# Management – National Consultation

The business suite has entered National Consultation which means, all are invited to provide feedback on the reviewed draft qualifications and other content that has been pulled together by the established Working Groups.

This resource provides insights into the journey of the following generic management-related qualifications**:**

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| **Vocational business qualification** | **In or out of scope** | **Where to review** |
| New Zealand Certificate in Business (First-Line Management) (Level 4) | Out of scope | [Te Manu Arataki](https://ringahora.nz/manu-arataki/) has separated Leadership from Management, review their journey [here](https://ringahora.nz/qualifications/business-and-professional-services/consultation-on-the-review-and-development-of-leadership-qualifications/). |
| New Zealand Diploma in Business (Level 5) – Management | In scope | review the below |
| New Zealand Diploma in Business (Level 6) – Management | In scope |

**Changes at a glance:**

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| **Management Level 5** | **Management Level 6** |
| * Created new graduate profile outcomes based on processes, resources, and performance | * Propose to discontinue a general Management strand and explore new opportunities that are relevant and fit for purpose |

We would like your feedback, based on the below information. Feedback may include:

* What you do or do not support,
* If information is unclear.
* If there are gaps.

## Journey of separating Leadership and Management

Te Manu Arataki Leadership Project was launched to review the existing leadership credentials across vocational education. Improving leadership capability provides an opportunity to drive further growth in New Zealand’s productivity, and to positively impact businesses and the economy.

The stages Te Manu Arataki went through can be viewed in more detail [here](https://ringahora.nz/manu-arataki/).

Different Te Manu Arataki Working Groups were established to review different levels of vocational education qualifications, these groups identified leadership-specific elements using the information gathered from the environmental scan. This initiated the separation of Leadership and Management disciplines. The leadership-specific elements were developed into new qualifications, review the latest updates and commentary [here](https://ringahora.nz/qualifications/business-and-professional-services/consultation-on-the-review-and-development-of-leadership-qualifications/). The

The management-specific elements were passed onto the Management Working Groups to review. The outcomes included:

*New Zealand Certificate in Business (First-Line Management) (Level 4)*

The proposal to develop the new NZ Certificate in Leadership (Level 4) was made by Te Manu Arataki Leadership Project Working Group following consultation about the New Zealand Certificate in Business (First-Line Management) (Level 4). We also consulted with employers, industry members, Training Providers, and the Management Working Group (part of the ongoing review of the Business suite of qualifications).

This new proposal retains existing first-line management skills and presents opportunities to expand leadership skills and real-life leadership experiences, in various leadership environments, and becomes more accessible and responsive in building leaders of Aotearoa.

*New Zealand Diploma in Business (Level 5) – Management strand*

Management is one of many disciplines within this New Zealand Diploma in Business Level 5. The following elements were identified as management-specific elements and handed over to the Management Working Group to review:

* Manage people and processes within scope, resources, and time.
* Contribute to business planning to support the entity's productivity and performance.
* Implement sustainability (procurement, planning, processes)
* Evaluate decisions and decision-making process
* Plan, lead, organise, and control
* Continuous improvement

*New Zealand Diploma in Business (Level 6) – Management strand*

Management is one of many disciplines within this New Zealand Diploma in Business Level 6. The following elements were identified as management-specific elements and handed over to the Management Working Group to review:

* Manage resources to support the sustainable performance of the entity.
* Manage stakeholder relationships to support the entity's performance.
* Manage compliance with internal and external requirements.

### Reviewed: New Zealand Diploma in Business (Level 5) – Management strand

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| **Strategic purpose statement** *(purpose of the qualification)* | | |
| The purpose of this qualification is to provide Aotearoa New Zealand with people who have business knowledge and skills that can be applied in a range of operational business contexts. Graduates will be able to contribute to the achievement of business operational objectives, through the application of knowledge and skills, in an ethical and inclusive manner, in accordance with ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi), and in a multi-cultural environment. The qualification includes strands that allow graduates to apply knowledge and skills in a range of specialised business operational contexts. Some strands can lead to further credentialing by professional bodies. | | |
| **Core graduate profile outcomes** *(describes what graduates can know, be, and do)* | | |
| **Reviewed draft core graduate profile outcomes** *(please note you can provide feedback on this and it will be sent to the Core Working Group)* | | |
| * Analyse the operational impact of internal and external environments on an entity to inform decision-making. * Apply broad knowledge of business principles and practices and contribute operationally to support innovation, performance and organisational change in an entity. * Develop and maintain operational business relationships with stakeholders to support the performance of an entity. * Communicate clear and concise business information with internal and external stakeholders to meet operational objectives of an entity * Apply knowledge of te Tiriti o Waitangi to analyse how the resulting bi-cultural partnership can be applied to an entity’s operational activities and relationships. * Apply professional and ethical practices with integrity, to contribute to the growth and sustainability of an entity. | | |
| **Te Manu Arataki Leadership Working Group identified the following as Management-related outcomes in the existing strand** | **Reviewed amendments** | **What do we mean by each graduate outcome:** |
| Manage people and processes within scope, resources, and time | Manage human resource and management processes for an entity’s performance | * Performance Management within scope, resources, and time   + Managing people in different workplace environments     - E.g. contractors, FT, PT, remote, mobile workplaces, office, etc   + When they need to step in   + KPIs   + Managing workflows * Resource Management * Other types of management processes may include   + Change management, IT processes * Focuses on administering and maintaining systems * Practical and process-oriented |
| Contribute to business planning to support the entity’s productivity and performance | Contribute to business planning to support an entity’s performance  Credits 15 | * Business planning and improving productivity * Strategic overview   + Implementing the business goals, mission, and vision * Emphasises planning, organising, and controlling   + Concerned with achieving goals and objectives   + Control measures     - Budget and resources * Continuous improvements of processes and practices |
| Implement sustainability | Implement and manage sustainable practices for an entity’s performance  Credits 15 | * Awareness of opportunity for new sustainable practices   + Times, resources, efficiencies   + Existing unsustainable practices * Implement and manage sustainability   + procurement, planning, resources, and processes   + within scope, resources, and time |
| Evaluate decisions and decision-making process | Evaluate business decisions and decision-making processes to contribute to an entity’s performance  Credits 15 | * Factors being evaluated   + E.g. risk analysis in H&S, reputation, and/or financial * Evaluate and review decisions   + Type of decisions – policy, process, managerial, organisational, workflow * Decision-making process   + People involved, how decision was made, conveyed and consulted   + Impact on people and entity * Business data and analytics   + Collating, analysing, and presenting data     - Presented in charts, tables, presentations, reports     - Types of data is contextual to their entity and responsibility, how the data is useful and used by their people in their entity |
| Plan, organise, and control | Has been merged into the last column |  |

### Reviewed: New Zealand Diploma in Business (Level 6) – Management strand

**Proposed outcome:** Discontinue the Management strand.

**Reason:** The NZD in Business (Level 6) Leadership and Management strand reportedly has a higher completion rate compared to the other strands in this qualification. Te Manu Arataki Leadership Project Working Group has reviewed the leadership pathway (across Level 3 – Level 6) and has proposed to remove Leadership from the NZD in Business (Level 6). They have developed a new separate qualification – NZD in Strategic Leadership (Level 6).

The Management Working Group, formed as part of the Business Suite Qualification Review Project, has proposed to remove a generalist Management strand at Level 6. Instead focus on:

* shorter and more technically focused add-on credentials that aim to build the capability of managers,
* create flexible credentials that can stack into programmes and/or supports pathways into degree-level qualifications.

This could delve into specialised topics at Level 6 such as:

* Innovation management
* Entrepreneurial thinking
* Governance
* Change management
* Product management

Vocational education for Business does not loose qualifications or credentials. Now that all general Business qualifications have been reviewed, we are able to see what is currently on offer and may be available in the future:

**Vocational qualifications and potential credentials landscape**: Please note, this diagram is open for feedback and is not finalised.

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