



Kaitiaia (Far North) one-day workshop

15 September 2016

Use [#tacklingpovertynz](#) to join the national conversation



Agenda

- Session 1:** Welcome
- Session 2:** Youth Presentation
- Session 3:** A National & Local Perspective
- Session 4:** Challenges and Opportunities
- Session 5:** Observations
(the survey and discussion paper)
- Session 6:** Finale

1. Welcome

- **McGuinness Institute,**
 - Non-partisan, seven generations, walking backwards into the future
- **Tour born from:**
 - The TacklingPovertyNZ workshop, held in December 2015, Wellington
- **Tour purpose:**
 - Building and sharing ideas on 'how' to tackle poverty
- **Tour outcomes:**
 - List of hows, determined by the community
 - Network of workshops
 - Mayors meeting with the Minister of Finance
- **Photos will be taken**



Wendy McGuinness
CEO, McGuinness Institute

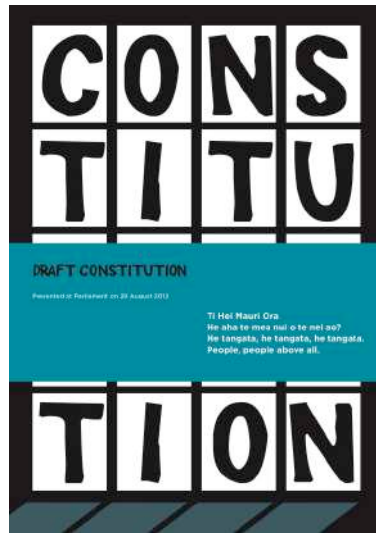


IF THE WILD BIRD INSIDE YOU COULD CRY OUT

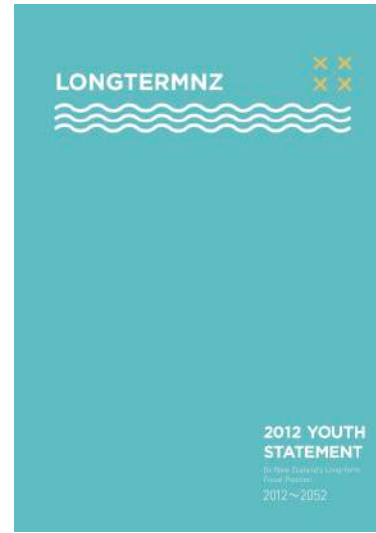
NIGEL BROWN
2001



StrategyNZ 2011



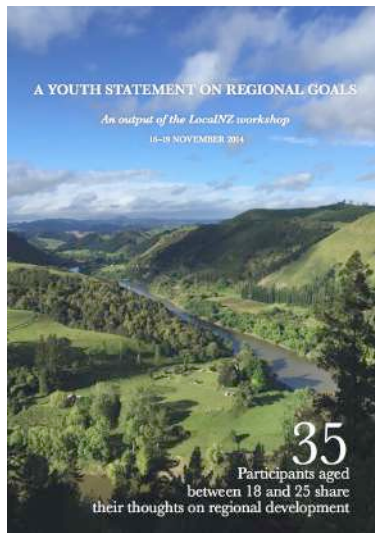
EmpowerNZ 2012



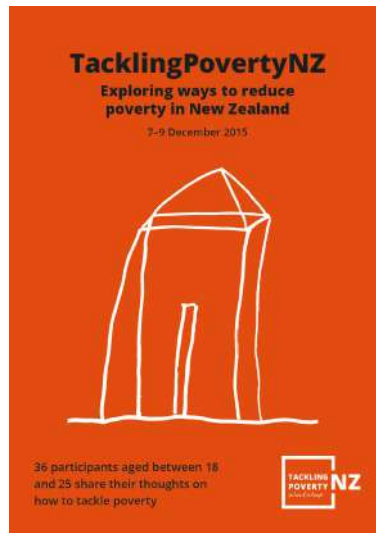
LongtermNZ 2012



LivingStandardsNZ 2013



LocalNZ 2014



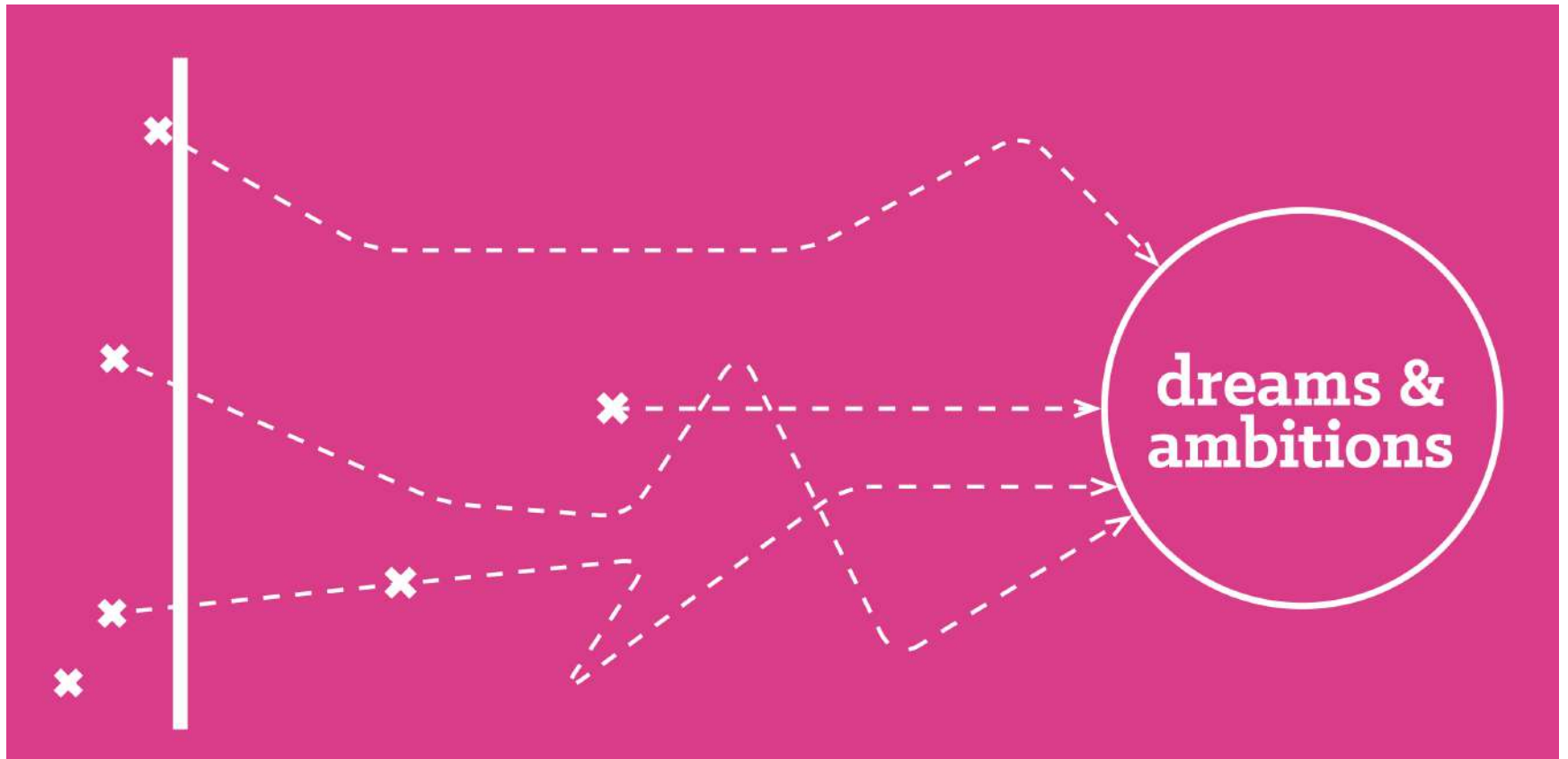
TacklingPovertyNZ 2015



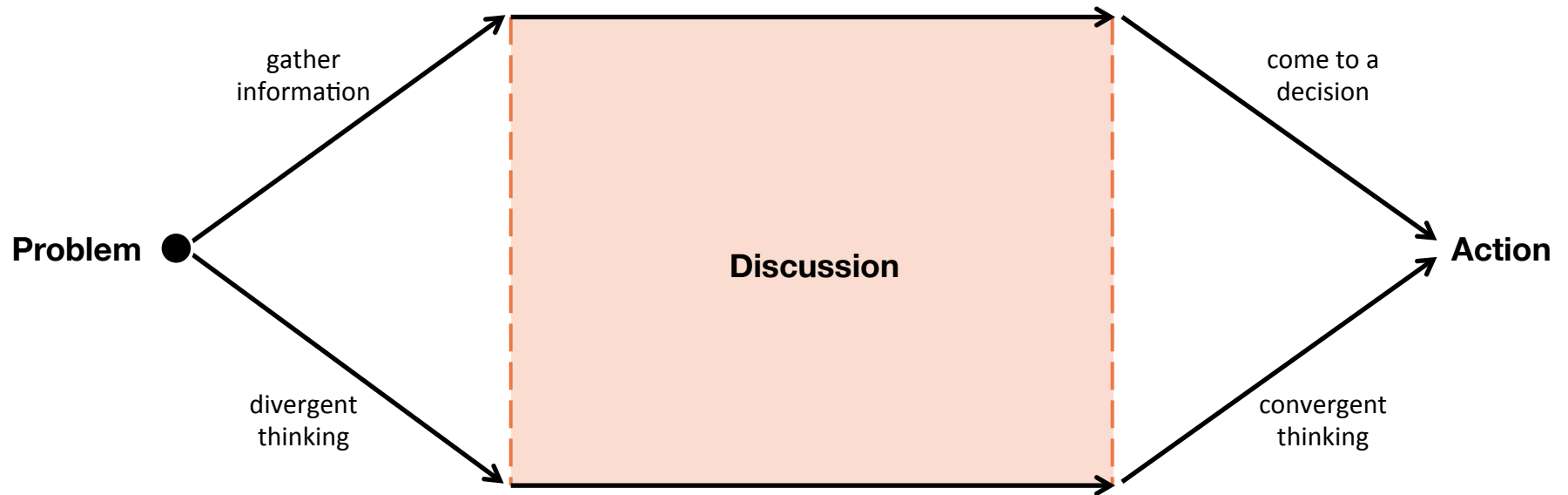
ForesightNZ 2016



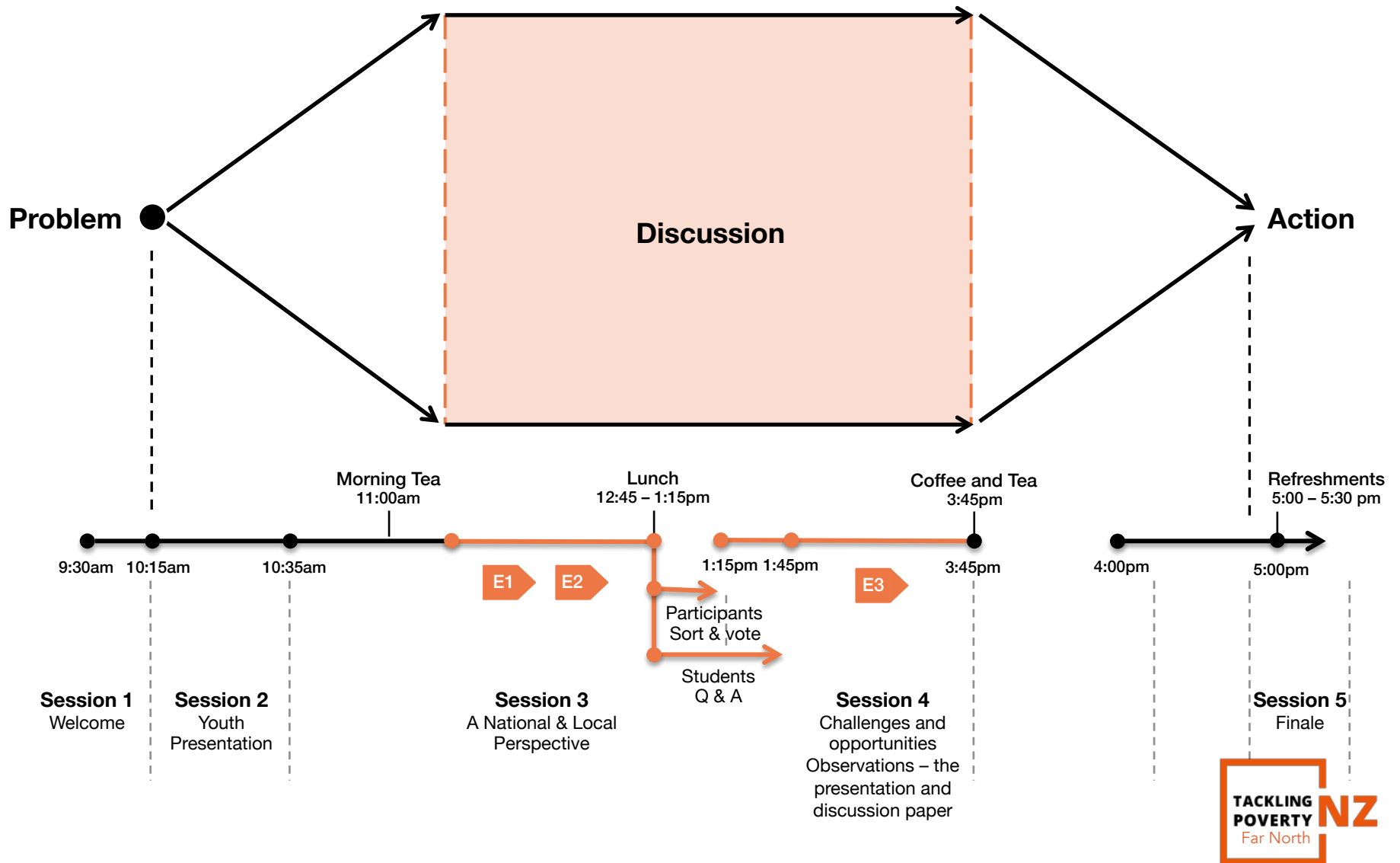
LivingStandards Metaphor



Workshop Programme



Workshop Programme



Three Exercises

Build and share ideas on how we might tackle poverty

Exercise 1
'who'

Exercise 2
'the ideas'

Exercise 3
'the how'

TacklingPovertyNZ Workshop
Exercise 1: Maps (the 'who')

Task: Visually represent the poverty landscape in your community.

Step 1: Consider these two established definitions of poverty. Which poverty is defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO), and which poverty is defined by the New Zealand Treasury?

- **Relative poverty** is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter.
- **'Relative' poverty** is when an individual is considered by their material circumstances to be achieving a minimum 'social' level of well-being.

For the purposes of this exercise, imagine these types of poverty as one end of a spectrum of well-being - at the other end of the continuum is 'high level' or 'material and emotional well-being' that is sustainable and meaningful.

Step 2: Pairs in the room follow by positioning the 'affected groups' you have identified according to their age (roughly) on the x-axis.



TacklingPovertyNZ

TacklingPovertyNZ Workshop
Exercise 2: Post-its (the 'ideas')

Task: Think about how and why poverty affects different groups in different ways and how change could be made.

Step 1: Pairs in the room follow with the 'affected groups' identified in Exercise 1.

Step 2: Discuss with your group the extent that these groups are being well-served by poverty PD in the region and identify with your group any observations on how change could come about.

Step 3: Write your ideas and observations on post-its to present to the plenary and display on the wall.

| Affected group (from Exercise 1) | How and why they are affected |
|----------------------------------|-------------------------------|
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TacklingPovertyNZ

TacklingPovertyNZ Workshop
Exercise 3: Seven ways (the 'how')

Task: Develop seven specific, actionable ways to address the issues.

Step 1: In discussion with your group consider ways to address the issues that arise under the situation you have chosen. Record your thinking in the left hand column.

Step 2: Name your ideas short and snappy - no longer than seven words (no longer than 70 characters). You will present these to the plenary and share in the public in the plenary presentation.

| Issues and possible actions (from Exercise 2) | Seven ways |
|-----------------------------------------------|------------|
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TacklingPovertyNZ

Three Handouts

Hand out 1

Hand out 2

Handout 3

TacklingPovertyNZ Workshop
Handout One: ICCS civic knowledge scores and distributions

Lang, S. (2022) When do New Zealanders understand about civic knowledge and democracy? Results from the International Civic and Citizenship Education Study. *Te Kaitiaki Take Kōwhiri* 7. Retrieved March 24, 2023 from https://www.tacklingpoverty.nz/_resources/pdf/20220324/When-do-New-Zealanders-understand-about-civic-knowledge-4-0-1-1.pdf

TABLE 1. CIVIC KNOWLEDGE SCORES AND DISTRIBUTIONS

| Region | Sample Size | Mean Score | Standard Deviation | Minimum Score | Maximum Score |
|---------------|-------------|------------|--------------------|---------------|---------------|
| Bay of Plenty | 1,028 | 18.5 | 4.2 | 10 | 28 |
| Canterbury | 1,028 | 19.2 | 4.1 | 10 | 28 |
| Waikato | 1,028 | 18.8 | 4.3 | 10 | 28 |
| North Island | 1,028 | 18.9 | 4.2 | 10 | 28 |
| South Island | 1,028 | 19.1 | 4.1 | 10 | 28 |
| Northland | 1,028 | 18.6 | 4.4 | 10 | 28 |
| Waikato | 1,028 | 18.7 | 4.3 | 10 | 28 |
| Bay of Plenty | 1,028 | 18.5 | 4.2 | 10 | 28 |
| Waikato | 1,028 | 18.8 | 4.3 | 10 | 28 |
| Waikato | 1,028 | 18.9 | 4.2 | 10 | 28 |
| Waikato | 1,028 | 19.0 | 4.1 | 10 | 28 |
| Waikato | 1,028 | 19.1 | 4.0 | 10 | 28 |
| Waikato | 1,028 | 19.2 | 3.9 | 10 | 28 |
| Waikato | 1,028 | 19.3 | 3.8 | 10 | 28 |
| Waikato | 1,028 | 19.4 | 3.7 | 10 | 28 |
| Waikato | 1,028 | 19.5 | 3.6 | 10 | 28 |
| Waikato | 1,028 | 19.6 | 3.5 | 10 | 28 |
| Waikato | 1,028 | 19.7 | 3.4 | 10 | 28 |
| Waikato | 1,028 | 19.8 | 3.3 | 10 | 28 |
| Waikato | 1,028 | 19.9 | 3.2 | 10 | 28 |
| Waikato | 1,028 | 20.0 | 3.1 | 10 | 28 |

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The full document is also available on the [TacklingPovertyNZ](https://www.tacklingpoverty.nz) website www.tacklingpoverty.nz page.

TacklingPovertyNZ Workshop
Handout Two: NZDF2013 Index of Deprivation

King, M. (2013) May 13. "Where are NZ's most deprived areas?" *New Zealand Herald*. Retrieved March 21, 2023 from <http://www.nzherald.co.nz/nz/news/news-story/18-18480150-1124811>

Deprivation Index Scale

- 10 (Least Deprived)
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1 (Most Deprived)

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The full document is also available on the [TacklingPovertyNZ](https://www.tacklingpoverty.nz) website www.tacklingpoverty.nz page.

TacklingPovertyNZ Workshop
Handout Three: Social Investment Insights

Source: New Zealand Social Investment Insights. Social Investment Insights. Retrieved March 24, 2023 from <https://www.tacklingpoverty.nz>

Children and youth at higher risk of poor outcomes

This work is part of the Treasury's commitment to higher living standards and to an inclusive society where all New Zealanders can participate. The tool provides information about New Zealand children (aged 0 to 14) and youth (aged 15 to 24) at higher risk of poor future outcomes.

What does the preliminary analysis show us?

The analysis tells us about children aged 14 and under, and youth aged 15 to 24, who are at higher risk of poor outcomes later in life. It identifies indicators that are associated with higher risk of poor future outcomes, shows the likelihood of these outcomes occurring, and identifies some of the costs associated with these outcomes.

1. Children at risk: Four key risk indicators

Using the information already collected by government agencies we can identify four indicators that are associated with having poor outcomes later in life. These are:

1. Having a CYF finding of abuse or neglect (8% of children)
2. Being racially experienced by benefits since birth (1.9% of children)
3. Having a parent with a prison or community sentence (1.7% of children)
4. Having a mother with no formal qualifications (1.0% of children)

Children who have these indicators are more likely to leave school with no qualifications, to spend time on benefit, and to receive a prison or community sentence. The greater the number of indicators a child has, the more likely this will happen.

Children aged 0 to 5 and aged 6 to 14 are represented separately, according to whether they have two or more risk indicators, three or more risk indicators, or all four risk indicators.

2. Youth at risk: Ten target populations

As children get older the information we have about them gets richer and more complex. As such, it's not possible to pick a few risk indicators that predict poor

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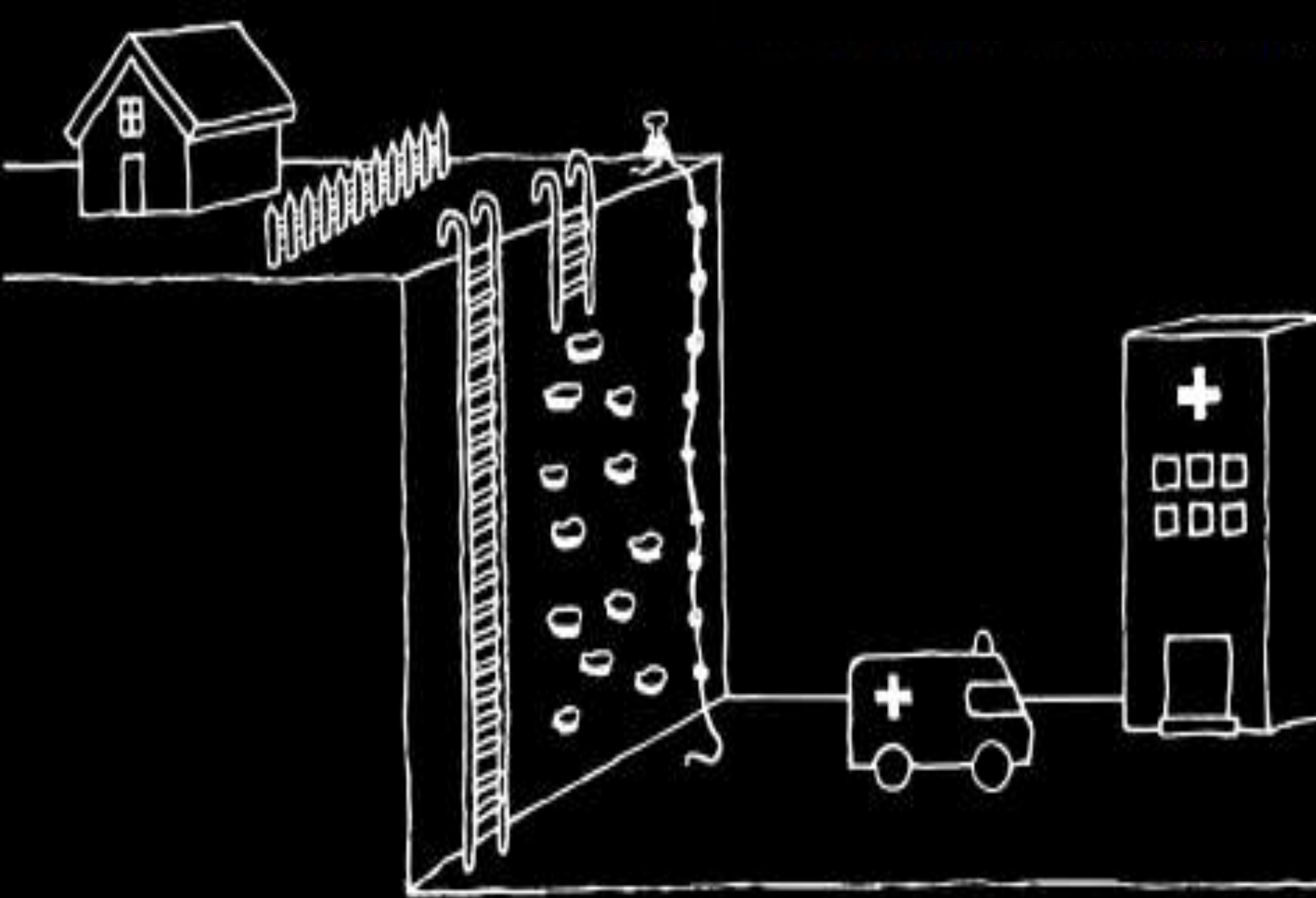
The full document is also available on the [TacklingPovertyNZ](https://www.tacklingpoverty.nz) website www.tacklingpoverty.nz page.

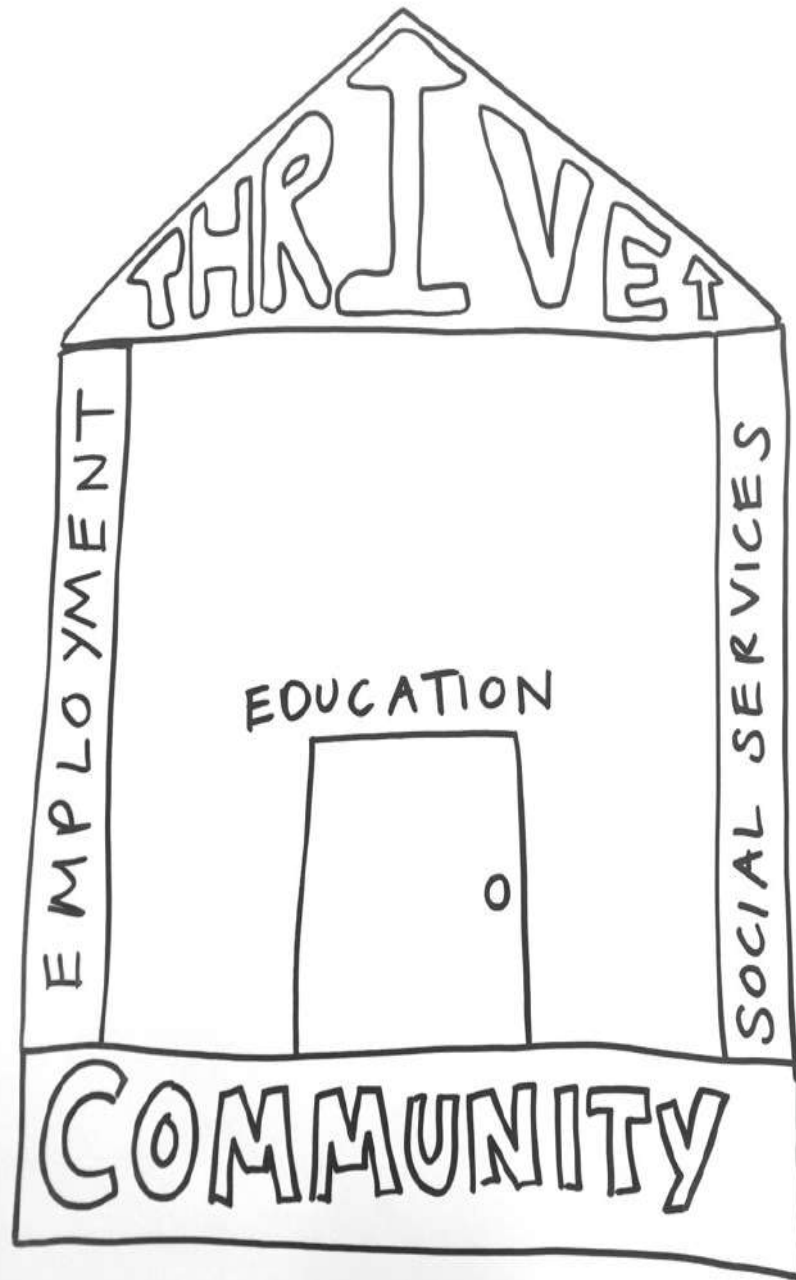


2. Participants from the 2015 *TacklingPovertyNZ* Workshop

Matt Bastion, Lisa Jagoe, Alex Jones, Apurva Kasture, Tara Officer and
Brad Olsen







Five Myths about poverty in New Zealand

Participants:

Matthew Bastion, Ali Bunge, Te Wai Coulston, Mitchell Denham, Felix Drissner-Devine, Adena Emanuel, Monique Francois, Sophie Goulter, Rangj (Emilou) Hohaia, Lydia Hollister-Jones, Rayden Horton, Eden Iati, Lisa Jagoe, Alexander Jones, Apurva Kasture, Anna-Marie Kurei, Elaina Lauaki-Vea, Karina Liddicoat, Maddie Little, Shannon Macmillan, Elizabeth Maddison, Brooke Merrick, Tara Officer, Brad Olsen, Caitlin Papuni-McLellan, Tiria Pehi, Zoe Pushon, Caroline Simmonds, Caitlin Smart, Regan Thwaites, Morgan Watkins, Callum Webb, Nathan Williams, Rongorito Wirihana Te Rei, Sam Yoon, Xindi Zhang.

**TACKLING
POVERTY** NZ
Workshop

POVERTY DOESN'T
EXIST
IN
NEW ZEALAND

Those on a
BENEFIT
Have it
"EASY"

ONE
SIZE
FITS
ALL

BENEFITS CAUSE
PEOPLE TO BECOME
DEPENDENT ON THE
= SYSTEM =

Just...
get a
JOB!



Workshop Finale, 9 December 2015, Parliament, New Zealand

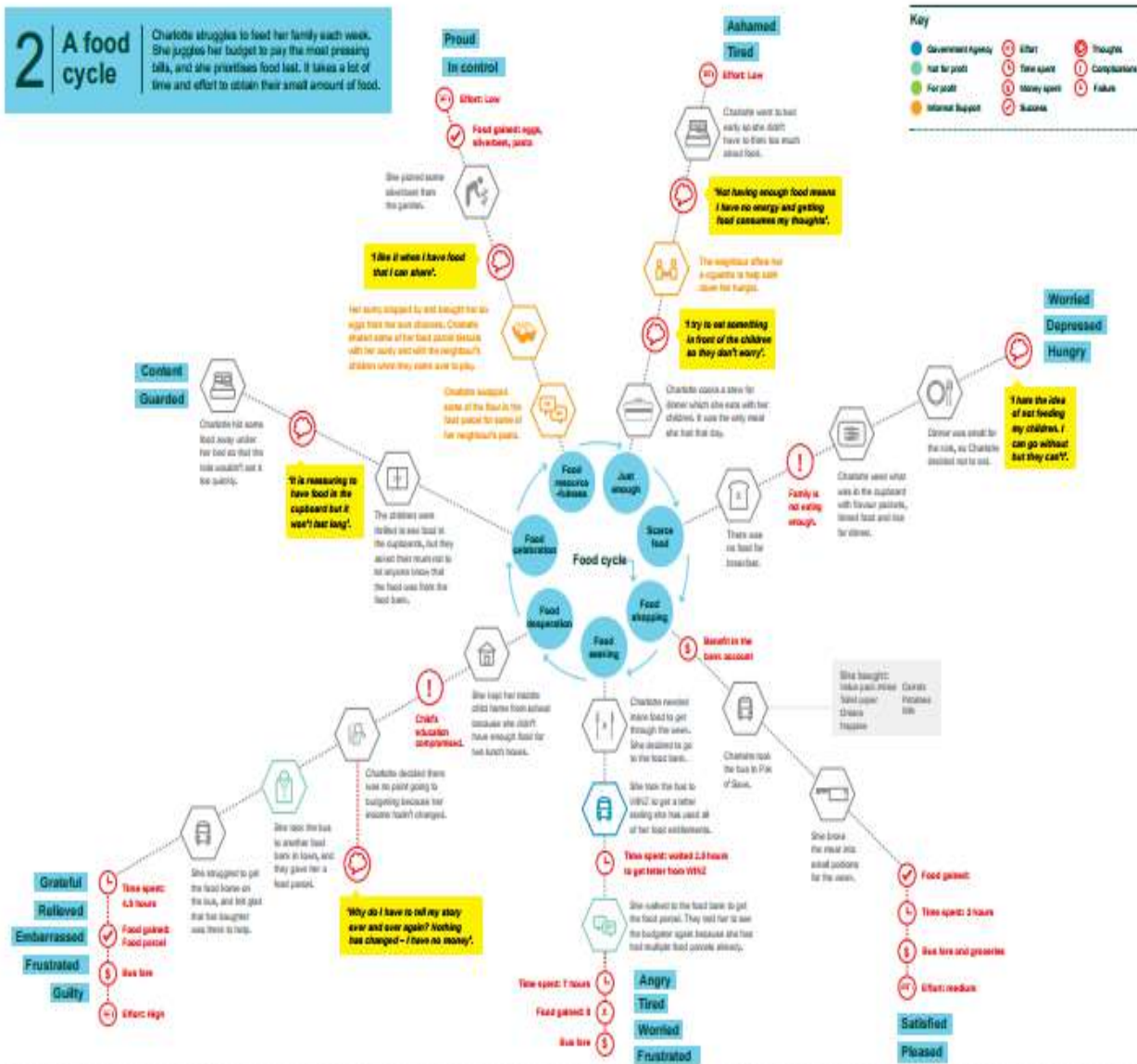
Community



Social Services



Social Services



Employment



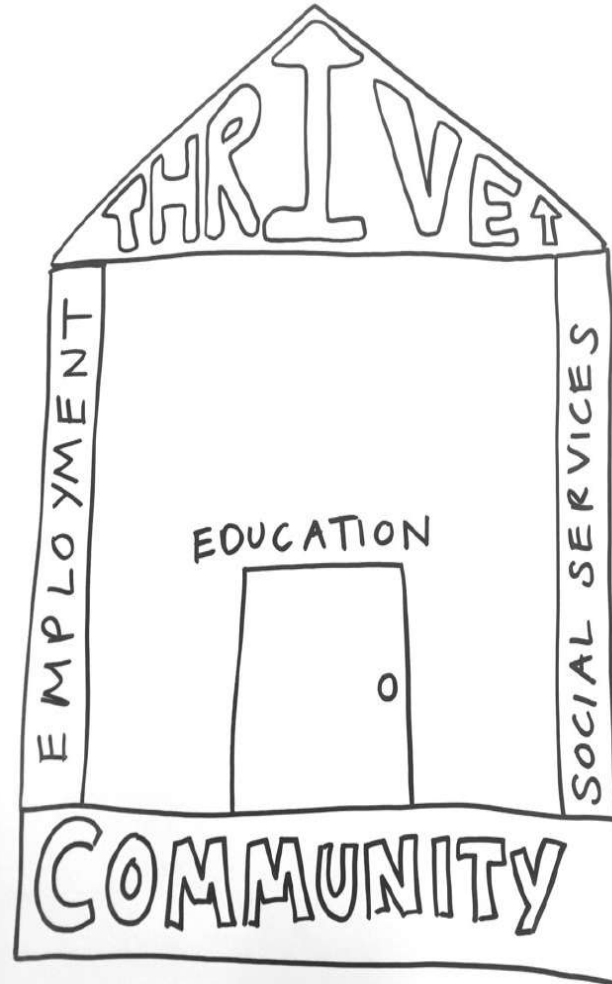
Employment



Education



Conclusion



3.1 Dr Girol Karacaoglu

Chief Economist, New Zealand Treasury



Wellbeing, Poverty, and Public Policy

NZ Treasury's
Living Standards Framework



THE TREASURY
Kaitohutohu Kaupapa Rawa



Purpose of Public Policy

To help people live the kinds of lives they have reason to value ...

... by increasing their opportunities and capabilities, and incentives, to contribute to economic and social life, and benefit from their contributions.

Comparing the Better Life Initiative to NZ Treasury 'Living Standards Framework'

OECD well-being dimensions

NZL Treasury's Indicators for Measuring Living Standards

Individual well-being

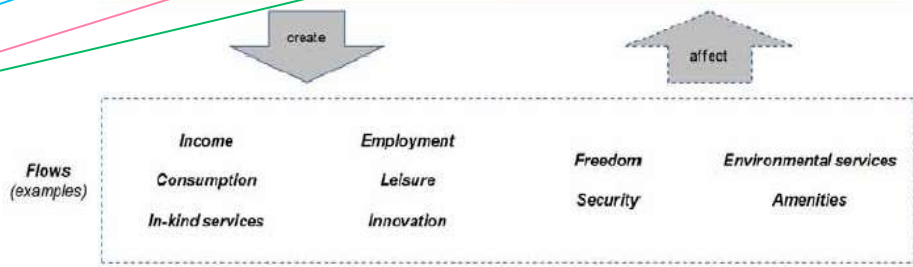
- Income and wealth
- Jobs and earnings
- Housing
- Health status
- Work and life balance
- Education and skills
- Social connections
- Civic engagement and governance
- Environmental quality
- Personal security
- Subjective well-being

- Income
- Wealth
- Employment
- Leisure
- Education/Skills
- Health
- Trust
- Security
- Environment
- Subjective well-being

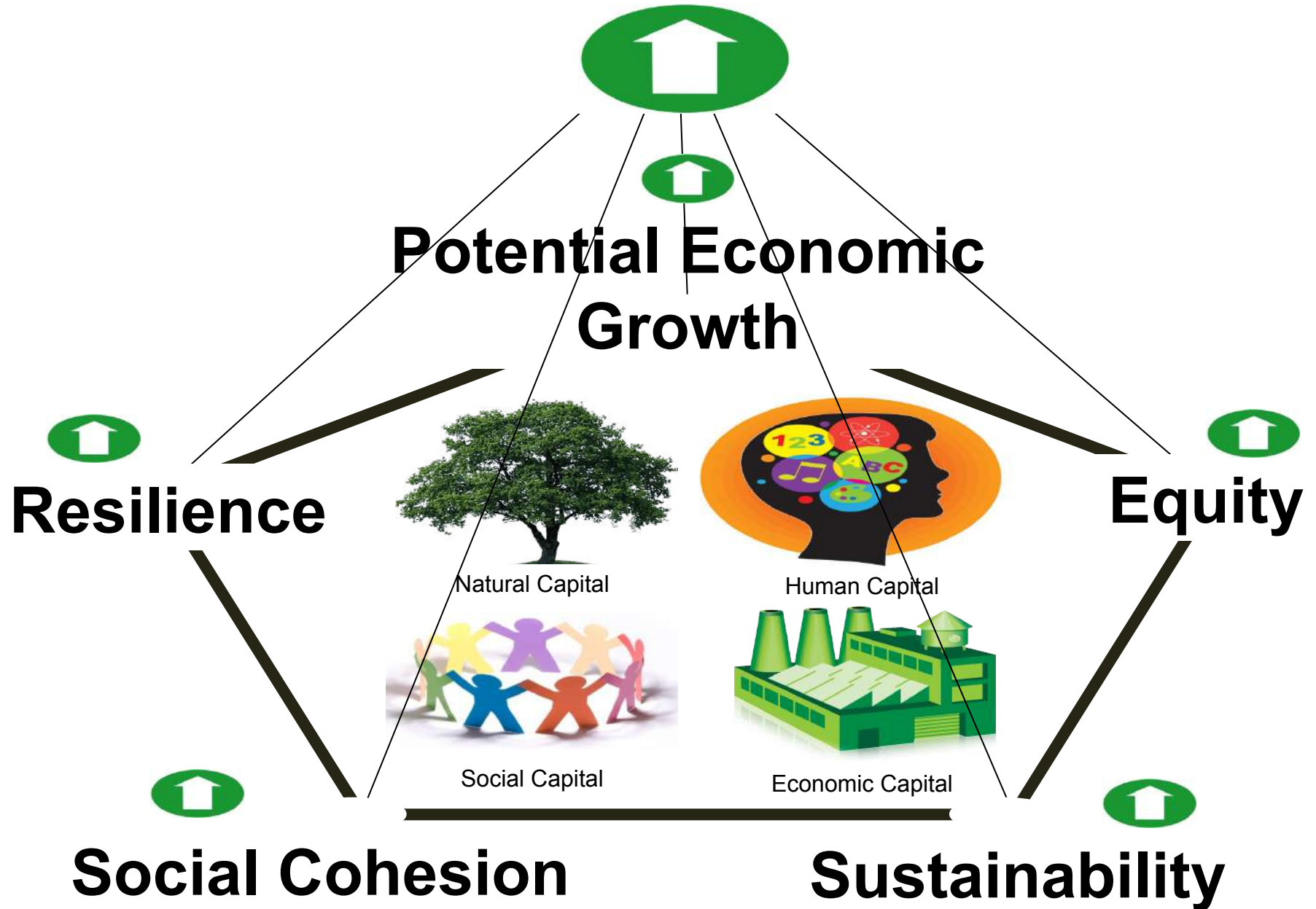
Treasury's Living Standards Framework



Sustainability of well-being over time

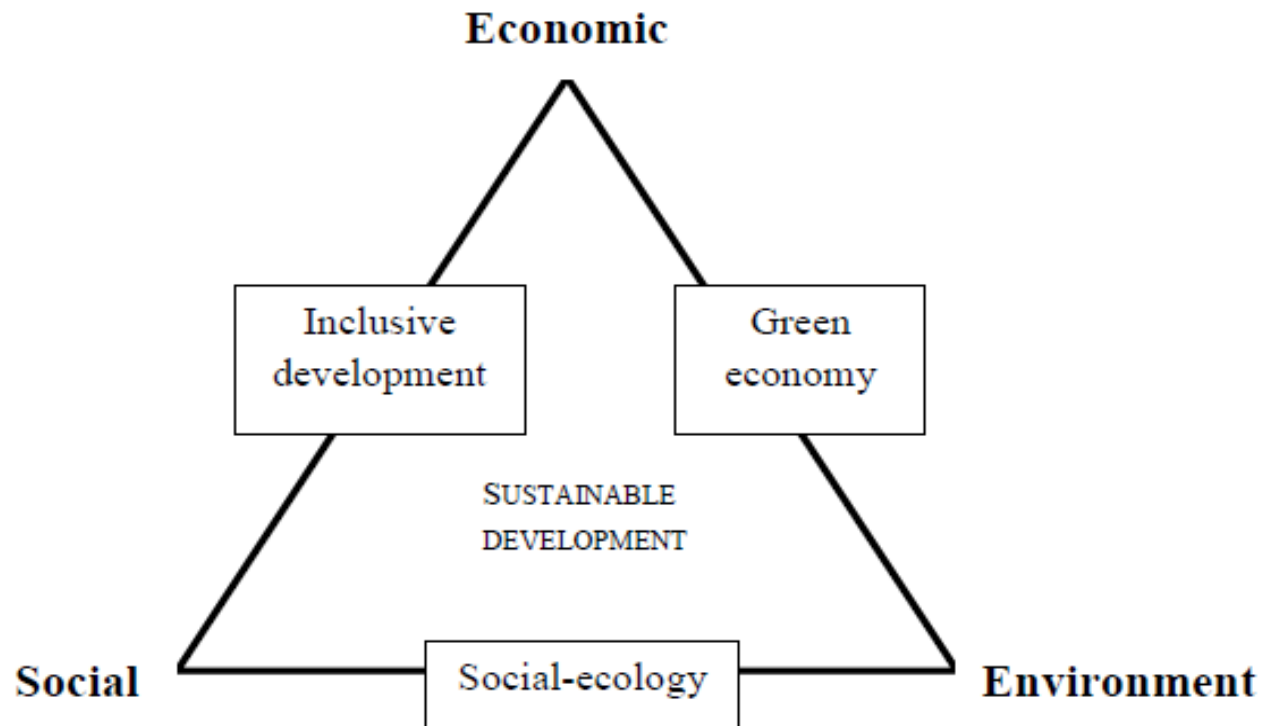


Intergenerational Wellbeing



Sustainable Increase in Wellbeing requires an Integrated Approach to Environmental, Social and Economic to Policy

Figure 1: the three linkages of sustainable development



Stylised Model

- Wellbeing is a function of a marketable consumer good, as well as leisure and good health – and a set of outcomes with “public good” attributes – clean environment, social cohesion, equity (across society and generations), sustainability, and resilience to major economic, social and environmental shocks.
- Sources of wellbeing are the capital assets that comprise “comprehensive wealth” – economic, human, natural and social capital.
- These capital assets influence wellbeing both directly, and indirectly through the production function.

Stylised Model (continued)

- Production of the single consumable, and internationally tradeable, good uses both clean technology (using skilled labour) and dirty technology (using unskilled labour).
- A very important source of the growth potential of an economy is productivity growth underpinned by science-based innovation.
- Innovation-embodied human and physical capital can be generated through domestic investment or by importing them from the rest of the world.
- International human and economic capital are attracted to the small open economy because of its relatively high quality of life (reflecting its physical environment and social cohesion), and its offer of relatively high material wellbeing.

Policy Framing

- Purpose of policy is to enhance wellbeing on a sustainable and equitable basis.
- Sustainability should be framed in terms of the sustainability of wellbeing, not of individual capital stocks (or aggregations of capital stocks such as natural capital etc).
- Capital stocks are often substitutes for each other in the generation of wellbeing (both across broad categories and within categories)
- The focus of policy therefore should be on ensuring that there are mechanisms to encourage the optimum use of (and investment in) combinations of capital stocks (both across and within categories) towards generating sustainable wellbeing [i.e. “comprehensive investment” (or “genuine savings”)].

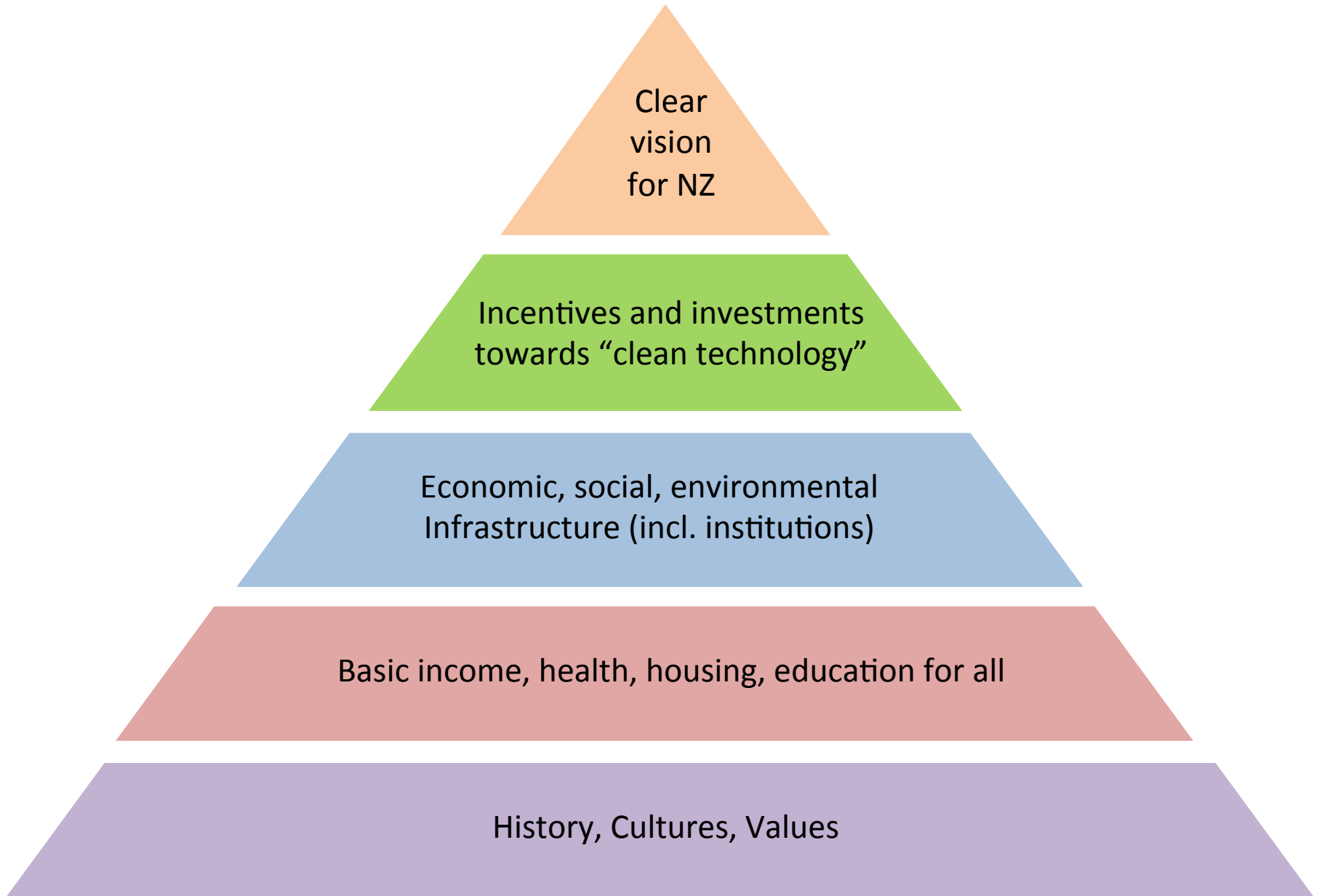
Policy Framing (continued)

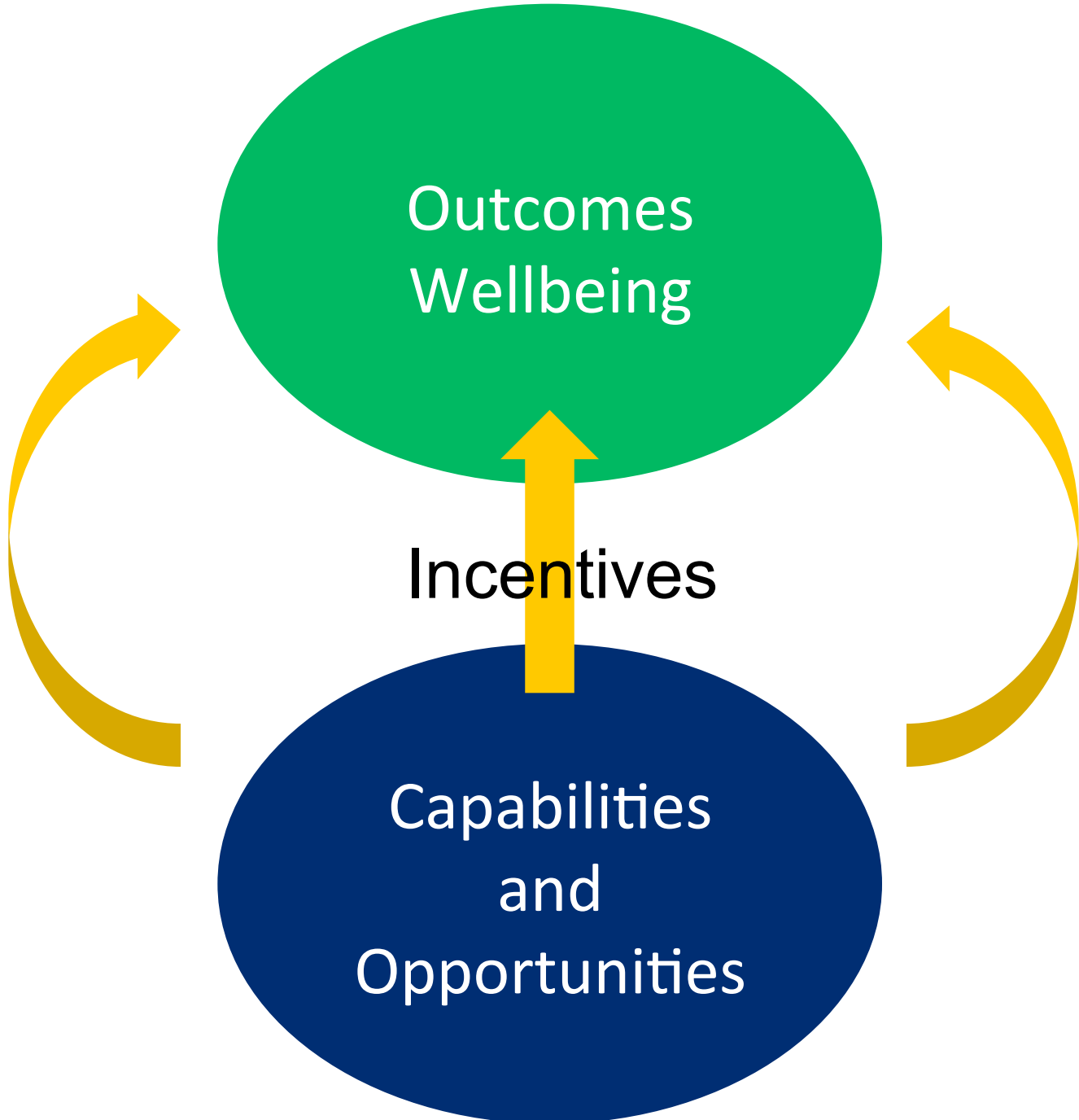
- This is not to deny the existence of critical levels for all ecosystems – environmental, social and economic – these are complementary in nature.
- Moving from the quantitative notion of the limits to growth based on the scarcity of natural resources (or natural capital stocks), to the criticality of preserving the regulatory systems of natural capital.
- Focus on the climate system (global warming) and biodiversity as critical and complex systems of regulatory functions.
- Very significant intergenerational considerations.

Poverty

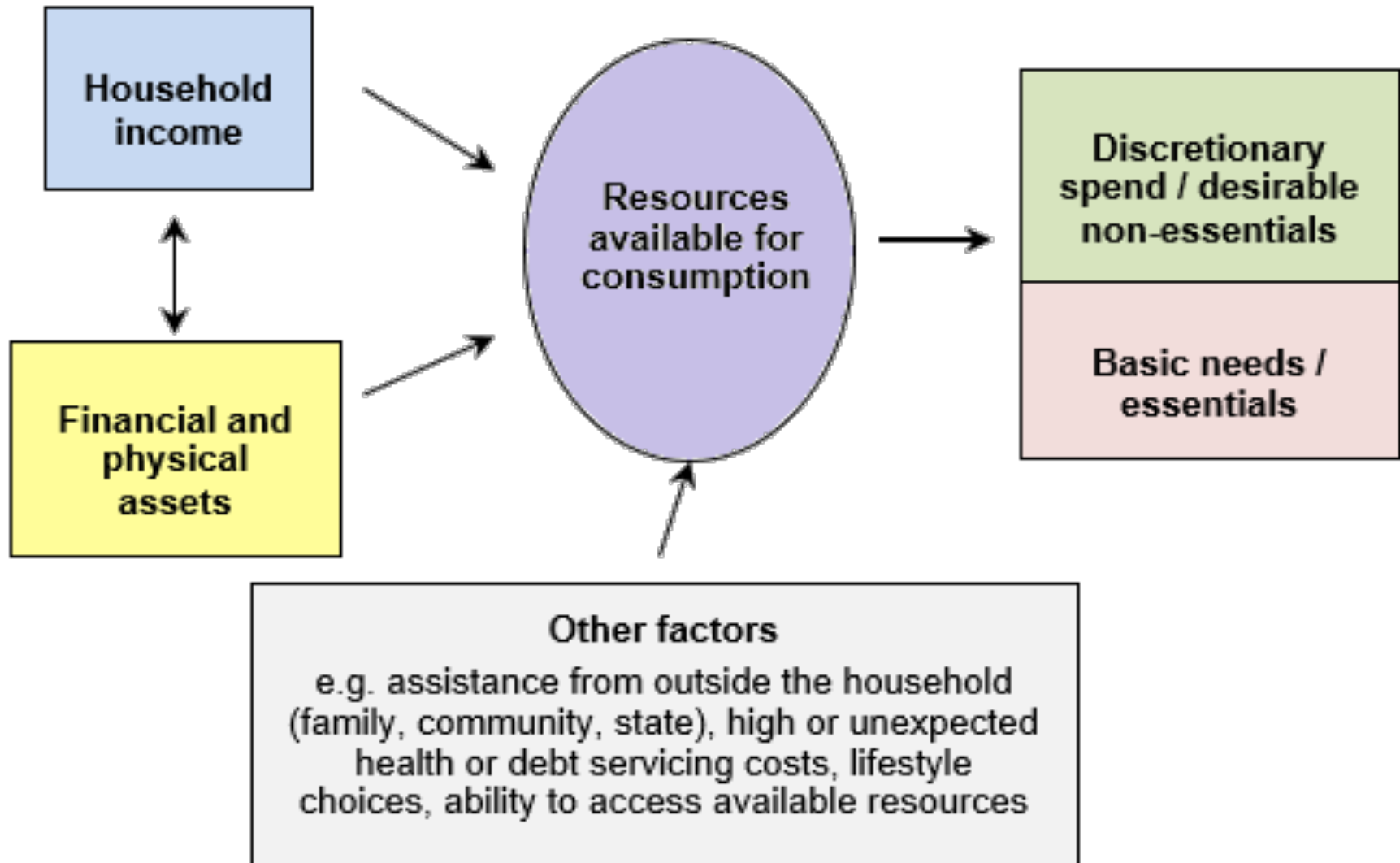
- **Poverty** is a complex construct which is not just about the income a household has access to; it includes whether households have adequate resources that meets basic needs.
- **Poverty** is about **exclusion**.
- The Treasury's advice emphasises that living standards are enhanced if **everyone has the capability and opportunity to participate in society**. It is assumed that if people do not have their basic needs met they do not have adequate capabilities and opportunities to participate.

Policy Triangle for a Wellbeing State

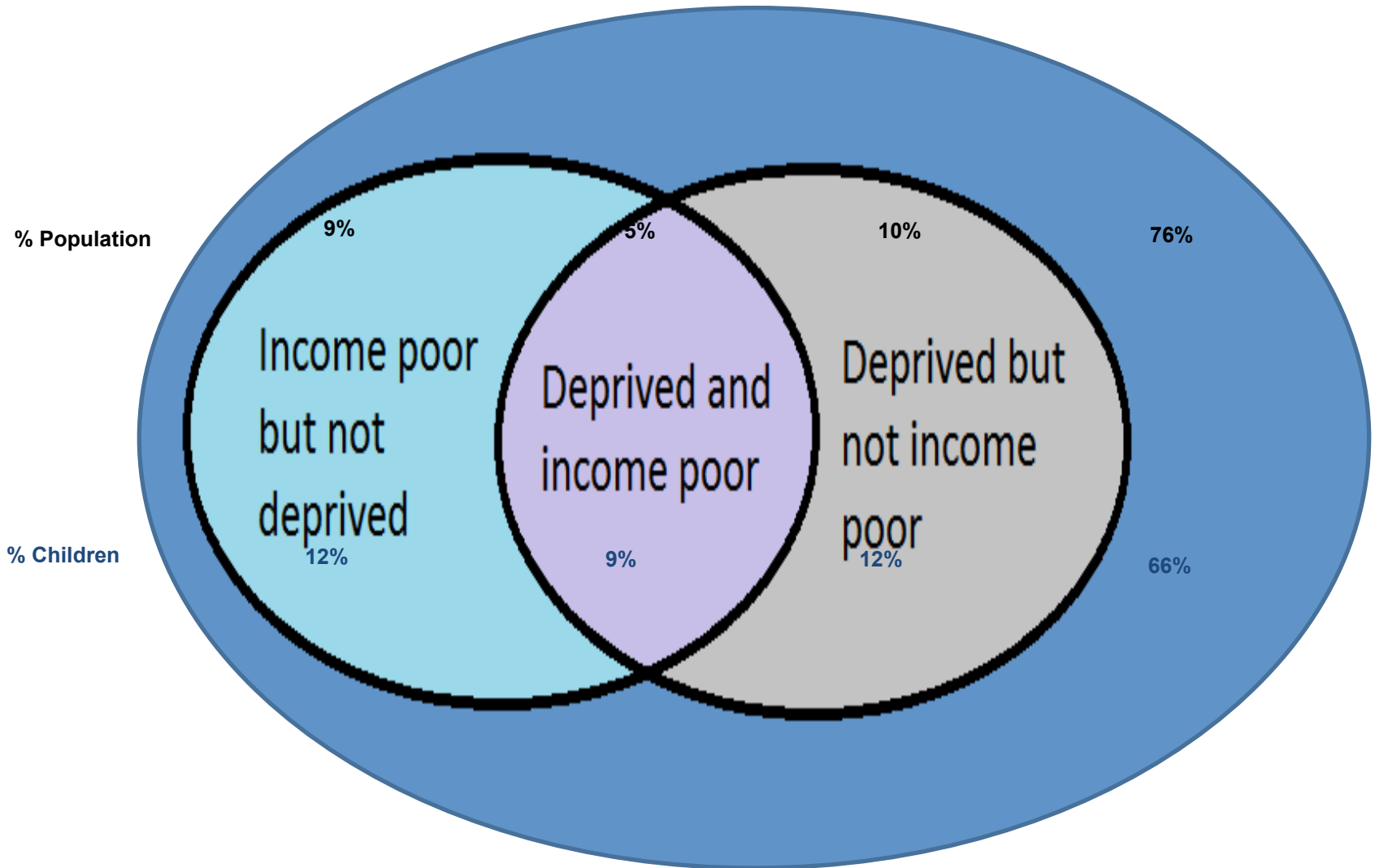




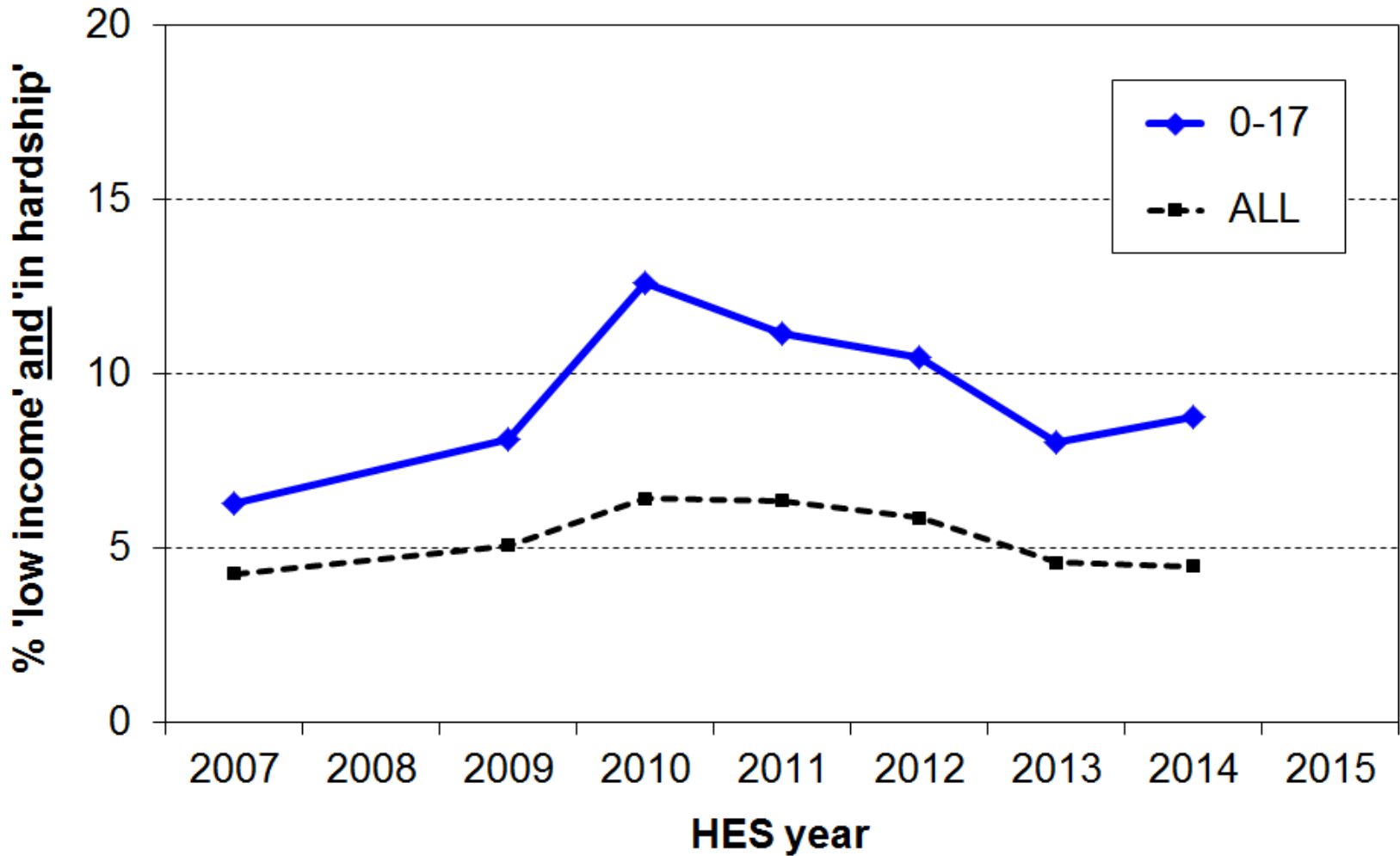
Description of Poverty in NZ



Big Picture



Recent Trends



How are we using it?

PROSPERITY

Economic growth

INCLUSIVENESS

Social inclusion

Increasing equity

SUSTAINABILITY

Sustainability for the
future

Resilience

Economic Capital
Human Capital
Natural Capital
Social Capital

Summary of our advice on policy priorities

Short-term

Medium-term

Long-term

Inclusion: lifting outcomes for disadvantaged New Zealanders

Reducing child poverty and supporting inclusion: expanding smart social sector investment and helping those on the lowest incomes.
A continued shift towards investment in effective social sector interventions that improve long-term outcomes, reduce long-term economic, social and fiscal costs and focus on those most in need.

Sustainability: sustaining wellbeing across generations

Sustaining the wellbeing-generating capacity of comprehensive wealth (all capital stocks).

Microeconomic and state sector reform
Increasing the responsiveness of housing supply, improving natural resource management and lifting state sector effectiveness.

Environmental and fiscal challenges
Managing the risks and costs to New Zealand of climate change and demographic fiscal pressures.

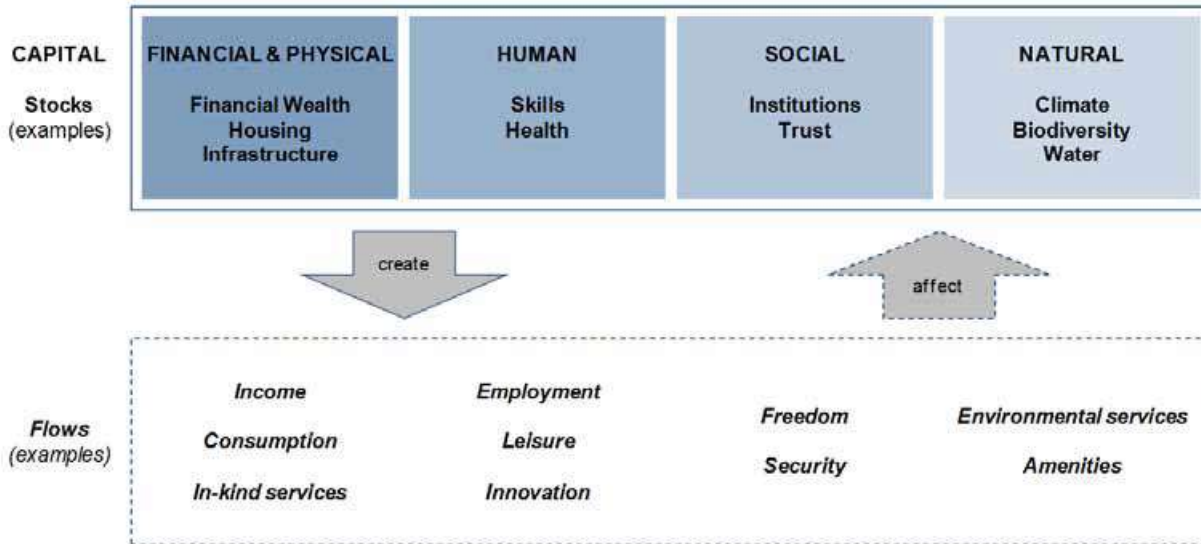
Prosperity: boosting productivity and international connections

Internationally-competitive business environment
Continued strengthening of international connections and 'behind the border' policy settings.

Long-term productivity
Tertiary education and infrastructure are two key priorities for long-term productivity performance.

Investment Approach

Investment Approach



Higher Living Standards
– the outcome for
investment approach

Key shift: broadening our perspectives beyond fiscal impacts and cost control.

Should be able to give investment advice on building the capital stocks that takes account of the full range of government levers, and community or societal impacts.

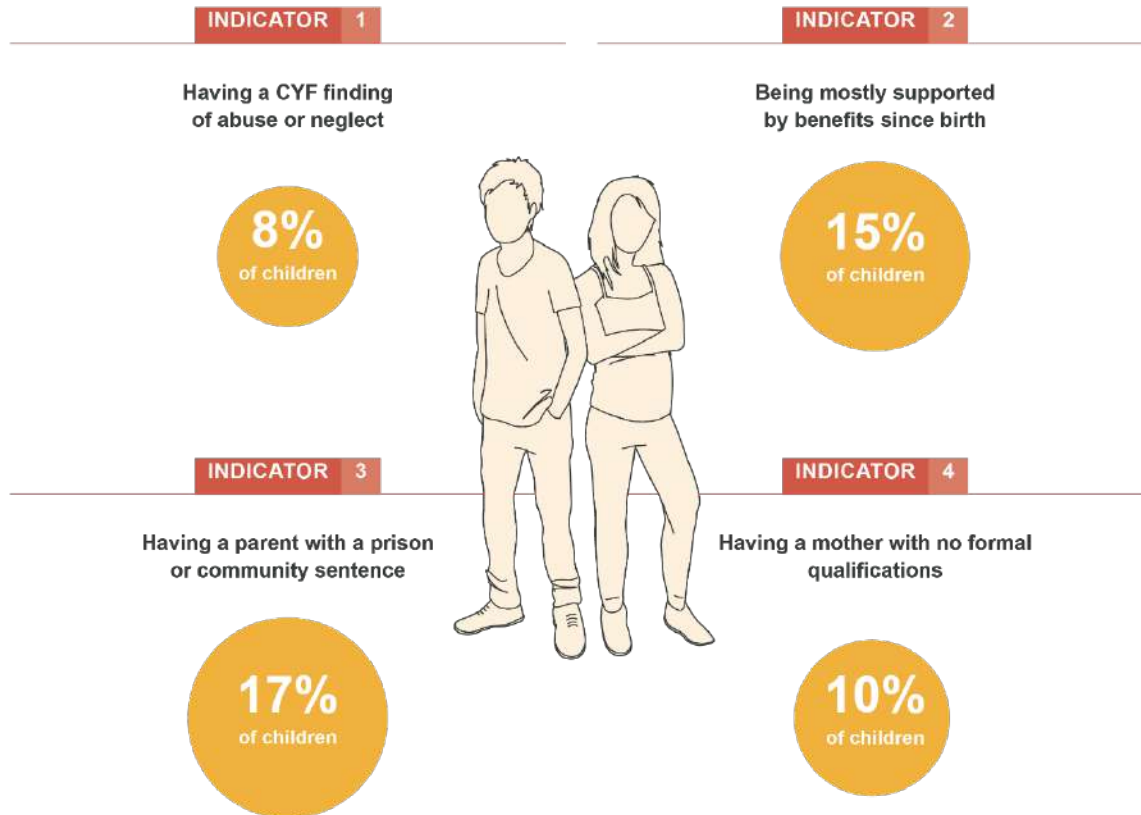
Ideal Picture

- Main focus is on investing towards sustainable wellbeing.
- What should we be investing in?
- What works – integrated electronic database on what is working across the world and in different communities?
- Randomised control trials to test if “what works” is actually working.
- Implementation through contracting for outcomes, using a selection of delivery mechanisms – involving communities.

Social Investments Insights

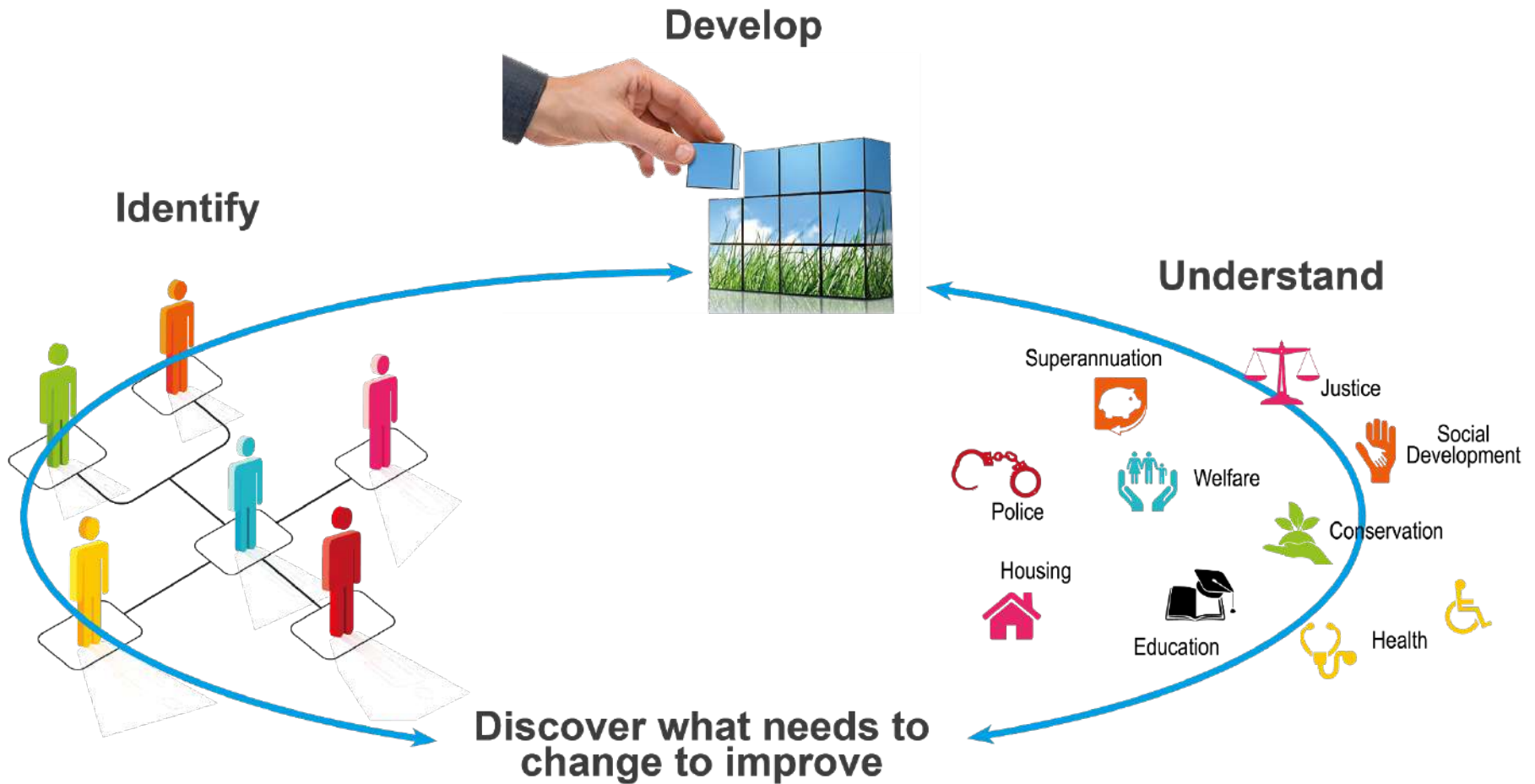
Four key indicators of high risk - Children aged 0 to 14

Using information collected by government agencies we can identify four indicators that are associated with having poor outcomes later in life. These are:



Although these four indicators are associated with poor future outcomes, they may not cause poor outcomes directly. Instead they may be linked to other things that lead to poor outcomes.

Social investment in practice



3.2 Blair Peters

Kiwi Advocacy Kaimahi, Te Rarawa and FNDC Youth Council



3.2a Ebba Raikes

FNDC Youth Council and Registered Nurse



FAR NORTH YOUTH COUNCIL

**Land
Connection**

Employment

Health

3.3 Deidre Otene

General Manager, The MOKO Foundation





Tackling Poverty

Deidre Otene

The MOKO Foundation

2016



The MOKO Foundation



Immediate Health Needs

- NZ has ghettos of 3rd world disease
 - Persistent disease inequity
- 2013 census

| Age | NZ Maori | Northland Maori |
|-------------|-------------|-----------------|
| 0-4 yrs | 24% (71070) | 48% (10659) |
| Over 65 yrs | 5% (32184) | 12% (3447) |



Education, Enterprise, Employment

- Maori Population in Taitokerau: 56,613
- Maori Unemployment: 17.4%
- Maori School Leavers with NCEA level 2 and above: 56%
- Average annual earning: \$40,670



Moving Forward

- Time for Action

- ECONOMIC DEVELOPMENT
- INTERGENERATIONAL LEADERSHIP
- IMPROVE HEALTH OUTCOMES

ECONOMIC DEVELOPMENT

- Immediate Sustainable Employment, Enterprise and Quality Education
- A quality evidence based mentoring & scholarship program for Young People to lift the game in education outcomes and sustainable employment and enterprise
- Innovative Solutions utilising Information Technology
- Include Information Technology at the forefront of priorities for the Far North



Intergenerational Leadership

- Sustainability with Young People at the Core of this focus
- We need to ask ourselves: HOW SUSTAINABLE IS OUR DECISION MAKING???
- The Development of our governance boards needs to be a core focus to move us from a dependent, poverty struck region to an independent sustainable region.



IMPROVE HEALTH OUTCOMES NOW:

MRSA (Methicillin Resistant Staphylococcus aureus)

- MRSA becomes resistant to normal antibiotics, so special treatment is required.
- Northland has the highest rate in the country, twice the rate of infection as a national average
- Immediate action was required



Action HEALTH OUTCOMES

- Prescription fund
- Specialist fund
- Emergency fund



Where do our values sit in overcoming Poverty for the Far North?

- Ensure we have the healthiest population in the world, where families can provide healthy, warm homes, sustenance (food, clean water) and sustainability (income) for their children.
- Ensure that employment, enterprise and education is an aspiration and reality for our people.
- Ensure decision making at a national, Local and Iwi level is made by leaders skilled and connected to achieving the best for the Far North

Exercise 1: Who

TacklingPovertyNZ Workshop

Name:

Manawatu, 15 August 2016

Exercise 1: Maps (the 'who')

Task: Visually represent the poverty landscape in your community

Step 1: Consider these two established definitions of poverty: *absolute poverty* as defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO), and *hardship poverty* as defined by the New Zealand Treasury.

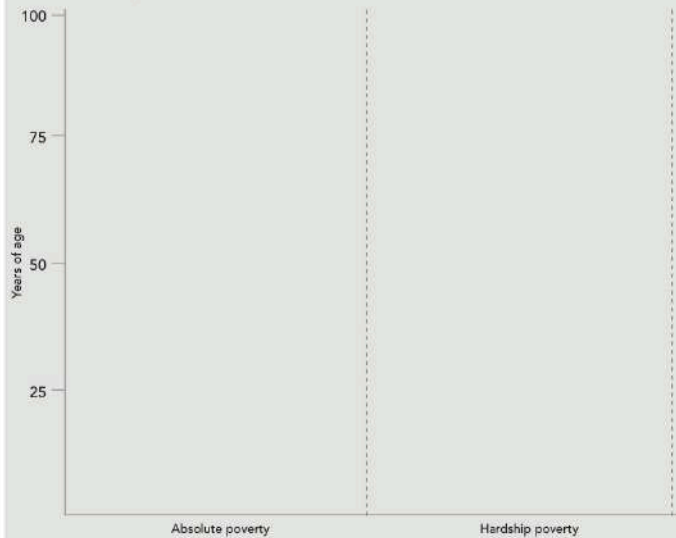
- '*Absolute poverty*' is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter.
- '*Hardship*' poverty is when an individual is constrained by their material circumstances from achieving a minimum 'decent' level of wellbeing.

For the purposes of this exercise, imagine these types of poverty as one end of a continuum of wellbeing – at the other end of the continuum is a high level of individual and communal wellbeing that is sustainable over the long term.

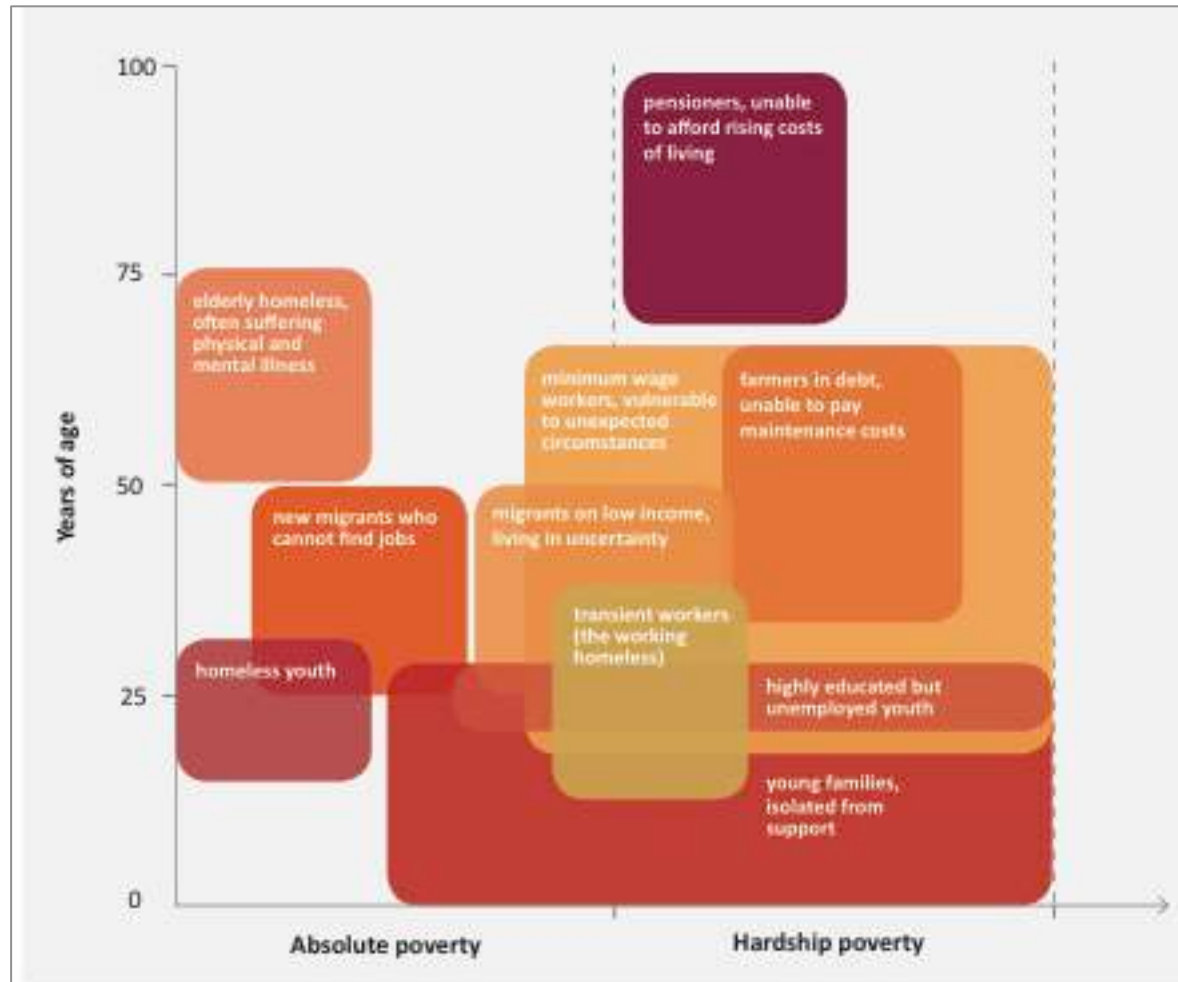
Step 2: Discuss with your group the different demographic groups that are affected by poverty in your area.

Step 3: Fill in the map below by positioning the 'affected groups' you have identified according to their age range and the extremity of their situation.

Please use this space to jot notes down during the panel discussion. This worksheet will then provide a useful resource in the group work that follows.



Queenstown example of the map



Exercise 2: The Ideas

TacklingPovertyNZ Workshop

Name:

Exercise 2: Post-its (the 'ideas')

Manawatu, 15 August 2016

Task: Think about how and why poverty affects different groups in different ways and how change could come about

- Step 1: Fill in the left-hand column with the 'affected groups' identified in Exercise 1.
- Step 2: Discuss with your group the issues that these groups are faced with because of poverty. Fill in the right-hand column with your ideas and observations on how change could come about.
- Step 3: Write your ideas and observations on post-its to present to the plenary and display on the wall.

Please use this space to jot notes down during the panel discussion. This worksheet will then provide a useful resource in the group work that follows.

| Affected group (from Exercise 1) | How and why they are affected |
|-------------------------------------|-------------------------------|
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4.0 Challenges and opportunities

1. Get the most out of everyone in the group
 - What do you think, feel, see going forward?
 - What are we missing? What is getting in the way?
2. Develop consensus: test assumptions, deal with myths
3. Build and share solutions
4. Strategy is about choice
 - What ideas should we focus on? What should we say no to?
5. Successful strategy is about pitch
 - Turning 'the hows' into actions
6. Identify who needs to do what 'to bring about change'
 - What local players and/or national players?

Exercise 3: The How

TacklingPovertyNZ Workshop

Name:

Exercise 3: Seven ways (the 'how')

Manawatu, 15 August 2016

Task: Develop seven specific, actionable ways to address the issues

Step 1: Brainstorm with your group possible ways to address the ideas that come under the domain you have chosen. Record your thinking in the left-hand column.

Step 2: Narrow your ideas down into seven actions or 'hows'. These actions could be pursued at a local or national level (please specify). You will present these to the plenary and then to the public in the evening presentation.

Please use this space to jot notes down during the panel discussion. This worksheet will then provide a useful resource in the group work that follows.

Ideas and possible actions (specific ideas from Exercise 2) **Seven hows**

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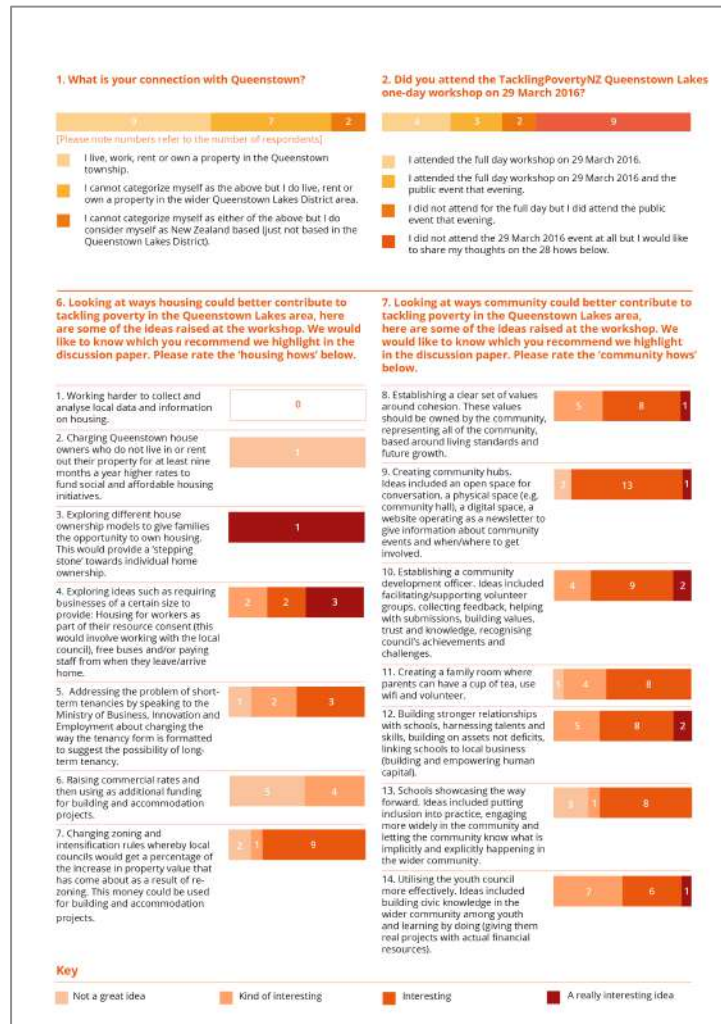
Queenstown example of '7 hows' by topic

3.3.1 *The housing domain*

1. Working harder to collect and analyse local data and information on housing.
2. Charging Queenstown house owners who do not live in or rent out their property for at least nine months a year higher rates to fund social and affordable housing initiatives.
3. Exploring different house ownership models to give families the opportunity to own housing. This would provide a 'stepping stone' towards individual home ownership.
4. Exploring ideas such as requiring businesses of a certain size to provide: Housing for workers as part of their resource consent (this would involve working with the local council), free buses and/or paying staff from when they leave/arrive home.
5. Addressing the problem of short-term tenancies by speaking to the Ministry of Business, Innovation and Employment about changing the way the tenancy form is formatted to suggest the possibility of long-term tenancy.
6. Raising commercial rates and then using as additional funding for building and accommodation projects.
7. Changing zoning and intensification rules whereby local councils would get a percentage of the increase in property value that has come about as a result of re-zoning. This money could be used for building and accommodation projects.

Queenstown example of survey

(we will email you a link to complete the survey in the next few weeks)



Queenstown example of discussion paper

Discussion paper 2016/01 A Queenstown Lakes District perspective on tackling poverty

Final Draft
As at 20160622

This paper forms part of a series showcasing insights from individuals who have attended a one-day workshop in their local community.

We need to develop a shared vision for the things we value and want to protect here in Queenstown.

Nicole Lowery, local school teacher

People living in poverty aren't necessarily going to match the image we have been trained by the media to associate with poverty. They could be living next door to you, they could be your child's best friend at school. We need to open our eyes and look.

Vanessa van Uden, Mayor Queenstown Lakes District



WE NEED TO IDENTIFY AND EXPLORE SOLUTIONS. GOVERNMENT (LOCAL AND CENTRAL), BUSINESSES AND COMMUNITIES WILL ALL HAVE ROLES.

Cath Gilmour, Catalyst Trust chair and local councillor

Long-term renters leaving the district is heartbreaking as they are the coaches of our sports teams, the PTA committee members and the volunteers of our community.

Niki Mason, Happiness House

To maintain a world-class tourism destination as well an amazing place to live, we must consider how to best build and maintain a resilient, vibrant and connected community.

Marie Day, Queenstown Lakes District Council

We shouldn't be able to say you can't live here, but it is actually coming down to that.

Hine Marchand, Salvation Army



Businesses can be real drivers of change within the community and it is essential that they are present when we discuss how to tackle poverty.

Tal Yochay, participant



Where are you on the transition to a talent based economy?

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Job-based economy | Talent-based economy |
| Organisational Structure | |
| Hierarchical (controlling) Change is made from the top down | Networked (evolving) Change is made by people building and sharing ideas. The best ideas are then woven into the organisation |
| Type of thinking | |
| Fast thinking (reactive) Looks backward to predict the future Tends to respond to the noise and those that are perceived to have power (often overreacting) | Slow thinking (proactive) Looks forward (does not believe in predicting the future but instead focuses on understanding a range of possible futures) Creating space for foresight, research, observation, hacking ideas, stress-test thinking and reflection – what is happening in the external landscape? Talent tends to have wide knowledge and diverse networks while maintaining the ability to focus intensively when required |
| Output focus | |
| Goal-orientated | Team and task-orientated |
| Metrics most commonly used | |
| Quantity Key question: How do we store and search all of this data? (The problem is information overload) | Quality Key question: How can we mine the data so we get the information we need? (The problem is how to curate the information to develop strategic knowledge) |
| Communication | |
| Embraces traditional marketing and media tools (one-way) | Embraces the digital revolution, design and storytelling and engages with social media in a considered and responsive manner |
| Risk | |
| Identifies and manage risk events | Considers deeply its risk appetite and risk profile and uses this information to better position itself against a range of events (where possible improving its position when negative events happen) |
| Funding | |
| Banks | In addition to banks: crowdsourcing, microfinancing and other forms of collaboration |
| Pivot Point | |
| When the CEO changes | When the external landscape changes |
| Aim | |
| To be innovative, robust and resilient | To be creative, adaptive and agile (antifragility) |
| To be the best | To be better |



"A place where talent wants to live"

– Sir Paul Callaghan

Watch Sir Paul Callaghan's 20 minute video: *StrategyNZ: Mapping our Future workshop: A place where talent wants to live* on our YouTube Channel, 2011

"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."

"Never underestimate 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."

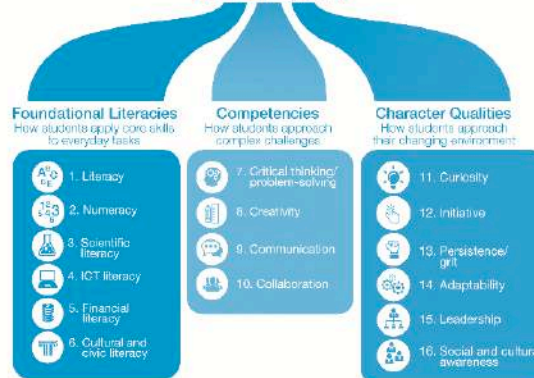
Read *Luminous Moments*, Bridget Williams Books, 2014

What is talent?



The Institute discovered from 30 in-depth interviews we undertook with New Zealanders in 2013 that talent was best defined in terms of three components: character (the key component), personality, and a commitment to learning and practising skills. Read the interviews in the *TalentNZ Journal* – see <http://talentnz.org/2013-journal-interviews>. Interestingly, these ideas around talent have also been developed by the World Economic Forum (see below).

21st-Century Skills



To uncover the skills that meet the needs of a 21st-century marketplace, in 2015 the World Economic Forum conducted a meta-analysis of research about 21st-century skills in primary and secondary education. They distilled the research into 16 skills in three broad categories: foundational literacies, competencies and character qualities – see <http://widgets.weforum.org/nve-2015>.

How do you create a talent based economy?

Grow

1. Put the student at the centre
2. Build curriculums fit for the future
3. Incentivise young people who want to be makers
4. Incentivise young people who want a university education to complete their undergraduate degree in New Zealand
5. Cultivate new talents
6. Promote storytelling (Pūrākau)
7. Seek out a youth voice

Attract

8. Map the ecosystem
9. Identify the talent you want
10. Attract international talent
11. Showcase existing talent
12. Showcase hard infrastructure
13. Showcase soft infrastructure
14. Provide an appropriate rewards package

Retain

15. Use the talents we have
16. Provide clear career pathways for individuals
17. Foster a caring and enjoyable environment (Manaaki)
18. Focus on creating a good entry and exit
19. Combine talents to build effective teams
20. Communicate future intentions
21. Share community goals

Connect

22. Take responsibility for connecting
23. Connect existing talent with a purpose
24. Create twinning opportunities
25. Embrace diaspora
26. Create hubs
27. Create an online presence
28. Manage logistics by aligning people, data, products and services

Thank you Kaitiaia

15 September 2016



Use [#tacklingpovertynz](#) to join the national conversation

