

EFFECTIVE EMPLOYER PRACTICES TOOLKIT DEVELOPMENT

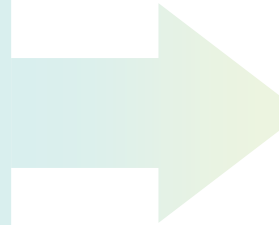
HIGHLIGHTS AND DIRECTION

21 AUGUST 2025

Why are we creating a toolkit for employers?

SITUATION:

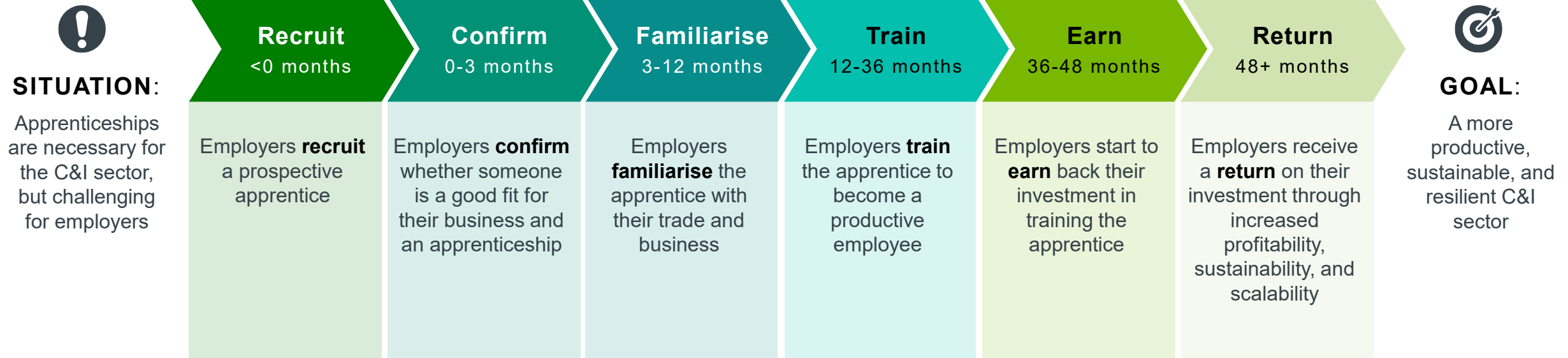
Apprenticeships are necessary for the C&I sector, but challenging for employers



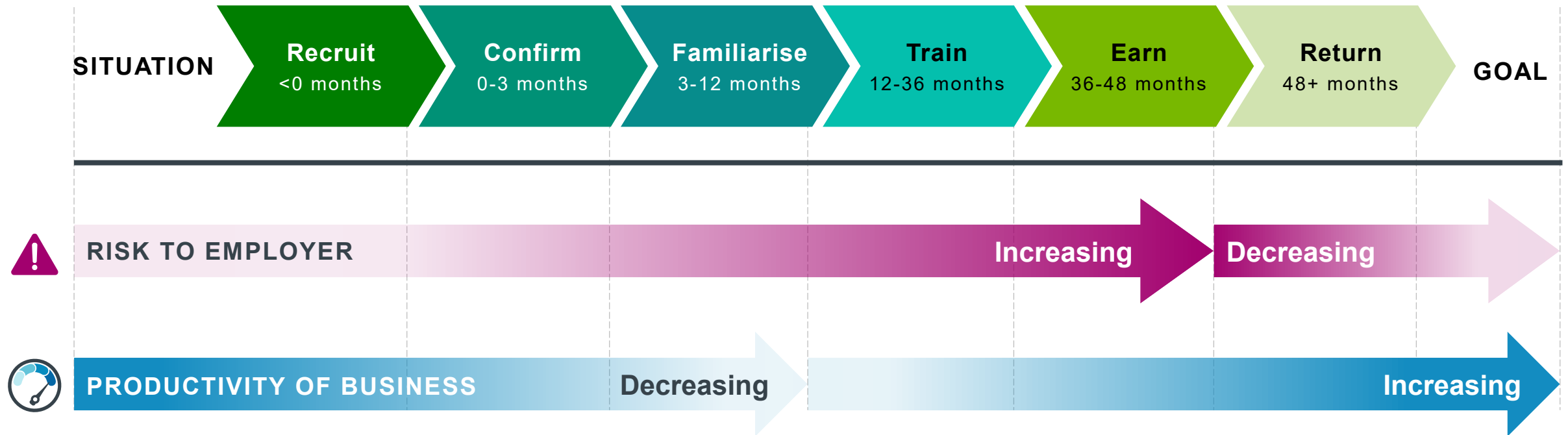
GOAL:

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

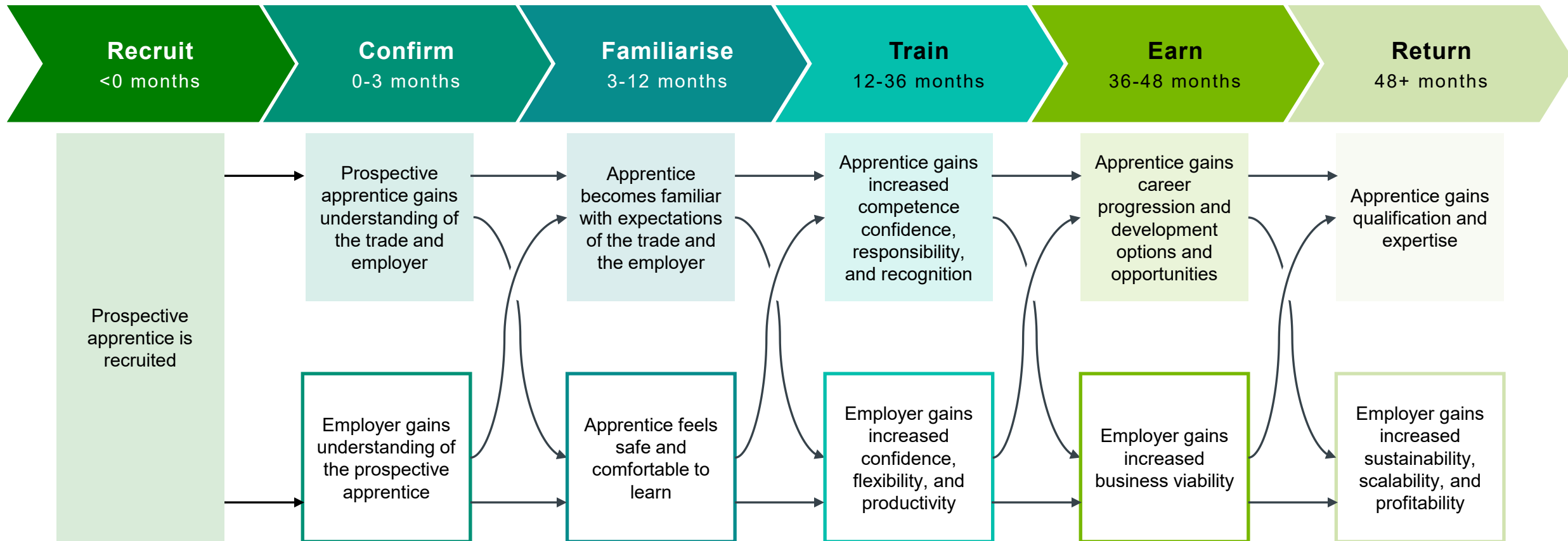
How does the toolkit support achieving the goal?

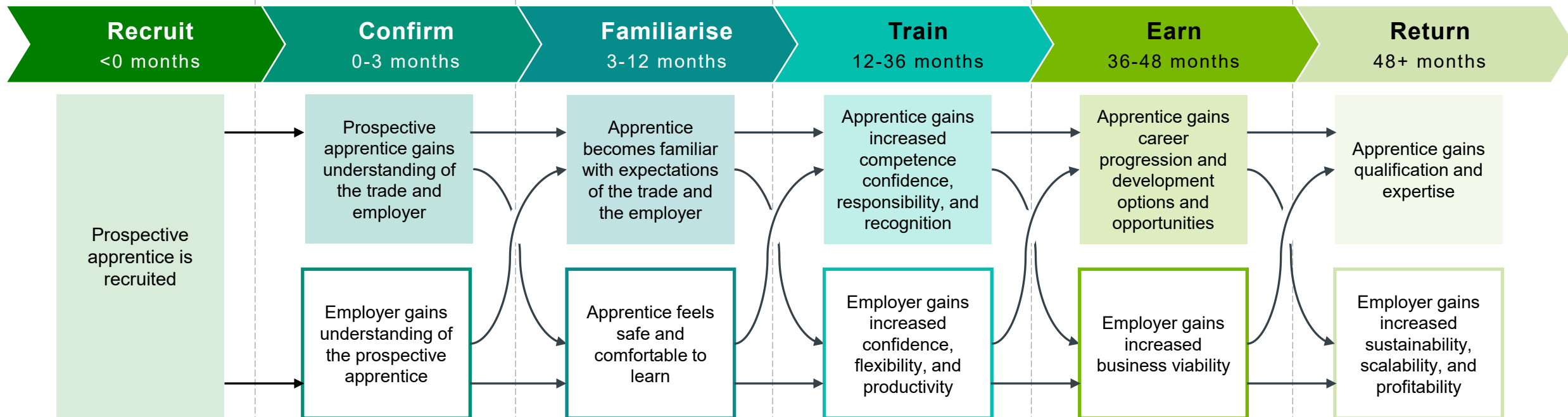


What are the key dynamics the toolkit aims to influence?



What is Theory of Change?





What are the mechanisms of change?

- Employers know how to find, attract, and recruit prospective apprentices

- Prospective apprentices are prepared for work

- Employers know how to identify whether someone will be a "good" apprentice

- Employers and apprentices understand apprenticeship requirements

- Apprentices are motivated to learn and employers to teach

- 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

- Employers create opportunities for apprentices to learn and demonstrate competence

- Employers recognise and reward apprentices' progression

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

- Employers provide career progression options and guidance

- Apprentices understand the limits of their capability

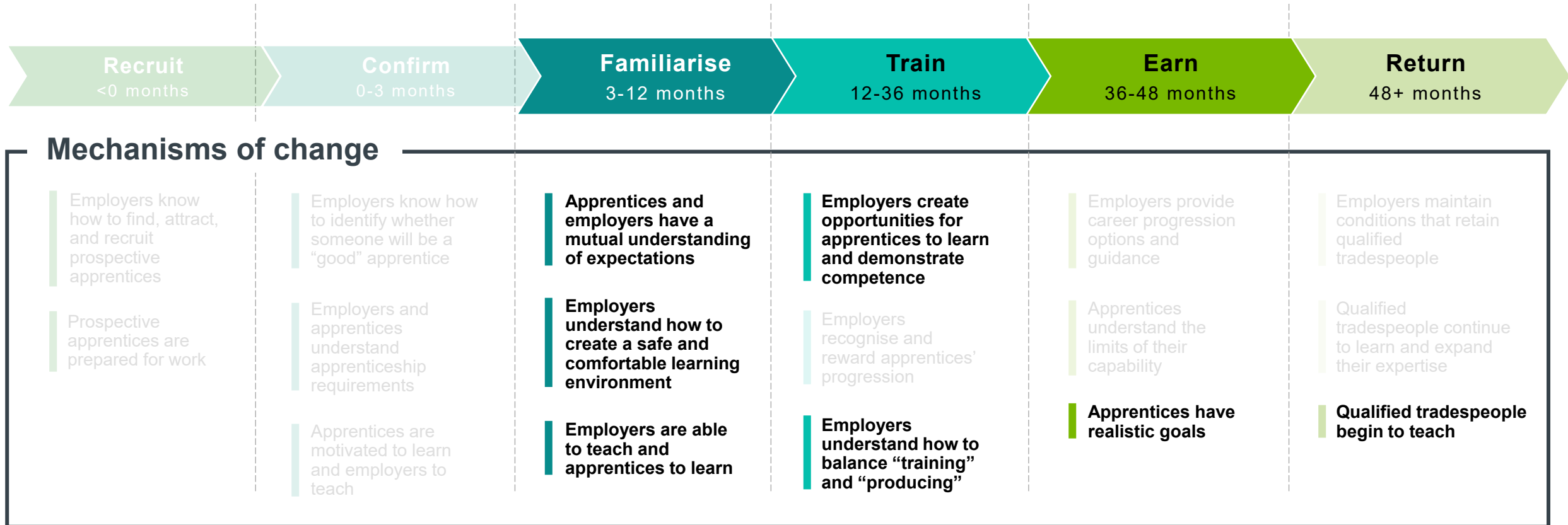
- Apprentices have realistic goals

- Employers maintain conditions that retain qualified tradespeople

- Qualified tradespeople continue to learn and expand their expertise

- Qualified tradespeople begin to teach

DRAFT TOOL: Apprenticeship schedule



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			
			Apprentice catch-up 6:30 – 7:30am			
			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	

Monthly time commitment

Business with 3 apprentices

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%

DRAFT TOOL:

Apprenticeship schedule

Company logo

Association logo

Apprentice catch-up agenda

Date and time

Attendees

Catch-up goals

Preparation

Expectations

DRAFT TOOL:

Apprenticeship schedule



BUILDINGS
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Association of
Building Masters

Apprentice catch-up agenda: 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



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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

Goal 6:

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

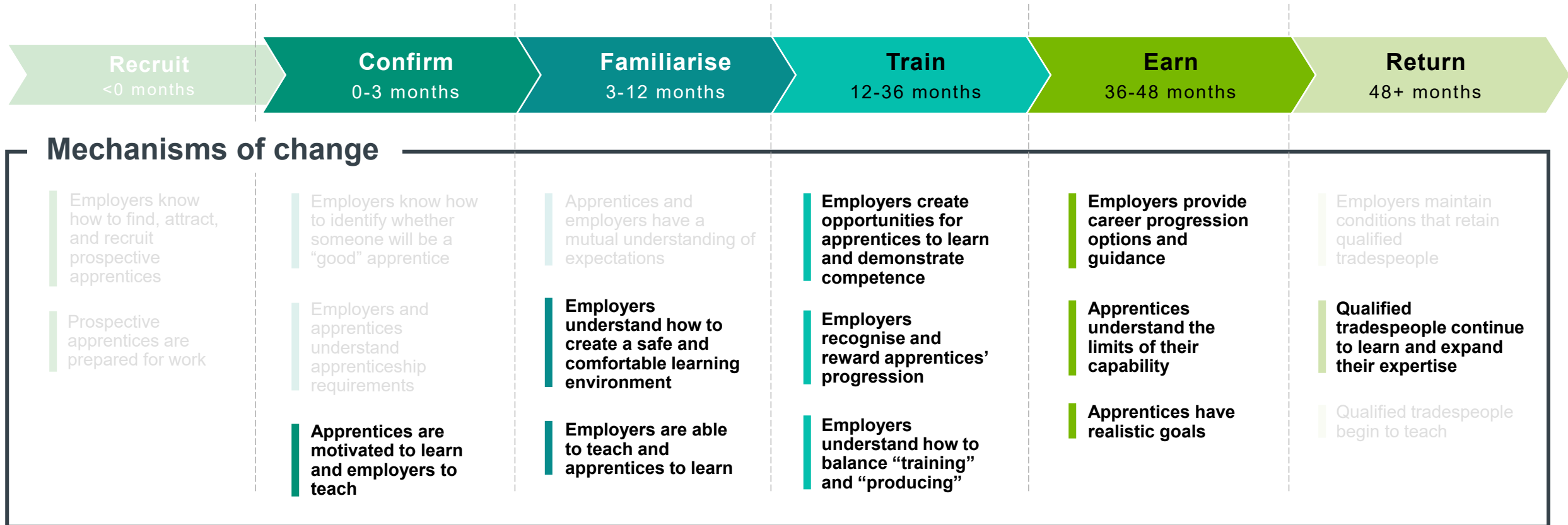
Preparation:

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

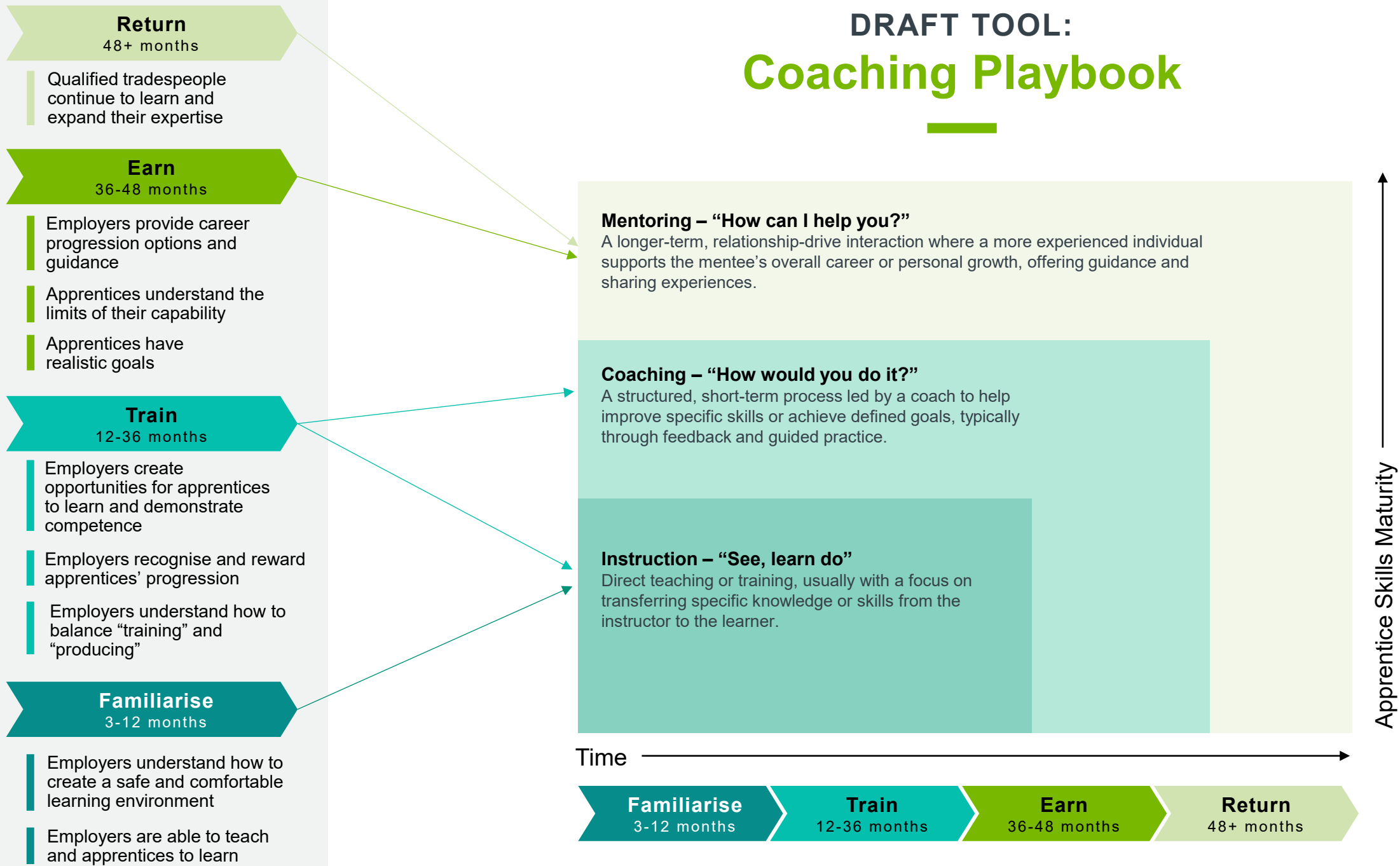
Expectations:

- 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

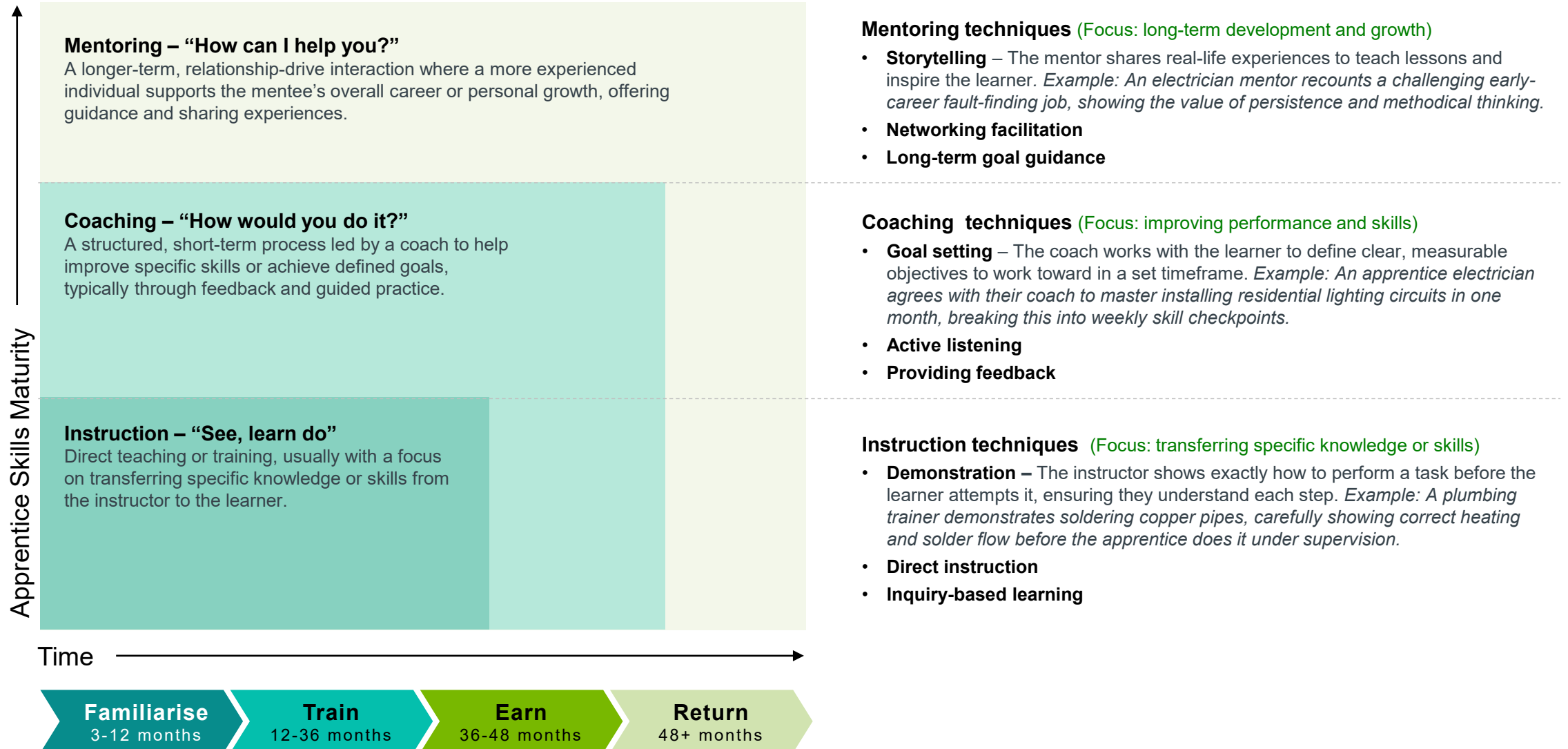


DRAFT TOOL: Coaching Playbook



DRAFT TOOL:

Coaching Playbook



DRAFT TOOL: Coaching Playbook



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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