks have been discussed by working group members, and the working group recommends at minimum the engagement model be premised on a Tiriti-based engagement approach. However, the working group is clear that considering if and how a kaupapa Māori approach could be applied or integrated, is a decision that Te Taumata Aronui should make and/or provide guidance on.

5. The new world – acknowledging diverse perspectives

All MNW working groups were asked to consider development of personas to provide insight into the journey that various actors or agents go through when engaging in certain processes or moving along various pathways. In response, the group took a brief look at personas, while recognising it also had to focus on other key issues.

Specifically, the working group saw two key challenges ahead for NZIST. The first was that models for how NZIST and subsidiary councils might best work together had not yet been described (see Section 5.1). The second was the emergence of various new groups yet to be established who would have critical interactions with NZIST and its subsidiaries. These groups are outlined in the Cabinet paper describing the RoVE key decisions around the unified vocational education system and are illustrated in figure one below:
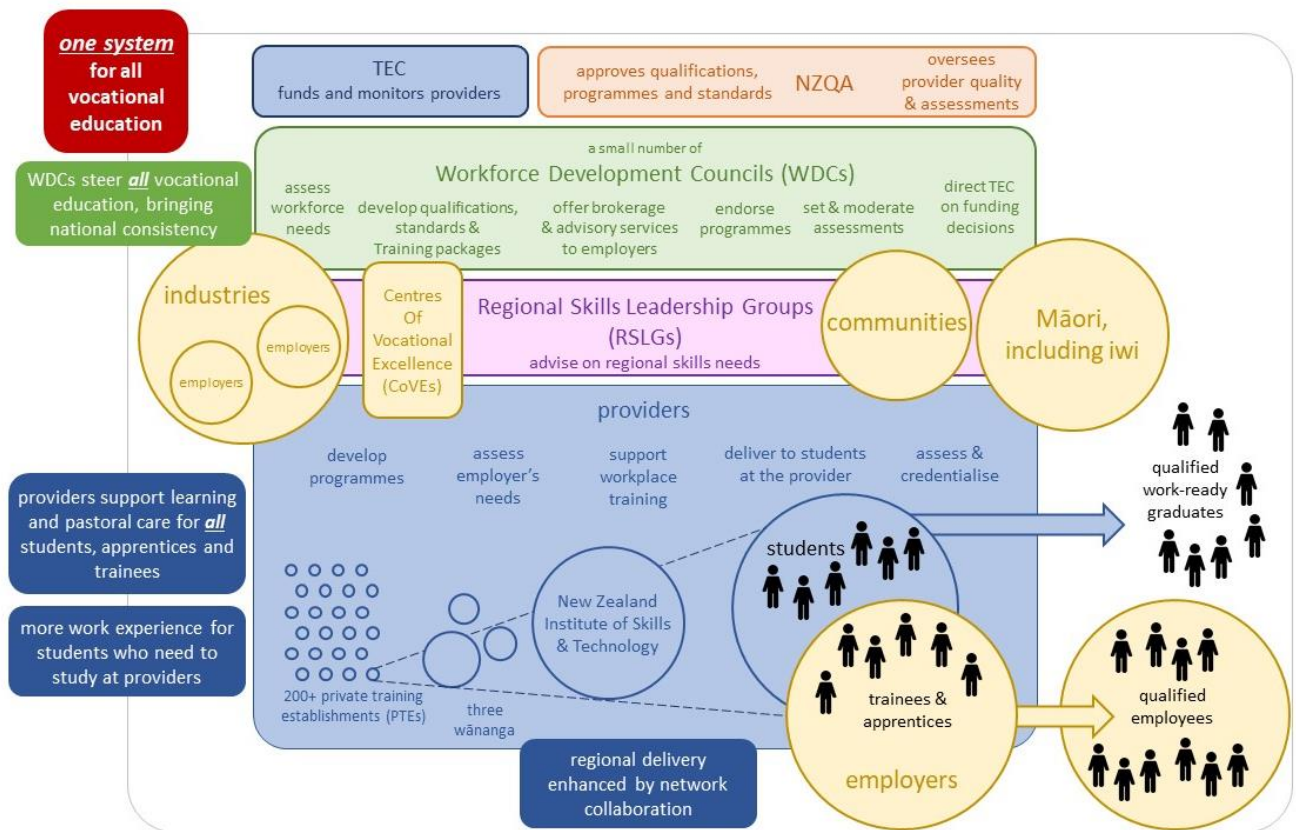
Figure 1. A unified vocational education system

Consequently, the group decided it was critical to not only focus on personas and the NZIST and subsidiary plan for employer and community engagement, but also identify future key relationships, namely, the connections and information sources that would support NZIST and its subsidiaries to function effectively in the new world. This also ensured alignment with the policy intent for these groups that have not yet been stood up since NZIST will need to position itself to be ready to connect to and support a number of new key relationships. Section 6.1 looks at the personas, while Section 6.2 examines the system connections between NZIST, subsidiaries and the other key relationships with new entities in the unified vocational education system, identifying new opportunities for future engagement.

5.1. Persona development – engagement through the eyes of others

The group viewed the exercise around principles of engagement through the eyes of workers, employers and Pacific peoples. Each lens offers unique insights into how an engagement framework might be developed using universal principles of engagement, noting that given the makeup of working group members, these personas are **not representative**. It is recommended NZIST undertake further design work with a more representative group of participants.

Employees (worker lens)

Engaging workers as part of the community, the process, and as learners too.

1. **Give them a reason to engage.** Provide the 'why'. They need to know NZIST is building a relationship and find and map the key influencers for these workers, e.g. unions, associations. Consider the impact of change, values and emotional responses. What impact does this have on cost? Listen!
2. **Voice - how can they have a say?** Go to where employees are – the spaces and places they are. If they are on social media, go there, if they have regular hui, see if you can be present. Be sensitive to the times in which you engage them and ask what works for them, e.g. don't go to education staff during the summer holidays.
3. **Let them know who is making the decision, timeframes around decisions, and when they can critique it.** Give them back the information they want to hear. They might only want the higher level as opposed to the detail. Include timelines since these can help manage expectations.

> *Note: Given the diversity of employees, further design work is required and may be considered under a **change management programme of work** (out of scope for the ECEM workstream).*

Health industry (Employer lens)

From a health industry lens (specific industry), how do we know engagement is effective?

1. **Industry senses a call to action.** Provide a reason for industry to engage, so industry can see the impact of change and in what way they can participate and/or are affected – e.g., budget impact, staffing change, etc.
2. **There are multiple ways to respond to the call to action**. There is no one-size-fits-all way to respond or engage with industry. Consider multiple options for engagement, e.g., attendance in person, via distance (video or teleconference), online, or meeting on marae or other locations.
3. **Influencers are aware of what is going on**. Ensure influencers are well-informed and plans to engage are well mapped out; to illustrate, there are 20 GMs HR in the Health Sector who could reach out to 76,000 staff at once. NZIST could leverage these opportunities for large-scale engagement.
4. **Go to where the people are.** People may not want to go to a special meeting or event, but updates and engagement could be included as part of a regularly occurring forum as an agenda item, for example, at the Health Care Association forum or at an event or forum a person already plans to attend. At these events or expos, stalls or information booths can be set up with collateral provided containing brief messaging to reduce the demands on attendees to take messages back or to understand the change or opportunities.
5. **Engage sectors and people at a suitable time.** A key example in health is that it is not a good idea to schedule engagement around public holidays. This is because care in public hospitals decreases, which means care plans at home are increased in the community, which is a busy time for some staff. Talk to partners and stakeholders to agree on timing.
6. **Clear timelines and plans.** It is important for people to know when they need to respond to plans or proposals and to whom. In terms of relationship mapping, start to get to know people and build the relationships over time – it is essential to keep the relationship well managed and connected.
7. **Establish a way to keep track of progress of change or engagement.** There are a number of ways for people to keep track of changes or upcoming events or opportunities. For example, social media may be preferred over email updates, which allows people to keep track of things themselves. It also ensures NZIST can keep others up-to-date with the latest information.

8. **Clear understandings.** Good consultation is when people understand what it all means, and how it all fits into the wider picture, but it is delivered in bite-sized pieces so it is not overwhelming.
9. **Next steps.** Ensure people know "what next?", and when decisions are next reviewed.

Pacific community (Pacific lens)

Engagement viewed from a Pacific community perspective focused on a church or Pacific community setting. One consideration around engagement via a church community is that engagement may not be as broad as targeting a diverse, Pacific community, so NZIST may want to hold Pacific events (fono), rather than focus on church engagement (the latter being a more focused community). The working group noted that Pacific communities are diverse and it is important to be mindful of this when developing engagement plans. The work below focused on what 'good' looks like.

1. **Provide a reason to engage.** Consider the diversity of Pacific peoples from different countries; the reason for engagement will need to be very clear to all those invited.
2. **Give Voice**. Look at the process and protocols NZIST could employ to conduct the fono – ask how the community would contribute to the fono as well – it is a two-way engagement.
3. **Relationship building.** Make sure NZIST has good community knowledge and community contacts. Target the right people, the "*who's who?*" in the community. For example, who would represent Student Voice, Minister's Voice, Matai voice, and Key Orators, etc. Ensure the right community contacts and influencers are known.
4. **Go out to the Community**. If they are asked to come to NZIST or meet somewhere, they may not go. Go to where they are, e.g., church or community meetings, target the most effective forum.
5. **Be a good host.** Provide light food and refreshments – be a good host and note cultural expectations around hospitality and the significance of what being a good host looks like to that group or community. One comment provided to the working group about host responsibilities noted: *"A meeting without food should be an email…"*
6. **Timing is everything.** To illustrate, some community members have regular gatherings on Saturday or a Sunday, Ministers have Monday off, parents and mothers all have timing considerations, etc. Timing has to be considered when thinking about engagement events – especially for community members who have to balance a range of other commitments and demands on their time.
7. **Timeline and detail.** Ensure people know what is being discussed, who will make decisions and what the impacts are on the issue. Provide timelines and keep them informed of progress – "*don't have a hui with no do-ey*."
8. **Bite-sized Information.** Consider the complexity of engagement and information. Develop engagement plans that don't overwhelm community partners with information, but instead provide small, bite-sized pieces of information over a period of time.
9. **Consider community hierarchies.** Consider providing critical information that is relevant to specific layers of a community. Not everyone needs all the details – consider the audience and what they need to know.

5.2. Key relationships for NZIST within the wider unified vocational education system

NZIST will operate in a developing, unified system comprising multiple stakeholders. Table 4 below and Table 5 together provide a brief description of key future partners and stakeholders and the connections and information sources that would support NZIST and its subsidiaries to function effectively in the new world. This is designed to position NZIST and its subsidiaries to establish and support a number of new key relationships. Table 4 focuses on identification of stakeholders and how they might be involved with NZIST and its subsidiaries – noting that relationships will be developed and negotiated in line with the policy intent for each group. In the table, the right-hand column is based on a RASCI framework – Responsible, Accountable, Support, Consult (Co-design or Collaborate), and Informed. Note that PTEs, Centres of Vocational Excellence and Staff engagement are also key relationships. Table 5 further lists some of these relationships and outlines why and how NZIST and its subsidiaries might engage with employer and community stakeholders.

Table 4. Key relationships within the wider unified vocational education system (note that Wānanga, PTEs, Centres of Vocational Excellence and Staff engagement are also key relationships)

Stakeholder	Description	Potential relationship between NZIST, subsidiaries and the Stakeholder	NZIST Approach with stakeholder
Local Communities	NZIST exists as part of a community, but is reliant on community buy-in to succeed. Communities also serve as a communication channel to support learning.	• Promoting local and national training opportunities • Generating pride in subsidiaries and the new network of provision across Aotearoa • Demonstrating value to local learners and businesses • Building desire to engage in lifelong learning.	Support and Consult (mainly a local subsidiary-level)
Schools	Schools create pathways to further education, training and employment in pre-employment learning and in vocational education.	• Promotion of NZIST programmes and pathways, and vocational pathways from school to VET • Promote and support transition programmes into VET and work, such as Trades Academies and Gateway work-based assessments • **Opportunity** for NZIST subsidiary participation in Communities of Learning/Kāhui Ako.	Support and Informed (mainly local subsidiary-level)
Learners	The key clients of NZIST who are also community members.	• Creating demand for learning and participating in learning • Designing learning that meets their diverse needs • Designing system improvements – e.g., enrolment, accessing financial support, etc. • Pastoral care, mentoring and support design, programme and student experience feedback • Working with other providers and groups to deliver to the employer's needs • Work brokering and matching; and employability and employment support • Alumni networks – including trade networking opportunities and mobile workforce.	Support, Consult and Informed (local subsidiary-level – NZIST relationship for national student voice, etc.)
Learner's whānau/peers/friends	Significant influencers of learner study choices and supporters of learning.	• Keeping them informed about lifelong learning and how to support learning • Understanding whānau and community aspirations • Bring them on the learning journey so they can better support the learner • Designing system improvements – access, support and the learning kaupapa.	Support and Informed (local subsidiary-level)
Employers (local)	These are the users of 'NZIST product' as well as the receivers of learners in the workplace (e.g. apprentices and trainees). They judge the quality of vocational education based on graduates and/or willingness to have staff engage in on-the-job learning, or willingness to participate and support work-based learning (apprentices and trainees). Employers are an **equal partner** with the learner.	• Help inform programme development through providing current context for learning; in more recent models of employer engagement, they are also assisting with the co-design of programmes • Supporting work experience – including for school-based learners and those post-secondary school and not currently in education, training or employment • Assist with on job training, assessment of on job learning, and purchasing of learning • Inform on the design of improved enrolment processes and identification of barriers • Mentoring and support of employer to support learner in the workplace • Neutral brokering – helping employers source the right learning for their staff and their business • Working with other providers and groups to deliver to the employer's needs • Note that employer and industry voice is heard locally AND nationally. While WDCs will be industry led (i.e., nationally), local and strategic relationship aggregation will need to be clarified.	Support, Consult and Informed (local subsidiary-level, but potential link to NZIST national priorities)

Industry Organisations and Peak Bodies	Bodies set up to represent the collective interests of a sector.	• Inform programme development through provision of context, facilitate communication with the sector, performance of sector training • Working in a complimentary manner to other non-formal education • Being the aggregators locally and nationally where appropriate in some smaller regions the local voice of a sector may be from an industry advisor group – but, for example, in Christchurch for tech or manufacturing, Canterbury Tech and the Chamber of Commerce are the voice; as above, local and strategic relationship aggregation will need to be clarified.	To be determined, but note NZIST relationship for national employers and industry as well as WDC connection to employers and industry)
Industry Advisory Groups	Draws on the deep, specialist knowledge and skills held by industry group stakeholders to drive positive change in the industry.	• Be the aggregating voice of industry in a region and/or sector where it is not appropriate for an association or chamber to undertake this task.	To be determined (TBD)
Te Taumata Aronui	A group who will work with the Government on tertiary education policy incorporating Māori community, Māori employer and Māori learner perspectives.	• Will help develop the tertiary education system, including through the RoVE, so that it better supports the aspirations, and reflects the needs, of Māori learners, communities and employers • **Opportunity** to connect NZIST with Te Taumata Aronui through a to-be-determined relationship/forum or participation in key activities for NZIST. This is likely a national-level relationship.	TBD
WDCs (see https://www.tec.govt.nz/rove/workforce-development-councils/)	Six WDCs will help industry take a lead in making New Zealand's workforce fit for today, and the future. Through skills leadership plans, they will set a vision for the workforce and influence the vocational education and training system.	• Respond to workforce plans developed by WDCs • Feedback on standards set for programme delivery, seeking approval for programmes • Develop an investment plan responding to WDC estimates for type and volume of training required by the sector • Manage quality of programme delivery • **Opportunity** to connect NZIST with WDCs through a to-be-determined relationship/forum or participation in key activities for NZIST. This is likely a national-level relationship.	TBD
RSLGs	RSLGs will better meet the differing skills and workforce needs across the country. RSLGs will be comprised of regional industry leaders, economic development agencies, worker representatives, iwi, and government representatives, who will contribute their knowledge and local expertise.	• Work on regional labour market initiatives • Produce regional workforce plans • Develop regional labour market projections • Specific training packages to meet demands of region • **Opportunity** to connect NZIST subsidiaries with RSLGs through a to-be-determined relationship/forum or participation in key activities for NZIST. This is likely a local-level relationship. • **Opportunity** to extend an invitation when RSLGs are established (mid-2020) to co-host meetings and events.	TBD
Economic Development Agencies (EDAs)	Impartial local and regional bodies on the productive development of New Zealand's economy.	• Engaging with local industry through the EDA • Note connection to the RSLG work above.	TBD – key relationships to be established – note link to RSLGs

Table 5. Key relationships within the wider unified vocational education system – examples of why and how do we/could we engage

As identified in the personas work in Section 6.1, engagement modes need to suit those with whom NZIST and its subsidiaries will engage and partner.
Table 5 selects a sample of key relationships, outlining why we need to engage, and presents current and future engagement opportunities.

	Why we engage (Rationale)	How do we or could we engage?
Community		
Learners, trainees, apprentices	To understand their needs, particularly around work placement and experience, and pathway to employment. To understand the work-based learning experience and associated supports and successes.	Focus groups and/or Surveys. Connect with NZUSA and Student Voice across the sector. Connect through email, social media and through NZIST leadership. **Opportunity:** Connecting with disengaged/at-risk of disengaged learners. **Opportunity:** Creating a community of learners for apprentices and trainees to opt in to.
Priority learners • Māori • Pacific • Disabled learners	To understand their needs, the challenges they face in the community and workplace, and how they can be better supported by NZIST and employers while transitioning into work or in work-based settings. Design improved access, participation and success in VET for priority learners.	Connect with associations (e.g. Te Mana Akonga, Tauira Pasifika) and Institute departments who support these students (Disability, Māori and Pacific Student Support teams and Faculty). **Opportunity:** Connecting with disengaged and at-risk of disengaged learners **Opportunity:** Creating a community of learners for apprentices and trainees to opt-in to, connecting with online, distance, or in-work learners.
ITP and ITO Staff	At a more descriptive level, there is the opportunity to better understand the challenges or gaps that institute staff and students face when engaging with employers and community. More so, what is done well in institutes and ITOs that enables successful work placement and experience, and pathways to employment that can be shared and scaled?	Online surveys or participation in regional or industry-based focus groups. **Opportunity:** develop conference-style forums (in person or web-based) where best-practice is shared.
Iwi/hapū	To understand the needs and opportunities of Iwi communities, and how NZIST can connect with them to create meaningful relationships in order to incorporate and reflect the aspirations of iwi and hapū in the VET system. For example, programmes like **Māori Pacific Trade Training** (MPTT), use a partnership model, comprising iwi, hapū, Māori and Pacific community groups, employers, and tertiary education organisations (TEOs), including ITOs.	Hui with Iwi leaders in their regional areas. In person, marae-settings **Opportunity:** Explore new opportunities for marae-based learning. Explore opportunities to support learners moving from kura into further education, training and employment **Opportunity:** Consider a consortium partnership model similar to MPTT to drive sustainable outcomes that align with local and national economic development goals **Opportunity:** Development by iwi and hapū of Iwi Success Measures (working title) for NZIST subsidiaries to incorporate into their compliance and accountability reporting to NZIST, Iwi Partnership Boards and Te Taumata Aronui.
Schools	Pathways to vocational education. Consider how NZIST works with local schools to ensure that students have opportunities and are encouraged to pathway into further education, training or employment.	Online surveys and consultation. Participation in focus group meetings with School Principals at regional Principals' Forums or at similar education network meetings.
Industry		
Employers	Local engagement and connection to subsidiaries is critical to support regional development and maintain engagement in learning, education and training. National influence and input into arranging training (from WDCs) in a to-be-determined arrangement.	Attendance at regular local meetings – potential future involvement in RSLGs. **Opportunity:** Ensure a robust process is developed that ensures that what's been asked by industry and employers (through WDCs) is being delivered by NZIST.
Regulatory bodies	How do we connect to ensure that our products and services are regularly updated and comply with industry regulations and standards?	**Opportunity:** Develop a robust process that regularly updates products and services to ensure compliance with industry regulations and standards. Review existing processes and align with future arranged processes.

	Why we engage (Rationale) *(continued from previous page)*	How do we/could we engage?
Government		
Government Training Establishments (GTE's)	GTEs provide on-the-job training and educational courses for the employees who work for their organisations. Includes Department of Corrections, NZ Police, NZ Fire Service and NZ Defence Force. While they primarily work through ITOs, there are increasing partnerships with ITPs.	**Opportunity:** GTEs are the largest group of on-job training providers who have been largely absent from discussions to date. There is an opportunity for representatives to be co-opted into the engagement process or to participate in future co-design work as part of Phase 2. **Opportunity:** From the stakeholder mapping exercise, develop the Key Account Relationship Manager approach to streamline engagement opportunities and expand education provision
Ministry of Social Development	Explore how NZIST can work with MSD to remove barriers to learning and streamline the process of administering student loans and allowances. Explore opportunities to collaborate and support MSD clients into training or education.	**Opportunity:** From the stakeholder mapping exercise, develop the Key Account Relationship Manager approach to streamline engagement opportunities, expand education provision, and improve service to learners, trainees and apprentices.

6. Risks and issues

The working group identified the following risks and issues in Table 6 below, proposing the following mitigation strategies.

Table 6. Risks, Issues and Mitigation strategies - ECEM

Risks	Mitigation
1. **Lack of people and culture shift:** NZIST will need to focus on moving people's mind set and organisational culture from previous structures and ways of working through a clear narrative and shared vision for NZ Inc.	• Develop and present a clear narrative and "why" (vision and/or purpose) • Bring cohesion to NZIST and subsidiaries via actions such as holding NZIST monthly Council meetings on a rotating basis across all campuses • Ensure a communication strategy and plans are in place • This plan will acknowledge communication needs to be targeted; and which are appropriate to learners, communities, employers, iwi, etc. – there is no one-size fits all approach.

2. **Lack of strong Māori voice and influence:** While Māori are present across the MNW working groups, there is a need to ensure greater influence and voice of Māori as part of the emerging design of VET.	• NZIST will need to build capability and have adequate financial resource allocated for this piece of work – this is a recommendation for the Phase II co-design work
	 • Explore the opportunity for NZIST to work together with Te Taumata Aronui to support development of a Mana Ōrite Te Tiriti Framework that informs the development of NZIST's governance and operations, including, for example, a Strategic Partnerships Strategy and Engagement Model, noting:
	   ○ NZIST could utilise the following frameworks to guide the Council and Executive:
	     ▪ Central Government: Te Arawhiti resources
	     ▪ Mana Ōrite Models: e.g., Toi Ohomai & Te Kahui Matauranga Mana Ōrite Tiriti Relationship Agreement, and Statistics NZ & Data Iwi Leaders Group Mana Ōrite Relationship Agreement
	     ▪ Tiriti Frameworks: TEU Te Koeke Tiriti Framework.

3. **Lack of competition may impact the level of innovation and excellence:** NZIST is *not* a 'mega-Polytechnic,' but is a national organisation with an extensive regional education network that builds national capability through a range of learning opportunities delivered in multiple ways that adapt and respond to industry, learner and community needs. However, with reduced competition, there is a risk innovation and a competitive edge may be lost – NZIST needs to engage with partners to ensure it is responsive, adaptive and agile; while analysing trends locally, nationally, and internationally to be a leader in vocational education and training.	• Develop stakeholder maps to leverage opportunities across the network of provision • Develop Key Account Relationship Managers and develop clusters, nodes or hubs that support effective employer and community engagement along these lines, for example, grouped by WDC, Vocational Pathways, Key Sectors, etc. • Design innovation and research opportunities across the network – make this a key priority for the new world.

Risks *(continued from previous page)*	Mitigation
4. **Reduction of service and support:** The coming together of subsidiaries brings an inherent risk of lost service and support – these risks need to be accounted for as part of the engagement and stakeholder plans.	• Ensure a good communication strategy and plans are in place with key partners and stakeholders • Track and monitor participation and engagement rates and note feedback from key partners and stakeholders • If feedback mechanisms are not in place, such as engagement or satisfaction surveys or metrics, these should be developed or adopted as per other subsidiaries measures and metrics.
5. **Acknowledge other supporters of education and training:** PTEs and employer training schemes currently fill gaps in education and training provision and are the face of education for many learners. Wānanga also play an important part in the delivery of vocational education for a significant number of learners.	• It will be important to recognise these supporters of VET provision and work in partnership, not competition for the benefit of learners, employers and the wider community • NZIST will need to leverage key learner and sector relationships with these providers to maintain their confidence • It will be important to ensure that Wānanga are part of the conversations about RoVE in a deliberate and planned way.
6. **Disruption to existing relationships:** It is critical to ensure existing positive relationships between employers, ITOs, ITPs, Iwi and Māori relationships, and key communities are maintained through the transition period. Many frontline staff of subsidiaries and transitional ITOs hold vital relationships in their regions. Staff work closely and regularly with employers, schools, local agencies and iwi, etc., having an extensive network of connections to support pathways and learner progression.	• Ensure a good communication strategy and plans are in place – business-as-usual messages around education, training and learning opportunities, but with a vision to improve education provision • Provide assurances of the protection and maintenance of existing partnerships and relationships as per formal and informal agreements – this may include ring-fencing or other arrangements and clear communication that partnership agreements will remain in place • Arrange opportunities for NZIST to meet with local partners via hui, pōwhiri, or other forums – facilitated and hosted by subsidiaries • Provide clarity on the NZIST approach to Crown-Māori relationships at national and subsidiary level and resource a change management plan to support (through project management and investment) subsidiaries and iwi partnerships board with transition activities during Phase II.
7. **Lack of engagement from Day One:** With the RoVE changes, a potential lack of industry, employer, Māori, Pacific and disabled peoples strategies and engagement from Day One will hamper efforts to design the future together and build trust.	• Ensure a good communication strategy and plans are in place – develop 'business as usual' messages around education, training and learning opportunities as part of the RoVE process but share the vision to improve education provision • If engagement is not possible from Day One, connect with stakeholders and keep them informed of when engagement will occur. Consider if they do 'homework' or preparation ahead of formal engagement • Arrange opportunities for NZIST to meet with local partners via hui, pōwhiri, or other forums – these will be facilitated and hosted by subsidiaries • Commence relationship building activities and engagement events – this may begin with the launch of NZIST on April 1 and with further key engagement events as they naturally arise.
8. **Engagement is not relevant to participants or is not well-designed:** There is anecdotal evidence that some stakeholders have been involved in various education (and related) sector meetings that are not relevant to them, or haven't required their active engagement or participation. They get little value from the experience and are likely to disengage from future engagement opportunities.	• Design engagement with a purpose and consider strategies such as breaking down conversations into smaller pieces so people can engage with parts of conversation that are relevant to them, as opposed to the whole system. • Develop an 'Engagement Capability' professional development module, micro-credential (or similar) for the vocational education sector for implementation during the Transition Phase. A key component of this being the Māori-Crown Relations Capability Framework.
9. **Maintaining engagement:** There is a risk that NZIST and subsidiaries may not keep learners, employers, industry, and staff engaged and motivated through the transition. Frontline staff of subsidiaries and ITOs will be key connectors and managers of relationships during the transition period.	• Develop a comprehensive change management programme • Develop and present a clear narrative and "why" (vision and/or purpose) and positive messaging for the future • Ensure a good communication strategy and plans are in place – develop 'business as usual' messages around education, training and learning opportunities as part of the RoVE process but share the vision to improve education provision.

Risks *(continued from previous page)*	Mitigation
10. **Potential disconnect between NZIST and its subsidiaries:** During the transition, there is a risk that NZIST and subsidiaries do not form strong connections as the NZIST is established. Behaviours of subsidiaries may potentially reinforce previous education delivery models, rather than representing a new way forward in a unified education system.	• The Roles and Responsibilities and Stakeholder mapping exercise is critical to establishing the ways in which NZIST national functions will intersect with subsidiaries and the network of education provision • Bring cohesion to NZIST and subsidiaries via actions such as holding NZIST monthly Council meetings or other key events on a rotating basis across all campuses • Develop and present a clear narrative and "why" (vision/purpose) • Develop a comprehensive change management programme.
11. **Lack of representation of employer and community groups:** Membership of the ECEM working group has not been representative of employers and community, future co-design work will need to improve employer and community representation.	• As mentioned in the stakeholder maps section, it is critical to identify key partners – those engaged during the transition, as new entities are stood up (e.g. RSLGs, WDCs) and those who do not engage or whose voice is not sufficiently represented.

7. Key findings and recommendations

Based on the scoping work outlined earlier, the following recommendations are proposed for consideration by the NZIST Council. These identify recommendations in the first 12 months, to the end of the transition period, and ongoing.

7.1.   Recommendations for April 2020 (Day One)

The working group recommends the following be developed by NZIST board and executive leadership in the first 12 months:

1. Acknowledge, honour, uphold and maintain existing partner and stakeholder relationships with subsidiaries and ITOs. Develop a transition plan, including initiation and commissioning of the Strategic Partnerships Strategy and an Action Plan that delivers on NZIST Charter expectations.

2. Co-develop a Mana Ōrite Te Tiriti Framework that informs the development of NZIST's governance and operations, including, for example – the Strategic Partnerships Strategy and Engagement Model. The working group recommends that the following frameworks guide NZIST Council and Executive in this development:
   - Central Government: Te Arawhiti resources
   - Mana Ōrite Models: Toi Ohomai & Te Kahui Matauranga Mana Ōrite Tiriti Relationship Agreement, and Statistics NZ & Data Iwi Leaders Group Mana Ōrite Relationship Agreement
   - Tiriti Frameworks: Tertiary Education Union's (TEU) Te Koeke Tiriti Framework.

3. Commission stakeholder mapping across subsidiaries and ensure priority groups are included Day One, NZIST. Namely, Iwi/Māori, employers and Industry, Pacific peoples, disabled people, international, learners and whānau, and includes other supporters of education and training such as PTEs and Wānanga.
   - This includes subsequent development and completion of a stakeholder prioritisation framework – for example, led by the Mana Ōrite Tiriti (equal mana) and NZIST principles that flow to principles guiding relationships
   - Upon completion of stakeholder mapping, commission Key Account Relationship Manager mapping across subsidiaries.

4. Develop the framework and approach for Employer and Community Engagement based on consultation with key stakeholders and the mapping above. Discuss and test out assumptions, ideas and risks of all proposals. Conduct co-design of the framework with Māori, Pacific peoples and learners with disabilities; and employers and industries to support NZIST and subsidiary initiatives, including designing metrics of success.
   - This should not only be for the purposes of designing engagement models and approaches, but across all facets of NZIST's services and operations with merging of workstreams recommended.

5. Engage industry representatives or other aggregators to champion and support NZIST by funding Chambers of Commerce, Industry Associations and other bodies to coordinate new engagement opportunities between the NZIST, employers and learners.

6. Develop a joint communications and engagement approach as part of the commencement of the engagement and launch of NZIST on Day One, including a calendar of engagement events with subsidiaries and their local partners and stakeholders. This will include actions that reinforce the a unified VET system, for example through:
   - Hosting monthly Council meetings and regular forums at all subsidiaries on a rotating basis and extending invitations to host key meetings of emerging groups in the unified VET system, such as RSLGs.
   - Communicating progress through the transition, key milestones, wins, new partnerships and opportunities.

7.2. Recommendations for December 2022 (end of the transition period)

1. Adopt the Employer & Community Engagement Strategic Partnership Strategy and Engagement Framework across subsidiaries for NZIST, including the establishment of Key Account Relationship Managers.

2. Establish leadership and representation against the key competencies (see Section 5.4) required to have the right people at the table and/or the right technical and experienced advisors.

3. Improve existing partner and stakeholder relationships through the setting of engagement improvement KPIs for all vocational education organisations for learners, staff, employers, community groups, and iwi and hapū partners.

4. Develop a consistent Engagement Capability professional development module for the vocational education sector, for implementation by all vocational education organisations during the Transition Phase. A key component of this is a Māori-Crown Relations Capability Framework.

5. Adopt measures or metrics of engagement developed during the transition taken from:
   - Subsidiary measures of success
   - NZIST measures as assessed against the NZIST Charter
   - Key partners and stakeholders metrics design work
   - Wellbeing metrics that align with Treasury's Living Standards Framework (LSF) Wellbeing Domains.

Appendices

The Appendices provide further detail that informs some of the working group exercises, feedback, and text in the preceding pages.

A. Engagement - Guiding Principles

Develop Guiding Principles (first)

The principles are like the engagement 'DNA'

- The why we engage
- Timeframes set that would dictate priority groups to engage with.

Developing personas

- In work
- Out-of-work
- Rural/Urban
- Priority Groups
  - Māori
  - Pacific
  - Disabled
- International

Schools

Students Learners Trainees

Employers Funding Industry Clusters

Whānau

Regional

Administrative /Systems Bureacracy/ Agencies

Community

Personas

RSLGs, WDCs, Network

- What do they need to know?
- How do they want to be engaged?

HYPOTHESIS

PROACTIVE RESPONSE

REACTIVE RESPONSE

- Informs the framework we use
- Continuous development
- Develop clear criteria as to why the framework might change.

Explanation

The group decided to start with **guiding principles,** since if we don't know why or how we are engaging then our engagement framework may not be completely effective – for example, a guiding principles framework was developed for RoVE by Competenz. Developing personas dictate who you are engaging with, how they want to be engaged and what they wish to be engaged about. Since the quantum of change dictates the change management framework developed, this is likely going to influence the framework NZIST develops, given the scale of the reform. Proactive messaging refers to messages going out to an audience without external prompting, versus reactive messages that are delivered in response to events or questions coming in. Ideally, we need to be more proactive than reactive with our communications.

B. Engagement - what is working well currently?

The table below describes case studies of what is working well currently, with the suggestion to continue or extend these into the future. The split considers Industry and Community. Some Industry activities extend into the community domain, as indicated by the directional arrows. At the bottom of the table, the threads running through these are power sharing with community (mana ōrite) and with industry, for changing the mind set of what our purpose for training and learning deliverables is. Values and principles are the foundation or the DNA for having the rich relationships to ensure the NZIST can deliver on these suggestions and practices.

Govt has indicated…

- 5 x more start-ups
- 4/5 from tertiary
- Increase in VET

Idea to ring fence investment
(e.g. 0.1% of GDP)

Job → Task

| What is working well currently?	
Industry	**Community**
• Courses with mandatory, quality work-integrated learning (WIL), e.g., *QS where everything L5+ learners do WIL well then get jobs at the end*	• Co-designed or co-invested courses and people, e.g., Iwi co-designed or co-invested courses
• Co-designed courses with industry, putting industry needs first, e.g., *Industry reference group with TEC who are keen to help design software engineering courses in the future, for learners in the classroom*	• Look at examples – e.g. Universities (such as UniServices), Dutch models – for innovation and commercialisation models. i.e., *moving from having the institution being a 'sausage factory' to more along the lines of entrepreneurship, using some of the overseas model to create an innovation and commercialisation model so that learners have a framework to turn their ideas into businesses – noting the government has indicated what it wants (see box on the left)*
• Co-designed micro-credentials based on industry need, e.g *Iwi micro-credentials based on learner need to fit into industry need*	
• ITPs aligned with regional needs, e.g., *different approaches to infrastructure developments (e.g., milk-drying plants). Instead of building products to sell and then try to engage with industry, work with industry when they get their capital over a 5-year term to upskill the whole community, which means when they open it, the community doesn't have to import skilled people into the jobs. Work in the community. Understand the whole workforce development plan of the community. The reverse being exporting tourism and hairdressing grads into cruise ships overseas. Dotted line to International Education workstream – where do we bring them in and spread them throughout the country. Since it is VET, students expect industry work of some kind*	
• ITOs data-driven market insights, being clear on their customers/needs	• Acknowledgement of change models
• Speed meets and similar engagement activities and events (more networking between learners and industry)	
• Levers International Education with required skills needed	

Principles/Values-based

Sharing power (mana ōrite)

Note: Example for illustrative purposes – this is not a comprehensive list.

D. Example Demand Supply RSLG Mapping – Tai Tokerau Regional Investment Plan
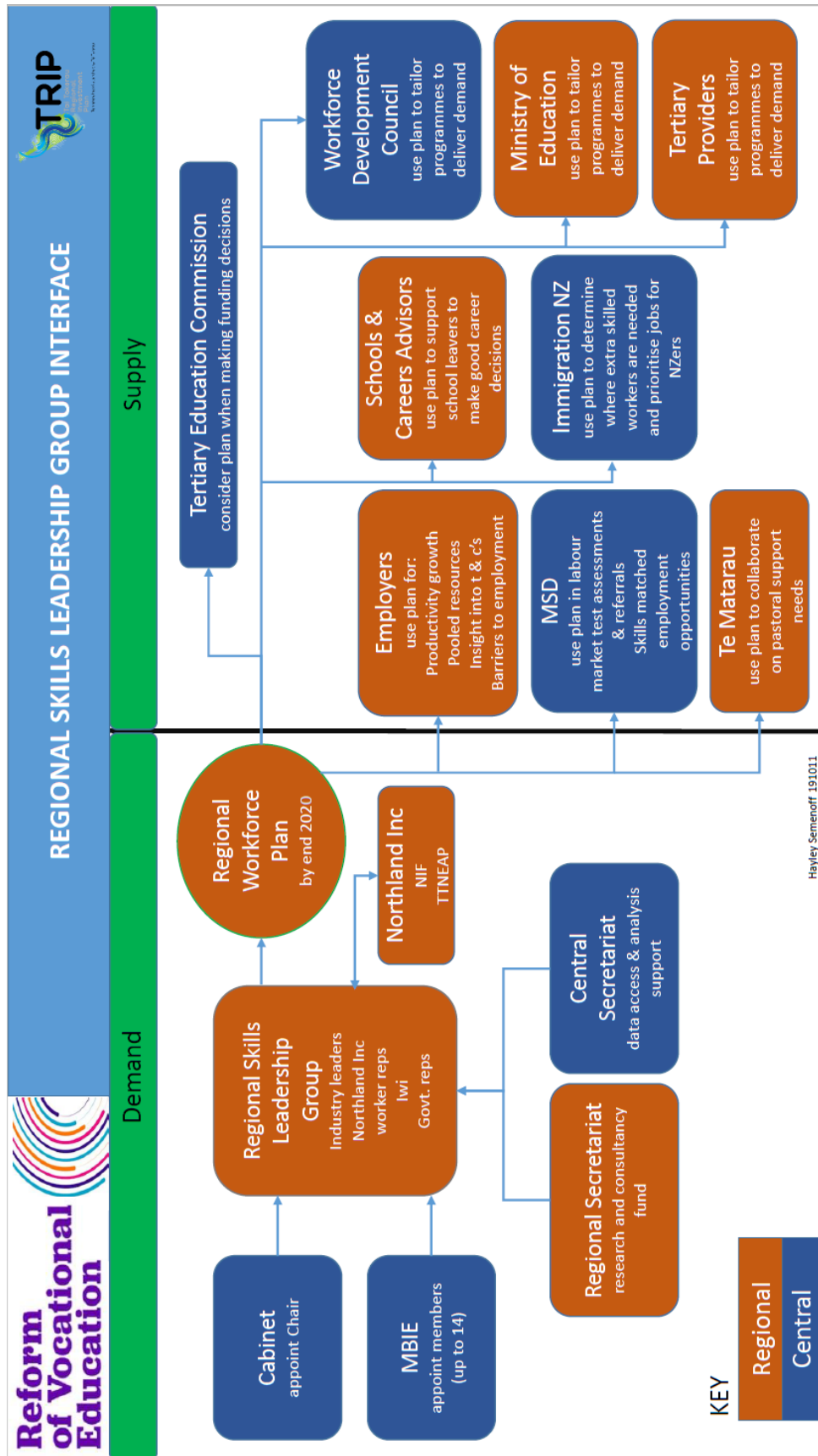
E. Strategic Partnerships Diagram – ChristchurchNZ (Economic Development Agency)

ChristchurchNZ supernode slide deck sampler (following 3 pages)

And then measured them against the Supernode Growth Criteria

1 Ultimate Opportunity

Overarching importance and relevance to the region

2 Global Growth Potential

Access and linkages to international markets, talent and VC.

3 Current Local Capability

Innovation Ecosystem, Institutions, leaders, Active Organisations

4 Natural Local Advantage

Does Chch have a local advantage at a National level? How are we placed globally?

5 Regulatory Support

Are there regulatory opportunities that give us a global edge?

6 Pragmatic Future

Within a highly networked and supported Supernode, what would the future look like in 10 years?

DEFINE REFRAME REMIX

The group started with 10 areas of potential regional strength.

Aerospace

Food & Agritech

Health Tech

Hi-Tech Services

Extreme Environments

Future Transport (Air)

Apparel & Textile

High Value Tourism

Future Transport (Land)

Film Industry
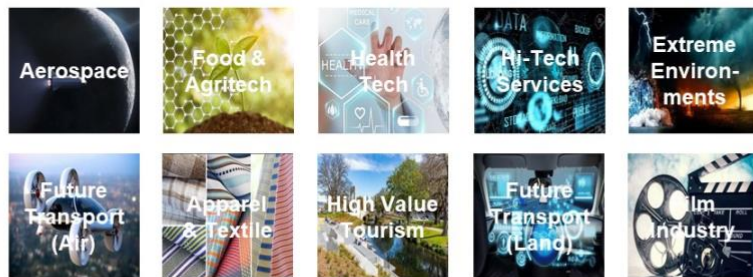
The Goal

More accessible ecosystems to maximise opportunity for Ōtautahi & Canterbury. So how do you activate them, with who and where?

Resourced Decision Groups

Supercharged Ecosystems maximising opportunities for:

Pathway programmes
Work Integrated Learning
Joint Ventures
Research
Innovation
Talent & Business Attraction

Students

Government

Education Providers

Iwi

Industry

Best for City & Region - Supernode Clusters Activity Strawman

	Food, Fibre & Agritech	Aerospace & Future Transport	Health Tech & Resilient Communities	Hi-tech Services (Enabling Supernode)
BAU	Existing Workshops and activity	Existing Workshops and activity – monthly Aerospace meetup	Existing Workshops and activity – monthly Health Innovation meetup	Existing activity – 80 events, mentoring programme, free student membership
Advisory Group	Advisory Group to inform below activity & funding allocation	Advisory Group to inform below activity & funding allocation	Advisory Group to inform below activity & funding allocation	Advisory Group to inform below activity & funding allocation
Additional Activity	• Private / Public Meet Ups • Speed Networking • Build Talent Pipeline • Workshops	• Private / Public Meet Ups • Speed Networking • Build Talent Pipeline • Workshops	• Private / Public Meet Ups • Speed Networking • Build Talent Pipeline • Workshops	• Build Talent Pipelines at scale through innovative events • Build Talent Pipelines • Perception Change Support
Activity as funding is sourced — 1. Generator	Idea Generators (Hackathons, Mini-Challenges)	Idea Generators (Hackathons, Mini-Challenges)	Idea Generators (Hackathons, Mini-Challenges)	Idea Generators (Hackathons, Mini-Challenges)
2. Accelerator	Challenges (Concepts)	Challenges (Concepts)	Challenges (Concepts)	Challenges (Concepts)
3. Incubation	Incubation (Post Support) (3 months / renews every quarter) 20 PAX per year	Incubation (Post Support) (3 months / renews every quarter) 20 PAX per year	Incubation (Post Support) (3 months / renews every quarter) 20 PAX per year	Incubation (Post Support) (3 months / renews every quarter) 30 PAX per year

Marketing and Communications to Supercharge Perception Change to attract and retain industry and talent.

F. Te Tiriti Framework – Te Ara Whiti resource

Te Tiriti Partnership Framework

Kāwanatanga Governance	Rangatiratanga Self-determination	Rite Tahi Non-discrimination
Rangatira gave and the Crown accepted an authority to govern tauiwi and to act in a partnership with Rangatira, the primary partner	Rangatira kept and the Crown promised to protect their Tino Rangatiratanga including self-determination	The Crown gave whānau the guarantee of full participation, enjoying the same rights as British subjects
Legislation policy and practices for tauiwi will be developed in **partnership** with Rangatira and be inclusive of tikanga	Tino Rangatiratanga, reo, tikanga, wairuatanga, marae, mātauranga will be **protected** and revitalised	Whānau will **participate** in their communities as equals, without discrimination

Levels of engagement

Level	Rangatira	Role	Crown
Structural Governance	Traditional and contemporary leaders Rangatira with specialist skills	Strategy, monitoring, risk management, budget allocation	Ministers Business and community leaders Mayors and councillors
Institutional Management	Kaiwhakahaere Rangatira with specialist skills	Plan, manage programmes, projects, resources, budget, staff, reporting	CEOs Managers Operational planners
Operational Kaimahi	Kaimahi Whānau	Implementation, relationships, outcomes reporting	Kaimahi

G.   Example Stakeholder Engagement Plan – Toi Ohomai

Toi Ohomai Engagement Framework

Toi Ohomai is a new organisation that aspires to be innovative and future focused whilst maintaining a deep connection to and positive impact within its various communities. Our strategic intent of being and supporting innovation, means we embrace new practices. We have applied this principle to stakeholder management, and in this Strategy set out an Engagement Framework that takes an integrated stakeholder collaboration approach, and not just a fragmented, stakeholder management approach. The Strategy takes a transforming approach that better supports Toi Ohomai to be more efficient, effective and agile.

This integrated approach aligns with the recently announced Public Service Reform Plan[7] that focuses on an integration of services where people at the centre of a public service that is compassionate, unified and motivated by spirit of service to the community. The current Government's vision for New Zealand as set out in its Endeavour Investment Plan 2019-2021, puts the long-term wellbeing of our people and our environment at the heart of what we do.

Recognising where we are today and where we aspire to be is summarised in the following table:

Current: Stakeholder Management	Engagement Framework	Aspiration: Stakeholder Collaboration
Fragmented	**APPROACH**	Integrated
Focus on managing relationships	**RELATIONSHIP FOCUS**	Focus on building relationships
Emphasis on buffering the organisation	**OPPORTUNITIES**	Emphasis on creating opportunities and mutual benefits
Linked to short-term	**TERM**	Linked to long-term strategic goals
Idiosyncratic implementation dependent on division interests and personal style of manager	**IMPLEMENTATION**	Coherent approach driven by vision, purpose, strategic intent, values, and strategies

Navigating people and organisations is an important part of stakeholder engagement. Toi Ohomai needs to enhance our knowledge of our stakeholders, what they want, and what is at stake. The Toi Ohomai Engagement Framework identifies and provides insights about relevant stakeholders, their interests and their influence.

Current stakeholder management responsibilities of the Toi Ohomai business units are:

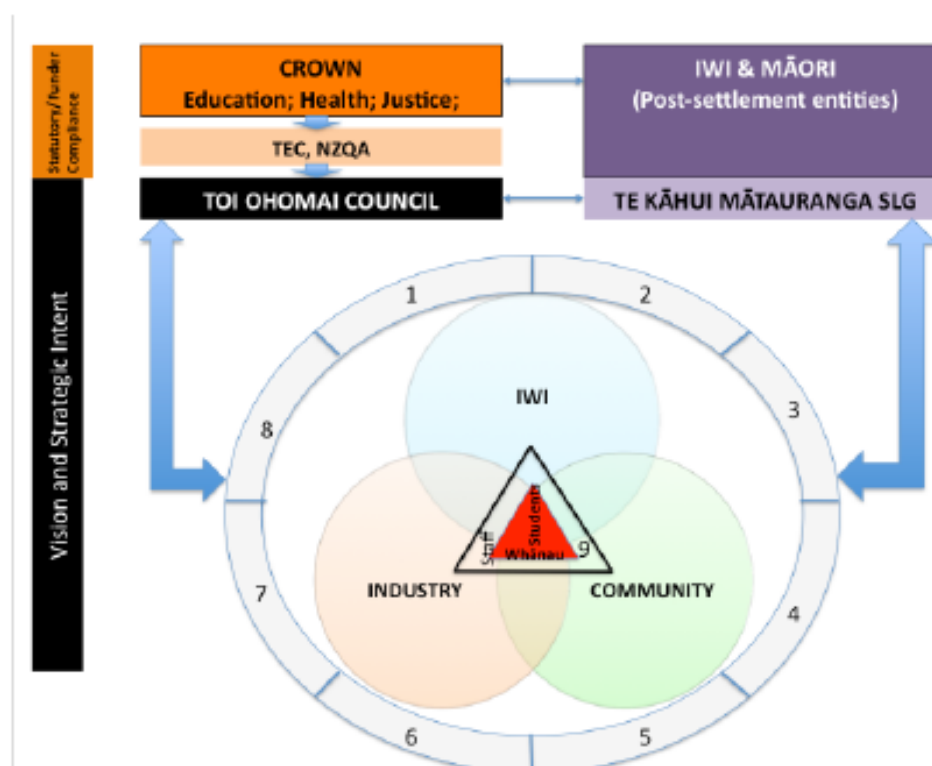| Stakeholder Group	Relationship Owner (Strategic)	Relationship Management (Operational)
Industry	Teaching & Learning	Faculty Leaders
International Education	International Team	Head of International
Iwi Partners	Strategic Partnerships Team	Head of Strategic Partnerships
Youth & Schools	Youth & Community Engagement Team	Head of Youth & Community Engagement
Regional Community Engagement	Youth & Community Engagement Team	Head of Youth & Community Engagement
NGO	Youth & Community Engagement Team	Head of Youth & Community Engagement
Staff	People, Engagement and Capability Team	Senior Advisor, People, Engagement and Capability
Māori Economy	Strategic Partnerships Team	Head of Strategic Partnerships
Research	Research Team	Head of Research

Stakeholder Map
Mapping stakeholders is a visual exercise and analysis tool that organisations can use to further determine which stakeholders are most useful to engage with. Using a bicultural lens, the Toi Ohomai stakeholder map (overleaf) has been designed showing the various stakeholder relationships, and sets out:

- Students and their whānau are our primary internal stakeholders
- Two stakeholder groupings: Statutory (legislation-based) and Strategic (organisational priorities). Statutory stakeholders are enduring and intergenerational, as they are either created or maintained by legislation and public sector structures. Strategic stakeholders are stakeholders that align to the current organisational focus (eg. vision, strategic intent and winning features).
- The special relationship between Toi Ohomai and tāngata whenua.

- A students and staff are acknowledged as members of iwi, industry and community, so activating their interest in and linking them (students and staff) to iwi, industry and community aspirations and needs will be a significant part of the Strategy.

In the diagram below, the intersecting parts of the venn diagram show relationships between and representations of aligned organisations. The mapping and analysis of Toi Ohomai's existing or potential relationships and engagements with organisations that are at the centre of the venn diagram, aligned with iwi, industry and community, are a very important first activity in the implementation of the Strategy.

Stakeholder	Narrative	Relationship Owner
Internal Stakeholders		
Students & their whānau	Students directly benefit from our business and services as end-users. Students are also members of whānau and whakapapa (genealogy) binds them together as one. Whānau also support students in a wide range of ways – e.g. socially or economically. The stakeholder map embraces whānau not only as extensions of whakapapa and support people to their children and grandchildren but also as our customers. Through strategic partnerships as well as collaborative and consultative engagements with iwi, industry and communities - we will enhance our profile and level of interaction with students across the region.	Student Engagement and Experience Team
Staff	Toi Ohomai staff members work at the interface with students, delivering programmes on a daily basis and developing important relationships with students, whānau, iwi, industry and communities. Ka Hikitia – Accelerating Success 2013-2017, promotes a team effort. It requires everyone who plays a role in education to take action and work together.	People, Engagement and Capability Team
Statutory	Toi Ohomai is a crown entity funded to provide tertiary education services on behalf of the government. The stakeholder map defines all public sector	Council and Executive

	organisations as Statutory stakeholders, and Te Kāhui Mātauranga[8] iwi (treaty partner as articulated in the enacting legislation) as a Statutory partner.	Leadership Team
Mana Ōrite Tiriti Partner		
Te Kāhui Mātauranga iwi	Te Kāhui Mātauranga fall within the Statutory stakeholder grouping due to s181(a) and (b) of the Education Act 1989, but hold the unique status of Mana Ōrite Tiriti partner because of the Mana Ōrite Tiriti Relationship Agreement signed on 6 July 2018. This means Te Kāhui Mātauranga are a partner of special and prioritised status due to their tangata whenua status. Te Kāhui Mātauranga are not to be referred to as a stakeholder nor a strategic partner	Strategic Partnerships Team
External Stakeholders		
Industry	We will actively manage relationships and links between industry and students to enhance student potential and outcomes. The industries represented in the stakeholder map are those in the circle that wraps around the venn diagram represents the nine industry sectors of the Regional Growth Action Plan launched by the Bay of Connections in July 2017. The industry sectors that Toi Ohomai will have particular oversight of and prioritise relationships with are: 1. Agribusiness 2. Aquaculture 3. Forestry and wood products 4. Horticulture 5. Visitor economy 6. Geothermal 7. Māori land utilisation 8. Water 9. Education and skills (This is placed within the Internal Stakeholder environment as part of a Staff stakeholder management because it is the workstream that directly challenges tertiary providers such as Toi Ohomai to promote employment and industry pathways, to improve Māori achievement levels, and to showcase best practice).	Teaching & Learning Team (Faculty Leaders)
Community	Our stakeholder approach supports us to engage in ways that enhance our students' connection to their communities, whānau, hapū, and iwi.	Youth and Community Engagement Team
Iwi	The Mana Ōrite Tiriti Relationship with Te Kāhui Mātauranga enables Toi Ohomai to add significantly more value to student outcomes than previously, as well as providing a framework to navigate the diverse as well as nuanced Māori relationships (campus hau kainga/mana whenua hapū, iwi, hapū, whanau, Māori entities).	Strategic Partnerships Team and Katiaki Māori

Engagement Approaches

Toi Ohomai will apply a range of engagement approaches for the differing stakeholders (Statutory, Strategic, Collaborative, Consultative, Operational and Other), as set out in the diagram below. The diagrams overleaf outline each type of stakeholder, the Toi Ohomai approach and a description of the approach.

Type of Stakeholder	Approach	Description of Approach	Relationship Owner
Statutory Partners & Strategic Partners	Partnership (Mana Ōrite)	Shared accountability and responsibility. Two-way engagement - joint learning, decision-making and actions. Form or Agree to decision. Proactive or Responsive/Trusting involvement *Examples – TEC, Te Kāhui Mātauranga*	Council, CEO, and Executive Leadership Team
Collaborative Partners	Participation (Dialogue; Collaboration)	Part of the team, engaged in delivering tasks or with responsibility for a particular area/activity. Two-way engagement within limits of responsibility. Influence on decision. Proactive or Responsive/Trusting involvement *Examples – Te Kāhui Mātauranga iwi & hau kāinga; University of Waikato & Te Whare Wānanga o Awanuiārangi; TANZ; Taratahi Research Partnerships*	CEO and Executive Leadership Team (Mgmt Tier 1 & 2)
Consultative Stakeholders	Consultation	Involved, but not responsible and not necessarily able to influence outside of consultation boundaries. Limited two-way engagement: organisation asks questions and consultative stakeholders answer. Heard before decision Responsive/neutral involvement *Examples: Corrections, MBIE, Police*	Leadership Team and Group Manager (Mgmt Tier 3 & 4)
Operational Stakeholders	Push communications (Disclosure; Representation)	One-way engagement. Organisation may broadcast information to all stakeholders or target particular stakeholder groups using various channels eg. email, letter, webcasts, podcasts, videos, leaflets. Knowledge about decisions Minimal participation	All Staff
General Stakeholders	Pull communications (Briefing)	One-way engagement. Information is made available, and stakeholders choose whether to engage with it eg. web-pages, or construction hoardings. Knowledge about decisions Non-participation	All Staff

The Strategic Partnerships team will further enhance relationship management approaches by working with units across Toi Ohomai to set and monitor the standard that is expected in regards to quality, consistency, clarity as well as student & staff experience of strategic partnerships and stakeholder engagements. A strengths based, co-construction approach will be utilised to co-develop action plans with individual units across the whole organisation.
This work will be carried out with technical and cultural skill, and with a specific focus on leading strategic relationships with iwi, industry and communities; guided by a bicultural framework.

Overarching Engagement Principles
The Strategy has drawn on the Toi Ohomai Values and the Mana Ōrite Tiriti Relationship principles to inform the principles that guide Toi Ohomai in the development, maintenance and enhancement of relationships. These are:

Value	Descriptor	Engagement Principle
Kotahitanga	We are united towards our shared purpose	**Mutual Benefit:** We display leadership by modelling a working and mutually beneficial partnership
Manaakitanga	We uphold and strengthen the mana of others and our communities	**Mana Ōrite:** We practice Mana Ōrite, which means that the parties are equal and their respective views will be heard, considered, and afforded equal influence
Toitutanga	We are courageous and humble in our pursuit of excellence	**Transforming:** We embrace innovation to sustain and enhance the relationship over time so that it is transforming for both partners
Whanaungatanga	We build and nurture relationships and connections	**Trust:** We maintain relationships that are underpinned by trust, reciprocity, dialogue and that have meaningful impact for students

Engagement Criteria
There are ten criteria for deciding a Toi Ohomai approach to engagement. A Strategic partner (SP) will meet 9 or 10 criteria, a Collaborative partner (CP) will meet 8 criteria, a Consultative stakeholder (CS) will meet 7 criteria, an Operational stakeholder (OpS) will meet 5 criteria, and Other stakeholders (OS) will meet 4 criteria. The following table lists the 10 criteria:

	Engagement Criteria for Partners & Stakeholders	SP	CP	CS	OpS	OS
1	Partner is Involved or aligned with all three strategic intent partner groups (iwi + community + industry)	√	√	√	√	√
2	Partner is bicultural or prioritises biculturalism	√	√	√	√	√
	Meet Regional Needs					
3	Partnership meets one or more of the identified priority industry sectors and is aligned to at least one region	√	√	√	√	√
	Innovative					
4	Partner wants to co-design	√	√	√		
5	Partner wants to co-invest (in-kind or financial)	√	√			
	Learner-Centred					
6	Partnership will attend to Māori success	√	√	√		
7	Partner can support cadetships/internships for students, and/or employment	√	√	√	√	√
	Sustainable Organisation					
8	Partner assists in increase EFTS (enduring? exponential growth? sustainable?)	√	√	√	√	
9	Opportunity for additional revenue (to EFTS revenue)	√				
10	Opportunity for a return on investment	√				
	TOTAL	10	8	7	5	4

H. Engagement framework

Source: https://tearawhiti.govt.nz/assets/Maori-Crown-Relations-Roopu/451100e49c/Engagement-Framework-1-Oct-18.pdf

Crown engagement with Māori

Engage early • Be inclusive • Think broadly

Ko te wairua tika, te ngakau pono, me te mana orite, te tūāpapa o te hononga o te Karauna me te Māori. Engagement with Māori is a key component of realising Māori Crown partnerships. Effective engagement is based on developing effective and ongoing relationships with Māori. Relationships are based on trust, integrity, respect and equality.

Ka whakaatu i ngā tikanga me ngā whakaaro Māori ki roto i ngā mahi a te Karauna me ngā tari Kawanatanga. An effective, efficient and inclusive engagement process should reflect Māori perspectives and cultural values.

This engagement framework will assist you to determine who you need to engage with and how you engage. Engaging effectively with Maori contributes to the development of effective policy options, assists agencies in providing robust advice to Ministers and most importantly helps deliver improved outcomes. Throughout your engagement process you should be guided by the following key principles: Engage early, Be inclusive, Think broadly.

1. What is the kaupapa?

Understanding the full scope of the issue you are preparing to engage on will prepare you for determining the impact on Māori and your target audience. It's important to keep in mind that issues can sit across a range of sectors and there may be related or overlapping issues that extend your range of interested stakeholders and require inter-agency collaboration. You may need to talk with Māori to fully understand the scope of your issue, so having ongoing relationships with key Māori stakeholders is useful.

Cultural — Social
Environmental — Economic

2. Who to engage with.

Defining the issue and impact on Māori will enable you to determine who has a potential interest in the issue and what level of input they should have in discussions. Be inclusive and think broadly. Engagement may be required at different levels across the local, regional and national spectrum.

Local
The issue affects Māori in a local area.
e.g. Individuals, Whānau, Hapū and Iwi

Regional
The issue affects Māori in a particular area.
e.g. Iwi organisations, Collectives, Organisations with a particular purpose

National
The issue affects all Māori in Aotearoa.
e.g. National organisations dedicated to Social, Economic, Environmental, Cultural issues, or interested in all issues related to Māori

Te Kāhui Māngai is one of many useful resources available to assist you to establish a list of contacts to facilitate the involvement of those affected. Te Kāhui Māngai also provides a glossary of Māori groups and their purposes for reference.

It is important that you determine what existing relationships might exist within your own agency with relevant Māori as there may be existing forum for other discussions occurring that you can join up with. It's also very important that agencies consult with each other to avoid creating overlapping processes.

3. How to engage.

Considering the significance of the issue for Māori and how they will be affected, either now or in the future, is fundamental for determining how you should engage so it is important that this is all-encompassing. Engagement may be required at different levels for different stakeholder groups.

Minor ▶
Māori interests are limited or not affected in any special way.

Inform
The Crown will keep Māori informed about what is happening. Māori will be provided with balanced and objective information to assist them to understand the problem, alternatives, opportunities and/or solutions.

Consult
The Crown will seek Māori feedback on drafts and proposals. The Crown will ultimately decide. The Crown will keep Māori informed, listen and acknowledge concerns and aspirations, and provide feedback on how their input influenced the decision.

Moderate ▶
Māori interests exist or are affected but wider interests take priority.

Specific Māori interests are affected.

Collaborate
The Crown and Māori will work together to determine the issues/problems and develop solutions together that are reflected in proposals. The Crown will involve Māori in the decision-making process but the Crown will ultimately decide.

Significant ▶
Māori interests are significantly affected.

Māori interests are overwhelming and compelling.

Māori interests are central and other interests limited.

Partner/Co-design
The Crown and Māori will partner to determine the issue/problem, to design the process and develop solutions. The Crown and Māori will make joint decisions.

Empower
Māori will decide. The Crown will implement the decision made by Māori.

4. When should you engage?

Early engagement is a key principle for effective engagement. Early engagement can help clarify issues, support communications with your target audience and ensure that Māori are informed to participate. It is important to remember that engagement doesn't have to be a one-off process, it can be ongoing and occur at various stages of the process.

5. How to proceed.

Once you have undertaken an impact assessment and determined who to engage with, ensure the following steps are included in your planning and implementation process. The associated guidelines also provide guidance for developing an effective engagement strategy.

Before engagement

Draft engagement strategy
The Engagement Guidelines provide advice for developing an engagement strategy.

▶ **Review engagement strategy**
Seek feedback from other agencies who have an interest in the issue. The Māori Crown Relations Unit will review a finalised draft of your engagement strategy to ensure the principles of effective engagement have been applied and the process is broad and inclusive.

After engagement

Feedback
At a minimum, inform participants how their feedback has been translated into action and outcomes and seek their feedback on the process. This is crucial to ensure a long-term relationship. Feedback should be informed by the scale of engagement and the degree of collaboration.

▶ **Review**
Agencies should review their engagement process and examine ways of making the more effective.

The Māori Crown Relations Unit is interested in ensuring that this engagement framework is producing effective engagement with Māori. Therefore, they will also undertake a review process with you.