

## Key skills (knowledge and experience) sought

	Supporting examples (evidence) for your ratings or other related comments (if any)	<b>Self Assessment</b> (Please tick, using rating scale set out below)
<b>Strategy</b>	<p>Ability to think strategically and identify and critically assess strategic opportunities and threats, and develop effective strategies in the context of the strategic objectives of the College.</p> <p>Knowledge of, and successful experience in, defining, setting and implementing organisational or business strategy, particularly in relation to innovation and growth.</p> <p>Knowledge and successful experience in creating new revenue streams and growing existing income through sound implementation of strategy in conjunction with an appropriate understanding of risk management.</p>	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Strategy rating</b>		
<b>Policy Development</b>	<p>Ability to identify key issues and opportunities for the College within the not for profit and education industries, and develop appropriate policies to define the parameters within which the College should operate.</p>	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Policy Development rating</b>		
<b>Financial Literacy</b>	<p>Strong financial literacy and understanding of financial statements, including knowledge and experience in addressing organisational financial concerns and strengthening its financial position through qualifications and/or experience in accounting and/or finance and the ability to:</p> <ul style="list-style-type: none"> <li>· analyse key financial statements;</li> <li>· critically assess financial viability and performance;</li> <li>· contribute to strategic financial planning;</li> <li>· oversee budgets and the efficient use of resources; and</li> <li>· oversee funding arrangements and accountability.</li> </ul>	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Financial Literacy rating</b>		
<b>Risk and Compliance Oversight</b>	<p>Ability to identify key risks to the College in a wide range of areas including legal and regulatory compliance. Ability to monitor risk and compliance management frameworks and systems.</p>	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Risk and Compliance rating</b>		

	Supporting examples (evidence) for your ratings or other related comments (if any)	<b>Self Assessment</b> (Please tick, using rating scale set out below)
<b>Executive Management</b>	Successful experience at an executive level including the ability to: <ul style="list-style-type: none"> <li>· appoint and evaluate the performance of staff;</li> <li>· oversee strategic human resource management including workforce planning, and employee and industrial relations; and</li> <li>· oversee large scale organisational change.</li> </ul>	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Executive Management rating</b>		
<b>Commercial Experience</b>	A broad range of successful commercial and business experience, preferably in the small to medium enterprise or not for profit context.	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Commercial Experience rating</b>		
<b>Network of useful relationships</b>	High-level reputation with, and useful networks in, government and other key stakeholder groups, and the ability to effectively engage and communicate with those networks to achieve outcomes beneficial to the College. Knowledge of, and successful experience in, establishing mutually beneficial partnerships with NFP and commercial businesses.	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Network relationship rating</b>		
<b>Governance knowledge and Board experience</b>	Experience at Board level on one or more Boards. The Board should, collectively, comprise directors who demonstrate competence and experience at Board level and/or who have completed formal training in directorship/governance.	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on Governance and Board experience rating</b>		
<b>New Zealand knowledge and understanding</b>	Broad understanding of the NZ paramedic system, covering industry structure, regulation, education, ambulance services, and operating environment.	<input type="checkbox"/> A great deal / expert <input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Supporting comments on NZ knowledge and understanding</b>		

## Desirable Personal Attributes

		<b>Self Assessment</b> (using rating scale set out below)
<b>Integrity &amp; Ethics</b>	A commitment to: <ul style="list-style-type: none"> <li>· understanding and fulfilling the duties and responsibilities of a director, and maintain knowledge in this regard through professional development;</li> <li>· putting the College's interests before any personal interests;</li> <li>· acting in a transparent manner and declaring any activities or conduct that might be a potential conflict;</li> <li>· maintaining strong ethical practices; and</li> <li>· maintaining Board confidentiality at all times.</li> </ul>	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Active listener and effective communicator</b>	The ability to: <ul style="list-style-type: none"> <li>· actively listen to understand, and constructively and appropriately debate, other people's viewpoints;</li> <li>· develop and deliver cogent arguments; and</li> <li>· communicate effectively with a broad range of stakeholders.</li> </ul>	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Constructive questioner</b>	The preparedness to ask questions and challenge management and peer directors in a constructive and appropriate way about key issues.	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Contributor and team player</b>	The ability to work as part of a team, and demonstrate the passion and time to make a genuine and active contribution to the Board, with respect for and trust of boardroom colleagues.	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Commitment</b>	A visible commitment to the purpose for which the College has been established and operates, and its ongoing success.	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Influencer and negotiator</b>	The ability to negotiate outcomes and influence others to agree with those outcomes, including an ability to gain stakeholder support for Board decisions.	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Critical and innovative thinker</b>	The ability to critically analyse complex and detailed information, readily distil key issues, and develop innovative approaches and solutions to problems.	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate
<b>Leadership</b>	Innate leadership skills that are adaptable and forward-focused, including the ability to: <ul style="list-style-type: none"> <li>· appropriately represent the organisation;</li> <li>· set appropriate Board and organisation culture; and</li> <li>· make and take responsibility for decisions and actions.</li> </ul>	<input type="checkbox"/> A lot / strong <input type="checkbox"/> A moderate amount <input type="checkbox"/> A little / limited <input type="checkbox"/> None at all <input type="checkbox"/> Unable to rate