

## **Position Description – Civilian Grades 12-14**

<b>Position</b>	<b>Driver and Administrator</b>
<b>Position number</b>	<b>115083</b>
<b>Unit</b>	<b>NZDS New Delhi</b>
<b>Location</b>	<b>New Delhi, India</b>
<b>Reports to</b>	<b>Defence Adviser India</b>
<b>Direct reports</b>	<b>Nil</b>
<b>Grade</b>	<b>12</b>
<b>Security clearance</b>	<b>Police Check</b>
<b>Date completed</b>	<b>1 December 2025</b>

### **About the New Zealand Defence Force**

Every hour of every day, 365 days of the year, the New Zealand Defence Force is contributing to the defence, security and well-being of Aotearoa / New Zealand. As a modern, professional military, it is our goal to maintain well trained, equipped and disciplined armed forces that can react to crisis at short notice. Therefore we lead, train and equip our sailors, soldiers and airmen and women for action in the most demanding environments, so they are ready and able to protect New Zealand's interests. Although we are prepared for combat, our technical skills, professional training, and high-end military equipment lend versatility to a range of security and humanitarian tasks. Our Defence Force is constantly working in partnership with many other government agencies, helping people and protecting our territory and our oceans. We are also striving as a Defence Force to work smarter and it is our purpose to continuously find ways to be better at what we do. As the nature of combat and our other roles change, we are adapting and planning for the future. All of this is a collective effort, and together we, as members of the Regular Forces, Reserve Forces and Civil Staff – are greater than the sum of our individual parts. **Together we are a Force for New Zealand.**

### **Unit Purpose**

New Zealand Defence Staff (NZDS) – New Delhi, under the leadership of the NZ Defence Adviser to India, represents NZDF interests in India. Unit responsibilities include: supporting the NZ Government and NZDF policy interests; enhancing the NZ Defence / Indian defence relationships; furthering the NZDF profile through representational foreign contact in New Delhi. NZDS-New Delhi also provides in-country tasking oversight and ongoing support requirements to all NZDF personnel based in India.

### **Position Purpose**

The primary purpose of this position is to provide dedicated driver support to the Defence Adviser and VIP driving support, including supplementary VIP driving support to other NZ agencies.

The secondary function of this position is to provide general administration support to the NZ Defence Adviser office (NZDS India).

### Key Activities

Major Area of Work	Deliverables/Outcomes
<b>Driving</b>	<ul style="list-style-type: none"> <li>Perform all driving tasks as required by the Defence Adviser and any other VIP driving tasks as required. This will include after-hours driving tasks</li> <li>Perform driving tasks in support of other NZ Inc agencies, as approved by the Defence Adviser.</li> <li>Perform general driver duties as required, including the uplift or delivery of items.</li> </ul>
<b>Servicing</b>	<ul style="list-style-type: none"> <li>Conduct routine cleaning, refuelling and maintenance of the official vehicle ensuring the vehicle remains road worthy at all times</li> <li>Arrange routine servicing or maintenance, when required</li> <li>Arrange and monitor completion of repairs to the official vehicle, when required</li> </ul>
<b>General administration</b>	<ul style="list-style-type: none"> <li>Maintain all official documentation from India's Land Transport Authority (LTA) (including licences, vehicle and driver permits and insurance etc.) are up to date and in the vehicle at all times to ensure the vehicle and driver(s) remain compliant with local legislation.</li> <li>Ensure all annual vehicle inspections are conducted well in advance of expiry.</li> <li>Ensure all vehicle accident documentation and infringement notices are actioned</li> <li>Ensure the vehicle Log Book is kept up to date and accurately reflects official and non-official journeys</li> </ul> <p>The Driver/Office Assistant is also required to assist with the provision of general administration support to NZDS-India, under the supervision of the Office Manager. Tasks include but are not limited to:</p> <ul style="list-style-type: none"> <li>Processing of NZDF diplomatic clearance requests, as required</li> <li>Collection and dissemination of inward and outward correspondence and information, as required</li> <li>General administration duties such as laminating and photocopying</li> <li>General administrative and logistical support as required for visits, functions or activities</li> <li>Maintain various databases, registers and stationery stock, as required</li> </ul>

	<ul style="list-style-type: none"> <li>Processing of orders, receipts, purchases, 'special requests' and; retrospective and other invoices for payment, including the researching of quotes for purchasing, as required</li> <li>Administrative duties relating to asset management .</li> </ul>
<b>Liaison</b>	<ul style="list-style-type: none"> <li>Liaise and maintain effective working relationships with other diplomatic Drivers.</li> </ul>

### Key Working Relationships

<b>Internal</b>	<ul style="list-style-type: none"> <li>NZ Defence Staff New Delhi personnel</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>NZ High Commission / NZ Agency staff</li> <li>Appropriate local / government agencies</li> <li>Service Providers</li> </ul>

### Personal Specifications

*To succeed in the position you must have the following:*

<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>A high standard of personal presentation</li> <li>Excellent interpersonal skills and customer focus, with an ability to confidently and professionally relate to a wide range of people in a multicultural and multi-national environment</li> <li>Ability to work independently, with demonstrated ability to make decisions using sound judgement with limited supervision or direction</li> <li>Excellent verbal and written communication skills</li> <li>Ability to effectively communicate in English</li> <li>Self-motivated, with excellent planning and organisational skills with the ability to prioritise tasks to meet timeframes and effectively manage changing priorities</li> <li>A high standard of driving skills</li> <li>Proficient IT skills, preferably in the Microsoft Office suite of applications</li> <li>Maintain absolute confidentiality in all aspects of the position</li> <li>Administration skills or experience</li> <li>Basic knowledge of vehicle servicing and maintenance</li> <li>Comprehensive knowledge of the local area</li> </ul>
<b>Experience Level</b>	<ul style="list-style-type: none"> <li>Proven experience in staff car/VIP driving</li> </ul>
<b>Qualifications and Courses</b>	<ul style="list-style-type: none"> <li>A current unendorsed driver's licence</li> </ul>
<b>Specific Job Requirements</b>	<ul style="list-style-type: none"> <li>Ability and willingness to work outside normal working hours</li> <li>Must respect rank of senior passengers at all times</li> <li>Defensive Drivers course qualified is desirable</li> <li>Must be able to obtain and maintain a local country</li> </ul>

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**Defence Professional Development Framework (DPDF) – the over-arching holistic framework for the progressive and ongoing development of successful members.**

The following Behavioural Competencies are required to be exhibited at Civilian Grades 12-14 (Lead Teams):

<b>DPDF Foundation Components</b>	<p><b>Live the Ethos and Values</b></p> <p>The NZDF values are at the heart of what the NZDF does. Strong values are prioritised, defended and something individuals least want to sacrifice. Values influence goals and form the touchstone for decision making. Internalising these values, modelling them, and instilling them in the everyday lives of the people within the workplace is a core responsibility of NZDF members. There are three key components within Live the Ethos and Values:</p> <ul style="list-style-type: none"> <li>• Model the NZDF Ethos and Values 24/7.</li> <li>• Model Self Awareness and Self Control.</li> <li>• Respond with Courage and Integrity to Ethically Challenging Environments.</li> </ul>
	<p><b>Leadership</b></p> <p>Leaders at this level allocate their time so that not only their own assigned work is completed but they help others perform effectively. Their primary focus is getting tasks completed through others and completing managerial work, rather than focusing all their individual effort on task completion. They hold others to account in terms of delivering on their assigned tasks, their behaviour and values. One of the most critical skills leaders at this level is the ability to build and sustain an effective team. Successful team leaders are able to extract key information and provide clear direction for their team.</p>
	<p><b>Professional Expertise</b></p> <p>The third component making up the DPDF foundation is Professional Expertise - the ongoing development of NZDF members to enable them to become effective, adaptable, innovative and knowledgeable in an ever changing global environment. Professional Expertise is achieved through training, education, practical 'on-the-job' experience, coaching and mentoring, assessment and self-development.</p>
<b>Live the Ethos and Values</b>	<ul style="list-style-type: none"> <li>• Brings the ethos and values alive for the team by sharing their experiences of disciplinary lapses and exemplary behaviour to reinforce understanding.</li> <li>• Leads by personal example, acting as a role model for self discipline and alignment with organisational objectives.</li> <li>• Engages in self-reflection and demonstrates accurate self-evaluation skills.</li> <li>• Actively seeks feedback on their performance from a range of sources and receives feedback in a non defensive manner.</li> <li>• Recognises when work-life balance deviates and manages impact from this.</li> <li>• Counsels others on responding to ethically and morally ambiguous situations.</li> <li>• Defends or supports others and their ideas in the face of resistance or challenge.</li> </ul>
<b>Lead ershi</b>	<p><b>Think Smart</b></p> <ul style="list-style-type: none"> <li>• Applies decision making tools and principles (i.e. cause and effect) to evaluate</li> </ul>

	<p>courses of action and make effective decisions.</p> <ul style="list-style-type: none"> <li>• Applies resources innovatively to remove barriers and encourages team members to generate new ideas and approaches.</li> <li>• Displays a high level of curiosity, tests assumptions, and is keen to learn about better ways of operating.</li> <li>• Assesses and interprets complex or conflicting information to provide simple orders.</li> <li>• Uses decision making tools to analyse new information and recognise when a decision is needed.</li> <li>• Seeks and utilises knowledge from team members when presented with challenging tasks.</li> <li>• Prioritises key tasks and effort in the face of competing demands.</li> <li>• Uses lessons learned to improve individual and team performance.</li> <li>• Maintains personal situational awareness of the task, team and individual activities through visualising the work environment and encouraging communication. Reinforces the development and importance of situational awareness in the team.</li> </ul> <p><b>Influence Others</b></p> <ul style="list-style-type: none"> <li>• Acts in a way that gains personally earned authority using role vested authority as the last means of influencing others.</li> <li>• Communicates effectively in high stress environments so that the intent is clear.</li> <li>• Reads situations and people accurately and tailors their approach to suit.</li> <li>• Applies tools and models to maintain and enhance the team's performance under pressure.</li> <li>• Detects overload and fatigue within the team and manages the balance between constructive tasks and necessary rest.</li> <li>• Understands and manages human behaviour in groups in order to enhance the effectiveness of the group and build task cohesion.</li> <li>• When operating in an unfamiliar culture, builds trusting relationships through frequent meetings and interactions.</li> <li>• Promotes information sharing and collaboration within the team and across units.</li> <li>• Recognises conflict and applies the appropriate level of response to match the situation. Faces conflict squarely without avoiding responsibility.</li> </ul>
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Leadership	<p><b>Develop Teams</b></p> <ul style="list-style-type: none"> <li>• Clearly articulates the team's purpose and mission to set clear expectations for team members.</li> <li>• Clarifies team members' roles and responsibilities.</li> <li>• Sets and maintains realistic performance goals and standards to develop team members.</li> <li>• Encourages involvement in planning and decision-making. Recognises and resolves blocks to team performance.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Demonstrates genuine concern for the individual well being of every member of their team while respecting their privacy.</li> <li>• Plans and facilitates the team's development.</li> <li>• Knows their subordinates – build on their strengths and mitigate their weaknesses.</li> <li>• Collaboratively develops clear leadership team expectations based on respectful relationships.</li> <li>• Utilises periods of planned and unplanned down time to invest time in training and team building activities to improve overall team performance.</li> <li>• Invests time in training and team building activities to create and develop overall team performance. Not limited to technical skills (i.e. ethos and core values).</li> <li>• Assesses what is achievable on the ground against the leadership intent and provide feedback upwards.</li> </ul>
	<p><b>Develop Positive Culture</b></p> <ul style="list-style-type: none"> <li>• Encourages the personal and professional growth of subordinates by using active listening and coaching.</li> <li>• Formulates plans taking the assessments of team members into account.</li> <li>• Uses stories as a way of emphasising values and norms, of communicating intent, and seeking the team's ideas and knowledge.</li> <li>• Develops a no blame culture within the team that views mistakes as an opportunity to learn.</li> <li>• Implements change at a team level in a positive way, and keeps the team informed about the need for, and intended outcomes, of change.</li> <li>• Engenders an 'achievement culture' by ensuring ideas and intended outcomes become reality. Readily adjusts approaches that do not work.</li> <li>• Understands how culture drives performance and contributes to organisational results. Ensures their actions and unit systems reinforce the desired culture.</li> <li>• Encourages small-scale experimentation by others, but retains accountability for the outcome.</li> </ul>
	<p><b>Mission Focus</b></p> <ul style="list-style-type: none"> <li>• Sets clear expectations, objectives and priorities for the team, communicating the rationale for their tasks.</li> <li>• Holds team members to account for their commitments, deliverables and behaviours whilst accepting individual accountability for the outputs, actions and behaviours of subordinates.</li> <li>• Encourages initiative among subordinates by applying intent based leadership.</li> <li>• Supports delegated tasks without micromanaging. Checks progress periodically and apply a graduated system of intervention when necessary.</li> <li>• Displays acceptance of subordinates using different approaches to achieve the same outcome.</li> </ul>
Professional	<p>In addition to displaying the competency expectations of lower civilian grades, to succeed in the position Civilian Grade 12-14 members must also display the following competencies:</p>

	<p><b>Resource Management</b> - Demonstrates logical planning skills to maximise resources and efficiencies, and minimise risk. They effectively and efficiently manage work flow, maintain work standards, and use delegation to enhance individual and organisational performance. <i>Resource Management</i> can be demonstrated as follows:</p> <ul style="list-style-type: none"> <li>• Demonstrates effective planning skills. <ul style="list-style-type: none"> <li>○ <i>Uses a structured and methodical approach to planning, utilising timelines and milestones.</i></li> <li>○ <i>Determines project/assignment requirements by breaking them down into tasks and identifying types of equipment, materials and people needed.</i></li> </ul> </li> </ul> <p><b>Personal Communications</b> – Communicates with impact. They are articulate, displaying well-developed listening skills, questioning techniques, written communication, public speaking ability and presentation skills. They communicate with dignity and diplomacy to inspire and build confidence in others. <i>Personal Communication</i> at this level can be demonstrated as follows:</p> <ul style="list-style-type: none"> <li>• Communicate with impact. <ul style="list-style-type: none"> <li>○ <i>Presents in a clear, succinct, and articulate manner, with presence</i></li> <li>○ <i>Uses appropriate means or technology to communicate key messages.</i></li> <li>○ <i>Writes clearly and concisely using correct spelling, punctuation and grammar.</i></li> </ul> </li> </ul>
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