

# Position Description



<b>Position title</b>	<b>Project co-ordinator</b>
<b>Department/School</b>	National Institute for Health Innovation / School of Population Health
<b>Faculty/Division</b>	Faculty of Medical and Health Sciences
<b>Reports to (Title)</b>	Principal Investigator
<b>Key functional relationships</b>	Study co-investigators and advisory team, Research Assistant
<b>Children's Worker (Vulnerable Children Act 2014)</b>	Core

## The University of Auckland as an employer

An inspiring place where, every day, exceptional people directly contribute to shaping lives and society.

### DIFFERENTIATORS

#### What we have:

Reputation, prestige and global reach. Stimulating environment. Size and complexity of opportunities and challenge. Cutting edge resources. Financial strength and stability.

#### What we offer:

Scale and breadth; of roles, challenges and personal and professional opportunities to thrive. Flexibility (i.e. hours, parental support). Diversity of cultures. Lattice development and self directed continual learning.

#### How we do it:

Empower, support and reward individual excellence and performance within a framework of collaboration and a shared common purpose.

#### Who we are:

Intelligent, interesting and passionate people, who care deeply about contributing ideas and critical thinking. Inclusive and equitable employer.

#### Why we do it:

Supporting students to grow into confident citizens. Pride in contributing (individually and collectively) to world-class teaching and research, social contribution and advancement of knowledge. Developing leaders for tomorrow.

### PILLARS

#### Personal growth and collaboration.

Enabled to be myself, achieve personal growth and fulfillment, and **connect** with high calibre, intelligent people who are leading in their field.

An **inspiring environment** that challenges you to excel at the highest level and **values innovation and achievement**.

An organisation where we inspire each other to **contribute** to advancing **learning, research and social outcomes**.

### VALUES

Excellence

Respect

Service

## ABOUT THE FACULTY or DIVISION

NIHI is a group of internationally renowned health researchers and support staff based at the School of Population Health. Our research focuses on the causes, prevention, and treatment of leading health problems, in particular how Information systems and technology can play a role in changing policies and health behaviours and in making healthcare more accessible and affordable.

## MAIN PURPOSE OF THE POSITION

To update the documents and processes and manage the day-to-day running of a Heart Foundation of New Zealand funded project: A survey of the sodium and potassium intakes of 300 New Zealand school children aged 8 to 11 years. Ethical approval for the survey has already been obtained and all study documents and processes have been set up. However, a

full review and update will be required prior to taking the survey to the field – this is because the survey was set up for data collection in 2020 but was put on hold due to Covid-19 lockdowns.

The successful applicant will work closely with the project Principal Investigator and communicate regularly with the wider study team, including all co-investigators and collaborators and Research Assistant.

There will also be an opportunity in the future to contribute to and co-author the results manuscript.

This is a casual position for a minimum of six months. Days of work will average approximately three per week and are flexible depending on data collection in schools and applicant availability. The role will start as soon as possible and is based at the University of Auckland Grafton campus.

WHAT YOU ARE EXPECTED TO DELIVER	
<b>Overall study management</b>	<ul style="list-style-type: none"> <li>• Day to day running of the study in a kind, efficient, culturally safe and accurate manner</li> <li>• Management of the study Research Assistant</li> <li>• Excellent communication with all study staff</li> <li>• Regular reporting to the study lead investigator and project team</li> <li>• Prompt escalation of study related issues</li> </ul>
<b>Ethical approval</b>	<ul style="list-style-type: none"> <li>• Review of the study ethics application and update if required</li> </ul>
<b>Study documents and resources</b>	<p><u>Update:</u></p> <ul style="list-style-type: none"> <li>• Study protocol</li> <li>• Manual of procedures</li> <li>• Participant information sheet</li> <li>• Study questionnaires/forms</li> <li>• Recruitment information</li> <li>• Study video outlining procedures for participating teachers, parents and children</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Stock take of study equipment and tracking to ensure adequate supplies</li> </ul>
<b>Recruitment</b>	<ul style="list-style-type: none"> <li>• Contact primary schools in the Auckland region to recruit them for the survey. Brief teachers, principals, caregivers and the board of trustees.</li> </ul>
<b>Collection of data</b>	<ul style="list-style-type: none"> <li>• Organise and collect study data including anthropometric measures, questionnaires, urine samples, and dietary recalls. The study Research Assistant will help with data collection.</li> </ul>

KNOWLEDGE, SKILLS, EXPERIENCE AND CAPABILITIES	
<b>Qualifications</b>	<p><b>Essential:</b> Full, clean, drivers' licence A police check will also be required</p> <p><b>Preferred:</b> Undergraduate or postgraduate qualification in a health-related field Project management qualification</p>
<b>Experience</b>	<p><b>Essential:</b> Experience in co-ordinating a health-related research project An understanding of Te Tiriti O Waitangi</p> <p><b>Preferred:</b> Experience working in the school environment and with children, caregivers and teachers Experience in collecting blood pressure and anthropometric measures Experience in collecting dietary information An understanding of ICH-GCP</p>

<p><b>Skills and Knowledge</b></p>	<p><b>Essential:</b>  Exceptional interpersonal oral and written communication skills  Excellent time management  Ability to solve problems and make dynamic decisions quickly  Proficient in Microsoft Office programmes including Word, PowerPoint, Excel and Outlook  Ability to work in a team  Ability to understand and appreciate cultural issues and commitment to developing and working in a culturally sensitive working environment</p> <p><b>Preferred:</b>  An understanding of the nutritional aspects of blood pressure</p>
<p><b>Leadership Capabilities</b></p>	<p>Please see Table ONE below.</p>
<p>The five leadership dimensions and associated capabilities (5D Leadership) reflect and encourage a culture of distributed leadership for all staff. The Leadership Framework is an important part of how we attract, select, develop and enable staff achievement.</p> <p>For the annual Professional Staff performance and development planning and review process (EVOLVE), you and your manager will choose the appropriate capabilities as outlined in the <a href="#">EVOLVE process</a>.</p>	

<p><b>KEY RELATIONSHIPS</b></p>	
<p><b>Internal:</b></p> <ul style="list-style-type: none"> <li>• Study lead researcher</li> <li>• Study research assistant</li> <li>• Study statistician</li> <li>• Study advisory group</li> <li>• University administration staff</li> </ul>	<p><b>External:</b></p> <ul style="list-style-type: none"> <li>• The Heart Foundation of New Zealand</li> <li>• 5+ a day</li> <li>• Auckland primary schools (principals, teachers, students)</li> <li>• Parents and caregivers of participants</li> </ul>

<p><b>DELEGATED AUTHORITY</b></p>
<p><b>Human Resources</b>  Required to allocate and monitor workflow for a team (predominantly study research assistant).</p>

<p><b>HEALTH AND SAFETY</b></p>
<p><b>All staff have a responsibility for their own health and safety, and that of others who may be affected by their work and their acts or omissions.</b></p> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Ask for assistance if they are unsure what to do</li> <li>• Make themselves aware of and follow the contents of the University’s Health and Safety Policy, standards and guidelines</li> <li>• Undertake all health and safety training and induction, as required</li> </ul>

- Report any unsafe or unhealthy working conditions or any faults in equipment to the Academic Heads or Directors of Service (or their delegated nominee)
- Ensure that all appropriate personal protective equipment is worn or used as required
- Familiarise themselves with and adhere to local emergency procedures and how to provide appropriate assistance to others

## OCCUPATIONAL HEALTH

**The following aspects of the role require a good level of health and fitness, or involve risks to health in some pre-disposed individuals, and require referral for a pre-employment health assessment and/or ongoing health surveillance.**

The successful applicant will need to be comfortable driving to schools and carrying some bulky (but not heavy) equipment.

## FINANCIAL RESPONSIBILITY

### **Budget Expenditure**

- Authorised to spend from Manager's operating expenditure budget.

### **Purchase Orders**

- Maximum authority to approve/issue purchase order to the value of:
  - \$500

### **Purchase Card (P-Card)**

- No authority to use a Purchase Card (P-Card)

### **Correspondence**

- No authority to sign external correspondence

**TABLE ONE: 5D LEADERSHIP CAPABILITIES**

**These capabilities are for Professional Staff (except Senior Leaders) and**

**Academic Staff:** Lecturer, Research Fellow, Senior Research Fellow, Professional Teaching Fellow and Senior Tutor

Dimension	Capabilities
 <p><b>Exhibiting Personal Leadership</b> Rangatiratanga</p> <p>Role modelling leadership behaviours to engage others and support the University's values and aspirations.</p>	<p><b>Personal Attributes:</b> Displays integrity, professionalism, adaptability and courage, accurately perceiving and interpreting own and others' emotions and behaviours in the context of the situation to effectively manage own responses, reactions and relationships.</p> <p><b>Interpersonal Effectiveness:</b> Communicates with clarity, using constructive interpersonal behaviours and interactions to influence others, resolves conflict and inspires cooperation and achievement.</p>
 <p><b>Setting Direction</b> Mana Tohu</p> <p>Establishing and committing to plans and activities that will deliver the University's strategy.</p>	<p><b>University Awareness:</b> Displays an understanding of the international and commercial context in which the University operates and how the University works to successfully achieve results.</p> <p><b>Planning &amp; Organising:</b> Establishes courses of action for self/and others to ensure that work is completed efficiently, while building/contributing to a successful work/project/research team.</p> <p><b>Stakeholder Service:</b> Ensures that the service provided to stakeholders is a driving force behind decisions and activities; crafts and/or implements service practices that meet the needs of stakeholders (including students and staff) and the University, including a safe and healthy environment.</p>
 <p><b>Innovating and Engaging</b> Whakamatāra</p> <p>Identifying, creating and responding to relationships and opportunities to improve and progress the University.</p>	<p><b>Relationship Building:</b> Establishes and maintains effective working relationships with stakeholders inside and outside the University, using an appropriate interpersonal style to advance the University's objectives.</p> <p><b>Facilitating Change &amp; Innovation:</b> Facilitates and supports University changes needed to adapt to changing external/market demands, technology, and internal initiatives; initiates new approaches to improve results by transforming University/community culture, systems, or programmes/services.</p>
 <p><b>Enabling People</b> Hāpai</p> <p>Developing self, others and teams so they can realise the University's strategy and values.</p>	<p><b>Scholarship / Professional Development:</b> Engages in discovering, integrating, applying and disseminating the knowledge and professional skills necessary to be successful in current and future roles; promotes collegiality and actively pursues development experiences to improve personal impact and that of the University.</p> <p><b>Valuing Equity:</b> Works effectively to support the University's commitment to Māori, Te Tiriti o Waitangi and equity, and values the capabilities and insights of individuals (both inside &amp; outside the organisation) with diverse backgrounds, styles, abilities, and motivation.</p> <p><b>Coaching and Developing Others:</b> Provides feedback, instruction, and development guidance to help others (individuals and teams) excel in their current or future responsibilities; plans and supports the development of individual/team skills and abilities.</p> <p style="text-align: center;">OR</p> <p><b>Leading Teams:</b> Uses appropriate methods and interpersonal styles to develop, coach, motivate, and guide the work/project/research team to attain successful outcomes and objectives.</p>
 <p><b>Achieving Results</b> Whai hua</p> <p>Accepting accountability for making decisions and taking action to deliver the University's strategy and deliver excellent results.</p>	<p><b>Decision Making:</b> Identifies and understands issues, problems, and opportunities; compares data from different sources to draw conclusions and uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences.</p> <p><b>Delivering Results:</b> Sets high objectives for personal/group accomplishment; uses measurement methods to monitor progress toward goals; tenaciously works to meet or exceed goals managing resources responsibly; seeks continuous improvements.</p>