

Te Pou Tarāwaho Āheitanga mō te Whiwhinga Ratonga Pāpori

Social Services Procurement Competency Framework

Learning Pathways Guide

Nau mai, haere mai — Welcome.

This guide is here to help you in your professional development journey, suggesting training resources and learning challenges to enhance your expertise in social services procurement.

It reflects the [Social services procurement competency framework and assessment](#) for procurement practitioners in the New Zealand public sector.

If it's your first time using this guide, review How to use and Cycle of learning before choosing a competency pillar.

You can choose a role after choosing a pillar to focus on.

How to use and Cycle of Learning

Ngā āhuatanga whaiaro
Personal attributes

Tō tātou taiao
Our environment

Ngā mōhiotanga pakihi
Business Acumen

Te whakawhanaungatanga
Relate to others

Ngā ritenga whiwhinga | Procurement practice

How to use this guide

First, do the Social Services Procurement Competency Assessment to identify your learning priorities. Record these in your performance and development plan and use SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) to plan your development for the next year.

This guide suggests resources and activities as a starting point for learning. They can guide you toward gaining the knowledge, skills and behaviour at each level you aspire to. Much of the training described may already be offered by your agency, so check for internal resources first.

The guide sometimes describes search suggestions and topics rather than specific courses. After exploring your organisation’s learning options, you may find universities, tertiary institutions, public libraries or private businesses that offer learning and resources on these topics too.

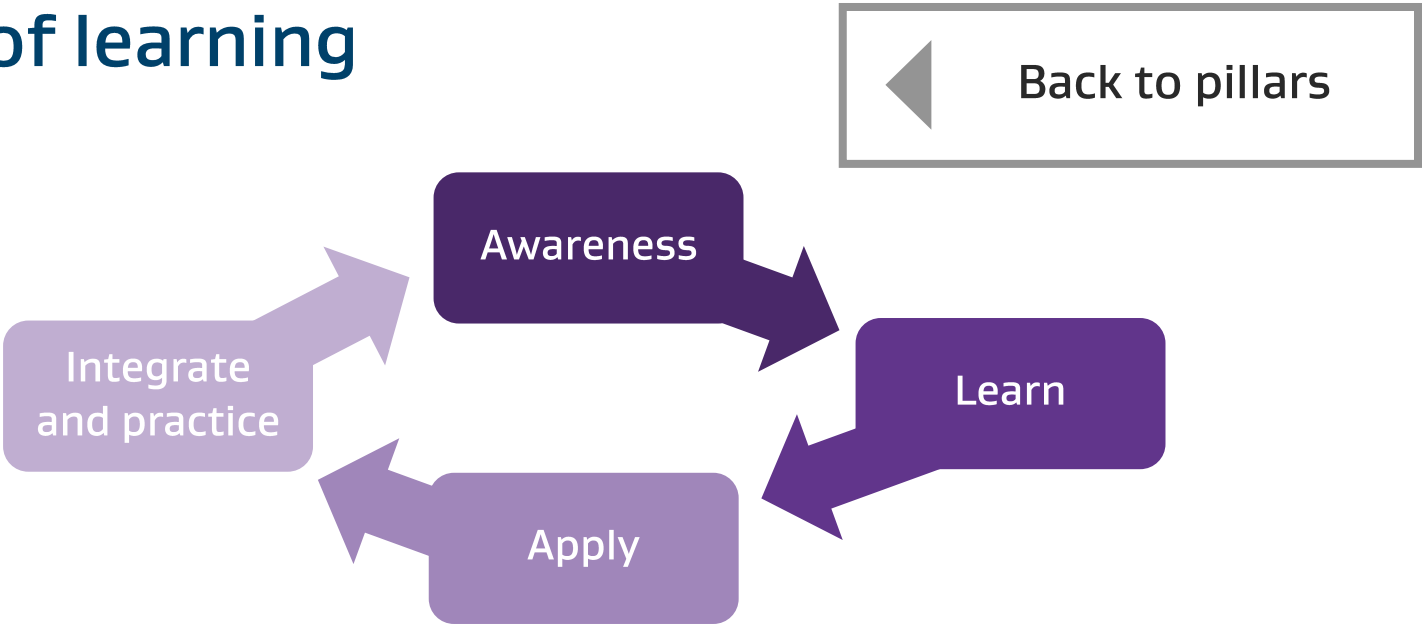
You don’t need to complete all the activities listed to progress to the next level of competency. When you’re ready, revisit the Assessment Tool at any time to help track changes in your ability and confidence, or identify new areas of development.

Try looking at the levels above and below your current role. The suggestions differ at each level and are progressive.



Joining a community of practice, doing a secondment, or seeking mentoring/coaching are beneficial for all competencies. These are always recommended, so consider these alongside other actions in this guide.

Cycle of learning



Awareness	The Social services procurement competency assessment suggests you could improve your presentation skills. You discuss with your people leader and agree a goal to ‘improve confidence and presentation skills when presenting to the evaluation group’.
Learn	Choose some techniques to improve your presentation skills, like attending a training course, joining a toastmasters group, or seeking colleagues’ input. Other ways to learn are through reading, research, secondment, e-learning, learning networks and communities of practice.
Apply	Work with colleagues to co-deliver a presentation that includes the skills you’ve learnt. Get feedback from a coach or trusted colleague. Other ways to apply learning include: through coaching, collaborating on projects, peer review, feedback, and engaging in challenging tasks.
Integrate and practice	Look for opportunities to embed and develop your presentation skills. You could deliver presentations to different audiences, challenge yourself to present solo, or integrate audience participation. Continue to seek feedback after a presentation and refine your skills based on what you’ve learnt.

Ngā āhuatanga whaiaro Personal attributes



[Back to pillars](#)

Kia puare te hinengaro
Open minded



Kia ū ki te ako
Committed to learning



Kia manawaroa
Resilient



Kia aroā ki a koe anō
Self-aware



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Explore guidance from Te Kawa Mataaho, the Public Service Commission, on diversity and inclusion:

<https://www.publicservice.govt.nz/system/public-service-people/diversity-and-inclusion/>

Check what options your organisation has for learning about:

- managing unconscious bias
- inclusion
- diversity.

You may find universities, tertiary institutions or private businesses that offer learning on these topics too.

Apply

You could challenge your thinking by reading news articles by commentators you don’t agree with.

Integrate and practice

Continue extending your range of reading material. This may include topics outside your technical experience, or other areas of the public service.

Integrate your learning about diversity and inclusion into your everyday practice. Reflect on the outcome and seek feedback on the results.

Attend networking forums to connect with experts who may think differently to you and stay updated on new and innovative practices.

 **Back to pillars**

Ngā āhuatanga whaiaro
Personal attributes 

Kia puare te hinengaro
Open minded

Kia ū ki te ako
Committed to learning 

Kia manawaroa
Resilient 

Kia aroā ki a koe anō
Self-aware 

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

By taking the Social services procurement competency assessment and reading this guide, you’re already showing some commitment to learning.

When thinking about developing your skills, it may help to consider whether you have a “fixed mindset” or a “growth mindset”.

Search these terms to learn more.

Apply

Lead a discussion or deliver a presentation to your team on a subject that you need to learn about.

Review your competency assessment and identify goals for your learning. Make a plan for achieving them. You could integrate this into your work schedule.

You could create a challenge for yourself that takes you outside your comfort zone, then reflect: what went well, what didn’t go well, and what did you learn? Discuss your findings with your manager or coach.

Integrate and practice

If your organisation’s learning management suite or People department doesn’t already supply one, you could start a record of learning and update progress in your performance development plan.

Choose a practical part of your work you’d like to develop. Research the topic to learn more about it. Deliver a presentation on it at your team meeting.

You could set up a peer practice group to review a procurement project. You could record and classify the learning from this for future reference.



◀ Back to pillars

Ngā āhuatanga whaiaro
Personal attributes

Kia puare te hinengaro
Open minded

Kia ū ki te ako
Committed to learning

Kia manawaroa
Resilient

Kia aroā ki a koe anō
Self-aware

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read these Mental Health Foundation resources:

- Reframing failures as opportunities to learn:
<https://mentalhealth.org.nz/workplaces-v2/reframing-failures-as-opportunities-to-learn>
- Stress and how to manage it:
<https://shop.mentalhealth.org.nz/product/548-stress-and-how-to-manage-it>

Consider researching basic mindfulness techniques.

Check what options your organisation has for learning about:

- resilience
- adaptability
- mental health.

You may find universities, tertiary institutions or private businesses that offer learning on these topics too.

Apply

Consider a time when a respected colleague was under pressure. Think about how they communicated and behaved. What signs of stress did you notice?

Try identifying your personal signs of stress and discussing coping strategies with a trusted colleague or friend.

Read your organisation’s resources on health and wellbeing in the workplace. Make a plan for the areas that you’d like to improve.

Integrate and practice

You could choose an action that aligns with one of the 5 ways of wellbeing in the link below and try to include it consistently in your day.

<https://mentalhealth.org.nz/five-ways-to-wellbeing>

Consider downloading a meditation app and starting a daily practice.

 **Back to pillars**

Ngā āhuatanga whaiaro
Personal attributes 

Kia puare te hinengaro
Open minded 

Kia ū ki te ako
Committed to learning 

Kia manawaroa
Resilient

Kia aroā ki a koe anō
Self-aware 

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Check whether your organisation has a preferred profiling tool, such as Clifton-Strengths or DISC.

Research articles or talks on:

- emotional intelligence
- self-awareness
- empathy
- confidence building.

Check what options your organisation has for learning about these. You may want to look into universities, tertiary institutions or private businesses for further learning on these topics too.

Apply

Try asking for feedback from a trusted colleague on a **specific** task e.g., your participation in a meeting.

Consider the question: who in your life do you need to develop more empathy for and how would you do it?

Reflect on situations where you’ve made assumptions which turned out to be incorrect. What judgements did you make? What could you do differently next time?

Reflect on your communication and actions following a difficult situation. What did you do well? What didn’t you do well? What would you do differently next time?

Integrate and practice

Reflect on feedback from colleagues and your people leader. What would you like to integrate and work on in the future?

You could meet regularly with a coach or mentor to give you guidance and feedback.

Consider keeping a journal to record what you’ve learnt.

 **Back to pillars**

Ngā āhuatanga whaiaro
Personal attributes 

Kia puare te hinengaro
Open minded 

Kia ū ki te ako
Committed to learning 

Kia manawaroa
Resilient 

Kia aroā ki a koe anō
Self-aware

Tō tātou taiao Our environment



[Back to pillars](#)

Ngā āhuatanga kāwanatanga
Machinery of government



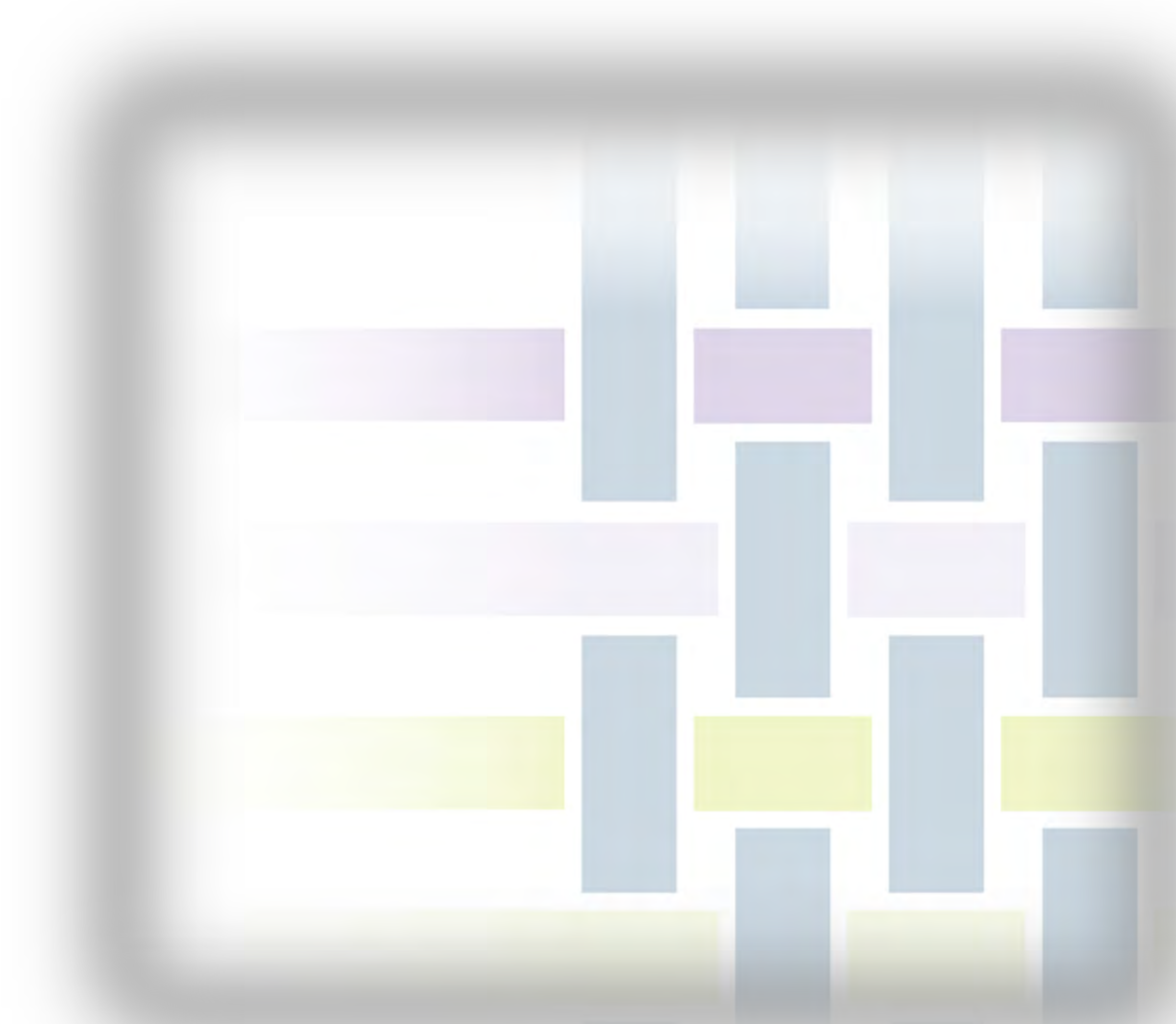
Te rāngai tūmatanui
Public sector



Te ao Māori



Te Tiriti o Waitangi
The Treaty of Waitangi



Tō tātou taiao Our environment

Ngā āhuatanga kāwanatanga
Machinery of government



Back to pillars

First, check what options your organisation has for learning about:

- machinery of government
- how government works
- an introduction to the public sector.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Foundation



Practitioner



Senior



Advanced



Leader



Learn

Complete induction modules on legislation in your organisation if they exist.

Explore Ngā Kōti Aotearoa Courts of New Zealand: About the Judiciary:

<https://www.courtsofnz.govt.nz/about-the-judiciary/>

Explore Te Tāhū o te Ture Ministry of Justice: NZ’s constitutional system:

<https://www.justice.govt.nz/courts/going-to-court/without-a-lawyer/representing-yourself-civil-high-court/new-zealands-constitutional/>

Read the resources on the New Zealand Parliament website:

<https://www.parliament.nz/en/visit-and-learn/how-parliament-works/>

Develop your understanding of the roles of the executive, legislature, and judicial branches:

<https://www.publicservice.govt.nz/system/system-architecture-and-design/>

Complete the Privacy Commissioner e-learn series: <https://www.privacy.org.nz/tools/online-privacy-training-free/>

Apply

After learning about it yourself, try teaching a new employee about:

- the three branches of government and the meaning of ‘separation of powers’.
- the role of the Courts.
- the role of Parliament.
- how laws are made.
- the difference between the public service and the public sector.

You could discuss your organisation’s purpose within the public sector with a coach, peer group or at a team meeting.

Search for user guides or fact sheets within your organisation on key legislation that impacts your work.

Talk with people in your organisation responsible for monitoring compliance with legislation, such as a privacy officer.

Integrate and practice

Identify and apply the principles of key legislation that are applicable to your everyday work. For example:

- the [Official Information Act](#)
- the [Privacy Act](#)
- the [Public Records Act](#).

◀ Back to pillars

Tō tātou taiao
Our environment

Ngā āhuatanga kāwanatanga
Machinery of government

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Find out about key legislation relevant to your work and search for it on the New Zealand Legislation website:

<https://www.legislation.govt.nz/>

For example:

- [Public Finance Act](#)
- [Public Service Act](#)
- [Crown Entities Act](#)
- [Official Information Act](#)
- [Privacy Act](#)
- [New Zealand Bill of Rights Act](#)
- [Public Records Act](#).

Watch live debate on the New Zealand Parliament website:

<https://www.parliament.nz/en/>

If you're in Wellington you could also [book a tour of Parliament](#).

You could watch the House debate the different stages of a Bill, or watch select committee hearings including public consultation hearings on Bills, Crown financial accounts or other business. Recordings of these are at:

<https://ondemand.parliament.nz/parliament-tv-on-demand/>

Apply

Search for user guides or fact sheets within your organisation on legislation that impacts your work.

Ask to attend procurement planning meetings, or shadow a senior colleague to observe how they apply legislation in practice.

Integrate and practice

Keep up to date with legislative changes that impact the way you work.

Ask for advice from senior colleagues on how to integrate compliance with legislation into your work.



◀ Back to pillars

Tō tātou taiao
Our environment

Ngā āhuatanga kāwanatanga
Machinery of government

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Learn

Read Te Kawa Mataaho Public Service Commission’s *How the public sector is organised*:
<https://www.publicservice.govt.nz/system/system-architecture-and-design/how-the-public-sector-is-organised/>

Seek out professional development workshops on how the state sector works, or financial scrutiny in government.

You may find private businesses that offer these, or universities and tertiary institutions that have both in-person and remote learning options.



Apply

You could connect with colleagues who work across the public sector to find out about their working and operating environment.

Try discussing with a senior colleague how the structure of government agencies impacts on procurement practice.

Integrate and practice

Reflect on what you’ve learnt and think about ways to integrate your knowledge into practice.

◀ Back to pillars

Tō tātou taiao
Our environment

Ngā āhuatanga kāwanatanga
Machinery of government

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Check what options your organisation has for learning about the policy development process and how policy becomes legislation.

You could follow a bill or legislation that impacts your work through the Parliamentary Process:

<https://www.parliament.nz/en/>

Familiarise yourself with the *Cabinet Manual*, Department of the Prime Minister and Cabinet (DPMC):

<https://www.dPMC.govt.nz/our-business-units/cabinet-office/supporting-work-cabinet/cabinet-manual>

Read *The Policy Quality Framework*, also from the DPMC:

<https://www.dPMC.govt.nz/our-programmes/policy-project/policy-improvement-frameworks/quality-policy-advice>

Read *Impact Analysis for Regulatory Proposals*, Treasury:

<https://www.treasury.govt.nz/information-and-services/regulation/impact-analysis-requirements-regulatory-proposals>

Read *Writing for Ministers and Cabinet*, DPMC:

<https://www.dPMC.govt.nz/sites/default/files/2019-12/writing-ministers-and-cabinet.pdf>

Review *Turning Policy Into Law*, Parliamentary Counsel Office.

<https://policy-to-law.pco.govt.nz/>

In addition to courses or resources available through your organisation, you may find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Where relevant, use guidance from central agencies (like Te Kawa Mataaho Public Service Commission) to help others learn about the machinery of government system and processes.

Look for any documented guides or processes that your organisation has for how it deals with Ministerial Services and OIA requests. If your colleagues in this space are willing to share their knowledge, you could connect with them to get a deeper understanding of the process.

Try to find networks across the public sector to learn more about their different operating environments. Join these if you can.

Connect with your organisation’s policy team to learn more about their policy frameworks and processes, and the impact on your work. You could ask about what they’re working on and their priorities for the coming year.

Integrate and practice

Consider the pros and cons for the way our public sector is organised. What benefits do you see? What are the limitations? How can you leverage the benefits in your work?

Think about the providers you work with in the private or non-government sector. How does their operating environment differ? What are the benefits and limitations of their operating environment?

◀ Back to pillars

Tō tātou taiao
Our environment

Ngā āhuatanga kāwanatanga
Machinery of government

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Read *Proposals with Financial Implications and Financial Authorities*, Department of the Prime Minister and Cabinet.
<https://www.dpmc.govt.nz/publications/co-18-2-proposals-financial-implications-and-financial-authorities>

Explore Treasury’s website:

- Information on the State sector performance and financial management system:
<https://www.treasury.govt.nz/information-and-services/state-sector-leadership/guidance>
- Better business cases guidance:
<https://www.treasury.govt.nz/information-and-services/state-sector-leadership/investment-management/better-business-cases/guidance>
- A guide to the Public Finance Act:
<https://www.treasury.govt.nz/publications/guide/guide-public-finance-act#using-this-guide>

Familiarise yourself with the *Cabinet Guide*, Department of the Prime Minister and Cabinet.
<https://www.dpmc.govt.nz/publications/cabguide>

Read the latest news from the Beehive:
<https://www.beehive.govt.nz/>

Apply

Try meeting with the finance team in your organisation. You could ask about how they work and go into detail on their processes.

Work alongside colleagues in the finance team as they prepare the annual budget and budget bids.

Read government policy announcements and see if you can make the link between government priorities and budget allocations.

Integrate and practice

Set aside regular time to keep up to date with government priorities and policy.



◀ Back to pillars

Tō tātou taiao
Our environment

Ngā āhuatanga kāwanatanga
Machinery of government

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Tō tātou taiao
Our environment



Te rāngai tūmatanui
Public Sector

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Learn about the role, boundaries and accountability of a public servant. Read Te Kawa Mataaho Public Service Commission’s:

- *Guidance on the public sector:*
<https://www.publicservice.govt.nz/system/public-service-sectors/>
- *Guide on integrity and conduct:*
<https://www.publicservice.govt.nz/guidance/guide-he-aratohu/>
- *Public Service Act 2020 reforms:*
<https://www.publicservice.govt.nz/guidance/public-service-act-2020-reforms/>

If not already offered or recommended by your organisation, you could complete this e-learning module at Te Kawa Mataaho Public Service Commission: *Public Service Induction*:
<https://www.publicservice.govt.nz/working-in-public-service/public-service-induction/>

Read the latest news on the Beehive website:
<https://www.beehive.govt.nz/>

Apply

Reflect on the difference between working in the private sector and the public sector. You could discuss with a colleague the actions and behaviours you think you need to develop at work.

Think about the impact that election year has on public servants.

Discuss with a coach or colleague what being a public servant means to you. You could also find out from others what it means to them. Why did they choose public service over private sector?

You could search for and take a ‘personal values assessment’. Do your personal values align with the values of a public servant as described in the reading?

Integrate and practice

Reflect on your discussion with colleagues. What actions or behaviours would you like to integrate and work on in the future?

Meet regularly with a mentor or your people leader to give you guidance and feedback on these same actions or behaviours.

◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai tūmatanui
Public Sector

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Find out what options your organisation has for learning about leadership development.

Te Kawa Mataaho, the Public Service Commission also has resources about leadership development:
<https://www.publicservice.govt.nz/system/leaders/leadership-development>

You may find the Leadership Development Centre useful:
<https://www ldc.govt.nz/>

Consider searching for articles or resources online about:

- the leadership pipeline
- succession planning.

Apply

Take time to review your organisational chart and note the layers of leadership between you and the chief executive. Consider how the tiers of leadership in your organisation might reflect a ‘leadership pipeline’ or plan for succession.

Talk to your people leader, and other leaders in your organisation, about the responsibilities at their level of leadership.

Integrate and practice

Think about your own leadership journey. Is this a career pathway that interests you? If so, what would be the leadership transitions you need to focus on?

Reflect on the idea of a leadership pipeline or succession plan. How does this change your conversations with leaders, and your expectations of them?



◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai tūmatanui
Public Sector

Foundation

Practitioner

Senior

Advanced

Leader

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Find your position description, and read it alongside your organisation’s mission, strategy and business plan.

Read the good practice guide on governance from Tumuaki o te Mana Arotake, Office of the Auditor General:
<https://oag.parliament.nz/good-practice/governance>

Apply

Think about the people in your team, and consider how their roles and work interact with each other. You may need to draw a diagram to show the links.

You could work with your team to develop a ‘line of sight’ between your projects, your team’s work programme, and the minister’s priorities.

Discuss with your people leader how the work of your team fits within your agency’s overall strategic direction, outcomes and work programme.

Integrate and practice

Make time at the start of a procurement project to consider the big picture. You could talk about it with the business owner to gain an understanding of what they hope to achieve, and how it aligns with your organisation’s strategy and business plan.

Reflect on how your learnings and discussions of the bigger picture might influence the way you prioritise procurement projects.



◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai tūmatanui
Public Sector

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Read *Building a stronger public accountability system for New Zealanders* from Tumuaki o te Mana Arotake, Office of the Auditor General:
<https://oag.parliament.nz/2021/public-accountability/docs/public-accountability.pdf>

Research the concept of return on investment (ROI) and consider how this might apply in the social services sector.

Attend inter-agency and Institute of Public Administration (IPANZ) events to learn about the wider public sector. Read articles in the IPANZ Journal.
<https://ipanz.org.nz/>

Seek out what options your agency has for learning about:

- organisational strategy and operations
- governance in not-for-profit organisations.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

See if there are opportunities for you to participate at the business unit, team and/or sector level in strategic thinking. This could be any kind of thinking, discussion, or planning that contributes to vision setting, strategic direction and longer-term outcomes.

Integrate and practice

Work with your manager or people leader to identify strategic objectives for the team that align with organisational strategy. If there's not already some planning in place, you could take the lead on planning the budget and timelines for these.

◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai tūmatanui
Public Sector

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Look for your organisation’s annual report, statement of intent, and long-term business plans. Read these to learn about your agency’s:

- role
- opportunities
- assumptions about the future
- strategic direction.

Read the good practice guide to sensitive expenditure from Tumuaki o te Mana Arotake, Office of the Auditor General;
<https://oag.parliament.nz/good-practice/sensitive-expenditure>

Read *Developing future public service leaders for Aotearoa New Zealand*, Sir Ashley Bloomfield:
<https://ojs.victoria.ac.nz/pq/article/view/8099/7170>

Explore *Ngā kaiaarataki leaders*, Te Kawa Mataaho Public Service Commission:
<https://www.publicservice.govt.nz/system/leaders/>

Create a login and explore the resources and courses on the Leadership Development Centre website:
<https://www ldc.govt.nz/>

Seek out what options your agency has for learning governance and leadership. In addition you may find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

See if there are opportunities for you to participate at the business unit, team and/or sector level in strategic thinking. This could be any kind of thinking, discussion, or planning that contributes to vision setting, strategic direction and longer-term outcomes.

Learn about the senior leaders in your organisation. What was their career path? How do they describe their leadership style?

Read about different leadership styles, and think about how they compare to your own style, or the style of other leaders you’ve encountered:
<https://www.business.govt.nz/business-performance/management-and-leadership/leadership-styles-and-when-to-use-them/>

Integrate and practice

Try setting SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) for your leadership development. You could keep a journal to reflect on your progress weekly – what went well, what didn’t go well and what you’d like to work on.

Think about your leadership style. What are the pros and cons of this leadership style? How would you go about changing your leadership style? You could discuss this with a coach.

Set aside regular time to think about public sector leadership in practice. Who is your leadership role model? What do you notice about their communication style? What is it about their leadership style that you respect?

Back to pillars

Tō tātou taiao
Our environment

Te rāngai tūmatanui
Public Sector

Foundation

Practitioner

Senior

Advanced

Leader

Tō tātou taiao
Our environment



Te ao Māori

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

There’s relevant reading at Te Ara, the Encyclopedia of New Zealand:

- *Story: Te ao mārama – the natural world:*
<https://teara.govt.nz/en/te-ao-marama-the-natural-world>
- *Story: Papatūānuku – the land:*
<https://teara.govt.nz/en/papatuanuku-the-land>

Read *Principles from te ao Māori - the Māori worldview* He aronga Māori ki ngā mātāpono, Hīkina Whakatutuki Ministry of Business, Innovation and Employment:
<https://www.mbie.govt.nz/business-and-employment/economic-development/just-transition/just-transitions-guide/foundations/principles-from-te-ao-maori-the-maori-worldview/>

Explore resources about Matariki such as those by Dr Rangi Mātāmua or on the Matariki website:
<https://www.matariki.com/resources>

Apply

With reference to the resources, review your organisational values through the lens of te ao Māori. How do these values align with te ao Māori?

Find the ‘go to’ team in your organisation for advice on te ao Māori. In collaboration with your manager/people leader, invite them to a team meeting to share how you work and get their insight.

Integrate and practice

You could participate in organisational and community events that promote te ao Māori. For example, Matariki, local kapa haka events, and Te Matatini.

Look for opportunities to learn about te ao Māori. This might include listening to Māori orators, participating in a waiata group, or volunteering at local events or marae.

◀ Back to pillars

Tō tātou taiao
Our environment

Te ao Māori

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Review your organisation’s own guidance on ways to embed te ao Māori into your work.

Learn about kaupapa Māori frameworks relevant to your work. For example, Te whare tapa wha:

<https://mentalhealth.org.nz/te-whare-tapa-wha>

Read *He Ara Waiora – the Treasury’s Māori Wellbeing Framework*; <https://www.treasury.govt.nz/information-and-services/nz-economy/higher-living-standards/he-ara-waiora>

Research key differences in cultural values. For example, individualism vs collectivism, the power distance ratio, and types of calendar year.



Apply

If possible, accompany your manager or senior colleagues to meetings with iwi or Māori groups.

You could ask colleagues about ways they consider te ao Māori in their work.

When thinking about your own cultural values and worldview, how do these differ from te ao Māori? What benefits do you see? What are the areas of potential conflict?

Reflect on a piece of recent work. If you were viewing this work from a Tiriti / Treaty lens, what would be different? How can you apply this learning to future work?

Integrate and practice

Get into the practice of viewing work from a te ao Māori lens as part of your procurement planning. Ask yourself, ‘how would this affect Māori?’

Ask for advice from Māori advisors in your organisation. You could meet with them regularly to learn more about including te ao Māori in your work.

◀ Back to pillars

Tō tātou taiao
Our environment

Te ao Māori

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Find information about your local iwi on Te Kāhui Māngai directory, Te Puni Kōkiri. Go to their respective websites and read about their inter-generational plans.
<https://www.tkm.govt.nz/>

Watch, listen, and read Māori media and news stories to understand current events from the lens of te ao Māori .



Apply

Ask colleagues about how they’ve engaged with Māori. What worked well; what could have been done better, and what were the outcomes?

Integrate and practice

Try to build relationships with people and external organisations with an interest in your subject area, particularly iwi and Māori. For example, you could join in on special events and attend public meetings.

◀ Back to pillars

Tō tātou taiao
Our environment

Te ao Māori

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Read Whānau Ora Kaupapa, Te Puni Kōkiri;
<https://www.tpk.govt.nz/en/nga-putea-me-ng-a-ratonga/whanau-ora/whanau-ora-kaupapa2>

Read the resources on Effective governance, Te Puni Kōkiri;
<https://www.tpk.govt.nz/en/nga-putea-me-ng-a-ratonga/governance/effective-governance>

Explore the resources on Māori governance video toolkit;
Community Governance:
<https://communitygovernance.org.nz/board-resources/maori-governance/>

Apply

Reflecting on the Whānau Ora Kaupapa, how can you bring te ao Māori into your work? What are the barriers you face? How might you overcome these? Discuss this with Māori advisors, if available, or colleagues who are on the same learning journey.

If you can find an appropriate community of practice or organisational forum, you could present examples of work where te ao Māori perspectives were incorporated. Be prepared to discuss the advantages and the challenges you faced.

Integrate and practice

You could deepen your understanding of te ao Māori by learning advanced levels of te reo Māori, spending time on a marae or working on one.

Try engage with and seek critique from Māori thought leaders and experts.

Seek to embed te ao Māori into your work as standard practice. You could also coach your colleagues on ways to do this.



◀ Back to pillars

Tō tātou taiao
Our environment

Te ao Māori

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Read *Co-governance, human rights and Te Tiriti o Waitangi*, Te Kāhui Tika Tangata Human Rights Commission;

<https://tikatangata.org.nz/our-work/co-governance-resource>

Seek out what options your agency has for learning governance and leadership from a te ao Maori view. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Showcase examples of best practice to your team. You could search for the video about the build of the New Plymouth Airport Terminal Te Hono – this is an example of co-design in action.

Consider periodically having discussions at your team meeting on ways to include te ao Māori approaches in your work.

Integrate and practice

Ask your team about how te ao Māori approaches have been included in their work.

Support your team to learn about te ao Māori by giving them time and resources to do so.

Review your organisational procurement guidance and templates. Are there prompts within these to consider te ao Māori approaches?



◀ Back to pillars

Tō tātou taiao
Our environment

Te ao Māori

Foundation

Practitioner

Senior

Advanced

Leader

Tō tātou taiao
Our environment



Te Tiriti o Waitangi
The Treaty of Waitangi

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars



Learn

Search within your organisation for:

- guidance on Te Tiriti / The Treaty and Māori Crown relations
- access to an in-person workshop on Te Tiriti / The Treaty
- options to learn about Te Tiriti / The Treaty
- options to learn about the recent history of Aotearoa New Zealand.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Read about Te Tiriti / The Treaty:

- Waitangi Tribunal:
<https://www.waitangitribunal.govt.nz/treaty-of-waitangi/>
- Te Papa Tongarewa:
<https://www.tepapa.govt.nz/discover-collections/read-watch-play/treaty-waitangi>
- NZ Archives:
<https://www.archives.govt.nz/discover-our-stories/the-treaty-of-waitangi/the-treaty-of-waitangi-quick-facts>
- NZ History:
<https://nzhistory.govt.nz/politics/treaty/the-treaty-in-brief>

If you're in Wellington, you could visit the Te Tiriti exhibition at [He Tohu | National Library](#)

Search for and watch *What really happened-Waitangi* series on Iwi Whitiāhua, NZ On Screen.

Apply

Discuss the application of Te Tiriti / The Treaty to your work with a coach or manager/people leader.

Reflect on a piece of recent work. If you were viewing this work from a Te Tiriti / Treaty lens, what would be different? How can you apply this learning to future work?

Find the 'go to' person in your organisation for advice and help with applying Te Tiriti / The Treaty. In collaboration with your manager/people leader, invite them to a team meeting to start a dialogue or hear insights from their perspective.

Integrate and practice

In your team meeting, consider setting aside time to review ways to honour Te Tiriti / The Treaty and Māori Crown relations within your work practices.

◀ Back to pillars

Tō tātou taiao
Our environment

Te Tiriti o Waitangi
The Treaty of Waitangi

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Search for the Whāinga Amorangi plan in your organisation. Assess if there are any gaps in your knowledge or actions you can complete from within the plan.

Read *Te Kahui Hīkina, Māori Crown Relations*, Te Arawhiti:
<https://www.tearawhiti.govt.nz/te-kahui-hikina-maori-crown-relations/>

Read *Building closer relationships with Māori*, Te Arawhiti:
<https://www.tearawhiti.govt.nz/tools-and-resources/building-closer-partnerships-with-maori/>

Read *Capability Framework for the Public Service, Te Arawhiti*:
<https://www.tearawhiti.govt.nz/assets/Tools-and-Resources/Maori-Crown-Relations-Capability-Framework-Individual-Capability-Component.pdf>

Read about Te Tiriti / The Treaty to gain a deeper understanding of its legal status. Some resources are:

- He Tirohanga o Kawa ki te Tiriti o Waitangi at Te Puni Kōkiri:
<https://www.tpk.govt.nz/en/o-matou-mohiotanga/crownmaori-relations/he-tirohanga-o-kawa-ki-te-tiriti-o-waitangi>
- Principles of the Treaty of Waitangi – ngā mātāpono o te Tiriti o Waitangi at Te Ara:
<https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/print>
- Principles of the treaty at Te Rōpū Whakamana i te Tiriti o Waitangi, the Waitangi Tribunal:
<https://www.waitangitribunal.govt.nz/treaty-of-waitangi/principles-of-the-treaty/>

Apply

Reflect on what you’ve learnt about te Tiriti / The Treaty: how can you apply this to your work?

Reflect on the ‘collaborate, co-design, empower’ model for engaging with Māori. How can you embed this in your work?

You could identify the implications of the Treaty of Waitangi principles for a project you’re involved in and get feedback from a colleague.

Talk with your colleagues about the Crown’s Treaty of Waitangi obligations and any agency examples you know of that show engagement and collaboration with Māori groups.

With colleagues, you could work through the ‘Te Tiriti o Waitangi workbook’ that accompanies the He Tohu exhibition at the National Library:
<https://natlib.govt.nz/he-tohu/learning/discover-more/te-tiriti-o-waitangi-workbook>

Integrate and practice

With your team, try to find a coach who can give guidance on ways to engage with Māori and embed te Tiriti / The Treaty in your work.

What is one single action that you can take that demonstrates your personal commitment to te Tiriti / The Treaty?



Back to pillars

Tō tātou taiao
Our environment



Te Tiriti o Waitangi
The Treaty of Waitangi



Foundation



Practitioner

Senior



Advanced



Leader



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Listen to a podcast series of the history of Aotearoa New Zealand:

- the Aotearoa history show, Radio NZ:
<https://www.rnz.co.nz/programmes/the-aotearoa-history-show>
- *Black Sheep*, Radio NZ:
<https://www.rnz.co.nz/programmes/black-sheep>
- *Nau Mai Town*, Radio NZ:
<https://www.rnz.co.nz/programmes/nau-mai-town>

Visit your local museum to find out about local iwi and hapū history.



Apply

You could work with your team to find out about the history of local iwi and hapū. Ask whether there is someone in your organisation who can help you.

Reflect on what you’ve learnt about the history of Aotearoa New Zealand. Does this change your world view, or your expectations of ways to engage with Māori, work with providers and negotiate agreements?

Talk with your colleagues about the Crown’s Treaty of Waitangi obligations and any agency examples you know of that show engagement and collaboration with Māori groups.

Integrate and practice

With your team, try to find a coach who can give guidance on ways to engage with Māori and embed Te Tiriti / The Treaty in your work.

What is one single action that you can take that demonstrates your personal commitment to te Tiriti / The Treaty?

◀ Back to pillars

Tō tātou taiao
Our environment

Te Tiriti o Waitangi
The Treaty of Waitangi

Foundation

Practitioner

Senior

Advanced

Leader

Learn

See if you can attend a Waitangi Tribunal hearing relevant to your work.

The Waitangi Tribunal produces two publications on Treaty issues.

- *Te Manutukutuku* newsletter informs about important Treaty issues before the Tribunal:
<https://www.waitangitribunal.govt.nz/publications-and-resources/te-manutukutuku/>
- *Annual Report of the Waitangi Tribunal* provides information about the operation of the Waitangi Tribunal from Matariki to Matariki each year:
<https://www.waitangitribunal.govt.nz/news/>
- You can subscribe to *Te Manutukutuku* and/or the Annual Report by emailing your name and organisation to WaitangiTribunal@justice.govt.nz.

Read *The red book*, Te Arawhiti Office for Māori Crown Relations:
<https://www.tearawhiti.govt.nz/te-kahui-whakatau-treaty-settlements/the-red-book/>

Learn about any Treaty settlement commitments that your agency is responsible for at Te Haeata:
<https://tehaeata.govt.nz/nau-mai-haere-mai-ki-te-haeata>

Apply

In conjunction with any Māori advisors in your organisation, and/or Te Arawhiti, develop a plan for building your team’s capability on knowledge and application of Te Tiriti / The Treaty. Consider ways that you can do this on an ongoing basis, rather than as a one-off exercise.

<https://www.tearawhiti.govt.nz/>

Learn about the history of your organisation, like key decisions on its formation and structure. What influence does this have on:

- New Zealand society,
- the economy,
- Māori,
- Māori Crown relationships,
- Aotearoa New Zealand’s international relations?

Integrate and practice

Work with your peers, the procurement team or a practice group to review procurement projects on a regular basis. In your review, consider what went well, and what could have been done differently? What could you implement for future projects?

◀ Back to pillars

Tō tātou taiao
Our environment

Te Tiriti o Waitangi
The Treaty of Waitangi

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader

Tō tātou taiao
Our environment



Te rāngai pāpori
Social Sector

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read the social sector commissioning action plan for your organisation.

Read *Mana Tangata Human Rights in Aotearoa*, Te Kāhui Tika Tangata Human Rights Commission:
<https://tikatangata.org.nz/human-rights-in-aotearoa>

Read *Social sector commissioning action plan and reform* at Te Manatū Whakahiato Ora, Ministry of Social Development:
<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/index.html>

Complete the Inter-Cultural Capability eLearning modules at Te Tari Mātāwaka, Ministry for Ethnic Affairs:
<https://www.ethniccommunities.govt.nz/resources/guides-and-how-tos/intercultural-capability/>

Apply

Reflect on the types of human rights described in the *Mana Tangata* resource. What rights does your organisation seek to influence? What are the opportunities for your organisation to improve human rights within Aotearoa New Zealand? Discuss this with your team.

Reflect on the *The Wizards of Husk* story in the *Inter-Cultural Capability* e-learning module. Can you think of assumptions you’ve made that turned out to be incorrect? What could you do differently to challenge your assumptions?

◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai pāpori
Social Sector

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Read the Social sector commissioning action plan, and the latest reports on Ministry of Social Development webpage:
<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/index.html>

Search for and read about the New Zealand Deprivation Index.

Explore the Regional economic activity web tool at Ministry of Business, Innovation and Employment Hīkina Whakatutuki:
<https://webrear.mbie.govt.nz/summary/new-zealand>

Read The Pacific Wellbeing Strategy, Ministry for Pacific Peoples:
<https://www.mpp.govt.nz/programmes/all-of-government-pacific-wellbeing-strategy/>

Complete the Yavu e-learning module, Ministry for Pacific Peoples:
<https://www.mpp.govt.nz/training/yavu-module/>

Read about the National Action Plan Against Racism:
<https://www.justice.govt.nz/justice-sector-policy/key-initiatives/national-action-plan-against-racism>

Contribute to initiatives being led by the Social Services Commissioning Hub at the Ministry of Social Development:
<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/index.html>

Apply

Find examples where the social sector commissioning principles have been implemented within your organisation. You may need to search widely; ask and discuss this with several colleagues.

Review the social sector commissioning plan for your organisation. You could discuss progress on implementation of the plan with senior colleagues.

Reflect on the differences between social services and commercial procurement across the procurement lifecycle. Discuss this with your contacts from both kinds of teams.

Take opportunities to discuss your team’s views and experiences of institutional racism within the workplace and community.

Integrate and practice

For each project you complete, try doing a sense check on how you’ve included the social sector commissioning principles in your work.

Continue to read widely on the impact of racism, institutional racism and the development of the national action plan on racism.

See if you can connect with the community groups you serve in your organisation, or groups within your own local community. Try to spend time working alongside them and listening to their stories.

Back to pillars

Tō tātou taiao
Our environment

Te rāngai pāpori
Social Sector

Foundation

Practitioner

Senior

Advanced

Leader

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read *Yavu foundations of Pacific engagement*, Ministry of Pacific Peoples:
<https://www.mpp.govt.nz/publications-resources/resources/yavu/>

Read *More effective social services*, by the New Zealand Productivity Commission:
<https://www.treasury.govt.nz/publications/final-report-more-effective-social-services>

You could also look at the Productivity Commission’s working papers and research papers, as archived on the Treasury’s website:
<https://www.treasury.govt.nz/publications/research-and-commentary/productivity-commission-working-papers-and-research-papers>

Read *Kia Tūtahi Relationship Accord* at Te Tari Taiwhenua, Department of Internal Affairs:
<https://www.dia.govt.nz/KiaTutahi>

Apply

Research the social service providers in your area of concern. Find out about the role and purpose of these organisations.

Research the differences in the operating environment for non-government organisations, the private and public sector. Discuss the impact of different operating environments in a presentation to your team or community of practice. Does this influence the way you’d approach your own work? How?

Take opportunities to discuss views and experiences of institutional racism within the workplace and community.

Plan to engage with the wider community before starting a procurement project. Ask for feedback on your plan from cultural advisors in your organisation or networks.

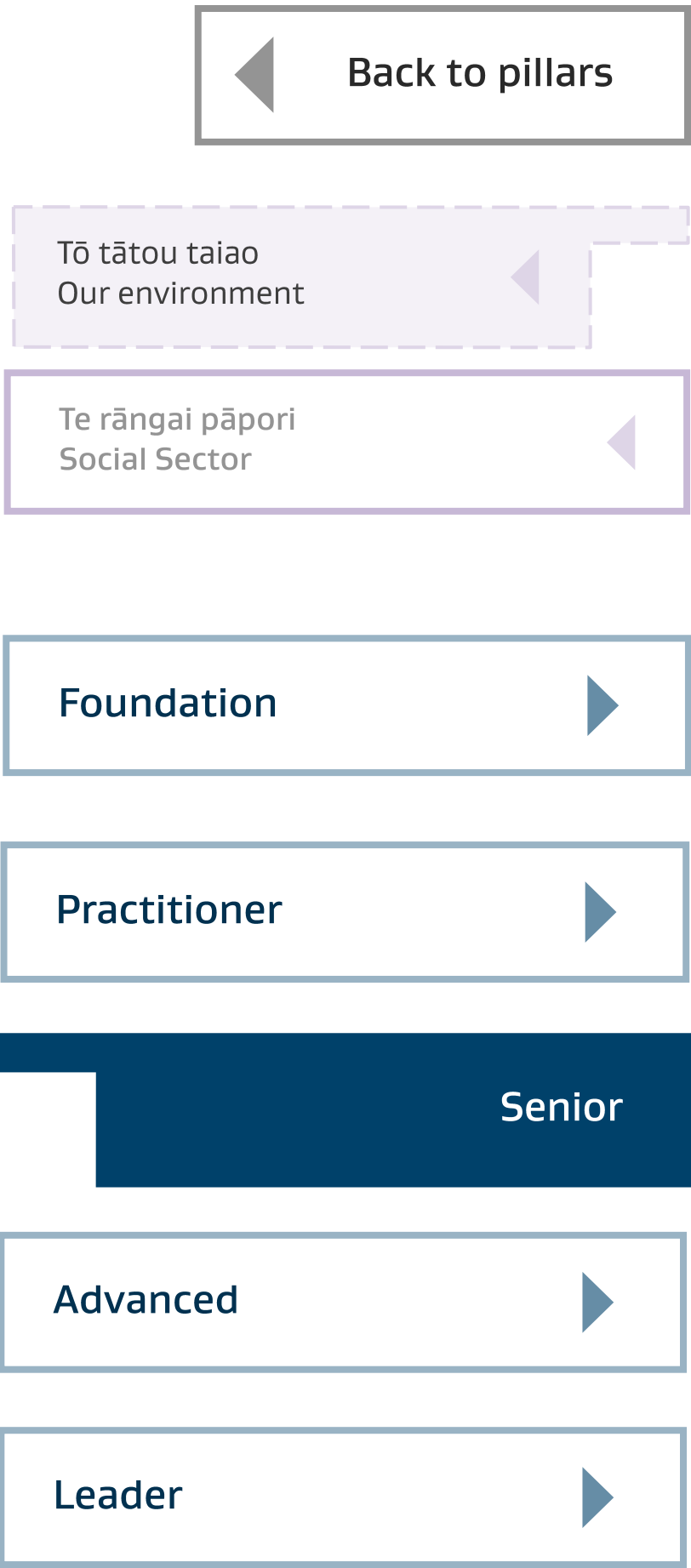
Integrate and practice

Consider making your own stakeholder map of:

- government departments and Crown entities
- philanthropic organisations
- iwi, hapū and Māori organisations
- non-government organisations.

Compare this to existing stakeholder maps from your team(s) or project(s).

See if you can connect with community groups you serve in your organisation, or groups within your own local community. Try to spend time working alongside them and listening to their stories.



Learn

Explore Te Kāhui Kāhu Social Services Accreditation and whether your agency is accredited, or could work towards accreditation:

<https://tekāhuikāhu.govt.nz/accreditation/index.html>

Read case studies and outcomes of social sector commissioning:

- *Commissioning for pae ora healthy futures*, Mānatu Hauora <https://www.health.govt.nz/publication/commissioning-pae-ora-healthy-futures-2022>
- *Te Kete Aronui, Social return on investment*, Whānau Ora <https://whanauora.nz/publications/social-return-on-investment>
- *Formative evaluation of the Whānau Ora commissioning agency model*, Te Puni Kōkiri <https://www.tpk.govt.nz/en/o-matou-mohiotanga/whanau-ora/formative-evaluation-of-the-whanau-ora-model>
- *Understanding whānau-centred approaches*, Te Puni Kōkiri: <https://www.tpk.govt.nz/en/o-matou-mohiotanga/whanau-ora/understanding-whanaucentred-approaches-analysis-of>
- *Introduction to outcomes capability planning and assessment tool*, Ministry of Social Development <https://www.msd.govt.nz/what-we-can-do/providers/outcomes-tool/index.html>

Read *What you told us*, Social Investment Agency: <https://swa.govt.nz/assets/Uploads/what-you-told-us.pdf>

Explore the research on the Whānau Ora website: <https://whanauora.nz/publications/research>

And the Te Putahitanga o Te Waipounamu website: <https://www.teputahitanga.org/what-we-do/research/>

Apply

If you don't already, try taking an active role in the Ministry of Social Development's Social Services Commissioning Hub initiatives <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/>

Reflect on the organisational knowledge of key providers for your organisation. Are there multiple agreements with one provider? Or similar agreements with the same provider across other government departments? What's the comparative monetary value, and the comparative public value?

Review recent procurement projects and their outcomes in your organisation. What stories you can tell? Who can you tell them to?

Reflect on the linked case studies, and any case studies presented at a Social service commissioning Community of practice or similar group. What new strategies could you implement into procurement practice in your organisation?

Integrate and practice

Keep track of your agency's Te Kāhui Kāhu Social Services Accreditation assessments. Are there opportunities to strengthen your agency's accreditation or help maintain compliance?

Discuss strategies for managing provider agreements and relationships with your manager.

You could work with the social sector commissioning team to explore research opportunities on service outcomes – potentially with a university or similar institution.

◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai pāpori
Social Sector

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Review your organisation’s social services commissioning action plan. Is this up to date?

Apply

Be an active participant in the Social Services Commissioning and Procurement Committee by taking a leadership or committee role. To join, contact Social_Sector_Enquiries@msd.govt.nz

Contribute to initiatives led by the Social Services Commissioning Hub at the Ministry of Social Development:
<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/index.html>

You can also email Social_Sector_Enquiries@msd.govt.nz for details of these initiatives.

Integrate and practice

Share your organisation’s social services commissioning action plan with other organisations. What can you learn from each other? How could you consolidate resources?

Try to read widely about current issues impacting the political and economic environment. Think about the impact on the social sector and on your work.

You could lead and promote organisational initiatives that address unconscious bias, discrimination, racial equity and institutional racism. At a team meeting, discuss safe ways for your team to speak up. Help them to practice what to say in those situations.



◀ Back to pillars

Tō tātou taiao
Our environment

Te rāngai pāpori
Social Sector

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Ngā mōhiotanga pakihi Business acumen

Kia whai rautaki te whakaaro
Think strategically



Kia koi te whakaaro
Think critically



Whakahaeretia ngā kaupapa
Manage projects



Kia mārama te tuhituhi
Write with clarity



Te mātau ahumoni
Financial literacy



Te ture kirimana
Contract law



Back to pillars



Ngā mōhiotanga pakihi Business acumen

Kia whai rautaki te whakaaro
Think strategically

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars

Learn

Find the mission and strategy documents for your organisation.
Read these alongside your position description.

Read the procurement policy for your organisation.

Apply

Review your job description and note the links between your role and your organisation’s mission and strategy.

Discuss with a colleague the ‘line of sight’ between your organisation’s strategy and procurement policy. Reflect on whether this changes your approach to your work.

Discuss with your manager/people leader the ‘line of sight’ between your organisation’s strategy, annual plan and the work programme for your team.

Integrate and practice

Schedule regular times in your calendar to review and reflect on your work, for example, monthly. Check whether your work is consistent with procurement policy.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia whai rautaki te whakaaro
Think strategically

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Read the procurement policy for your organisation. Ask colleagues in other organisations for copies of their respective procurement policies.

Read about economic benefits on the NZ Government Procurement website. Economic benefits are described under ‘Rule 8’.
<https://www.procurement.govt.nz/government-procurement-framework/government-procurement-rules/planning-your-procurement/economic-benefit-to-new-zealand/>

There’s also guidance on implementing economic benefits:
<https://www.procurement.govt.nz/guides/rule-8-guidance-handbook/>

Read the economic benefits framework for your organisation, if there is one.

Apply

Compare and note the differences between procurement policies in different organisations. Can you distinguish the differences between policies? How do these reflect the organisation’s strategy and mission?

Reflect on ways that your organisation implements economic benefits. Can you see any potential for unintended consequences? How might you mitigate these?

Integrate and practice

Set aside time within your team to peer review procurement projects, for example, every two months. On reflection, can you see any additional opportunities to add value? How might this change your approach for future procurement projects?

Try to participate in workshops or communities of practice where new ways of working are explored.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia whai rautaki te whakaaro
Think strategically

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read about improving your strategic planning skills at <https://www.procurement.govt.nz/procurement/improving-your-procurement/strategic-procurement-planning/>

Search for articles by Mariana Mazzucato related to collaborating with the private sector, for example: <https://www.rnz.co.nz/national/programmes/ninetoonoon/audio/2018829001/mariana-mazzucato-governments-must-collaborate-with-private-sector>

Explore the resources on Futures thinking at the Department of Prime Minister and Cabinet: <https://www.dpmc.govt.nz/our-programmes/policy-project/policy-methods-toolbox/futures-thinking>

Apply

Think about ways to adapt the DPMC’s Futures thinking policy resources to procurement practice.

Reflect on the future of procurement practice. What changes in today’s environment will impact on procurement practice? What will that impact look like? Discuss with colleagues and your team.

Meet with colleagues across other organisations to find out ways they implement economic benefits.

Reflect on how your organisation implements economic benefits. Can you see potential unintended consequences? How might you mitigate these?

Consider your knowledge gaps for different economic benefits like workforce development, sector capability, environmental resilience or community development. How might you address these?

Integrate and practice

Consider drawing on the DPMC’s Future thinking tools when designing a complex procurement project. Once the project is done, assess whether using the tool(s) changed the outcome.

Keep updated on new tools and techniques others are using to support strategic procurement. This may be through an informal networking group, community of practice, or your own connections in other organisations.

Try to actively seek others’ input into the strategic context of your projects.

 **Back to pillars**

Ngā mōhiotanga pakihi
Business Acumen 

Kia whai rautaki te whakaaro
Think strategically 

Foundation 

Practitioner 

Senior

Advanced 

Leader 

Learn

Seek out what options your agency has for learning about strategic thinking. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Apply

Identify what’s needed to enable strategic thinking in your sector, in terms of:

- skill sets
- data sets
- organisational processes
- culture.

If some of these resources are lacking, you could advocate to invest in them.

Try to connect with a peer group in your sector to share strategic thinking and new insights. If none exist, consider starting one.

Ask colleagues to reflect on using strategic thinking to inform procurement work. Ask them to describe what went well and what they would do differently next time.

Integrate and practice

Research trends, new tools, and techniques, and their strategic implications within the sector. Share these with your agency and sector.

You could facilitate workshops to test new ideas and approaches in your sector.

Seek others’ input into the strategic context of your projects.

Try to lead or participate in cross-sector projects.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia whai rautaki te whakaaro
Think strategically

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Read the latest news from the Beehive:

<https://www.beehive.govt.nz/>

Read articles on strategy and strategic thinking. For example, *How to think about the future*, Radio NZ:

<https://www.rnz.co.nz/national/programmes/ninetonoon/audio/2018861254/the-world-in-2050-how-to-think-about-the-future>

Apply

Review the procurement policy for your organisation. Does it align with organisational strategy and government procurement guidance and policy? Can you see areas for improvement? Take the opportunity to revise and update this policy if needed.

Connect with your peers in other organisations to share and discuss procurement strategy and policy.

Integrate and practice

Try to keep up to date with government priorities, policy announcements and Cabinet papers that impact your work.

You could work with the communications team and the learning team to develop a strategy for implementing changes in procurement policy across the organisation. Or you could establish a practice group to discuss the future direction of procurement policy and ways to implement changes across any organisation.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia whai rautaki te whakaaro
Think strategically

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Ngā mōhiotanga pakihi Business acumen

Kia koi te whakaaro
Think critically

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Search for articles, videos, and other resources that explain what critical thinking is and suggest processes for applying it.

Apply

Make time to critically reflect on a work experience and question your assumptions and practices.

Choose a topic or issue that you care about. Read or watch items about that topic, while applying what you’ve learnt about critical thinking. What insights did this give you?

Integrate and practice

Apply what you’ve learnt about critical thinking when reading or listening to daily news items.

Seek out alternative views on topics that you have strong opinions about; you could try to think critically about these too.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia koi te whakaaro
Think critically

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Research critical thinking. How does it support you to make a good decision?

Look into cognitive biases and how these affect our decision-making.

Apply

Attend evaluation panel meetings that review tender responses. You could ask questions afterwards to better understand how the responses were evaluated.

Meet with data, research, and evaluation specialists in your organisation to understand what data and information they collect, and what it can and cannot tell you.

You could ask a colleague to peer review your work and provide feedback on your use of evidence and reasoning.

After researching cognitive biases, think of an example where you’ve used or seen this bias. How did it impact the outcome? Where might you see evidence of these cognitive biases in your work life?

Apply further

Think of something someone has recently told you. Ask yourself:

- Who said it? Someone you know? Someone in a position of authority or power? Does it matter who told you ?
- What did they say? Did they give facts or opinions? Did they give all the facts, or did they leave something out?
- Where did they say it? In public, or in private? Did other people have a chance to respond and give an alternative account?
- When did they say it? Was it before, during or after an important event? Is timing important?
- Why did they say it? Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?
- How’d they say it? Or did they write it? Were they happy, sad, angry, or indifferent? Could you understand what was said?

Integrate and practice

Practice evaluating the credibility of sources, such as news articles or research studies.

In response to hearing opinions that you disagree with, you could practice asking questions to gain further insight and understanding.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia koi te whakaaro
Think critically

Foundation

Practitioner

Senior

Advanced

Leader

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Research the topic of critical thinking. For example, you could listen to *Fighting the irrational ape with critical thinking*, an interview with Dr David Robert Grimes:
<https://www.rnz.co.nz/national/programmes/ninetoon/audio/2018730756/fighting-the-irrational-ape-with-critical-thinking>

Read *Making sense of evidence: a guide to using evidence in policy*, by Te Tari o te Pirimia me te Komiti Matua, the Department of Prime Minister and Cabinet:
<https://www.dpmc.govt.nz/publications/making-sense-evidence-guide-using-evidence-policy>

Search online for the role that data analytics has in critical thinking, or how to apply critical thinking to data analytics.

Seek out what options your agency has for learning about making decisions using data. You may find universities, tertiary institutions or private businesses that offer learning on this topic.

Apply

Select a topic or trend related to your work, for example, ‘lean agile procurement’. Research and write down the background of the topic and the pros and cons of the approach. You could present this to your team.

Review the data your organisation collects relating to programme outcomes. What is this data telling you and not telling you?

Integrate and practice

Try organising a debate with a practice group on a topic related to your work. Take the side you don’t agree with in the debate.

You could arrange a conversation with a practice group on topics you’d like to clarify or develop.

Try to notice the assumptions you make in the course of your work. Test these with a colleague.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia koi te whakaaro
Think critically

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Seek out what options your agency has for learning about critical thinking and decision making. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Both internal and external resources on critical thinking may help you with the steps of the process, like:

- questioning your sources
- identifying arguments
- analysing arguments
- evaluating arguments.

This process can help you create your own arguments.

Apply

Select a work challenge, topic, or new area of practice and work through the steps of the critical thinking process that you’ve learned about. You could present your findings to your team or a practice group.

Integrate and practice

Consider meeting regularly with a peer group to discuss and debate new approaches and question assumptions.

You could think about ways to integrate critical thinking into your everyday life, for example when reading the news or social media posts.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia koi te whakaaro
Think critically

Foundation

Practitioner

Senior

Advanced

Leader

Learn

See what options your agency has for:

- improving your decision-making skills
- improving your critical thinking skills.
- learning about ‘political nous’
- learning about applied decision making.

Beyond what’s available internally, you could research different critical thinking tools or methodologies along with the topics above.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.



Apply

Prepare and implement a critical thinking approach at a team meeting in response to a work challenge.

Look at the connection between your senior leadership team and the Minister you report to. What skills or elements of political nous and decision making need to be applied in this relationship?

Integrate and practice

Strive to create an environment where your team feels psychologically safe. They should feel like they have permission to ask questions, check assumptions and propose alternative views when they’re designing or reviewing work.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia koi te whakaaro
Think critically

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Ngā mōhiotanga pakihi Business acumen

Whakahaeretia ngā kaupapa
Manage projects

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

- Research decision making matrices, such as the *Eisenhower Matrix*.
- Read and explore time management strategies.
- Explore what options your agency has for learning about time management. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.



Apply

- List all of your work tasks and projects and map them onto the Eisenhower Matrix, or any other decision-making matrix (especially if your agency or team already uses one). What insights does this give you? How might you approach work differently if using a different decision tool?
- Learn how to break down the different streams of work in a project, by identifying tasks, sub-tasks, deliverables and milestones.
- Looking at the projects your team is working on, plot the deliverables and milestones on an annual team calendar.
- You could also complete business process mapping for a new process, or review an existing process to ensure it’s current and fit for purpose.

Integrate and practice

- Try to work alongside project teams, supporting them with project co-ordination, in order to gain first-hand exposure to project management in action.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Whakahaeretia ngā kaupapa
Manage projects

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Read how to *Set up governance and project structure*, New Zealand Government Procurement:

<https://www.procurement.govt.nz/procurement/guide-to-procurement/plan-your-procurement/set-up-governance-and-project-structure/>

See what options your agency has for learning about project management.

In addition to internal resources, you could look into different project management methods online. Consider how you manage risks when managing a project.

How do you ensure clarity of roles and responsibilities from the project team?

You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Apply

Try to scope a piece of work that needs to be completed. Define what is in and out of scope, and the implications of those decisions.

You could complete a RASCI/RACI matrix for a project you’re working on, using the NZGP page as a guide.

See if you can work alongside senior colleagues to plan and deliver a small project. Choose a project management tool that you’ve learned about and apply it to your project.

Apply further

Complete a risk assessment of a simple project. Try to create a risk register for the project and recommend mitigations for each risk you identify.

Find out how projects are generally initiated, documented, managed and governed in your organisation. You may be able to find process documents that show you this.

Try to figure out the roles in a project team within your organisation and how they contribute to the project’s objectives.

Consider asking more experienced colleagues about budgets and tracking spending on projects.

Integrate and practice

Try to build a habit of doing regular reviews on procurement projects that you’ve participated in. Compare estimated time, scope and resources to actual. What learning could you take from this?

If practical, you could try to sit in on project management meetings for complex projects. Discuss any questions you think of from these meetings with a senior colleague.

Consider choosing one new project management technique to try out for each new project you participate in.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Whakahaeretia ngā kaupapa
Manage projects

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Learn

Check what options your agency has for learning about project management. You may find universities, tertiary institutions or private businesses that offer learning or even full qualifications on this topic.

Apply

Evaluate a project after completion. What worked well? What didn't work well? What would you do differently next time?

You could create a list of upcoming projects and organise them according to different priorities e.g., business need, budget availability, time pressure. Reflect on what you've learnt by doing this exercise.

Select a project management tool you've learnt and apply it to your project.

Try to play an active role in commissioning discussions, to establish the mandate and desired deliverables for new projects.

Integrate and practice

Consider developing a process/system to regularly evaluate projects.

Develop criteria for prioritising the procurement projects you have responsibility for.

You could invite an experienced project manager to speak at a practice group.

Consider choosing one new project management tool to try out for each new project you participate in.

Conduct 'show and tell' sessions with colleagues to share information and experiences about a project. You want to try model the effective and consistent use of your organisation's processes, for example:

- commissioning
- project planning
- peer review
- sign-out processes.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Whakahaeretia ngā kaupapa
Manage projects

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Your organisation may support you to gain a qualification in project management or attend a short course. If not, you could independently look at universities, tertiary institutions or private businesses that offer qualifications on project management.

Apply

You can ask for feedback from peers in other agencies on draft project plans, risk registers and stakeholder plans.

Complete a risk assessment and benefits mapping for a high-risk project. Try to create a risk register for the project and recommend mitigations for each risk identified.

Design stakeholder management plans that identify key stakeholders, their level of interest and influence, and how they will participate in projects.

Integrate and practice

Take opportunities to coach others in project management methodology and practice.

You could implement a ‘lessons learnt’ approach to evaluate high-risk projects once they have been completed.

Work with managers to scope, develop, prioritise and adjust the work programme as necessary.

Try to research a range of project management approaches that can be adapted to a procurement project.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Whakahaeretia ngā kaupapa
Manage projects

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Use the heatmap to determine your team’s strengths on the Social Services Procurement Competency Assessment; NZGP:
<https://www.procurement.govt.nz/procurement/improving-your-procurement/build-your-capability/#social-services-procurement-competency-framework>

Apply

Assess upcoming team projects. How can you align these projects with the individual strengths, capacity and development plans within your team?

Discuss ways to recognise good work with your team.



Integrate and practice

Consider discussing work allocation and priorities with senior leaders and peers. What methods or strategies do they use?

Review the work plan for your team over the past year. Reflect on what did and did not go well. What can you do differently in future?

Try to establish structures and systems that support good project management practice.

You could share people and resources to enable joint ownership and delivery of a project.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Whakahaeretia ngā kaupapa
Manage projects

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Ngā mōhiotanga pakihi Business acumen

Kia mārama te tuhituhi
Write with clarity

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Learn

Read your organisation’s own writing style guide.

Explore any options your agency has for learning about writing, communication, and plain language.

You could also explore other plain language guidance, such as the Ministry of Social Development’s Checklist for Plain Language: <https://www.msd.govt.nz/about-msd-and-our-work/work-programmes/accessibility/quick-reference-guides/checklist-for-plain-language.html>

Check out New Zealand Government Procurement’s ‘Procurement Planning’ learning module on Hīkina, which includes a section about Writing and Communication for Better Outcomes: <https://learning.procurement.govt.nz/course/info.php?id=52>

Apply

Work through your organisation’s writing guide, MSD’s Plain Language checklist, or the NZGP Hīkina course and apply the principles to a document you’ve written.

Ask for feedback from a senior colleague on a document you’ve written.

Integrate and practice

Microsoft Word has an ‘Editor’ function on the home tab that can help with suggestions for clarity and grammar.

Compare something you’ve written to something similar a colleague has written. If you did get feedback from a senior colleague on your writing, see if this applies to your colleague’s piece too. What does this tell you about your writing style?



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen ◀

Kia mārama te tuhituhi
Write with clarity ▶

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Explore what options your agency has for learning about writing with clarity. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Apply

Review documents by different authors to get an understanding of tone, language and appropriate format for the audiences.

Seek feedback, coaching, or peer review on your written communication style and use of evidence and reasoning.

Use peer review opportunities to debrief with your peer reviewer and apply lessons learned.

Integrate and practice

Test and refine drafts with others to find the best way to communicate key messages.

Get into the habit of reviewing your written work before submitting.

You could ask your manager or senior colleagues whether you can help them by preparing a summary, report or paper; try look for opportunities to produce a different kind of writing than what you’ve done previously.

Have a go at peer reviewing a team members work. It’s helpful to see peer review from the reviewers perspective. This can help you practice the skills needed for different communication products.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia mārama te tuhituhi
Write with clarity

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Explore what options your agency has for learning about writing with clarity.

Read the Parliamentary Counsel Office guidance on Plain language Standard:
<https://www.pco.govt.nz/pco-plain-language-standard/>

Research techniques and tips for conveying complex ideas simply in writing.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Write an article about a technical topic. If you researched tips for how to convey complex ideas, try to apply these in your writing.

Ask for feedback from a colleague outside the procurement team. Did they understand your article and the key messages?

Integrate and practice

You could review documents written by others working in your sector. Observe the language and any cliches. What tips can you adopt in your work?

It can be helpful to schedule a regular review of your past written work.

Consider adding dedicated planning time to your process for writing documents.

Seek opportunities to work with the publications or communications people in your organisation.

Seek feedback from senior colleagues on what communication techniques and formats they find most effective for different audiences.



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia mārama te tuhituhi
Write with clarity

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Research guidance, videos or talks on how to write effective peer review comments.

Seek out professional development workshops to learn more about reviewing written documents. You may find private businesses that offer these, or universities and tertiary institutions that have both in-person and remote learning options.

Apply

Apply peer review principles to a document you’ve written. Then apply the principles to a document a colleague has written. Ask for feedback about your peer review from your colleague.

You could give some peer review feedback in written form, and separate feedback in a face-to-face meeting, and observe the difference in these.

Integrate and practice

Practise ‘storylining’ techniques by setting out evidence, reasoning and drawing conclusions in documents that you work on.

Work alongside your colleagues to help them develop their writing skills.

Consider writing some case studies that tell the story of procurement done well.

You could act as a mentor or coach to colleagues, using lessons from your experience to help them.

With your team, lead and guide a discussion on how to lift the consistency of writing across the team. Consider how you will manage any challenges or questions raised in this discussion'

Share best practice in written communication with different audiences, including select committees, ministers, stakeholders and public engagement communication.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Kia mārama te tuhituhi
Write with clarity

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Read the *Plain Language Act 2022 Guidance for Agencies*, Te Kawa Mataaho Public Service Commission:
<https://www.publicservice.govt.nz/guidance/plain-language-act-2022-guidance-for-agencies/>

Read *Accessibility*, Ministry of Social Development:
<https://www.msd.govt.nz/about-msd-and-our-work/work-programmes/accessibility/index.html>

Read *Disability Language*, Digital.govt.nz:
<https://www.digital.govt.nz/standards-and-guidance/design-and-ux/content-design-guidance/inclusive-language/disability-language/>



Apply

You could meet with a communications advisor in your organisation and ask them about strategies to manage sensitive communications.

Seek feedback from peers or more experienced colleagues on your written communication style.

Build awareness of the political environment by working alongside senior managers to help shape and customise communications.

Consider working with senior managers, private secretaries or ministerial advisors to understand and adapt to ministerial preferences.

Integrate and practice

Promote and share examples of good written communication in your team.

Set a team expectation of peer review of written documents. Lead discussions on giving and receiving feedback as a way to improve competency.

◀ Back to pillars

◀ Ngā mōhiotanga pakihi
Business Acumen

◀ Kia mārama te tuhituhi
Write with clarity

▶ Foundation

▶ Practitioner

▶ Senior

▶ Advanced

▶ Leader

Ngā mōhiotanga pakihi Business acumen

Te mātau ahumoni
Financial literacy

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Research techniques for improving your attention to detail.

Seek out professional development workshops to learn more about:

- budgeting
- cashflow
- producing financial reports.

You may find private businesses that offer these, or universities and tertiary institutions that have both in-person and remote learning options.

Apply

Trial the Pomodoro technique when recording financial information. Is this a useful technique for you to apply?

If you researched how to improve your attention to detail, try practicing some of the techniques you found, including with your team.

Ask a colleague to check your work and give you feedback on the reporting and financial details. How accurate is your work? Does it align to your team and organisation’s best practice?

Ask colleagues about how they check the accuracy of their work.

Integrate and practice

Get into the habit of checking your work on completion.

Think about habits you may need to ‘unlearn’ if they’re not aligned to your team or agency’s processes or best practice.

 **Back to pillars**

Ngā mōhiotanga pakihi
Business Acumen 

Te mātau ahumoni
Financial literacy 

Foundation

Practitioner 

Senior 

Advanced 

Leader 

Learn

Complete any of your organisation’s training on:

- accounting principles
- government expenditure
- key elements of the Public Finance Act
- Parliament’s annual financial cycle
- estimates and appropriations
- the annual budget process and how to be an informed contributor to developing budget bids.

Research financial concepts like:

- the accounting equation
- double entry accounting
- balance sheet
- profit and loss statements
- management vs financial accounting.

Explore the Reserve Bank of New Zealand website:

<https://www.rbnz.govt.nz/>

Explore the Treasury website:

<https://www.treasury.govt.nz/about-treasury/who-we-are>

Apply

Find out about delegated financial authority in your organisation.

Learn how your organisation manages variances between budget and actual spend.

Apply further

If practical, explore your organisation’s financial information management system. You could learn how to set up a new supplier, schedule payments, and manage invoicing and purchase orders.

You could have coffee with people in your finance team; try find out about their pain points and what makes their job easier.

Discuss the roles of the Reserve Bank of New Zealand and Treasury with a coach or a senior colleague.

Consider getting a senior colleague’s feedback on a completed procurement, particularly on how you managed scope and budget.

You could create your personal household budget, using the principles of income, expenses, accruals, profit and loss.

Integrate and practice

Regularly meet with the providers you work with. Ask them what is and isn’t working well in their operating environment.

With your team, you could discuss the financial structures of not-for-profit vs public sector organisations. How do they each receive income? When do they get paid? What are the implications and risks of these income streams? How could the risks be mitigated?

Schedule catchups with business unit managers you work with. Ask about completed agreements you’ve worked on together. How are they tracking against planned delivery? Can you identify any emerging trends?

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Te mātau ahumoni
Financial literacy

Foundation

Practitioner

Senior

Advanced

Leader

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read about Aotearoa New Zealand’s financial system, Te Pūtea Matua Reserve Bank of New Zealand:
<https://www.rbnz.govt.nz/financial-stability/about-the-new-zealand-financial-system>

Read S108 Companies Act 1993, *Company to satisfy solvency test*,
<https://www.legislation.govt.nz/act/public/1993/0105/latest/DLM320486.html>

Research liquidity ratios, what these are and how to calculate them.

Apply

You could discuss the relationship between monetary policy, inflation, and price movements with a senior colleague.

Review existing agreements for service within your organisation, noticing price movements and trends.

Consider reviewing a procurement project that you found challenging. In hindsight, was the appropriation adequate for the scope of services to be procured? What learning can you take away? What would you do differently next time?

Apply further

Find an annual financial report for a company (available on any listed company website). Calculate the liquidity ratios for the company.

What does this tell you about the financial health of the company? Are some ratios more applicable to your work than others? You could check your findings with a colleague in the finance team.

Integrate and practice

Schedule catchups with business unit managers you work with. Ask about completed agreements you’ve worked on together. How are they tracking against planned delivery? Can you identify any emerging trends?

You could meet regularly with the finance team to discover what economic trends they’re noticing in the current environment and what predictions they have for the short-term and the long-term.

In your relationships with key providers, ask about regional variations in cost pressures (like rent). Can you see opportunities for alleviating these, for example, sharing office space?

 **Back to pillars**

Ngā mōhiotanga pakihi
Business Acumen 

Te mātau ahumoni
Financial literacy 

Foundation 

Practitioner 

Senior

Advanced 

Leader 

Learn

Explore Treasury’s website:

- *Better business cases guidance:*
<https://www.treasury.govt.nz/information-and-services/state-sector-leadership/investment-management/better-business-cases/guidance>
- *A guide to the Public Finance Act:*
<https://www.treasury.govt.nz/publications/guide/guide-public-finance-act#using-this-guide>
- *Fiscal strategy of the Government, Treasury;*
<https://www.treasury.govt.nz/information-and-services/financial-management-and-advice/fiscal-strategy>

Read Aotearoa New Zealand’s *Monetary policy statement*,
Te Pūtea Matua Reserve Bank of New Zealand:
<https://www.rbnz.govt.nz/monetary-policy>

Read *Cost modelling*, New Zealand Trade and Enterprise:
<https://my.nzte.govt.nz/article/what-is-cost-modelling>

Explore what options your agency has for learning about:

- financial modelling
- costing models
- building a business case.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Connect with the finance team in your organisation. Ask about any common and/or extraordinary scenarios or case studies they can share with you and your team. Are there areas they can help identify for your team’s development?

You could work alongside colleagues in the finance team as they prepare the annual budget and budget bids.

You could also work alongside your manager to prepare a business case for a high-risk agreement. You can get guidance from New Zealand Government Procurement’s Advisory team on this if needed.

Consider preparing a costing model for an agreement lifecycle, then getting feedback from your manager or the NZGP Advisory team.

Read and review previous business cases and costing models in your organisation. What can you learn from these?

Reflect on Aotearoa NZ’s current monetary and fiscal policy. Is it in a contractionary or expansionary phase? Think about the implications of this on your current work programme.

Integrate and practice

Try following an economic commentator; read their blog posts, attend webinars or listen to their podcasts.

Work with social sector colleagues to uncover complimentary services and providers. Explore chances for collaboration. Could you work together on a solution for an issue both your teams have? For example, how to present financials?

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Te mātau ahumoni
Financial literacy

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Read *Proposals with Financial Implications and Financial Authorities*, Department of the Prime Minister and Cabinet.
<https://www.dpmc.govt.nz/publications/co-18-2-proposals-financial-implications-and-financial-authorities>

Read *Information on the State sector performance and financial management system*, The Treasury:
<https://www.treasury.govt.nz/information-and-services/state-sector-leadership/guidance>

Explore what options your agency has for learning about:

- financial concepts
- budgeting
- financial modelling.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.



Apply

Connect with the finance team in your organisation. Ask about any common and/or extraordinary scenarios or case studies they can share with you and your team. Are there areas they can help identify for your team’s development?

You could work alongside colleagues in the finance team as they prepare the annual budget and budget bids.

Reflect on the scope and breadth of procured services in your organisation. Look for trends or common pain points.

Integrate and practice

Consider establishing a forum with other procurement leaders working in complimentary sectors. Meet regularly to share and discuss your work programme, pain points and opportunities for collaboration.

You could discuss changes in current economic policy at your team meeting. Help the team to draw a line between economic policy and spending within the public sector. Encourage them to think about the implications for your organisation, and for community services.

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Te mātau ahumoni
Financial literacy

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Ngā mōhiotanga pakihi Business acumen

Te ture kirimana
Contract law

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Learn

Seek out what options your agency has for learning the basics of:

- contract law
- business law and practice.

Familiarise yourself with the Social Services contract templates and tools, New Zealand Government Procurement;
<https://www.procurement.govt.nz/procurement/templates/>

Do some research to find out what makes a contract legally binding in New Zealand.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Read a legal agreement that your team has used previously. Can you find the different elements of a legally binding agreement?



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Te ture kirimana
Contract law

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Familiarise yourself with the *Government model contract templates* and the *Social Services contract templates and tools*, New Zealand Government Procurement:
<https://www.procurement.govt.nz/procurement/templates/>

Read through the *Contract and Commercial Law Act 2017*
<https://www.legislation.govt.nz/act/public/2017/0005/21.0/DLM6844033.html>

Apply

Looking at the New Zealand Government Procurement contract templates, note down the differences between the Government model contract templates and social services contract templates. Why do you think these differences exist? You could discuss this with a senior colleague.

Read through a standard agreement, noting down the key contract terms. With an experienced colleague, discuss the purpose of key terms and conditions. What type of risks do the terms and conditions seek to manage? How do those risks change throughout the lifetime of the contract?

You could work with more experienced colleagues to understand the potential liabilities and problems that can arise between buyers and suppliers at the different stages of a contract.

Integrate and practice

Work with your team to understand when and why you might engage with the legal team in your organisation. How do they support your teams work? How do you initiate engagement with them?



◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Te ture kirimana
Contract law

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Universities, tertiary institutions or private businesses that offer learning on contract law often focus on deeper legal skills and knowledge, rather than procurement-specific law. Check with your people leader and/or procurement legal team to understand what next steps might work for you.

Learn: Senior

Explore what options your agency has for learning about contract law.

Apply: Senior

Review the agreements for high-value, high-risk services. Try to identify how the terms and conditions strengthen the contract for the purchaser and for the provider. Consider how they help both parties manage risk within contracts.

Research different ways to address contract risks. Try to build an understanding of when those approaches to risk work well and when they don't.

Learn: Advanced

Explore what options your agency has for learning about:

- liabilities
- indemnities
- insurances
- warranties.

Apply: Advanced

Consider working with your in-house legal team to run an info session on contract law for your team. You could set up a regular discussion forum after this.

Integrate and practice: Advanced

Research global trends in procurement contracts and how they can inform or impact your work.

Learn: Leader

Read about procurement in the context of trade agreements on the Ministry of Foreign Affairs and Trade (MFAT)'s Government Procurement page:
<https://www.mfat.govt.nz/en/trade/free-trade-agreements/free-trade-agreements-in-force/cptpp/understanding-cptpp/government-procurement/>

◀ Back to pillars

Ngā mōhiotanga pakihi
Business Acumen

Te ture kirimana
Contract law

Foundation ▶

Practitioner ▶

Senior

Advanced

Leader

Te whakawhanaungatanga Relate to others

Te reo Māori



Tikanga



Te mahi ngātahi
Collaborate



Te pāhekoheko
Engage



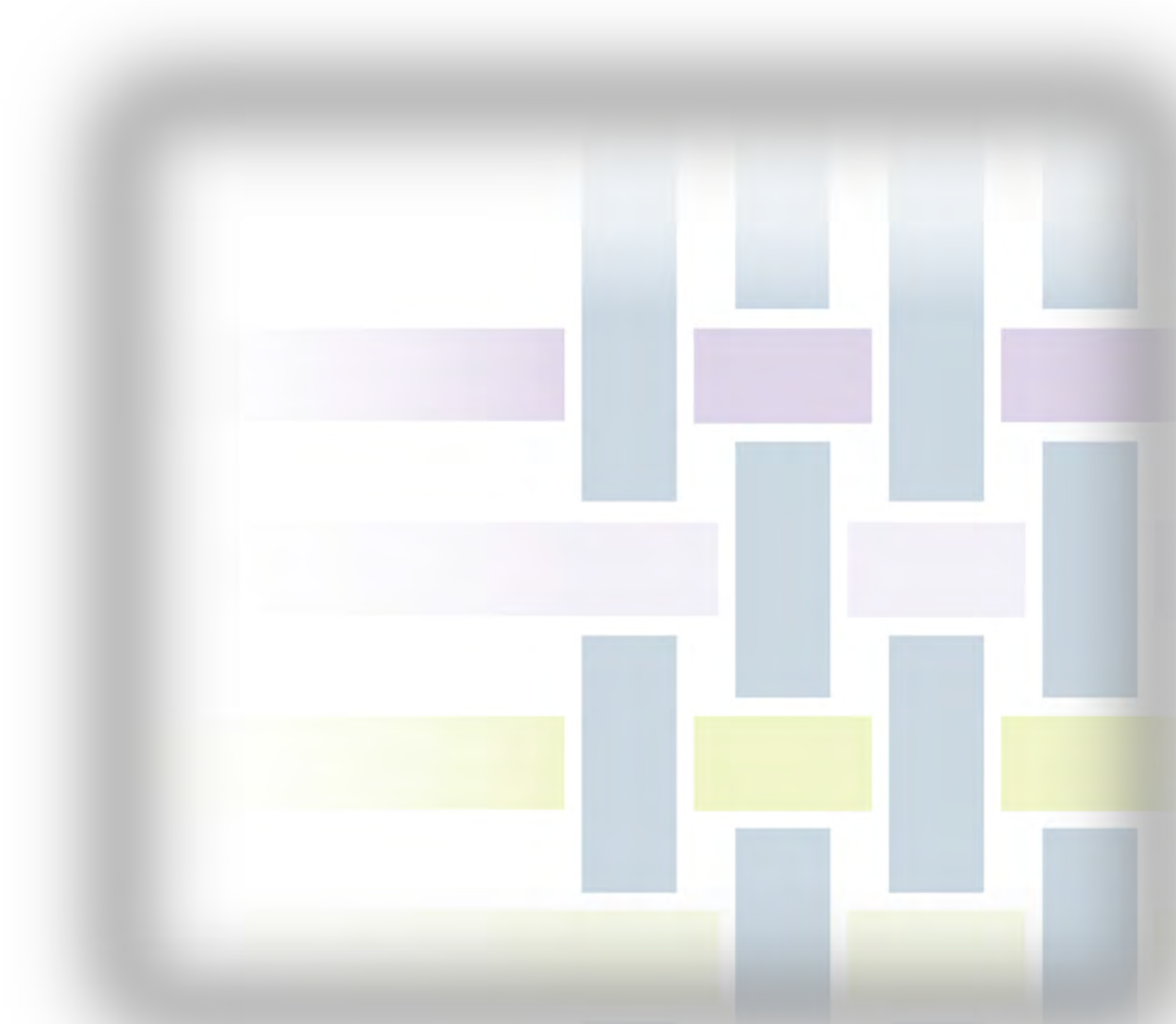
Te whiriwhiri
Negotiate



Te whakaaweawe me te tohutohu
Influence and advise



Back to pillars



Te whakawhanaungatanga
Relate to others

Te reo Māori

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Find out about the resources for learning te reo Māori in your organisation. There may be options for online learning, enrolling in a te reo Māori course or downloading an app.

There are lots of Māori language resources available, like podcasts, videos, programmes, books and apps. Find a level that’s right for you and try these out.

Read about the history and status of te reo Māori at Te Puni Kōkiri: <https://www.tpk.govt.nz/en/nga-putea-me-ng-a-ratonga/te-reo-maori>

Explore the resources on te reo Māori website: <https://www.reomaori.co.nz/resources>

Explore what options your agency has for learning introductory level te reo Maori. You may also find universities, tertiary institutions or private businesses that offer relevant courses.

Apply

Practice speaking and writing Māori kupu with colleagues.

Learn te reo Māori alphabet and practice your pronunciation. Try singing along to *A ha ka ma*.

You can use Te Aka Māori dictionary to expand your vocabulary and incorporate te reo into your work. You could search your role title in te reo Māori, and use it in your email signature. Consider bookmarking Te Aka on your web browser for easy future reference:

<https://www.maoridictionary.co.nz/>

Check your organisation’s instructions for installing te reo Māori keyboard on your computer. Give it a go. Practice how to toggle between keyboards (windows key + space bar).

Find the recognised te reo Māori speakers within your organisation. They may be wearing a Te Taura Whiri badge: <https://en.tetaurawhiri.govt.nz/reo-maori-pins-released-for-supporters-of-te-reo>

Integrate and practice

You could try to greet and farewell colleagues in te reo Māori each day.

You can continue to practice your pronunciation by singing *A ha ka ma* and other waiata.

 **Back to pillars**

Te whakawhanaungatanga
Relate to others 

Te reo Māori 

Foundation

Practitioner 

Senior 

Advanced 

Leader 

Learn

Explore what options your agency has for learning about Level 1 and 2 te reo Māori. You may also find universities, tertiary institutions or private businesses that offer courses at these levels.

Read Te Whare o te reo Māoriora, Te Taura Whiri I te reo Māori;
<https://en.tetaurawhiri.govt.nz/mauriora>

You can subscribe to podcasts or download apps to help you learn Te Reo Maori.

Learn about Reo Whakamana - Praise phrases, by researching the works of Dr Hiria McRae.

Consider looking for resources that help with learning everyday kupu, like objects around the home or office.



Apply

Practice speaking te reo Māori correctly in a work context.

If you’re enrolled in a course, you can ask for feedback from te reo Māori tutors.

Try to recognise different sentence structures, and practice grammar and new words as you learn them.

Integrate and practice

Extend your use of te reo in a range of different settings, like at home or when ordering your coffee.

You could set up a learning group for yourself and colleagues to practice te reo Māori together.

Consider joining waiata or kapa haka groups in your organisation.

You could also volunteer for working groups to implement Whāinga Amorangi in your organisation.

It helps to know your limitations and be honest about where you’re at in your learning journey.

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te reo Māori

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Explore what options your agency has for learning about Level 1 and 2 te reo Māori. You may also find universities, tertiary institutions or private businesses that offer courses at these levels.

There are lots of Māori language resources available, like podcasts, videos, programmes, books and apps. Find a level that’s right for you and try these out.

Listen to children’s TV programmes in te reo Māori and follow their sentence structure. For example, Pipi Mā.

Read the digital standards for te reo Māori in government, Digital.govt.nz
<https://www.digital.govt.nz/standards-and-guidance/design-and-ux/content-design-guidance/inclusive-language/te-reo-maori/>



Apply

You could volunteer to open and close meetings with karakia.

Look for opportunities to lead conversations in te reo.

You could do word games with your team to build familiarity with new te reo words.

With your team, learn about the significance of karakia kai when sharing food. Use shared morning teas or lunches as an opportunity to practice karakia kai together.

Integrate and practice

Extend your use of te reo in a range of different settings, like at home or when ordering your coffee.

You could set up a learning group for yourself and colleagues to practice te reo Māori together.

Consider joining waiata or kapa haka groups in your organisation.

You could also volunteer for working groups to implement Whāinga Amorangi in your organisation.

It helps to know your limitations and be honest about where you’re at in your learning journey.

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te reo Māori

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Seek out what options your agency has for learning advanced te reo Māori. You may also find universities, tertiary institutions or private businesses that offer courses at this level.

Watch, listen, or read Māori media stories to understand current events from the perspective of te ao Māori, on Māori television, radio, podcasts or other media.

Apply

Try to lead by example in the use of te reo Māori in meetings and work communication.

Create time and space for te reo Māori in meetings, for example, by dedicating time in a team meeting for whakawhānaungatanga – getting to know each other better.

Introduce te reo Māori word games at your team meeting.

You could help your team complete any compulsory te reo Māori learning modules by encouraging discussion and giving them time to practice what they’ve learnt.

Integrate and practice

You can overcome barriers to learning te reo Māori within your team by practicing, repetition and leadership.

Consider putting together learning resource packs or kete that help your team learn te reo Māori. These could include games, waiata, or karakia.



◀ Back to pillars

Te whakawhānaungatanga
Relate to others

Te reo Māori

Foundation

Practitioner

Senior

Advanced

Leader

Te whakawhanaungatanga
Relate to others

Tikanga

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Learn the karakia and waiata that you use within your organisation. You could also seek out the most appropriate karakia and waiata for the situations you will be in.

Explore what options your agency has for learning about introductory Tikanga. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Attend New Zealand Government Procurement’s Cultural Competency in Procurement training
<https://learning.procurement.govt.nz/course/info.php?id=54>

Apply

Practice one karakia and one waiata used in your organisation until you know them off by heart.

You could seek out the ‘go to’ people in your organisation who are skilled in tikanga. Meet with them and talk about expectations for how to work together (for example, when welcoming new staff).

Integrate and practice

Learn about te ao Māori views that inform tikanga, for example, an understanding of why karakia and waiata are important to Māori.

 **Back to pillars**

Te whakawhanaungatanga
Relate to others 

Tikanga 

Foundation

Practitioner 

Senior 

Advanced 

Leader 

Learn

Search for resources within your organisation for help to create your pepeha. You could also research ways for non-Māori to structure their pepeha

Explore what options your agency has for learning about Tikanga Māori. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.



Apply

Write your pepeha, or revisit it if you’ve written one previously. See if you can ask for feedback from a te reo Māori speaker.

Practice your pepeha until you can say it from memory. You could also ask for feedback on your speaking from a te reo Māori speaker.

You could practice sharing your pepeha in meetings.

Consider learning additional karakia and waiata, along with the context of which is most appropriate to use in any given situation. For example, opening and closing karakia, or karakia kai.

Integrate and practice

Try to keep sharing your pepeha in a range of meetings, including at external stakeholder meetings, where you can.

Observe the tikanga at meetings you attend. You could seek clarification from Māori cultural advisors after the meeting to deepen your understanding.

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Tikanga

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Seek out what options your agency has for learning about intermediate level Tikanga. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Watch the Hongi To Hāngī: And Everything In Between series on TVNZ+. This has good guidance to know about on a marae, including karanga, what you should wear, koha, hongī and more.
<https://www.tvnz.co.nz/shows/hongi-to-hangi-and-everything-in-between/episodes/s1-e1>

You could subscribe and listen to te reo Māori waiata on music streaming platforms.

You could also subscribe and listen to the Taringa podcast.



Apply

You could gain a deeper understanding of tikanga, waiata, karakia and whakataukī by spending time on a marae.

Listen to and look for opportunities to learn tikanga from Māori cultural advisors.

Integrate and practice

Consider learning more about tikanga by reading about it, listening to podcasts, and watching Whakaata Māori (Māori Television).

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Tikanga

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Find out about the history, tikanga and kawa of Māori in your region.

Explore the *Taonga Māori collection*, Ngā Taonga Sound and Vision: <https://www.ngataonga.org.nz/taonga-maori/taonga-maori-english/taonga-maori-collection/>

Explore what options your agency has for learning advanced level Tikanga. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Apply

Try to lead by example in the use of tikanga in meetings.

Consider making time and space for tikanga in meetings, for example mihi, karakia and waiata.

You can help your team complete any compulsory tikanga learning modules by encouraging discussion and giving them time to practice what they’ve learnt.

Integrate and practice

Overcome barriers to practicing tikanga within your team by practicing in safe settings, using repetition and feedback.

You can help your team learn more about tikanga by sharing learning resources in your team meeting. Encourage discussion on the meaning and application of tikanga.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Tikanga

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader

Te whakawhanaungatanga
Relate to others

Te mahi ngātahi
Collaborate

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Research team profiling tools such as a ‘strengths finder’, Belbin, DiSC or similar. Your agency may already have agreements with providers who deliver these types of activities.

Look for courses or resources that your organisation offers around how to achieve success as a team, including the advantages and potential points of failure when working in a team, and steps you can take when starting a project together.

Read up on different types of listening.

Look into different communication styles.

Research 'how to ask good questions’.

What different ways are there to contribute to the meetings you attend?

Apply

Reflect on the team roles from your research about team profiles. Can you guess where your colleagues may sit? What roles are most aligned to your own style of working; what roles might you have most difficulty with?

Apply further

How might you adapt your communication style or tone to work more effectively with the kinds of roles you have difficulty with?

Reflect on the elements of successful group work. When you think about your team, where do their strengths lie? Where are the biggest gaps? What could you work on to improve the value you deliver to your team?

For each of the types of listening you’ve learnt about, think about a time you use each of these. What would you most like to change? How could you go about that?

Reflect on how you contribute to meetings. What style do you use most often? What style would you most like to develop? Do you use different styles depending on who you’re responding to? Can you gain any insight from reflecting on this?

Integrate and practice

You could meet with colleagues from different parts of your organisation to discuss how your work may overlap.

Make a SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) plan to practice your listening skills.

You could choose one of the different communication styles that you researched, and make a SMART plan to practice it regularly.

Try to practice different methods of contributing to meetings, and note what kind of response you get and which you prefer.

 **Back to pillars**

Te whakawhanaungatanga
Relate to others 

Te mahi ngātahi
Collaborate 

Foundation

Practitioner 

Senior 

Advanced 

Leader 

Learn

Research work by experts on the art of listening, like Julian Treasure.

Explore whether your agency has options for learning about relationship management or communication skills. You may also find universities, tertiary institutions or private businesses that have courses on these topics.

Apply

When listening to a speech or kōrero, choose a listening style you researched, like active/passive, reductive/expansive, empathetic/critical. How does what you hear and understand change when applying different listening perspectives?

Read about different styles of communication, then answer:

- What’s your default communication style?
- What style would you most like to develop?
- Can you see links between your personality profile (Personal Attributes: Self-aware in this guide) and your communication style? That is, analytical, intuitive, functional, personal?
- Does your communication style change in different circumstances?
- What are those circumstances? You could discuss this with a coach or trusted colleague.

Listen to a recording of an online Teams meeting. Transcribe your contributions. What did you learn from this exercise?

Apply further

You could write down all the meetings you participate in regularly. For each of these, outline the purpose of the meeting, and the meeting type, (like project meeting, weekly catch up, networking session). Then think about your role in each, and how else you could contribute for greatest impact.

Integrate and practice

Choose a way to listen better from your research and make a SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) plan to practice it regularly.

Choose a communication style you’d most like to develop, and make a SMART plan to practice that regularly too.

For both of these, you could ask for feedback from a trusted colleague or coach on your progress.

You could work with a coach or senior colleague to practice collaboration skills, like listening, asking questions, summarising, and understanding different viewpoints.

Try prepare to participate in a procurement meeting by:

- considering the objectives / desired outcomes for the meeting
- preparing a stakeholder empathy map
- considering your team role in the meeting, according to the team profiles (see Collaborate: Foundation in this guide). Will you need to adapt your role to achieve the desired outcomes?

After the meeting, you could seek feedback from a senior colleague on your input.

◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te mahi ngātahi
Collaborate ▶

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Research listening styles and how to listen better, particularly in a team environment.

Research tools and techniques for creating a team charter.



Apply

Consider leading an activity with your team to practice any listening exercises that came up in your research.

You could work with a project team to create a team charter.

Integrate and practice

Choose a listening technique from your research and make a SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) plan to practice it regularly.

Think about teams or groups that you lead. What techniques could you use to improve performance in those teams/groups?

◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te mahi ngātahi
Collaborate ▶

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Create a login for the Leadership Development Centre and read the *Coaching toolkit*:
<https://www ldc.govt.nz/resources/toolkits/coaching-fundamentals/>

Explore what options your agency has for learning about coaching skills. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Apply

You could find a willing colleague and work through the GROW coaching model activity in the Coaching toolkit. Ask them for feedback afterwards, particularly on whether they prefer being asked questions or given advice when being coached.

Consider writing down the areas of technical and personal expertise that you bring to the team. Reflecting on the coaching toolkit, how could you share your expertise within the team? What learning strategies will you use? You could discuss this with your manager.

Integrate and practice

Try planning ways that you can integrate the GROW model and use questions when coaching colleagues. Reflect on how often you ask questions as opposed to giving advice.

You could develop a learning plan for sharing expertise on procurement across your organisation. Engage colleagues, such as the learning team, your team and manager when developing your plan.

When your learning plan is complete, reflect on how the end result differs as an outcome of collaboration compared to writing the plan yourself. What are the pros and cons of both methods?



◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te mahi ngātahi
Collaborate

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Explore what options your agency has for learning about facilitating and leading meetings. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Research videos or articles on building a psychologically safe workplace and facilitating effective meetings, such as those by Patrick Lencioni.



Apply

Reflect on your team meetings. What behaviours do you see that reflect psychological safety? What behaviours may signal that psychological safety is lacking?

Think about why psychological safety is so important and what difference it can make in a team. What have you seen in your teams that reflects this?

Reflect on the resources about meetings you’ve researched and answer the following questions:

- What is the structure and purpose of your team meetings?
- How does the team make decisions?
- How do you measure success?
- How do you manage conflict?
- Is there a team charter or clear expectations for how team members will contribute?

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te mahi ngātahi
Collaborate

Foundation

Practitioner

Senior

Advanced

Leader

Te whakawhanaungatanga
Relate to others

Te pāhekoheko
Engage

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Complete the e-learning modules: Inter-cultural capability e-learning, Ministry for Ethnic Communities:
<https://www.ethniccommunities.govt.nz/resources/guides-and-how-tos/intercultural-capability/>

Read Mana enhancing communication – a framework, Mental Health Foundation:
<https://mentalhealth.org.nz/resources/resource/mana-enhancing-communication-a-framework>



Apply

Reflect on the e-learning modules: what assumptions did you make that were factually incorrect? How do assumptions impact your work? What strategies can you use to overcome assumptions?

Write down the communities of people your organisation serves. For each group, write down the ‘go to’ people in your organisation that you could ask for help on how to engage with them.

Work through the Mana enhancing framework with a coach, your people leader or your team. Try having a practice conversation using the framework, then reflect: What went well? What didn’t go well? Discuss when you could use this framework for best effect.

Integrate and practice

Consider asking to shadow senior colleagues when they attend engagement meetings. Notice the communication skills and behaviours they use when engaging with others.

Reflect on the meeting afterwards. You could ask for feedback from the senior colleague on your own communication skills and behaviours. What did you do well? What would you like to work on?

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te pāhekoheko
Engage

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Read the *Guidance on relational commissioning*, Ministry of Social Development:

<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/index.html>

Find out more about Social Sector Commissioning communities and networks:

<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/index.html>

Apply

Ask senior colleagues about their experiences of relational commissioning in your organisation. What is working well? What are the challenges? Discuss how you can integrate relational commissioning in your work.

Try to identify the people that will benefit from the outcomes of your procurement. You could work with senior colleagues to identify ways to better understand their needs.

Write down the communities of people that your organisation serves. For each group, write down the ‘go to’ people in your organisation that you could ask for help on how to engage with them.

Find out the tools your organisation has for stakeholder engagement. You could ask senior colleagues about their experience in using these tools.

Integrate and practice

Plan and prepare for a stakeholder meeting using the guidance on relational commissioning. You could seek input from a senior colleague or coach and agree on your role within the meeting. Reflect on the meeting afterward: what went well, what didn’t go well, and what would you do differently next time?

Consider asking to shadow or observe a more experienced colleague at meetings with different audiences.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te pāhekoheko
Engage ▶

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Learn

Read *Guidance on relational commissioning*, Ministry of Social Development:
<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/social-sector-commissioning/>

Read case studies that showcase best practice engagement. Like *Intensive response developmental evaluation*, Oranga Tamariki:
<https://ot.govt.nz/about-us/research/our-research/intensive-response-developmental-evaluation/>

Find tools that help you understand diverse stakeholder views, like:

- *Policy community engagement tool* and *Kapasa – Pacific Policy Analysis Tool* at the Department of Prime Minister and Cabinet
<https://www.dpmc.govt.nz/publications/policy-community-engagement-tool>
<https://www.dpmc.govt.nz/publications/kapasa-pacific-policy-analysis-tool>
- *Disability Toolkit for Policy*, Office of Disability Issues;
<https://www.odi.govt.nz/disability-toolkit/>
- *Child Impact Assessment Tool*, Ministry of Social Development:
<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/resources/child-impact-assessment.html>
- *Bringing Gender In*, Ministry of Women:
<https://women.govt.nz/tools/bringing-gender>
- *Engagement with children and young people: Best practice guidelines*, Child and Youth Wellbeing:
<https://www.childyouthwellbeing.govt.nz/engagement-children-and-young-people-best-practice-guidelines>

Learn

Read *Engagement*, Te Arawhiti:
<https://www.tearawhiti.govt.nz/te-kahui-hikina-maori-crown-relations/engagement/>

Apply

Review your organisation’s action plan for social services commissioning and relational commissioning guidance.

Try to find examples of relational commissioning in your workplace. You could work with colleagues to promote these, like with a case study on your website, or a news article for internal stakeholders.

Consider working with a Māori partnerships advisor to develop an engagement strategy, based on Te Arawhiti’s guidance. As part of your engagement planning, build an understanding about the iwi and Māori groups you want to engage with. What are their perspectives on certain issues? What are their priorities?

After implementing your engagement strategy, complete a self-review using the Te Arawhiti template. You could discuss the findings of this self-review with your team.
<https://www.tearawhiti.govt.nz/assets/Tools-and-Resources/Crown-engagement-with-Maori-Agency-Self-Review-template.pdf>

Integrate and practice

Reflect on ways you could integrate relational commissioning into your work. What system prompts could you use to ensure it becomes business as usual?

Connect with other public sector organisations who procure social services. What strategies and tools do they use to help service providers? Are there opportunities for collaboration?

◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te pāhekoheko
Engage ▶

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Attend a course on improving engagement with Māori, like:

- *Introduction to engagement with Māori*, Te Arawhiti/ Ministry of Justice
<https://consultations.justice.govt.nz/te-arawhiti/flc8fc92/>

Seek out what options your agency has for learning about engaging with Māori, and with stakeholders in general. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Review the ways your organisation engages with diverse people, whānau and communities as part of procurement practice. What is done well? What are the pain points?

You could connect with principal procurement practitioners across the social sector. How do they engage with diverse people, whānau and communities? Are there opportunities for collaboration?

Consider presenting at the social sector community of practice on examples of engagement and relational commissioning in your organisation.

Review your organisation’s action plan for social services commissioning and relational commissioning guidance.

Integrate and practice

Consider developing a strategy, some guidance and/or some tools to support internal stakeholders to engage with diverse people, whānau and communities. These should align with Te Arawhiti and any organisational guidance.

Consider reviewing the strategies and tools your organisation uses to help service providers. Do these need development?

You could integrate a regular self-review of your engagement strategy into the standard processes for your organisation.

You could also develop guidance and tools on relational commissioning for internal stakeholders.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te pāhekoheko
Engage ▶

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Engage with the Social Sector Commissioning Hub at the Ministry of Social Development to keep up to date with developments. social_sector_enquiries@msd.govt.nz

Apply

Try to map the stakeholders that you engage with as part of your role. Who’s missing from the map? Are there relationships where you have concerns? What strategies could you use to improve those relationships?

Consider a review of your team’s level of confidence and competence when engaging with diverse people, whānau and communities. Are there blind spots within the team? You could partner with the learning team to develop strategies to improve skills and knowledge in these areas.

Meet with other procurement leaders to reflect on challenges when balancing tensions within social services procurement. What can you learn from each other?

Integrate and practice

Consider setting up a system where the team regularly sets aside time to review engagement strategies across procurement projects. For example, a practice group, in team meetings or with the principal advisors.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te pāhekoheko
Engage

Foundation ▶

Practitioner ▶

Senior ▶

Advanced ▶

Leader

Te whakawhanaungatanga
Relate to others

Te whiriwhiri
Negotiate

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Learn

Explore what options your agency has for learning about negotiation and assertion techniques.

You could also research negotiation and assertion techniques that you can use in your work.

Consider different relationships that you might need to use these skills in. Should you change your approach?



Apply

Reflect on a recent conflict. Write down the issue as you see it, then try to write down the issue from the other perspective. Describe the outcome. Reflecting on this outcome, are there things you would have liked to do differently? How can you draw on this experience for next time?

Think of a situation where asserting yourself using a technique you’ve learnt about would be helpful. With the techniques you’ve researched in mind, write down how you would start the conversation.

Ask if you can observe skilled negotiators in practice. Notice when they listen, ask questions, seek clarification, or gain understanding before proceeding.

Integrate and practice

You could work with a trusted colleague or coach to practice ways to address differences as they arise. Ask for feedback on your progress.

Prepare for a difficult conversation using the resources you researched. You could practice beforehand, and then reflect afterwards on what went well and what you would do differently next time.

◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te whiriwhiri
Negotiate ▶

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Explore different ways to manage conflict in the workplace. You could look into different conflict management styles and try to identify which of these you already use.

Apply

Reflect on your preferred conflict management style. Can you see a link between your preferred communication style (refer to the Collaborate section) and your preferred conflict management style? What conflict management style would you most like to develop?

Revisit a recent conflict. What were the values, assumptions, judgements, or expectations that you felt were breached? Write down the situation from the other person’s perspective, and the action you took. Decide whether the outcome was to accommodate, avoid, compromise, compete or collaborate. Thinking about the outcome, see if you can describe a possible alternative outcome.

You could ask to work alongside a senior colleague as they prepare for a negotiation. Use the *Negotiation plan template and checklist* from the New Zealand Government Procurement website: <https://www.procurement.govt.nz/procurement/guide-to-procurement/source-your-suppliers/negotiating-with-your-preferred-supplier/>

Integrate and practice

You could make a SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) plan to practice your least preferred conflict management style, and ask for feedback from a trusted colleague or coach.

Ask to shadow a senior colleague as they work through a negotiation. What communication skills and behaviours do they use? Notice when they listen, ask questions, seek clarification, or gain understanding before proceeding.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te whiriwhiri
Negotiate ▶

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read *Negotiating with your preferred supplier*, on the New Zealand Government Procurement website:
<https://www.procurement.govt.nz/procurement/guide-to-procurement/source-yoursuppliers/negotiating-with-your-preferred-supplier/>

Seek out what options your agency has for learning about:

- negotiation
- communication
- influencing skills.

You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

You could work with a senior colleague to plan for a negotiation. Consider the different parties’ needs. What are some obstacles you may face? Prepare strategies for ways to respond to these. You could adapt the negotiation plan template from the New Zealand Government Procurement link.

Apply further

Increase your awareness of how negotiation occurs day to day — try to recognise and write down the times that you negotiate in the course of one day. This might include negotiating what you have for dinner, or standing up on the bus to let someone sit down.

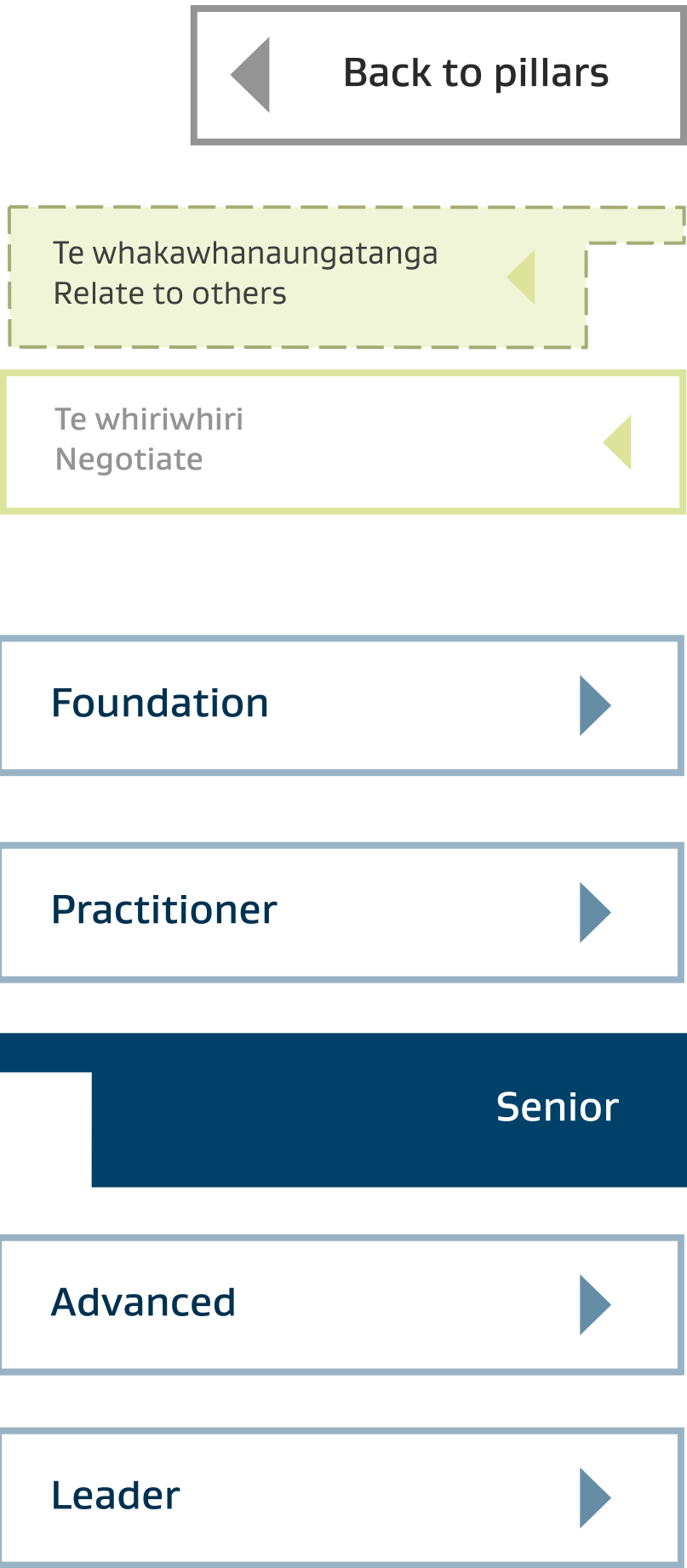
Reflect on the situations you noted where negotiation was required. How was the situation resolved? What actions did you take in finding the resolution?

Integrate and practice

Plan ways that you can regularly include these steps in your conflict management or negotiation plan:

- beforehand – take time for silence, to connect with your thoughts about the piece of work or conversation you’re about to enter. Consider the overall outcomes or key points you’d like to convey.
- during – how and when you can slow the deal down, and take a break when needed.
- after – ask yourself, what did you learn to do here, and what would you do differently? How will you take a step back, assess the situation and develop an objective view of what’s happening next time?

Within your team, prepare and run a mock negotiation, incorporating the above techniques.



Learn: Advanced

Seek out what options your agency has for learning about negotiation skills and techniques. In addition you may find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply: Advanced

Work through the Negotiating with your preferred supplier guidance to prepare a team for negotiation or conflict management:

<https://www.procurement.govt.nz/procurement/guide-to-procurement/source-your-suppliers/negotiating-with-your-preferred-supplier/>

You could coach the team afterward to reflect on what went well, what didn't go well and what you would do differently next time.

Ask to connect with a Māori cultural advisor in your organisation or network to learn about negotiation from the perspective of te ao Māori.

Integrate and practice: Advanced

Consider developing negotiation guidance for your area of work that incorporates the perspective of te ao Māori.

You could establish a practice group for peers where you can discuss and practice negotiation and conflict management skills.

Learn: Leader

Attend inter-agency and Institute of Public Administration (IPANZ) events to learn about the wider public sector.

<https://ipanz.org.nz/>

Apply: Leader

Consider a review of your team's level of confidence and competence with negotiation skills. You could partner with the learning team to develop strategies to improve your knowledge in these areas.

Integrate and practice: Leader

You could set aside time in team meetings to learn about the social services sector, the wider public sector and government priorities. Consider discussing the different forces at play, the risks, and the impact on your team's work.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te whiriwhiri
Negotiate

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader

Te whakawhanaungatanga Relate to others

Te whakaaweawe me te tohutohu
Influence and advise

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn: Foundation

Watch videos and talks by experts such as Julian Treasure on the topic of engaging speaking, and influencing through listening and speaking.

Apply: Foundation

Ask for feedback from a trusted colleague on your participation at a meeting. What did you do well, and what skills would you want to develop?

Ask to attend meetings where senior colleagues have a key role in influencing the thinking and behaviour of others. What techniques do you observe? Discuss this with them afterwards.

Integrate and practice: Foundation

Take opportunities to listen to colleagues presenting on their work and take note of what they’re doing well.

Learn: Practitioner

Research ways that you can influence and provide advice. Try searching for topics like the *RASCI/RACI model*, presentation and influencing skills, or how to write a stakeholder communication plan.

Apply: Practitioner

Write a communication plan for a project you’re working on. Include the stakeholders, frequency and communication channel.

Try to implement your communication plan for a project. Review what worked well, what didn’t work well, and what you would do differently next time.

Ask for guidance on your presentation skills from the communications specialists in your organisation.

You could work with colleagues to prepare and co-deliver a presentation that includes the new skills you’ve learnt. Get feedback on your presentation from a coach or trusted colleague.

Consider contributing data, text and analysis to support your colleagues’ talking points and presentations.

Integrate and practice: Practitioner

Look for opportunities to continue to develop your presentation skills. You could deliver presentations to different audiences, challenge yourself to present solo, or include audience participation. Continue to ask for feedback after a presentation, and refine your skills based on what you’ve learnt.

◀ Back to pillars

Te whakawhanaungatanga
Relate to others ◀

Te whakaaweawe me te tohutohu
Influence and advise ▶

Foundation

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Learn

Explore what options your agency has for learning about presentation and influencing skills. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

You could join a local Toastmasters group and gain your Competent Communicator certificate.

Apply

Prepare a presentation about a technical topic. Use some of the techniques you found in your research.

Deliver the presentation. Reflect on it afterwards: what went well, what didn't go well, and what would you do differently next time? You could ask your audience for feedback on your delivery.

Plan how you will give notice of an unsuccessful tender to a provider. How will you convey the message? What will you say or write? Practice this with a senior colleague.

Consider peer reviewing your colleagues' work to build your understanding of how procurement approaches are presented.

Integrate and practice

Prepare for an upcoming meeting or presentation where you need to influence others. Work through the different methods of persuasion you researched, decide which you will use and how you will apply them.

Take an active role in ensuring procurement practices and templates are up to date in your organisation.

Ask to work with senior colleagues to inform and educate colleagues on procurement best practice. If contributing to a presentation on this topic, use techniques you've learnt in your research.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te whakaaweawe me te tohutohu
Influence and advise

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Explore what options your agency has for learning about presentation and influencing skills. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Your agency may also have internal guidance on how to categorise stakeholders, using the RASCI model or similar. If not, you could research this independently.

Look into methods and techniques for conveying difficult news.

Apply

Use a RASCI matrix or similar to map your project stakeholders. You could research your key stakeholders and/or connect with them to learn about their work interests and experience.

When preparing for meetings with stakeholders ahead of time, think about their interests and concerns. Consider planning how you'll adapt your communication to meet their needs.

Prepare for a meeting on a sensitive topic or where you are conveying difficult news. Write down the questions you may be asked, and prepare your responses for them. You could practice with a coach or trusted colleague.

Integrate and practice

Try to look for interesting ways to teach and coach others on new procurement approaches, or example, through storytelling, humour, or videos.

Create opportunities for your project stakeholders to become champions for the project, highlight how they can help its cause.

Consider leading a team workshop on how to convey difficult or sensitive messages to providers with respect, empathy and dignity.



◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te whakaaweawe me te tohutohu
Influence and advise

Foundation

Practitioner

Senior

Advanced

Leader

Learn

Research articles or videos about building learning culture in the workplace, or the difference between coaching and mentoring.

Read the resources on Coaches and facilitators at the Leadership Development Centre.

<https://www ldc.govt.nz/resources/coaches-and-facilitators/>

Explore what options your agency has for learning about presentation and influencing skills. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

Apply

Work with the team and senior leaders to outline a vision for procurement in your organisation. If everything was working perfectly, what would that look like?

Draw on the expertise and help knowledge of the leaders to communicate the vision of procurement within the team and across the organisation.

Consider establishing a practice group for your team to learn, apply, reflect and sustain their learning.

Consider how to build a learning culture in your team. What practical steps could you implement?

Apply further

You could engage a leadership coach to learn influencing skills and how to manage sensitive situations.

Reflect on your leadership style (see the resources in the public sector/leader section). Does this leadership style align with building a learning culture for your team? You could discuss with a coach or colleagues at a similar level.

Integrate and practice

Capture everyday opportunities to convey the ‘vision for procurement’ within your team and organisation.

You could set up a mentoring programme for your team to support their career development.

Get to know procurement team leaders in other organisations across your sector. Ask about their priorities and the projects they’re working on. Are there opportunities for you to work together?

◀ Back to pillars

Te whakawhanaungatanga
Relate to others

Te whakaaweawe me te tohutohu
Influence and advise

Foundation

Practitioner

Senior

Advanced

Leader

Ngā ritenga whiwhinga Procurement practice



[Back to pillars](#)

Te whakaahua
Design



Te whakamahere
Plan



Te kimi pūtake
Source



Tiakina ngā hononga
Manage the relationships



Whakahaeretia ngā whakaaetanga
Manage the agreements



Te whakaū kounga
Quality assurance



Ngā ritenga whiwhinga
Procurement practice



Te whakaahua
Design

Foundation



Practitioner



Senior



Advanced



Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Explore the New Zealand Government Procurement (NZGP) website to gain an understanding of:

- *Social services procurement:*
<https://www.procurement.govt.nz/guides/social-services-procurement/>
- *Managing probity and ethics including conflicts of interest:*
<https://www.procurement.govt.nz/procurement/guide-to-procurement/plan-your-procurement/managing-probity-and-acting-ethically/>
- *The Government Procurement principles, charter and rules:*
<https://www.procurement.govt.nz/government-procurement-framework/>

Complete the Demystifying procurement online course, Hīkina;
<https://learning.procurement.govt.nz/course/info.php?id=72>

Read your organisation’s procurement policy.

Apply

Set aside some time to reflect on how what you’ve learnt relates to your work. What is unique about how these concepts apply to social services procurement, and specifically the work your agency and team does?

Integrate and practice

You could continue to reflect on this at regular intervals.



◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Te whakaahua
Design

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Read all of your organisation’s procurement policy and processes.

Complete the Demystifying procurement course in person. You can register through Hīkina:

<https://learning.procurement.govt.nz/course/info.php?id=72>

Seek out what options your agency has for learning about procurement. In addition, you may find universities, tertiary institutions or private businesses that offer learning on this topic.

For example, you could pursue:

- Level 2, 3 or 4 qualifications in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS), <https://www.cips.org/qualifications>
- Professional Certification programme, World of Commerce and Contracting (WCC) <https://www.worldcc.com/Learn/Professional-Certification>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

Before starting a procurement project, set aside time to learn about the supplier market. That is, do some research to gain knowledge of:

- the sector, products or services
- the size and capability of the suppliers in the market,
- any supplier/buyer power dynamics
- segmenting the supply market by region and product type
- current market trends and the economy.

Make a plan for how you’ll do this and who you’ll talk to.

Consider working alongside senior colleagues to brainstorm ways to approach a procurement project. Ask them about different methods, tools and templates for procurement they’ve used.

Find out about the different methods, tools and templates used in your organisation and across the sector. Write down the pros and cons for each.

Integrate and practice

Keep a record of the procurement methods, tools and templates you’ve used to date. What were the pros of this method? Were there any challenges? How can you gain experience in using alternative procurement methods? Discuss this with a coach or senior colleague.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakaahua
Design



Foundation



Practitioner

Senior



Advanced



Leader



Learn

Find out what’s happening in social services commissioning in other parts of the world. Here’s some websites to get you started:

- ISO2400:2017 International Standard for Sustainable Procurement:
<https://www.iso.org/standard/63026.html>
- UK Social Value Portal
<https://socialvalueportal.com/the-portal/get-started/>
- Australian Capital Territories
<https://www.communityservices.act.gov.au/commissioning/home>
- Western Australia
<https://www.wa.gov.au/organisation/departments-of-finance/state-commissioning-strategy-community-services>

Explore international social procurement websites. For example:

- Indigenous Procurement Policy guides
<https://www.niaa.gov.au/indigenous-affairs/economic-development/indigenous-procurement-policy-ipp>
- British Columbia Social Procurement Initiative (BCSPI)
<https://bcspi.ca/>
- Canadian Council for Aboriginal Business (CCAB)
<https://www.ccab.com/>
- Buy Social Canada
<https://www.buysocialcanada.com/>
- Regional Municipality of Wood Buffalo
<https://www.rmwb.ca/en/truth-and-reconciliation/indigenous-learning-series.aspx>
- New South Wales Transport Infrastructure
<https://caportal.com.au/tfnsw/tiip/spw>

Learn further

Connect with national and international professional bodies; attend their webinars and sign up to their newsletters. This includes:

- Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/>
- World of Commerce and Contracting (WCC)
<https://www.worldcc.com/>
- Australasian Procurement and Construction Council. You could explore their ‘Partners’ page and join one of the committees.
<https://www.apcc.gov.au/>

Apply

Research external groups that influence your sector. This may include community groups and networks, or private providers.

You could reach out to international commissioning hubs to ask about their approaches and experiences, if your questions are not answered by the linked websites.

Reflecting on the field of social procurement, what ideas or approaches can you draw on and apply to your work? Are there collaborative opportunities with other government organisations?

Integrate and practice

Keep up to date with developments in practice across the public sector. You may be able to do this through professional development webinars, networking and communities of practice.

Reflect on how these developments in practice relate back to you, your individual work, your team or agency.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakaahua
Design



Foundation



Practitioner



Senior

Advanced



Leader



Learn

Research examples of procurement best practice, nationally and internationally.

Start an advanced qualification programme in procurement, like:

- Level 5, 6 and MCIPS qualifications in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS),
<https://www.cips.org/qualifications>
- CCM Expert and Fellow programme, World of Commerce and Contracting (WCC),
<https://www.worldcc.com/Learn/Professional-Certification>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz



Apply

Take time to reflect on how discussions and learnings from your research relate to your own team and agency, and to the wider public service procurement ecosystem.

Integrate and practice

Keep up to date with developments in practice across the public sector. This might include professional development webinars, networking and communities of practice.

Reflect on how the topics and developments relate back you your individual work, your team or agency.

Champion and encourage participation in professional development webinars, networks or communities of practice by others in your team or organisation.

◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Te whakaahua
Design

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader ▶

Learn

Read *Risk management for the public sector*, digital.govt.nz:
<https://www.digital.govt.nz/standards-and-guidance/privacy-security-and-risk/risk-management/risk-assessments/>

Read *Managing risks in the public procurement of goods, services and infrastructure*, Organisation for Economic Co-operation and Development
<https://www.oecd.org/gov/public-procurement/managing-risks-in-the-public-procurement-of-goods-services-and-infrastructure-45667d2f-en.htm>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

Develop a risk assessment and management plan for your organisation that applies at all stages of the procurement lifecycle.

Help your team regularly identify and manage risks as part of their work.

Keep up to date with the webinars, information sessions and connection opportunities the professional bodies provide.

Take time to reflect on how the discussions and trends you hear about in these forums relate to your own team and agency, and to the wider public service procurement ecosystem.

Integrate and practice

Regularly review your organisation’s risk assessment and management plan to make sure it’s up to date.

You could also ensure your organisation has systems in place to assess and manage risk.

Keep up to date with changes in government policy, and legislation impacting your organisation.

Champion and encourage participation in professional development webinars, networks or communities of practice by others in your team or organisation.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakaahua
Design



Foundation



Practitioner



Senior



Advanced



Leader

Ngā ritenga whiwhinga
Procurement practice

Te whakamahere
Plan

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read all of your organisation’s procurement policy and processes.

Complete the Demystifying procurement course in person. You can register through Hīkina:

<https://learning.procurement.govt.nz/course/info.php?id=72>

Compete New Zealand Government Procurement (NZGP)’s cultural competency learning on Hikina:

<https://learning.procurement.govt.nz/>

Read the guide, watch the videos and do the quiz on the Good practice guide on Managing conflicts of interest, Tumuaki o te Mana Arotake Office of the Auditor General:

<https://oag.parliament.nz/2020/conflicts>

Read the Good practice guide to procurement, Tumuaki o Mana Arotake Office of the Auditor General:

<https://oag.parliament.nz/good-practice/procurement>

Work through NZGP’s conflict of interest tools, then the conflict of interest tools and guidance in your own organisation.

<https://www.procurement.govt.nz/procurement/guide-to-procurement/plan-your-procurement/managing-conflicts-of-interest-and-confidentiality/>

Apply

Work through the probity checklist on the NZGP website:

<https://www.procurement.govt.nz/assets/procurement-property/documents/probity-checklist.pdf>

Work alongside your colleagues to review procurement plans they’re working on or have completed. Ask about the approach they’ve taken, and why.

Reflect on the approach or approaches you might take when doing your own planning.

Set aside time to reflect on what you’ve learnt from Demystifying Procurement, or any other procurement learning you’ve done. What is unique about how this learning applies to social services procurement, and specifically the work your agency / team does?

Integrate and practice

Try to regularly make time to reflect on planning work you’ve observed and participated in. You could ask for feedback on your plans. Use this feedback to refine your approaches or try new ones.

Continue to reflect on the procurement planning you do at regular intervals. Observe how your knowledge, skills and confidence are developing over time.



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakamahere
Plan



Foundation

Practitioner



Senior



Advanced



Leader



Learn

Read these resources by New Zealand Government Procurement (NZGP):

- *Developing a social services plan;*
<https://www.procurement.govt.nz/procurement/specialised-procurement/social-services-procurement/developing-a-social-services-procurement-plan/>
- *Managing probity and acting ethically*
<https://www.procurement.govt.nz/procurement/guide-to-procurement/plan-your-procurement/managing-probity-and-acting-ethically/>
- *Conflicts of interest*
<https://www.procurement.govt.nz/procurement/guide-to-procurement/plan-your-procurement/managing-conflicts-of-interest-and-confidentiality/>

Start a procurement qualification programme. For example,

- Level 2, 3 or 4 qualifications in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/qualifications>
- Professional Certification programme, World of Commerce and Contracting (WCC)
<https://www.worldcc.com/Learn/Professional-Certification>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

Evaluate a procurement plan after the project is complete. What worked well? What didn't work well? What would you do differently next time?

Create a list of upcoming procurement plans. Organise them according to different priorities like business need, budget availability, and time pressure. Reflect on what you've learnt by doing this exercise.

Choose a procurement skill or technique you've recently learnt and apply it to your project.

Try to play an active role in the planning and evaluation of new procurement projects.

Integrate and practice

You could develop a process or system to regularly evaluate your team's procurement projects.

Consider developing criteria for prioritising the procurement projects your team have responsibility for.

Try choosing one new aspect of procurement to discuss with your team at regular meetings.

Continue to regularly reflect on the procurement planning you do. Observe how your knowledge, skills and confidence are developing over time.

◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Te whakamahere
Plan

Foundation ▶

Practitioner

Senior ▶

Advanced ▶

Leader ▶

Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Explore the reports and information on the Procurement webpage, Tumuaki o te Mana Arotake Office of the Auditor General: <https://oag.parliament.nz/reports/procurement-resources>

Look into memberships to professional bodies as a way of keeping connected to the wider procurement ecosystem. Examples are:

- Chartered Institute of Procurement and Supply (CIPS) <https://www.cips.org/>
- World of Commerce and Contracting (WCC) <https://www.worldcc.com/>
- Australasian Procurement and Construction Council <https://www.apcc.gov.au/>

You could also sign up to procurement capability communities of practice or other forums, to share and gain insights on best practice, procurement trends and capability development ideas.



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Learn: Advanced

Start an advanced qualification programme in procurement, like:

- Level 5, 6 and MCIPS qualifications in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS), <https://www.cips.org/qualifications>
- CCM Expert and Fellow programme, World of Commerce and Contracting (WCC), <https://www.worldcc.com/Learn/Professional-Certification>

Apply

Keep up to date with the webinars, information sessions and connection opportunities the professional bodies provide.

Take time to reflect on how the discussions and trends you hear about in these forums relate to your own team and agency, and to the wider public service procurement ecosystem.

Integrate and practice

Engage in and contribute to initiatives and discussions on procurement excellence through the networks under ‘Learn’.

Continue to engage in wider forums and discussions and share how these relate back to your own agencies’ context, and vice versa – share how what’s happening in your own team or agency relates back to the wider procurement system.

◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Te whakamahere
Plan

Foundation ▶

Practitioner ▶

Senior

Advanced

Leader ▶

Learn

Read *Risk management for the public sector*, [digital.govt.nz](https://www.digital.govt.nz/standards-and-guidance/privacy-security-and-risk/risk-management/risk-assessments/);
<https://www.digital.govt.nz/standards-and-guidance/privacy-security-and-risk/risk-management/risk-assessments/>

The following resources at Tumuaki o te Mana Arotake, Office of the Auditor General and Mana Arotake Aotearoa, Audit New Zealand, also have good guidance on risk and planning:

- Good practice procurement
<https://oag.parliament.nz/good-practice/procurement>
- Local government procurement
<https://oag.parliament.nz/2020/local-govt-procurement/local-govt-procurement-article>
- What good looks like: procurement
<https://auditnz.parliament.nz/resources/procurement/procurement>

Read *Managing risks in the public procurement of goods, services and infrastructure*, Organisation for Economic Co-operation and Development
<https://www.oecd.org/gov/public-procurement/managing-risks-in-the-public-procurement-of-goods-services-and-infrastructure-45667d2f-en.htm>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

Develop a risk assessment and management plan for your organisation that applies at all stages of the procurement lifecycle.

Help your team regularly identify and manage risks as part of their work.

Integrate and practice

Regularly review your organisation’s risk assessment and management plan to make sure it’s up to date.

You could also ensure your organisation has systems in place to assess and manage risk.

Keep up to date with changes in government policy and legislation impacting your organisation. You could communicate these with your team to make sure they’re informed and can proactively incorporate any changes into your organisation’s policies.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakamahere
Plan



Foundation



Practitioner



Senior



Advanced



Leader

Ngā ritenga whiwhinga
Procurement practice

Te kimi pūtake
Source

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read all of your organisation’s procurement policy and processes.

Complete the Demystifying procurement course in person. You can register through Hīkina:

<https://learning.procurement.govt.nz/course/info.php?id=72>

Complete *Social Services Procurement Evaluation process* on Hīkina:

<https://learning.procurement.govt.nz/course/info.php?id=71>

Read *Sourcing social services*, New Zealand Government Procurement (NZGP):

<https://www.procurement.govt.nz/procurement/specialised-procurement/social-services-procurement/sourcing-social-services/>

Learn: Practitioner

Start a procurement qualification programme. For example,

- Level 2, 3 or 4 qualifications in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/qualifications>
- Professional Certification programme, World of Commerce and Contracting (WCC)
<https://www.worldcc.com/Learn/Professional-Certification>

Apply

Ask senior colleagues what communication tools they find most effective for different audiences throughout the sourcing process.

For example, when you approach the market and choose a supplier, you might consider both written and verbal proposals, and want to ensure all suppliers have the best chance to be heard.

Then, when you negotiate and award the contract:

- What’s the best way to tell suppliers they’ve been unsuccessful?
- What feedback can you give about their submission and why they weren’t successful?
- Does the feedback and communication method need to be tailored to each supplier?

Take time to reflect on what you’ve learnt from Demystifying Procurement, or any other procurement learning. What’s unique about how this learning applies to social services procurement, and specifically the work your agency / team does?

Integrate and practice

Reflect on the actions you might take during the sourcing stage of procurement. How will you measure the success of what you do? How will you find ways to further improve?

Continue to reflect on the procurement sourcing you do at regular intervals. Observe how your knowledge, skills and confidence are developing over time.



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te kimi pūtake
Source



Foundation

Practitioner

Senior



Advanced



Leader



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read about approaches to dealing with modern slavery:

- *Government prescribes daylight disinfectant to modern slavery*, Beehive.govt.nz:
<https://www.beehive.govt.nz/release/govt-prescribes-daylight-disinfectant-modern-slavery>
- *Modern slavery and worker exploitation*, Ministry of Business, Innovation & Employment
<https://www.mbie.govt.nz/business-and-employment/employment-and-skills/plan-of-action-against-forced-labour-people-trafficking-and-slavery/modern-slavery/>
- *2022 Trafficking in Persons Report*, United States Department of State
<https://www.state.gov/reports/2022-trafficking-in-persons-report/>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Integrate and practice

Keep up to date with developments in procurement related to sourcing, exploitation and modern slavery across the public sector. This might include professional development webinars, networking and community of practice.

Champion and encourage participation by others in your team and organisation, in webinars, networks or communities of practice on these topics.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te kimi pūtake
Source



Foundation



Practitioner



Senior

Advanced



Leader



Learn

Explore what options your agency has for learning facilitation skills, to help with delivering lean agile procurement. You also may find universities, tertiary institutions or private businesses that offer course on facilitation.

Explore the reports and information on the Procurement webpage, Tumuaki o te Mana Arotake Office of the Auditor General:
<https://oag.parliament.nz/reports/procurement-resources>

Look into memberships to professional bodies as a way of keeping connected to the wider procurement ecosystem. Examples are:

- Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/>
- World of Commerce and Contracting (WCC)
<https://www.worldcc.com/>
- Australasian Procurement and Construction Council
<https://www.apcc.gov.au/>

You could also sign up to procurement capability communities of practice or other forums, to share and gain insights on best practice, procurement trends and capability development ideas.

Start an advanced qualification programme in procurement, like:

- Level 5, 6 and MCIPS qualifications, Chartered Institute of Procurement and Supply (CIPS),
<https://www.cips.org/qualifications>
- CCM Expert and Fellow programme, World of Commerce and Contracting (WCC),
<https://www.worldcc.com/Learn/Professional-Certification>

Apply

Find opportunities to put your facilitation skills into practice by developing and delivering a presentation, or participating in lean agile procurement. Get feedback not only on the content, but on your facilitation too.

Keep up to date with the webinars, information sessions and connection opportunities the professional bodies provide.

Take time to reflect on how the discussions and trends you hear about in these forums relate to your own team and agency, and to the wider public service procurement ecosystem.

Integrate and practice

Periodically reflect on your experiences, and the feedback you received. Note how you might celebrate positive feedback, and take steps to implement any opportunities for improvement.

Engage in and contribute to initiatives and discussions on procurement sourcing through the networks under ‘Learn’.

Continue to engage in wider forums and discussions and share how these relate back to your own agency’s context, and vice versa – share how what’s happening in your own team or agency relates back to the wider procurement system.



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Te kimi pūtake
Source

Foundation ▶

Practitioner ▶

Senior ▶

Advanced

Leader

Ngā ritenga whiwhinga
Procurement practice

Tiakina ngā hononga
Manage the relationships

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Take New Zealand Government Procurement (NZGP)’s course on Social Services Procurement Contract Management: Hononga – Connecting to Others on Hīkina
<https://learning.procurement.govt.nz/course/info.php?id=53>

Apply

Think about the work you have on at present. How might you apply your learning from the Hononga – Connecting to others course to that work, in order to strengthen your skills?

Ask senior colleagues what communication tools they find most effective for different audiences throughout the sourcing process.

For example, when you negotiate and award the contract:

- What’s the best way to tell suppliers they’ve been unsuccessful?
- What feedback can you give about their submission and why they weren’t successful?
- Does the feedback and communication method need to be tailored to each supplier?

Integrate and practice

Periodically reflect on your experiences with relationship management, and any feedback you’ve been given. Note down how you might celebrate positive feedback, and take steps to implement any opportunities for improvement.

Continue to reflect on your learning and application of learning at regular intervals.



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Tiakina ngā hononga
Manage the relationships



Foundation

Practitioner



Senior



Advanced



Leader



Learn

Read *Contract Management*,
Tumuaki o te Mana Arotake Office of the Auditor General
<https://oag.parliament.nz/good-practice/procurement/contract-management>

Read *Managing social service contracts*, New Zealand Government Procurement (NZGP)
<https://www.procurement.govt.nz/procurement/specialised-procurement/social-services-procurement/managing-social-services-contracts/>

Explore what options your agency has for learning about procurement. You may also find universities, tertiary institutions or private businesses that offer learning on these topics.

You could also consider:

- Level 2, 3 or 4 qualification in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS), <https://www.cips.org/qualifications>
- Professional Certification programme, World of Commerce and Contracting (WCC) <https://www.worldcc.com/Learn/Professional-Certification>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

Think about the work you have on at present. How might you apply your learning from the resources under ‘Learn’ to that work? Can you apply the learning to your work in a way that will build on and strengthen your skills?

Integrate and practice

Periodically reflect on your experiences with relationship management, and any feedback you’ve been given. Note down how you might celebrate positive feedback, and take steps to implement any opportunities for improvement.

Continue to reflect on your learning and application of learning at regular intervals.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Tiakina ngā hononga
Manage the relationships



Foundation



Practitioner

Senior



Advanced



Leader



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read *Managing relationships and conflict in contract management*, New Zealand Government Procurement (NZGP): <https://www.procurement.govt.nz/procurement/guide-to-procurement/manage-the-contract/managing-relationships-and-conflict/>

Read NZGP’s *Supplier management toolkit and guidance for leaders*: <https://www.procurement.govt.nz/procurement/improving-your-procurement/introduction-to-supplier-management/supplier-management-toolkit-and-guidance-for-leaders/>

Search the web for local, trusted content on supplier relationship management, like the CIPS Supplier Relationship Management ANZ Seminar Series.

Integrate and practice

Engage in and contribute to initiatives and discussions on managing procurement relationships through your networks.

Continue to engage in wider forums and discussions and share how those discussions relate back to your own agency’s context, and vice versa – share how what’s happening in your own team or agency relates back to the wider procurement system.



◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Tiakina ngā hononga
Manage the relationships

Foundation ▶

Practitioner ▶

Senior

Advanced ▶

Leader ▶

Learn

Check out the Leadership Development Centre (LDC)’s options for developing and building on your leadership skills:

<https://www ldc.govt.nz/programmes-and-events>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

As you develop your leadership skills, think about how you apply these to the procurement context. What does procurement leadership mean to you, your organisation, and the procurement system in New Zealand? What does good leadership mean in practice?

Integrate and practice

Engage in and contribute to initiatives and discussions on managing procurement relationships through your networks.

Continue to engage in wider forums and discussions and share how those discussions relate back to your own agency’s context, and vice versa – share how what’s happening in your own team or agency relates back to the wider procurement system.

Champion and encourage participation by others in your team and organisation, in webinars, networks or communities of practice on these topics.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Tiakina ngā hononga
Manage the relationships



Foundation



Practitioner



Senior



Advanced

Leader

Ngā ritenga whiwhinga
Procurement practice

Whakahaeretia ngā whakaaetanga
Manage the agreements

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

- Read all of your organisation’s procurement policy and processes.
- Complete the Demystifying Procurement course in person. You can register through Hīkina:
<https://learning.procurement.govt.nz/course/info.php?id=72>
- Complete Contract Management Ratonga – Service to Others on Hīkina:
<https://learning.procurement.govt.nz/course/info.php?id=53>
- Explore what options your organisation has for learning about managing accounts payable. You may find universities, tertiary institutions or private businesses that offer courses on this.

Apply

- Reflect on how your agency’s procurement policy and processes relate to and uphold this competency.
- Think about the work you have on at present. How might you apply your learning on contract management to that work in order to strengthen your skills?
- Take some time to reflect on what you’ve learnt from the procurement workshops and modules you’ve completed. What’s unique about social services procurement and specifically the work your agency and or team does? How might that influence or guide how you manage your procurement agreements?

Integrate and practice

- Periodically reflect on your experiences managing procurement agreements, and any feedback you’ve received about contract management – either from your colleagues or directly from providers. Note down how you might celebrate positive feedback, and take steps to implement any opportunities for improvement.
- Continue to regularly reflect on the procurement agreements you manage. Observe how your knowledge, skills and confidence are developing over time.

◀ Back to pillars

Ngā ritenga whiwhinga
Procurement practice

Whakahaeretia ngā whakaaetanga
Manage the agreements

Foundation

Practitioner ▶

Senior ▶

Advanced ▶

Leader ▶

Learn

Read the Contract management plan template on the New Zealand Government Procurement website:
<https://www.procurement.govt.nz/procurement/templates/>

Read Contract Management, Tumuaki o te Mana Arotake Office of the Auditor General;
<https://oag.parliament.nz/good-practice/procurement/contract-management>

Explore what options your organisation has for learning about managing contract disputes. You may also find universities, tertiary institutions or private businesses that offer learning on this topic.

Start a procurement qualification programme. For example,

- Level 2, 3 or 4 qualifications in Procurement and Supply, Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/qualifications>
- Professional Certification programme, World of Commerce and Contracting (WCC)
<https://www.worldcc.com/Learn/Professional-Certification>

Apply

Think about the work you have on at present. How might you apply your learning on contract management to that work in order to strengthen your skills?

Integrate and practice

Periodically reflect on your experiences managing procurement agreements, and any feedback you’ve received about contract management – either from your colleagues or directly from providers. Note down how you might celebrate positive feedback, and take steps to implement any opportunities for improvement.

Continue to regularly reflect on the procurement agreements you manage. Observe how your knowledge, skills and confidence are developing over time.



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

 Back to pillars

Ngā ritenga whiwhinga
Procurement practice 

Whakahaeretia ngā whakaaetanga
Manage the agreements 

Foundation 

Practitioner

Senior 

Advanced 

Leader 

Learn

Browse your organisation’s learning suite for programmes or suggestions that relate to this competency.

Read *Contract Management*, Tumuaki o te Mana Arotake Office of the Auditor General:
<https://oag.parliament.nz/good-practice/procurement/contract-management>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Integrate and practice

Keep up to date with developments on managing procurement agreements across the public sector. This might include professional development webinars, networking and community of practice.

Continue to engage in wider forums and discussions and share how those discussions relate back to your own agency’s context, and vice versa – share how what’s happening in your own team or agency relates back to the wider procurement system.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Whakahaeretia ngā whakaaetanga
Manage the agreements



Foundation



Practitioner



Senior

Advanced



Leader



Learn

Look into memberships to professional bodies as a way of keeping connected to the wider procurement ecosystem. Examples are:

- Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/>
- World of Commerce and Contracting (WCC)
<https://www.worldcc.com/>
- Australasian Procurement and Construction Council
<https://www.apcc.gov.au/>

You could also sign up to procurement capability communities of practice or other forums, to share and gain insights on best practice, procurement trends and capability development ideas.

Start an advanced qualification programme in procurement, like:

- Level 5, 6 and MCIPS qualifications,
Chartered Institute of Procurement and Supply (CIPS)
<https://www.cips.org/qualifications>
- CCM Expert and Fellow programme,
World of Commerce and Contracting (WCC)
<https://www.worldcc.com/Learn/Professional-Certification>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Integrate and practice

Keep up to date with developments on managing procurement agreements across the public sector. This might include professional development webinars, networking and community of practice.

Continue to engage in wider forums and discussions and share how those discussions relate back to your own agency’s context, and vice versa – share how what’s happening in your own team or agency relates back to the wider procurement system.

Champion and encourage participation by others in your team and organisation, in webinars, networks or communities of practice on these topics.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Whakahaeretia ngā whakaaetanga
Manage the agreements



Foundation



Practitioner



Senior



Advanced

Leader

Ngā ritenga whiwhinga
Procurement practice

Te whakaū kounga
Quality assurance

Foundation

Practitioner

Senior

Advanced

Leader



Back to pillars



Some of the suggested learning here may already be available to you through your organisation. Browse your organisation’s learning suite first for programmes or suggestions that relate to this competency.

Learn

Read all of your organisation’s procurement policy and processes.

Complete the Demystifying procurement course in person. You can register through Hīkina:
<https://learning.procurement.govt.nz/course/info.php?id=72>

Read *Conducting reviews* on the New Zealand Government Procurement website:
<https://www.procurement.govt.nz/procurement/guide-to-procurement/manage-the-contract/conducting-reviews/>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply

Find some time to reflect on how what you’ve learnt from workshops and modules you’ve done relates to your work. What’s unique about how they apply to social services procurement, and specifically the work your organisation or team does?

Integrate and practice

Periodically reflect on the procurement projects you’ve been a part of, considering quality assurance at each stage of the procurement lifecycle. Think about any feedback you’ve received, either from your colleagues or directly from providers. Note down how you might celebrate positive feedback and take steps to implement any opportunities for improvement.

Continue to apply a quality assurance lens across the stages of your projects at regular intervals. Observe how your knowledge and confidence about quality assurance at each step of the procurement lifecycle develops over time.

Identify opportunities to improve processes and standards of work carried out, and share these opportunities with your team.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakaū kounga
Quality assurance



Foundation

Practitioner

Senior



Advanced



Leader



Learn: Senior and Advanced

Explore the Knowledge Hours on Hīkina for presentations on relevant topics.

<https://learning.procurement.govt.nz/>

Learn: Leader

Explore suitable options for developing and building on your leadership skills at the Leadership Development Centre (LDC).

<https://www ldc.govt.nz/programmes-and-events>



For further guidance, you can also reach out to the NZGP Procurement Capability and Workforce Team at procurementcapability@mbie.govt.nz

Apply: Leader

As you develop your leadership skills, think about how you apply these to the procurement context. What does procurement leadership mean to you, your organisation, and the procurement system in New Zealand? What does good procurement leadership mean in practice?

Integrate and practice

Periodically reflect on the procurement projects you, your team or agency have been a part of, and any feedback about the experience related to the process or aspects of the process.

Identify opportunities to implement team processes or guidelines for ongoing review and improvement, in line with global trends or best practice.

Observe how your own, your team, or your organisation’s knowledge, skills and confidence are developing over time. At the Leader level, you could also try to measure this.



Back to pillars

Ngā ritenga whiwhinga
Procurement practice



Te whakaū kounga
Quality assurance



Foundation



Practitioner



Senior

Advanced

Leader