

6 December 2024

Liam Hehir

[fyi-request-29073-c9412859@requests.fyi.org.nz](mailto:fyi-request-29073-c9412859@requests.fyi.org.nz)

Tēnā koe Liam

**Official Information Act (OIA) request: The Pākehā Project**

On 5 November 2024, you contacted Stats NZ requesting, under the Official Information Act 1982 (the Act), the following information:

- *“I am writing to request information under the Official Information Act 1982. My request pertains to the decision made by the Department to have staff attend training by The Pākehā Project, a programme that, according to recent media coverage and its own promotional materials, appears to focus on themes that may be perceived as overtly political, particularly concerning decolonisation and systemic change.*

*Given the principles of political neutrality and stewardship required under the Public Service Act 2020, I am seeking detailed information on the rationale, decision-making, and assessment processes involved. Specifically, I request the following:*

*Cost and Analysis: The total amount spent by the Department on staff attendance at The Pākehā Project, including registration, travel, accommodation, and other expenses. Additionally, any cost-benefit analysis or justification made prior to approving the expenditure.*

*Effectiveness and Outcomes: Documentation or reports detailing the measurable outcomes or benefits observed following staff participation, along with any evaluations of the programme’s success or impact on departmental objectives.*

*Approval and Decision-Making: The names or titles of officials who authorized the expenditure, along with any records of internal discussions or concerns raised about the appropriateness or potential political nature of the programme.*

*Political Neutrality: Any steps taken to ensure compliance with the principle of political neutrality, including an assessment of whether the programme’s emphasis on decolonization could conflict with public service requirements.*

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*Alternative Options: Records detailing whether any alternative cultural competency training programmes were considered, and the rationale for selecting The Pākehā Project over other available options.*

*I am particularly interested in understanding how the decision to engage with this programme aligns with public service obligations to remain apolitical while pursuing professional development.”*

The [Data and Statistics Act 2022](#) reaffirmed Stats NZ’s commitment as a Te Tiriti partner, requiring us to meaningfully engage with Māori when collecting, producing, and using data to provide insights. In particular, section 14 (b) of the Data and Statistics Act 2022 requires that Stats NZ employees understand te Tiriti o Waitangi/the Treaty of Waitangi and the perspectives of Māori (including iwi and hapū) in relation to the collection and use of data for the production of official statistics and for research; and engage with Māori about the collection of data, the production of official statistics, and the use of data for research under this Act to provide useful insights about the economic, social, cultural, and environmental well-being of Māori (including iwi and hapū).

Our [Statement of Strategic Intentions 2023-2028](#) outlines the role of Stats NZ, our strategic priorities and the outcomes we need to achieve over the next five years. One of our strategic priorities that continue to guide our work is to deliver for and with Māori, iwi, and hapū. Stats NZ understands that for Māori, iwi, and hapū, data is taonga and we are committed to progressing Māori data aspirations with regards to the collection, ownership, meaning, and application of Māori data. This commitment requires an openness to Māori perspectives, an informed understanding of what long-term intergenerational wellbeing looks like for Māori, and a clear vision for how data can best support the realisation of that future.

To develop and maintain our capability to better engage with Māori and to understand Māori perspectives in our work, we launched our Māori Crown Relations (MCR) capability programme in February 2023. Our MCR capability programme is intended to help strengthen the organisation’s understanding and application of Te Tiriti o Waitangi and applies a team-centric approach to MCR capability as a means to help employees feel less isolated and confronted by learning, and more supported by their manager and team to make time for learning.

In addition to meeting our specific obligations under the Data and Statistics Act 2022 outlined above, our MCR capability programme also forms part of our [Whāinga Amorangi](#) plan (related to public service expectations set out under the [Public Service Act 2020](#)) and our Mahere Reo (related to Maihi Karauna and public service expectations set out under section 16(2) of [Te Ture mō Te Reo Māori 2016](#) *Māori Language Act 2016*).

To support part of our MCR capability programme, the Pākehā Project provided Stats NZ with planning, co-design, detailed workshop design, professional supervision and coaching, facilitator training, and workshops designed to develop capacities for deep reflection and meaningful action on the role of tangata Tiriti in giving effect to Te Tiriti o Waitangi

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obligations. While Stats NZ staff are encouraged to enrol in our MCR capability programme, participation is non-compulsory.

These workshops, delivered by Stats NZ and typically hosted on-site at our Wellington, Auckland and Christchurch offices, cover Te Tiriti o Waitangi, Aotearoa History and Institutional Racism, Te Reo Māori, Tikanga and Kawa, Te Ao Māori and Engagement with Māori.

For clarity, I will respond to each part of your request in turn.

- 1. “The total amount spent by the Department on staff attendance at The Pākehā Project, including registration, travel, accommodation, and other expenses. Additionally, any cost-benefit analysis or justification made prior to approving the expenditure.”**

Stats NZ spent \$144,970 with the Pākehā Project, which includes travel, accommodation, and other expenses.

As mentioned in the background information above, public service leaders are mandated to develop and maintain the capability of their agencies to engage with Māori and understand Māori perspectives, as per section 14(2)(a) of the [Public Service Act 2020](#). The Data and Statistics Act 2022 sets out clear responsibilities for Stats NZ to give effect to the principles of Te Tiriti o Waitangi in the way it conducts its business. Stats NZ’s strategic priority ‘Delivering for and with Māori, iwi and hapū’ also calls out the need to build on Māori Crown Relations capability to deliver essential data services and data system capability.

In 2020, Stats NZ ran an internal survey with our staff to understand our cultural capability; including, attitudes and experiences across the organisation regarding our ability to respond to Māori information and data needs effectively. The survey highlighted the need for Stats NZ to build its Te Reo and Māori cultural capability to meet its obligations under the Te Tiriti o Waitangi.

The 2022 Stats NZ Māori Crown Relations Capability survey indicated that while Stats NZ achieved some small gains across the [six capabilities](#) defined by Te Arawhiti, the gains have not been significant or consistent – and was regarded as the most significant capability challenge at Stats NZ.

- 2. “Effectiveness and Outcomes: Documentation or reports detailing the measurable outcomes or benefits observed following staff participation, along with any evaluations of the programme’s success or impact on departmental objectives.”**
- 3. “Approval and Decision-Making: The names or titles of officials who authorized the expenditure, along with any records of internal discussions or concerns raised about the appropriateness or potential political nature of the programme.”**

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Please find attached all documentation identified within the scope of your request. Please note:

- the names and contact details of staff whose roles are below Tier 3 are withheld under section 9(2)(a) of the Act in order to protect the privacy of natural persons. The need to protect the privacy of these individuals outweighs the public interest in this information.
- some information not concerning the scope of your request has been removed as out of scope.

The contract for services between Stats NZ and the Pākehā Project, specified performance standards for each agreed deliverable. Please refer to page 4 and 5 of the attached material, which summarises the agreed outcomes of the contract.

Quantitative results show that our MCR capability programme is achieving our Whāinga Amorangi goals to lift capability one level across all six competencies and to at-least 'comfortable' in the key competency of Te Tiriti o Waitangi literacy.

Qualitative results show what our people think and feel about our MCR capability programme. While traditional methods of evaluation such as staff feedback are still utilised, Stats NZ has been working to introduce fresh approaches to evaluating the impact of learning, such as data from its annual engagement survey "Ko Tō Reo". Feedback from the 2023 Ko Tō Reo Survey highlighted the value that our staff place on our MCR capability programme and that it has had a positive impact on staff engagement and employee experience at Stats NZ. Our MCR capability programme was identified as the second most valuable aspect about working at Stats NZ.

Stats NZ's MCR capability programme was approved by the People Culture and Capability Committee in August 2022 and the Executive Leadership Team in December 2022. Please refer to pages 21 and 25 of the attached material for the names of officials who approved Stats NZ's MCR capability programme.

As a public service department, Stats NZ spends public money and demonstrates the highest standards of public sector integrity and conduct, this includes understanding our obligation to uphold the principle of political neutrality outlined in the Stats NZ code of conduct and meeting the [Standards of Integrity and Conduct](#) set by Te Kawa Mataaho – Public Service Commission (PSC).

**4. "Alternative Options: Records detailing whether any alternative cultural competency training programmes were considered, and the rationale for selecting The Pākehā Project over other available options."**

An external provider was selected because Stats NZ did not have the in-house expertise to deliver the relevant specialised content required to deliver on the legislative, strategic, and operational requirements mentioned in the background information above. Stats NZ scanned the [All-of-Government Panels](#) for tangata Tiriti training services and did not identify any alternative suitable options for our specific needs.

Stats NZ selected The Pākehā Project to develop and deliver a course that was specifically tailored to meet the MCR competency 'Understanding Equity and Institutional Racism', one of the six key competency areas identified in Te Arawhiti's [Māori Crown relations capability framework for the public service](#) (refer to 3.1.1). This course was designed to build our tangata Tiriti (non-Māori people) capability to meet obligations under Te Tiriti o Waitangi. The Pākehā Project is a pioneering and sector-leading initiative that delivers highly specialised content focused on providing support to tangata Tiriti who desire to translate their commitment to Te Tiriti o Waitangi into tangible actions.

Should you wish to discuss this response with us, please feel free to contact Stats NZ at: [OfficeoftheGSCE@stats.govt.nz](mailto:OfficeoftheGSCE@stats.govt.nz).

If you are not satisfied with this response, you may contact us via email and have the right to seek an investigation and review by the Ombudsman. Information about how to make a complaint is available at [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz) or 0800 802 602.

It is Stats NZ's policy to proactively release its responses to official information requests where possible. This letter, with your personal details removed, will be published on the Stats NZ website. Publishing responses creates greater openness and transparency of government decision-making and helps better inform public understanding of the reasons for decisions.

Nāku noa, nā



Matt Phimmavanh  
Principal Advisor – Executive & Government Relations | Office of the Chief Executive  
Stats NZ Tatauranga Aotearoa  
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stats.govt.nz

# Contract for Services

## Contract Details



**Pākehā Project & Tangata Tiriti Training**

### The Parties

#### The Buyer:

Statistics New Zealand (Stats NZ)  
NZBN: 9429038855450  
8 Willis St, PO Box 2922, Wellington 6140, New Zealand

and

#### The Supplier:

Unity House Ltd, Trading As, The Pākehā Project  
NZBN 9429046093127  
s 9(2)(a)

**Out of Scope**

## Acceptance

In signing this Contract each Party acknowledges that it has read and agrees to be bound by it.

**Signed for and on behalf of the Buyer:**

**Signed for and on behalf of the Supplier:**



(signature)

**Name:** Rhonda Paku

**Position:** Kaihautū

**Date:**

(signature)

**Name:** Rebecca Sinclair

**Position:** Director

**Date**

## Description of Services

### Description of Services

Stats NZ has selected the supplier Unity House Ltd, Trading As, The Pākehā Project to build its Te Reo and Māori cultural capability to meet its obligations under the Treaty of Waitangi.

The Pākehā Project, hereinafter referred to as the "Supplier," is a pioneering initiative led by a team of dedicated educators who collaborate across various organisations. The Supplier's primary focus is to provide support to tangata Tiriti (non-Māori people) at Stats NZ, who are eager to translate their commitment to Te Tiriti o Waitangi into tangible actions. The project aims to address the need for practical and sustainable implementation of the principles embedded within Te Tiriti, recognising that it is a shared responsibility for both tangata whenua (Māori people) and tangata Tiriti.

The Supplier's programmes, workshops, coaching, and leadership development opportunities provide individuals with the tools and understanding required to navigate complexities, examine their own cultural identity, and engage meaningfully with wider systems. The Supplier to draw upon research-informed methodologies and practices, incorporating elements of design process, experiential learning, and creative facilitation to foster deep inquiry and transformation.

### Deliverables and Milestones

The Supplier, Pākehā Project, will deliver a range of services to meet the requirements of Stats NZ. These services are tailored to align with the specific deliverables outlined in the contract. Under the leadership of co-founders Louise Marra and Rebecca Sinclair, the Supplier will deliver the following services:

1. Tailored Pākehā Project Programme Workbook for Stats NZ:

The Supplier will develop a customised Pākehā Project Programme Workbook specifically designed for Stats NZ. This workbook will serve as a comprehensive resource to support the organisation in implementing the principles of Te Tiriti o Waitangi. The Supplier will work closely with Stats NZ to ensure the workbook meets the organisation's requirements and performance standards. Milestones and timelines for the development of the workbook will be determined in collaboration between the parties.

2. Training of Stats Internal Trainers:

The Supplier will provide comprehensive training sessions to Stats NZ internal trainers, empowering them to deliver Pākehā Project content effectively. As part of the total planned program consisting of 28 workshops, the Supplier will conduct the initial seven workshops, focusing on Te Tiriti understanding and cultural competency. The remaining workshops will be conducted by Stats Internal Trainers, ensuring continuity.

3. Delivery of Initial Workshops to Stats Staff:

The Supplier will conduct a series of initial workshops for Stats NZ staff members. These workshops will focus on deepening and synthesising understanding of Te Tiriti o Waitangi and the impacts of colonisation, promoting cultural competency, and exploring strategies for incorporating the principles of Te Tiriti into daily work practices. The workshops will provide an interactive and conducive learning environment, accommodating a maximum of 50 staff members per session.



This agreement does not have a minimum number of workshops commitment with the Supplier, and it is completely in the discretion of Stats NZ to determine the actual number of workshops planned for a year or during the entire contract period (with the agreement of the Supplier) to achieve the deliverables under this contract, at the agreed per workshop price.

### Deliverables and Milestones

Deliverable/Milestone	Performance Standards	Expected no. of workshops	Particulars & Unit Price	Amount payable (exc GST)
1. Develop tailored Pākehā project programme and workbook for Stats NZ	A practical and sustainable implementation of the principles embedded within Te Tiriti, in collaboration with Tangata Tiriti Capability team	N/A	Fixed price	\$30,000
2. Delivery of training to Stats internal trainers.	Ensure Stats internal trainers are equipped to conduct workshops on their own.	N/A	Fixed price	\$15,000
3. Delivery of initial workshops to Stats Staff.	Each workshop will be a duration of 1 day. Maximum of 50 staff for each workshop. Minimum of two trainers from the Supplier required for each workshop.	7 workshops, one workshop each month, starting August 2023 till February 2024.	The fixed unit price for each 1-day workshop is \$12,147. Total amount payable for 7 workshops (\$12,147 x 7) = \$85,029	\$85,029
<b>Total (excl GST)</b>				<b>\$130,029</b>

### Specific code of conduct / policies / health & safety / protective security / legislative requirement

In delivering services to Stats NZ, the Supplier will comply with the NZ Public Service Standards of Integrity and Conduct:

<https://www.publicservice.govt.nz/resources/code/>

## Minutes – People Culture and Capability Committee – inaugural Meeting

Date & Time	Wednesday, 24 August 2022 at 10.00-11.30am
Location	Room 11.05 Te Ranga-ā-Hiwi
Chairperson	Terry McCaul, Deputy Government Statistician and Deputy Chief Executive, Corporate Services
Members	Jason Attewell, General Manager, Economic & Environmental Statistics Abby Black, Senior Manager, Business Insights and Improvement Will Horridge, General Manager, Collections Operations Tia Warbrick, General Manager, Te Tohu Rautaki Angitū Māori
Alternate	Scott Cartwright (for Melisa Kappely Chief People Advisor)
In attendance	s 9(2)(a) Principal Advisor, Strategy and Culture s 9(2)(a), Senior Manager, Organisational Development & People Capability s 9(2)(a) Principal Advisor Māori Capability – Item 3 s 9(2)(a) Senior Advisor, Learning and Development – item 4 s 9(2)(a) Principal Advisor, Strategy Delivery – Item 5
Ex officio	Mark Sowden, Chief Executive, Government Statistician and Government Chief Data Steward
Apologies	Melisa Kappely, Chief People Officer
Secretariat	s 9(2)(a)

**Out of Scope**

<b>3</b>	<b>Māori Crown Relations Survey Results and Presentation</b>
Attendees	s 9(2)(a) joined for this item, which was led and s 9(2)(a) Senior Manager, Organisational Development & People Capability
Commentary	PCCC was taken though a presentation on the Māori Crown Relations (MCR) survey results.

	<ul style="list-style-type: none"> <li>a) Discussed what the results tell us about our current level of MCR capability, <ul style="list-style-type: none"> <li>• the effectiveness of current approach to develop MCR capability,</li> <li>• Māori voice,</li> <li>• the impact of low capability</li> <li>• Te Tiriti o Waitangi</li> <li>• Stating our current capability</li> <li>• recommendations</li> </ul> </li> <li>b) Discussed that MCR is a requirement for the organisation</li> <li>c) Discussed the level of capability that is on scale with the Te Arawhiti framework of 'unfamiliar, comfortable, competent'. At this stage it would be expected that Stats NZ is at a 'comfortable' level but are still at 'unfamiliar' despite their small gains.</li> <li>d) Discussed Racism and what that looks like at Stats and the process to address it and that a Te Tiriti o Waitangi policy could help elevate and reduce racism.</li> </ul>
Decision(s)	<p>The PCC Committee</p> <ul style="list-style-type: none"> <li>a) <b>Endorsed</b> the development of a Te Tiriti o Waitangi policy creation, however, it was <b>agreed</b> as part of business planning that this piece of work cannot be prioritised in the next 6 months, and needs to wait at this stage, due to ELT decisions on the work programme.</li> <li>b) <b>Endorsed</b> further efforts to analyse and understand the impacts of low MCR capability on Māori staff and achievement of strategic priorities.</li> <li>c) <b>Acknowledged</b> more work is needed to identify opportunities to retain and attract Māori talent.</li> <li>d) <b>Endorsed</b> the development of processes to address racism at Stats NZ</li> <li>e) <b>Endorsed</b> in principle efforts to clarify the role of people leaders with respect to uplifting MCR capability.</li> <li>f) Refer to 'Uplift in Māori Crown Relations Capability Through Targeted Learning' paper.</li> <li>g) <b>Noted</b> that Whāinga Amorangi and Mahere Reo plans will be updated to reflect 2022 results and confirm Stats' objectives, including moving from 'Unfamiliar' to at least 'Comfortable' across all MCR capability areas by 2024.</li> <li>h) <b>Noted</b> that strategic decisions related to MCR will be taken at ELT as required and that PCCC will receive updates on progress of the above mahi as available and appropriate.</li> </ul>
Action(s)	<p>s 9(2)(a) and her team to do more work to develop and implement parts of this piece of work across the organisation now that recommendations have been agreed.</p>
4	<h3>Targeted Learning Campaign (TLC)</h3>
Attendees	<p>s 9(2)(a) joined for the item which was led which was led by s 9(2)(a), Senior Manager, Organisational Development &amp; People Capability</p>
Commentary	<p>PCCC discussed the targeted learning campaign (TLC) outlining the importance of this TLC approach.</p> <ul style="list-style-type: none"> <li>a) Discussed Māori capability uplift through targeted learning campaigns that even though it is clear and there is a need the current approach is not achieving that results that is needed.</li> <li>b) Acknowledge that in the past the way that training has been rolled out has not been done in a collaborative way with the organisation, which decreased the effectiveness. This new approach will be collaborative, and the timing and learning outcomes are right for each business unit.</li> <li>c) TLC scope will outline a new learning delivery approach that will uplift Stats NZ collective capability in the area of Māori Crown Relations and will be designed to achieve a baseline level of capability that will be consistent across the organisation</li> <li>d) Discussed that the level of proposed interaction with this learning programme may be unrealistic.</li> <li>e) Discussed whether the team has identified the correct teams to target, and whether the leaders in these areas should be a priority</li> </ul>

	<ul style="list-style-type: none"> <li>f) Ensure that the core business is included as this is important as well.</li> <li>g) Acknowledged the approach to each team will be different, and what that looks like will need to be carefully tailored to each team based on their needs, their level of capability, and their capacity</li> <li>h) Discussed that Te Tohu is currently acting as a circuit breaker for the lack of capability in MCR at the moment. It is so important for the capability within Stats to be raised. Support needs to be provided to staff to manage their stress and workload and for them to also be able to do this training.</li> </ul>
Decision(s)	<p>The PCC Committee:</p> <ul style="list-style-type: none"> <li>(a) <b>Noted</b> that Learning and Development can be a key enabler for lifting Māori Crown Relations capability, as per the expected targeted learning campaign outcomes</li> <li>(b) <b>Agreed</b> to People and Culture developing and delivering Targeted Learning Campaigns to support uplift in individual and organisational MCR capability</li> <li>(c) <b>Agreed</b> to re-allocating training and development annual underspend in the business (as estimated by Finance) to People and Culture to cover the costs associated with MCR TLCs</li> <li>(d) <b>Agreed</b> to the re-allocated funds resourcing a fixed term te reo kaiako</li> <li>(e) <b>Noted</b> that campaigns would be delivered across the business in a staggered way over a period of two years, allowing for flexibility in the timing of each campaign (e.g. to avoid 2023 Census).</li> <li>(f) <b>Agreed</b> that PCCC would look to add leaders as a priority for training. P &amp; C would work specifically with Collections Ops to develop how the programmes would run there.</li> <li>(g) <b>Agreed</b> overall to the recommended areas as the organisational priorities</li> </ul>
Action(s)	<p>P&amp;C team <b>s 9(2)(a)</b> to engage with the Senior Leadership Group to discuss which teams to pilot first, what kind of capacity the teams have for the training and look how to tailor to fit in with their team workloads</p>

# Out of Scope

Action(s)

None

The meeting closed at 11.30am. The next meeting will be held on 15 September 2022

## ELT Monthly Meeting 8 December 2022

Room 2.05 Wellington 9.00am – 12.10pm

**Members:** Mark Sowden (Chair, apologies 11.15am-12.10pm; Simon Mason; Rachael Milicich (Deputy Chair); Vince Galvin (apologies 9.00am-9.30am); Neil Hurley; Craig Jones (apologies 10.15am -11.15am); Lynda Jelbert; Rhonda Paku; Tia Warbrick

**Attendee:** Kate Satterthwaite (Apologies 9.00-9.30am)

**Secretariats:** s 9(2)(a)

# Out of Scope

# Out of Scope

# Out of Scope

## Item 4. Māori Capability Relationship

The purpose of this item was to discuss and approve the funding for the Māori Capability Relationship initiative, which was agreed at the People, Culture and Capability Committee in August this year as a priority piece of work that should be undertaken to uplift Māori Capability through targeted learning campaigns.

The ELT discussed the opportunity to explore funding the remainder of this year using the identified underspends from the budgets. It was also highlighted that this was a strategic priority and was an important piece of work that needs to continue progressing. It was mentioned that going forward this work would be included in the business planning process and would be funded through a portion of the learning and development budgets.

The Executive Leadership Team:

- **Agreed** that ELT are supportive of the Initiative
- **Approved** funding the \$216,000 required for the remainder of the 2022/23 budget year from underspend.
- **Noted** that this initiative would be captured as part of the business planning process for next year and will be allocated funding from budget.

# Out of Scope



# Out of Scope

# Cover sheet

## Executive Leadership Team

Change of Baseline Funding in support of Māori Crown Relations Capability Learning Campaigns

Action required:  
Approve

### Purpose of discussion

- The People Culture Capability Committee (PCCC) approved a paper on 24 August of this year entitled 'Lifting Māori Capability through Targeted Learning Campaigns'. The paper set out our organisation's Māori Crown Relations (MCR) capability needs and identified that current financial resources were not sufficient to support the capability shifts needed.
- The paper asked for approval to reallocate the businesses annual underspend in learning and development to People & Culture for two consecutive years, to cover the costs of this new learning initiative. PCCC endorsed the reallocation of funds (see **Appendix A, PCCC Minutes**) but PCCC does not have authority to make budget reallocation decisions, final approval is required by ELT.
- The MCR learning campaigns will be rolled out to every business unit/team in the org over 2 to 2.5 years, making this an organisation wide learning programme.
- We estimate MCR learning campaign programme to cost \$720,000 over a 24 month period (see **Appendix B, PCCC Meeting Pack, page 53-54**) and seek for the remainder of this financial year a reallocation of \$216,000 (60% of the estimated annual costs of the programme) from the businesses L&D budget. The amount sought is in line with current estimates of underspend in L&D in the business:

Business Group	YTD Actual	Full Year Budget	Remaining Budget	Expense Lookup
Chief Executive	6,552	32,964	26,412	80%
Executive Management	16,473	34,840	18,367	53%
Strategy, People & Resources Group	123,695	448,570	324,876	72%
Collection Operations	51,921	132,000	80,079	61%
Organisation Infrastructure Group	39,536	145,713	106,177	73%
Data System Leadership	31,943	152,432	120,489	79%
Chief Methodologist	11,888	141,355	129,467	92%
Insights & Statistics	15,652	150,000	134,348	90%
Te Tohu Rautaki Angitu Māori Group	4,900	24,265	19,365	80%
<b>Total</b>	<b>302,559</b>	<b>1,262,139</b>	<b>959,580</b>	<b>76%</b>

- In the 2023-20324 financial year, we seek reallocation of budget in the amount of \$360,000K (100% of estimated annual programme costs), and in the 2024-2025 we seek 144,000K, the remaining 40% of estimated annual programme costs to conclude the final campaigns (financial years do not run in parallel to calendar years).
- Finance has confirmed deduction amounts for the next two financial years would be broken down equitably as follow:

Business Group	2022/23	2023/24	2024/25	Total
Census and Collection Operations	91,464	152,440	60,976	304,880
Data System Leadership	16,019	26,699	10,679	53,397
Insights and Statistics	55,679	92,799	37,120	185,598
Methods & Design	14,598	24,330	9,732	48,660
Office of the Chief Executive	2,584	4,306	1,722	8,612
Organisation Infrastructure	21,962	36,603	14,641	73,206
Strategy, People & Resources	11,756	19,593	7,837	39,187
Te Tohu Rautaki - Angitu Maori	1,938	3,230	1,292	6,459
<b>Total</b>	<b>216,000</b>	<b>360,000</b>	<b>144,000</b>	<b>720,000</b>

-		
<b>Recommended action(s)</b>	ELT approve reallocating the annual underspend in learning and development sitting in the business to People & Culture as described in the tables above, to fund the MCR Targeted Learning Campaigns.	
<b>Does this advice align with our strategic and/or transformational priorities? If so, which one(s)?</b>	The investment supports the strategic priority of 'Deliver for and with Māori, iwi and Hapu' by ensuring our employees have the necessary capability and understanding to work in a te tiriti based way. It also supports our transformational goal of 'all employees can flourish' by investing in a critical capability area.	
<b>Have you consulted with the relevant parties, e.g. finance/people &amp; culture/communications &amp; engagement/policy/strategy/risk &amp; assurance?</b>	Yes. Finance were informed of the original PCCC governance decision in September and included annual L&D underspend in organisation into People and Culture's forecasting in October. They have also provided the equitable reduction tables for this cover note.	
<b>Do you anticipate any risks and/or implications? e.g. financial/resource/legal/communications/policy/strategic/reputational? If so, please indicate.</b>	No. The business is entering an important delivery year with Census 2023. We anticipate investment in learning and development in the business to continue to fall below current allocations.	
<b>Does the advice align with ELT's work programme decisions?</b>	Yes.	
<b>Supporting briefing attached?</b>	Yes	
<b>Appendices</b>	Yes – Appendix A PCCC Minutes, Appendix B, PCCC Meeting Pack 24 <sup>th</sup> August	
<b>Is the advice confidential to ELT only?</b>	No	
<b>Can the advice be shared with others across the organisation? Specify specific audiences, if relevant.</b>	Yes	
<b>Quality assurance</b>	<b>Name/signature</b>	<b>Date</b>
<b>Peer reviewer</b> The paper has been reviewed and meets our quality standards for advice (refer next page).	Melisa Kappely, Chief People Officer	21/11/2022
<b>Author</b> I have incorporated the feedback received and/or agreed how it will be addressed with the peer reviewer.	s 9(2)(a) Senior Manager Organisational Development and People Capability	21/11/2022

Sign-off by ELT Sponsor	Name/signature	Date
I am satisfied with the quality of this advice and it may be submitted to the Secretariat to be published.	Neil Hurley 	5/12/2022

3	<b>Māori Crown Relations Survey Results and Presentation</b>
Attendees	s 9(2)(a) joined for this item, which was led and s 9(2)(a) Senior Manager, Organisational Development & People Capability
Commentary	<p>PCCC was taken through a presentation on the Māori Crown Relations (MCR) survey results.</p> <ol style="list-style-type: none"> <li>a) Discussed what the results tell us about our current level of MCR capability, <ul style="list-style-type: none"> <li>• the effectiveness of current approach to develop MCR capability,</li> <li>• Māori voice,</li> <li>• the impact of low capability</li> <li>• Te Tiriti o Waitangi</li> <li>• Stating our current capability</li> <li>• recommendations</li> </ul> </li> <li>b) Discussed that MCR is a requirement for the organisation</li> <li>c) Discussed the level of capability that is on scale with the Te Arawhiti framework of 'unfamiliar, comfortable, competent'. At this stage it would be expected that Stats NZ is at a 'comfortable' level but are still at 'unfamiliar' despite their small gains.</li> <li>d) Discussed Racism and what that looks like at Stats and the process to address it and that a Te Tiriti o Waitangi policy could help elevate and reduce racism.</li> </ol>
Decision(s)	<p>The PCC Committee</p> <ol style="list-style-type: none"> <li>a) <b>Endorsed</b> the development of a Te Tiriti o Waitangi policy creation, however, it was <b>agreed</b> as part of business planning that this piece of work cannot be prioritised in the next 6 months, and needs to wait at this stage, due to ELT decisions on the work programme.</li> <li>b) <b>Endorsed</b> further efforts to analyse and understand the impacts of low MCR capability on Māori staff and achievement of strategic priorities.</li> <li>c) <b>Acknowledged</b> more work is needed to identify opportunities to retain and attract Māori talent.</li> <li>d) <b>Endorsed</b> the development of processes to address racism at Stats NZ</li> <li>e) <b>Endorsed</b> in principle efforts to clarify the role of people leaders with respect to uplifting MCR capability.</li> <li>f) Refer to 'Uplift in Māori Crown Relations Capability Through Targeted Learning' paper.</li> <li>g) <b>Noted</b> that Whāinga Amorangi and Mahere Reo plans will be updated to reflect 2022 results and confirm Stats' objectives, including moving from 'Unfamiliar' to at least 'Comfortable' across all MCR capability areas by 2024.</li> <li>h) <b>Noted</b> that strategic decisions related to MCR will be taken at ELT as required and that PCCC will receive updates on progress of the above mahi as available and appropriate.</li> </ol>
Action(s)	s 9(2)(a) and her team to do more work to develop and implement parts of this piece of work across the organisation now that recommendations have been agreed.
4	<b>Targeted Learning Campaign (TLC)</b>
Attendees	s 9(2)(a) Joined for the item which was led which was led by s 9(2)(a), Senior Manager, Organisational Development & People Capability
Commentary	<p>PCCC discussed the targeted learning campaign (TLC) outlining the importance of this TLC approach.</p> <ol style="list-style-type: none"> <li>a) Discussed Māori capability uplift through targeted learning campaigns that even though it is clear and there is a need the current approach is not achieving that results that is needed.</li> <li>b) Acknowledge that in the past the way that training has been rolled out has not been done in a collaborative way with the organisation, which decreased the effectiveness. This new approach will be collaborative, and the timing and learning outcomes are right for each business unit.</li> </ol>

	<ul style="list-style-type: none"> <li>c) TLC scope will outline a new learning delivery approach that will uplift Stats NZ collective capability in the area of Māori Crown Relations and will be designed to achieve a baseline level of capability that will be consistent across the organisation</li> <li>d) Discussed that the level of proposed interaction with this learning programme may be unrealistic.</li> <li>e) Discussed whether the team has identified the correct teams to target, and whether the leaders in these areas should be a priority</li> <li>f) Ensure that the core business is included as this is important as well.</li> <li>g) Acknowledged the approach to each team will be different, and what that looks like will need to be carefully tailored to each team based on their needs, their level of capability, and their capacity</li> <li>h) Discussed that Te Tohu is currently acting as a circuit breaker for the lack of capability in MCR at the moment. It is so important for the capability within Stats to be raised. Support needs to be provided to staff to manage their stress and workload and for them to also be able to do this training.</li> </ul>
Decision(s)	<p><b>The PCC Committee:</b></p> <ul style="list-style-type: none"> <li>(a) <b>Noted</b> that Learning and Development can be a key enabler for lifting Māori Crown Relations capability, as per the expected targeted learning campaign outcomes</li> <li>(b) <b>Agreed</b> to People and Culture developing and delivering Targeted Learning Campaigns to support uplift in individual and organisational MCR capability</li> <li>(c) <b>Agreed to re-allocating training and development annual underspend in the business (as estimated by Finance) to People and Culture to cover the costs associated with MCR TLCs</b></li> <li>(d) <b>Agreed</b> to the re-allocated funds resourcing a fixed term te reo kaiako</li> <li>(e) <b>Noted</b> that campaigns would be delivered across the business in a staggered way over a period of two years, allowing for flexibility in the timing of each campaign (e.g. to avoid 2023 Census).</li> <li>(f) <b>Agreed</b> that PCCC would look to add leaders as a priority for training. P &amp; C would work specifically with Collections Ops to develop how the programmes would run there.</li> <li>(g) <b>Agreed</b> overall to the recommended areas as the organisational priorities</li> </ul>
Action(s)	<p>P&amp;C team <b>s 9(2)(a)</b> to engage with the Senior Leadership Group to discuss which teams to pilot first, what kind of capacity the teams have for the training and look how to tailor to fit in with their team workloads</p>

Appendix B: Meeting Pack PCCC 24 August

(Attached as separate document to this cover sheet. Relevant detail on page 53-54).

# Cover sheet

## People, Culture and Capability Committee



This sets out the key elements of the briefing and is a brief synopsis of the recommendations, the context, who has been consulted and the author/sponsor of the advice.

<b>Lifting Capability in Māori Crown Relations</b>	<b>Approve</b>
<b>Purpose of discussion</b>	
To gain approval to develop and deliver Targeted Learning Campaigns to help to lift Stats NZ's organisational capability in the area of Māori Crown Relations.	

<b>Background and context</b>	<p>Stats NZ   Tatauranga Aotearoa must uplift capability in the area of Māori Crown Relations (MCR) to successfully deliver on legislative, strategic and operational requirements. Learning and development can play a key role in this uplift, but traditional approaches are not producing the outcomes needed. A new way of approaching learning can help bring about change.</p> <p>We propose moving from the current approach to Targeted Learning Campaigns (TLCs) in this core area of capability. TLCs would be delivered in a staggered way across the business over the next two years, starting with areas of the business which are identified as having the greatest need.</p> <p>ODPC will work in collaboration with Business Groups on their specific learning needs and timing, to avoid disruption and add value at optimal times. Costs are recommended to be reallocated from within existing Learning and Development budgets, which are historically underspent.</p>
<b>Recommendations</b>	<p>We recommend that PCCC:</p> <ol style="list-style-type: none"> <li>a. <b>Note</b> that Learning and Development can be a key enabler for lifting Māori Crown Relations capability, as per the expected targeted learning campaign outcomes</li> <li>b. <b>Agree</b> to People and Culture developing and delivering Targeted Learning Campaigns to support uplift in individual and organisational MCR capability</li> <li>c. <b>Agree</b> to re-allocating training and development annual underspend in the business (as estimated by Finance) to People and Culture to cover the costs associated with MCR TLCs</li> <li>d. <b>Agree</b> to the re-allocated funds resourcing a fixed term to reo kaiako</li> <li>e. <b>Note</b> that campaigns would be delivered across the business in a staggered way over a period of two years, allowing for flexibility in the timing of each campaign (e.g. to avoid 2023 Census).</li> </ol>



<p><b>Consultation undertaken?</b> If so, with whom and what feedback was taken on board/rejected?</p>	<p>In the formation of this briefing paper, ODPC has consulted with the following parties::</p> <ol style="list-style-type: none"> <li>a. The Leadership and Culture Transformational Priority Steering Group</li> <li>b. Leadership of Te Tohu Rautaki – Angitu Māori</li> <li>c. The People and Culture Leadership Team</li> <li>d. The Legislative and Statistics Policy Team</li> <li>e. The Data and Statistics Act Implementation Working Group</li> <li>f. The Marketing, Communications and Engagement Team</li> <li>g. The Finance Team</li> </ol> <p>Feedback received from these parties has been incorporated within the attached briefing.</p>
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<p><b>Any risks?</b></p>	<p>The following risks, and mitigations for these risks, are detailed further within the briefing.</p> <p>Risks to the organisation of running TLCS include:</p> <ol style="list-style-type: none"> <li>a. workload pressure – additional workload for staff</li> <li>b. financial – the cost of running the campaigns</li> <li>c. pressure on managers – additional pressure to our people leaders</li> <li>d. reputational – adverse public perception of the cost of the campaign.</li> </ol> <p>Risks to the organisation of continuing with our current approach include:</p> <ol style="list-style-type: none"> <li>a. performance – not performing effectively in key areas</li> <li>b. reputational – not meeting our obligations, and the expectations of key stakeholder groups</li> <li>c. organisational – not being able to recruit and retain the best talent.</li> </ol>
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<p><b>Any implications?</b> Financial/resource/legal/comms/policy/reputation</p>	<p>If approved, this proposal would have significant financial and resource implications which are outlined within the briefing.</p>
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<p><b>Recommendations</b></p>	<p>As per above.</p>
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<p><b>Consultation undertaken?</b> If so, with whom and what feedback was taken on board/rejected?</p>	<p>As per above.</p>
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<p><b>Supporting briefing attached?</b></p>	<p>Yes</p>
<p><b>Appendices</b></p>	<p>Appendix I – Description of Targeted Learning Campaigns Appendix II – Campaign and Learning Outcomes Appendix III – Learner Journey Appendix IV – High Level Project Timeline Appendix V – Historical Budget Spend on L&amp;D</p>





ELT Sponsor	Terry McCaul
Author of advice	s 9(2)(a) Senior Manager Organisational Development s 9(2)(a) Senior Advisor Learning and Development



Lifting Capability in Māori Crown Relations through Targeted Learning		Approve	
Date prepared	11 August 2022	Meeting date	18 August 2022
Prepared by	s 9(2)(a) & s 9(2)(a)	Approved by	{Name}
	Senior Manager Organisational Development & Senior Advisor Learning and Development		{Title}

## Purpose

1. To gain approval to develop and deliver Targeted Learning Campaigns to help to lift Stats NZ's organisational capability in the area of Māori Crown Relations.

## Executive Summary

2. Stats NZ | Tatauranga Aotearoa must uplift capability in the area of Māori Crown Relations (MCR) to successfully deliver on legislative, strategic and operational requirements.
3. Learning and development can play a key role in this uplift, but traditional approaches are not producing the outcomes needed.
4. A new way of approaching learning can help bring about change.
5. We propose moving from the current approach to a Targeted Learning Campaigns (TLCs) in this core area of capability.
6. TLCs would be delivered in a staggered way across the business over the next two years, starting with areas of the business which are identified as having the greatest need.
7. ODPC will work in collaboration with Business Groups on their specific learning needs and timing, to avoid disruption and add value at optimal times.
8. Costs are recommended to be reallocated from existing Learning and Development budgets, which are historically underspent.

## Recommended Action

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9. We recommend that PCCC:
  - a. **Note** that Learning and Development can be a key enabler for lifting Māori Crown Relations capability, as per the expected targeted learning campaign outcomes
  - b. **Agree** to People and Culture developing and delivering Targeted Learning Campaigns to support uplift in individual and organisational MCR capability
  - c. **Agree** to re-allocating training and development annual underspend in the business (as estimated by Finance) to People and Culture to cover the costs associated with MCR TLCs
  - d. **Agree** to the re-allocated funds resourcing a fixed term te reo Māori kaiako (teacher) for two years
  - e. **Note** that campaigns would be delivered across the business in a staggered way over a period of two years, allowing for flexibility in the timing of each campaign (e.g. to avoid 2023 Census).

## Background/Context

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10. The need for Stats NZ to lift its organisational capability, and the capability of its people, is outlined in several different pieces of legislation. These include The Public Service Act (2020), Te Ture mō Te Reo Māori: Māori Language Act (2016), and the draft Data and Statistics Bill.
11. The Data and Statistics Bill, which will commence on 1 September 2022, recognises and respects the Crown's responsibility to give effect to the principles of te Tiriti o Waitangi/the Treaty of Waitangi (te Tiriti), by expressly providing for Māori interests in data and statistics.
12. In consultation about this paper, the Legislative and Statistics Policy Team emphasised the requirement to lift capability across the whole organisation.

The Bill (including clause 14) has been designed to be flexible. This means that it provides frameworks for what we are required to do, but leaves the question as to how we fulfil those requirements fairly open.

At a very high level, clause 14 has three requirements related to recognising and respecting the Crown's responsibility to give effect to te Tiriti. These are to:

- a) recognise Māori interests in what Stats NZ does, and how we do it [S14(a)]
- b) build and maintain Stats NZ's capability to understand how te Tiriti and Māori perspectives apply to our work, and to engage with Māori on how we do our work [S14(b)]
- c) foster the capability and capacity of Māori to work with data themselves and to engage with Stats NZ [S14(c)].

These requirements apply to Stats NZ as a whole. It's reasonable for implementation activities to be targeted to identified needs, and be relevant to the work of a group or teams.

In terms of Stats NZ capability under clause 14(b), the Bill aligns with other public service system frameworks and expectations for Crown Māori capability. Te Arawhiti has developed the Māori Crown Relations Capability Framework for the Public Service – Individual Capability Component to support agencies to build their Māori Crown capability.

The Te Arawhiti framework notes that its aim is for "... all public servants to reach the "comfort" level..." in six core competencies. It also notes that agencies applying the framework to their work requires consideration of the Māori Crown relationship requirement for specific roles, and consideration of the skills and knowledge people already have.

To meet the requirements of the new Act, Stats NZ needs to demonstrate how it will address staff needs to reach the standards set out in the Te Arawhiti framework. This may include activities such as the development of training for all staff, and or training that is tailored for specific roles within the organisation.

13. In The Public Service Act (2020) S14:(2)(a) public service chief executives are tasked with:



“...developing and maintaining the capability of the public service to engage with Māori and to understand Māori perspectives”.

And in Te Ture mō Te Reo Māori: Māori Language Act (2016) S9(1)(b), it notes that:

“...government services and information should be made accessible to iwi and Māori through the use of appropriate means (including the use of the Māori language).”

14. In response to these two Acts, Stats NZ has committed to two capability plans with Te Arawhiti, Mahere Reo (Te Reo Māori capability) and Whāinga Amorangi (Māori Crown Relations capability). Both plans detail specific outcomes which are required to be met within the next two years but are unlikely to be achieved if we maintain our current rate of progress.
15. The Stats NZ strategy places MCR as an area of strategic importance for the business. To successfully achieve the strategic goal of “deliver for and with Māori, iwi and hapū”, staff in all areas of the business will need to increase their capability in this area, not just those directly interacting with Māori. It is impossible to deliver for and with Māori effectively if there are areas of our business, or aspects of our systems and processes, that act as roadblocks to this occurring, whether because of unconscious bias or misunderstanding.
16. The transformational priority of leadership and culture also notes that staff need to be given “space and context to be their best, to do their best work, and to grow and develop”. We cannot expect our staff to gain the increased levels of competence that they will require to achieve our strategic goals, without planning learning opportunities and interventions into their work programme.
17. Stats NZ’s principles and leadership framework provide a foundation for the type of organisation we aspire to be. Among other expectations, The Way We Work principles invite our people to continually learn, to seek out diverse perspectives, to collaborate, to uphold one another’s mana and to uphold Te Tiriti.
18. The Way We Lead describes specific capabilities for people leaders, many of which would benefit from deliberate support at an organisational level. This includes guiding, leading collectively, building relationships, being self-reflective, and Māori Crown Relations Capability.
19. In the last quarter Stats NZ has completed two organisational surveys, Ko Tō Reo and Māori Crown Relations Capability Survey which confirms the need for more development in this area.
20. The 2022 Ko Tō Reo results identified that Stats NZ employees want to learn, develop and grow their career at Stats NZ, and there is opportunity to mature and strengthen this within the organisation.
  - a. overall, employee engagement at Stats is below average (58%)
  - b. this score is below the average of other NZ companies (both private and public) but consistent with other organisations experiencing change or transformation
  - c. engagement was relatively consistent across all Business Groups
  - d. to increase our engagement score, the key recommendation was for the organisation to focus on growth and development.



21. Specifically, only 69% of employees responded favourably (agree, strongly agree) to the question “Stats NZ supports me to continuously develop and use my knowledge of Te Ao Māori”.

	C&CO	CS	DSL	I&S	M&D	OCE	TTRAM	Overall
“Stats NZ supports me to continuously develop and use my knowledge of Te Ao Māori”	65%	65%	69%	66%	91%	83%	73%	69%

22. The 2022 Māori Crown Relations Capability Survey indicated that Stats NZ employees understand the relevance and importance of developing MCR capability and are willing to develop their capability but have limited access and/or opportunities to improve this capability. The results showed that although we have made small gains since the 2020 baseline measurement, our current approach to learning is not meeting demand or moving our organisation to ‘comfortable’ or ‘confident’.
23. Our current approach to learning is not structured in a way that can deliver at the scale required to achieve this change. For the majority of our business, learning in this area is not linked to a wider learning strategy or structure and requires individuals (or their managers) to be motivated enough to seek it out and sign up for it. Relying on individual sign-up in this way is challenging as it puts the onus on the individual to find the time to attend, drop tools, and seek support from their manager to step away from work. The result is that participation rates sit below 20%.

Workshop / Course	% of active employees completed
Understanding and Implementing Te Tiriti o Waitangi	20%
Wall Walk	11%
Te Reo Puāwai	9%
Unconscious Bias	14%

24. Because of this low coverage of learning across the organisation, it is highly likely that the people who are in most need of the learning (the “reluctants”) are not engaging with it, and that there are large pockets of the business with minimal exposure to the concepts involved. In addition, those who do attend workshops often return to a team or business unit environment that may not share their level of understanding, or have gone on a similar learning journey, and so are not able to support the learner to embed the learning or apply key concepts to their work. Unreceptive environments have been proven to be one of the most significant inhibitors to implementation of learning and / or behaviour change following a learning event.<sup>1</sup>
25. There has been limited coordination and active management of MCR learning between our central learning and development team and the business. Too often, the way that learning is scheduled, and the offerings that are available, do not consider the needs of the business. This has led to sporadic and uncoordinated delivery of learning which creates capacity and suitability issues. A more coordinated and connected approach is required, to allow the central learning and development team to deliver learning at the right times for the business, to the correct capacity, and aligned to business workflows and budgets.
26. A coordinated approach would also allow the various corporate functions (people and culture, finance, procurement, communications) to work together and deliver a unified customer experience, as per the “One Corporate” strategy.

<sup>1</sup> Tracey, J. B., Tannenbaum, S. I., & Kavanagh, M. J. (1995). Applying trained skills on the job: The importance of the work environment. *Journal of Applied Psychology*, 80(2), 239-252.



27. Because of the lack of coordination, training is frequently sourced and delivered by business units in place of centrally delivered learning, but without any links to central recording processes (e.g. on Ako). This makes it difficult to get an accurate picture of what is happening in this space, and initiatives happening at a team level are lost in organisational reporting and analysis (e.g. annual reports).
28. There is little capacity within the business to take on “more” at present. Teams are already stretched, and workloads are full, so we cannot expect our staff to fit extra learning on top of what they already do. Areas of capability uplift that are strategic priorities to the business need to be signalled as such by leadership, so that it can be prioritised, planned for, and expected to be a part of each team’s work programme.

## Māori Capability Uplift Through Targeted Learning Campaigns

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29. The need for capability uplift in Māori Crown Relations is clear, however the current approach is not achieving the results that are needed. Current participation rates show that we are not getting sufficient coverage of learning across the business to achieve meaningful change, and survey results show that capability levels are not increasing at the pace that we need to meet our goals. A change in approach is required.

## Targeted Learning Campaigns

30. Targeted Learning Campaigns represent a shift from individual and isolated learning to collective and integrated learning. By taking part in an organised campaign, participants learn alongside others in their team, at a time that works for, and is agreed to, by their business unit. This will allow a far greater chance of them having real and meaningful discussions about how to incorporate new learning into their work with others who can support them. It will also allow teams to determine future learning targets together, to achieve the more specific requirements of their area.
31. Motivation is a crucial element to the efficacy of any learning programme. The TLC is designed to frontload learning with clear messaging about why it is important and how it will make a difference in the team’s work. These messages will be identified in consultation with the business unit, and delivered through targeted communications, videos, and team activities.
32. Change in practice requires sustained reinforcement of new concepts to overcome ingrained behaviour. One-off training events face an uphill battle in achieving change, as the concepts are quickly forgotten when the participant returns to “real life”. A targeted learning campaign will reinforce new concepts over a sustained period, and through a variety of learning methods such as workshops, e-learning, targeted communications, peer-groups, and team activities.
33. Too often learning is measured by completion rates, or the content that has been “covered” as opposed to the real difference that it has made. The TLC will be built upon clearly defined and measurable outcomes, that are linked to our Strategy OKRs and the outcomes listed within Mahere Reo and Whāinga Amorangi. This will help participants to be able to clearly measure their own progress and give us clarity about the capability lift that has been achieved as a result of the campaign.
34. Further detail on the TLC is included in **Appendix I**.



## Scope of the TLC

35. The intent of this paper is to outline a new learning delivery approach that will help to uplift Stats NZ’s collective capability in the area of Māori Crown Relations. It is designed to achieve a baseline level of capability that will be consistent across the entire organisation. Whilst a similar targeted campaign approach could be modified for other capability areas, or to specific target groups, that is not within the scope of this proposal.
36. Also, not within the scope of this proposal are onboarding processes and learning for new employees to the organisation. As part of the design of the campaign however, we will be creating sustainable online resources which will be available to those joining teams outside the campaign cycle and for those wishing to re-visit key learning. The workshops from within the campaign will also continue to be available to new employees on an ongoing basis.
37. We have set our goal for organisational coverage for each of these campaigns at 75% of the organisation within a two-year period. We believe that coverage at this level is what is required to truly achieve culture change, and to begin to fulfil the commitments and responsibilities that Stats NZ has. Limiting the goal to 75% acknowledges the fact that it is nearly impossible to achieve 100% coverage in the current environment with consistent turn-over between 12-18%, as well as secondments, and work-placements.
38. Whilst this approach will aim to lift the whole organisation to a baseline level of MCR capability, it should not be seen as a golden bullet that will, by itself, fulfil all of our capability needs in this area. A comprehensive and multi-layered capability plan is required to capture capability need in areas outside of this campaign. This should include how to continue to advance staff in certain areas above the baseline level of the TLC, and how to increase capability in areas that are not of universal need and therefore not included in the TLC (e.g. a comprehensive understanding of how to engage with Māori).

## Success Measures and Goals

39. The MCR TLC will be built around clearly defined and measurable outcomes, that are linked to our Strategy OKRs and the outcomes listed within Mahere Reo and Whāinga Amorangi.
40. Draft campaign outcomes are listed below, and these will be tested and confirmed with business units prior to each campaign. For further detail, including examples of learning outcomes which will be used to guide the learning activities and achieve the campaign outcomes, refer to **Appendix II**.

Capability Area	Whāinga Amorangi Objective	Campaign Outcomes “At the end of the campaign participants will...”
Te Reo Māori	Te Reo Māori is spoken understood and valued in our agency	<ul style="list-style-type: none"> <li>• correctly pronounce te reo Māori, including place names and personal pronouns</li> <li>• introduce themselves through mihi and pepeha in appropriate situations</li> <li>• use basic greetings and farewells, both written and orally, in everyday work settings</li> <li>• correctly spell Māori words in their work outputs</li> </ul>
Tikanga Māori	Our agency adopts a culture where tikanga is welcomed and honoured.	<ul style="list-style-type: none"> <li>• use mihi, karakia and waiata appropriately in their everyday work</li> <li>• apply the correct tikanga to the pōwhiri and mihi ā-whānau process, and actively participate in both</li> </ul>

Capability Area	Whāinga Amorangi Objective	Campaign Outcomes “At the end of the campaign participants will...”
<b>Aotearoa History/ Te Tiriti o Waitangi Literacy</b>	Te Tiriti o Waitangi is recognised and understood by our agency and there is space to discuss Treaty issues.	<ul style="list-style-type: none"> <li>actively seek opportunities to integrate Māori data aspirations into their work</li> <li>use te Tiriti o Waitangi to inform their work, and to ensure that the work honours the Māori Crown relationship</li> </ul>
<b>Understanding racial equity and institutional racism</b>	Institutional racism is identified and addressed in our agency.	<ul style="list-style-type: none"> <li>identify if there are practices and processes in their work that may inadvertently disadvantage Māori, and develop strategies to address these</li> <li>actively seek out how their work contributes to delivering equitable outcomes for Māori.</li> </ul>
<b>Te Ao Māori Worldview knowledge</b>	Te Ao Māori and other worldviews inform development of our work.	<ul style="list-style-type: none"> <li>apply te ao Māori concepts kaitiakitanga, mana, manaakitanga, mātauranga Māori, tikanga, whanaungatanga, wairua and aroha into practice</li> </ul>
<b>Engagement with Māori</b>	Our agency has the knowledge, skills and processes to engage with Māori. Māori are heard and their feedback influences the direction of our work.	<ul style="list-style-type: none"> <li>have identified the Māori individuals, groups and/or entities with an interest in their work area, and put in place an engagement plan for these groups</li> </ul>

41. The TLC will be a major catalyst towards raising capability levels, so that we can achieve both our strategic goals, and the outcomes listed within Whāinga Amorangi and Mahere Reo. But the campaign outcomes listed above are intended to achieve the minimum level of capability required for everyone across the organisation, not everything that is required to fulfil these wider goals. There will still be the need for additional development in areas of speciality, and on an ongoing basis, to realise all the goals that have been set in full.

### The Design Process

42. There will be extensive consultation with the leaders of each business unit during the detailed design process for their respective TLC. This will mean that learning can be targeted in a way that makes sense to staff in their area and some elements may be able to be customised. During this process learning elements will be scheduled to avoid times of peak business, and in line with the workflows of that area.
43. Rollout of the campaigns will happen gradually over the entire business, with initial campaigns targeted to areas of greatest need, as identified by key stakeholders and according to results from the MCR survey. This gradual rollout will help to ease pressure on the business, the ODPC team, and our learning providers.

### Reommended Teams for Initial Rollout

44. ODPC recommends that the following teams are prioritised to complete the MCR TLC, commencing in the first half of 2023. These teams have been identified in consultation with key stakeholders within the business, and utilising results from the MCR Capability Survey.
- DSL Policy Team** - as a unit, the policy team is trying to shape what we are about, our work, and what policies guide and direct our work. The MCR capability survey indicates that Stats





NZ has low capability in applying Te Tiriti o Waitangi in our work across all business areas of Stats NZ. The policy team can, and should, shape Stats NZ's ability to be a good Te Tiriti partner by providing accurate Te Tiriti based policy. To do so requires ongoing MCR capability development

- b. **Marketing, Communications and Engagement (MCE)** - MCE is both internal and external facing, and is responsible for our identity, who we are, and how we present Stats NZ in our external engagements. We need to ensure this image/brand aligns with being a good Te Tiriti partner. MCE also owns the interim engagement model, supporting triaging of engagement opportunities with Māori, iwi and hapū.
- c. **Methods and Design Survey Design Team** - high MCR capability is required by this team to ensure that Stats NZ surveys capture the data needs of Māori, iwi and hapū
- d. **Corporate Services People and Culture Team** - the MCR Capability Survey indicates that Corporate Services has the lowest capability organisation wide. People and Culture are required to drive capability uplift, not just by the programmes that we offer - but by prioritising, and role-modelling MCR development
- e. **Data Collection Specialists** – these are our most public facing roles. They can build or break a brand with a single customer interaction. It's imperative these individuals out in the field have the necessary training and knowledge to represent Stats NZ. We would need to work in partnership with Collection Operations to understand what opportunities exist in their operating environment that could be leveraged from a learning perspective (e.g. induction) in order to minimise disruption to this critical delivery group.

### Required Budget and Time

- 45. Increasing our reach and impact from approximately 10-20% to 75% over a two-year period will require significant investment of both finance and time. This includes the time of the participants to complete the campaigns, external provider costs, and internal resource to design and deliver the campaigns. We have provided estimates of both cost and time requirements below, but wish to note that these may be revised during the detailed design phase, as procurement processes are completed, and the exact makeup of each campaign is confirmed with business units.
- 46. If we were to continue with our current approach, and scale it up to 75% of the organisation (1125 people) over a two-year period, we would require an investment of \$831,250. This works out at roughly \$740 per person. This (more expensive) approach would continue to deliver the learning without any of the additional context crucial to the approach of the learning campaigns, and without any of the extra learning material contained within the full campaign. In addition, we would still be expecting individuals to manage their own learning.

Workshop	Cost	#	Cost Per Head	Cost for Org
Understanding and Implementing Te Tiriti o Waitangi	8,000	30	266.67	\$300,000.00
Wall Walk	2,500	45	55.56	\$62,500.00
Te Reo Puāwai	12,500	30	416.67	\$468,750.00
			<b>738.89</b>	<b>\$831,250.00</b>

- 47. We project, based on current contracts with external suppliers, and quotes from new suppliers (both of which would need to be (re)negotiated via formal procurement processes), that the campaign would cost \$585 per person to deliver with additional one-off development costs of \$63,000. This cost to the organisation would occur over a two-year period as the roll out of each campaign is staggered between business units.



<b>Workshop</b>	<b>Cost</b>	<b>#</b>	<b>Cost Per Head</b>	<b>Cost for Org</b>
Understanding and Implementing Te Tiriti o Waitangi	8,000	30	266.67	\$300,000.00
Wall Walk	2,500	45	55.56	\$62,500.00
Intro Te Reo Tutor (\$120k per year)	240,000	1125	213.33	\$240,000.00
Mana whenua workshops	1,000	20	50.00	\$56,250.00
			<b>585.56</b>	<b>\$658,750.00</b>

<b>One-off development costs</b>	<b>#</b>	<b>Cost Per</b>	<b>Total</b>
Development of videos	5	8000.00	\$40,000.00
Development of new e-learning	1	8000.00	\$8,000.00
Development of te reo tutoring material	1	15000.00	\$15,000.00
			<b>\$63,000.00</b>

48. The greatest cost saving comes through the ability (due to guaranteed demand) to contract a te reo Māori kaiako /teacher over the two years of the campaigns to provide introductory and intermediate te reo tuition to the whole organisation. It is also possible that with the increased scale of the campaigns, further discounts can be obtained for our existing workshop offerings.
49. To deliver learning at this scale, the existing L&D budget within Organisational Development and People Capability (ODPC) will not be sufficient. ODPC currently has a budget of approximately \$120,000 to deliver MCR training, much of which will be required to continue to deliver training to new starters and people out of the campaign cycle.
50. Our proposed solution is to recover the costs of this campaign back from the business via a baseline update. Over the past three financial years, despite having the equivalent of 1% of FTE budget allocated to L&D, only between 50-75% of this allocation has been utilised in the business (refer to **Appendix V**). Over a two-year time period the cost of this campaign would sit well within this underspend.
51. The campaign will also require a significant investment of time from the business, to allow their staff members to complete it. Our estimation is that the campaign would take 55 hours to complete over a one-year period, which would average out to about one hour per week. The average week would not require this level of commitment however, as the three workshops take up the largest proportion of this time allocation.

**Time Required**

Read comms and watch scene-setting videos	0.5
Various team activities	6
Te Reo Māori tuition (10 weeks, 1.5 hour sessions)	15
3 x Workshops (2 days, 0.5 days + 90 mins)	21.5
Complete self-directed learning incl. Ako modules	12
	<b>55</b>

52. It is acknowledged that this investment of staff time could be a burden for many areas of the business that are already stretched past capacity. And it may require other work to be cancelled or delayed. However, investment in this area is required not only to meet our strategic priorities and legislative responsibilities, but also to ensure that we have a workforce properly equipped to fulfil this area of emerging importance into the future.

## Review Process

53. As a part of the high-level project plan a review process will be implemented each time a business unit has completed their TLC. This will be used to track the efficacy of the TLCs, identify areas for further development within that business unit, and to identify any changes that can be implemented to future TLCs.
54. The results of each of these reviews will be provided to the PCCC as they are completed.
55. Once all of the campaigns have been completed a final review will be written, to summarise key learning and make recommendations for future development.

## Consultation

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56. In the formation of this briefing paper, ODPC has consulted with parties from across the business. The feedback received from these parties has helped to shape our thinking and has been incorporated within this paper.
57. These parties have included:
  - a. The Leadership and Culture Transformational Priority Steering Group
  - b. Leadership of Te Tohu Rautaki – Angitu Māori
  - c. The People and Culture Leadership Team
  - d. The Legislative and Statistics Policy Team
  - e. The Data and Statistics Act Implementation Working Group
  - f. The Marketing, Communications and Engagement Team
  - g. The Finance Team

## Risks/Implications

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58. Any undertaking of this scale carries an element of risk:
  - a. workload pressure – Stats NZ is already struggling with heavy workloads, and overcapacity teams throughout the organisation. To mitigate this risk, the TLC has been designed to allow flexibility of delivery which will schedule learning during non-peak times
  - b. financial - the cost of delivering learning to the entire organisation in this way is significant. However, scheduling it in this fashion provides far more clarity of expected costs than continuing to deliver learning in an ad hoc and uncoordinated fashion
  - c. pressure on managers – managers at Stats NZ are already stretched and in need of greater support, but the intent of this campaign approach is that it will take pressure off managers. Central coordination of the learning will mean that they do not need to source, or plan for learning, will be provided with the resources that they need, and be freed of the majority of administration tasks
  - d. reputational – possibly the greatest reputational risk could come from adverse external reaction to the cost of the campaigns. This cost should be clearly justifiable however, given the pressing need for this capability within the organisation, and its clear links to both organisational strategy and legislative requirements.
59. As well as the risks to the organisation that may arise from delivering the campaigns, there are also risks and implications to not doing anything different:
  - a. performance – capability lift in this area is not just “nice to do”, it is vital to ensure that we are effective in our work. Shortcomings in this area have affected the performance of Stats NZ in the past, and will continue to do so into the future if we do not improve



- b. reputational – if we do not increase our capability levels in this area significantly over the coming years, we are unlikely to meet our legislative requirements, and strategic goals. This is likely to have adverse effects politically, and weaken relationships between Stats NZ and Māori, iwi and hapū
- c. organisational – external research mirrors our own internal surveys in identifying learning and development as being a key driver in both the recruitment and retention of staff. With Stats NZ unable to lead in other key driver areas (such as remuneration) it will become increasingly important to invest in capability uplift for our staff, so that we mitigate the risk of losing our best talent, and then not being able to replace them.

## Next steps

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- 60. If approved, the following steps will need to be undertaken:
  - a. confirmation of initial business units to complete the campaign
  - b. renegotiation and procurement of contracts for external providers
  - c. detailed design of a generic campaign
  - d. development of new learning materials
  - e. consultation with first business units, to confirm outcomes, content and timing of their campaigns
  - f. communication to the business of the new approach, and what to expect
  - g. initiation of the first campaigns
- 61. A draft timeline of this process can be found in **Appendix IV**.
- 62. As the design process continues, ODPC will provide regular updates to PCCC on progress, and inform you if any substantial changes are required to the model listed within this paper.

## Appendix I - Description of Targeted Learning Campaigns

63. Learning campaigns have been used widely overseas, particularly within the private sector, and often utilising a 70:20:10 model of learning, and/or aligned to micro-skills (as a part of a micro-learning campaign). For an example of this type of approach, refer to this whitepaper detailing a learning campaign run at Citi: <https://702010institute.com/wp-content/uploads/2018/11/CITI-From-Courses-to-Campaigns-Whitepaper.pdf>
64. We intend to take a somewhat hybrid approach to this methodology, blending traditional modes of delivery with the more situated and ongoing approach of a learning campaign. The following slides detail our approach.

### Targeted Learning Campaigns



Learners complete learning with their team, so that they can help each other to reinforce learning, and implement it together



Wrap around campaign, with targeted communications, resources provided and support tools for managers



A mixture of workshops, self-paced learning, resources, and group learning activities. Prior learning recognised for each of these



Performance Outcomes and Learning Outcomes to be defined prior to the campaign, and assessed against



Timing of the campaign, exact learning activities, and budget to be decided collaboratively with the business unit



Learners to be taken on a learning journey, with support to implement learning into practice

## Appendix II - Campaign and Learning Outcomes

65. Note that the learning outcomes listed are not an exhaustive list and will be clarified and refined further during the detailed design process, as the various learning elements are confirmed and designed.

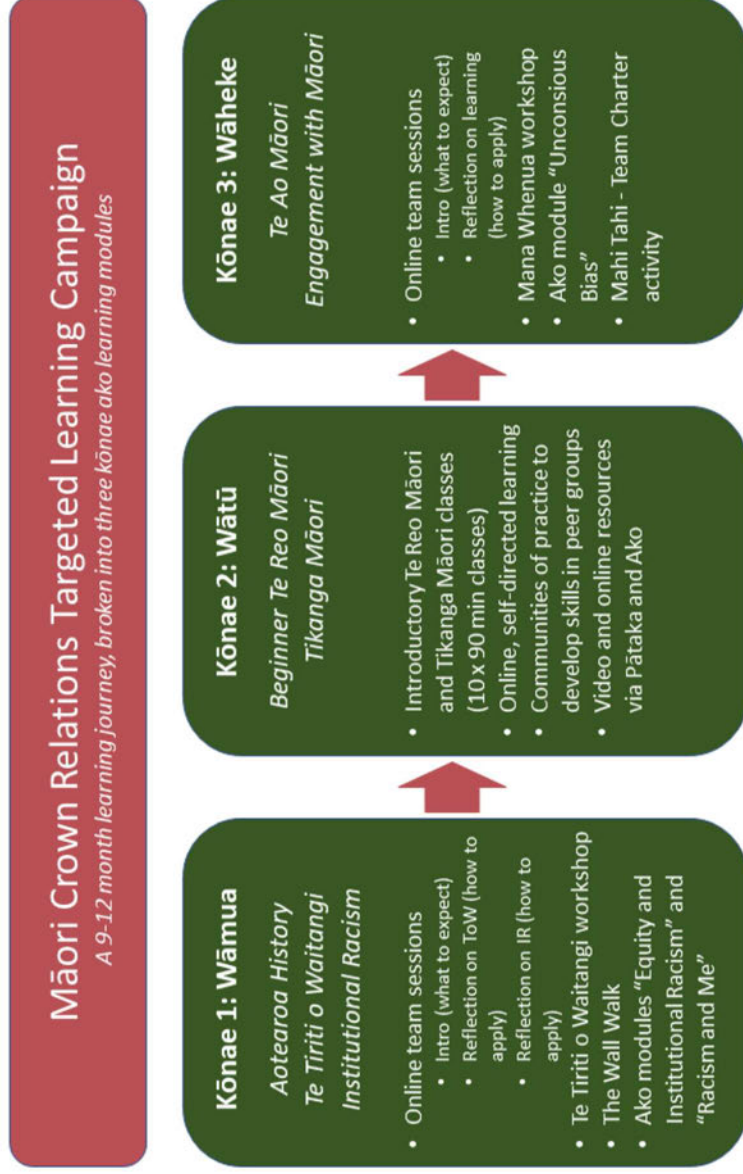
Capability Area	Whāinga Amorangi Objective	Campaign Outcomes (what they will do) <i>At the end of the campaign participants will...</i>	Sample Learning Outcomes (what they will know) <i>To achieve the campaign outcomes, through the various activities participants will need to learn/know...</i>
<b>Te Reo Māori</b>	Te Reo Māori is spoken understood and valued in our agency	<ul style="list-style-type: none"> <li>Correctly pronounce te reo Māori, including place names and personal pronouns</li> <li>Introduce themselves through mihi and pepeha in appropriate situations</li> <li>Use basic greetings and farewells, both written and orally, in everyday work settings</li> <li>Correctly spell Māori words in their work outputs</li> </ul>	<ul style="list-style-type: none"> <li>How to correctly pronounce Māori consonants, vowels and vowel blends</li> <li>Will conduct research on personal pepeha</li> <li>Will know how to recite mihi and pepeha</li> <li>Know a range of informal and formal greetings and farewells</li> <li>Know how to respond appropriately to formal and informal greetings and farewells</li> </ul>
<b>Tikanga Māori</b>	Our agency adopts a culture where tikanga is welcomed and honoured.	<ul style="list-style-type: none"> <li>Use mihi, karakia and waiata appropriately in their everyday work</li> <li>Apply the correct tikanga to the pōwhiri and mihi ā-whānau process, and actively participate in both</li> </ul>	<ul style="list-style-type: none"> <li>Can explain the purpose of mihi, karakia and waiata</li> <li>Can describe protocols and roles associated with pōwhiri and mihi ā-whānau processes</li> </ul>
<b>Aotearoa History/ Te Tiriti o Waitangi Literacy</b>	Te Tiriti o Waitangi is recognised and understood by our agency and there is space to discuss Treaty issues.	<ul style="list-style-type: none"> <li>Actively seek opportunities to integrate Māori data aspirations into their work</li> <li>Use te Tiriti o Waitangi to inform their work, and to ensure that the work honours the Māori Crown relationship</li> </ul>	<ul style="list-style-type: none"> <li>Can explain key historical events and how they affect Māori Crown relationships</li> <li>Can describe the relevance of Te Tiriti o Waitangi in everyday work</li> </ul>
<b>Understanding racial equity and institutional racism</b>	Institutional racism is identified and addressed in our agency.	<ul style="list-style-type: none"> <li>Identify if there are practices and processes in their work that may inadvertently disadvantage Māori, and develop strategies to address these</li> <li>Actively seek out how their work contributes to delivering equitable outcomes for Māori</li> </ul>	<ul style="list-style-type: none"> <li>How to identify practices and processes that may inadvertently disadvantage Māori</li> <li>Can describe ways of addressing disadvantages for Māori</li> <li>Can identify equitable outcomes for Māori</li> </ul>



<p><b>Te Ao Māori Worldview knowledge</b></p>	<p>Te Ao Māori and other worldviews inform development of our work.</p>	<ul style="list-style-type: none"> <li>• Apply te ao Māori concepts kaitiakitanga, mana, manaakitanga, mātauranga Māori, tikanga, whanaungatanga, wairua and aroha into practice</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Engagement with Māori</b></p>	<p>Our agency has the knowledge, skills and processes to engage with Māori. Māori are heard and their feedback influences the direction of our work.</p>	<ul style="list-style-type: none"> <li>• Have identified the Māori individuals, groups and/or entities with an interest in their work area, and put in place an engagement plan for these groups</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



Appendix III - Learner Journey



*“Mā mua, ka muri.”*

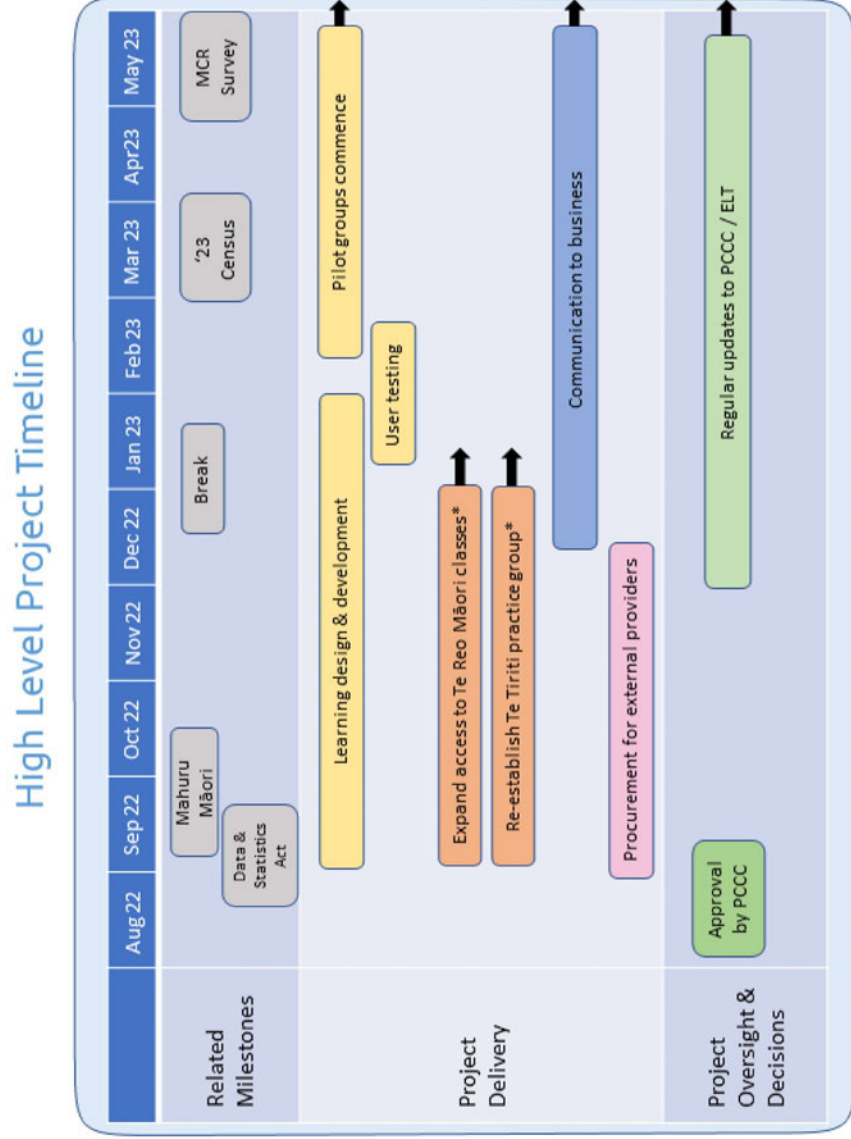
This whakataukī (proverb) which translated means “walking backwards into the future”, expresses the importance of knowing and understanding traditional ancestral Māori knowledge, historical events, and the lessons of the past, to inform how we walk into the future.





### Appendix IV - High Level Project Timeline

66. This is a high-level timeline detailing the phases of design and implementation. Exact dates for delivery of the first campaigns will be confirmed in consultation with the respective business units.





Appendix V - Historical Budget Spend on L&D

	L&D Budget 2019-2020	Utilisation of budget at end of 2020	L&D Budget 2020-2021	Utilisation of budget	L&D Budget 2021-2022 (pre reset)	L&D Budget 2021-2022 (reset budget)	L&D Budget 2021-2022 (estimated utilisation)
Corporate Services	383,487	214,219	761,408	511,629	886,086	767,279	650,407
Census	45,257	40,328	108,788	28,190	40,000	74,354	112,691
Collections	228,910	149,704	287,671	159,340	528,335	434,702	320,238
Stats Methods	30,000	19,940	168,920	49,927	105,075	98,682	54,556
I&S	159,272	125,695	260,016	94,451	362,478	290,838	147,017
DSL	265,129	182,314	299,356	151,631	313,476	267,674	128,207
Data Ventures	7,200	2,332	38,766	5,173	24,846	16,564	4,469
Executive Management	54,760	17,485	51,239	119,238	52,127	92,923	193,539
Te Tohu Rauaki Angitu Maori	5,000	2,756	15,924	6,689	19,911	12,357	2,994
Office of the Chief Executive	53,996	38,112	101,379	143,288	123,497	80,985	57,537
Central Funds	-	26,617	-	13,721	-	-	-
Projects	36,710	152,279	-	-1,391	-	-	-
<b>Org total</b>	<b>1,269,721</b>	<b>971,781</b>	<b>2,093,466</b>	<b>1,281,887</b>	<b>2,455,832</b>	<b>2,136,358</b>	<b>1,671,657</b>
<b>Utilisation % of budget</b>		<b>77%</b>		<b>61%</b>		<b>17%</b>	<b>78%</b>
<b>Increase on prior year %</b>			<b>65%</b>	<b>32%</b>		<b>2%</b>	<b>30%</b>