## DAY ONE: Monday 3 July 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.30am – 9.30am</td>
<td>Registration</td>
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<tr>
<td>9.30am-9.40am</td>
<td>Mihi Whakatau</td>
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<tr>
<td>9.40am-9.45am</td>
<td>Welcome and housekeeping – <strong>Romain Mirosa</strong>, Chair ATEM Aotearoa</td>
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| 9.45am – 10.15am | **Opening Speaker** - **Professor Peter Crampton**, Pro-Vice-Chancellor Division of Health Sciences & Dean Otago Medical School, University of Otago  
“Staying Motivated in Times of Change and Uncertainty”  
Session Chair – Romain Mirosa |
| 10.15am-10.45am | Morning Tea                                                              |
| 10.45am – 11.30am | **Session A**  
**Session A1** – Room C07  
**Student Advising & Learning Objectives**  
Champa De, Auckland University of Technology  
**Session A2** – Room C02/C05  
**WORKSHOP: Ka Whanake! - a Collective Approach to Wicked Challenges**  
Jill Borland, Sport Canterbury  
**Session A3** – Room D31  
**The Matrix: Where the Borderless Professionals Are**  
Sheryl Morgan, Wintec |
| 11.45am – 12.15pm | **Keynote Speaker** - **Jonathan Gee**, National President, New Zealand Union of Students’ Associations  
“The Importance of Students and Professional Staff Interactions and Co-creating the Student Experience”  
Session Chair – Romain Mirosa |
| 12.15pm – 1.00pm | Lunch                                                                     |
| 1.00pm – 2.30pm | **Session B**  
**Session B1** – Room C07  
**WORKSHOP: Critiquing the Academic Quality Assurance System for New Zealand Universities**  
Emeritus Professor Sheelagh Matear & Heather Kirkwood  
Academic Quality Agency for New Zealand Universities & Universities New Zealand  
**Session B2** – Room C02/C05  
**WORKSHOP: Discover, Dream, Design and Deliver (Your Destiny). Appreciative Advising and the Student Experience**  
Dr Kristina McGuiness-King & Paul Edwards  
Victoria University of Wellington  
**Session B3a** – Room D31 (40mins)  
**What Does Your Professional Identity Mean to You and is it Recognised?**  
Nonie Kirker – Auckland University of Technology  
**Session B3b** – Room D31 (40mins)  
University of Otago FOFOA ACCOMMODATION Project FOR PACIFIC STUDENTS: Being Innovative with Cultural ways.  
Tofilau Nina Kirifi-Alai, University of Otago |
| 2.30pm-3.00pm | Afternoon Tea                                                            |
| 3.00pm – 3.20pm | **Keynote speaker – Honourable Louise Upston**, Associate Minister for Tertiary Education, Skills and Employment - National Party  
“The State of Tertiary Education”  
Session Chair – Romain Mirosa |
| 3.20pm – 4.00pm | Chocolate Tasting with Gabe Davidson, Chocolate Entrepreneur - The Wellington Chocolate Factory & Close of Day One |
| 6.00pm – 11.00pm | Wine Tasting, Dinner & Live Entertainment (Ratbags) – Foxglove Restaurant, 33 Queens Wharf/57 Customhouse Quay, Wellington |

ATEM Aotearoa Conference 2017
## DAY TWO: Tuesday 4th July 2017

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8.30am – 9.00am</td>
<td>Registration</td>
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<tr>
<td>9.00am-9.15am</td>
<td>Welcome and ATEM Presentation: <strong>Romain Mirosa</strong>, Chair ATEM Aotearoa / <strong>Paul Abela</strong>, Executive Director / <strong>Terry Fulljames</strong>, Assistant Secretary</td>
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<tr>
<td>9.15am – 9.45am</td>
<td>Opening Speaker - <strong>Michelle Jordan-Tong</strong>, Assistant Vice-Chancellor, Student Information Service, University of Waikato &amp; Vice-President ATEM &quot;A Culture of Inclusion for Tertiary Education New Zealand&quot;</td>
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<tr>
<td>9.45am – 10.15am</td>
<td>Session C – Pecha Kucha - Nordmeyer Lecture Theatre (10 mins presentation each)</td>
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|               | C1 - Getting Over the Rainbow  
Stuart Terry, Otago Polytechnic |
|               | C2 - Conceptual Framework for Measuring the Impact of Class Size on Academic Achievement in New Zealand’s Higher Institutions  
Dr Olayemi Abdullateef Aliyu, Toi Ohomai Institute of Technology |
|               | C3 - Quality Reviews – Who Needs a Tardis Anyway?  
Chriss Hamilton, University of Otago |
| 10.15am-10.45am | Morning Tea       |
| 10.45am – 11.15am | Keynote Speaker - **Dr Grant Klinkum**, Deputy Chief Executive, Quality Assurance, NZQA "Assuring Quality for Better Student Outcomes" |
| 11.15am-11.30am | Short Interval    |
| 11.30am – 12.00pm | Keynote Speaker - **Dr Stanley Frielick**, Director AKO Aotearoa "Professional Learning Networks for Learner Success “ |
| 12.00pm-1.00pm  | Lunch             |
| 1pm-1.30pm     | Keynote Speaker – **Chris Hipkins**, MP for Rimutaka, Labour Education Spokesperson "The Future of Tertiary Education in New Zealand" |
| 1.35pm–2.20pm  | Session D - D31  
WORKSHOP: Mastering the Matrix: Development for Borderless Professionals  
Sheryl Morgan, Wintec |
|                | Session D2 - Room C02/C05  
WORKSHOP: Conflict Resolution  
Aubrey Medwid, Wintec |
|                | Session D3 – Room C07  
WORKSHOP: An Introduction to the Academic Quality Assurance System for New Zealand Universities  
Emeritus Professor Sheelagh Matear & Heather Kirkwood, Academic Quality Agency for New Zealand Universities & Universities New Zealand |
| 2.30pm – 3.15pm | Motivational Speaker - **Lisa Tamati**, Motivational Speaker, Author, Endurance Athlete |
| 3.15pm-3.30pm  | Close of Conference : **Romain Mirosa**, Chair ATEM Aotearoa |

ATEM Aotearoa Conference 2017
A1 – Student Advising & Learning Objectives, Champa De - Undergraduate Programmes Coordinator in the School of Sport and Recreation - Auckland University of Technology

Student advising by professional staff is an integral part of student services in universities. Subject-specific and general academic advising within a school or faculty is an essential student service. However, there is little recognition of advising as a learning-centred activity and the articulation and discussion of learning objectives or outcomes (LO) during advising is rare.

This School, with 1000 undergraduate students, since 2013 has employed professional staff as academic advisors; students are invited to one-on-one meetings with advisors to discuss majors, pathways, enrolment, etc. with an emphasis on learning of information and skills or competencies.

In 2017 the degree curriculum has undergone extensive changes and a set of eight graduate capabilities were identified; the development of graduate capabilities through effective curriculum will be the focus of the eight core papers in Year 1. With this refreshed curriculum in mind the academic advisors will also utilise well-articulated student LO with a focus on developing some of these graduate capabilities, such as, effective communicators.

In this presentation the construction and use of LO in academic advising and the assessment of progress towards these objectives will be outlined. The presenter will discuss how LO driven academic advising within this School is advancing excellence in advising.

A2 – WORKSHOP: Ka Whanake! - a Collective Approach to Wicked Challenges, Jill Borland, Manager - Healthy Families Christchurch at Sport Canterbury

Imagine if....

- NZ’s youth suicide rate wasn’t highest and child poverty rates not amongst the worst
- NZ wasn’t rated OECD’s third most obese nation and physical activity participation wasn’t dropping...

Our world is changing faster than we could ever have imagined – demographics, environment, climate, technology, preferences, habits. It’s a case of change or ......

A June 2017 TVNZ poll showed 87% of New Zealanders want “Plan B” – a new way of operating to deal our wickedly complex collective issues. What if our communities already had the solutions to creating change so we could ALL live in a proactive, sustainable, healthy and prosperous country? Imagine solutions being co-designed with, led by and nurtured within education settings - via leadership, policy, workplace culture, curriculum, student experience. What if strategies, systems, polices and practice were
people-centred with wellbeing at the centre of decision-making and leveraging community strengths and assets to connect the system differently for better results for everyone?

Healthy Families NZ is a large-scale social change movement connecting action takers in united effort to make positive wellbeing choices easier for New Zealanders.

Ka Whanake is a wero (call to action) to all leaders to activate their sphere of influence to create NZ’s Plan B.

A3 – The Matrix: Where the Borderless Professionals Are, Sheryl Morgan - Project Development Manager - Wintec

As tertiary education management professionals, we have the most exciting opportunity we have ever had to transform the way we work and how we are perceived in our organisations. “Borderless Professionals” (Veles, 2016) and Distributed Leadership (Jones, 2017) are a powerful combination, capable of enabling major organisational and professional change. Do we recognise ourselves in the description of a highly skilled staff of “borderless professionals”, who work across the organisation in a “third space”, a matrix that is neither academic nor administrative? Do we recognise where we work as a “shared collaborative place, where staff with diverse and valuable skills work as equal professional partners on complex and multi-faceted projects”? Do we also enable pathways for the opportunities that Distributed Leadership opens for engaging and developing a diverse range of leaders? Are we contributing to leadership capacity building at institutional and individual levels? (Jones). How capable is your organisation in identifying and developing borderless professionals like us? Research in-house suggests Faculty administrative staff job structures have not been assisting career movement, and staff need effective ways of acquiring the skills, like project management, required for work in the matrix.

Session B – Monday 3rd July, 1.00pm-2.30pm

B1 – WORKSHOP: Critiquing the Academic Quality Assurance System for New Zealand Universities – Emeritus Professor Sheelagh Matear, Executive Director - Academic Quality Agency for New Zealand Universities & Heather Kirkwood - Programme Director Evidence and Evaluation - Universities New Zealand

New Zealand universities teach and conduct research within multiple quality systems and dynamic national and international requirements. However, the quality systems for New Zealand universities are poorly understood outside of the university sector, and, arguably, unevenly understood within universities. Some of the differences in understanding may be attributed to different views on the roles of universities and, consequently, different understandings of the role of quality systems.
This workshop develops an overarching framework for teaching and learning quality systems for New Zealand universities. The workshop will examine how the components of the overall quality system interact, where they conflict and where they are mutually reinforcing. It will consider how the system might be better configured and challenges that exist in achieving this.

Articulating an overarching framework of the quality system for teaching and learning will allow the strengths and weaknesses of the system to be critiqued and insights from multiple perspectives to be examined. Professional staff in universities provide a valuable perspective as they are often tasked with generating material required by different parts of the quality system and they interact with academic, management and leadership roles in universities to accomplish this.

B2 - WORKSHOP: Discover, Dream, Design and Deliver (Your Destiny!). Appreciative Advising and the Student Experience - Dr Kristina McGuinness-King – Manager, Student & Academic Services & Paul Edwards, Student Advisor/Equity & Engagement, Faculty of Humanities and Social Sciences - Victoria University of Wellington

Academic advising is a key factor in enhancing student retention and success strategies, addressing the desire for transition, integration and connectedness. Studies have underlined the link between student’s perceptions of high quality academic advising and retention, particularly in their first year. Proponents argue that effective advising helps to inhibit attrition by facilitating social and academic integration (Tinto 1993).

In 2016 we piloted an Appreciate Advising (AA) approach with a sample of first-year students. AA is a framework for collaborative inquiry adapted from organisational development theory (Cooperrider, 1986; Bloom, Hutson & He, 2008) involving a four-step model: discover, dream, design and destiny/delivery. For the wider implementation in 2017 we developed culturally-relevant workshops for Māori and Pasifika students.

Through student-centred discussion Student Advisers encouraged self-reflection of personal goals and strengths, understanding of relevant pathways and the university system, planning for success, and awareness of support services and enhancement opportunities to achieve that success.

Our presentation reflects the journey to date and invites participants to explore the possibilities for incorporating AA into their own service delivery. This holistic approach would appear to be an effective preventative and potentially transformational method of advising, as compared with the ‘transactional’ or “ambulance at the bottom of the cliff” approach.
Advancing Excellence in Tertiary Education Management

B3a – What Does Your Professional Identity Mean to You and is it Recognised? - Nonie Kirker - School Manager, School of Interprofessional Health Studies – Auckland University of Technology (40mins)

Over the last thirty years universities in the western world have become much more complex organisations resembling private corporations with business-like practices. There is a greater focus on efficiency and value for money (Shore & Taitz, 2011) as courses are viewed in terms of productivity and competitiveness, and the student is identified as a customer (Lewis, 2014).

The changing dynamics in the university environment have had a significant effect on staff identity as previously there were clear boundaries between administration and academia. More recently boundaries have become blurred and identities less easily defined (Whitchurch, 2006). These changes have resulted in role ambiguity for both academic and non-academic staff and consequently had a significant effect on professional identity (Whitchurch, 2007).

This presentation gives an overview of a study being undertaken to provide an insight into the identity of ‘non-academic’ women working in management roles in academic departments and how they experience their role and perceive their identity in the New Zealand university environment.

The purpose of this presentation is to evoke some thoughts about your own professional identity and how important recognition of this identity is to you. There will be time for discussion at the end of the presentation.

References


**Session C – Pecha Kucha - Tuesday 4th July, 9.45am-10.15am (10 mins sessions)**

**C1 - Getting Over the Rainbow - Stuart Terry, Organisational Researcher - Otago Polytechnic**

The business case for diversity and inclusion in terms of gender, ethnicity and sexual orientation is now well-established and understood within progressive work places. Creating an environment where people are able to bring their whole selves to work is a key factor in being able to attract and retain the best people.

A truly diverse and inclusive environment is directly linked to enhanced performance and strengthened reputation. It is not only members of the Rainbow Community who are interested in diversity and inclusion. Evidence shows that more and more people consider an organisations approach when considering applying for positions.

In 2016 Otago Polytechnic became the first Polytechnic and second tertiary education institution to be awarded the Rainbow Tick. The Rainbow Tick is an accreditation designed to demonstrate LGBTI inclusive practices and service delivery in the workplace. The visibility of having the tick gives both our current and future employees confidence that, across all levels of the organisation, it has created an environment where everyone can thrive.

This presentation offers insights into how the Otago Polytechnic inclusive practices demonstrate leadership, confirms the institution as a great place to work and is making a positive difference to the communities it operates in.
C2 - Conceptual Framework for Measuring the Impact of Class Size on Academic Achievement in New Zealand’s Higher Institutions - Dr Olayemi Abdullateef Aliyu, Programme Area Lead for Postgraduate Management, Faculty of Business, IT & Creative Art - Toi Ohomai Institute of Technology

The aim of the research is to identify how class sizes impact upon a student’s academic achievement within New Zealand’s universities and polytechnics. A conceptual framework has been developed by adapting the work of Fenollar (2007) and Finn & Pannozo (2003) to test the mediating effects of a student’s effort and a teacher’s interpersonal style. The above researchers both conclude that an increased number of students per class decreases the level of a student’s academic performance. However TEU (2013) shows that New Zealand university class sizes have grown from 16.2 people per staff member in 2000 to 19.5 people per staff member in 2013. This is due to the increase in demand for tertiary education both globally and locally along with a decline in government funding which translates into the need for larger class numbers (McDonald, 2013). On completion of this research, the researcher hopes to identify whether large university classes significantly affect a student’s academic success and whether a student’s individual effort or a teacher’s interpersonal style can positively mediate these hypothesized relationships. Findings from this research will recommend alternative solutions to issues/challenges of large classes in New Zealand higher institutions.

C3 - Quality Reviews – Who Needs a Tardis Anyway? - Chriss Hamilton - Review Administrator, Quality Advancement Unit - University of Otago

Quality Reviews – defined, discussed and dissected. Who, why, what, where, how and when are the key areas covered. But it is more than a basic “How to” guide... it’s a question of what are the benefits, large and small, and how do we really get the most of Reviews. Good, Better, Best is the overarching theme; with some colourful imagery applied; making reviews a useful function of any business. 

Session D – Workshops - Tuesday 4th July, 1.35pm-2.20pm

D1 – WORKSHOP: Mastering the Matrix: Development for Borderless Professionals Sheryl Morgan - Project Development Manager -Wintec

To workshop participants: “Congratulations on your appointment as the Executive Dean, Organisational Development, of Summerlands University. You have been asked by your new Vice Chancellor to implement a staff development programme that enables tertiary education management professional staff to develop the knowledge and skills they need to become the “borderless professionals” who work across the organisation in a “third space”, neither academic or administrative,” described by Veles in the Journal of Tertiary Education Policy and Management (2016). This hands on workshop uses research based practice to suggest some key knowledge and skills and simulation and game playing theory to practice a coaching model that recognises and shared the knowledge and skills of colleagues to develop borderless professionals. The core skills are around EQ-understanding personal communication preferences and adapting for other preferences; Tuchman’s model – group formation and dynamics, because tertiary education functions through meetings; design led thinking – customer focussed practice; project management – strategic/business, technical and leadership knowledge and processes to ensure the delivery of the project; and Maslow’s Hierarchy of Needs, for understanding the key tertiary education management needs of coffee and car parking.
**D2 - WORKSHOP: Conflict Resolution** - Aubrey Medwid - International Student Services Advisor, International Centre - Wintec

The most utilized skill in the workplace no matter what position you fill is conflict resolution. It is a daily occurrence to resolve matters and find solutions. How this is done can change the outcomes immensely for the parties involved.

This workshop’s aim is to give the participant a new lens or a clearer one, into thinking about what conflict resolution means and how to use it effectively. We will be doing practical conflict resolution building through a series of activities that will help to build awareness of group dynamics and self.

This skill within the tertiary environment is a major component to the success of customers’ experiences. With the dynamic student body and work force culture that constantly changes we as service providers and colleagues need to ensure that our core competency skills are up-to-date and adaptable.

**D3 – WORKSHOP: An Introduction to the Academic Quality Assurance System for New Zealand Universities** – Emeritus Professor Sheelagh Matear - Executive Director - Academic Quality Agency for New Zealand Universities & Heather Kirkwood - Programme Director Evidence and Evaluation - Universities New Zealand

New Zealand universities teach and conduct research within multiple quality systems and dynamic national and international requirements. However, the quality systems for New Zealand universities are poorly understood outside of the university sector, and, arguably, unevenly understood within universities. Some of the differences in understanding may be attributed to different views on the roles of universities and, consequently, different understandings of the role of quality systems.

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KEYNOTE SPEAKERS BIOS

Monday 3rd July 2017

Professor Peter Crampton
Pro-Vice-Chancellor of the Division of Health Sciences and Dean of the Otago Medical School - University of Otago

Professor Peter Crampton is Pro-Vice-Chancellor of the Division of Health Sciences and Dean of the Otago Medical School at the University of Otago. Peter started his professional life as a GP at the Porirua Union and Community Health Service, and later specialised in public health medicine. His research is focused on social indicators and social epidemiology, health care policy, and health care organisation and funding. He has served on numerous government advisory panels in a variety of policy areas related to public health, health services, and health workforce, and has taught undergraduate and postgraduate courses related to public health, health systems and health services management. When not at work he is kept busy with his family, riding his mountain bike, climbing mountains, playing music and chopping firewood.

Jonathan Gee
National President - New Zealand Union of Students’ Associations

Jonathan is the National President of the New Zealand Union of Students’ Associations (NZUSA). He also sits on the boards of the Academic Quality Agency (AQA) and Student Job Search (SJS). Prior to being at NZUSA, Jonathan served as President of the Victoria University of Wellington Students’ Association (VUWSA), whilst concurrently sitting on his University’s Council. During his time as a student representative, he has been instrumental about building stronger student voice into tertiary management and strategy. He holds a Bachelor of Arts majoring in Public Policy and Political Science.
Honourable Louise Upston
Minister of Corrections / Associate Minister of Education / Associate Minister for Primary Industries / Associate Minister for Tertiary Education, Skills and Employment / MP for Taupō

Louise Upston is the Member of Parliament for Taupō, a seat she has held since the General Election of 2008. In October 2014 Louise was appointed Minister of Land Information and Minister for Women; and was given responsibilities as Associate Minister of Local Government; and Associate Minister for Tertiary Education, Skills and Employment. She is also a Member of Parliament’s Justice and Electoral Committee. Prior to being appointed a Minister, Louise was Government Chief Whip for two years and was Junior Whip for one year. She has also served on the Parliamentary Service Commission and has been a member of the Government Administration, Education and Science, Local Government and Environment, and Maori Affairs select committees. Before entering Parliament in 2008 Louise was self-employed as a project management consultant. She also held directorships in a number of trusts and companies involved in property, tourism, project management, and consulting. Louise holds an MBA from Waikato University. Louise currently lives in Karapiro, south of Cambridge, with her three children. She enjoys participating in sporting events and has competed in the Round the Lake Relay, the Lake Taupo Cycle Challenge, and the 63.3 km challenge - three Taupo-based half marathons in three months. She is also co-captain of the Parliamentary netball team.

Tuesday 4th July 2017

Michelle Jordan-Tong
Assistant Vice-Chancellor, Student Information Services - University of Waikato
ATEM Vice-President

Michelle Jordan-Tong is the Assistant Vice-Chancellor Student and Information Services at the University of Waikato, New Zealand. She leads university-wide service integration and business solutions related to student experience, information, systems and technology. Michelle has worked in a variety of roles within the faculties and central services during her 26 years at the University of Waikato. Prior to this Michelle worked in the public service sector and in banking. Michelle holds a Bachelor of Arts in Māori and History from the University of Waikato and a Master of Public Management from Victoria University of Wellington. Michelle is a member of the New Zealand Women in Leadership Steering Group and is Vice-President Aotearoa for the Association for Tertiary Education Management (ATEM) Council.
Dr Grant Klinkum
Deputy Chief Executive, Quality Assurance - New Zealand Qualifications Authority (NZQA)

Dr Grant Klinkum is Deputy Chief Executive, Quality Assurance, at the New Zealand Qualifications Authority (NZQA). NZQA is responsible for quality assuring approximately 525 non-university providers through its approvals, monitoring, moderation, External Evaluation and Review, and risk functions. NZQA administers the New Zealand Qualifications framework. Grant has the unique standpoint of someone who has worked in senior positions in private and public tertiary education providers and in TEC and NZQA.

Dr Stanley Frielick
Director - AKO Aotearoa

Dr Stanley Frielick is Director of Ako Aotearoa (NZ Centre for Tertiary Teaching Excellence). Prior to taking up this role in late 2016 he worked at the Auckland University of Technology (AUT) for nine years in leadership roles related to teaching and learning. Previous experience in NZ includes Director of e-Learning at NorthTec and lecturing at the University of Auckland. He is passionate about learning in all its diverse forms, and developing ways of enhancing the student experience in rapidly changing educational landscape.

LinkedIn: linkedin.com/in/stanley-frielick-2a18684 Twitter: @sfrielick

The mission of Ako Aotearoa is to ensure the best possible outcomes for all students in NZ tertiary institutions. They support this aim by working with teachers and institutions to improve learning and teaching practices, through project co-funding, a wide range of professional learning and development workshops, and focusing on the importance of the student voice in tertiary curriculum, policy and governance processes.
Chris Hipkins
MP for Rimutaka / Labour Party’s spokesperson for Education

Chris Hipkins is the MP for Rimutaka. He is currently ranked number 6 in the Labour Shadow Cabinet and is the Shadow Leader of the House and the Labour Party’s spokesperson for Education.

Chris passionately believes that every New Zealander deserves the opportunity to reach their full potential in life. He is a staunch advocate for and defender of our public education system.

Lisa Tamati
Motivational Speaker, Author, Endurance Athlete, Business Owner

Lisa Tamati is the owner/director of five companies—in areas such as film production, PR management, manufacturing jeweller, events management and health and fitness coaching through an online platform Running Hot Coaching Ltd. She understands all too well the intricacies and challenges of business. Lisa is also a professional Adventure Athlete with The North Face who has competed in the world’s toughest endurance events all around the planet over the last 25 years and is the author of two international bestselling books "Running Hot" and "Running to Extremes". She is also a motivational speaker and a fitness and mindset coach. She is a sought-after speaker on the corporate speaking circuit internationally and at home in New Zealand and covers topics such as: Goal Setting, Leadership, Change Management, Health & Safety and Risk Management.