Guidance Information for Providers: Leadership suite of qualifications and credentials

- Please note at the time of publication of the guidance information on the website, the NZ Diploma in Business (with strand in Leadership) (Level 5) [Ref: 2459], the New Zealand Diploma in Leadership (Level 6) [Ref: 5355], and the skill standards associated with the leadership suite are in development.

This document is designed to support Tertiary Education Organisations (TEOs) who are designing programmes leading to the below qualifications by providing detailed information about the qualifications and information on key areas that need to be considered in the programme and assessments.

- New Zealand Certificate in Leadership (Level 3) [Ref: 5304] Version 1
- New Zealand Certificate in Leadership (Level 4) [Ref: 5306] Version 1
- New Zealand Diploma in Business (with strand in Leadership) (Level 5) [Ref: 2459] Version 3
- New Zealand Diploma in Leadership (Level 6) [Ref: 5355] Version 1

Programme Conditions across all Business qualifications:

Programme delivery should be in a context which allows for all assessment to be conducted in real business context(s) or based on scenario(s) which must reflect the requirements and practicalities across **bi-cultural and multi-cultural environments** in Aotearoa New Zealand. Programme delivery should reflect Te Tiriti o Waitangi.

Real or scenario-based	May be taught and assessed in a role where context is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or context of work environment.
Bicultural and multi-cultural environments	*Multiculturalism in Aotearoa New Zealand* encompasses the recognition, celebration, and integration of diverse cultural backgrounds and perspectives within the country.
Programme delivery should reflect Te Tiriti o Waitangi.	Refers to delivery, teaching, assessment practice, and the conditions which support equity. See link for programme guidance on how your programme could reflect Te Tiriti o Waitangi.
Professional and ethical practice	Refers to inclusivity, tikanga, organisational values, expected behaviours, and conduct.

New Zealand Certificate in Leadership (Level 3) [Ref: 5304] (40 credits)

This qualification replaced the New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453 v2] as part of the review and development of leadership qualifications and credentials.

Graduates of this qualification may be employed in or contribute to a variety of employment, cultural, or community settings using leadership skills.

Conditions: Please see Programme Conditions across all Leadership qualifications.

Suggestions for programme development:

Please note that there was a change from 45 credits to 40 credits.

Definitions

Own contexts and responsibilities refer to the learner's situation and circumstances whether that be in employment, in the community, or requiring simulated scenarios of a typical workplace environment.

A *leadership context* refers to an environment or situation requiring leadership. The who, what, where, and when you lead that determines how you lead.

Recommended standards:

Skill standards developed primarily for assessment within this qualification [Ref: 5304], and can be used within other programmes with a leadership component are:

New Zealand Certificate in Leadership (Level 3)		
Graduate Profile Outcome	**Credits**	**Skill Standard - ==ALL Working Titles==**
Identify and adopt strategies to enhance personal strengths and values to lead within own contexts and responsibilities.	10	• Identify and apply personal strengths and values to a people-led activity
Identify and adopt self-reflection by considering professional and ethical behaviour, personal values, and the impact on others, in a leadership context.	10	• Act professionally and ethically to support organisational values in a leadership context • Use self-reflection in a leadership activity
Communicate effectively in a socially and culturally responsible manner within a leadership context.	10	• Apply communication skills and styles to lead a task or activity
Contribute to decision-making and/or solution-building within own contexts and responsibilities.	10	• Apply problem solving techniques contribute to decision-making for an organisational purpose

New Zealand Certificate in Leadership (Level 4) [Ref: 5306-1] (60 credits)

This qualification replaced the New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456] as part of the review and development of leadership qualifications and credentials.

The employment, cultural and community pathways that graduates of this qualification may take could contribute to thought leadership, coaching and mentoring, leading a kaupapa, hapū leadership, and raising awareness for diverse communities.

Pathways include leadership and management positions such as team leader, second in-command, supervisor, production manager and can be applied in a variety of employment, cultural, or community settings.

Conditions: Please see Programme Conditions across all Leadership qualifications.

Definitions

Leadership activity refers to an activity which requires taking the lead in an idea, event, situation, kaupapa, and management activities.

Organisation can be a commercial or other enterprise, not necessarily for profit, a community organisation, and can be a team or business unit within a larger organisation.

Recommended standards: Skill standards developed primarily for assessment within this qualification [Ref: 5306], and can be used within other programmes with a leadership component are:

New Zealand Certificate in Leadership (Level 4)		
GPO	**Credits**	**Skill Standard - <mark>ALL Working Titles</mark>**
Lead others and manage workflows to establish and achieve objectives.	20	• Lead people in an activity to achieve an objective or outcome
Apply self-reflection and self-assessment to enhance leadership and management practice.	10	• Enhance leadership through self-reflection and self-assessment
Assess situations and apply leadership skills to respond effectively.	10	• Assess, respond, and reflect on situations in a leadership activity
Promote an inclusive environment to value diversity for positive performance for the organisation.	5	• Foster an inclusive environment in a leadership activity
Communicate to develop effective relationships with team members and other parties.	10	• Communicate to promote effective relationships as a leader
Role-model and promote professional and ethical practices within a leadership role.	5	• Demonstrate and promote professional and ethical behaviour in a leadership activity

New Zealand Diploma in Business (Level 5) with strand in Leadership [Ref: 2459]

As part of the review, the Leadership and Management strand was separated into its own speciality areas.

Conditions: Please see Programme Conditions across all Leadership qualifications.

Suggestions for programme development:

This qualification is designed to equip graduates to work at an operational level.

This qualification is 120 credits: 60 credits from the compulsory core GPOs and the remaining 60 credits are from the Leadership strand. The 60 credits from the core GPOs (1-6) can either be integrated across the programme within the leadership strand or they can be represented through individual modules/courses. As mentioned earlier, each GPO needs to be sufficiently unpacked through the programme. It is not advisable to have one component with a high credit value leading to the achievement of one GPO.

Recommended standards:

Skill standards developed primarily for assessment of this strand within this qualification **[Ref: 2459],** and can be used within other programmes with a leadership component are:

Level 5- Leadership strand		
GPO	**Credits**	**Skill Standard – <mark>ALL Working Titles</mark>**
Lead with kaitiakitanga to identify operational challenges and apply continuous improvement techniques to support the entity's performance.	15	• Assess operational issues and apply continuous improvement techniques to support an entity's performance
Lead others to implement activities that contribute to an entity's planned changes and improvements to support its performance.	15	• Lead others to implement activities and change to support an entity's performance
Implement strategies to build a positive team culture that values diversity and supports an entity	15	• Implement strategies for a positive, diversity inclusive, workplace culture
Communicate to lead using interpersonal and influencing techniques to support an entity's performance.*	15	• Communicate using interpersonal and influencing techniques to support an entity's performance

*This GPO is about communicating as a leader to mentor, coach, influence team and people rather than stakeholders. There are other GPO in the **Core** that covers communication with stakeholders. These are:

- *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.*

New Zealand Diploma in Strategic Leadership (Level 6) [Ref: 5355].

As part of the review, this qualification was split from the New Zealand Diploma in Business (Level 6) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Māori Business and Management, and Marketing and Sales [Ref: 2460].

Conditions: Please see Programme Conditions across all Leadership qualifications.

Suggestions for programme development:

The focus of this qualification is to enable the graduates to apply knowledge and skills in a range of strategic leadership contexts. Strategy is relating to establishing a long-term (big picture) plan while operations (as indicated in the Level 5 qualification), relate to implementing the strategy.

It is important that at Level 6 the programme enables the learner to develop knowledge and skills related to long-term planning. Multiple concepts applied at the strategic level should be included in the programme. The employment outcomes indicate that graduates from any strand may be employed in different roles at the middle - senior level. In order for a graduate to be employed at a senior leadership position after the completion of this qualification, they should also have working knowledge at an operational level. Only then will graduates be able to establish the skills of strategizing by capitalising on prior work experience and relating it to strategic leadership concepts as addressed in this qualification.

Programme delivery and assessment must be supported by credible leadership theories which may include Māori and Pacific frameworks, values, and principles. This is further supported by the skill standards that have been developed towards the Diploma.

Definitions

Evaluate refers to using a range of methodologies, tools, data analysis and outcomes.

Current influences refer to local and global trends that may impact an organisation economically, environmentally, socially, and culturally.

Recommended standards:

Skill standards developed primarily for assessment within this qualification **[Ref:5355],** and can be used within other programmes with strategic leadership components are:

Level 6		
GPO	**Credits**	**Skill Standard – ALL Working Titles**
Evaluate the impact of current influences on an organisation's operations and make strategic recommendations to support an organisation's performance.	30	• Analyse and evaluate the impact of current influences on operations to support an organisation's performance
Lead people to enable achievement of strategic organisational goals to support an organisation's performance.	15	• Lead people to enable achievement of individual and/or organisational goals
Implement continuous improvement strategies to support an organisation's performance.	15	• Apply continuous improvement strategies to support an organisation's performance
Lead and implement change to support an organisation's performance.	30	• Lead people and influence change to enhance growth in an organisation
Develop and evaluate strategies for a positive workplace culture and team engagement to value diversity and to support an organisation's performance.	30	• Lead and implement strategies to develop a positive workplace culture and team engagement that values diversity

Glossary

Aotearoa's unique and diverse contexts	Refers to inclusion of Te Tiriti o Waitangi, Māori culture, multiculturalism, the recognition, celebration, and integration of diverse cultural backgrounds and perspectives within the country.
Inclusive practice	refer to teaching strategies, policies, and approaches that ensure all students, regardless of their abilities, backgrounds, or learning styles, receive equitable access to quality education.
Leadership activity	Refers to an activity which requires taking the lead in an idea, event, situation, kaupapa, and/or management activities.
Leadership context	Refers to an environment or situation requiring leadership. The who, what, where, and when you lead that determines how you lead.
Organisation	Can be a commercial or other enterprise, not necessarily for profit, a community organisation, and can be a team or business unit within a larger organisation.
Professional and ethical practice	Refers to inclusivity, tikanga, organisational values, expected behaviours, and conduct.
Kaupapa	A cause, idea, or purpose that guides leadership action - often grounded in shared values and meaning.
Te ao Māori	The Māori worldview - encompassing Māori values, beliefs, and understandings rooted in Māori culture.
Tāngata Whaikaha	Refers to people who may have a disability or disabilities.
Tikanga	Refers to customs, protocols, and/or appropriate ways of doing things.
Kaitiakitanga	In a leadership context, refers to the responsibility of care for people and resources, valuing whakapapa (genealogy) and connections, fostering holistic wellbeing, protecting the taiāo (environment) and embodying manaakitanga.
Manaakitanga	Hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others.
Whanaungatanga	The process of establishing and maintaining strong, meaningful relationships and a sense of belonging.
Tuakana-Teina	A relational learning model where an older/experienced person guides younger/less experienced person (and vice versa).
Kaiārahi	A mentor, guide, or leader who supports others on their journey.

Te Tiriti o Waitangi – The Treaty of Waitangi

By integrating Te Tiriti o Waitangi into educational programmes, providers help prepare learners to engage respectfully and confidently in a bicultural and multicultural Aotearoa.

Please see link for Te Tiriti o Waitangi – Programme delivery support information.

Resources

Links to resources are included in the skill standards but more included here:

Te Tiriti o Waitangi

- Local Iwi to your institute
- Local tangata whaikaha association
- Local Pacific business network and standard
- National Library New Zealand | He Tohu – Te Tiriti o Waitangi Workbook
- Groundwork.org.nz - Te Tiriti articles in practice
- Te Ara – Principles of The Treaty of Waitangi

Diversity, Equity, and Inclusion

- Canadian Centre for Diversity and Inclusion – Glossary of IDEA terms. A reference tool for inclusion, diversity, equity, and accessibility terminology.
- Diversity Works New Zealand – Resources
- Diversity Works New Zealand – Aotearoa Inclusivity Matrix
- Diversity Works New Zealand – Developing your rationale for Diversity, Equity, and Inclusion
- Diversity Works New Zealand –Getting Started: Leadership
- Diversity Works New Zealand - Respect Disability in the Workplace
- Ministry of Ethnic Communities – Ethnic Diversity in the Workplace "Riding the wave – Managing ethnic diversity in the workplace"
- New Zealand Disability Employer's Network
- Whaikaha – Ministry of Disabled People – Supporting the dignity of disabled people – things to know and do

Leadership models, styles, frameworks

- 3 stage reflection cycle/ Rolfe et al.'s (2001) Reflective Model (What? So what? Now what?)
- Business.govt.nz- Leadership styles and when to use them
- Kotter's 8-steps for Leading Change
- Mana Pasifika – Fonofale
- Mindtools – Tuckman's model of nurturing a team of high performance- Forming, Storming, Norming and Performing
- Ministry for Pacific Peoples- Yavu – Foundations of Pacific Engagement Tool
- Reflective Journal – working template (weebly.com)
- Te Whare Tapa Whā Te whare tapa whā and wellbeing | Healthify

Appendix:

About the Leadership Qualifications

The goal to review and develop leadership qualifications which sit under the subject area Management and Commerce » Business and Management » Business Management was to enhance the generic suite of existing products to create and allow for:

- clearer, more accessible, and visible pathways
- more inclusivity of learners, in particular Māori, Pacific, and tangata whaikaha
- being more regionally responsive
- inclusivity of all industry voices.

The project was titled **Te Manu Arataki**. Te Manu Arataki is a Māori concept that involves birds, like ducks and geese, taking turns leading a group. When they fly in their characteristic V-shaped formations, they switch leaders as needed. It's like a well-coordinated team, where each member contributes to the effort, making the journey more efficient.

The generic nature of leadership is transversal and needed in across all areas of industries, sectors, and communities.

Needs Analysis and Engagement Process

The project began with an Environmental Scan and sought to answer the following questions:

- What is leadership?
- Why is leadership important?
- How are leaders developed in Aotearoa?
- What are the barriers and enablers in leadership development?

Engagement Processes

A series of webinars and engagements with various industry and education providers, Māori, Pacific, and rangatahi. This has been packaged into The Summary of Engagement Findings and has fed into the development of the Leadership qualifications and credentials.

While we have incorporated the key points from our engagements into the design of the qualifications and standards, we encourage you to read the Summary of Engagement Findings to incorporate into the design of your programmes.

Previous leadership credentials in the Business suite

We used the below qualifications in the Business suite to focus the leadership credentials:

- New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453]
- New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456]
- New Zealand Diploma in Business with strand in Leadership and Management (Level 5) [Ref: 2459]
- New Zealand Diploma in Business with strand in Leadership and Management (Level 6) [Ref: 2460]

Review and Development Process

A series of in person and virtual meetings with working group members to design and shape the qualifications and standards were held between July 2024- February 2025.

Working Group members included industry, education providers, professionals, Māori, Pacific, and whaikaha representatives.

Similar to the Business qualifications are deliberately flexible and explicitly designed to be relevant to a wide range of contexts including all "Aotearoa New Zealand people and communities": from large organisations to a small marae, from commercial businesses to the volunteer sector, from ongoing business activities to one-off business events. They are also designed to cater a range of assessment contexts, such as on job/classroom based/online/blended.

The qualifications, while under the Subject Area of Management and Commerce » Business and Management » Business Management, should still be able to meet the needs of a wide variety of businesses and organisations.