

# PEOPLE STRATEGY

## 2018-2020

HE AHA TE MEA NUI O TE AO.  
HE TĀNGATA, HE TĀNGATA, HE TĀNGATA

WHAT IS THE MOST IMPORTANT THING IN THE WORLD?  
IT IS PEOPLE, IT IS PEOPLE, IT IS PEOPLE.



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| Authorised By |               |
|---------------|---------------|
| NAME          | Mary Johnston |
| SIGNATURE     |               |
| DATE          | January 2018  |



# PEOPLE STRATEGY 2018 - 2020

## 1. Introduction

In 2014 Unitec Institute of Technology embarked on a significant transformation programme with the purpose of enabling our organisation to prosper in a global operating environment.

We need to continuously evolve to adapt to meet changes in technology, pedagogy, competition within the sector and the changing requirements of our stakeholders including our learners, staff, government, community, and industry.

The Mahi Tahi programme; a key part of the 2014 Workforce Strategy reached completion in 2017 (see Appendix One). The next phase of Unitec's People Strategy is to continue to implement our vision to build a workforce of engaged, inspired people equipped with capabilities for the future, to support and uphold Unitec's Kaupapa.

### The Unitec Kaupapa sets out:

#### **Unitec's Purpose:**

To enable better futures for students, communities, and public and private enterprise.

#### **Aspiration:**

To be a world leader in contemporary, applied learning and an agent of positive economic and social change.

#### **Student Offer:**

Better Jobs, Better Careers, Better Lives

Personal, Accessible, Real, Transforming

#### **Critical Success Factors:**

1. Highly employable and enterprising life-long learners
2. A more highly skilled innovative and enterprising New Zealand workforce
3. Engaged and inspired staff equipped with capabilities for the future
4. A sustainable Unitec



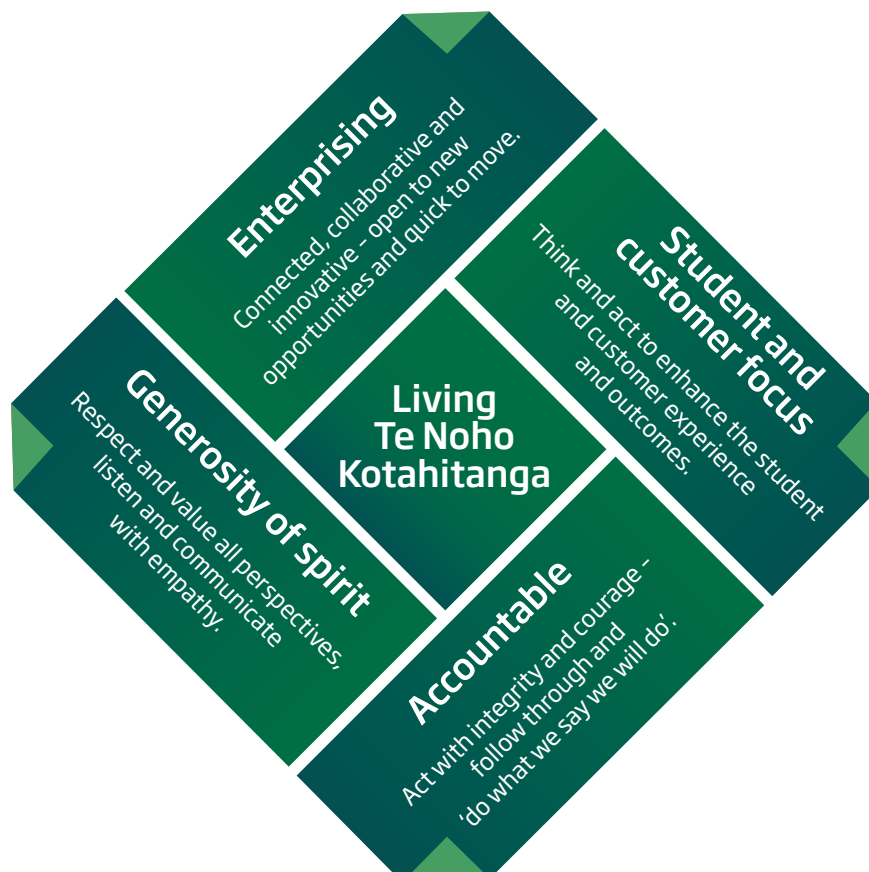
Our People Strategy contributes to delivering on these critical success factors. Success in the people space is measured by:

- » High performing and fully engaged people
- » Leaders empowered through partnering
- » Demonstration of the value of different perspectives and cultures
- » Ongoing commitment to engaging in treaty-based partnership
- » Retention and attraction of top talent
- » Simplified customer centric people processes and systems
- » Embedded positive Health and Safety culture
- » A financially sustainable Unitec Institute of Technology

Our Kaupapa underpins the People Strategy by providing a set of principles which we have agreed on as a foundation for our actions. A key foundation stone is our partnership between Maori and Pākehā, set out in Te Noho Kotahitanga.

- » Rangitiratanga - Authority and Responsibility
- » Wakaritenga - Legitimacy
- » Kaitiakitanga - Guardianship
- » Mahi Kotahitanga - Co-operation
- » Ngākau Mahaki - Respect

Each of the principles informs our organisation values that guide our actions at work:



Our focus over the next three years is addressing four key challenges that directly impact our people.

The four key challenges are:

1. Frontline leadership capability
2. Poor people systems and processes
3. Attracting, developing and retaining talent
4. Level of staff engagement

### **Our Goals**

1. Build the capability of our frontline leaders
2. Enhance and simplify customer-centric systems and processes
3. Attract, develop and retain our talent
4. Lift our staff engagement

The objectives outlined below detail how we will achieve our goals. There is some cross-over between focus areas, and objectives have been prioritised around supporting Unitec in the Category One Programme.

### **Alignment to Category One Programme**

The People Strategy is linked to the Key Evaluation Questions (KEQ) and Tertiary Evaluation Indicators (TEI) that form part of the Unitec Category One programme.

Much of the focus within the People Strategy contributes to the TEIs that fall under KEQ #5 as follows;

- » Organisational purpose and direction is clear
- » Organisational leadership is effective
- » Sufficient resources are allocated to support learning, teaching and research
- » Data analysis is used effectively throughout the organisation
- » Recruitment and development of staff is effective
- » Staff are valued
- » The education organisation anticipates and responds effectively to change
- » Self-assessment is comprehensive and effective
- » Innovation, responsiveness and continuity are balanced

Equity and Inclusion objectives strongly link to one of the TEIs in KEQ #4

- » The learning environment is inclusive

Policies, legal practices, regulations and compliance inform much of the work around systems and processes and link to KEQ #6 (Refer Appendix Two).

## 2. Our Goals

Our key objectives for each goal are as follows;

### **Goal One - Build the capability of our frontline leaders**

Objectives:

- » Integrate core leadership competencies across Unitec
- » Embed Leadership Essentials to support Performance Partnering
- » Develop, implement and integrate a centralised learning portal
- » Enhance change and resilience capability
- » Design, implement and integrate a frontline leadership development programme

### **Goal Two - Enhance and simplify customer-centric systems and processes**

Objectives:

- » Review, simplify and enhance all people processes
- » Improve access and use of systems and processes for staff
- » Centralise casual workforce administration
- » Regularly review and update policies and procedures
- » Automate selected processes
- » Implement PeopleSoft 9.2
- » Procure and implement Position Management
- » Improve and enhance Learning Information System
- » Extend the Management Toolkit across professional services
- » Improve processes for remuneration and benefits management
- » Improve the controls around the total remuneration budget

### **Goal Three - Attract, develop and retain our talent**

Objectives:

- » Partnering across the organisation to lift Teacher Capability
- » Embed Performance Partnering including technology integration
- » Fostering a culture of self assessment and reflective practice
- » Roll out and embed key talent management and succession planning
- » Automate our onboarding processes
- » Partner with Marketing & Communications to develop and enhance our Employee Value Proposition (EVP)
- » Integrate new technologies for talent acquisition



- » Recognise and reward employees
- » Develop and implement workforce modelling practices

## Goal Four - Lift our staff engagement

### Objectives:

- » Support the annual staff engagement survey by identifying needs and executing action plans using a partnership approach
- » Gather ongoing and regular staff feedback through pulse surveys and action promptly
- » Connect staff to the Unitec Kaupapa
- » Embed a positive Health and Safety culture
- » Partner to support the Māori Strategy and develop treaty-based partnerships
- » Partner to support Pacific and other cultures
- » Develop and implement a strategy to counter bullying, harassment and other poor behaviours
- » Create an environment that enables people to bring their whole self to work

## Our Key Measures of Success

For each of the objectives we have identified the Key Performance Indicators (KPIs) and measures that they contribute to achieving. Please refer to the table on page 6 (also see the key measures for the People Strategy 2018 -2020 on page 8).

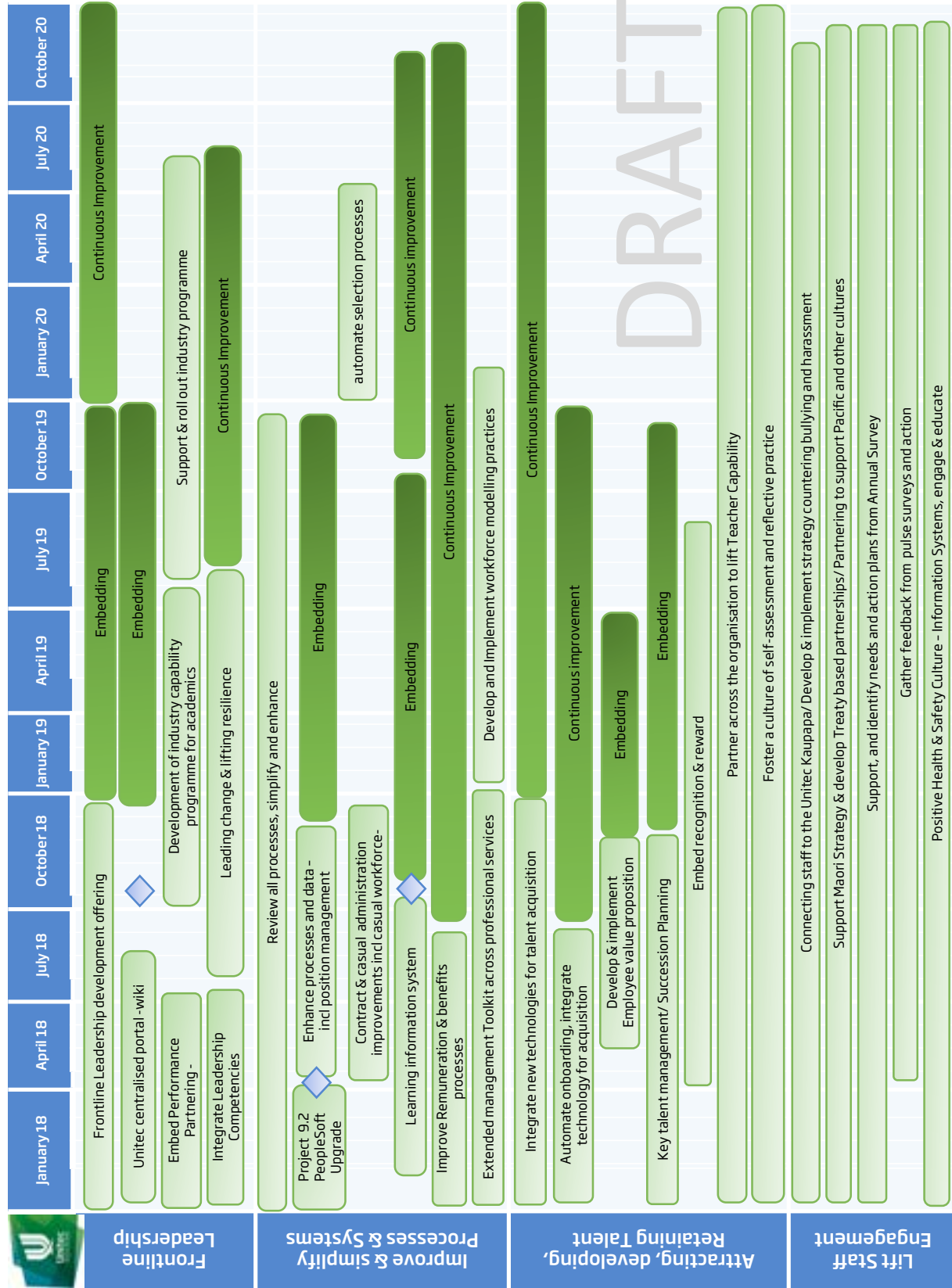
In turn these collectively support the Critical Success Factor (CSF 3): *Engaged and inspired staff equipped with capabilities for our future*; and Critical Success Factor (CSF4): *A financially sustainable Unitec*.

**Note:** This People Strategy is a living document and will be reviewed six-monthly.

## SUMMARY OF GOALS, OBJECTIVES & MEASURES

| OUR GOALS   |  |   |   |
|---|--|---|---|
| Build the capability of frontline leadership:   | Enhance and simplify customer-centric systems and processes:   | Attract, develop and retain our talent:   | Lift our staff engagement:  |
| OBJECTIVES  |  |   |   |
| <ul style="list-style-type: none"> <li>» Integrate core leadership competencies across Unitec</li> <li>» Embed Leadership Essentials to support Performance Partnering</li> <li>» Design, implement and embed a frontline leadership development programme</li> <li>» Hold annual Unitec Leadership Conference</li> <li>» Develop, implement and embed a centralised learning portal</li> <li>» Enhance change and resilience capability</li> </ul> | <ul style="list-style-type: none"> <li>» Review all processes, simplify and enhance</li> <li>» Improve access and use of systems and processes for all staff</li> <li>» Regularly review and update policies and procedures</li> <li>» Automation of selected processes</li> <li>» Centralise casual workforce administration</li> <li>» Implement PeopleSoft 9.2</li> <li>» Procure and implement Position Management</li> <li>» Improve and enhance Learning Information System</li> <li>» Extend Management Toolkit across professional services</li> <li>» Improve processes for remuneration and benefits management</li> <li>» Continuously improve the controls around the total remuneration budget</li> </ul> | <ul style="list-style-type: none"> <li>» Integrate new technologies for talent acquisition</li> <li>» Automate on boarding</li> <li>» Partner with Marketing and Communications to develop and enhance the EVP for Unitec</li> <li>» Partnering across the organisation to lift Teacher Capability</li> <li>» Fostering a culture of self assessment and reflective practice</li> <li>» Embed Performance Partnering including acquiring technology support</li> <li>» Roll out and embed key talent management and succession planning</li> <li>» Recognise and reward employees</li> <li>» Develop and implement workforce modelling and practices</li> </ul> | <ul style="list-style-type: none"> <li>» Support annual staff engagement survey through identifying needs and executing action plans using a partnership approach</li> <li>» Gather ongoing and regular staff feedback through pulse surveys and action promptly</li> <li>» Connect staff to the Unitec Kaupapa</li> <li>» Embed Positive Health &amp; Safety Culture</li> <li>» Partner to support the Māori Strategy and develop treaty-based partnerships</li> <li>» Partner to support the Pacific and other cultures</li> <li>» Develop and implement strategy around countering bullying and harassment</li> <li>» Create an environment that enables people to bring their whole self to work</li> </ul> |
| OUR KEY MEASURES  |  |   |   |
| <ul style="list-style-type: none"> <li>» Staff engagement</li> <li>» Staff satisfaction with career development</li> <li>» Teaching capabilities uplift - Practice Passport</li> <li>» Staff Satisfaction with Senior leadership</li> <li>» ADEP plan completion</li> <li>» Staff satisfaction with career development</li> <li>» TEIs for Category One Programme</li> </ul>  | <ul style="list-style-type: none"> <li>» Staff engagement</li> <li>» Staff satisfaction with Senior Leadership</li> <li>» Management to total staff ratio</li> <li>» FTE/headcount, leave liability, labour cost</li> <li>» Cost of workforce % of overall budget</li> <li>» ADEP plan completion</li> <li>» Use of professional development leave</li> <li>» TEIs for Category One Programme</li> </ul>   | <ul style="list-style-type: none"> <li>» Staff Net Promoter Score</li> <li>» Staff Satisfaction with Senior Leadership</li> <li>» Staff engagement</li> <li>» Average salary cost</li> <li>» Cost of workforce as % of overall budget</li> <li>» Ratio of applicants to job offer</li> <li>» Number of open vacancies</li> <li>» Attraction of key talent/Māori staff</li> <li>» Retention of key senior leadership talent</li> <li>» TEIs for Category One Programme</li> </ul>  | <ul style="list-style-type: none"> <li>» Staff engagement</li> <li>» Staff Net Promoter Score</li> <li>» Staff satisfaction with Senior Leadership</li> <li>» Sick leave days taken</li> <li>» Staff turnover</li> <li>» Total Recordable Injury Frequency Rates (TRIFR)</li> <li>» Executive and Senior Manager safety walks completed</li> <li>» Safe365 percentages</li> <li>» TEIs for Category One Programme</li> </ul>  |

## DRAFT IMPLEMENTATION TIMELINE



DRAFT

### 3. Key Measures

| MEASURE  | Critical Success Factor | ACTUAL RESULTS          |                             | TARGET 2018             | TARGET 2019             | TARGET 2020             | METRIC                                     |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|-------------------------|-------------------------|--|
|  |                         | 2015                    | 2017                        |                         |                         |                         |  |
| Cost of workforce * (% of budget)              | CSF 4                   | 61.18% \$90M of \$147M  | 68% \$89M of \$1.36M        | < 68% of budget         | < 68% of budget         | 65% of budget           | Monthly PeopleSoft Financial               |
| FTE *  | CSF4                    | 1050                    | 1033                        | Tbc < 950               | tbc                     |                         | PeopleSoft HR                              |
| Staff turnover * (voluntary + involuntary)     | CSF3                    | Total 31% (11% + 19.7%) | Total 17.3% (13.5%, + 3.8%) | 14%                     | 13.75%                  | 13%                     | PeopleSoft HR                              |
| Senior leadership confidence*                  | CSF3                    | (2016 n/a 2015 - 25%)   | 21%                         | 35%                     | 50%                     | 70%                     | Annual staff engagement survey             |
| Annual staff engagement score*                 | CSF3                    | (2016 n/a) (2015 59%)   | 60%                         | 67%                     | 70%                     | 74%                     | Annual staff engagement survey             |
| Ratio of applicants to job offers*             | CSF3                    |                         | > 2016                      | > 2017                  | > 2018                  | > 2019                  | Monthly Saphire                            |
| Staff satisfaction with facilities*            | CSF3                    | 55%                     | 60%                         | 70%                     | 75%                     | 80%                     | Annual staff engagement survey             |
| Staff satisfaction with career development*    | CSF3                    | 56%                     | 55%                         | 65%                     | 75%                     | 80%                     | Annual staff engagement survey             |
| Management to Total staff ratio*               | CSF3                    | 12.3%                   | tbc                         | < 2017                  | < 2018                  | < 2019                  | PeopleSoft HR                              |
| Employee Net Promoter Score                    | Goal 4                  | - 57                    | -57                         | -35                     | - 10                    | +10                     | Annual staff engagement survey             |
| Average salary                                 | Goal 2                  | 2015 \$80,000           | \$81,000                    |                         |                         |                         | PeopleSoft HR                              |
| Employee performance Development plans (ADEPS) | Goal 3                  | n/a                     | 65% (in Nov)                | 70%                     | 80%                     | 90%                     | Report on completion rates from PeopleSoft |
| Total recordable injury frequency rate         | Goal 4                  | n/a                     | 6.34                        | < 5                     | < 5                     | < 5                     | Vault Reporting System                     |
| Safe365 %                                      | Goal 4                  | n/a                     | Compliance                  | Compliance              | Priority                | Industry Leader         | Annual rating                              |
| Excess annual leave liability %                | Goal 2                  | n/a                     | tbc                         | 8% of total labour cost | 8% of total labour cost | 8% of total labour cost | Monthly PeopleSoft                         |

Note: \* Measures that are reported in the Annual Report

## 4. Risks to Goals

In the following table, we have set out potential risks for the People Strategy.

| Goal  | Risk  | Impact   | Consequence                           | Likelihood             | Ranking* |
|---|---|--|---------------------------------------|------------------------|----------|
| Improved & simplified people processes and systems                  | Upgrade to PeopleSoft 9.2 does not proceed early in 2018.<br><br>Limited budgets so cannot implement technology.  | Support for the current version will end in 2018, and any customised improvements in the interim will need to be reconfigured/ redeveloped in the updated version. | 3 - Short term impact                 | 2 - Not expected       | 6        |
|   | Workforce does not follow processes and use systems.  | Inconsistent and unreliable processes, no quality control.   | 4                                     | 2                      | 6        |
| Learning Information System Project                                 | Limited budgets so cannot implement technology.   | Tactical solutions would need to be implemented, impacting data integrity and reporting.<br><br>May affect EER review.   | 3 - Short term impact                 | 2 - Not expected       | 6        |
| Transfer of casual workforce administration to Recruitment          | Complexity of project is not fully known at the outset.<br><br>Managers continue to follow other processes.   | Poor budget control and legal compliance.<br><br>Poor accountability.  | 4 - Strong possibility without change | 4 - Strong possibility | 16       |
| Attracting, developing and retaining talent                         | Poor engagement with Performance Partnering (ADEP process). Leaders fail to drive engagement with the process.<br><br>Limited budgets so cannot implement technology. | Poor structural support for change and little drive to improve performance, capability and engagement.   | 4 - Strong possibility without change | 2 - Not expected       | 8        |
| Frontline Leadership Development - lifting capability at all levels | Lack of investment to lift capability.  | Poor results, poor confidence in leadership and low engagement leading to likelihood of higher staff turnover.   | 4 - Strong possibility without change | 2 - Not expected       | 8        |
| Cultural change   | Some staff still resist change.<br><br>Generosity of spirit to partner.   | High resistance to change and staff actively behaving outside of the Unitech values. Low staff engagement  | 3 - Short term impact                 | 4 - Strong possibility | 12       |

\* Ranking = Consequence x Likelihood.

## 5. Mitigation Activities

| Risk  | Mitigation Activities  |
|---|--|
| Upgrade to 9.2 PeopleSoft does not proceed.   | HR Roadmap developed to analyse capability needs and prioritise this upgrade requirement. Alternative solutions are scoped.  |
| Learning Information System does not proceed in 2019.   | Find a tactical, temporary solution to put in place.   |
| Continued decentralised administration of casual.   | Challenging to mitigate, but increase training of Administrators and update processes including pre-employment checks.   |
| Attracting, developing & retaining talent - limited budgets to implement technology solutions.                                  | Maximise process improvement and training without technology.  |
| Cultural Change - Poor engagement with Performance Partnering (ADEP process.) Leaders do not drive engagement with the process. | Consider introducing consequences for poor participation. Implement an individual leadership KPI linked to reward. Seek feedback on the issues are and consider changes. |
| Lack of investment to lift frontline leadership capability.   | Ensure that we maximise the return on the budget that is available with very targeted development.   |



# APPENDIX ONE:

## Mahi Tahi Programme 2016-2017

### 1. Introduction

Unitec embarked on a major transformation programme to enable an organisation that prospers in a global operating environment - one that is continuously evolving to meet changes in technology, pedagogy, competition within the sector, and the changing requirements of all our stakeholders including our learners, government, community, industry and staff.

The case for change was summarised in the Unitec Transformation Business Case (Tranche One), as:

Unitec's future Transformation touches the very heart and soul of the organisation in its impact and influence. Unitec's ability to respond to change and willingness to embrace new ways of thinking and doing will be critical to the success of the most significant undertaking in the history of Unitec. *(Source: Unitec Transformation Business Case)*

Moving to the future state was at the heart of the transformation and the People & Culture programme (Mahi Tahi) was a key component in facilitating the desired culture of the future institution.

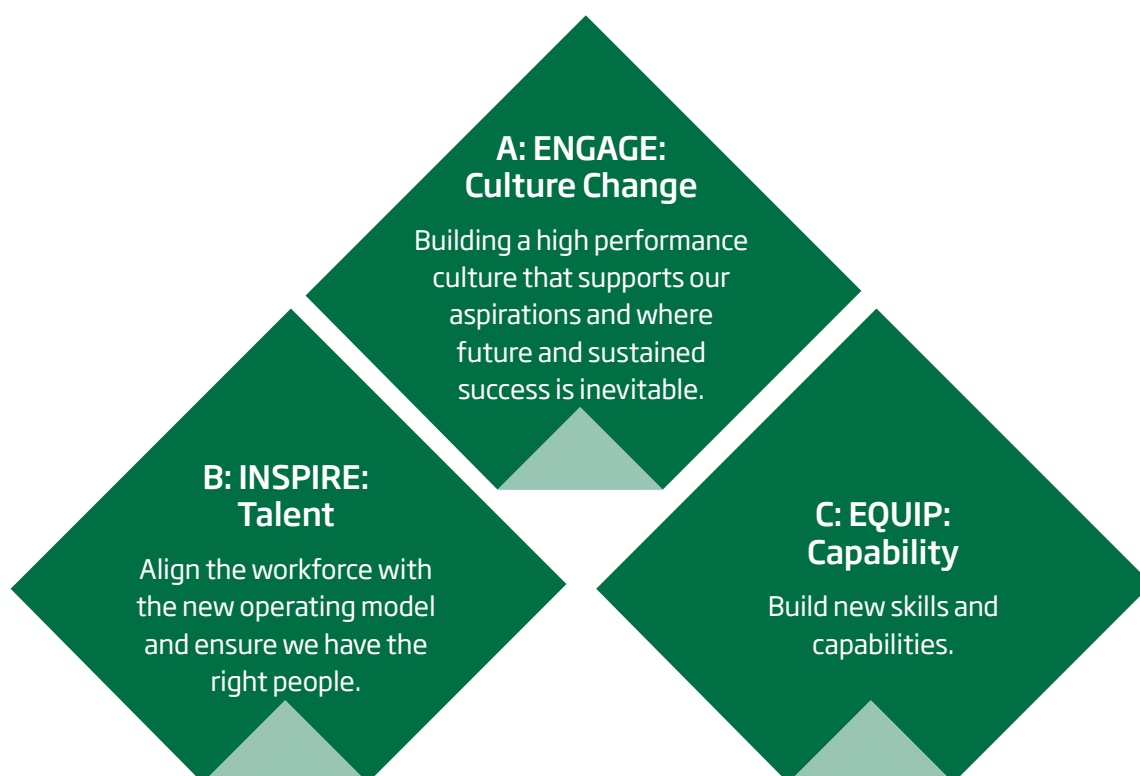
| Unitec Culture 2014  | Desired Future State 2017  |
|--|--|
| Strong operating silos which act as barriers to collaboration.   | Strong and regular collaboration across boundaries and disciplines.  |
| Reasonable staff engagement varies between groups and faculties.<br>Strong sense of belonging to Faculty/Group, less sense of belonging to Unitec as a whānau. | High staff engagement across the board.<br>Strong connection to Unitec as a whānau and strong connection to local team.  |
| Inconsistent delivery and lack of ownership of outcomes.   | Strong sense of accountability and delivery - we do what we say we will and deliver on our promises.<br>Clear competencies & capabilities identified with aligned development. |
| Headway made in safety culture and diversity. Remains in pockets of excellence driven by champions.  | Fun and vibrant workplace that is inclusive, welcomes diversity and committed at all levels of health, safety and wellness.  |

## 2. The Workforce Strategy - Mahi Tahi Programme

Key parts of the Workforce Strategy 2014-2017 were brought into the Tranche One Business Case and became the Mahi Tahi Work Programme during 2016-2017.

A key part of the transformation was the need to build a high-performance culture underpinned by a strong sense of accountability and a collaborative operating model.

The focus of the Mahi Tahi Programme centred on three key work streams:



### The Unitec Kaupapa sets out:

#### Unitec's Purpose:

To enable better futures for students, communities, and public and private enterprise.

#### Aspiration:

To be a world leader in contemporary, applied learning and an agent of positive economic and social change.

#### Student Offer:

Better Jobs, Better Careers, Better Lives  
Personal, Accessible, Real, Transforming

The table below details the characteristics of Unitec in the future and this has not changed.

| Our Aspiration   | Our Future State Characteristics   |
|--|--|
| <p>As a leading institution in the Higher Education sector, Unitec aspires to:</p> <ul style="list-style-type: none"> <li>» Set the benchmark for employment-focused tertiary education for learners. Our graduates will be in high demand and they will progress faster in their chosen careers;</li> <li>» Be the first choice for engaged lifelong learners. Our students will experience innovative learning opportunities integrated with industry and community. We will provide modern hybrid learning models as part of an authentic, fresh and vibrant experience;</li> <li>» Have staff who are agile, connected and enterprising. They will be alive to opportunity and empower the ongoing success of our students. We will be the employer of choice and our staff will reflect our commitment to delivering outstanding education outcomes;</li> <li>» Be a significant international education provider that attracts students and business partners from around the world. We will be a strong, efficient, financially sustainable business that has the resources and the desire to invest in the continual process of growth and improvement; and</li> <li>» Have a connected learning model that enables our graduates and our industry partners to combine into a force for social and economic growth.</li> </ul> | <p>The path to achieving exemplary status as a 21st century vocational institution is informed by a future state concept that proposes to demonstrate the following characteristics:</p> <ul style="list-style-type: none"> <li>» Flexibility in curriculum, provision and physical environment, to deal with shifting demands;</li> <li>» Strategic partnerships with industry and community;</li> <li>» Portfolios aligned with current and future industry and community needs;</li> <li>» Technology enabled and work integrated learning experiences;</li> <li>» Highly efficient corporate services that may include either outsourcing or insourcing of shared services with other organisations;</li> <li>» 21st century learning and working facilities;</li> <li>» Financial security with the resources to invest in future development;</li> <li>» Flexible, capable and relevant workforce operating in a dynamic and collaborative culture; and</li> <li>» Characterised by our organisational values and Te Noho Kotahitanga</li> </ul> |

To achieve this aspiration and purpose, Unitec identified four Critical Success Factors:

1. A more highly skilled, innovative, and enterprising New Zealand workforce;
2. Highly employable and enterprising life-long learners;
3. Engaged and inspired staff equipped with capabilities for our future; and
4. A financially sustainable Unitec.

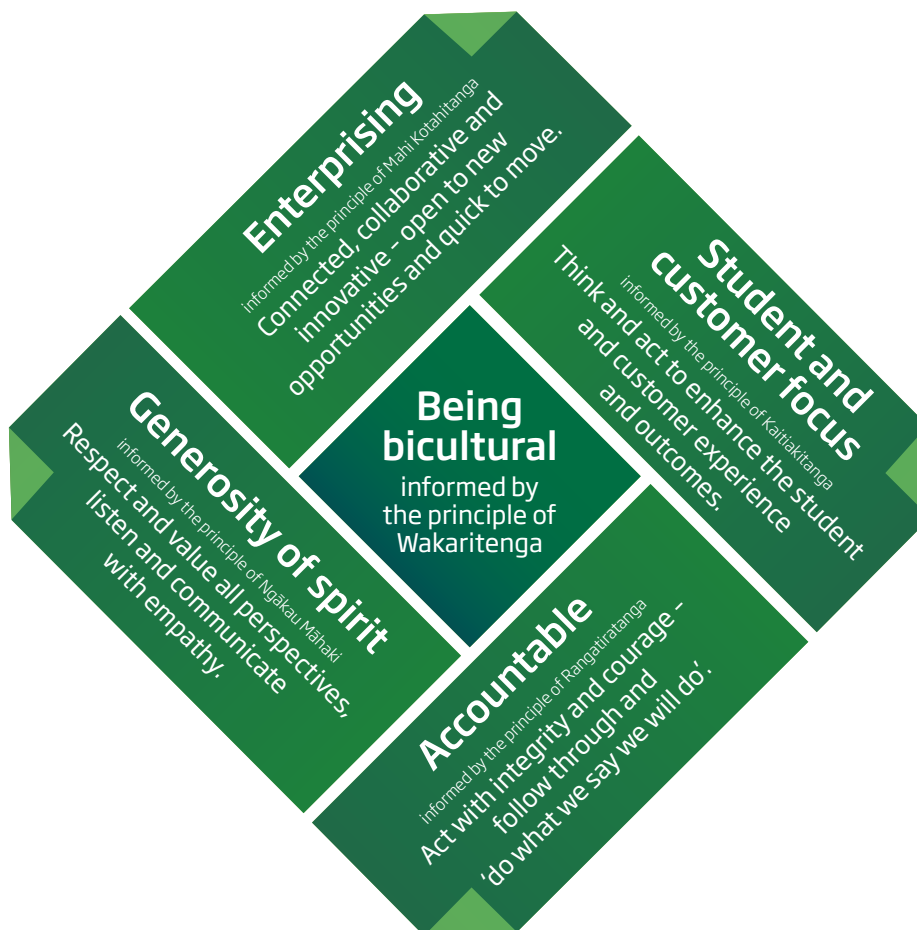
To achieve these, Unitec focused on addressing four key challenges that directly impact our people. These are set out in the Unitec Story – Refresh 2018-2020. They are:

- » Being a leader in teaching practice and capability
- » Engaging & equipping staff
- » Consolidating our campus
- » Meeting changing industry and society needs.

These were underpinned by our Kaupapa - a set of principles and plans which we agreed on as a foundation for our actions. A key foundation stone is our partnership between Māori and Pākehā, Te Noho Kotahitanga, which sets out principles for the way we will work together:

- » Rangitiratanga - Authority and Responsibility
- » Wakaritenga - Legitimacy
- » Kaitiakitanga - Guardianship
- » Mahi Kotahitanga - Co-operation
- » Ngakau Mahaki - Respect

Each of the principles informs our organisation values that guide our actions at work:



### 3. Key Programme Deliverables

The following work streams were completed and as appropriate, transitioned into the business. Some of these projects crossed over between the ENGAGE stream and INSPIRE and EQUIP.

#### ENGAGE: Culture Change

##### a) Kaupapa

This workstream developed the Unitec Kaupapa document, sharing and growing to understand the partnership of Te Noho Kotahitanga, Unitec's purpose, aspiration, and the newly formed organisation values. It created a staff connection to Unitec and lifted the understanding of how each staff member contributes to the overall purpose and strategic goals of the institution. Posters, motion graphics and other resources were developed to communicate and build awareness of the Kaupapa, and this material was integrated into policies, processes and frameworks across the Institute.

A key approach to embedding this involved getting teams across the organisation to develop a Team Kaupapa, which set out how they connected to Unitec's purpose and what the values would look like when demonstrated by their team. This gave each group an opportunity to understand the Kaupapa and be able to challenge behaviours that were outside of this and reinforce positive behaviours.

##### b) Values Based Leadership

The aim of Values Based leadership was to promote a more collaborative way of working based on our values and provide leaders with skills and toolsets to do this.

Think One Team Pty, provided a programme to all Senior Unitec leaders including new skill sets and tools to support collaborative and adaptive ways of working. It encouraged alignment, collaboration with partners and learning through review. Online resources have been developed to ensure easy access to the tools and to introduce the core concepts to new leaders who missed the earlier roll out of the programme.

##### c) Health and Safety Culture

A positive Health and Safety culture is integral to a culture of high performance and engagement. Previously Health and Safety at Unitec was compliance-oriented, with a lack of accountability, with the focus on systems and lag indicators, rather than building capability and engaging the hearts and minds of the workforce. A programme of work commenced to have Health and Safety embedded in everyone's day-to-day work and to build organisational capability.

##### d) Refreshed Induction Programme

To improve the onboarding experience for staff, and connect our new people to our Kaupapa an online induction programme was developed. The updated programme is sent out to staff prior to their start date and helps them familiarise themselves with Unitec and guides them through suggested activities for their first year.

##### e) Wellness

A Wellness plan commenced in 2016 involving campus-wide events, offering individual support, and activities and training for staff to encourage better health, fitness, nutrition, and guidance to lift wellbeing. A website has been launched to ensure ongoing self-service.

## INSPIRE: Talent

### a) Simplifying people processes and systems

Key projects were launched in late 2016 and are nearing completion:

- » Remuneration Reviews

Recently new simplified processes were introduced for undertaking reviews; initiating a move to performance pay, streamlining the process and aligning timing across the Institution. The lift in engagement from managers and positive feedback reinforces the improvements that have been made to date.

- » Career Map

To support the new review processes a new remuneration framework was introduced to ensure all roles are correctly sized and appropriately remunerated.

- » Management toolkit

The development of an online toolkit to provide managers with processes with links to artefacts to undertake key management processes has been launched. This has focussed on people management including recruitment, starting a new hire, managing planned leave and exiting staff. It will be expanded in the future to include project management, finance, and business planning.

### b) Performance Partnering

- » Performance Partnering Framework

Performance management had historically been inconsistently applied if at all, across Unitec. A robust performance development framework (Performance Partnering) was launched in February 2017 providing Unitec with the means to ensure we focus on the right outcomes linked to business plans, well-purposed individual development, sustainability of performance through enjoyment, and a corresponding lift in accountability for outcomes.

- » Leadership Essentials

A series of workshops were developed covering the core capability required for performance partnering. This included goal setting, communicating effectively, holding challenging conversations. These were rolled out in 2017 as a pilot and are now facilitated by Human Resources Business Partners as needed.



## EQUIP: Capability

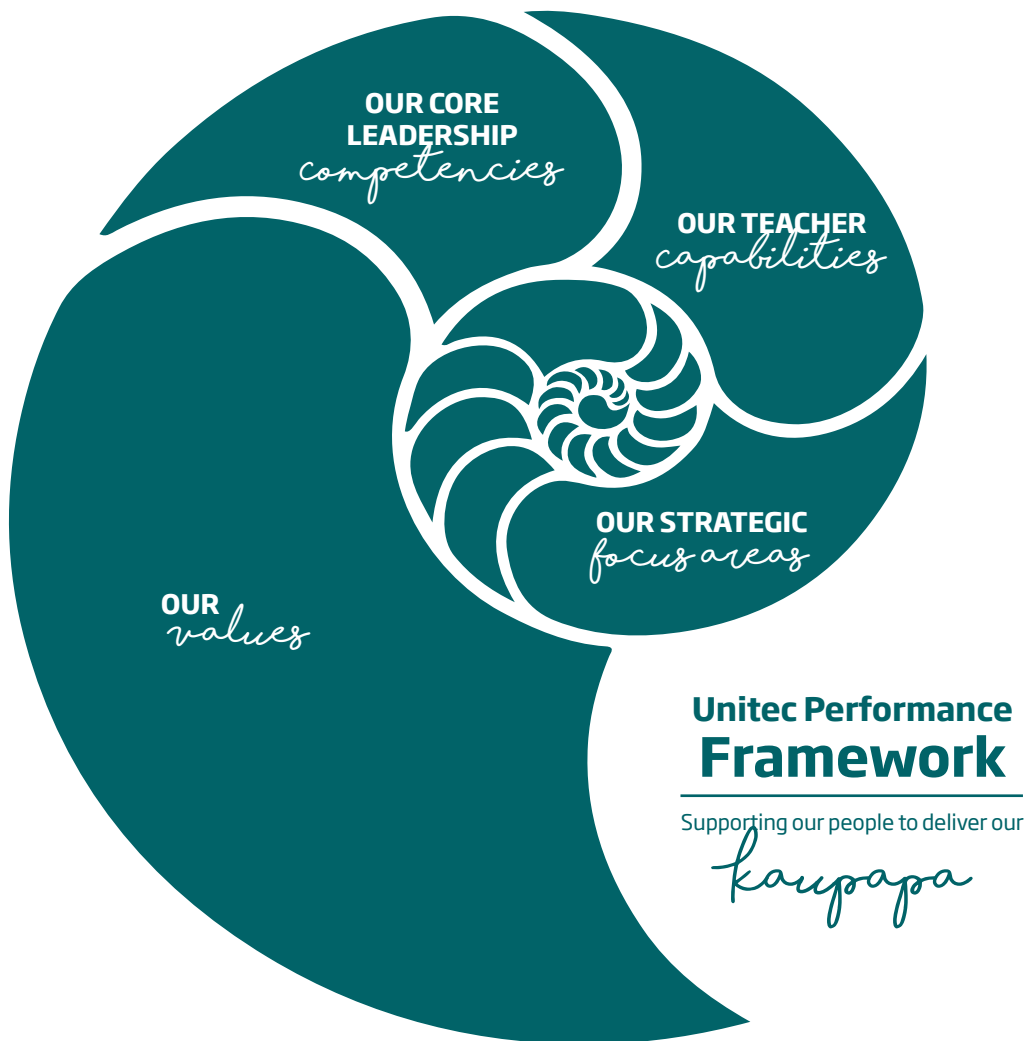
### a) People Performance Framework

At the heart of Mahi Tahi was a commitment to invest in our staff's development to meet the challenges of transformation. To this end, we have undertaken work to define core leadership competencies that we seek of all employees. The leadership competencies will be embedded in recruitment and professional development in the future.

We also built capability in Unitec's strategic focus areas given their importance in underpinning our transformation and future operating model; (Cultural Responsiveness, Environmental Sustainability, Digital Literacy, Values Based leadership, Health & Safety & Wellbeing, Research & Enterprise)

The last part of the framework holds the people management tools used by our managers. This included tools for key talent management, succession and workforce planning.

(See People Performance Framework illustration below)



## **b) Leadership Development**

The Transformation Programme in 2016 included two major change initiatives in The Services Blueprint and the Industry Sectors projects. While the project and change management for these initiatives (new operating model) was rolled out in 2016, further work is continuing under the Transformation programme to enhance implementation. Leadership capability continues to be a key to ensure success. Investment in the development of Unitec's leadership capability will continue to be a priority.

## **c) Cultural Responsiveness**

The Institute for Courageous Conversations About Race (iCCAR) at Unitec was launched in March 2016. iCCAR is one strand of Unitec's strategy to achieve cultural responsiveness and provides a useful tool to support the implementation of Unitec's Māori Strategy.

The 2-day foundational programme Beyond Diversity is offered internally to all staff, approximately ten times a year. Several CCAR sessions have also been held for Unitec students in 2016 & 2017.

## **d) Enterprise Learning System Reinstated**

In 2017, we began the reinstatement of learning records across Unitec. This ensured all attendance at Unitec programmes were recorded in individual records in PeopleSoft. It also allowed a view of all programmes being offered across Campus and from this, we will produce a Learning & Development Calendar for 2018. This will require further work in 2018 to ensure comprehensive and reliable recording of learning and development.

# APPENDIX TWO:

## Category One Programme - Final Indicator Table

| Outcome indicators  |   | Process indicators  |  |   |
|---|---|---|--|---|
| Achievement & Outcomes  | Programmes match needs  | Student engagement  | Governance & Management  | Management Compliance   |
| <p>These indicators are relevant to:</p> <ol style="list-style-type: none"> <li>How well do learners achieve?</li> <li>What is the value of the outcomes for key stakeholders, including students?</li> </ol>   | <p>These indicators are relevant to:</p> <ol style="list-style-type: none"> <li>How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?</li> </ol>  | <p>These indicators are relevant to:</p> <ol style="list-style-type: none"> <li>How effectively are students supported and involved in their learning?</li> </ol>   | <p>These indicators are relevant to:</p> <ol style="list-style-type: none"> <li>How effective are governance and management at supporting educational achievement?</li> </ol>  | <p>These indicators are relevant to:</p> <ol style="list-style-type: none"> <li>How effectively are important compliance accountabilities managed?</li> </ol>   |
| <ul style="list-style-type: none"> <li>» Students acquire useful skills and knowledge and develop their cognitive abilities.</li> <li>» Students complete courses and/or gain formal qualifications.</li> <li>» Students gain relevant employment and/or engage successfully with further study.</li> <li>» Students apply new skills and knowledge and contribute positively to their local and wider communities.</li> <li>» Students improve their well-being and enhance their abilities and attributes.</li> <li>» Communities' and iwi bodies of knowledge are created, developed, and advanced.</li> </ul> | <ul style="list-style-type: none"> <li>» Programmes maintain relevance to stakeholders and communities.</li> <li>» Programmes are regularly reviewed and updated to meet existing and emerging needs of students and stakeholders.</li> <li>» Learning environments are planned and structured for the benefit and needs of students.</li> <li>» Academic standards and integrity are maintained.</li> <li>» Learning activities and resources are effective in engaging students.</li> <li>» Key stakeholders, including students, are clearly identified and engagement is appropriate and ongoing.</li> <li>» Assessment is valid, sufficient, fair, and transparent.</li> <li>» Assessment provides students and teachers with useful feedback on progress.</li> <li>» Learning activities and assessment tasks are purposefully aligned with learning outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>» Student learning goals are well understood.</li> <li>» Comprehensive and timely study information and advice is provided to assist students pursue their chosen pathways.</li> <li>» Responses to well-being needs of learners are appropriate.</li> <li>» The learning environment is inclusive.</li> <li>» Policies and procedures minimise barriers to learning.</li> <li>» Learners have opportunities to apply knowledge and skills in a variety of contexts.</li> <li>» Students are supported to establish effective social and academic support networks.</li> <li>» Students are provided with useful and timely feedback on their progress.</li> </ul> | <ul style="list-style-type: none"> <li>» Organisational purpose and direction is clear.</li> <li>» Organisational leadership is effective.</li> <li>» Sufficient resources are allocated to support learning, teaching and research.</li> <li>» Data analysis is used effectively throughout the organisation.</li> <li>» Recruitment and development of staff is effective.</li> <li>» Staff are valued.</li> <li>» The education organisation anticipates and responds effectively to change.</li> <li>» Self-assessment is comprehensive and effective.</li> <li>» Innovation, responsiveness and continuity are balanced.</li> </ul> | <ul style="list-style-type: none"> <li>» Policies and practices are legal and ethical.</li> <li>» The TEO has effective compliance management processes.</li> <li>» Relevant legislation, rules and regulations are complied with.</li> </ul> |

**Phone** 0800 10 95 10

**Web** [unitec.ac.nz](http://unitec.ac.nz)

**Address** Private Bag 92025

Victoria St West

Auckland 1142

New Zealand

**Mt Albert campus**

139 Carrington Rd

Mt Albert

Auckland 1025

**Waitākere campus**

5-7 Ratanui St

Henderson

Auckland 0612

**Facebook** [facebook.com/UnitecNZ](https://facebook.com/UnitecNZ)

**Instagram** [instagram.com/UnitecNZ](https://instagram.com/UnitecNZ)

**Twitter** [Twitter-@UnitecNZ](https://twitter.com/UnitecNZ)

**YouTube** [Youtube.com/unitecnz](https://Youtube.com/unitecnz)

