EFFECTIVE EMPLOYER PRACTICES TOOLKIT DEVELOPMENT

# HIGHLIGHTS AND DIRECTION

21 AUGUST 2025



# Why are we creating a toolkit for employers?

### **SITUATION:**

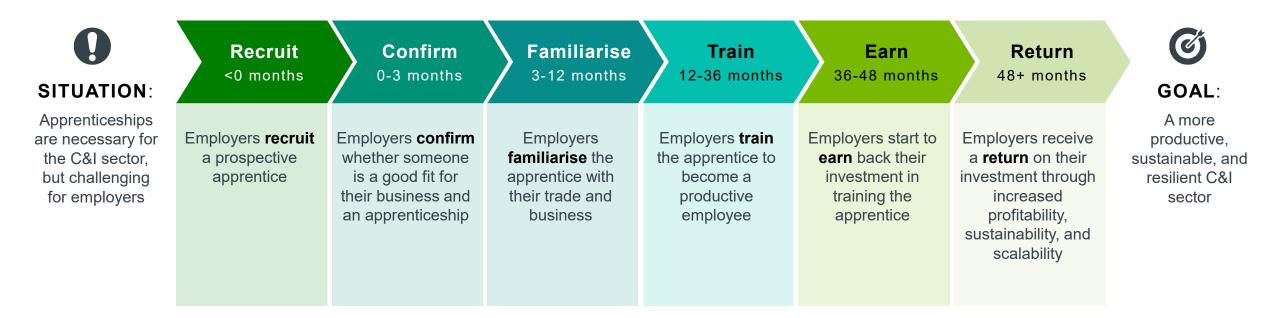
Apprenticeships are necessary for the C&I sector, but challenging for employers

### **GOAL:**

A more productive, sustainable, and resilient C&I sector

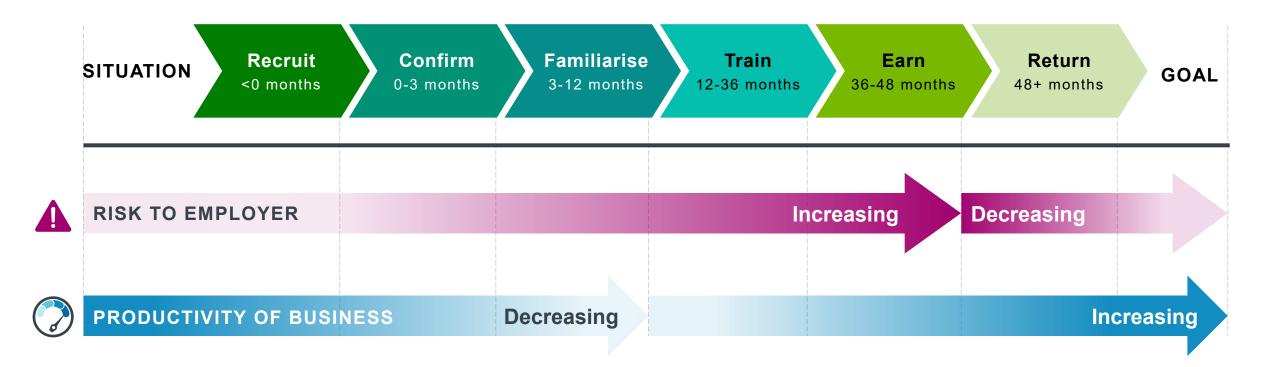


# How does the toolkit support achieving the goal?



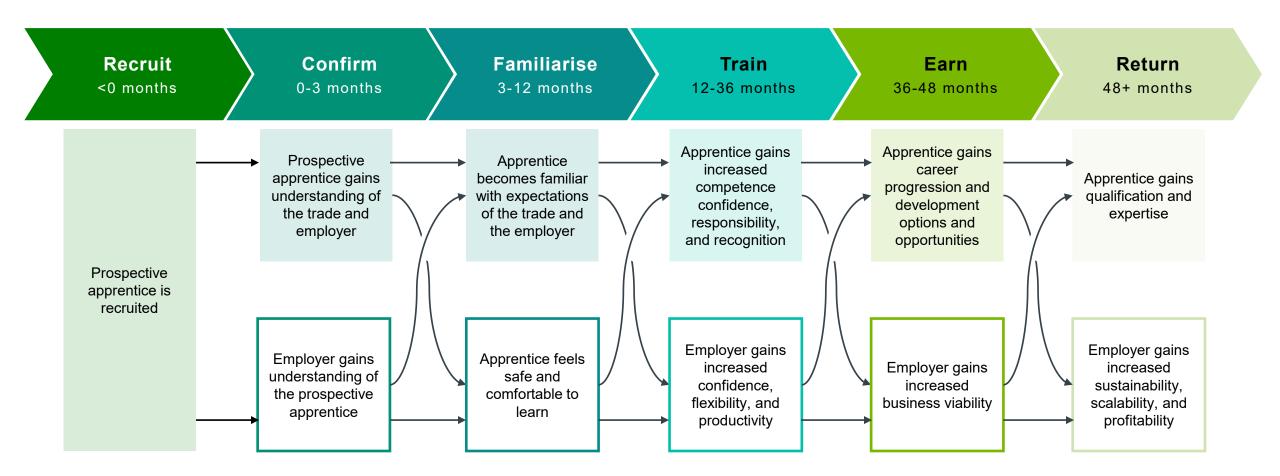


### What are the key dynamics the toolkit aims to influence?

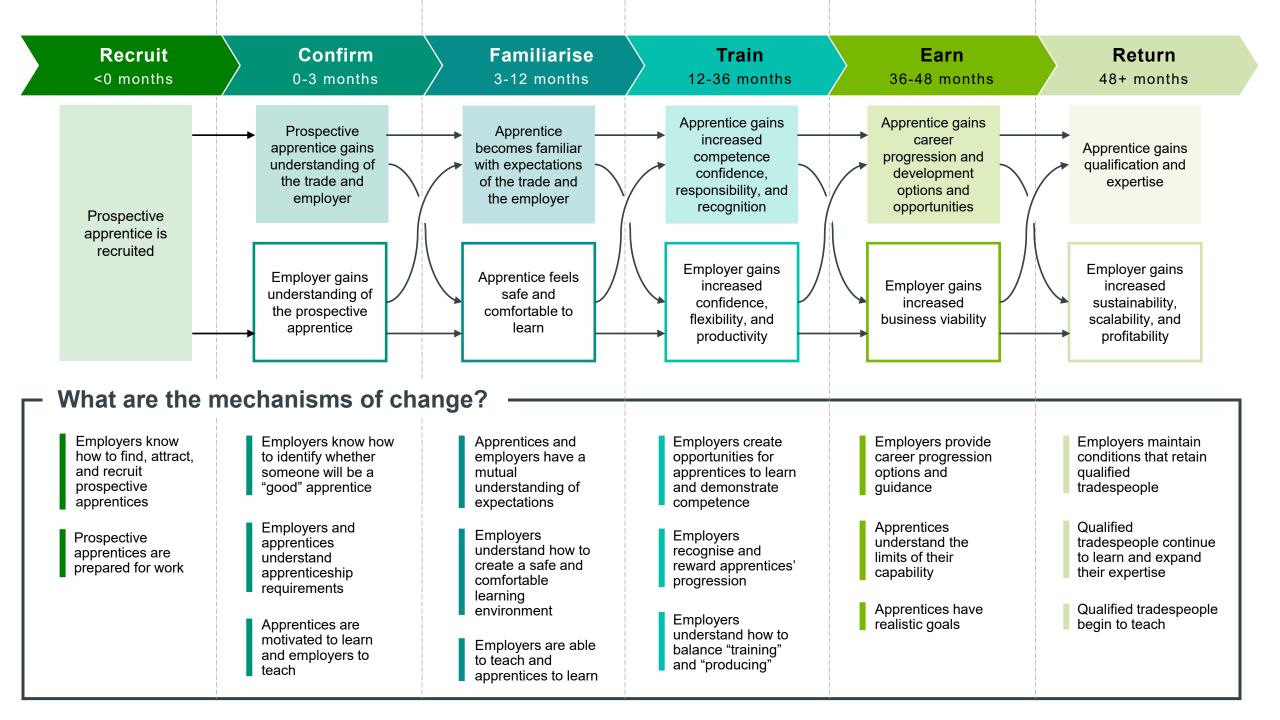




## What is Theory of Change?







# DRAFT TOOL: Apprenticeship schedule

**Familiarise** Train Earn Return 3-12 months 12-36 months 36-48 months 48+ months Mechanisms of change **Apprentices and Employers create** employers have a opportunities for mutual understanding apprentices to learn of expectations and demonstrate competence **Employers** understand how to create a safe and comfortable learning environment **Apprentices have** Qualified tradespeople **Employers Employers are able** realistic goals begin to teach understand how to to teach and balance "training" apprentices to learn and "producing"



## Familiarise 3-12 months

Apprentices and employers have a mutual understanding of expectations

Employers understand how to create a safe and comfortable learning environment

Employers are able to teach and apprentices to learn

### Train

12-36 months

Employers create opportunities for apprentices to learn and demonstrate competence

Employers understand how to balance "training" and "producing"

### Earn

36-48 months

Apprentices have realistic goals

### Return

48+ months

Qualified tradespeople begin to teach

# DRAFT TOOL: Apprenticeship schedule

Apprenticeship schedule						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			Apprentice catch-up 6:30 – 7:30am			
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			Apprentice catch-up 6:30 - 7:30am			Training simulation 9:00am – 12:00pm
	Admin / office support 3:00 - 4:00pm		Apprentice catch-up 6:30 – 7:30am	Training Advisor check-in 12:00 – 1:00pm	Wellbeing check-ins 0.5 hours	

BUSINESS WITH A ST	Monthly time commitmer Business with 3 apprentices					
	oprentices					
Apprentice	9.5 hrs					
% working hours	6%					
Leading hand	8 hrs					
% working hours	5%					
Admin Staff	1 hrs					
% working hours	0.6%					
Owner / GM	1.5 hrs					
% working hours	1%					

# Apprenticeship schedule





### DRAFT TOOL:

# Apprenticeship schedule





# Apprentices Apprentices

Wednesdays - 6:30 - 7:30am

### Attendees:

Marnie (leading hand), Sean, Ned, Griff (apprentices)

### Catch-up goals:

### Goal 1:

Complete 2 pages of Academy of Builders workbook

### Goal 2:

Identify what you need to demonstrate / get signed off this week

### Goal 3:

Set a goal for the week

### **Preparation:**

- · Read job board in office
- · Pre-read Academy of Builders workbook pages
- · Reflection on whether you achieved last weeks goal

### **Expectations:**

- Turn up early
- Know what pages of your workbook you need to be working on
- Phone off
- Ask questions
- Admit if you need help
- · Know what you need to get signed off on





# Apprentice catch-up agenda: Trainers

Wednesdays - 6:30 - 7:30am

### Attendees:

Marnie (leading hand), Sean, Ned, Griff (apprentices)

### Catch-up goals:

#### Goal 1

Apprentices have set their goals for the week

#### Goal 2:

You've identified an opportunity for them to achieve this week's goal

#### Goal 3:

You've identified an opportunity for them to demonstrate a skill or get signed off

#### Goal 4:

You've identified something they've done in the last week they should be proud of

#### Goal 5:

They've asked you questions about WHY we do things

#### Coal 6.

You've explained their Unit Standard in terms of what that means they need to actually do on site

### **Preparation:**

- · Read iob board in office
- · Check what their goals were last week and what they needed signed off

### **Expectations:**

- · You're there first
- You know what work we have on and what opportunities that we could give the apprentices
- Only take urgent phone calls explain why you're taking a call
- Ask them questions
- · You know where they're up to in their workbooks



# DRAFT TOOL: Coaching Playbook

Confirm **Familiarise** Train Earn Return 0-3 months 3-12 months 36-48 months 12-36 months 48+ months Mechanisms of change **Employers create Employers** provide opportunities for career progression apprentices to learn options and and demonstrate quidance competence **Employers Apprentices** Qualified **Employers** understand how to tradespeople continue understand the recognise and create a safe and limits of their to learn and expand reward apprentices' comfortable learning capability their expertise progression environment **Apprentices have Employers Employers are able** realistic goals Apprentices are understand how to motivated to learn to teach and balance "training" apprentices to learn and employers to and "producing" teach



### Return

48+ months

Qualified tradespeople continue to learn and expand their expertise

### Earn

36-48 months

Employers provide career progression options and guidance

Apprentices understand the limits of their capability

Apprentices have realistic goals

### Train

12-36 months

Employers create opportunities for apprentices to learn and demonstrate competence

Employers recognise and reward apprentices' progression

Employers understand how to balance "training" and "producing"

### Familiarise 3-12 months

Employers understand how to create a safe and comfortable learning environment

Employers are able to teach and apprentices to learn

# DRAFT TOOL: Coaching Playbook

### Mentoring - "How can I help you?"

A longer-term, relationship-drive interaction where a more experienced individual supports the mentee's overall career or personal growth, offering guidance and sharing experiences.

### Coaching - "How would you do it?"

A structured, short-term process led by a coach to help improve specific skills or achieve defined goals, typically through feedback and guided practice.

### Instruction - "See, learn do"

Direct teaching or training, usually with a focus on transferring specific knowledge or skills from the instructor to the learner.

Time

Familiarise 3-12 months

Train
12-36 months

Earn 36-48 months

Return 48+ months Apprentice Skills Maturity

# Apprentice Skills Maturity

# DRAFT TOOL: Coaching Playbook

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### Time

Familiarise 3-12 months Train 12-36 months

**Earn** 36-48 months

Return 48+ months

### Mentoring techniques (Focus: long-term development and growth)

- Storytelling The mentor shares real-life experiences to teach lessons and inspire the learner. Example: An electrician mentor recounts a challenging early-career fault-finding job, showing the value of persistence and methodical thinking.
- Networking facilitation
- · Long-term goal guidance

### Coaching techniques (Focus: improving performance and skills)

- Goal setting The coach works with the learner to define clear, measurable objectives to work toward in a set timeframe. Example: An apprentice electrician agrees with their coach to master installing residential lighting circuits in one month, breaking this into weekly skill checkpoints.
- Active listening
- Providing feedback

### **Instruction techniques** (Focus: transferring specific knowledge or skills)

- **Demonstration** The instructor shows exactly how to perform a task before the learner attempts it, ensuring they understand each step. *Example: A plumbing trainer demonstrates soldering copper pipes, carefully showing correct heating and solder flow before the apprentice does it under supervision.*
- · Direct instruction
- · Inquiry-based learning

# DRAFT TOOL: Coaching Playbook

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### Time

Familiarise 3-12 months

**Train** 12-36 months **Earn** 36-48 months

Return 48+ months

### **Self Reflection Guidance**

1

### **Clarity of Communication**

### What:

Regularly ask yourself: "Were my instructions clear and specific enough for the task at hand?"

### Why:

Clear communication prevents mistakes, rework, and frustration, especially in construction where miscommunication can cause costly errors.

### Example:

After instructing a team to install electrical wiring, reflect: "Did I specify the routing, discuss safety requirements, and clarify who to ask if there are questions?"

### 2.

### Active Listening and Feedback Loops

#### What:

Reflect on whether you sought and received feedback from apprentices about instructions or advice you gave. Did you encourage questions or check for understanding?

### Why:

Active listening ensures employees feel heard, helps you gauge their understanding, and improves team morale.

### Example:

After mentoring a junior plumber, ask yourself: "Did I give them space to ask questions about the pipe layout? Did I check if they understood before leaving them to work?"

### 3.

### Adaptability in Coaching Styles

#### What:

Assess if you adapted your coaching or mentoring style to suit individual employee needs and skill levels.

### Why:

Different people learn differently—some prefer detailed walkthroughs, others learn by doing. Adapting boosts knowledge retention and performance.

### Example:

If a less experienced carpenter struggles with a framing task, consider: "Did I adjust by showing more hands-on examples, or just stick to verbal instructions?"





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