



# **TUĀKANA** *mentor book*

HE TOKI KI TE MAHI – IMPLEMENTING AND EVALUATING GOOD PRACTICE IN THE TRADES



He aha te mea nui ki tēnei ao?  
Māku e kī atu.  
He tāngata, he tāngata,  
he tāngata.

If you were to ask me  
 “What is the most important thing in this world?”  
 I would reply,  
 “It is people, it is people,  
 it is people.”



## INTRODUCTION

### ***Ako Whakaruruhau***

Ako Whakaruruhau a collaborative partnership between Te Tapuae o Rehua and Hawkins Construction that is supported by the Ako Aotearoa National Project Fund. The key purpose of this group is to support Māori and Pacifica apprentices to complete their apprenticeships in New Zealand. Ako Whakaruruhau focuses on the quality of the teaching, learning, mentoring and the support that apprentices receive throughout their apprenticeship journey.

This resource has been produced to support workplace mentors. Quality mentorship has a significant impact on the success of an apprentice. For more information on the project go to <http://www.tetapuae.co.nz/projects/ako>







***Mentoring is a partnership and requires commitment and trust from both sides***

## Tuakana-teina

Mentoring relationships are closely linked to traditional whānau practices and are a valuable tool within workplace settings.

Strong positive work relationships support Māori learners to stay focused and achieve their goals. Having a good mentor means that learners are more likely to succeed and develop into excellent tradespeople.

## Kanohi ki te kanohi

Face-to-face engagement is of the most important and effective method for developing trust and teaching new skills. While the learner has support from the training provider the quality of the teaching on-site can really make a difference to success.

## Whānaungatanga

Relationships are viewed as the most important support factor in learning. Strong relationships, based on respect, reciprocity and trust, are essential to effective learning for Māori.

*These three Māori cultural values guide the behaviours and practices of mentors when working alongside an apprentice. Understanding the cultural background of the learner working with you is a key factor in ensuring the most appropriate approach to achieve success.*



## FROM GOOD TO GREAT.... WHAT DO APPRENTICES SAY ABOUT GREAT MENTORS

They had knowledge and experience of their trade industry and the apprenticeship model

They did not judge them and could relate to them and their background

They worked to build trust and confidence with the apprentice

They created an environment where learners knew they could ask questions without fear or embarrassment

A mentor that treated them with respect

A mentor who kept their word and was a great role model

(Source Kerehoma et al, 2013)



### **What it's not**

- Negative criticism
- Undermining the Manager
- Secretive
- Task Focused
- Doing it for them
- Providing all the answers
- Harsh and demanding
- Therapy for personal issues
- Protection



### **What good looks like**

- Is one-to-one, off-line and confidential
- Provides understanding but also challenges the apprentices' ideas
- Is non judgmental and focused on the apprentices strengths
- Gathers ideas about the apprentices' goals
- Helps builds social capital and life skills
- Is both a partnership and friendship
- Is a mutual, 2-way learning relationship
- Builds self reliance in the apprentice

*The following techniques and processes can be very helpful in a mentoring relationship:*

***Manaaki – Respect the Difference!***

You and your apprentice may have different;

- life experiences
- values
- ambitions
- cultural background
- upbringing

Both are important, try to understand the other perspective.

### **Whanaungatanga – Network**

Help your apprentice develop their networks by;

- Starting with their peers, any industry, sport or community groups that may be in their interest area or broaden their horizons.
- Helping them understand how to develop and maintain relationships with others.

### ***Rangatiratanga – Role Model***

Act in the way you would like your apprentice to behave, demonstrate good work ethic, respect, follow health and safety procedures and notice when your apprentice does the same.

### ***Be a Critical Friend***

- Plain, straightforward speaking is a good thing to practice.
- Plain talking and good questions will lead to more meaningful sessions and better learning outcomes.
- There will be times when you just need to be there to listen and help an apprentice regain their confidence.



## Tō Mahi — Your Commitment

Apprentices benefit from having a positive presence in their lives, which is why we ask that mentors commit to the following:

- Devote four hours per month meeting in person with your apprentice (ideally fortnightly)
- Stay in regular contact with He Toki ki te Mahi staff
- Ask for help and support when you need it
- Reflect on your own actions, think of yourself as a teacher
- Seek help, advice, guidance in order to support the apprentices

## Solutions

Hold back from giving advice and providing a solution straight away.

Help your apprentice develop their own solutions through the use of effective questions. However, there will be times when a simple “This is what you need to do” is an appropriate approach.

The trick is to understand when to give advice and when to hold back. This will come with practice and experience.

## Tautoko – Encourage and Support

Give feedback with a strong focus on noting what they are learning. Encourage them to take on new learning and skills. Be positive and tell the student what they got right – when you need to, show them the correct way.



## Goal Setting – S.M.A.R.T.

Make sure to set a goal that is enough of a stretch to be a goal. It needs to be far enough out of your comfort zone to push you, but not so far that it becomes a discouragement.

- How can you achieve this goal on your own?
- What other changes are needed to make the goal achievable?
- How can you impact those changes?
- How will you know that the goal is reached?
- How will others know that you achieved your goal?
- What will be different when you have achieved your goal?
- How will you be able to perceive the changes?
- Who – is involved?
- What – do you want to accomplish?
- Where – Identify a location.
- When – Establish a time frame.
- Which – Identify what you'll need and things that could hold you back.
- Why – Name the reasons, or benefits of doing this.
- Setting a date and creating an action plan will make the goal more real and urgent.
- When do you intend to achieve the goal?
- When is it realistic to be achieved?
- How much time do you need to achieve your goal?
- What else will you have to do during this time? Sport, family, work, study.
- How much of your resources (time, energy, effort...) can you put into this goal?

*A goal should have a strong meaning for you and should bring an important change to YOUR life.*

- What does the goal mean to you?
- How far does the goal fit into your plan.
- What happens if you do not change anything?

# Agreeing your Tikanga – Your Rules

It’s important that the ground rules for the relationship are discussed and agreed up front, whether or not these are written down in an agreement.

Areas to cover;

- Talk about what you both expect to get out of the mentoring?
- How, when and where will the meetings take place?
- What to do if the relationship just isn’t working—how will you problem solve challenges that might come up?
- How will you get feedback from the apprentice about how the relationship is working?

# Hui tuatahi – Important 1st Meeting

The first meeting provides a great opportunity to build the personal rapport, which is crucial for the success of the partnership. You must be prepared to talk with the apprentice about both your expectations and hopes for the mentoring relationship. As the mentor be prepared to share some personal interests and stories to help make connections with the apprentice. You could prepare prior to the meeting by asking yourself the following questions:

- What can I offer the apprentice?
- What do I want out of this relationship?
- What career and life experiences have helped me most in my own personal and professional development?
- What are the important lessons I’ve learnt?
- How can I use these to guide my apprentice?
- How will I know if the mentoring is working or not working?

# First meeting, first pātai (questions)

- What is it that you really want to be and do?
- What are you doing really well that is helping you get there?
- What are you not doing well that is preventing you from getting there?
- What will you do differently tomorrow to meet those challenges?
- How can I help / where do you need the most help?

## Preparing through Scenarios

Scenario building is a process of forecasting possible future events and then considering alternative possible outcomes for each of the scenarios.

It can provide a way for the apprentice to call back on these scenarios to give them a more effective response or action.



**Scenario 1: Harassment or discrimination at work, racist comments.**

Most likely initial reaction

---

---

---

---

---

---

A better response

---

---

---

---

---

### Another option

[illegible]

*Scenario 2: Transport Issues—you miss your bus, your car isn't up to check and its affecting you getting to work on time.*

Most likely initial reaction

[illegible]

## A better response

[illegible]

### Another option

---

---

---

---

---

---

*Scenario 3: There are problems at home with your partner, kids or whānau.*

Most likely initial reaction

---

---

---

---

---

---

## A better response

[illegible]

### Another option

---

---

---

---

---

---

*Scenario 4 Sense of connectedness with your colleagues and workplace—maybe feeling excluded.*

Most likely initial reaction

---

---

---

---

---

---

A better response

[illegible]

Another option

---

---

---

---

---

---



## Ngā Pātai – Open Ended Questions

Ask open-ended questions rather than questions that can be answered with a "yes" or "no" this will help the korero to flow more.

### ***Setting the scene for the session***

What has been going on since we last met?

How would you like to focus today's catch up?

### ***Determining the issue***

Have you ever faced a situation like this before? What did you do?

If you could change something about this situation, what would it be?

What else do I need to know about the situation or about you in order to be most helpful?

### ***Finding solutions***

If you achieved an ideal outcome, what would that look like?

What gives you some confidence about this?

What's the best thing that could happen here?

What's the worst thing that could happen?

What do you need to ask for in order to be set up for success?

What would you like to do about this situation? What are you actually willing to do?

How do you think that I can help you with this?

### ***Identifying barriers***

What can you influence/control about this situation? Which aspects are beyond your control?

What is at stake for you in this situation? What risks do you feel?

How might you be getting in your own way here?

What worries you most about this?

### ***Finding support***

Who are your allies/supporters?

## Who can you ask?

### ***Closing the session***

What was most helpful for you about our conversation today?

As you leave our conversation, what will you take with you?

Are there any actions that you'd like to commit to?

## Ngā Pātai—Reflective Questions

## Reflecting

How could you have done this better?

How do you like to be managed?

### What is causing this feeling?

How does this fit in with your personal values?

What could you do to improve your openness to feedback?

## Removing barriers

## What could you lose by winning?

What do you care about the most? Fear the most?

If all the obstacles disappeared, what would you do?

### Testing resolve

## What stops you walking away?

How will you feel about this decision looking back in 2 years time?

If you did know the answer, what would it be?

If our roles were reversed, what would you be asking me now?

### ***Responsibilities and commitment***

What does this experience/situation tell you about yourself?

If this is really what you want, why haven't you already started?

What are your responsibilities here?

What could increase your commitment?

### ***Cause and effect***

What else could you do? What else have you done?

What do you think you might be doing to cause this reaction in others?

What could you stop doing something to help your situation?

What have you not done? Why? Does it matter?

### ***Moving forward***

What do you want the outcome to be?

What will give you what you want?

What makes you feel valued?

What would put you back in control?





# APPRENTICESHIP SUPPORT



Apprentice

Whānau



GTS Manager

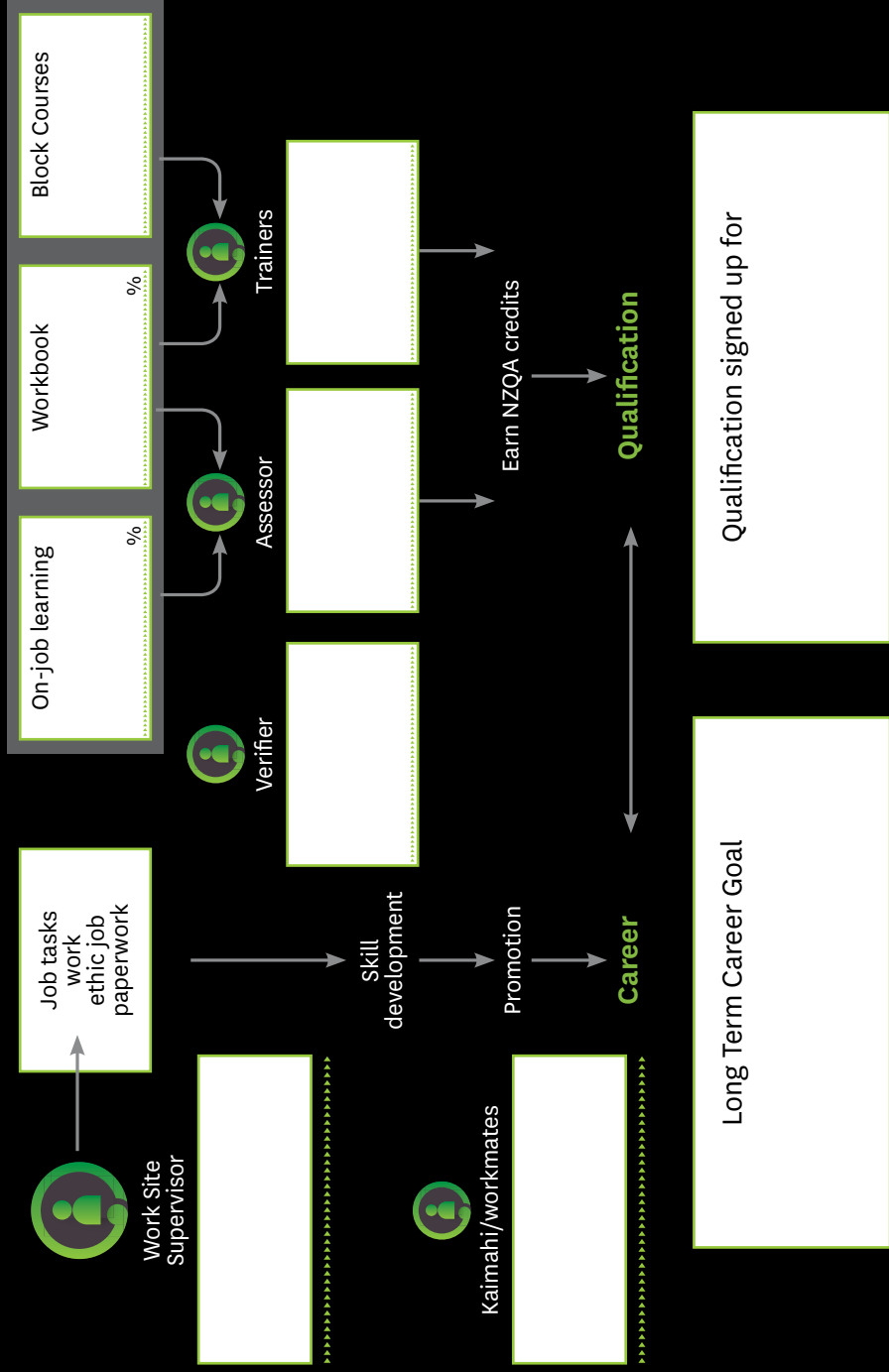


ITAB Field Representative



Apprentice Mentor







## WHAT THE RESEARCH TELLS US ABOUT SUCCESS

The most important thing you can do to support an apprentice to succeed is build a *trusting supportive relationship* with them. Having key people such as employers, tutors, ITO training advisors, co-workers and whānau who were genuinely committed to their learning meant apprentices were more likely to be successful.

Apprentices noted that *manaakitanga* (caring for the person, the whānau and the environment) was evident in the workplaces that best supported their success.

*Whānau* were seen as being a big motivating factor for apprentices. Many learners stressed the importance of having whānau who were interested in their work and learning, particularly for young Māori males.

*Partners* were identified as having a big influence on supporting apprentices and encouraging their progress through the apprenticeship.

Kerehoma, C., Connor, J., Garrow, L., & Young, C. (2013). A Model for Successful Māori Learners in Workplace Settings. Summary Report. Ako Aotearoa. <https://ako.aotearoa.ac.nz/download/ng/file/group-5318/a-model-for-successful-maori-learners-in-workplace-settings.pdf>





