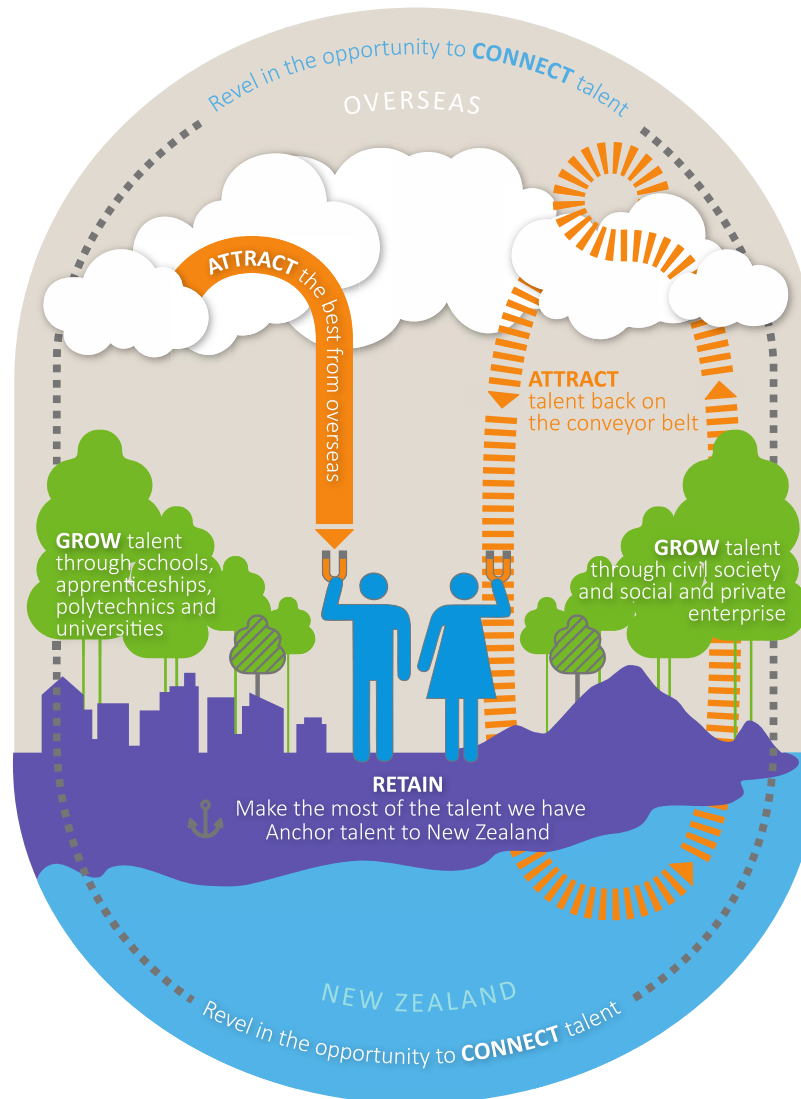
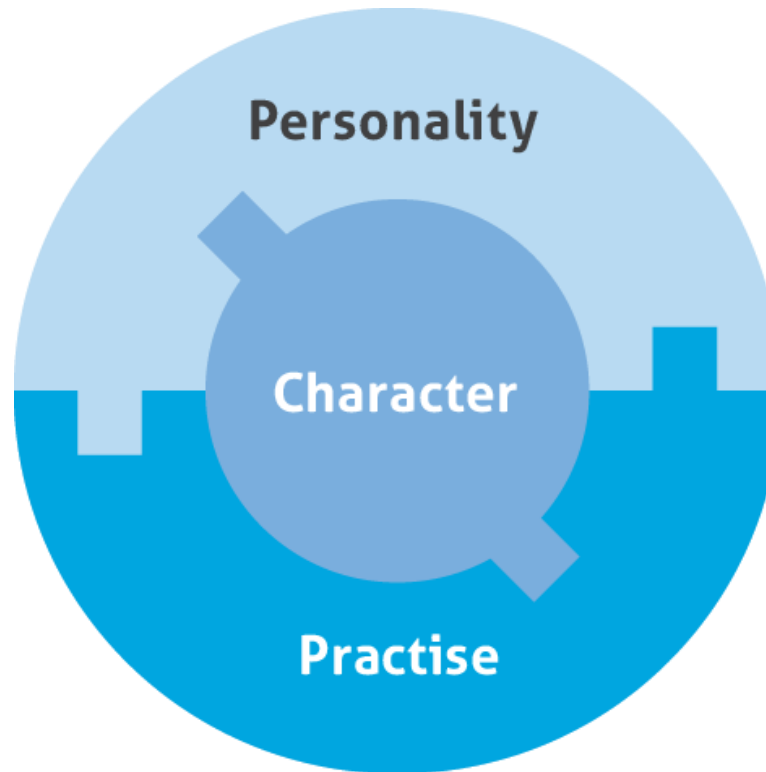


TalentNZ Workshop

Creating a place where talent wants to live



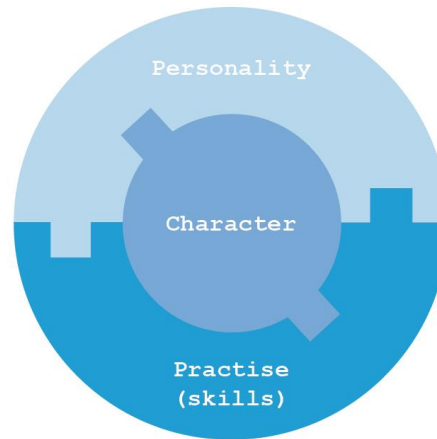
1: What is talent?



Worksheet

Illustrate the difference between character, personality and practice

Task: Think of someone you know between the ages of 18 to 25 (not a family member) and complete the table below; describe their character, personality and skills.



Character	Personality	Practise (skills)

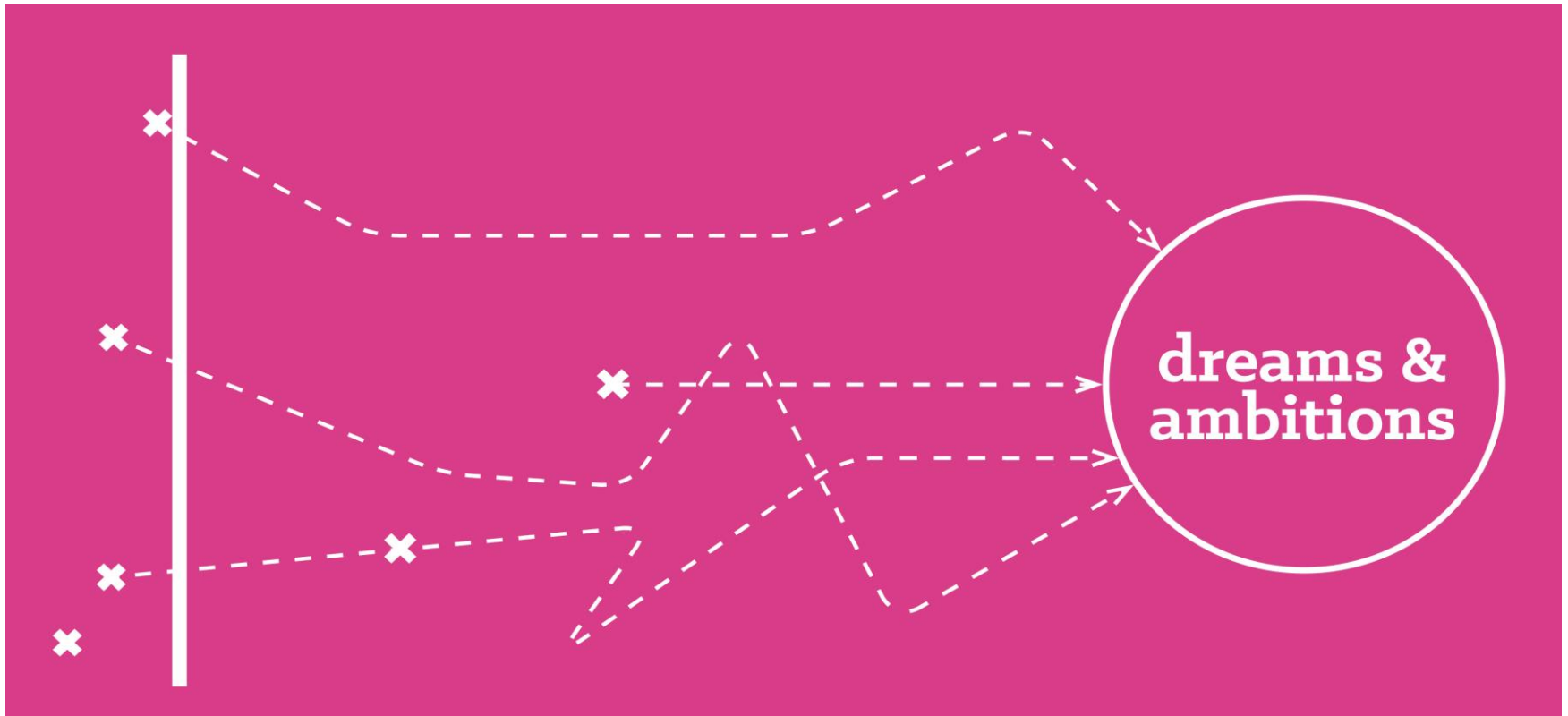
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a. To what extent does equal opportunity exist?

LivingStandardsNZ Workshop at the Treasury, December 2013



b. What is the future of work?



The shrinking middle

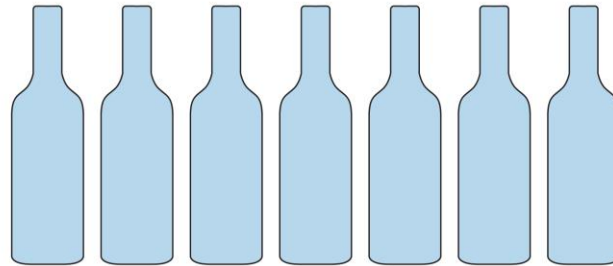
The high-skilled minority (characterised by their creativity, analytical and problem solving capabilities and communication skills) will have strong bargaining power in the labour market, whilst the low-skilled will bear the brunt of the drive for flexibility and costs reduction, resulting in growing inequality.

Worksheet

Illustrate an understanding of the impact of health and medical advancements.

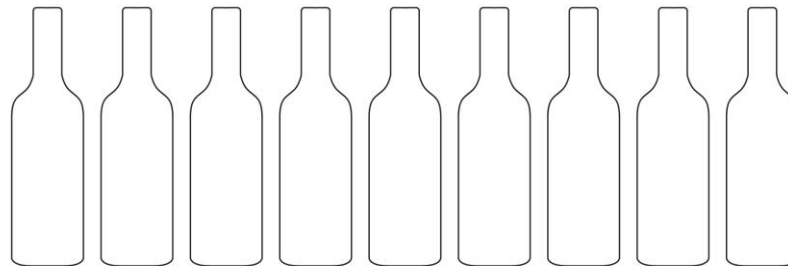
Task 1. Shade in the 2015 bottles illustrating where you think the extra twenty years (extra two bottles) of life expectancy due to health and medical advances will occur. Will these advances lead us to live for longer at the end of our lives, or will it allow us to live healthy during our lives. Where will these twenty years be spent?

Task 2. What are the implications for communities?



0-10 11-20 21-30 31-40 41-50 51-60 61-70

1950's



0-10 11-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90

2015

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c. What is the language of the 21st Century



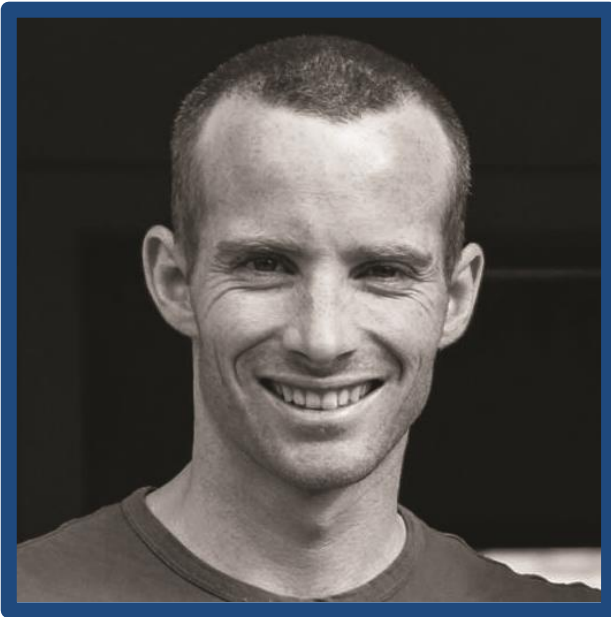
- Not jobs, but talent
- Not education, but growing talent over time
- Not personality, but character
- Not nations, but cities
- Not wealthy, but being healthy
- Not companies, but private enterprise
- Not expand, but regenerate/redevelop
- Not resilient, but antifragile
- Not data programming, but atom programming
- Not networks, but connections
- Not text, but design

d. What do people want?

- Possessions reduce flexibility, choice and personal autonomy
- Pedestrian culture matters
- Happy spouses help retain talent
- Beauty is not just about the countryside



Sam Morgan



Talent likes talent

Talent wants to be best in the world

Talent enjoys being recognised

Talent thinks and acts globally

Talent hates completing forms

Talent gets frustrated with delays

Talent needs human capital

Talent grows through investment

Talent follows talent

Talent is key

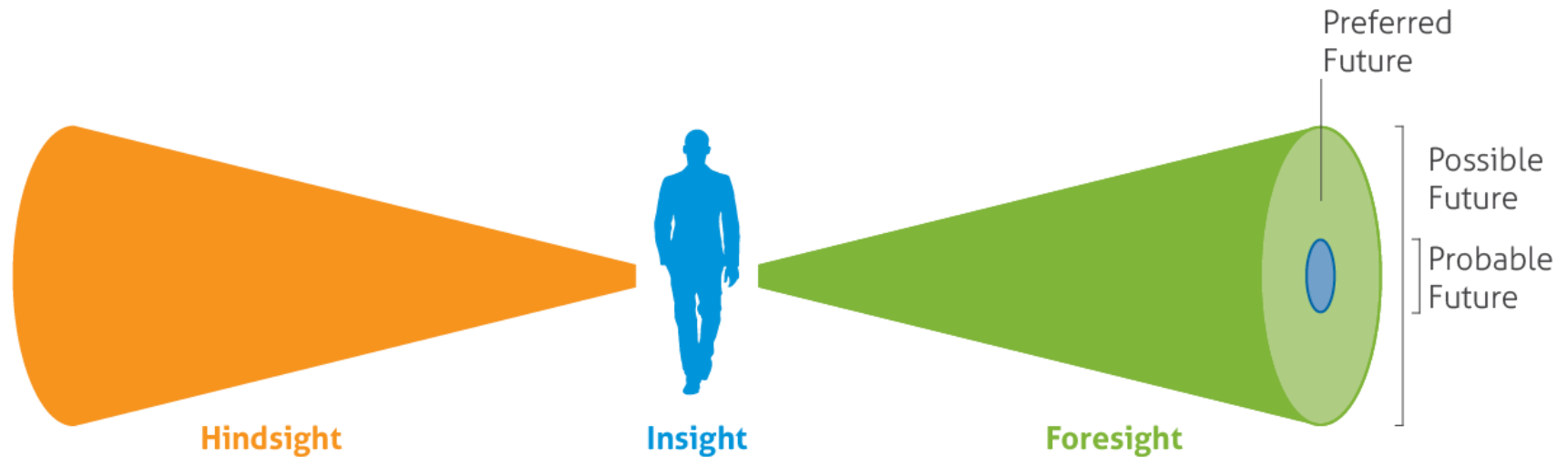
Simple Linear Progression



Complex Spontaneous Evolution



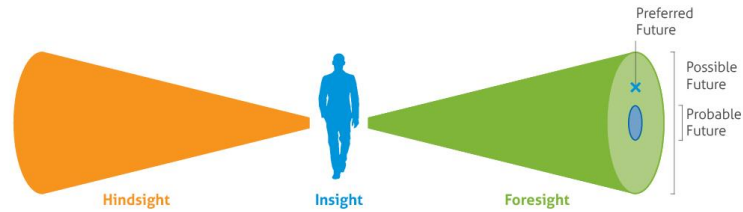
2: What is future studies?



Worksheet

Illustrate an understanding of future studies

Task: Write down words you commonly use to illustrate these concepts



Hindsight	Insight	Foresight

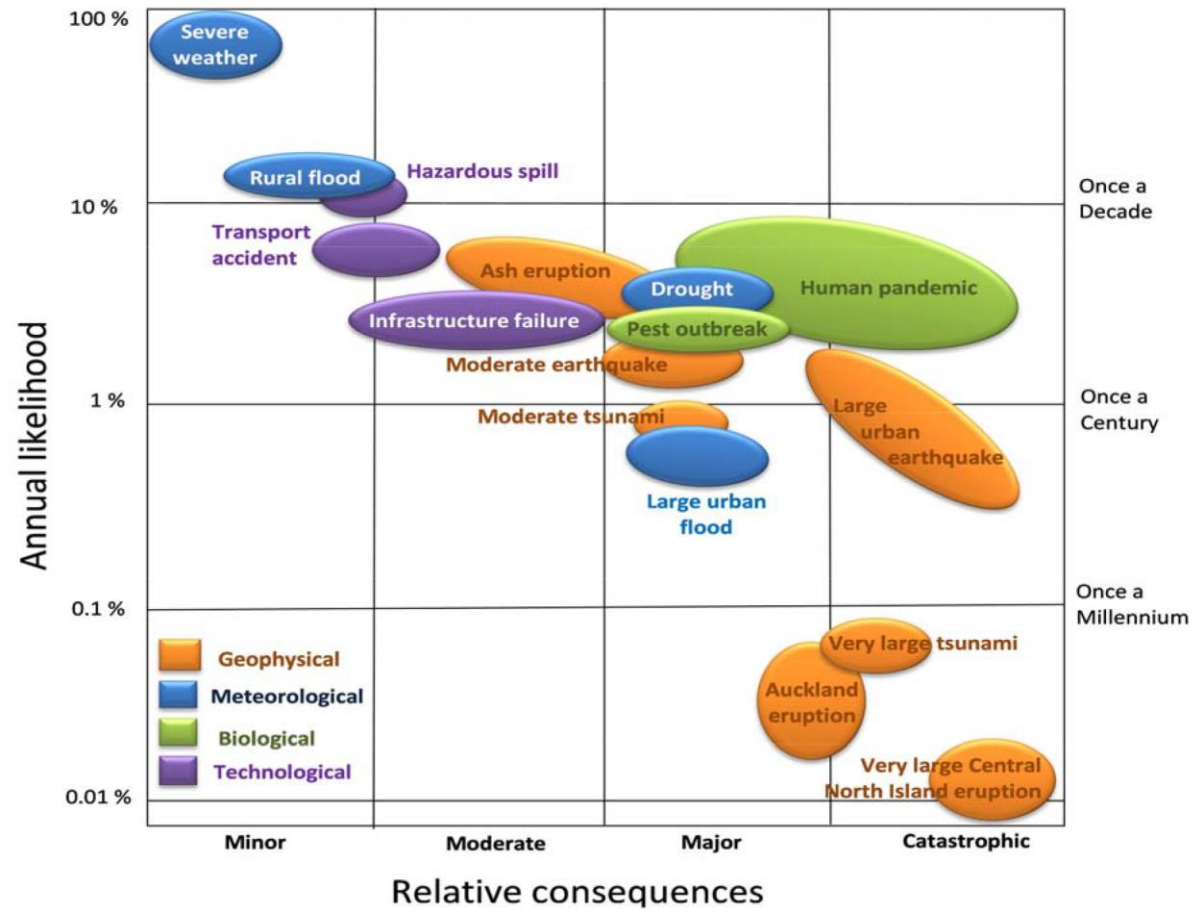
Probable Future	Possible Future	Preferred Future

TALENTNZ

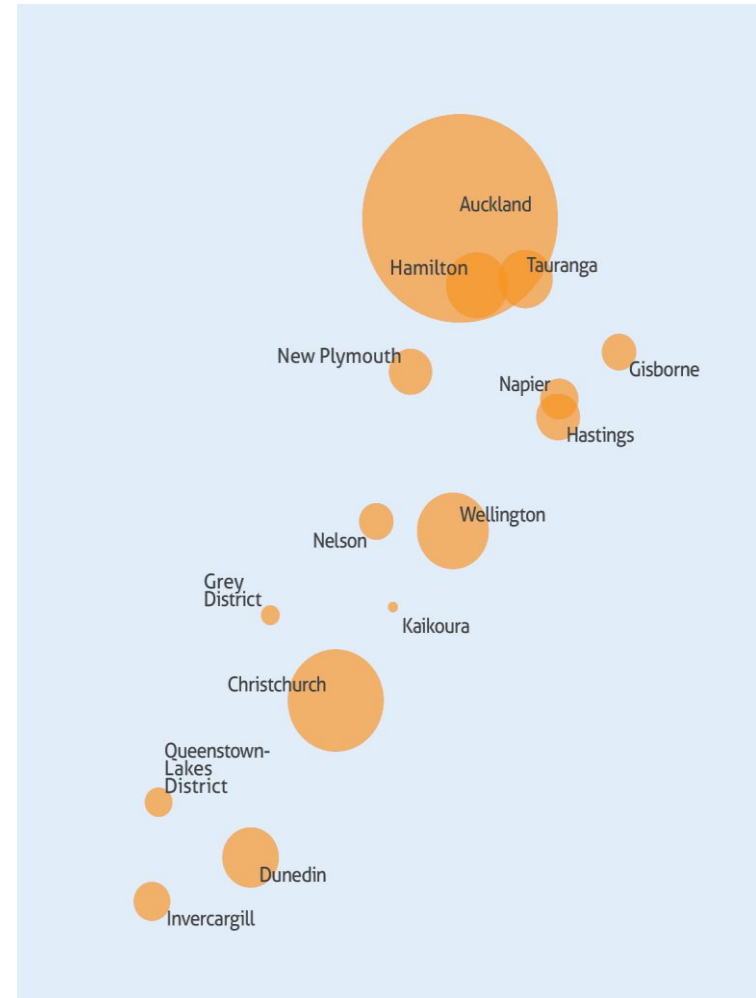
TalentNZ is an initiative of the McGuinness Institute.



a. Understand possible risks facing the community

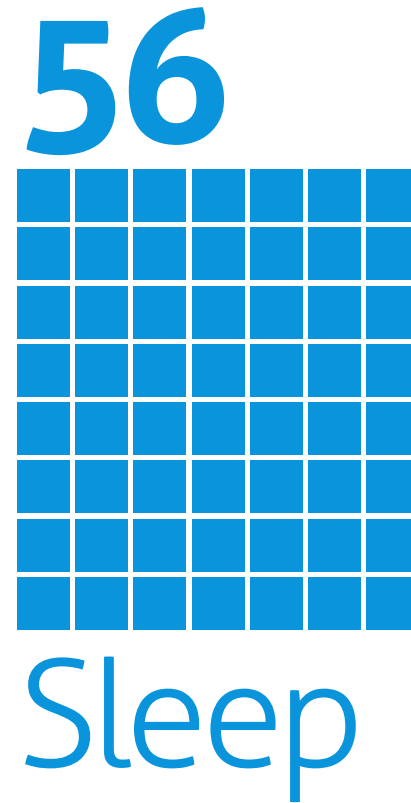
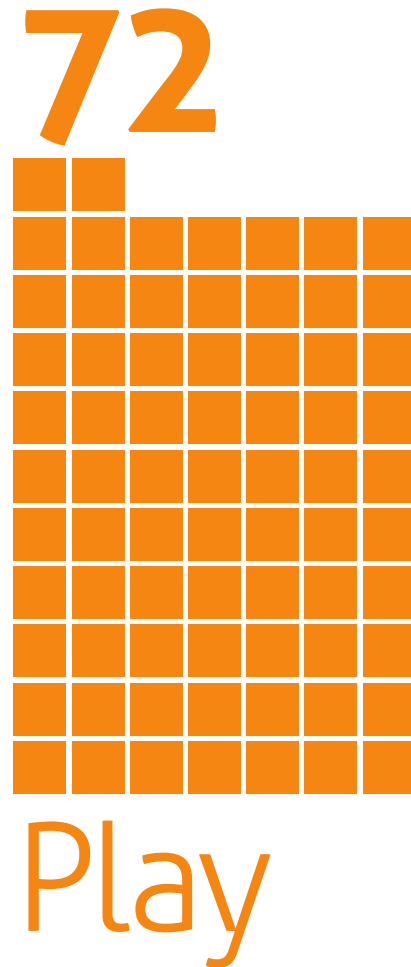
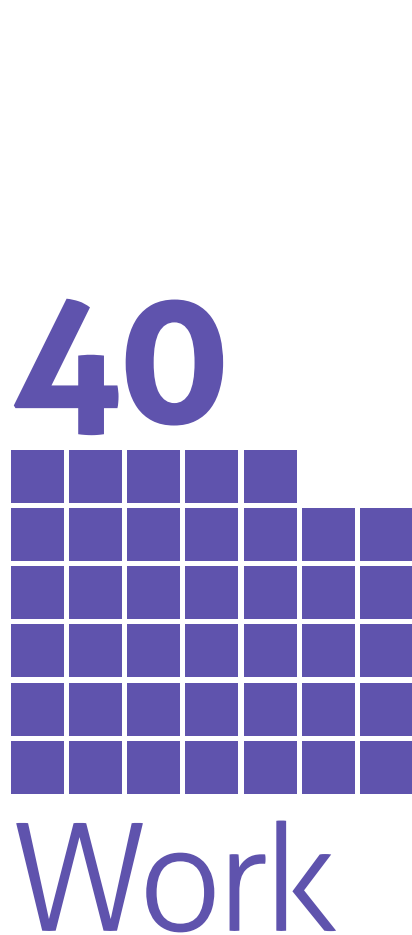


b. Understand demographics

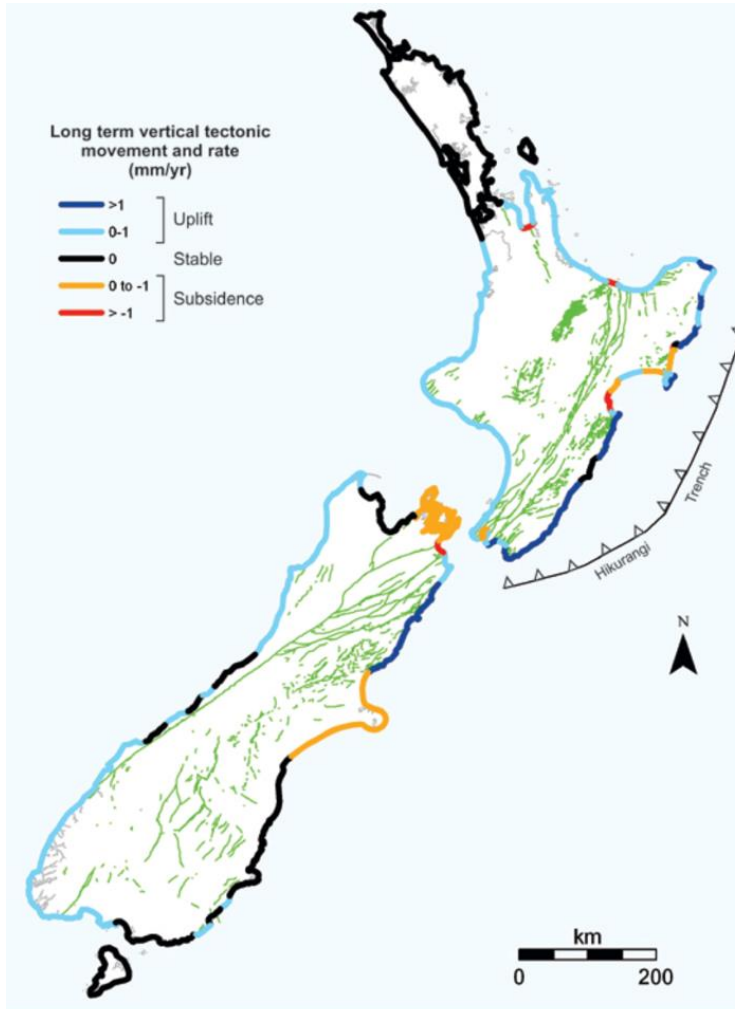


Circles size based on 2013 Statistics New Zealand population estimates

c. Understand where we spend our time



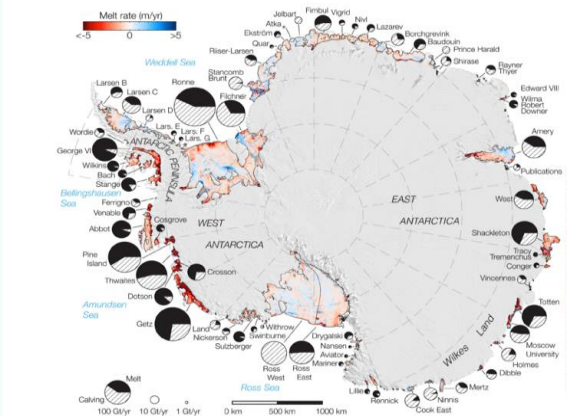
d. Understand the impact of climate change



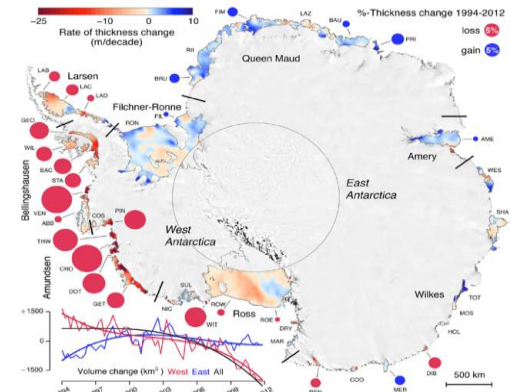
Antarctic ice melt is accelerating

Ice sheets (sit on land)

Ice shelves (float on ocean)



Rignot et al. (2013)



Paolo et al. (2015)

*Slides taken from Tim Naish, Director Antarctic Research Centre, Victoria University of Wellington
Sources listed in Church et al. IPCC (2013)*

3: What can community boards do?



a. Work together or separately on a shared vision

SIR PAUL'S ADDRESS AT STRATEGY NZ 2011

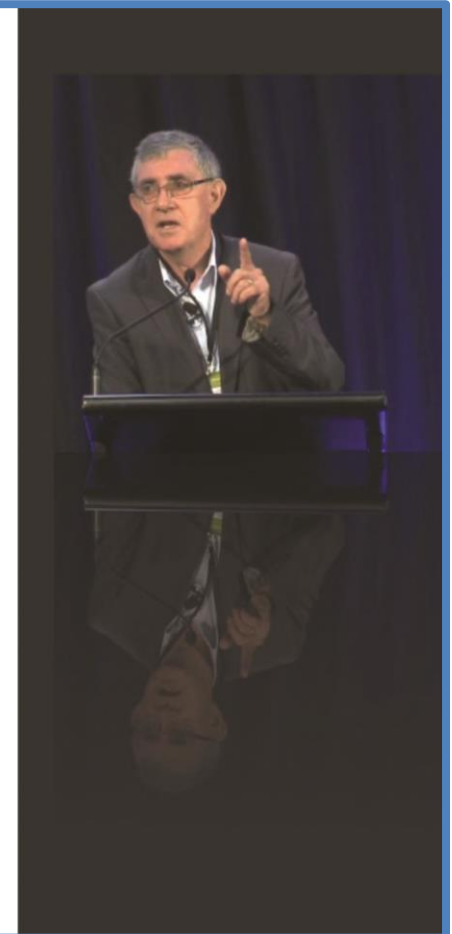
Below is a slide from his 2011 presentation. If New Zealand was to adopt this vision, making decisions would be easy to understand and implement.

100 companies, 100 inspired entrepreneurs
An additional \$45 bn per annum in exports (double our present exports)

Ask the question: why would such a business want to stay in New Zealand?



“A place where talent wants to live”



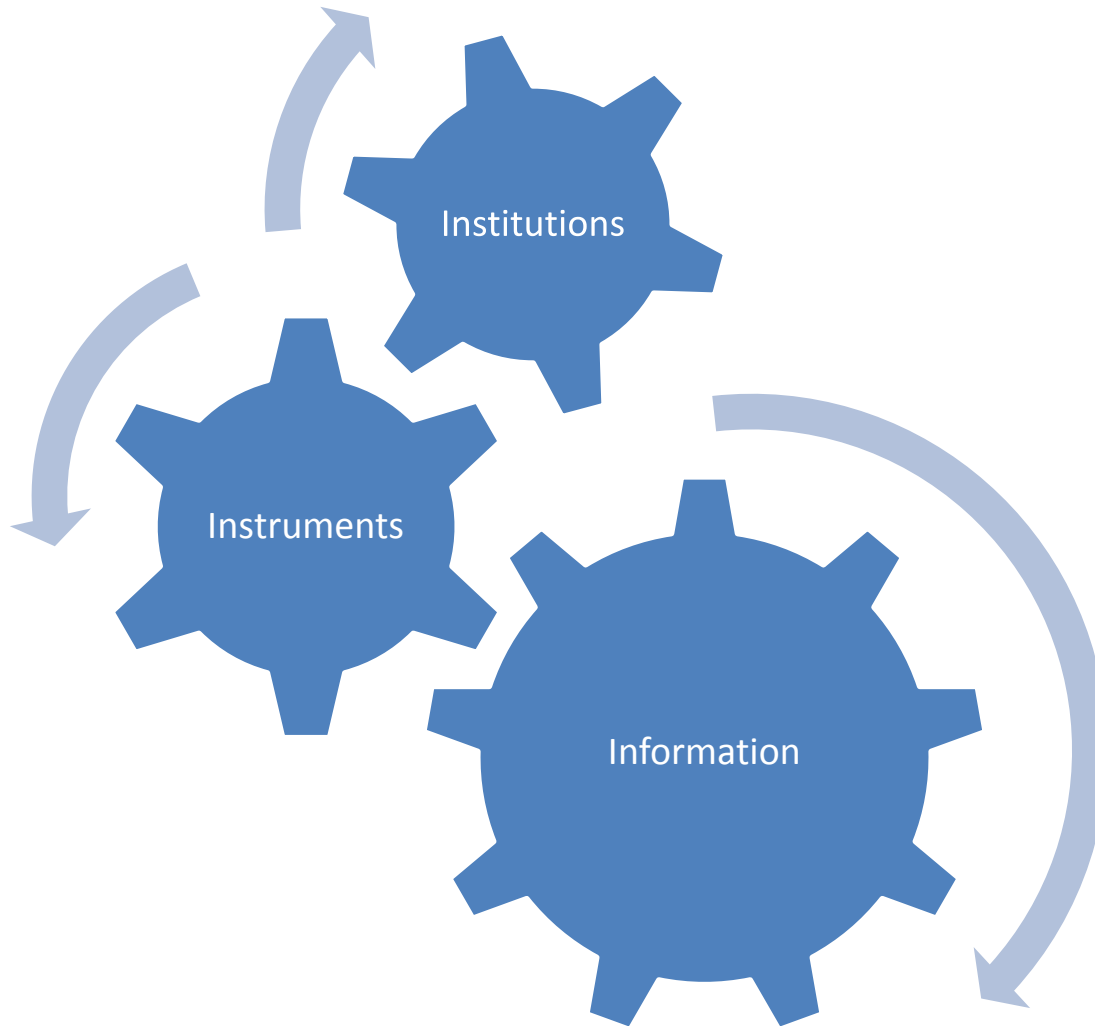
Example of a clear vision



‘The Kaikoura community displays responsible custodianship of its unique natural, social, cultural and built environmental resources by ensuring the sustainable utilisation and management of these resources. It is a community that treasures the present small-scale town atmosphere and retains and enhances this **coastal village character**.’

— Kaikoura District Council Long Term Plan 2012-2022 Vision

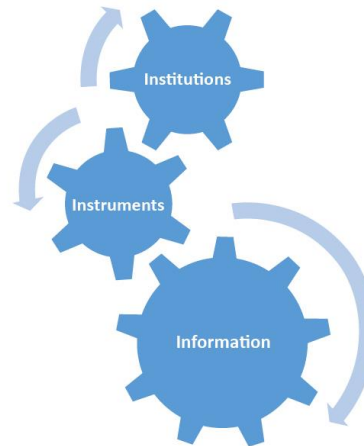
b. Engage with the three components of public policy



Worksheet

Illustrate an understanding of the three components that bring about change and drive the system in which you operate

Task: List five examples of each and rank these from 1 to 5 (with 1 being the most commonly relied upon)



Rank	Institutions	Instruments	Information
1.			
2.			
3.			
4.			
5.			

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Example of the importance of alignment

**THE ROLE OF NATIONAL
POLICY STATEMENTS,
NEW ZEALAND COASTAL
POLICY STATEMENT
(NZCPS) AND NATIONAL
ENVIRONMENTAL
STANDARDS SITTING
ALONGSIDE
LONG TERM PLANS**

Example of good information

Regional Population Profiles

Health (human + environmental), Wealth and Happiness

District health boards (DHBs) in New Zealand by population characteristics
Sources: Statistics New Zealand, 2014; University of Otago, 2014.

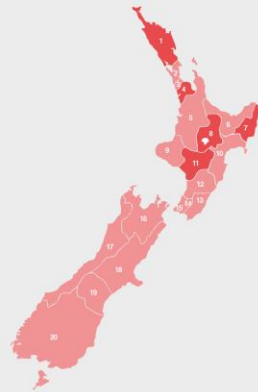
District Health Boards*	Population Size and Growth										Population Characteristics (2013)			
	Population Size (2013)	Population Growth (2006-2013)									Over 75s	Maori	Pasifika	Most Deprived Quintile** (Deciles 9 & 10)
1. Northland	4%	2%	0%	2%	4%	6%	8%	8%	10%	7%	32%	2%	37%	
2. Waitemata										5%	9%	7%	8%	
3. Auckland										5%	8%	11%	18%	
4. Counties Manukau										4%	15%	21%	36%	
5. Waikato										6%	22%	3%	25%	
6. Bay of Plenty										8%	24%	2%	25%	
7. Tairāwhiti										6%	49%	2%	47%	
8. Lakes										6%	35%	2%	34%	
9. Taranaki										7%	17%	1%	15%	
10. Hawke's Bay										7%	24%	3%	27%	
11. Whanganui										8%	25%	2%	36%	
12. MidCentral										7%	18%	3%	25%	
13. Wairarapa										8%	16%	2%	20%	
14. Hutt										6%	16%	8%	20%	
15. Capital and Coast										5%	11%	7%	12%	
16. Nelson Marlborough										8%	9%	1%	9%	
17. West Coast										7%	11%	1%	10%	
18. Canterbury										7%	8%	2%	9%	
19. South Canterbury										9%	7%	1%	9%	
20. Southern										7%	9%	2%	12%	

* Listed in geographical order from north to south.

** The 2013 NZDep Index of Socioeconomic Deprivation is comprised of nine variables from the 2013 census that reflect eight dimensions of material and social deprivation. The index provides a scale from the least deprived 10 percent of areas (decile 1) to the most deprived 10 percent of areas (decile 10) - see figure to the right. This means that in Tairāwhiti, 47% of the population live in areas ranked as decile 9 or 10 of the index.

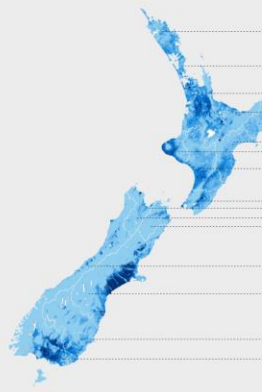


District health boards (DHBs) by most deprived quintile**
Note: Unfortunately DHB boundaries differ from council boundaries.



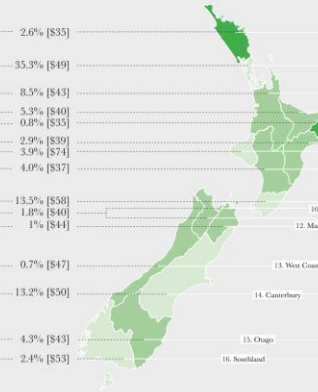
29% and below ☹️
30% and above ☹️

Average nitrate-nitrogen concentrations in waterways between 2006-2011
(Source: MFE, 2013)



Lower ☹️
Higher ☹️

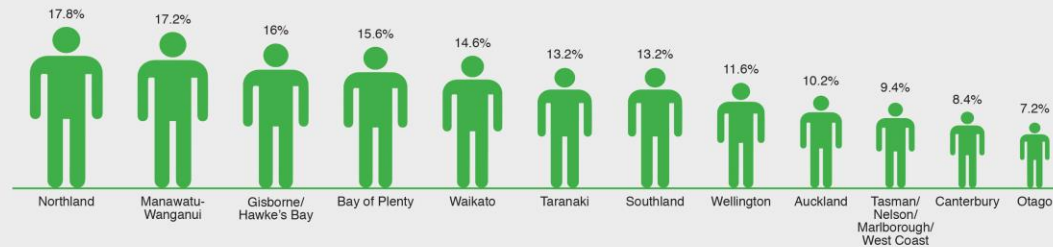
Regional GDP as a percentage of national GDP as at March 2013
Regional GDP per capita as at March 2013 (\$'000) in brackets
(Source: Statistics New Zealand, 2014)



More than 25,000 ☹️
25,000 - 29,000
Less than 25,000 ☹️

90% and above ☹️
85-89%
84% and below ☹️

Percentage of New Zealanders (aged 15-24) not in education, employment or training (NEET) within each region
Source: Statistics New Zealand, 2014 (for the 12 months to September 2014)



From the Youth Statement on Regional Goals: An output of the LocalNZ workshop, an initiative of the McGuinness Institute.



Source: The prices were retrieved on 17 November 2014 by choosing Air New Zealand's cheapest 'seat + bag' option for flights departing 18 November 2014. Prices were divided by the straight-line distance between each airport to determine the dollar cost per kilometre.

c. Develop a means to the end: The Menu of Initiatives website

What's on the Menu?

The *Menu of Initiatives* is made up of two elements:

1. The TalentNZ Ecosystem
2. The 28 Initiatives

The 28 initiatives described below have been developed using the feedback we have gathered from across New Zealand. We view this list as a starting point that provides a platform for ongoing discussion. Notably, many initiatives align with more than one work-stream and a level of judgement has been necessary to determine where each best fits. Overall, we have worked to categorise initiatives based on where they have the strongest effect in terms of the outcomes they might deliver. View the *Menu* in more detail or comment directly on a specific initiative at www.TalentNZMenu.org

GROW	ATTRACT	RETAIN	CONNECT
<p>Grow 1 Put the student at the centre</p> <p>Grow 2 Build a curriculum fit for the future</p> <p>Grow 3 Incentivise 15-21 year olds who want to be makers</p> <p>Grow 4 Incentivise 18-25 year olds who want a university education to complete their undergraduate degree in New Zealand</p> <p>Grow 5 Cultivate new entrepreneurs</p> <p>Grow 6 Promote storytelling (Pūrākau)</p> <p>Grow 7 Seek out a youth voice</p>	<p>Attract 1 Map the ecosystem</p> <p>Attract 2 Identify the talent you want</p> <p>Attract 3 Attract international talent</p> <p>Attract 4 Showcase existing talent</p> <p>Attract 5 Showcase hard infrastructure</p> <p>Attract 6 Showcase soft infrastructure</p> <p>Attract 7 Provide an appropriate income package</p>	<p>Retain 1 Use the talents we have</p> <p>Retain 2 Provide clear career pathways for individuals</p> <p>Retain 3 Deliver a caring and enjoyable environment (Manaaki)</p> <p>Retain 4 Focus on creating a good entry and exit</p> <p>Retain 5 Combine talents to build effective teams</p> <p>Retain 6 Communicate future intentions</p> <p>Retain 7 Share community goals</p>	<p>Connect 1 Take responsibility for connecting</p> <p>Connect 2 Connect existing entrepreneurs with a purpose</p> <p>Connect 3 Create twinning opportunities</p> <p>Connect 4 Embrace diaspora</p> <p>Connect 5 Create hubs</p> <p>Connect 6 Create an online presence</p> <p>Connect 7 Manage logistics by aligning people, data, products and services</p>

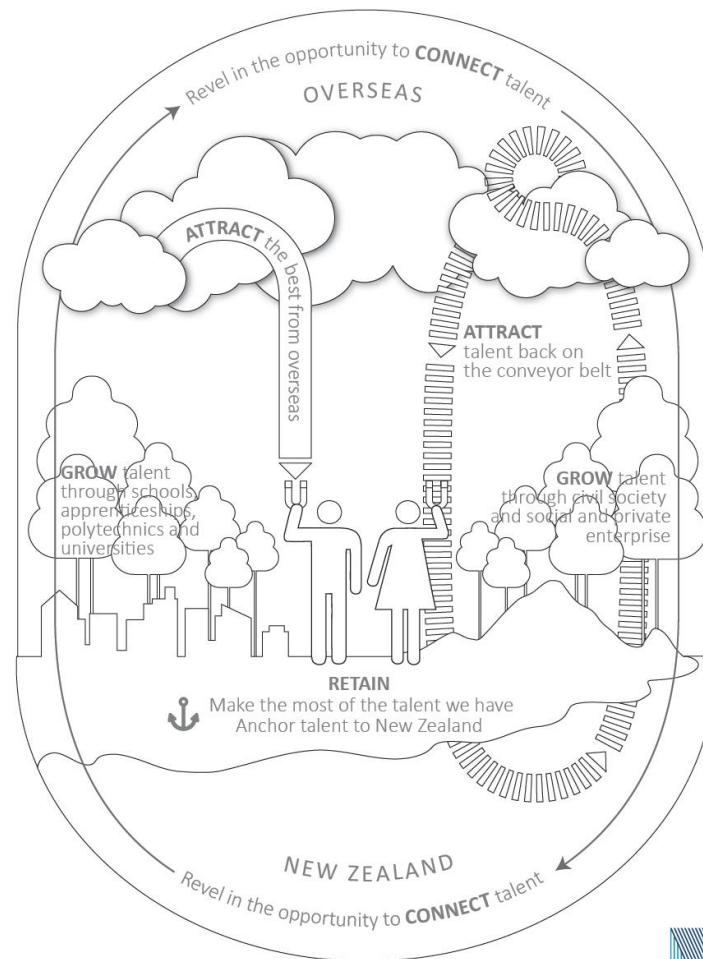
The TalentNZ Ecosystem (above) illustrates the four integrated work-streams that we have identified as necessary to create a talent-based economy for New Zealand. They are to: *grow talent*, *attract talent*, *retain talent* and *connect talent*. The ecosystem was designed to demonstrate how these work-streams interact, as understanding the system is the first step to identifying the levers that will enable communities to consider, design, implement, measure and reassess strategies over time.

These work-streams evolved from the 30 interviews in the 2013 TalentNZ Journal. The interviews showed the way forward, but the full nature of the ecosystem only became apparent when we took these ideas around the country as part of the Institute's 2014 National Tour.

Worksheet

Illustrate an understanding of the TalentNZ Ecosystem

- Task 1. Use highlighters to colour in the ecosystem (as per the image in the Menu of Initiatives pamphlet). As you do this, think about previous, existing and possible initiatives.
2. Write these up on the equivalent coloured post-it. Please write clearly as these will be collected.



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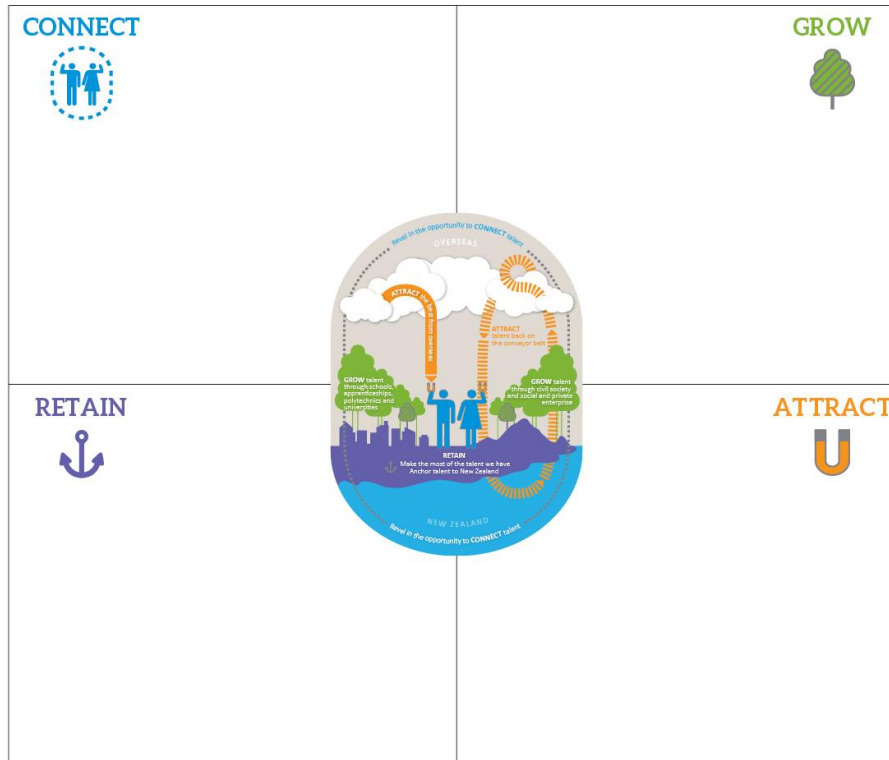
Worksheet

Design a TalentNZ strategy

Task: Identify key initiatives your community could focus on to develop a talent-based economy.

Keep in mind the following:

- a clear definition of the community you are focusing on
- the existing TalentNZ ecosystem and in particular the talent that already exists
- the local, national and global challenges and opportunities
- the institutions, instruments and information available
- the probable, possible and preferred future



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THANK YOU

If we can be of any assistance
Please do not hesitate to contact us.

Please connect with *TalentNZ* to receive our regular
TalentNZ newsletter at www.talentnz.org



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“Never worry about the things you are not good at. Discover what you are good at and do that, and do it with commitment. But always respect those whose talents are different from your own.”

See the opportunities in new directions. If you do not change direction, you may end up where you are heading.

Never under-estimate the capacity of those younger than you to surprise you with their talent. Learn from them, and always revel in the opportunity to combine talents to build a team.

The paradox is to live each day as though it were our last and, at the same time, to live as though we will live forever.”

Paul Callaghan