

The use of mentoring to prepare Māori tertiary students for employment

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Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning".

A handwritten signature in black ink, appearing to read 'Melanie June Makareta Katu', written in a cursive style.

Melanie June Makareta Katu

Date: 20 March 2015

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“Whānau is what inspires me to be the best of me”

Thesis Abstract

The purpose of this research is to investigate how mentoring can prepare Māori tertiary students for employment. Representation of Māori in New Zealand business employment is low compared to non-Māori (Mintrom, 2005). Research has shown that mentoring can support both improved Māori student retention and achievement in tertiary education (Tahau-Hodges, 2010) as well as assist graduates to prepare for post-tertiary activity (Martin, Milne-Home, Barrett, & Jones, 2010). The Māori economy is flourishing within the New Zealand economy (Ministry of Business Innovation and Employment, 2015), and the New Zealand government is asking tertiary organisations to prepare their graduates for employment in these areas. This research explores mentoring relationships between four Māori tertiary students and four business mentors. The mentors are currently employed in the business area the Māori tertiary student wishes to enter once graduated. The Māori tertiary students are currently studying business qualifications with majors in human resources (HR), accounting, law and business finance.

The study was managed through a series of hui (meetings) between the researcher and participants. The Māori approach of whānaungatanga (relationship through shared connections) was used in the first hui, to introduce the mentor to the mentee and establish the mentoring relationship. This facilitated meeting assisted participants to decide on what they would do together to prepare the Māori tertiary student for employment. In addition, manaakitanga (to nurture), kaupapa (collective vision) and ako (reciprocity of teaching and learning) underpinned the way in which the mentoring relationship was presented to participants; as a result, they were able to connect, collaborate and learn from each other as the mentoring relationship progressed.

The findings showed that mentoring by an industry mentor assisted the Māori tertiary students to prepare for employment because they were able to learn about the wider business industry, job functions, employment opportunities, study advice, creating networks and cultural considerations. The use of mentoring to prepare Māori tertiary students for employment also created an opportunity for the students to explore the potential contribution they can make to the business world. This supports the view held by Buckley and Zimmerman (2003) where mentoring can promote positive identity as well as encourage employment ambitions. All mentors and mentees were satisfied about the knowledge they had gained as a result of mentoring and offered useful suggestions for future mentoring programmes. Therefore, this research study leaves the research community with insight and direction as to how mentoring can be used to prepare Māori tertiary students for employment.

Chapter One: Introduction

The Place of Māori in the Business World

The business world is in constant change. When preparing for employment individuals need to be proactive in the employment decisions they make (Arthur & Rousseau, 1996b). Employment literature suggests that the individual is the central feature in their employment preparation and that ethnicity is a strong predictor of employment positioning and options in the labour market (Thomas & Alderfer, 1989). Within New Zealand, there is low employment representation of Māori within knowledge-based industries, such as those found in business areas (Mintrom, 2005). Literature highlights that tertiary organisations play an important role in preparing tertiary students for employment (Martin, Milne-Home, Barrett, & Jones, 2010). The perceived contradiction is that tertiary organisations may assume there is a straightforward transition between the classroom and employment without acknowledging this existing imbalance in Māori participation. Therefore tertiary students and tertiary institutions may not be preparing their Māori students for employment as well as they could.

Māori are the indigenous people of New Zealand and represent around 15.4% of New Zealand's population (Statistics New Zealand, 2015). Māori business representation within the business world has increased since fiscal settlements were made between Māori iwi (tribal collectives) and the New Zealand government. Consequently, Māori are developing their own corporate entities which, when managed well may provide Māori with a distinct and strategic advantage within the national, and global economy (Nana, Stokes, & Molano, 2010). Currently, Māori entities are said to be worth 37 billion dollars to New Zealand's economy (ANZ, 2014; Federation of Māori Authorities, 2015) and as a result many mainstream business organisations such as accountancy and law firms, are creating business divisions solely to work with their Māori clients.

Evidence of this interest is in *He Tirohanga Whanui* (ANZ, 2014), the annual privately owned *Business Barometer*, published by the commercial arm of the ANZ bank, New Zealand. This report collected survey responses from Māori business owners, managers and governors. Respondents highlighted several points which are relevant to many aspects of this mentoring research. Firstly, Māori business owners and governors are seeking people who think strategically because of the "intergenerational responsibility which requires many Māori organisations to think long-term about how business activity will benefit future generations" (ANZ, 2014, p. 2). Furthermore, the *Business Barometer* emphasises that finding skilled staff and accessing human capital is of immediate concern to the business industry and that the priority must be to employ skilled people in the areas of accounting, business advisory and consultancy (ANZ, 2014). Capability in the areas of governance is also sought notes this report, and the Māori business community wants to encourage more young Māori to gain qualifications and experiences to address the skill shortage in business employment (ANZ, 2014). A Māori Lands Trust representative in the *He Tirohanga Whanui* report asserts "to become world-class businesses we need world-class expertise working in our operations. We need to attract

greater talent, if they are Māori, kei te pai (good)” (ANZ, 2014, p. 9). The objective of this study is to use mentoring to assist Māori tertiary students preparation for employment in the business industry, which is closely aligned with the goals outlined in the ANZ report.

The business areas, therefore, seek graduates who possess the qualifications, skills and attributes needed to meet their strategic goals in the business market. It has been noted that the business culture has typically been dominated by Euro-centric practices which encourage competition and individualism (Ponterotto & Casas, 1991). It is an assumption of this study that the business culture may place additional pressure on Māori business graduates because indigenous groups such as Māori are more used to practices which encourage collectivism and community contribution (Thomas & Alderfer, 1989).

About this Study

This research study investigates the use of mentoring as a strategy to assist Māori tertiary students to prepare for employment. It is anticipated that through mentoring, the mentees will come to understand how their qualifications, skills, and attributes can contribute to both the New Zealand economy as well as the fast growing Māori economy. Historically, there has also been a participation and achievement gap between Māori and non-Māori in tertiary education; however with government departments and Tertiary Education Organisations (TEOs) working together, these gaps are closing. One of the main drivers for this inter-agency push is the focus on the recruitment of more skilled and educated Māori employed in professional roles, so they can contribute to the success of businesses in the national and international arenas (Tertiary Education Commission, 2014b).

This study's objective is a two-fold contribution to the field of mentoring and preparing for employment in the business industry. The first chapter addresses the literature about mentoring programmes for indigenous people, particularly Māori in Aotearoa New Zealand. There appear to be very few studies which show how mentoring guided by Māori practices can assist Māori tertiary students to prepare for employment. Secondly, the research aims to study mentoring as a support strategy to assist Māori tertiary students preparation for employment. Mentoring and Māori practices used in this study have a natural alignment because of the way both are participant-focussed and support practices that empower individuals.

Chapter Two contains a literature review which explores the mentoring and employment literature, with a particular focus on mentoring programmes such as those designed for indigenous people such as Aboriginal Australians, Hispanic, Native American and Māori in social and education settings.

Chapter Three describes the research design which was guided by kaupapa Māori methodologies. This approach was selected to ensure the research undertaken was culturally safe, inclusive and collaborative for all participants (Bishop, 1996; Smith & Reid, 2000). Narrative transcripts from the hui (meeting) and kanohi ki te kanohi (face to face) were the main instruments of data collection. These hui provided safe, caring environments for the participants to feel comfortable, share their thoughts about mentoring and decide on the kaupapa (goals) for their mentoring relationship.

Chapter Four presents the findings of the study, including how whānaungatanga practices assisted the mentor and mentee to make connections and decide on the direction of their mentoring relationship. Across the four pairs of mentors and mentees, there were two layers of findings: the first relates broadly to preparing the Māori tertiary student for employment; the second covers the Māori practices which helped to form and support the mentoring relationship.

Chapter Five then discusses aspects of the main themes and compares these to the literature regarding Māori tertiary students, workplace mentoring, mentoring involving indigenous peoples, and making connections. This discussion provides an insight as to how whānaungatanga, kaupapa and manaakitanga assisted the participants to establish and maintain the mentoring relationship over the four month timeframe.

To conclude, Chapter Six summarises the main findings, and outlines the limitations of the research, before suggesting directions for future investigation.

Style Notes

The presentation of text in this thesis has deliberately included items of Māori vocabulary for which there is no direct English translation. Māori words have been used to describe important Māori concepts which are appropriate to this study involving Māori participants and Māori practices. Therefore these are included as part of the text and not italicised, in contrast to the prevalent convention of other cited literature. The way these words are presented is, at the first usage, an explanation in English is provided in brackets. After this, the reader is referred to the glossary at the back which provides a list of all the Māori vocabulary items used and their meaning in the context of this study.

Chapter Two: Literature Review

This chapter outlines a range of literature areas which are related to mentoring, mentoring approaches, tertiary education and employment. The mentoring literature uncovers the evolution mentoring from a one-way didactic relationship to a more collaborative partnership with the benefits of sharing knowledge and expertise across the sections of the workplace and education.

Workplace mentoring, offers a range of explorative opportunities for employees as they navigate employment areas and from an employer perspective, opportunities for encouraging diversity and developing leadership potential. Mentoring from an indigenous perspective offers relational approaches, guided by the advice and philosophies of elders. Mentoring that involves Māori, draws from the philosophies and practices of “being Māori”, such as whānaungatanga and shares similar characteristics of indigenous mentoring informed by collectivism and sharing. Mentoring in education both nationally, and internationally, has often provided those students who have been identified “at-risk” with a significant other who can offer support and motivation to stay in education for longer. Mentoring in the tertiary sector is common in programmes which have high enrolments of Māori students; many of these programmes offer assistance from a peer to support the completion of courses and qualifications.

Mentoring

The beginnings of mentoring can be found as far back as 13th century BC. Many writers site the story of when Odysseus, King of Ithaca fought in the Trojan war and left his friend Mentor to act as a surrogate father, role-model, counsellor, and teacher to his son Telemachus (Buckley & Zimmerman, 2003; Carden, 1990; Evans & Ave, 2000). This account from Greek mythology shares similarities to the medieval period when young squires were prepared for knighthood by learning professional and specialised crafts such as law, goldsmithing and merchandising by older, experienced knights (Anderson-Miller, 2008). This medieval model is based on the transmission of knowledge from a more experienced person to an apprentice and has become somewhat of a blueprint for modern day contemporary mentor-mentee relationships (Carden, 1990).

Unlike the previous mentoring practices of Greek mythology and English feudal society where transmission of knowledge was predominantly “one-way”, writers such as Tahau-Hodges (2010) and Tangaere (1997), confirm that the Māori mentoring model of tuakana-teina operates in a dual function of ako, and the transmission of the knowledge is “two-way”, whereby the mentor can be the learner and the mentee the teacher. This practice of mentoring is underpinned by a solid and mutual beneficial relationship between a mentor and mentee. The notion of mentoring as being a reciprocal relationship is the position taken by this research study, and is evident through the collective ako and whānau approach established at the first “meet and greet” hui between the mentor and mentee. Tuakana-teina is derived from the Māori values of ako and whānau where the tuakana (older, experienced person) and the teina (the

younger, inexperienced one) explore together important learnings, teachings and the “tika” (the right way) of carrying out tasks and duties. Traditionally and indeed in contemporary Māori society, elders and their mokopuna (grandchildren) shared a special relationship where it would be normal for children to learn and participate alongside their elders (Tangaere, 1997). In addition, mentoring from older to younger (both contemporary and traditionally in the Māori world) is used to share stories about the past with future generations as a way to inform and educate young people. These stories become important learnings and are centred within the Māori world and remind future generations about their responsibilities and practices they have. The traditional use of the tuakana-teina model of mentoring in the Māori world also provides direction for the younger, less experienced to become aware of their cultural identity and learn from their elders who have more experience. In addition, knowing about one’s heritage also gives the younger person (mentee) a sense of belonging and develops a higher level of connectedness and respect.

Mentoring has long been a popular practice of developmental interactions in many discipline areas and has deep literature foundations as a relational practice. It involves the pairing of a more experienced professional with a less experienced person for the purpose of developmental support (Kram, 1985). Mentoring is fundamentally about the forming of a relationship between a more experienced and a less experienced person for the purpose of knowledge and skills transfer (Tahau-Hodges, 2010). Within the fields of business, law, humanities as well as both the natural and social sciences, mentoring has been linked with what Chandler & Kram, (2004) describe as improved subjective outcomes such as career satisfaction and development of a professional identity. The two functions of workplace mentoring include psychosocial and career aspects (Kram, 1985). The psychosocial function includes the elements in a relationship which enhance an individual’s sense of competence, identity and effectiveness; the career function is to support the advancement of an employee within the organisation (Kram, 1985). The practice of entering into a mentoring relationship involves the pairing of an individual (mentee) with a significant adult who according to Anderson-Miller, has the leadership experience and the expertise to counsel, teach, guide and inspire less-experienced individuals so they can grow and develop professionally and personally (2008). Many writers on mentoring have drawn from Levinson’s seminal work which describes mentoring as a mode to support and guide novices (1978). Similarly, Chung, Bemak, and Talleyrand (2007) describe mentoring as a process of nurturing and advising; and Darwin (2000b) adds that mentoring has long been used as a vehicle for passing down important knowledge and supporting talent. Therefore, mentoring can be seen as an interpersonal relationship, a relational practice which involves the forming of a relationship between a more experienced professional and a younger less experienced person for the reason of developing potential (Mullen, 1994). While it may seem that there are more benefits for the mentee compared to the mentor; Hunt and Michael (1983) describe the mentor as a parent-like figure who will gain a sense of satisfaction and confirmation through helping those less experienced.

It is noted that traditional mentoring programmes such as those found in workplace and education settings have been based on western values (Ivey, D’Andrea, Ivey and Simek-Morgan, 2002; Pedersen, 2000), which typically emphasise autonomy and competition. These

are often in conflict with the values of collectivism, co-operation and interdependence often found in Māori and many other tribal cultures (Bemak, Chung & Pedersen, 2003). In addition, interdependence of a mentoring relationship can also be described using the Māori value of ako. Ako, according to (Tangaere, 1997) is a synergistic relationship which serves benefits of reciprocity between the teacher and the student (and vice versa) in teaching and learning interactions (Beyene, Anglin, Sanchez, & Ballou, 2002).

Mentoring as a relational practice has progressed significantly in recent times and a conceptual model (Figure 1) shows that the role of a mentor is quite involved. The level of relational involvement a mentor has in a mentoring relationship is represented and contrasted with other supportive roles they may carry out. The model also represents a scale of relational roles depicted in a pyramid to “reflect the increasing involvement and intensity required by the relationship and the change in primary intent as one moves from base role-model to the apex role of mentor” (Mertz, 2004, p. 550). The hierarchy of work relationships in Figure 1 shows the mentor at the pinnacle due to the intense level of involvement and interaction they have with individuals in the workplace (Mertz, 2004).

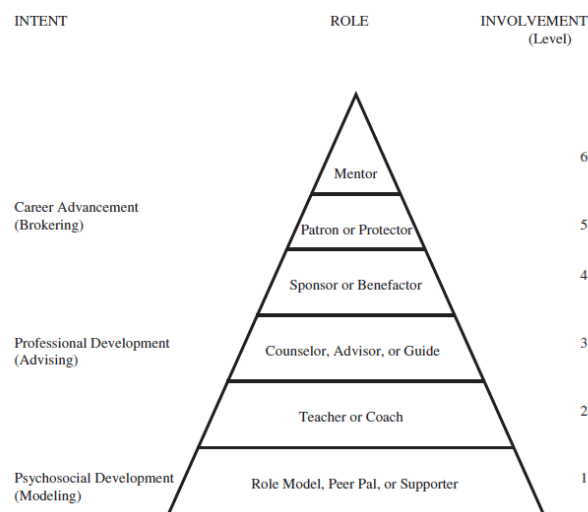


Figure 1. The level of involvement for the mentor in work relationships (Mertz, 2004)

Mentoring has long been an accepted rite of passage to support the development of employees in a workplace; in the context of this study, it may also be found that mentoring can also be an option to prepare Māori tertiary students for employment. The following section explores Māori mentoring approaches as well as indigenous mentoring examples from New Zealand and globally as well as mentoring programmes which exist in New Zealand tertiary and college contexts.

A Māori mentoring approach.

The tuakana-teina model of mentoring suggested by Tangaere (1997) has origins from Te Ao Māori (the Māori world) and is viewed as part of the Māori human development theory. Tuakana-teina, according to Tangaere (1997) is a traditional Māori pedagogy which allows for the transfer of higher level of understanding and knowledge from a more skilled tuakana (elder) to a lesser experienced teina (younger person). This approach shares similar characteristics and views with workplace mentoring (Chung, Bemak, & Talleyrand, 2007; Darwin, 2000a; Levinson, 1978). However, in the traditional use of tuakana-teina as part of Māori teaching and learning pre-colonial settlement, knowledge was passed through generations orally, through waiata (songs), stories and karakia (prayer). As mentioned the core foundation of tuakana-teina is derived from the Māori concepts of ako and whānau, and in the Māori world, it is acceptable practice for the learner to shift roles and become the teacher which allows for ako, and the reciprocity of learning between the teacher and the student. Of course, such reciprocity is not unique, as Tangaere (1997) notes the concept of tuakana-teina is present in western ideologies through the scaffolding concept used when developmental psychologists refer to learning and development.

The aim of this study is to assist Māori tertiary students to develop a relationship with an industry mentor for the purpose of developing knowledge and confidence about their future employment area and workplace. As with the Māori concept of mentoring, early mentoring literature focussed on how mentoring works to impart important skills and expertise to novice, less experienced recruits. While this approach has some bearing, tuakana-teina shares more characteristics with the mentoring relationships formed in this study. Characteristics such as mutual benefits, collectivism, contribution and sharing underpinned by traditional Māori practices such as whānaungatanga. Whānaungatanga is one of the most significant concepts in the Māori world which binds people together through not only blood or kinship ties, but also through common interests or work (Bishop 2005). Whānaungatanga and/or whānau is translated simply as family; the importance of people, relationships, connections and kinship. In the Māori world, Tangere (1997) adds that the individual does not develop in isolation and the family setting is not the only context where learning occurs. This is an important approach particularly when researching the use of mentoring to prepare Māori tertiary students for employment in the tertiary setting because of the provision of developmental support a mentor can provide for a mentee in this context. This notion is supported by Chandler and Cram (2004) who also state that individuals draw support through developmental relationships from many people who may offer different types and levels of career and psychosocial support. The Māori approach to mentoring does precisely this, drawing on support from people outside the family unit, which Kram and Higgens (2001) call a developmental network. They add that mentoring has recently transformed both in theory and in practice, from a single, long-term, hierarchical relationship, to include multiple, shorter-term developmental relationships over the period of an individual's career.

There is little research about matching mentors with mentees from different cultures, however there are other factors which are important to the mentoring relationship. These

factors include age, experience, gender and parental attributes (Buckley & Zimmerman, 2003). Mentoring relationships can be formed across ethnic boundaries provided the mentors have “empathy and cultural sensitivity and a sincere desire to understand their mentee’s experiences” (Buckley & Zimmerman, 2003, p. 21). This research follows the mentoring relationship of a Māori tertiary student and a business mentor who may or may not be Māori. While the main objective is for the Māori tertiary student to learn more about their chosen business employment area, there may be additional benefits such as increased self-esteem, exposure to networks, and career advice (Buckley & Zimmerman, 2003). In addition, Buckley and Zimmerman (2003) offer some considerations when developing mentoring programmes such as time commitments, location of meetings and what will happen if the connection or the relationship fails.

The present study has sought to adopt a Māori approach to all phases of the research. In doing so the aspects of relational qualities outlined above have been deliberately incorporated into the design and methodology and are outlined further in Chapter Three.

Mentoring for indigenous peoples.

While the literature explored covers in detail many mentoring programmes geared toward the workplace and education domains, there remains an absence of theory and review of mentoring programmes from an indigenous perspective (Fletcher & Mullen, 2012). The United States (US) is becoming increasingly diverse, complex and competitive (Reddick & Young, 2012), and this has been accompanied by a long-term projection to increase enrolments of Native Americans into higher education programmes. Consequently, there are initiatives within these contexts underpinned by organisational policies and procedures which aim to attract and retain students from diverse ethnic backgrounds. Mentoring is one initiative which has become a popular option as part of the wider tertiary environment which aims to support the academic and pastoral needs of indigenous students.

A study conducted by Chung, Bemak and Talleyrand (2007) examined cultural perspectives in mentoring relationships involving African and Latin-American tertiary students and faculty staff. A key conclusion was the importance of reflecting the racial, ethnic, cultural identities, and worldviews of indigenous students within mentoring models (Keel, 2009). According to Keel, all three racial groups noted that the interpersonal relationship between themselves and their mentors was the most critical element; and that having a mentor who is culturally responsive was also an important variable in the mentoring relationship. Therefore, it can be said that from an indigenous perspective, the forming of a relationship between the mentor and mentee is the most fundamental element and underpins the whole mentoring process, particularly for those mentoring programmes which involve indigenous or ethnic minority peoples. The *Big Brothers Big Sisters* (BBBS) mentoring programme in the US has done just this by taking measures to include the indigenous worldview representation by including the “voice” of African-American, Native American and Hispanic cultures within their mentoring programmes. Similarly, another inquiry conducted in the US aimed to explore mentoring from a relational perspective with college students. The students represented 36 universities across the US and, like Chung and associates’ study, were from diverse

backgrounds; including African American, American Indian and a range of South American ethnicities. Students were selected onto this programme to increase their self-efficacy and improve the development of their marketable identity for future employers (Beyene et al., 2002). This inquiry showed that indigenous mentees identified “relational mutuality” (Beyene et al., 2002, p. 97) as critical to their mentoring interaction and added that the key ingredients in their relationship with their mentors were trust, communication, knowledge, nurturing, open mindedness, respect and a mutual interest, similar to those found in workplace mentoring contexts. In addition, Liang, Tracy, Taylor and Williams (2002) add that the relational qualities of engagement, authenticity and empowerment influence the success of mentoring particularly for adolescents and young adults. Therefore, relational theory shares similar intentions to this mentoring research, whereby participants will establish their mentoring relationship based on the same relational attributes as those described above. Two additional findings are also relevant to the present study: first, attributes of relational theory can assist with a “growth fostering connection” (Liang et al., 2002, p. 8) between the mentor and mentee. Second, as Bryant (cited in Liang et al., 2002) affirms, the quality of the relationships may become more meaningful (for the participants) than the structure of the mentoring programme.

An interesting feature within the BBBS programme is the special emphasis on pairing African American, Native American and Hispanic youth with like-mentors. African-American alumni are big supporters of the BBBS and encourage their members to become involved as mentors and financial donors. The BBBS created the *Native American Mentoring Initiative* which has all the characteristics of an indigenous mentoring model and is implemented using the guidance of American Indian and Alaskan native advisors. The input of elders and indigenous community organisations ensures that the BBBS programme structures are culturally relevant and sustainable (Grossman & Tierney, 1998). As with both the African-American and American Indian programmes, the *Hispanic Mentoring Programme* also encourages more Hispanic people to participate in mentoring initiatives. The overall objective of this programme is to encourage and sustain more numbers of volunteers and families to enrich the lives of Hispanic youth through culturally, socially, and academically supportive mentoring relationships. It seems that the BBBS is a comprehensive and well established mentoring programme (Grossman & Tierney, 1998) which has provided many indigenous peoples with learning, development and career opportunities.

In most of the literature examined around indigenous mentoring, there appears to be little evidence to indicate a focus on the mentor’s experiences (of mentoring) which would provide a further area in which this study has potential to make a contribution.

Mentoring in the workplace.

While the origin of workplace mentoring is unclear, Darwin, one of the leading writers in this research space supports the view that the first type of workplace mentoring began during the medieval period. The practice of mentoring has since been “framed in a language of paternalism and dependency and stems from a power-dependent, hierarchical relationship” (2000a, p. 197). The purpose of mentoring programmes in the workplace was also to

enculturate staff within the ethos of that organisation, usually via an “older, powerful member who provided career and psychosocial support to a younger, less powerful person” (Darwin, 2000a, p. 198). She further explains that if there is an atmosphere of power present in mentoring relationships, then this can become a barrier to open communication and trust, which is imperative for successful mentoring relationships. It is good to note that now, the idea of mentoring is not an “exclusive activity dominated by older males”, and that mentoring is “at the forefront of strategies to improve workplace learning” (Darwin, 2000a, p. 197). Whilst these issues are more prevalent in western models of mentoring, it is imperative that within the context of this research there is the expectation of mutual benefits, respect and open communication between the mentor and mentee. It is apparent that contemporary mentoring literature has a solid background in workplace settings. From feudal society to present day business organisations, mentoring has been the vehicle to improve workplace learning.

During the late 1970s, organisations were becoming interested in equal opportunities and made mentoring available to a more diverse range of employees. Chandler and Kram (2004) emphasise that these mentoring programmes fostered relationships between junior and senior employees and targeted specific employee groups; such as minority groups. For example, within Canada, the *National Mentoring Program* (NMP) was developed and led by indigenous groups themselves to increase diversity, foster workplace learning and knowledge as well as develop leaders for the workplace. The NMP was designed as a facilitated programme and as an added advantage, government funding was allocated (Canadian Government, 2011). Meanwhile, in the United Kingdom, the *Black Leadership Initiative* (BLI) was designed to deliver a professional mentoring network for Black, and other minority professionals to achieve their career potential. The unique aspect of this programme is that it is led by the African-American community and provides mentoring for marginalised individuals aspiring to management positions. Mentors and mentees are matched according to the requirements of the mentee and the skills and experiences of the mentor. The aims of the BLI programme is to provide support for mentees to plan for their career as well as become aware of the barriers to progression which face minorities (Network for Black Professionals, 2014).

In the early 1990s, the *Mentoring in New Zealand* programme was established to offer mentoring and professional programmes to support tertiary graduates with their career development (New Zealand Coaching and Mentoring Centre, 2014). *Mentoring New Zealand* also offers a mentoring service, where business mentors volunteer their time and knowledge and offer business information to newly started Māori businesses (New Zealand Trade and Enterprise, 2014). In addition, the New Zealand Government funded organisation Te Puni Kokiri (Ministry of Māori Economic Development) offers a mentoring service provision to Māori in business which focusses on planning, problem-solving and networking (New Zealand Trade and Enterprise, 2014).

Mentoring in the workplace environment also began to link benefits for the organisation’s strategic goals, and as a result many organisations decided to action specific and targeted mentoring programmes to support new staff and provide capability development which was aligned to the strategic directions of the business. Moreover, there appears to be many private mentoring and organisational developmental agencies in New Zealand who offer their

business clients a contextual coaching service to develop capability and support staff. The New Zealand Coaching and Mentoring Centre was established in the late 1990s to provide programmes to individuals, organisations and teams. Their service scope includes international clients and their core business objective is to contextualise, and design unique mentoring programmes, train mentors and mentees as well as evaluate the programme's effectiveness against organisation goals (New Zealand Coaching and Mentoring Centre, 2014).

Mentoring in Education

Mentoring can be viewed as a social intervention within compulsory education sectors such as colleges, and secondary schools (Bullen, Collins, Dunphy, Farruggia, & Solomon, 2011; Evans & Ave, 2000). Bullen and associates' review of youth mentoring in cultural contexts also highlighted that mentoring has mainly been used as a vehicle to assist learners who are socially disadvantaged and who are not achieving in school or social situations (2011). Youth appear to be the most highly subscribed age-stage for educational mentoring programmes (in comparison to other age stages); and the use of mentoring in education to support at-risk and priority youth is a fairly popular, low-cost option in both New Zealand and international schooling systems. Socially and economically disadvantaged youth have been defined as "at-risk" or "priority learners" (Careers New Zealand, 2012; Tertiary Education Commission, 2014b), and often comprise of a disproportionately high number of indigenous people such as African and Native American, Hispanics and Māori. Evans and Ave (2000) mention that in New Zealand "policy makers have become increasingly interested in programmes that can be broadly implemented in communities for relatively little cost" (p. 41). In addition, they add that mentoring can be seen as a strategy for social change, and an approach for intervening into the lives of vulnerable people. Evans and Ave add that in New Zealand there has been an "explosion of interest [of mentoring] in schools serving low-income communities" (2000, p. 41).

Mentoring programmes within the US are based on similar aspirations which promote healthy development through mentoring of youth, particularly those growing up in challenging circumstances (Buckley & Zimmerman, 2003). One flagship programme, *America's Promise Alliance*, makes youth a national priority, calling for caring and trusted adults "to develop competence in today's youth" (Buckley & Zimmerman, 2003, p. 1). The programme is centred and focussed within the American education system, as well as aims to improve educational performance and increase the number of young people graduating with formal qualifications. Within their literature review Bullen et al. (2011), also views formal youth mentoring programmes as important for those who are at-risk in terms of low educational achievement, truancy, attitude, and connectedness to society.

Popular international mentoring programmes which focus on youth include *Big Brothers*, *Big Sisters*, YMCA's *Black Achievers of Harlem* youth mentoring programme, *Birdtail Sioux First Nation* (US); *Panyapp* (Australia) as well as the *New Zealand Youth Mentoring Network* (NZYMN), *He Ara Tika* and *Project K* (New Zealand). While some of these programmes focus on minorities, regardless of age, they all share similar characteristics in that they are focussed on mentoring activities which are targeted towards increasing self-esteem, educational

achievement, and career aspirations (Evans & Ave, 2000). Mentoring programmes in New Zealand have similar, but not all features of mentoring programmes from the US (Noonan, Bullen, & Farruggia, 2012). Some points of difference are the individualistic, strong American cultural base, which may not fit well with New Zealand youth who according to Evans & Ave may identify more closely with a collectivist approach and a community feel (2000).

While research within the US is extensive particularly within the area of youth mentoring, there remains little research explaining how effective the mentoring is in New Zealand youth contexts (Bullen, Collins, Dunphy, Farruggia, & Solomon, 2011). This research is centred on mentoring within a New Zealand, tertiary education context and involved Māori tertiary students who are completing a business qualification and are preparing themselves for employment. It is hoped the findings described in this thesis will contribute to the limited research available about the use of mentoring to prepare Māori tertiary students for employment. An important point is that the mentoring programmes discussed in the literature seek to engage at-risk youth within education contexts to help them stay at school for longer to achieve their educational goals (Bullen et al., 2011). Mentoring is not just for disadvantaged youth, the premise of this study is that mentoring can be used to ensure Māori tertiary students are prepared for employment in the business areas they will soon enter.

Mentoring in tertiary education.

Recently, a review of mentoring programmes offered by New Zealand tertiary organisations was carried out to identify the various mentoring models offered to Māori tertiary students (Tahau-Hodges, 2010). *Kaiako Pono* encouragingly reports that mentoring for Māori learners in the tertiary sector is becoming a popular strategy to use “alongside other support strategies to improve the retention, participation and completion rates for Māori tertiary learners” (Tahau-Hodges, 2010, p. 2). The range of mentoring programmes discussed, included a variety of formal and informal mentoring offerings which were designed from Māori world views and inclusive of Māori philosophies and practices. The *Kaiako Pono* summary document highlighted that there were many positive aspects of these mentoring programmes, among which was their use by tertiary organisations to measure the achievement of Māori learners. Positive areas Tahau-Hodges describes is the provision of Māori values and high expectations (2010). A highlight was that those Māori learners who participated in the formal mentoring programmes, were more likely to complete their qualification than those who had not. Furthermore the *Kaiako Pono* report concluded that culturally responsive mentoring (for Māori tertiary students) can support them to connect with their tertiary organisations, as well as provide important links with local business professionals (Tahau-Hodges, 2010). There is a clear focus to increase the retention and achievement of Māori students at tertiary level; and tertiary mentoring programmes in New Zealand can assist with this goal. This notion reflects the findings from a 1999 study in the US carried out by Brown II, Davis and McClendon (1999) which showed that mentoring increases the probability of student programme completion and career success. Mentoring can also be considered as a learning and developmental opportunity for Māori and

other indigenous tertiary students to become familiar with the environment and culture of their tertiary organisation and their future employment areas.

The current priority of the Tertiary Education Commission (TEC) for New Zealand tertiary organisations is to ensure that Māori tertiary students experience success through completing programmes at tertiary level (Tertiary Education Commission, 2010). In doing so, their expectation is that tertiary providers also focus on Māori educational success as well as workforce connections, which in turn will improve the economic outcomes for Māori and the New Zealand economy (Maori Economic Development Advisory Board, 2013; Tertiary Education Commission, 2010). *Kaiako Pono* endorses mentoring as a means through which tertiary organisations can give effect to this national goal.

International tertiary mentoring models provide insight for this research about what mentoring programmes are available in tertiary organisations. Curtin University in Western Australia is Australia's largest and most multi-cultural university (Hackett, 2012). Their *Next Step* mentoring programme pairs students who are in their final year of study with mentors (who have completed a similar degree) and who have at least three years' experience in business employment. The purpose of *Next Step* is for mentors to share professional expertise and assist students to improve their career planning skills as they transition into employment. *Next Step's* mentoring services share similar objectives to that of other mentoring programmes found in New Zealand tertiary organisations such as Victoria and Waikato Universities. At Victoria University, a mentoring programme is offered by *Te Pūtahi Atawhai* support services to Māori tertiary students studying in the areas of commerce, humanities, education and music. This programme offers informal academic support either one on one, or in a group to share knowledge and experiences about tertiary study (Victoria University, 2015). Similarly Waikato University offers mentoring to Māori students studying in the Faculty of Laws, Education and Humanities. The *Te Kura Toi Tangata* mentoring unit offers academic, pastoral and procedural support to Māori students in the Faculty of Education (Waikato University, 2015). Both *Te Pūtahi Atawhai* and *Te Kura Toi Tangata* offer Māori tertiary students mentoring by peers who have studied or are still studying in the same areas. To achieve high impact for Māori tertiary students preparing for employment, mentoring is timely because at this stage, students are also preparing for employment. The business studies undergraduate degree at Auckland University of Technology (AUT) offers a variation of organisation-based mentoring. Students take part in a compulsory nine week *Co-operative Education* (workplace integrated learning) placement, which provides students with access to a business mentor (Auckland University of Technology, 2014).

Mentoring literature in educational settings, particularly for Māori can be viewed as an engagement strategy. This highlights that mentoring was developed as a tool to re-engage at-risk youth, back into the mainstream education system. From a tertiary perspective, mentoring as highlighted by Tahau-Hodges supports mentoring as a strategy to both engage as well as retain Māori learners to complete their tertiary qualifications (2010).

A significant gap in the mentoring literature concerns the pairing process of the mentor and mentee. While the *Big Brothers, Big Sisters* (BBBS) mentoring programme in the US screen and vet prospective mentors, information is not disclosed as to what their process may

be or how the qualities and characteristics of a mentor can be aligned and matched with appropriate mentees. One of the strengths of tertiary mentoring programmes is the process of allocating resources to engage and motivate tertiary students to complete their qualifications. In some instances, the tertiary mentoring programmes identified in education settings make use of peer or college staff to fulfil the mentor role. On the other hand, tertiary mentoring programmes could widen this by including industry mentors.

To summarise, mentoring is a popular strategy for knowledge and learning acquisition and over the years has evolved so that the relationship between a mentor and mentee is no longer based on power. In addition, there are now more people from diverse cultural backgrounds participating in workplace and educational mentoring programmes. Therefore these programmes are being designed with a focus on the cultural traits of indigenous groups and with more emphasis placed on the relationship between the mentor and mentee.

The following section identifies the literature regarding the participation of Māori students in New Zealand tertiary organisations, both in general, and in specific fields of study. The achievement rates of Māori in tertiary organisations are also explored as well as employment benefits for Māori with tertiary qualifications. Tools which tertiary organisations can utilise to develop relationships with industry for the purpose of assisting their students' preparation for employment are also described. Lastly, the point is made that working collaboratively across the tertiary sector with other key stakeholders is vital to ensure resources are available for the participation, achievement and employment readiness of Māori students.

Tertiary Education in New Zealand

According to the Ministry of Education, tertiary education in New Zealand is a significant vehicle for the success of individuals and the country (Ministry of Education, 2010; Tertiary Education Commission, 2014b). From an economic perspective, tertiary education is also central to helping New Zealand achieve its economic, social and cultural goals (Tertiary Education Commission, 2010). The New Zealand economy relies on how well this sector serves the needs of the nation, particularly for Māori who are becoming major players in the current economic environment. In addition, writers point out that improving education experiences and skills of Māori will provide a major and significant contribution to the economic development of New Zealand for the next 20 years (Whitehead & Annesley, 2005).

The Tertiary Education Commission actions New Zealand's tertiary priorities through the *Tertiary Education Strategy (2010-2015)*. It is a guiding document for tertiary organisations and outlines the key areas and priorities for Institutes of Technology and Polytechnics (ITPs) and universities in New Zealand. The priorities are developed based on the Government's direction for tertiary education which is to "offer [students] a passport to success in modern life" (Tertiary Education Commission, 2014b, p. 3). From this economic perspective, skilled graduates who are prepared for employment will allow businesses to increase the value of their products and services for national and international markets (Tertiary Education Commission, 2014b). The government funds and monitors the tertiary sector's progress to produce

graduates who are skilled, knowledgeable and can contribute to the economic success of the nation.

In recent years, there has been more commitment to reduce disparities and support the achievement of Māori students across the education sector, particularly as students prepare for employment (Tertiary Education Commission, 2014b). The Tertiary Education Commission view Māori achievement as increasing the numbers of young Māori achieving qualifications at level four (or higher) as well as increasing the number of Māori tertiary students successfully completing higher-level qualifications (Tertiary Education Commission, 2014b).

Tertiary organisations can decide what strategies to implement and in doing so must support Māori language and tikanga (Māori rules) because it is integral for Māori tertiary student success (Ministry of Education, 2013a). Changes have included training staff about the unique barriers faced by indigenous students and implementing culturally responsive retention strategies (Shield, 2004). Scholarships and research support have been useful to examine and share “best practice” examples of raising Māori achievement across the tertiary sector.

The *Māori Education Strategy 2013-2017* and *Ka Hikitia – Accelerating Success* policy documents the government’s directives to encourage tertiary organisations to develop comprehensive programmes to meet the needs of Māori learners. As mentioned earlier, mentoring can be one such support strategy to retain and increase the participation and achievement of Māori tertiary students (Shield, 2004). National statistics report that there has been a modest shift in participation and achievement rates of Māori enrolled in tertiary education (The Ministry of Education, 2001) but there is still room for improvement. A recently published *Performance Report* states that TEOs need to concentrate on Māori achievement at higher levels of study (Tertiary Education Commission, 2013). The Māori Economic Taskforce group reported that this investment in the tertiary sector will improve the “historical legacy of low qualification levels that has had an adverse effect on Māori employment” (Te Puni Kokiri, 2010, p. 16). These types of policy and funding developments are shared across other communities who have the same educational disparities as Māori. Research about indigenous participation and achievement in tertiary education has prompted policy shifts which, according to O’Keefe, (as cited in Howlett, Seini, Matthews, Dillon, & Hauser, 2008) “foster higher rates of indigenous recruitment and retention in higher education” (p.18).

Tertiary organisations in New Zealand are funded based on performance and as a result, reporting requirements are focussed on the programme completion figures of Māori students as a subset of the total student population (The Ministry of Education, 2001). The Tertiary Education Commission uses “participation rate” as a monitoring tool to measure the number of learner enrolments in tertiary and “completions” to measure the number students who have passed their programmes or courses (Tertiary Education Commission, 2014a). The Tertiary Education Commission is also able to monitor the increase in Māori tertiary participation, which has increased slightly since 2001. It is interesting to note that “Māori currently participate in tertiary education at a much higher rate than non-Māori” (Ministry of Education, 2013, para. 7). This could be attributed to many factors, such as the way tertiary providers are now thinking about support provision and developing academic and pastoral mentoring programmes. However, it has also been stated that Māori participation is still

disproportionately represented in the lower level tertiary programmes. The Ministry of Education (2010) points out in their tertiary monitoring report that “the participation rates of Māori in qualifications below degree are higher than non-Māori” (p. 2). Recent figures released by the Ministry of Education also show that comparatively Māori are more represented in lower level programmes compared to non-Māori (Ministry of Education, 2014). In 2012, 30% of Māori were enrolled in level 1-3 programmes, compared to 12% Māori student enrolments in diploma or higher level programmes. This shows that there is the need to increase the participation and achievement rates of Māori enrolled in higher levels such as diploma and degree programmes.

Māori in tertiary education.

Globally, the history of indigenous participation and achievement in tertiary education has been described as poor and has been the focus of considerable research (Aseron, Wilde, Miller, & Kelly, 2013; Jefferies, 1998). Many indigenous cultures such as Native American, Aboriginal Australian and Māori have been subject to perpetual discrimination and writers say that the impact of colonisation, urbanisation and educational policies have impacted on the participation and achievement of Māori in education (Bishop & Glynn, 1999; Durie, 2003; Jefferies, 1998; Mullane, 2011; Smith, 1997; Tuhiwai-Smith, 1999).

Between 2013 and 2014, Māori (aged between 18-24 years) participated at a higher rate than non-Māori in lower level tertiary programmes. In addition, Māori have the lowest participation figures in bachelors and higher qualifications (Ministry of Education, 2014a). The *Tertiary Education Strategy* challenges TEOs, ITPs and universities to look within and decide how they will increase the number of people accessing tertiary education particularly at higher levels. In addition, the tertiary focus is on priority groups such as under 25s and those who identify as Māori (Tertiary Education Commission, 2014b). The Māori tertiary students participating in this research are currently studying at the Bay of Plenty Polytechnic, which has around 31% equivalent full-time Māori enrolments (Bay of Plenty Polytechnic, 2014). This is a fair representation of the percentage of Māori who live in the Bay of Plenty region (around 30%) and the figure represented by Māori enrolments in lower level programmes.

Renowned Māori educational researcher, Sir Mason Durie mentions that there are many shared traits between Māori and other indigenous learners around the world (as cited in Anderson, Singh, Stehbins, & Ryerson, 1998). Anderson et al. adds that Māori have shared many of the same educational disparities such as participation and achievement rates as other indigenous learners (1998). This is echoed by Jeffries (1998) who argues that the over-representation of Māori in low socio-economic groups helps to “explain some of the barriers facing Māori entry into tertiary education” (p. 56). Similarly in Australia, the low participation and retention of indigenous Aboriginal students “has been identified as a problematic issue” (Howlett et al., 2008, p. 18). In the United States, Shield, notes that socio-economic status can also impact access of Native Americans to higher education and is one of the main reasons for the “lack of American Indian presence in higher education and low degree attainment resulting from historical federal policy” (2004, p. 114).

Durie summarises the differences and similarities between Māori and indigenous people in various parts of the world (2005). He recognises that the Māori world-view and historical experiences such as colonisation are fairly similar to those which have impacted other indigenous peoples, except in three respects. Firstly, he says that Māori have a significant population presence and as census information shows, the Māori population is increasing. From 2006, there has been a 5.6% increase in the Māori population (Statistics New Zealand, 2013) and in 2012; the estimated Māori population was 14.9% (or one in every seven people). In addition, Māori are a youthful population with the average age of 23.9 recorded in the last census (Statistics New Zealand, 2013). This has some bearing on the profile of the tertiary students participating in this research that are between the ages of 18-24. Next, Durie (2005) gives special mention to the signing of the Treaty of Waitangi in 1840. This signalled a lifelong, binding relationship between the indigenous Māori and English representatives, and now the New Zealand Government. Lastly, he emphasises that since this partnership, Māori leaders have been relentless and unequivocal with the New Zealand Government about the need to promote policies which support the participation and engagement of Māori in higher education (2005). Snook (1989), adds that the Treaty of Waitangi has had a positive impact with developing an enduring commitment to equality which encourages the co-existence of Māori and non-Māori. Therefore, Māori have now been classified as a priority group by many government departments and as such, receive high level attention and targeted services to meet the Government's challenge of equity and achievement in tertiary education (Careers New Zealand, 2012; Ministry of Education, 2013a; Tertiary Education Commission, 2014a, 2014b).

Achievement of Māori in tertiary education.

Sub-optimal achievement of Māori completing qualifications should be a concern for all, and if not addressed, the nation will continue to feel the impacts of Māori underachievement in education, business and health (Wawatai, 2010). This kind of statement challenges the tertiary sector to consider solutions to reduce educational disparities between Māori and non-Māori. A study conducted by Gorinski and Abernethy (2007) focussed on the retention and achievement of Māori in tertiary organisations and positively reported that tertiary participation by Māori is increasing; however Jefferies (1998) is still concerned that programme achievement continues to be an issue. Other writers have named issues such as an unwelcoming tertiary environment, personal and family issues and inappropriate support systems as affecting the achievement of Māori learners (Durie, 1995; Gorinski & Abernethy, 2007; Jefferies, 1998; The Ministry of Education, 2001; Tuhiwai-Smith, 1999). An aim of the current *Tertiary Education Strategy* is to recognise the diversity of their students and work on increasing the number of Māori students achieving at higher levels (Ministry of Education, 2013a; Tertiary Education Commission, 2014b). The *Kaiako Pono* report states that mentoring can provide advice and experiences that motivate Māori tertiary students to remain focussed on completing their qualifications which leads to them to improved employment opportunities. With this said, various Māori students and staff groups have addressed retention issues through increasing support provision to include pastoral care and mentoring (Tahau-Hodges, 2010; The Ministry of Education, 2001).

Gorinski and Abernethy recommend increasing student support services which assist Māori to “overcome factors such as self-doubt and inappropriate attitudes” (2007, p. 3). *Kaiako Pono* describes mentoring as an integral factor in student support provision and useful to influence and foster the intellectual development and confidence of Māori tertiary students (Tahau-Hodges, 2012).

Statistics reveal that the number of Māori under the age of 25 who achieve a diploma or higher qualification is about a third that of non-Māori (Ministry of Education, 2010). There has been a significant amount of research completed which may provide answers to this disparity. Hook (as cited in Mullane, 2011) indicates that Māori may not be achieving at the same rate as their non-Māori counterparts because the educational requirements for Māori are more complicated. The reason given is because Māori have to function in two worlds: Māori and non-Māori. As Māori tertiary students move from tertiary study to employment, they may encounter unfamiliar territory, such as those found in the business employment environment.

Māori tertiary students participating in this research are between the ages of 18 and 24 years. In the current New Zealand tertiary environment this age group represents 41% of current enrolments (Ministry of Education, 2013b). Within the context of this study, 22% of enrolled students at the Bay of Plenty Polytechnic were aged between 20-24 years. This may seem a reasonable representation however; this age group continues to be a priority in many of New Zealand’s strategic documents particularly around increasing this group’s participation and achievement in tertiary education (Ministry of Education, 2010, 2011). In addition, the Tertiary Education Commission wants this increase to occur particularly for Māori achieving at levels four or higher (Ministry of Education, 2013c).

The Career Education Benchmarks for Tertiary.

In addition to increasing participation and achievement of Māori in tertiary education, the Tertiary Education Commission (2014b) endorses the fact that tertiary organisations play a critical role in equipping young people with the key employability skills and qualifications they need to begin a career. Considerable investment has been made in tertiary education to support initiatives which assist tertiary organisations to help students stay longer in tertiary study and move onto higher qualifications. This section attempts to highlight aspects of the *Career Education Benchmarks for Tertiary* which can be used to guide tertiary organisations to action current tertiary targets.

A perspective offered regarding the achievement of Māori within the New Zealand tertiary sector is from the field of career development. The *Career Development Benchmarks for Tertiary* provide tertiary organisations with a “future-focussed, aspirational set of guidelines for all tertiary organisations to ensure that their students are well resourced for today’s world of work” (Careers New Zealand, 2012, p. 2). This document is important because it provides suggestions about what activities are beneficial for students to prepare for employment prior to graduating. The *Career Development Benchmarks for Tertiary*, urge ITOs to connect with industry and develop employer and business relationships through mentoring, internships and / or opportunity for work experience (Careers New Zealand, 2012).

The *Career Development Benchmarks for Tertiary's* guidelines are centered around supporting students with their career planning and employment preparation. Research shows that developing student's career management competencies assist to retain students as well as help them to become well-equipped to apply the transferrable skills to their employment situations (Careers New Zealand, 2012). The Tertiary Education Strategy supports this view because it encourages tertiary organisations to facilitate knowledge and skill acquisition for Māori, and in doing so, contribute to the social, cultural and economic development of the country. In addition, this growth will also provide Māori with the expertise to manage and develop their assets as well as grow Māori innovation (Tertiary Education Commission, 2014b).

This research seeks to find out how mentoring can assist Māori tertiary students to prepare for employment. As suggested earlier in the literature review, mentoring in tertiary settings can support the achievement and completion of qualifications for many Māori students, as well as retain them as they progress to higher levels of study (Tahau-Hodges, 2010). The career management competencies for tertiary are central to the benchmarks and highlight what students should know by the time they move to employment. The first is developing the idea of creating a "marketable identity". This is important for Māori students because as they prepare for employment mentoring may be a useful vehicle for these students to synthesise their qualifications, knowledge, and life experiences (Careers New Zealand, 2012). With this said, by embedding generic and transferrable skills such as communication, accessing and processing information, thinking and adaptability within strategy and programme documents tertiary organisations can support their Māori students reach their potential once employed (Bridgstock, 2009; Careers New Zealand, 2012; Tertiary Education Commission, 2014a). "Opportunity awareness" is the student career management competency that is similar to what Super and Jordaan (1973) call an "opportunity", where students make use of planned experiences (such as mentoring) so they can expose themselves to learning opportunities which are related to their tertiary study. The next competency outlines "life, learning and work" as requirements of work opportunities which relate to their future career or employment pathways (Careers New Zealand, 2012). Developing relationships with business people may assist these tertiary learners to prepare for employment as the research suggests. It is important that this research is also to assist the Māori tertiary students to explore their future employment area and in doing so, determine how their skills, knowledge and attributes may 'fit' into the business environment. Māori tertiary students may want to use this information to evaluate how their employment selection relates to their personal career aspirations, motivations and goals. Lastly, "industry engagement" can lead tertiary organisations to connect and establish relationships with industry employers. These relationships help align the graduate attributes with industry and employer expectations (Bridgstock, 2009; Canadian Government, 2014), and serve as useful platforms for students to try out a range of work-place experiences. Mentoring may be one of these which help shape development and learning over time (Careers New Zealand, 2012). Research undertaken in the development of *The Career Development Benchmarks for Tertiary* highlight that industry relationships are a positive step for tertiary organisations to support student career development and employment preparation.

To summarise, government and educational academics convey that the achievement of Māori in tertiary education needs to improve. They say this will occur when more Māori complete tertiary qualifications and progress to higher levels of study. *The Career Education Benchmarks for Tertiary* may provide guidelines for the sector which includes the developing industry links and providing programmes to assist retaining their Māori students and increase the likelihood of success and improved employment opportunities.

The next section looks at how tertiary organisations, industry, iwi, and other stakeholders can work in partnership for the same benefits, to increase the performance and achievement of Māori in tertiary programmes.

Working Together

The Ministry of Education through the Tertiary Education Commission wants to work closely with stakeholders such as community, iwi, industry and other government departments in order for Māori to reach their economic potential. According to *The Career Development Benchmarks*, partnerships with these groups accelerates opportunities for Māori tertiary students to advance their career development, employment opportunities and aspirations (Careers New Zealand, 2012). The integration of the Ministry of Education, the Tertiary Education Commission, Te Puni Kokiri, Careers New Zealand and iwi highlights shared commonalities regarding the advancement of Māori. Through their strategies, they seek to harness the collective talents of Māori to produce a stronger New Zealand and help all New Zealanders contribute to the social and economic well-being of the country (Te Puni Kokiri, 2010; Tertiary Education Commission, 2010). A key strength of this inter-agency collaboration is the focus they share on increasing the achievement and success of Māori across both education sectors and employment. Māori also have interests in many significant natural resources across New Zealand, which has the potential to create economic prosperity for their owners (Bay of Connections, 2014b). This is an area of employment potential for the Māori student participants, and this study may create opportunities for them to find out how they can use and contribute their collective assets for employment.

This research is located within the Bay of Plenty, New Zealand and there are many parallels with the New Zealand government's tertiary education plans and the local Bay of Plenty economic strategy. The long-term potential in the region includes a young Māori population (44% are under 15 years of age). The idea of this regional strategy is to grow the capacity of Māori which in turn will give effect to the Māori economic goals of "greater participation and performance of a skilled and successful workforce" (Bay of Connections, 2014b, p. 17). In response, a regional *Tertiary Action Plan* was developed involving local industry, community, iwi and tertiary organisations. This document considers important national economic objectives as well as regional objectives which aim to develop an educated and skilled workforce aligned to regional needs. Therefore it was appropriate that the focus of this plan is to increase tertiary education participation and achievement for Māori in the area (Bay of Connections, 2014a).

The *Māori Economic Development Strategy* informs the community that education and skill development is a priority for the Bay of Plenty region. The workforce development in this strategy attempts to encourage educational providers to engage with “work transition and employer engagement programmes” (Bay of Connections, 2014b, p. 28). This study has potential benefits in connecting the Bay of Plenty Polytechnic with the business sector for the purpose of mentoring opportunities. It seems that Māori tertiary students may provide an added advantage for the local industry because of the unique attributes they can offer prospective employers as they begin to work closely with the Māori entities.

Underpinning the *Tertiary Action Plan* and the *Māori Economic Development Strategy* are the result of consultations with these groups to improve Māori participation and contribution in the Bay of Plenty economy (Bay of Connections, 2014b).

Māori are still under-represented in the business employment areas where the participants of this study will soon be employed. It seems appropriate that tertiary organisations, the business industry and other stakeholders, work together to increase the participation of Māori in both business qualifications and business employment. *The Career Education Benchmarks for Tertiary* provide useful guidelines for tertiary organisations to work with three agencies to accelerate the performance and employment preparedness for their Māori students.

The next section employment looks closely at how employment and career interact in terms of an individual developing their identity for employment. There are major employment opportunities for Māori who have a business degree and who are wanting to pursue a career in the business industry.

Employment

There are two concepts of employment which are closely related to one’s career. The first is the meaning of employment where the “action of employing a person; a state of being employed, or a person’s regular occupation or business” (Arthur & Rousseau, 1996a, p. 373). The second emerged during the 1980s, when Kanter introduced the idea of employment as referring to an individual’s independence and the marketability of their skills. Arthur and Rousseau (1996a) further describes this notion of employment as focussed less on performing work roles and more on cultivating and using learned skills and capabilities. Employment, they add, is something that is more meaningful and exciting, “driven by shifting personal competencies, activities and discovery” (Arthur & Rousseau, 1996a, p. 373). Employment practices and careers are becoming more dynamic because an individual’s personal and social resources can be used to their advantage when seeking employment opportunities (Arthur & Rousseau, 1996a). Through mentoring, Māori tertiary students are able to learn more about business employment practices by participating in employment-related conversations and activities with their mentors. In saying this, employment and work are one of the most important domains in one’s life, and Brown and Lent (2013) share similar views to Kanter adding that employment also intersects with other life roles and has a major contribution in the formation of one’s life and overall career development (Arthur & Rousseau, 1996b). Similarly, Betz,

Fitzgerald and Hill (1996) explain that the concept of career is more popular than ever and is “now widely accepted as a central feature in employment arrangements” (p. 7).

It seems that the idea of contemporary employment has indeed evolved to ensure that individuals are active rather than passive participants in their own career development and employment success. As the meaning of employment transformed, the concept of the “boundaryless career” emerged (Arthur & Rousseau, 1996b). The boundaryless career portrays the individual as the central feature in their employment, whereby “everyone’s life outside of employment is connected to the career” (Arthur & Rousseau, 1996b, p. 3). It is an attempt to characterise career as multi-faceted which includes a variety of situations that challenge traditional assumptions. The connection to this study is that the Māori tertiary student participants are connecting the theory they are learning as a student with real employment situations. Through mentoring, the Māori tertiary student can make connections between their study and features of the mentor’s workplace, such as the meta-skills, attributes and skills required of prospective employees. It is through this employment and career intersection that an individual grows and changes throughout their lives as a result of work, family and internal influences (Sonnenfeld & Kotter, 1982).

As an individual prepares for employment in the 18-24 age stage, they are passing through Super’s phases of establishment, reality and crystallisation; he mentions that at this point in their lives, a person gathers various thoughts, experiences, and important career learnings (Super, 1957). As people “transition” or pass through these phases, there will be opportunities through educational, social or personal networks that the individual can take advantage of. This kind of mobility during this life stage is seen as a searching process in which individuals acquire knowledge about the labour market and about themselves, leading to a better match between their productive capacity and expectations of their employment areas (Korpi, de Graaf, Hendrickx, & Layte, 2003). How well this stage is travelled by the individual, in turn improves employment prospects (Heckman, 1994). The idea of preparing for employment poses a typical scenario of how participants in this research can benefit from mentoring as they near completion of their tertiary study, to enquire and make decisions about employment realities. This notion was first thought of by Super and Jordaan who stated that vocational maturity can be related to intellectual ability and taking advantage of such opportunities (1973). They add that opportunities provide the capacity for an individual to learn which is related to vocational maturity. Therefore mentoring offered to Māori tertiary students in this study will allow them to explore and develop their cognitive awareness of the business employment area they will enter once graduated.

There is little research to explain the cultural validity of the boundaryless career and Super’s life stage model (Leong & Flores, 2013). The sequence of the life stage theory are widely accepted (Levinson, 1978; Super, 1957), yet fail to take into account the influence of race, identity and value systems such as family in the career development process (1989). Leong and Brown (1995) add that Super’s life stage model did not account for the way discrimination, socio-economic status and poverty might influence an individual’s self-concept. The correlation of culture and an individual’s experiences is an important topic particularly regarding the career development of indigenous and minority groups. More recently, other

researchers have extended this discussion, claiming that contextual factors play a role in the development of an individual; and that these factors may restrict employment opportunities particularly for indigenous and minority people. These contextual factors according to Hardin, Leong and Osipow (2001) and Leong and Flores (2013) include social class, socio-economic status, and the effects of discrimination. These authors add that exposure to developmental opportunities via social networks has not been readily available to many indigenous and minority groups, such as African American, Hispanics and in this research context, Māori. Without this exposure, such groups may not have had the opportunity to develop higher levels of career maturity and exposure to the values present in the business world; such as assertiveness, competition and individualism (Leong & Flores, 2013). Contrary to many minority cultural characteristics, the white culture tends to focus on individualism, competition, achievement and a nuclear-family structure (Ponterotto & Casas, 1991; Thomas & Alderfer, 1989). In addition, these dimensions are emulated in the way theorists have traditionally viewed and formed westernised, career development theories. Employment choice for non-minorities may be viewed as an extension of self and self-expression, whereas individuals from a more collective culture “may view the same career choice in the context of potential contribution and obligations to the wider group” (Thomas & Alderfer, 1989, p. 276). This collective responsibility concept is contrary to the earlier career theories of Parsons (1909) who centred the individual as the most significant element in their career development. More importantly Ogbu (as cited in Leong & Flores, 2013) points out that minority and indigenous groups tend to reject the individualistic type values which are considered appropriate in mainstream, white cultures and in the business world. However participation in business employment areas, Ogbu adds varies greatly within socio-economic levels; which may mean that many indigenous people such as Māori may have little opportunity to participate in employment.

Human capital.

The concept of “human capital” draws its definition from the roots of common economic terms and what economists call the four factors of production land, labour, capital, and enterprise (Keeley, 2009). Human capital is also defined by the Organisation for Economic Co-operation Development (OECD) as the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of their personal, social and economic well-being (Keeley, 2009). While all factors and the relationships between these contribute to economic growth, it was during the 18th Century that Scottish economist, Adam Smith argued that economic activity was generated not by workers as a collective mass, but more from the individual’s acquired and useful abilities; and that these could be used as a form of capital – an asset that could yield returns (Keeley, 2009). Initially, these early economists only paid attention to the individual’s knowledge, education or competencies of a person, rather their collective knowledge as a workforce community (Keeley, 2009). However, economists now agree that people are important to the wealth of a nation, and American economist, Theodore Schultz highlighted that individuals should consciously invest in their own human capital to improve their personal economic returns (Keeley, 2009). The notion of human capital has

evolved and many organisations are turning to the tertiary sector to lever this and produce graduates who are skilled and qualified to strengthen the nation's economy.

Furthermore, human capital theory states that "individuals are hired and promoted on their skills and experiences" (Rosenbaum & Miller, 1996, p. 353). Literature about employment and employability has placed more emphasis overtime on explicit and focussed decision-making to employ people with particular skills, attributes and knowledge which would advance the strategic position of the business organisation. In addition, "employability" is becoming a key benchmark for career success and has been described as "a capability that is realised as an outcome of an individual's assets, such as skills, qualifications and personal attributes" (Clarke & Patrickson, 2008; Hillage & Pollard, 1998, p. 122). According to this definition, employability is driven by two main factors: the economic impact of skill and labour shortage; and the need to address those issues at a public policy level.

Investment in human capital varies depending on the strategic goals and intent of a business (Lepak & Snell, 1999). Strategic human resource writers such as Lawler (1992), Lepak and Snell (1999) and Pfeffer (1994) have advocated for high commitment and involvement that focus on investing in human capital to foster a sustainable business advantage. The result of these changes in employment contexts and recruitment reflect a new era of national and international competition (Defillippi & Arthur, 1996).

Human Resource (HR) researchers Lepak and Snell (1999) coined the term "architecture" to describe a framework which presents a set of four dimensions to report on the various forms of human capital within organisations. This architecture they add, "draws upon several works in economics, organisation theory, strategic management, and HR literature to develop a foundation of HR that aligns to different employment modes" (Lepak & Snell, 1999, p. 32). The authors add that an individual's human capital has characteristics which are valuable and unique and that employees "own" their own human capital. The value of human capital is particularly relevant if it "enable[s] a firm to enact strategies that improve efficiency and effectiveness" (Lepak & Snell, 1999, p. 35). Having the right skills, knowledge and qualifications presented in the form of human capital, prospective employees can provide added value to customers, which then increases the performance of organisations. Furthermore, Quinn (as cited in Defillippi & Arthur, 1996) notes that organisations need to attract, retain and lever the right people with the key knowledge and skills in order to enhance the organisation's vision and goals. As employers seek employees with the "right fit", they may look for a variety of things such as the uniqueness of a prospective employee's skills, knowledge or expertise (Lepak & Snell, 1999). This area of the literature links closely to this research because not only do business employees want to increase diversity in the workplace, the Māori tertiary students may also recognise that they have a certain distinctiveness which has potential as a valuable asset to offer prospective employers. It is therefore presumed that business areas may want to employ Māori to attract business or "add value" when working with Māori businesses who are flourishing in post-settlement financial positions.

Minorities, indigenous and employment.

Characteristics of minority groups include physical or cultural traits such as collectivism, language, and skin tone; as well as the effects of historical grievances resulting in less power over their lives (Schaefer, 1993, para 5). Inequality and limited access to resources affects minorities and indigenous peoples. They have become powerless due to the impact of colonisation, land-loss, and social and economic exclusions (Pearson, 2012). These thoughts are shared by Ponterotto & Casas (1991), who define a “minority” group as one that has been oppressed and subjected to a pattern of restricted educational, economic, and political opportunities” (p. 11). Similarly, Schaefer adds that minorities are a subordinate group who have “experienced a narrowing of opportunities” in education and employment (1993, para. 4). Osipow & Fitzgerald, (1996) further define minority groups in terms of their cultural designations such as Australian Aboriginal, Black Americans, Native Americans, Hispanics, and Māori. In addition, some minority groups such as African American (Osipow & Fitzgerald, 1996) and Māori (Tuhiwai-Smith, 1999) share cultural values and patterns which differentiate them from the white majority and that may affect their vocational behaviour and employment decision making. Poverty and racial discrimination as well as the influential role of the family and the extended family (whānau), are recurring themes in most discussions of minority career development (Osipow & Fitzgerald, 1996).

During the 1980s, research concerning how culture influenced employment of minorities was conducted by Thomas and Alderfer (1989). Their study suggests that a person’s racial background is a “strong predictor of their position in the labour market and work patterns of minorities” (p. 133). This is evidenced in statistics as far back as 1980, where the income for African Americans was 57% of white people and the unemployment rate was twice that of Whites. In addition, it was noted that Asian and African Americans as well as Hispanics are under-represented in knowledge-based occupations such as managerial and administrative fields (Thomas & Alderfer, 1989). The reason for this could be attributed to the business culture which “still continues to reflect practices biased against minorities which makes it difficult for these groups to advance professionally” (United States Commission on Civil Rights, 2004, p. 66). Statistics regarding Māori employment produce similar figures and Mintrom revealed that African American and Māori unemployment figures are twice that of whites (2005). In addition Mintrom also notes that Māori are found “in lower-skilled, lower-paid areas of the economy” and that “Māori employment in New Zealand’s knowledge-base industries remains relatively low” (2005, para. 4). The term knowledge-based refers to those business areas involved in this study and are occupations which rely on an individual’s intellect and innovation as the main driver of economic and competitive advantage (Mintrom, 2005). The New Zealand Department of Labour noted that at March 2012 the employment rate of Māori had decreased from 61.8% to 57.8% over the last five years, well below the national figure of 64% (Department of Labour, 2012).

There is a growing body of employment literature for minorities which shows diversity is increasing in “society and institutional settings such as the workplace, schools, and colleges” (Worthington, Flores, & Navarro, 2005, p. 229). As outlined earlier, tertiary organisations are making significant changes to improve the participation and achievement of their indigenous students, and as a result are becoming interested in the strategies other tertiary organisations

may use; this include mentoring models which are outlined in the *Kaiako Pono* report (Tahau-Hodges, 2010).

In relation to traditional career development theories, writers have tended to disagree about how effective these are for minorities because they do not account for the diverse contexts and economic inequalities that have affected minority member's livelihood (Worthington et al., 2005). Even more important to note are the effects colonisation has had on minority and indigenous groups which have contributed to many "disparities in employment opportunities, income and educational parity" (Worthington et al., 2005, p. 229). As mentioned previously, social class has a significant influence on employment opportunities for indigenous and minorities (Sewell, Haller, & Ohlendorg, 1970; Tisdell & Bristol, 2010). In addition, Thomas and Alderfer (1989) point out that the repercussions of colonisation, oppression and discrimination has led to an influx of literature about the psychology of racism and the impact this has had on the personal development and self-concept of indigenous groups. The consequences of perpetual occupational segregation, stereotyping, discrimination, mobility and attitude are significant and have significant influence on the career advancement of minorities (Leong & Chou, 1994).

Such issues further impact on the entry and mobility of minorities within traditionally white-dominated business employment areas, where the Māori tertiary students will soon be employed. Historically, the impact of social class has had some influence (Sewell et al., 1970) on minority education and employment acquisition. Miller and Form (as cited in Sonnenfeld & Kotter, 1982), found that parents in upper class families are more often managers or owners who applied pressure on their children to access higher learning and establish social connections to maintain the family's status. Johnson, Bailey and Tisdell, (as cited in Tisdell & Bristol, 2010) share this view and add that "most career development models are based on western, white middle class, male experiences, and fail to count for the unique diversities of minorities" (p. 226). However, despite social influences, and socio economic status, the impact of social class can be overcome if minorities are encouraged by respected others such as wider family networks, mentors, teachers or employers. The idea of workplace mentoring, as suggested earlier, encourages relationships between senior and junior employees; in many cases these mentoring relationships are focussed on increasing diversity and target indigenous people who have potential to become high performing managers (Chandler & Kram, 2004; Darwin, 2000a). Individuals who are born into wealthy, upper class families are afforded certain employment privileges or opportunities from social contacts and/or their parents' employment networks (Landefeld, 2009; Sonnenfeld & Kotter, 1982). On the other hand, minority members' fathers, mothers, wider family, and social networks have often not had the same exposure. It then becomes an assumption of this research that the Māori tertiary students participants may not have had the same employment exposure as their non-Māori counterparts. Therefore this gives more impetus for mentoring to provide important employment exposure to the business areas the Māori tertiary student will soon be employed in.

Employment benefits for Māori with tertiary qualifications.

Māori employment in business areas has been historically under represented. Information collated using the 2001 census showed that Māori are more likely to be employed in lower-skilled, lower-paid areas of the economy (Mintrom, 2005). The New Zealand Institute of Economic Research reinforces that Māori employment in New Zealand's "knowledge-based" industries is relatively low (Mintrom, 2005). With this in mind, Māori employment participation as managers, professionals and legislators which usually require intellectual thinking and tertiary qualifications, is significantly lower than for non-Māori (Mintrom, 2005). However, progress and participation of Māori in these employment areas are slowly increasing (Ministry of Education, 2011; Mintrom, 2005); and this may be attributed to the increased pressure on ITPs to intensify their efforts in relation to Māori participation, achievement, completion of tertiary qualifications, and employment outcomes.

There may be a correlation between the representation of Māori in employment and the programmes they choose to study at tertiary level. Programme choice for Māori can be viewed as an important element in this literature review because of the growing demand for Māori tertiary graduates who have business related qualifications and knowledge. In 2005, it was found that management and commerce (at diploma level) were not the preferred area of study for Māori (Ministry of Education, 2007). Not much has changed to increase the participation of Māori in business tertiary programmes, because in 2012, the number of Māori tertiary students enrolled in business programmes was slightly lower (Ministry of Education, 2011, 2013b). This highlights an area of potential in terms of recruiting more Māori learners into business tertiary programmes who will become employed in a business sector. Both are necessary for the future growth and capability of the Māori economy and New Zealand as a nation (ANZ, 2014). While there is no set benchmark for tertiary organisations to encourage enrolments into business programmes per se, there still remains a challenge for tertiary organisations to think long-term and creatively as to how they can increase participation and achievement of Māori learners in business programmes as well as link with the business sector to prepare for employment.

Increasing the participation and achievement of Māori tertiary students at higher levels of study is a priority for all who work in the tertiary education environment. There is information which shows from an economic perspective the link between higher level qualifications and potential earnings. While this may not be a motivator for some, it is recognised that Māori have higher income returns for their qualifications than non-Māori (Whitehead & Annesley, 2005). Research shows that the level of tertiary study as well as the completion of a tertiary qualification has an impact on post-qualification earnings (Nair, Smart, & Smyth, 2007). This provides some optimism in terms of future employment and fiscal returns for the Māori tertiary students participating in this research. In addition, if they pursue a post-graduate qualification, their annual earnings will rise by 153% compared to 77% for non-Māori (Gibson, 2000).

The Māori economy.

The Māori economy is described as having a significant asset base which has grown exponentially over recent years and is reportedly worth 37 billion dollars to the New Zealand economy (ANZ, 2014; Ministry of Business Innovation and Employment, 2015). Recently, there

have been significant monetary and land settlements returned to Māori tribal ownership as a result of historical confiscations. These assets of strategic significance are now under Māori ownership and management and as a result Māori are becoming a main contributor to New Zealand and its wider economy.

With this said, it is of the opinion of many Māori and other Government agencies that there is an urgent need to work the Māori economy harder, smarter, and faster to ensure these assets are controlled efficiently, and strategically. This era of the Māori economy has positioned many iwi to respond and make an economic and social difference within the New Zealand economy. According to the Māori Economic Development Advisory Board this change requires infrastructure, strategy, and more importantly human capital to drive the flourishing Māori economy equipped for global performance (2013). This research involves Māori tertiary students who are completing a business degree qualification; therefore it is important that mentoring informs the student participants of the contribution they can make as a Māori business graduate to the emerging Māori economy and the nation's economy.

A recent economic growth partnership between the New Zealand Government and Māori aims to strengthen the growth of the Māori economy through carefully planned strategies and capability development. This focus on strengthening capability involves education and aims to improve the mix of business skills and qualifications which contribute to this growth (Maori Economic Development Advisory Board, 2013). The Māori perspective to business is one which is anchored in traditional values and fosters a willingness to collaborate, as well as innovate, and reach outcomes that would otherwise be difficult to attain (ANZ, 2014). Whānaungatanga and a collective approach fits best for Māori entities wanting to grow their assets; and the *Te Tirohanga Whanui* reports that people and collaboration are the key to success (ANZ, 2014). Similarly the *He Kai Kei Aku Ringa* (Crown-Māori Economic Growth Partnership) report emphasises that whānau (family) are the foundation of the Māori economy. This report also supports the literature by prioritising greater participation and performance by Māori in all sectors of education (Maori Economic Development Advisory Board, 2013). As a result, iwi across New Zealand are also positioning their educational strategies to align with the current economic priorities outlined earlier. Te Rūnanga o Ngāi Tahu (Ngāi Tahu iwi) in the South Island developed a new education strategy in 2014. Their strategy document *Te Rautaki Mātauranga* focuses on plans for growth of education participation and success at all levels of education. This rūnanga links with local tertiary organisations to assist in the development of programmes that support the participation and achievement of Māori learners. There may be opportunity to incorporate mentoring programmes in tertiary organisations to support the participation and achievement of the Ngāi Tahu iwi. Similarly, the Waikato-Tainui iwi acknowledges the dynamic and changing economic environment within their education strategy and as a result have released a long-term developmental approach to embrace change and focus on the capability development of their people (Waikato-Tainui, 2007). These ambitions align with New Zealand's *Human Rights Commission Report to the United Nations* which states that Māori (as well as other minority groups) need to increase their participation in all aspects of governance, business, and community. Therefore a priority for the Human Rights Commission in 2012 was to "reduce social and economic inequalities: addressing entrenched inequalities

across different sectors with a focus on structural discrimination” (New Zealand Human Rights Commission, 2012, p. 6). This is particularly important for the Māori tertiary students who will be emerging as new business graduates into employment in the business world.

A recent survey conducted by ANZ, of Māori business owners, managers and trustee representatives highlighted that finding the right people is key to seizing opportunities and building capacity to drive strategic directions (ANZ, 2014). This forecasts that the New Zealand government’s partnership with Māori will create economic growth and greater educational participation and achievement by Māori in education and business fields (Maori Economic Development Advisory Board, 2013). The partnership includes the provision of an accountable education system which creates success for Māori learners (Maori Economic Development Advisory Board, 2013). With this increasing pressure, it is timely that tertiary organisations think differently about the support they offer students to link with industry. Mentoring could be one key strategy the tertiary sector to use so Māori tertiary students can connect with business contacts and learn more about the skill match and employment realities of working in the business world. The *Māori Economic Development Report* also states that working together is possible when Māori experience a change in economic performance and socio-economic outcomes; and as a result, the whole of New Zealand benefits. Through seizing opportunities and a sharp focus on capability development, Māori entities are becoming more assertive and as a result are moving from a passive to a more active management of their resources (ANZ, 2014). It is another assumption of this study that the Māori business student participants, once graduated will be in demand not only by traditional, mainstream businesses such as accountants and law firms, but by the Māori economy also.

Preparing for employment.

Education, learning and knowledge acquisition has been indicated through the theory of human capital as an essential economic tool for individuals to participate in the global economy: as quoted by Bridgstock “it has increasingly been argued that the overall economic performance of western countries is ever more directly related to their knowledge stock and learning capabilities” (2009, p. 31). In addition, it has been noted that the tertiary sector is the primary area in which to prepare for employment (Martin et al., 2010). This could be why many governments of western and developed countries aim their education policies toward the tertiary sector to prepare students for employment. As a result, developed countries such as Australia, Canada, the US, and New Zealand have prioritised tertiary education as a vehicle for the government’s focus on improving economic outcomes that is required for today’s modern and global market place (Canadian Government, 2014; Tertiary Education Commission, 2014b). These policy developments have impacted the tertiary sector in many ways, particularly with the focus on graduate outcomes as well as employability skills.

In addition, the *New Zealand Tertiary Education Strategy* and *The Career Education Benchmarks for Tertiary* as mentioned in previous sections summarises its position that tertiary organisations play a critical role in preparing students with key employability skills. Not only this, one of the many key priorities for New Zealand’s tertiary sector is focussed on developing a

skilled workforce to sustain economic growth. This priority ensures that the skills people develop in tertiary education are well matched to labour market needs. This is good news for the Māori tertiary participants of this study because not only will they have a degree in the business area, they will also have the opportunity to prepare for employment and acquire work-ready skills while still studying. Similarly in Australia, the *New South Wales (NSW) Tertiary Education Plan* asserts that tertiary education is the cornerstone of a strong and skilled economy, and that the NSW tertiary sector contributes to the economic growth of the region and the nation. As in New Zealand, Australia too, is focussing attention on tertiary organisations to better prepare their students for employment (Banta et al., 1991). The purpose of tertiary education is to “better harness the growth of the tertiary sector as a driver of economic activity” (New South Wales Government, 2010, p. 5). The NSW government acknowledges that the development of a highly skilled and innovative workforce who contribute to economic growth of the state.

Within the US, the *Department of Education’s Draft Strategic Plan (2014-2018)* is part of the *United States Career and Technical Education (CTE) Transformation Strategy*. What this means is that the Department of Education leads and supports college initiatives aimed at familiarising students with employment information; and in doing so provides students with the knowledge and skills to enter their chosen fields. Likewise the Canadian government shares the view that their community colleges (tertiary organisations) are “models for addressing skill shortages and the needs of a growing young population seeking employment” (Canadian Government, 2014, p. 16). Like the New Zealand and Australian governments, this strategy ensures the sustainability of the overall economic contribution (United States Department of Education, 2014).

There has been considerable allocation of funding to assist the post-school sector to provide initiatives for tertiary students to become work-ready and in doing so provide students with the skills that will prepare them for employment, lifelong learning and civic participation. These essential work-ready skills are similar to both Australia’s and New Zealand’s tertiary education sector expectations which include literacy, numeracy and problem-solving. Extending on this, employability skills, according to the *New Zealand Tertiary Education Strategy* and the *Career Development Benchmarks for Tertiary*, are transferable, generic skills (which are transferrable across employment areas) such as communication, thinking logically and critically, adaptability and processing information (Careers New Zealand, 2012; Tertiary Education Commission, 2014b). Universities, have begun to re-examine which employability skills and attributes their learners should have by the time they graduate (Bridgstock, 2009). As universities liaise more with industry, they can focus graduate profiles on the generic, transferrable skills which are more appealing to employers and which students can use in a variety of workplace settings (Bridgstock, 2009). These are further described by Bridgstock as an individual’s capacity to “obtain and and maintain work and contribute to economic productivity” (p. 32). With this said, there is now an apparent move by tertiary organisations to develop the human capital of their students, in doing so will meet the needs of the global economy (Bridgstock, 2009). While earning a higher level qualification provides graduates with a certain amount of competency and discipline knowledge, transferable skills on the other hand,

are those which can be adaptable and used in a variety of workplace settings as required by employers. Despite this, some higher education organisations still tend to focus their attention on individual competition and acquisition of qualifications. However there is a growing need for these organisations to identify factors which can assist their students prepare for employment (Candy & Crebert, 1991). In general, tertiary organisations are required to teach specific skills and knowledge and award qualifications which are connected to the graduate's employment area, such as the business industry. There are different types of skills, knowledge and attributes acquired by tertiary students during their study time. However as the literature has emphasised, it is just as important for tertiary graduates to acquire generic employability skills, which can be transferrable across employment areas and social situations (Bridgstock, 2009). Furthermore, international countries such as Canada and the US, have incorporated graduate career competencies within their programmes. These are aligned to both the college and career readiness standards as well as the needs of employers and industry (Canadian Government, 2014). Transferable skills and attributes are similarly aligned with tertiary organisations which expect their students upon graduation to possess generic skills such as team work, communication, critical thinking, and problem-solving (Canadian Government, 2014). In addition Bowden, Hart, King, Trigwell, and Watts emphasise that the skills, qualities, and attributes are also desirable for a person's contribution to society and as a citizen of the world (as cited in Bridgstock, 2009). Considering this focus on transferrable graduate attributes, tertiary students need to learn how to interact and communicate on a professional level in business settings which they are not yet experienced in, but will soon encounter in their employment.

Māori tertiary participation and achievement in tertiary education is increasing, however data reveals that the participation of Māori in business qualifications at higher levels of study remains low. The Māori economy is a major contributor to the wider global and New Zealand economy and as such offers employment opportunities to those Māori tertiary graduates who possess business qualifications, graduate attributes, and the knowledge related to "being Māori". This expertise could be seen as a form of human capital for the Māori tertiary student to capitalise on as they prepare for employment in the business world. Mentoring may provide the opportunity for tertiary organisations to support Māori tertiary learners as they enter a business area which traditionally has been difficult to access and under represented by Māori. Māori tertiary students can learn more about the business employment area they want to enter, as well as see how their skills and knowledge can contribute to the current economic climate.

Summary.

This literature review extensively shows that traditional and contemporary mentoring contexts have evolved to be more inclusive of the characteristics and values particular to indigenous cultures and minority groups. Business and education sectors provide mentoring programmes to develop potential and support transitions into unfamiliar territory; such as workplaces and employment areas. Participation and achievement of Māori in tertiary programmes is a priority of the New Zealand government therefore tertiary organisations who

work with other groups, such the business industry and iwi may find solutions to increase the participation and achievement of Māori enrolling in business programmes which consequently, increases the probability of more Māori employment representation in business areas. Preparing for employment is a complex process and the literature strongly suggests that mentoring is a proven strategy to support Māori student participation and achievement of tertiary qualifications. This research explores how mentoring can be used in the tertiary context alongside other support strategies which to prepare Māori tertiary students for employment.

The following chapter outlines the research design and explains the research practices employed to gather and analyse the data. Kaupapa Māori research practices are explained with accompanying literature to support the rationale for this type of research design selection.

Chapter Three: Research Design

This chapter begins with kaupapa Māori research theory and the connection this has with the Māori practices used in this research. The characteristics and recruitment of participants are also described along with the methodology used to gather and analyse the research data.

Kaupapa Māori approach to research

A kaupapa Māori research approach aims to increase the participation and involvement of Māori in research; either as researchers or the researched (Tuhiwai-Smith, 2012). Kaupapa Māori research is also, according to Professor Graeme Smith, is the “philosophy and practice of being Māori” (1997); and is epistemologically based within Māori cultural specificities, preferences and practices (Bishop, 1996; Irwin, 1994). Research approaches have traditionally been dominated by western type research frameworks and methodologies (Bishop, 2005; Smith, 1997; Tuhiwai-Smith, 2012). The literature surrounding kaupapa Māori research intersects initially with Māori cultural beliefs and practices. It has also been argued also that kaupapa Māori research exists to challenge traditional, western research methods and practices (Tuhiwai-Smith, 2012). As a result, kaupapa Māori research is a theory of change and emerged from the wider indigenous revitalisation movement in New Zealand, developed from the Māori research community and Māori cultural contexts. Bishop (2005) and Smith (1997) add that kaupapa Māori research is “fundamental to kaupapa Māori revitalisation and the deconstruction of hegemonies which have disempowered Māori from controlling their own knowledge” (p. 2). This powerful statement reinforces what Bishop (2005) calls a tradition of research which has “perpetuated colonial power imbalances, thereby undervaluing and belittling Māori knowledge and learning practices process” (p. 111).

Kathy Irwin, a leading Māori researcher characterises kaupapa Māori research as grounded in the paradigm of a Māori world-view that is culturally safe, relevant and appropriate as well as maintains the rigours of research (Irwin, 1994; Tuhiwai-Smith, 2012). Dr Russell Bishop, another seminal kaupapa Māori researcher, also argues that kaupapa Māori stems from the world in which solutions and cultural aspirations can be generated (Bishop, 2005; Tuhiwai-Smith, 2012). Graham Smith summarises kaupapa Māori research as being related to Māori, connected to Māori philosophies and practices and validates the importance of Māori culture and language (Tuhiwai-Smith, 2012). The Māori philosophies and practices engaged as research practices in this study are that of whānaungatanga, manaakitanga, kaupapa and ako and are detailed later in the chapter. Kaupapa Māori research is an important approach which provides an inclusive and collaborative environment for conducting research, and in doing so provides robust qualitative data for the researcher. This is important, because I want this research to benefit the participants and the tertiary sector as they explore opportunities to connect with business people as they prepare their Māori tertiary students for employment.

Kaupapa Māori research practices.

Kaupapa Māori as a research practice and approach “is connected to Māori philosophy and principles and “takes for granted the validity and legitimacy of Māori knowledge, language and culture” (Smith, 1997, p. 13). Māori cultural practices underpin and steer this research design, data collection and analysis to be sure that research involving the Māori participants is collaborative, inclusive and beneficial. Māori cultural practices selected for this research also “support notions of collectivism, emphasise shared mana (status and power) and regard cooperation as a fundamental value” (Smith, 1997, p. 4). While there are several kaupapa Māori practices to select when conducting research, I have specifically chosen four practices described below because they have been cited as important elements in both kaupapa Māori research (Smith, 1997) and tertiary mentoring programmes involving Māori (Tahau-Hodges, 2010).

The following sections describe the research practices used in this study to develop and maintain the mentoring relationship between the mentee and mentor. Whānaungatanga, kaupapa, manaakitanga, and ako have been described by kaupapa Māori research writers as critical to use when conducting research into the lives of Māori (Rangahau, 2014d; Smith, 1997; Smith & Reid, 2000; Tuhiwai-Smith, 2012).

Whānaungatanga.

Whānaungatanga and whānau is deeply rooted in the value set of being a family (Rangahau, 2014d). In Māoridom, this is not exclusive to blood connections; it includes any relationship which is based on family values and practices (Bishop, 1996). Bishop explains that research conducted using cultural practices are based on whānaungatanga and seek to establish connection and commitment (2005). Whānaungatanga described by Bishop and Glynn is “the metaphor for the research approach which seeks to establish collaborative narratives. It is a time-honoured principle, not an ad-hoc, haphazard process” (1999, p. 64). Smith (2012) describes whānaungatanga as the foundation of kaupapa Māori principles and is which a valid and authentic way of organising research are. Whānaungatanga in this research setting is not limited to the mentoring relationship of the participants, but also for me and my position as a researcher ethically and morally alongside (Bishop & Glynn, 1999).

Kaupapa.

While kaupapa Māori research refers to the approach and practices used within this study, the practice of kaupapa refers to the “collective vision, aspiration and purpose”. The participants will determine for their respective mentoring relationship (Rangahau, 2014d, para. 7). For example, the participants will collaborate on the overall “kaupapa” of their mentoring activity and decide together what their goals and shared vision will be. As they do this, participants will develop their responsibility to each other and the research. As well as deciding

on the kaupapa, participants will also decide what mentoring activities they will do to prepare the Māori tertiary student for employment.

Manaakitanga.

Manaakitanga was employed to encourage sharing and support, as well as a moral commitment between the mentor and mentee as an important research practice. Manaakitanga as a Māori practice will ensure that the development and maintenance of the mentoring relationship is preserved and upholds the dignity and respect of participants. Manaakitanga, according to Mane (2009), is where “reciprocity, accountability and mutual respect” (p.3) is expected. This is particularly important for a mentoring partnership because manaakitanga also encourages participants and the researcher to define their commitment and investment to each other and the research study (Bishop, 2005; Smith, 1997).

Ako.

Ako as a cultural pedagogy embraces the reciprocity of the teaching and learning relationship. Ako according to Pihama, Smith, Taki and Lee (2004) is an educative process where knowledge is created, articulated and transmitted. The term ako is present in many pieces of New Zealand educational literature to describe productive and mutual partnerships between the teacher (kaiako) and the student (akonga). Ako is significant to this research because of the close link it has with mentoring in both meaning and practice. The practice embraces the essence of reciprocal learning that will occur between the mentor and mentee as they progress through their mentoring relationship. Ako also embraces the tuakana-teina model of mentoring where mutual learnings occur between the mentor and mentee (Pihama et al., 2004).

In summary, kaupapa Māori practices are integral to the overall research design of this study because they encourage a sense of belonging and connectedness with the participants and the research. The next section introduces the research participants, how they were recruited and how they were introduced to each other for the first time. As well as this, kaupapa Māori methodologies supported the gathering of data through collecting the stories and narratives of the participant’s mentoring experiences.

Research Participants

There were two main participant groups in this research. The first are the “mentees”, who are Māori tertiary students studying towards a business qualification at the Bay of Plenty Polytechnic in Tauranga, New Zealand. The second group are the “mentors”; who are business people currently employed in the business areas where the Māori tertiary students will soon be employed.

The business industry was selected for this study because of my concern that Māori are under-represented in these employment areas. Māori participation in the labour force has increased since the last census (Mintrom, 2005) but there still remains a significant under-representation of Māori in business employment areas. Mintrom adds that the worst affected business employment areas (of under-representation) are legislators, managers and professionals (2005).

Recruitment.

As one of two Learner Facilitators assigned to the School of Business at the Bay of Plenty Polytechnic, my attention was drawn to strategies for enhancing and promoting current and future learning experiences for students. Anecdotal feedback from Māori students studying business diplomas and degrees suggested that they would benefit from making connections with industry (through networking or mentoring) that would assist their preparation for employment in these business areas. Therefore, I approached senior leaders within the School of Business to ask them to nominate potential participants who:

1. Are enrolled as Māori
2. Aged between 18-24
3. Are studying toward a business qualification
4. Has a general idea of their degree major and future employment decisions.

The number of Māori tertiary students nominated by senior leaders totalled eight. Emails were then sent to each student (Appendix B) inviting them to be research participants in this research. From this contact, a total of four consented to participate. The students who did not participate attributed their decision to other commitments and time constraints.

To locate potential mentors, Tauranga local business networks were approached such as Priority One and the Tauranga Māori Business Association. Both aim to increase business participation and connection in the Tauranga and Bay of Plenty region. The Tauranga Māori Business Association primary focus is on Māori business and business environments. They aim to connect their members to knowledge and experiences through professional networking opportunities (Tauranga Māori Business Association, 2014). The liaison person in each of these business networks, forwarded the introductory email about this research (Appendix A) on my behalf to their database of members. Responses came from a range of business people employed in business areas such as real estate, local council, human resources, construction, accounting, solicitors and strategic planners who were keen to participate in this research. From this pool, four business people were selected who are currently working in the employment areas the Māori tertiary students are studying. I then contacted these business people via email (Appendix C) or phone, which was a personalised approach so they could ask questions about the research such as time commitments and also to confirm their participation.

Mentoring Partnerships.

The process of pairing participants was largely based on what the Māori tertiary students were currently studying and what employment area the business person was employed in. This initial area of similarity between the participants was then explored further and other similar characteristics noted. In a similar fashion to the *Black Leadership Initiative*, the participants of this study were matched based on the skills and employment experiences of the mentor and the employment goals of the mentees. Table one on the next page, highlights the final characteristics identified and which helped to decide the pairing of the mentor with the student mentee. It is important to note, that all participants were Māori.

Table 1

Characteristics of the mentor and mentee

Business person (Mentor One)	Māori tertiary student (Mentee One)
<ul style="list-style-type: none"> • Māori • Male • From Northland, New Zealand • Completed a Bachelor Arts and a Bachelor of Laws • Human resources manager with 20 years' management experience in a range of positions including hotels and operations 	<ul style="list-style-type: none"> • Māori • Female • From Tauranga, New Zealand • Year two of the Diploma of Business • Will major in supply chain management and human resources • Is interested in knowing and understanding more about the operations of these business areas
Business person (Mentor Two)	Māori tertiary student (MenteeTwo)
<ul style="list-style-type: none"> • Māori • Female • From Ruatoki, East Coast New Zealand • Has a two year old son • Completed a Bachelor of Laws and Master of Law • Is a solicitor • Experience in family and commercial law as well as iwi resource management 	<ul style="list-style-type: none"> • Māori • Female • From Ruatoki, East Coast New Zealand • Has a two year old daughter • Currently in year one of the New Zealand Legal Executive Diploma • Is interested in pursuing a law degree and wants to know more about the law profession.
Business person (Mentor Three)	Māori tertiary student (Mentee Three)
<ul style="list-style-type: none"> • Māori • Female • From East Coast, New Zealand • Has completed a double degree in Law and Management Studies • Is a chartered accountant and auditor for a local Tauranga local accounting firm 	<ul style="list-style-type: none"> • Māori • Female • From Tauranga, New Zealand • Studying the Diploma in Business • Deciding on what business majors to choose • Wants to find out more about the structure of accounting firms and employment opportunities
Business person (Mentor Four)	Māori tertiary student (Mentee Four)
<ul style="list-style-type: none"> • Māori • Male • An "old-boy" of Tauranga Boys' College • Has various experiences in business development roles including finance • Is a business manager for Māori enterprises 	<ul style="list-style-type: none"> • Māori • Male • A recent Tauranga Boys College graduate • Is studying the Diploma of Business • He will major in accounting • Is interested in mentoring to understand more about the accounting profession

In summary, there was considerable effort taken to ensure the pairing of the mentor and mentee was based on the employment area, employment experiences, and characteristics of the mentor. These were then aligned to the mentee's employment ambitions, study areas, and

characteristics. The following section explains how the data was collected and the forums that were used and why these were appropriate.

Kaupapa Māori Methodology

Kaupapa Māori methodology enables the “voice” of the participants to be heard (Bishop, 1996; Rangahau, 2014e). This perspective inspires a culture-sharing group (the mentoring relationship) amongst the participants (Bishop, 1996). This research relied heavily on participant involvement and engagement with the research agenda and the methodology involved two types of data collection approaches. The first stems from kaupapa Māori research practices; hui and kanohi ki te kanohi.

Hui and kanohi ki te kanohi.

Hui describes the meeting of people for a specific purpose. In addition, hui, like whānaungatanga is a strategy used in Māori contexts to gather information which is consensual and collaborative (Bishop, 1996; Rangahau, 2014b). Generally, hui are semi-structured in nature however there is an overt “kaupapa” or purpose for hui which guides the direction of conversations (Rangahau, 2014b). Hui can also be used in research as a data collection tool because it “capitalises on communication between research participants in order to generate data” (Kitzenger, 1995, p. 299). This was important as I wanted to maximise the interaction between the mentor and mentee; in doing so participants could ask questions and clarify their level of commitment in the research (Aseron et al., 2013). Whānaungatanga, respect, patience and co-operation as expressed by Pere (1991) describes the hui process conducted for this research. The second meeting was, kanohi ki te kanohi which translates as “face to face”. It is considered a kaupapa Māori research methodology particularly when there is an important purpose to the discussions. Hui and kanohi ki te kanohi were the main forums of data collection and were held at locations determined by the participants.

All hui and kanohi ki te kanohi forums were recorded, transcribed and are available electronically if the participants wanted to read them. All participants will receive a one page copy of the findings upon completion of this research study.

Location of research.

Various locations to meet were offered to the Māori tertiary students and they were asked to select their preferred option. Options included the study rooms at the Polytechnic, a local café or the business person’s workplace. The business people were also consulted, and asked if this would be an appropriate meeting place for them also. In fact, all of the options provided were agreed to by the participants. The practice of manaakitanga assisted participants were included in important decisions such as the location of the research. By allowing participants to select the hui locations, they were investing their commitment to the Māori tertiary students and the research. Through involving the participants an attempt was

made to create a level of comfort, consistent with the research kaupapa. We conducted the first hui in the study rooms at the Bay of Plenty Polytechnic, a local café and the mentor's workplaces. The practice of sharing food at hui is a common practice in Māori settings according to Pere (1991), so food and beverages were provided (and shared after the hui); this helped to complete the hui process and provide a positive, informal end to the discussions.

Guided questions.

Guided questions (Appendix D) were used in the first hui to begin the dialogue between the Māori tertiary student and the business person. According to Traver (1998), guided questions are open-ended, but still have a focus and can guide and prompt conversations. Guided questions are designed so they are non-judgemental and yet answering them requires a high level of cognitive work (Traver, 1998). This aligns well with kaupapa Māori research practices because they allow for flexibility around how the questions are asked and how the answers will be received (Rangahau, 2014c).

The guided questions were adapted and modified from various literature guidelines, especially where writers had worked with topics such as mentoring and employability (Buckley & Zimmerman, 2003; Hillage & Pollard, 1998; Traver, 1998). During the first hui, the questions (Appendix D) encouraged whānaungatanga so participants could make connections and explore mentoring experiences. Participants were guided as they decided on the kaupapa for how they wanted their mentoring relationship to unfold; as well as deciding on important factors conducive to the Māori practice of manaakitanga, such commitment, protecting privacy, contacting each other, and how often they would meet. A second set of guided questions (Appendix E) were used at the mid-point stage of the research. The guided questions allow for participants to share what has been learned by the mentoring activities completed so far. I also needed to establish the level of manaakitanga and commitment of the participants. The final hui were also guided by questions (Appendix F) which allowed participants to discuss their overall mentoring relationship and comment how these activities contributed to the employment preparation of the Māori tertiary students.

Summary.

In summary, kaupapa Māori methodologies helped guide the hui and kanohi ki te kanohi forums for data collection. This was an opportunity for the participants to share in a comfortable and familiar environment their experiences and what they had learned as a result of their mentoring experiences. The next section provides an overview of the timeframe, which includes what was conducted, and at what stage during the research this occurred.

Research timeframe

This research required a series of meetings to listen to participant's experiences of mentoring activities they were doing together. This required a time frame of four months and a series of three hui which occurred face to face (kanohi ki te kanohi).

The first hui.

The main purpose of this hui was to establish a connection between the participants and decide on the kaupapa or vision for their mentoring relationship. The participants prior to this research were strangers; with this in mind the research approach to underpin the first meeting needed to provide opportunity for participants to connect. Whānaungatanga allowed the participants to do just this, connect, interact and explore mentoring as well as collaborate on the kaupapa or vision they want to take going forward.

The connection of participants was initiated through the Māori practice of mihimihi (introductions). Mihimihi is important in hui because it involves sharing where you are from and how you are connected to people (Bishop, 2005). This was the time for participants to introduce themselves, where they are from and some family history. Participants were encouraged to share stories about their own mentoring experiences, common interests such tertiary papers studied and the business area the mentors are employed in. Mihimihi was encouraged so the participants could find out more about each other; I also introduced myself and told participants the story of how I was mentored as a beginning teacher and that was a valuable experience as I navigated the world of teaching for the first time. From a kaupapa Māori research approach, whānaungatanga was established using the mihimihi process, because the participants had the opportunity to connect and share experiences. It was later discovered that developing whānaungatanga in the first hui, assisted many of the participants to sustain their mentoring relationship over the research period. Once the connection was made in the first hui, it was important to determine what the mentoring kaupapa will be. Participants determined their own level of investment for the mentoring from here which ensured their relationship was based on mutual understandings and reciprocity (Bishop, 2005).

As part of the introduction, the focus of the research was outlined, and included the duration and time commitment required. Prior to the first hui, all mentors and mentees were provided with an electronic or hard copy of the participant information sheets and the participant consent forms (Appendices G, H, I, J) to read through. Hard copies were also available at the first hui to review and sign if not already done so. By re-emphasising the focus and reviewing the forms together, there was an attempt to establish a common understanding of the research and its benefits. Questions were asked and as a group were collectively answered. This approach to research according to Elbow (as cited in Connelly & Clandinin, 1990) leads to a "feeling of connectedness" (p. 4) between the participants and the research objectives.

The guided questions assisted participant's sharing of previous mentoring experiences, whether positive or negative; and through sharing this information participants were able to design their own mentoring relationship and decide on the kaupapa or direction they would take.

Involving participants in the research agenda is also a common kaupapa Māori research practice and as a result, participants could then negotiate the level of commitment to one another and their mentoring journey (Bishop, 2005). It was heartening to hear the participants collaborate on particular goals and mentoring activities, as well as agree on specific roles and responsibilities each would take. These included how they would contact each other, how often they would meet as well as agree on manageable timeframes. The kaupapa decided at this first hui served as a guide for the next meeting, kanohi ki te kanohi which was held half way through the research.

Kanohi ki te kanohi.

Kanohi ki te kanohi or face to face meetings were an appropriate forum to determine if the kaupapa had been retained from the first hui and was being worked through. The Māori tertiary students and the business mentors also met with me on separate occasions half way through the mentoring period. This meeting lasted approximately half an hour and in a similar fashion to the first hui was conducted at a location decided by the participants.

The Māori practice which underpinned this meeting was that of manaakitanga; I wanted to ensure that the mentoring relationship was secure and stable, and that the kaupapa decided on in the first hui was preparing the Māori tertiary student for employment. A second set of guided questions (Appendix E) were used to assist with the flow of discussions and to find out how the mentoring relationship and was progressing, what was working well, regularity of contact and what might need to change (if anything). I was able to explore with the participants their mentoring experiences so far and whether these experiences were connected to the Māori practices outlined earlier.

The final hui.

The final hui determined what the mentee had learned about their business areas and how they perceived this was preparing them for employment. This forum also gave the mentor the opportunity to provide his / her feedback on the mentoring process.

A set of semi-structured focus questions (Appendix F) guided the last hui which allowed participants to share their mentoring experiences and stories. It was helpful to have a set of questions which related to the research question and which could help guide our conversations (Leedy & Ormrod, 2013). During the final hui, I was listening specifically for the mentoring experiences and stories which would begin to answer the overall research question, how can mentoring prepare Māori tertiary students for employment?

Summary.

The research design used kaupapa Māori research approaches to assist with forming the mentoring relationship and data collection via the hui and kanohi ki te kanohi forums. Over the research timeframe, participants shared their mentoring experiences and research themes

began to emerge about how the mentoring experiences and activities were preparing the mentee for employment. When selecting the data analysis tool, it was found that thematic analysis was the most appropriate option because it served the purpose of extracting important stories and narratives from the data.

Although each of the hui and kanohi ki te kanohi meetings involved some kind of structure through the guided questions, it was noted that Māori practices, such as whānaungatanga, kaupapa, manaakitanga and ako as well as the location of hui and meetings, were a significant feature of this research and the participant's mentoring relationships.

Data analysis

There are various methods used to analyse and interpret the data, and it is important to understand that from a kaupapa Māori research analysis perspective, “it is what you are looking for which determines the methods and tools of analysis” (Rangahau, 2014a). I was interested in hearing about, collecting and analysing stories which had been shared in the hui and kanohi ki te kanohi forums. These stories would assist in identifying the mentoring experiences of the Māori tertiary student and the business person. By allowing participants to tell their story they were able to express their views and mentoring experiences as well as offer their personal perspectives about the research process and its value with regards to preparation for employment.

Thematic analysis.

Thematic analysis is a qualitative research tool used to analyse data from interviews and focus groups. Braun and Clarke (2006) explain that thematic analysis as a method is flexible yet robust in identifying, analysing and reporting patterns or themes within the data. In addition, Rubin and Rubin (1995) state that thematic analysis is an interesting process because it allows for the discovery of themes within qualitative methods such as interviews or as in this study; hui and kanohi ki te kanohi forums. It has been said that thematic analysis can be used across a range of other methodologies (Boyatzis, 1998), including kaupapa Māori research, where the analysis of themes are based on the stories and experiences of participants. Braun and Clarke (2006) also add that thematic analysis fits comfortably within a Māori paradigm, because it helps to analyse the stories of participants through recording “experiences, meanings and the reality of the participants” (p. 81). Tuhiwai-Smith (2012) emphasises that storytelling is an important feature in research because different voices can contribute to a collective story in which the participants have an important place. Further to this, Bishop (as cited in Tuhiwai-Smith, 2012) mentions that eliciting stories as a research tool is a culturally appropriate way of representing the research participants so they (rather the researcher) retain control of the truth.

While people may think that the themes are inherent in data, Rubin and Rubin (1995) report that the researcher still needs to take an active role in identifying, selecting and creating links to find meaning. In saying this, thematic analysis requires some level of judgement by the researcher (Braun & Clarke, 2006); the use of a kaupapa Māori approach to research ensures that this judgement does not compromise the voice of the participants as they identify their mentoring activities and experiences.

Becoming familiar with the data.

To locate the participants’ mentoring experiences, each transcript was read multiple times and on each occasion, I become more familiar with the data and began to ascertain a general picture of what the participant’s mentoring experiences were. Bishop (1996) noted that narratives and sharing stories tend to extract participants accounts of significant events, such as

those produced by participants through the mentoring process. Locating narratives within transcripts is important for kaupapa Māori research because stories are a “culturally appropriate way of representing diversities of truth” (p. 146). As I became familiar with the data, it became evident there were multiple aspects to consider when using mentoring to prepare Māori tertiary students for employment.

Generating initial codes.

Once familiar with the text, thematic codes were used to identify all the mentoring activities across the participants. The initial codes were generated by taking notes and recording specific ideas, activities or interesting comments made by the participants and which related to the research statement. These helped to identify 78 initial thematic codes (Appendix K), based on the broad range of mentoring stories, ideas, and activities presented in the raw data transcripts. Boytazis (1998), states that identifying an interesting feature in the raw data is the first element of sorting gathered information which can be further analysed in a meaningful way. The initial thematic codes continued to be developed and refined in subsequent analysis stages as outlined in the following sections.

Defining and naming themes.

Through this stage I was able to become even more familiar with the responses of the participants in relation to the coded data and, at this stage potential themes and sub themes were becoming clearer. Braun and Clarke (2006) say when identifying and searching for themes, the researcher looks for all instances where the mentoring activities is referred to across the whole data gathering process. Therefore, the purpose of defining and naming themes is to prompt further searches and define the occurrences of particular words or phrases which relates to the mentoring activities carried out (Braun & Clarke, 2006; Rangahau, 2014a).

At this stage of analysis, a further refinement of 78 initial themes was conducted. This involved reviewing the collated data (identified in the previous stages) and re-organising it into coherent themes that were consistent with the participant narratives. This process produced two layers of data: the first, layer one reflected the mentoring activities which prepared the Māori tertiary student for employment. Layer one was further refined into five themes which reflected the kaupapa decided in the first hui and which also related to the research question. The second layer revealed the importance and value of whānaungatanga to establish the mentoring relationship and manaakitanga to assist with maintaining and preserving the mentoring relationship over the four month timeframe. The refinement of themes is reflected in Appendix L.

Layer one:

Preparing for employment

1. About the industry
2. Study advice
3. Job realities

4. Networking
5. Cultural considerations

Layer two:

Making connections and sharing mentoring experiences

- A. Whānaungatanga
- B. Manaakitanga

Summary.

Kaupapa Māori research practices assisted the research participants who were strangers, to connect, share and collaborate on the research and mentoring goals. Kaupapa Māori connections made between the mentor and mentee in the first hui also helped with the collection of data in subsequent forums. Without using whanaungatanga as a research practice, it would have been more difficult for the participants to share their mentoring experiences openly. The guided questions used during the hui and kanohi ki te kanohi sessions to facilitate discussions and thematic analysis was the tool used to search and navigate through the narrative data. Thematic analysis was appropriate as an interpretive tool because it could be used seamlessly alongside kaupapa Māori research practices. The transcripts helped to organise the mentoring experiences of the participants into a coherent set data and as a result identified the research themes which are presented in “two layers” and described in more detail in the following chapter, Chapter Four.

Chapter Four: Findings

This chapter presents the findings of the mentoring relationship between the Māori tertiary students and their industry mentors. Using the collected and analysed data, findings are presented which explain what mentoring activities were most helpful to prepare the Māori tertiary students for employment.

The findings are presented in two layers: the first layer represents participant responses about how mentoring contributes to preparing them for employment; the second layer relates to how whānaungatanga and manaakitanga are important in establishing and maintaining the mentoring relationship.

Layer One - Preparing for Employment

Layer One begins with Theme One, the business industry. This presents what the mentees discovered in terms of the wider features of their chosen business areas: accounting, law, business finance and human resources (HR). The range of employment information related to the business industry discovered in theme one included:

- Responsibility and professionalism
- Business culture
- Differences in employment areas
- The local business industry
- Hierarchy and tiers or levels of firms
- Potential employment opportunities

Theme Two, study advice, highlighted what the mentees found out in terms of appropriate selection of study, such as selecting majors, assignment advice, and time management. Theme Three job realities, outlined the details of roles carried out by the mentors. Generally, the mentee's wanted to know about the expectations of their mentor's workplace, such as work hours, environment, as well as the specific types of work the mentor is involved in. Theme Four, networking suggests that mentees who had the opportunity to talk with another person in the industry (via the mentor's networks), found it to be a valuable experience and contributed to their knowledge and understanding about that employment area. Lastly, Theme Five presents the cultural considerations and relates to what the mentors thought might be important for the Māori tertiary student to know as they prepare for employment in that particular business area.

The business industry.

There was a general consensus among the mentees that they wanted to understand more about their mentor's wider business industry as a potential employment area. The

following narratives help to explain what information was shared by the mentors as useful when preparing for employment.

Mentor One emphasised in the first hui, that being in a management position, there is a certain level of responsibility and professionalism which needed to be taken seriously as an HR Manager of a large corporate firm. “There are three of us from the far North that’s sort of like the Management Team. So much as we are very professional and very serious we also have a high degree of responsibility”. Mentor One added that there are industry standards for management positions like his and the cost of getting this wrong is a cost to the company.

Mentor and Mentee Three, made connections through their mutual interest in the business industry area of accounting. Mentee Three is settled with her study decision of majoring in accounting and finance, and is interested in finding more information on the accounting industry in general, and further study options such as the Chartered Accounting (CA) qualification. Mentee Three wanted to know from her mentor if it was important to complete the CA qualification prior to seeking employment. Mentor Three explains this further:

I guess the main difference with being a CA is if you ever wanted to go into the avenue of owning your own practice, you can, plus the job opportunities are a lot better if you are fully qualified. I think when you’re first starting out, especially doing a degree now and not working at an accounting practice at the same time, is that it’s good to start going down that avenue ... because employers look favourably on it (Mentor Three).

While the mentoring relationship did not progress past the first meeting for Mentor and Mentee Four, it was noted in the first hui that Mentee Four wanted to find out the realities of working in the business world. Mentee Four wanted to know his mentor’s opinion about the daily realities of his business area and “how work life is five days a week” (Mentee Four). It was described to Mentee Four, that his industry area has a certain business culture, which includes uncertainty. He added that the business industry is “definitely an exciting place to be, it’s pretty dynamic, but it is corporate and with that comes a certain culture like restructures and, that happens to be the corporate culture” (Mentor Four).

Mentee Two highlighted in the first hui that she was interested in finding out the differences in employment areas between the specialisations of a legal executive. Mentor Two explained that “property is quite different to litigation”, and that “you are more a secretary when you do litigation”. However, “with property you’re like, you have to actually register things on line and that”.

When questioned by the mentee about the employment area of a legal executive in the firm she works for, Mentor Two disclosed that the legal executives in her team are really good because they have completed the legal executive papers and secretary training. Mentor Two added that the legal executive role (in her firm), was mainly for the Māori Land Court and while “legal executives don’t generally charge clients for their time like lawyers do, her legal executive does because she is an asset to the firm”. This explanation also emphasised to the mentee that the law industry recognises performance through remuneration opportunities.

When asked why she chose to be a lawyer, Mentor Two told the mentee that being a lawyer is a contribution to society, and that is what drives a lot of her friends (who do not have families). She particularly mentions the contribution she can make to Māori society, where she can “really help out” and adds that this is “something that keeps me working as a lawyer”. On the other hand, Mentee Three wanted more specific information about the local accounting industry because she needed to stay in Tauranga until her son is older. Mentor Three responded by saying that they could work through the benefits of different size firms, and further explained that there are different opportunities with each. Mentee Three mentioned in the final hui that she made gains from knowing about the opportunities presented in the various local firms and suggested to her mentor that she now may be more interested in the banking side of accountancy.

Interestingly, Mentor Four encouraged Mentee Four not to be in a rush to secure employment (while still studying); rather invest in his qualifications now so that he is at the “sharp end” of the business organisation and therefore better protected from restructures and job loss. Mentee Four found that his mentor was currently completing a Masters (business) qualification because the business world is constantly changing, fast moving and dynamic. Therefore it was important to keep up with this pace and remain competitive with the younger graduates coming through. Mentor Four further explained that it is important to understand and be “conscious of the fact that these younger ones are coming through with their MBA’s and high powered finance degrees from universities”. Furthermore, Mentor Four stressed that Mentee Four should make sure he “joins that queue”.

Although Mentee Four did not disclose whether he would further his studies to Master’s level, he did realise that it is important to focus on obtaining good grades for that competitive advantage. Mentor Four added that “if you’re at the sharp end you tend to be protected. A lot of those guys don’t have any academic qualifications at all and have been in the (industry) for 37 years, feel vulnerable”. Dialogue continued with Mentor Four explaining his personal experiences with studying business finance and asked Mentee Four to consider his motivations offering examples of motivations to consider such as income, supporting his mother and future lifestyle opportunities.

Finally all mentors encouraged their mentee’s to consider what their Curriculum Vitae (CV) would look like in the near future, and think about the list of qualifications and attributes that their particular business or firm requires.

Study advice.

The mentees chose to find out about study advice like, the benefits of selecting two majors (as opposed to one), what papers to choose, study and time management tips, as well as the advantages and disadvantages of various qualifications specific to that business area.

As mentioned previously, whānaungatanga is not limited to blood or ancestry link, but also involves interconnectedness and finding common interests. As such, Mentor One and Mentee One connected through their study experiences in the HR (Human Resources) and logistics employment area. Mentee One wants to “get into Logistics and do a double-major; and

the second major I'm not too sure about. Probably Marketing or HR or something down that way". This narrative also indicated that Mentee One was not too sure about a second business degree major, and was interested in her mentor's opinion on this.

HR and Marketing are the same thing; I did more marketing stuff than HR because that was transferable between the two. HR people are meant to be people orientated and marketing is a people orientated function. So to me, one feeds into the other (Mentor One).

These comments highlight how connections can be made through the mentor sharing his experience and knowledge of the study areas the mentee is interested in.

At the first hui Mentee One (currently studying the Diploma of Business) decided she wanted to "find out more about the job realities and responsibilities of an HR manager and his HR team". Mentee One wanted the mentoring to "assist with her decision about what her second study major should be". As a result, Mentee One mentioned that mentoring has assisted to make her "employment pathway clearer" and that now, as a result of mentoring she has decided her study majors. It was quickly decided by Mentor One that he would share the expertise of his HR team and others in the organisation to assist the mentee with her decision-making and employment preparation. Mentor One highlighted in the first hui that HR and marketing (majors) are similar therefore emphasising to his mentee that a logistics major may be the point of difference, rather than selecting two majors which are similar.

Similarly, Mentee Four wanted to find out his mentor's thoughts on choosing Finance as a second major to accounting, as he was currently considering a double major. Mentee Four added that he is "just seeing how finance goes this semester, it's interesting, and I thought another string to my bow". Mentor Four provided sound advice which highlighted that selecting finance as a second major may provide an added advantage in the employment market. Mentor Four encouraged his mentee to "do something other than just accounting and certainly finance is not everyone's cup of tea".

Mentee Two is thinking about progressing to a law degree; she asked her mentor what the structure of a law degree is at university. Mentor Two shared what papers she had studied, what year she did them and a bit about her Masters qualification. This was highly encouraging for Mentee Two and as a result of this advice, she has decided that once she finishes her current legal executive course, she will try and get a job (in the law industry) and then study night papers toward a law degree. Mentee Two commented that the mentoring advice was "inspiring and motivating, knowing it is possible".

Mentee Three wanted to find out about the CA qualification and whether this would make a difference to her obtaining employment as a graduate. While the mentor explained that this qualification was important in the accounting industry, it wasn't compulsory or imperative to obtain prior to employment. Mentor Three said that the "main difference with being a Chartered Accountant, is if you ever wanted to go into the avenue of owning your own practice, you can. You can also become a partner of that firm". Mentor Three also added that Accounting firms are supportive of their staff to obtain such qualifications while in employment. Mentor Three

explained that she had “found in Tauranga a lot of people have started working in an accounting firm and then picked up papers alongside”. Mentee Three also found that if she knew more about her study options (while in employment) this would have assisted her in preparing more efficiently because currently her son limits her study commitments. Mentor Three provided the following information to assist with her mentee’s employment preparation:

Most firms give you time off for your studies too. Especially workshops that you need to attend. They’ll often give you a day of study and then time for you to attend that workshop too, it depends on what firm you’re at, but you always negotiate too (Mentor Three).

In terms of study and time management advice, Mentee Two found useful tips on how to juggle study and home efficiently. Because she has a young family, Mentee Two was advised by her mentor to “set boundaries from the start”.

During the first hui, Mentor Four emphasized to Mentee Four that attaining a degree qualification with a specialisation in certain fields (accounting and finance) is a solid foundation to prepare for employment and progress through these employment areas:

You’ve chosen to invest in trying to get a good qualification ... having a specialist degree or an area of specialisation I think really does have a very, very strong pathway. And a much more guaranteed pathway in terms of high income ... if you get a good strong finance background and even get your chartered accountancy if that’s something you’d like to do, then the combination of that is very, very strong (Mentor Four).

This was sound advice for Mentee Four, and an indication of what the business industry is seeking in recent tertiary graduates. In terms of preparing for employment, Mentee Four will consider this advice when he decides on his degree majors next year.

Job realities.

Mentee One was interested in preparing for employment by finding out the specific task or jobs an HR employee carries out on a daily basis. Her mentor revealed that his employment is not just about hiring people, but in a large industrialized company there are recruitment policies, unions and multiple employee contracts to consider, as well as the not so pleasant side to the HR industry such as redundancies and disciplinary actions against staff. Mentor One shared an employment situation where the company he worked for “collapsed so they sent a local hatchet team of HR people to do 4000 redundancies”, so Mentor One was sent to Auckland as part of that project. In addition, Mentor One said his company receives at least 200 Curriculum Vitae a week; and there is one full-time person whose job it is to read, filter, organise interviews and facilitate the managers to meet with suitable candidates. Mentee One was surprised at the enormity of the company and the involvement of unions and collective agreements. From an HR perspective the mentor explained that 65% of his staff is covered by

collective employment agreements and one of these took two years to negotiate. He adds that industrial (HR) work:

Is a tough environment, you're in court all the time, disputes all the time ... so you sink or swim in those types of environments ... those who adjust, succeed, and you get used to a certain level of output as required (Mentor One).

Hearing the job realities faced by an HR team was encouraging for Mentee One. She found that HR employees are required to develop relationships with staff, interpret data, and make decisions quickly. From hearing this information Mentee One decided she will need a high level of resilience and patience to prepare for a career in this employment area. Mentee One was also surprised at how quickly work was completed by employees, and "the speed in which things get done in reality".

Mentee Two was interested to find out how being employed in the law industry would impact on work-life balance and raising a young family, time management and workplace hours. Mentor Two shared that being a legal executive is not as demanding as being a lawyer; therefore if Mentee Two was to pursue employment as a legal executive, she would have more time for her family. Mentor Two highlighted to Mentee Two that "when you're a lawyer, being a lawyer is number one, the family has to come second, like if you have a court case, you have to go to it which is kind of difficult". Despite this, Mentee Two found that her mentor rarely works from home, and she hasn't had to work overtime much, only when there are pressing deadlines. Furthermore, Mentor Two explained the types of legal cases she works on (such as the Māori Land Court) and the specifics about her role with these cases. Mentee Two's overall impression of the industry was "uptight", however she was beginning to see another side to this employment area, which she said "makes achieving this goal more realistic".

Sharing networks.

The findings showed that students valued meeting other people through their mentors networks and that this added value to their mentoring experiences.

Mentee One was introduced to the wider HR team, as well as the on-site managers of different divisions within Mentor One's company. She found that developing relationships outside of the immediate HR team is important. Mentee One also found out about the diverse HR practices this company uses: recruitment and, psychometric testing, as well as being involved in staff training exercises. She was able to see the process of recruitment unfold with another employee, as well as the process of drafting employment contracts and the induction process. As a result, Mentee One was able to ask questions (particularly about coping with taking disciplinary actions against staff) and gather an array of perspectives in coping with these. Mentee One said she enjoyed meeting and accessing the wider range of teams because it gave her ideas about preparing for future employment in the HR and logistics industry areas.

Mentee Two was keen to meet others from her mentor's law firm and this was discussed in the first hui, however, because of time constraints this did not happen. Mentee

Two has since decided to explore wider networks (outside of this research scope) and has recently met with a lawyer who works for the Māori Land Court and is based in Rotorua.

Lastly, Mentee Three recognised it was important to meet and connect with others in the accounting industry. Her mentor used her wider industry contacts from the Tauranga Māori Business Association and as a result, Mentee Three met with a banking and finance employee. Mentee Three found out about the different avenues in banking, which involved the accounting practices she was majoring in. With this person, she discovered new information, like the different employment areas of accounting and as a result, now has more interest in the banking side of accounting.

Lastly, Mentor Three emphasised that networking in business is important when seeking employment and was advised to start thinking about this now, and that networking will help to “put your name out there and get a good reputation”.

Cultural considerations for employment.

Lastly, Theme Five cultural considerations highlight that Te Reo Māori (Māori Language) was sought after in the law industry. This was positive news for Mentee Three because she attended Kura Kaupapa Māori in her primary school years and Te Reo Māori is what she really enjoys studying and learning about.

Mentor Four also linked Māori identity with employment and asked where he (Mentee Four) was “at” in terms of his Māoritanga (Māori culture). “As you go through different organisations you’re going to be potentially identified as a young Māori [in the industry]”. Mentor Four encouraged Mentee Four to explore his Māori side because “it’s part of you and I think it might also help grow your confidence as an individual so that you can be resilient”. Mentee Four shared in the first hui, that he knew little of his Māori side and was keen to develop this understanding when he finishes his studies. In response, Mentor Four explained this would “grow that confidence, it will flourish and develop as you uncover more of that side of you”.

Mentor One shared an employment experience as the ‘Māori’ who had applied for a management position; when he was selected there had been an “uproar by others”. Despite the fact that he had two degrees and prepared himself for the interview, he expressed that people at the time saw him as “Māori”, not for the credentials and experiences he offered. Further to this, the company of Mentor One wants to identify with their Māori staff that represents 62% of their employees. This company is currently in discussion about more deliberate strategies and processes to recognise their staff’s cultural diversity.

Mentee Four found that large firms are always looking for good young Māori talent. His mentor advised him to think about his brand, as being Māori is a good brand and from personal experience he believed there are employment opportunities for those who have the right mix of qualifications and cultural knowledge. In terms of creating networks with study peers, Mentee Four found that getting involved with other Māori law students (at university) was really valuable as they now provide further networking opportunities; she adds that she now has friends who are lecturing [law] at university. It was later noted by Mentee Two that her mentor has good

relationships with many Wellington lawyers because of her involvement with these groups while at university.

Summary.

The above information provides evidence of the impact this research has had on the participants as a result of their mentoring relationship together. The findings of layer one revealed to the Māori tertiary students that there are many employment opportunities for them once graduated. Advice given highlighted that they need to consider their marketable identity as a lever for employment opportunities and will comprise of the business qualification they are studying as well as knowledge of Te Ao Māori and their cultural identity. The findings in the next section shows how Māori practices helped the formation and maintenance of the mentoring relationships and is also presented using examples and narratives from participant experiences.

Layer Two: Making Connections and Sharing Mentoring Experiences

Layer Two outlines other significant aspects of the mentoring relationship such as meeting each other for the first time, making connections, deciding on the kaupapa, developing trust and being comfortable with each other to communicate and share information. It is evident that relational aspects encouraged by Māori practices were just as valuable to the participants as the mentoring experiences identified in layer one of the findings.

Whānaungatanga.

The first hui was the most important time to set the research scene and encourage whānaungatanga and a connection between the researcher and the participants. Here, the participants introduced themselves at the first hui, guided by whānaungatanga as the main kaupapa Māori approach. The hui was completed in a comfortable, welcoming environment so they could discuss openly about themselves and mentoring. The sharing of kai (food) after the hui suggests assisted the participants to feel welcome and inclusive as research participants (Pere, 1991).

After the first hui, participants said they felt more relaxed for subsequent meetings and that whānaungatanga helped to establish the kaupapa and guide the hui process. Findings reveal that the four pairs of mentors and mentees made connections in a variety of ways. For example, Mentor Two and Mentee Two made connections through genealogy (whakapapa) and whānau which provided a positive foundation to begin their mentoring relationship. When introducing herself, Mentee Two explained she was from Ruatoki (in New Zealand), and once Mentor Two heard this she asked Mentee Two about her whānau (family) in Ruatoki. From there they talked about people they both knew and eventually discovered common ancestry through distant family connections.

This was a promising start for Mentee Two who later stated that whānaungatanga and connecting through family helped her “relax” and be more prepared for subsequent meetings. Interestingly, Mentor and Mentee Four made connections through both being raised by a single mother, growing up in Tauranga. They were able to bond quickly and share what it was like attending the same secondary school, which they both agreed had given a solid foundation for pathways into tertiary study.

Kaupapa.

The participants decided on the kaupapa of their mentoring and in doing so, maintained ownership of the direction and outcomes the mentoring relationship would have on themselves and the research. Setting the focus [kaupapa] “together was worthwhile and beneficial” said Mentor Three and this made Mentee Three more “relaxed in the second meeting”. By the end of the first hui, Mentor Four encouraged Mentee Four to think about what he wanted to know about preparing for employment and ask questions. “Don’t feel shy to ask anything; everything is on the table and I think it has to be, you’ve got to feel comfortable” (Mentor Four). Through providing participants the opportunity to collaborate and decide on their kaupapa together, they were able to gain a sense of connectedness and responsibility to each other as well as the research agenda.

Manaakitanga.

The Māori practice of manaakitanga ensured that participants maintained the kaupapa and their obligations and responsibilities to each other, their mentoring relationship, and the research. During the hui and kanohi ki te kanohi meetings highlighted that participants were connecting regularly and that the manaakitanga of the mentoring relationship was being upheld. When asked how they communicated, the narratives confirmed that they were meeting regularly. Mentor and Mentee Two had “met face to face three times, for an hour”. Similarly, Mentee One said she had met with her mentor twice, and that she had also met with people in the HR team regularly also. Mentor One added that they had met “through face to face meetings, email phone and text. Therefore manaakitanga was achieved through participants taking active roles in maintaining connections, communicating often and meeting regularly.

Ako.

The findings reveal that the Māori tertiary students had learnt a great deal about employment in the business industry. Ako encourages reciprocity of learning and as such, it was important for the mentors to share what they had learned from the mentoring experiences too. In the final hui the Mentors could reflect how the mentoring had helped them as participants. It was noted by Mentor One that one of the challenges for his (HR) area is “recruiting and retaining younger people”. This was the reason why he wanted to mentor a tertiary student, so he could grow his understanding of “those who subscribe to the stereotype

of generation Y". Mentor Three said she gained a lot of "personal satisfaction" from being a mentor and that "seeing the path that [her mentee] is going down is quite nice".

The research highlighted that mentoring relationships should allow for reciprocity of learning, however the findings showed that there were many more significant learnings for the Māori tertiary student compared to the business mentors .

Summary.

In summary, Layer Two identified the Māori practices which assisted the participants to make connections and share mentoring experiences. As a result, the narratives shared during the hui showed that participants had indeed connected and explored many activities and discussions which have assisted the Māori tertiary students to prepare for employment in the business world.

Layer One and Layer Two data showed that there were significant learnings gained from the mentoring relationship and that kaupapa Māori practices helped to establish and maintain the mentoring relationship over the research timeframe. The two layers of findings highlighted that the mentee's participated in a wide range of mentoring activities with their mentors and their wider employment networks. While the five themes identified within Layer One were all important, the significant revelation for the participants was that there are many employment opportunities available in the business industry for Māori business graduates. As part of these students preparation for employment, they were encouraged to find out more about their Māori heritage and Te Ao Māori in general. This is largely due to the surge of Māori-owned businesses as well as many other mainstream business areas will employ Māori business graduates because they want to work with Māori entities. Through using kaupapa Māori approaches to research, layer two encouraged participants to connect, share and support each other. In addition, this approach also allowed for participants to design their own "kaupapa" for their mentoring time and as a result formed a binding commitment which resulted in the Māori tertiary students learning more and subsequently preparing them for employment in the business environment once graduated.

Although Mentor 4 and Mentee 4 did not complete their mentoring time, they did however participate in the process of whanaungatanga, manaakitanga and kaupapa in the first hui. It was in this hui that both agreed to participate, signed the participant forms and decided on goals and outcomes for their mentoring time. Within three weeks of the initial hui, Mentee 4 asked if I could contact his mentor to inform him that he will be concentrating on preparing for his examinations and would have little time to commit to the mentoring, for around three weeks. I emailed Mentor 4 this information and received no response. When Mentee 4's examinations were complete, I then emailed Mentor 4 again with respect to re-establishing the connection made with his mentee. Despite leaving phone messages and emailing, I could not contact Mentor 4 to progress with the mentoring relationship. Through this process, I kept Mentee 4 fully informed (verbally) of the communication attempts I had made with his Mentor. The option of a different mentor was offered to Mentee 4, but he declined this offer. There was significant data collected during the first hui and are reflected in the findings presented in this chapter.

Chapter Five: Discussion

This chapter examines how aspects of mentoring have assisted the Māori tertiary students to prepare for employment. Firstly, the wider business culture expects a certain level of responsibility and professionalism from their employees. These expectations are discussed in relation to preparing for employment with a particular focus on the Māori tertiary students developing a cultural and marketable identity, which will help them prepare for employment in the business world. Lastly, there is discussion about the use of kaupapa Māori research practices to underpin the mentoring relationship, data collection, and data analysis phases.

Business culture.

There was consensus among the mentees that they wanted to understand more about their mentor's wider business area to prepare for employment following graduation. A common request raised by the Māori tertiary students was about gaining a better understanding of the business culture and whether or not they think they would fit in to this culture. This is an understandable concern because there are noticeable expectations in workplaces, which I myself have seen as a Māori female working in this environment. For example, the literature highlights that the business world culture is one which promotes individualism and competition (Leong & Flores, 2013) and anecdotal evidence from this study revealed that restructures and performance pays contradicts with the collective values found in indigenous cultures. Thomas and Alderfer (1989) supports this view because employment choice by indigenous cultures they say, are more often based on the contribution they can make to the broader collective group. Perhaps the Māori tertiary students may find it difficult to transition from a sharing to a competitive work environment. The research revealed that some businesses like those involved in this research; accounting, law and business finance, may promote individualism by subjecting staff to performance-related pay, which means there could be a high degree of competition placed on employees to generate revenue for the company, and whom employees may be viewed as an organisational liability if targets are not attained.

Questions were also raised by the mentees about what their mentors "do" on a daily basis, such as their job roles and responsibilities. Findings showed that there is a certain level of professionalism and responsibility required of business managers and that there are negative aspects to this. For example, the reality of conducting redundancies and dismissals (as an HR manager) will be a challenge for Mentee One so she decided that she now needs to develop resilience, if she was to cope in a role that expected this type of work. Mentee Two on the other hand, acknowledged that as a result of the mentoring conversations she shared with her mentor who was a young Māori solicitor, she now feels like she will "fit in" in with the law industry. This could be because the mentor and mentee shared similarities such as being Māori and female. In addition, another question raised by mentees was the workload expectation and having to work after hours. This was a justifiable concern because two mentees are raising young children and it is important for them to maintain a stable work and life balance. Mentors

highlighted that the skills of efficiency and productivity would assist them with achieving this. This was a considerable revelation as one mentee had doubts about being employed in the law industry because of the perceived long work hours.

Sharing networks was also considered important in business and this research encouraged mentors to share business networks with their mentees, who provided other employment perspectives to consider. The literature supports this and suggests that sharing networks is positive because they can share their expertise and knowledge which can also support the mentees developmental goals in other ways (Chandler and Kram, 2004). Multi-faceted support systems such as networks are also common within Māori whānau and communities and traditionally people were supported using a broad range of networks outside the bounds of their immediate biological family (Families Commission, 2015). In this study, mentors widened the mentees' experiences through other business colleagues who gave different types of information, depending on where they were situated in the business. This revealed several uses for an "alternative mentor", and one mentor used her industry contacts from the Tauranga Māori Business Association to ask colleagues to provide further insight to her mentee about the accounting area. From this exposure, the mentee was able to find out about the different avenues of accounting and as a result now has more interest in the banking side. Mentee One was introduced to the whole HR team at her mentor's workplace, and as a result, acquired knowledge about the wider operations, including the various divisions involved in the smooth running of the business. An important aspect learned was the importance of developing relationships with other work teams in the organisation, particularly as an HR employee. Mentee Two expressed in the first hui, that she would like to meet with others in her mentor's law firm, however because of time constraints, this did not happen and the pair have arranged for this to happen at a later date.

Encouragingly, the findings showed that mentoring provided an avenue for the Māori tertiary participants to find out about employment and as a result understand that businesses are looking for young, Māori talent, which was also evident within the literature search (ANZ, 2014). Narratives from the mentors expressed that Māori is a "brand" and from their personal experiences, employment opportunities will exist for those who are prepared and have the right mix of skills for the business organisation's strategic direction (Clarke & Patrickson, 2008). Using his personal experiences as a guide, Mentor Four also endorsed the literature which explains that the Māori business client-base is increasing exponentially for many mainstream business organisations in New Zealand (Maori Economic Development Advisory Board, 2013). Furthermore, these mainstream businesses and Māori entities want to work with Māori graduates who have the skills, talents and expertise to grow the Māori economy further (ANZ, 2014). As a result, Mentor Four provided further encouragement through his comments about the business areas of law and accounting who have specific divisions to deal solely with clients who are Māori or represent Māori entities. It was also disclosed that businesses are taking strategic approaches to employ more Māori business graduates, and there are employment opportunities for the participants if they prepare well. In addition, the findings show that once indigenous business graduates are employed, businesses want to retain them by providing career pathways which may include completing industry related awards, such as the chartered

accountant (CA) qualification. Workplace literature also supports this notion because many of the current mentoring programmes are designed to develop the leadership potential of minorities (Darwin, 2000a). Examples provided was release time to complete the CA qualification which was mentioned in the narratives as being required for employment progression. As a result of knowing this information, Mentee Three shared in the last hui that knowing this information, she can now concentrate on securing employment locally as she raises her son, and then complete the CA qualification with the support of an employer.

Findings also emphasised that businesses are seeking support to become more culturally aware and socially responsible. This was reflected by Mentor One who wants to acknowledge his Māori staff so “they [the employer] can represent their Māori staff better”. Although this was not reflected in all mentor narratives, comments like this show a genuine interest from business organisations to acknowledge and support the cultural distinctiveness of their employees. Despite the diverse business areas of the mentors and mentees in this study, the concept of the business culture provided several discussion points to merge aspects of the business environment, the Māori tertiary student and preparing for employment. The next section provides an overview of the key learnings made by the Māori tertiary students as they prepare for employment.

Preparing for employment.

The literature revealed that the business world is constantly changing and dynamic (Ministry of Business Innovation and Employment, 2015). This was echoed in the mentor narratives as potential areas for the Māori tertiary student to think more about as they move toward employment in the business world. Considering this, mentors encouraged mentees to invest in their current qualification and achieve good grades to keep up with this pace and remain competitive in their chosen business employment areas.

Preparing for employment should be a focus of tertiary education because it can assist individuals to develop their human capital necessary for employment (Beyene et al., 2002; Careers New Zealand, 2012). For example, the literature reveals that many businesses employ individuals based on the strategic direction of the company and the complementary skills, attributes and knowledge the graduates possess to support this direction (Clarke & Patrickson, 2008). In addition, the mentor narratives revealed that business organisations want to “do business” with those entities who are situated within the flourishing Māori economy; this was encouraging for mentees because it reinforced that Māori business graduates may be looked at favourably by prospective employees in the business marketplace. The mentors noted that while there are numerous employment opportunities available for the Māori tertiary student participants in the business industry, this will be dependent on how well the students prepare and hone their skills, knowledge and attributes to meet workplace and employment requirements.

Deciding the kaupapa, vision, and mentoring goals together proved to be an effective strategy because the mentee was able to communicate what aspects of the business area he or she would like to know to assist preparation for employment. Literature outlining employment

preparation showed that the transition to employment encourages student acquisition of generic, employability skills that can be transferred across industry roles (Canadian Government, 2014). While this may be true, the findings did not reflect this, instead the Māori tertiary students preferred to find out about study choices, job realities and expectations of them as a young Māori employee. Tertiary organisations are seeking more closer alignment between graduate attributes and industry demands, and this was an area the Māori student participants could explore further at a later date. The philosophy of this research allowed the Māori tertiary students to decide what aspects of the business industry they wanted to know more about which would help prepare them for employment. While no mentee asked in the first hui about the skills and attributes required in business areas, there was reflection by one mentee at the final hui regarding the generic skills she now feels she needs to develop to prepare for employment.

As mentors shared their personal experiences and points of view, they encouraged mentees to consider what their curriculum vitae (CV) would look like in the near future. The Māori tertiary students learned that their business qualification, securing a good reputation, networking, and making the most of opportunities such as mentoring will assist them with employment opportunities in the near future. Findings from the literature and mentor narratives expressed that both mainstream businesses and Māori entities seek business graduates who have a mix of those skills as well as a certain level of cultural locatedness (ANZ, 2014). While some Māori tertiary students disclosed that they had not really been “close” to their Māori heritage growing up, there were still encouraging remarks made to the mentees to find out more about their Māori side. These views are supported in the Māori Education Strategy, *Ka Hikitia* which highlights the importance of knowing one’s cultural identity as an asset and a foundation for future possibilities (Ministry of Education, 2013a). Cultural identity could therefore provide an employability advantage for the Māori tertiary students as they capitalise on the combination of their business qualification and their cultural heritage which was referred to by one mentor as “another string to your bow”. The Māori tertiary students participating in this study were on varying levels of understanding about their cultural identity, and Te Ao Māori, but the mentor’s comments revealed that regardless of the level of cultural connectedness the Māori tertiary student has, the business industry will still identify them as “Māori”. This could be considered an opportunity for the Māori tertiary students in two ways: firstly, to develop confidence and resilience for the business industry; and secondly to develop their marketable identity and knowledge of Te Ao Māori. Within the law industry, the narratives revealed that Te Reo Māori was sought after and a key skill to have for those seeking employment in this business area, this was good news for Mentee Two who speaks fluent Te Reo Māori.

Mentor narratives highlighted that when preparing for employment in business, employers appear to favour graduates who have a “point of difference” within their business degree qualification. In saying this, the selection of degree majors was a common question, and the mentors encouraged the mentee’s to complete a second major or specialisation as an employment advantage in the current business world. The mentors noted that this would give them more scope to secure employment in the business employment area of their choice. For example, it was noted by Mentee One who said that the mentoring experiences helped her

decide to major in both human resources and logistics. To prepare for employment, study advice given to the mentee's broadened to include information about specific business-related credentials or qualifications (such as the CA qualification). Useful advice Mentor Three offered, was that holding the CA qualification was not essential to secure employment as a graduate and that there may be opportunities within the accountancy profession to complete this qualification once employed. Similarly, it was decided by Mentee Two that she will begin the law degree once she has started employment in the law industry. Mentee One on the other hand discovered that her mentor had completed a double degree in arts and law which meant he had the academic background to work efficiently with the legal aspects of his HR role (such as employment disputes, contract negotiations and so on).

It would seem that creating networks was an important feature of the mentoring relationships and was discussed by the participants in two respects. The first was regarding peer-networking while still studying. Mentor Two shared how she involved herself with the Māori student law network at Victoria University. Mentee Two learned that this type of networking will also assist with motivation and support to finish her studies. In addition, now that Mentor Two is employed, the peer networks she developed while studying are useful business contacts. This was good information for Mentee Two, because she disclosed that studying can be lonely, and while she is motivated to complete her qualification she would like to share aspects of her studies with like-minded people. The second area presented to mentees was networking with businesses through joining business associations, summer internships, workplace experience and further mentoring opportunities.

The Māori tertiary students involved in this research also found that when preparing for employment it was important to set work and study boundaries from the beginning if they wanted work-life balance. Two of the Māori tertiary students were young mums, and consequently were anxious about the demands in the law and accounting business areas. It was emphasised to the mentees that the nature and demand of many business employment areas vary, and may require employees to work after hours and to rigid deadlines. However, findings showed that the mentees were presented with specific options to consider, and as a result by the last hui were more aware of these options available to them.

The next section looks closely at the Māori practices which formed the foundation for this research. Hui were important for data collection and made an appropriate forum for participants to make connections and decide on the mentoring goals and kaupapa.

Māori practices.

Māori practices were valuable for the participants and their mentoring relationship. The literature explains that whānaungatanga, kaupapa, manaakitanga, and ako are imperative in mentoring relationships involving Māori (Tahau-Hodges, 2010). Within this research Māori practices assisted in several ways. In the first hui, whānaungatanga assisted to establish connections between the participants and create the mentoring relationship between strangers. This research and current literature both support the view that whānaungatanga is not just about sharing ancestry links (Bishop, 1996); and as found in the first hui, participants made

connections in other ways; through shared experiences, similar upbringings, common interests and passions for study and employment. Whānaungatanga created a solid foundation to establish the mentoring kaupapa and activities they would undertake to assist preparing the Māori tertiary student for employment. Maintaining trust, integrity and communicating regularly evidenced the level of manaakitanga the participants had to each other and the mentoring research. At the end of their mentoring time, the Māori tertiary student and the business mentor shared stories about their mentoring experiences. Sharing stories helped to identify how mentoring was used to assist to prepare for employment.

Māori practices helped establish the mentoring relationship and assisted the way the mentors and mentees developed this over their time together. The Māori practices used in this study also reinforced the relational qualities of engagement and connectedness and according to Liang and associates are just as meaningful as the structure or design of the mentoring relationship (2002). This inter-personal focus further supports wider kaupapa Māori research about whānaungatanga and the relational aspects this practice encourages as normal in mentoring type relationships (Bishop, 2005; Tahau-Hodges, 2010). It is evident that using Māori practices aided in the development and carrying out of the mentoring activity to help prepare the Māori tertiary student for employment in addition, the Māori practices of whānaungatanga, kaupapa, manaakitanga and ako anchored the relationship between two strangers. It was after the first hui where the structure of the mentoring relationship fully took shape from this firm foundation which in turn provided a model for the research kaupapa and mentoring activities to be completed.

By the final hui the participants mentioned how whānaungatanga was an important foundation for the first and subsequent hui. In addition, participants noted that whānaungatanga assisted to establish trust so they could make connections to last the duration of the mentoring study. Without whānaungatanga they said, the mentoring relationship would have been more challenging because the features of trust, relatedness, and connections may not have been present. According to the literature, these characteristics are what an effective mentoring relationship should be based on. For example, when considering a mentoring model involving indigenous people, Keel (2009) notes that the quality of the interpersonal relationship is vitally important, as proven by three of the four pairs of mentors and mentees. The literature about kaupapa research also encouraged the selection of a comfortable environment and suggested that the sharing of food would assist to make the participants feel comfortable, relaxed and prepared to share personal stories and experiences (Bishop, 1996).

Half way through the mentoring, kanohi ki te kanohi were held with the researcher meeting each mentor and mentee on separate occasions. This proved to be another critical step in the research because it gave the participants time to reflect and share how the mentoring relationship was going, and what needed to change (if anything). This mid-point meeting discussed what mentoring activities had already taken place, as well as sharing what they will be doing for the next half of the mentoring time. From a researcher's perspective, this was a good time to gauge how the mentoring relationship was being maintained and as manaakitanga suggests, being cared for by the participants. It was pleasing to note that by this stage, each pair were meeting regularly and had met three to five times already. Mentees had

visited their mentor's workplaces several times and regular contact was used to sustain and maintain the mentoring relationship.

Summary.

In summary, this chapter provided an insight into the professionalism and responsibility required of business employees, particularly as a business manager. Sharing networks which was significant because mentees could learn more information from other sources, rather than just their mentee. As the Māori business client base increases, the mentees learned that businesses will look for people with the right mix of qualifications, skills and attributes. As the Māori tertiary students prepare for employment, it is recommended that they also look further within themselves and understand more about Te Ao Māori and their own cultural identity. This along with the employability skills or graduate attributes required of employees in the business industry will provide Māori tertiary students with an added advantage when seeking employment. Lastly, Māori practices assisted the mentoring relationship so participants could speak openly about themselves and share thoughts and perspectives about the business industry. These were essential for this type of mentoring because the relationship between the mentor and mentee is the most critical element of mentoring. Without the Māori practices of whānaungatanga, kaupapa, manaakitanga and ako, the relationship participants said, would have been more challenging.

The next chapter, Chapter Six summarises the main findings in relation to the research statement and highlights the main mentoring activities which assisted the Māori tertiary student to prepare for employment. The recommendations and areas for further study are outlined, as are the limitations of this research inquiry.

Chapter Six: Conclusion

The purpose of this study was to investigate the use of mentoring to prepare Māori tertiary students for employment. The main aspects of the business industry the Māori tertiary students were exposed to was the business culture and how the Māori tertiary student can prepare for this by developing a marketable identity. Through mentoring, mentees explored workplace realities of their mentor's position, their roles, and responsibilities as well as meeting other industry people through their mentor's networks. As a result, the Māori tertiary students said they felt more prepared for employment because they now have more awareness of the professionalism, and expectations required of new employees in these business areas. The mentoring conversations also revealed that both mainstream and Māori business entities are seeking Māori business graduates who are conversant in Te Ao Māori. Mentees were encouraged to connect with their language, culture and identity which will provide an added advantage when preparing for and seeking employment in the business world.

This research connected Māori tertiary students with a business person to also help encourage their employment exploration and in doing so support their sense of cultural identity, ambitions and create a positive change in their personal development (Buckley & Zimmerman, 2003). While many mentoring programmes for Māori within New Zealand tertiary settings focus on supporting at-risk students, and/or the completion of qualifications (Tahau-Hodges, 2010) this study focussed on those Māori tertiary students who have nearly completed their degree, decided on an employment pathway, and are preparing for the next stage in their professional lives: employment.

Mentoring Māori tertiary students for employment is important because the national priority for education and skill development is to accelerate New Zealand's performance in the national and international business market. There is clear recognition that having qualified Māori is both integral to this strategy and an advantage to the country (Tertiary Education Commission, 2010). The backing from the business industry regarding this research initiative was positive as shown by the amount of business people who said they would be willing to mentor a tertiary student. This reflects the focus New Zealand businesses, such as banks, lawyers, and accounting firms have about securing Māori graduates who can extend the benefits of post-settlement opportunities (ANZ, 2014).

The Māori practices which guided this research assisted the mentoring and provided a foundation for participants to build and develop their relationships further. Māori practices used in this study also provided security for myself as a beginning Māori researcher. As a result, the mentors and mentees were comfortable about communicating and participating in many mentoring activities which produced a range of employment information and exposure. This research study insisted on the mentors and mentees beginning their relationship as equals through the Māori practices of whānaungatanga, kaupapa, manaakitanga, and ako. The unique feature of this research study was that there were no rigid mentoring criteria or check-box processes for the mentor and mentee to follow. Rather the mentor and mentee decided themselves what they would do with their time together and how they would proceed. This

aligns with kaupapa Māori research practices and which encourage participants as inclusive research and collaborative partners.

Recommendations.

Literature suggested that when designing mentoring programmes for Māori; there needs to be consideration as to how the programme will reflect the cultural identity and value systems of Māori (Keel, 2009). Using kaupapa Māori research practices to underpin this research has a distinct place and future mentoring programmes would benefit from including participants in the design of such programmes. When considering participant involvement, it is also recommended that the mentor's characteristics, skills, and experiences would need to match the mentee's requirements; this process was used in this study (Table 1) and is a feature of the US mentoring programme, the *Black Leadership Initiative* mentioned in the literature review.

Employability according to Bridgstock (2009) are those skills which can be transferred across a range of employment areas and have been highlighted in this research as important for employment preparation. As well as this, lessons can be learned from tertiary organisations who already offer similar mentoring programmes, such as the *Next Step* mentoring programme offered by Curtin University, and the *Co-operative work placement* in the Bachelor of Business at Auckland University of Technology. Even though *Next Step* is self-referred and the latter compulsory for undergraduates, both offer students opportunities to explore the business world and learn about the realities faced in the employment areas they will soon enter.

This research also recommends tertiary organisations examine *The Career Education Benchmarks for Tertiary* for guidance on strategic and programme improvement and making connections with industry. *The Career Education Benchmarks for Tertiary* encourages tertiary organisations to think creatively about how to prepare their Māori tertiary students for employment; and formalise these through mentoring and internships.

The research findings also highlighted that when developing similar mentoring programmes, mentees may benefit from working on particular projects from start to finish. Working on a project from start to finish would help mentees become "part of" that workplace and learn more about business practices as well as create their own employment networks. It is also recommended from the findings and the literature, that future mentoring programmes should have a defined structure, more time allocation, and allow for participants to document their results or mentoring outcomes.

Lastly, as noted by the Waikato and Ngai Tahu iwi who have both designed strategies to make significant improvements to the educational outcomes for their people. This cannot be completed in isolation, therefore it is recommended that iwi and tertiary organisations work closer to design programmes and graduate profiles which meet the priorities of iwi and the government's educational goals for increased participation and achievement of Māori.

Further study.

Further studies could explore how mentoring Māori tertiary students can extend beyond preparation for employment and assist mentees with employment acquisition. This would certainly assist the Māori tertiary students to secure employment in areas which are under-represented by Māori and which the graduate is familiar with as a result of mentoring.

It has been mentioned in recent literature that the benefits of mentoring provision in tertiary organisations requires further exploration, particularly to determine the contribution mentoring makes to Māori student success and achievement (Tahau-Hodges, 2010). To understand the impact mentoring has had on the Māori tertiary students to prepare for employment, follow-up research could be conducted once the graduates are employed to determine the impact mentoring has had on their employment preparation.

In addition, a further recommendation could include analysis of the business climate so educational researchers and the business industry can find out the value of employing graduates who are Māori. Considering the government's focus on the progression of Māori students to higher level tertiary programmes and preparation for employment further study into mentoring for this purpose is recommended.

The *Kaiako Pono* report can also provide guidance for those wanting to investigate how formal mentoring models in the tertiary sector support preparing Māori students for employment. Not only this, further study could provide insight about the scope of mentoring to help graduates find employment in the employment area of their choice.

Lastly, it was noted within the literature and narratives taken from the data that, business areas, such as those used in this research study are under-represented by Māori. It would seem appropriate therefore, that studies be conducted with the view of exploring ways to increase the uptake of Māori enrolments in these business programmes. If this was to occur, we could then potentially see an increase in the number of Māori representation and employment in the business industries.

Limitations.

The number of participants and mentoring relationships from which research data was collected could be considered as the first limitation. It would have been preferable to have more than four pairs of mentors and mentees, of whom only three pairs completed the four month research study, the research time constraints prohibited a second round of recruitment. Although Mentor and Mentee Four made connections in the first hui, they did not continue with the mentoring relationship. This raised some important questions such as what to do if the relationship between mentor and mentee fails (Buckley and Zimmerman, 2003). Once I had become aware that there was a breakdown in communication, I was unable to make contact with the mentor to determine why the mentoring had not progressed. This could be an area of exploration and consideration if formal mentoring programmes are to be developed in the future.

It is difficult to know or understand the reasons for the breakdown without conducting dialogue with both the mentor and mentee. However whānau and other avenues of making connections (genealogy and study interests) proved to be a successful foundation for the remaining three pairs.

There was limited literature to assist with the development of guided questions used in kaupapa Māori research settings, such as hui and kanohi ki te kanohi. With this said, I was able to use a cross-section of related literature about kaupapa Māori research methodologies, mentoring and using guided questions for interviews. The results from this study show the objectives for the hui and kanohi ki te kanohi forum were still met. Participants made connections through whānau and shared their previous experiences of mentoring which assisted them to decide on the kaupapa and vision for their own mentoring relationships. However, the guided questions used could have had questions which related to the specific graduate attributes required in the business industry.

Summary.

Māori tertiary students are in a space of change, challenge and opportunity. The business economy in New Zealand, as well as globally, seeks people who have the skills, knowledge and attributes to contribute to this flourishing sector. The Māori economy has an important place in New Zealand's economic growth and as a result, people who are currently employed within this economy want graduates who are equipped to work the economy "harder and smarter" (Maori Economic Development Advisory Board, 2013).

The main findings of this research study showed that Māori tertiary students studying a business qualification made gains from their mentoring experiences with a business mentor. The findings revealed that as a result of mentoring, the mentees were exposed to the varying expectations in business workplace situations, as well as areas of professional growth and opportunity advancement within their selected business areas. Cultural considerations gave the Māori tertiary students insight into the importance of finding more about their Māori heritage alongside developing their marketable identity; as a result this would future-proof their employment in the business world.

With New Zealand's tertiary education focus on attracting and retaining Māori tertiary students, it is timely that the business sector works with tertiary organisations to define graduate attributes which reflect current requirements. Important graduate skills such as communication, adaptability and critical thinking (Careers New Zealand, 2012) are well understood and documented, and now the findings from this research testify to the growing value placed on cultural identity and knowledge of Te Ao Māori. It is a great time to be a Māori graduate, and an opportune time for teachers, academics, researchers and mentors who support them to celebrate their successful transition from the tertiary environment to employment. This research has been one of the most rewarding features of my teaching and learning career so far.

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Glossary of Māori words

Ako	Reciprocity of learning and knowledge sharing
Akonga	Student
Hui	Meeting
Iwi	Tribal collectives
Kai	Food
Kanohi ki te kanohi	Face to face
Kaiako	Teacher
Karakia	Prayer
Kaupapa	Goals and/or collective vision
Kaupapa Māori Research	A way of organising research from Māori value systems
Kei te pai	That's alright
Kura Kaupapa Māori	Māori immersion school
Mihimihi	Introductions
Manaakitanga	To maintain / nurture
Māoritanga	Māori culture / Māori way of life
Mihimihi	Introductions
Mokopuna	Grandchildren
Rūnanga	Māori assembly, group of people
Te Ao Māori	The Māori world
Te Reo Māori	Māori Language
Te Rūnanga o Ngāi Tahu	Governance board of Ngāi Tahu
Tika	The right way of carrying out tasks and duties
Waiata	Songs
Whakapapa	Family geneology
Whānau	Family

Whānaungatanga

Relationship through shared connections

Appendices

Appendix A

Business Industry Introductory email

Mel Katu is an AUT Masters in education student whose research aims to investigate how mentoring can prepare Māori tertiary students for employment.

Mel is keen to partner with local business people who would be interested in mentoring a Māori tertiary student. The mentor does not have to be Māori, but they need to be willing to engage regularly with the student, share experiences and provide information that would help them prepare for employment once they graduate.

The timeframe for this study is April-June 2014 and it is entirely up to each mentor how much time they contribute and how they engage. Mel would provide guidance the first meeting and keep up to date with mentors on how the process is going.

If you are interested in taking part in this initiative or finding out more, please contact Mel Katu, Learner Facilitator at the Bay of Plenty Polytechnic's Business School on email melanie.katu@boppoly.ac.nz or telephone 021 279 9519.

Appendix B

Student email

Kia ora tātou,

Nga mihi nui ki a koutou.

My name is Mel Katu and I am the Learner Facilitator based in the Bay of Plenty Polytechnic's School of Business. Im working toward my Masters in Education and am really interested in supporting and preparing Māori tertiary students for employment (in Business related fields). This email is ask for your assistance with my research. The idea of this research is to see *how mentoring can prepare Māori tertiary students for employment* and I am looking for 5-7 students who are aged between 17-24, identified as Māori on their enrolment and who are really interested in being mentored by an industry person to understand some of the technical aspects of being employed in that business field.

If you are looking at a study major in or pursuing employment in:

- Accounting
- Events
- Business Manager
- Finance
- Human Resources
- IT (lets discuss what area of IT)
- Marketing
- Public Relations

I am wanting to introduce the mentor and mentee at the first *hui* (*whakawhānaungatanga*) at the beginning of April 2014. It will be really up to you and the mentor to decide goals for the mentoring, how you want to spend the 'mentoring time', where you will meet and how long you will meet for. This could be over a coffee, at an event - entirely up to you both! I will just help guide the first initial *hui* / meet and greet as well as meet with you again to find out how the mentoring is going and lastly any positive (or negative) experiences of mentoring. I expect to round the mentoring up at the end of June (3 months).

So if you are interested, wanting to learn and comitt to knowing and understanding more about your chosen career path, then this could be a really good opportunity. I am committed to making this work, not just for the benefit of my own study goals, but also for all the participants too.

I have more information if you are interested (as well as consent form), so please let me know. You can contact me at work (email and numbers below) or cell phone [0212799519](tel:0212799519).

Ma te wā,

Melanie Katu
Learner Facilitator, School of Business

Appendix C

Industry person invitation to participate

Kia ora,

I am completing some research and my question is *the use of mentoring to prepare Māori tertiary students for employment*.

I have already paired three Māori students with industry mentors in the areas of Accounting, Law and Finance. I have a female student who is particularly interested finding out more about a career in HR/Logistics-supply chain mgmt. The idea of the mentoring is so the student can learn more from someone experienced in the business industry they are preparing for. The timeframe is between April and June 2014.

Would you be interested in this mentoring opportunity, or letting me know of anyone else who you think might be a willing and sharing mentor for this student.

My cell is 0212799519, if you want to chat more.

Ma te wā,

Melanie JM Katu

Appendix D

Guided questions for the first *hui*

Whakawhānaungatanga: Stage One

- Participant (mentor) – Participant (mentee) + Researcher
- Recording equipment
- Hard copy of questions to each participant
- Pen & Paper
- Kai

Free flowing korero of introductions, comfortable, welcoming environment

1. Researcher: Introduces participant to participant (first and last name)
2. Researcher thanks participants and introduces herself first.

MEL: Name, iwi, hapū, husband, children, current workplace, academic history – which brings to thesis here and now.

3. Participants next, mentor followed by mentee
4. Using points in the information sheet, researcher gives a brief overview of research project. Questions answered.

Part A: MENTORING

1. What do you know about mentoring?
2. What are some of your experiences of mentoring? Formal or informal....(if no experiences go to Part B)
3. Were these experiences positive?
4. Why do you think? (If not go to Q5)
5. Did you learn anything?
6. Were these experiences negative?
7. Why do you think?
8. Did you learn anything?

Part B: Shared Goals & Outcomes (KAUPAPA)

(KM) Collaborative partnership & Benefits to the participants:

Study is focussed on preparing Māori tertiary students for employment. Have you (mentee) thought of any goals you would like to support YOU to prepare for employment?

Same Q to Mentor

GOALS FORM THE OUTCOMES FOR YOU BOTH: This means that when we meet again, we will discuss more how the mentoring relationship is working to achieve these goals.

Types of goals could be:

1. Networking opportunities
2. The use of the mentor help the mentee develop their professional identity
3. The use of the mentee help the mentor understand the realities faced by a Māori tertiary student today.
4. To learn more about the business industry sector (while still studying)
5. Confidence & empowered as a Māori student to continue pursuing this career path despite the low participation of Māori in this sector.

PART C: Where to from here – Logistics & Operations

- Privacy - sharing with others out of the context of this research
- Can I use names during discourse & discussing the study with BoPP /wider networks?
- Mentor 1 & Mentor 2 will be used in writing up (no names including businesses)
- Contacting each other
- Times & Days of the week better than others

Appendix E

Mid-point check: guided questions for the mid-point meeting

Mentor / Mentee:

Today's date _____

1. How do you communicate mostly?

2. How often have you met so far? Duration of this / these

3. Did these meetings / discussions have a structure or purpose?

4. Were these meetings based on any of the *Kaupapa* or ideas suggested in the initial *hui* that would help you prepare for employment? (more knowledge, networks, ideas of further skills needed, marketing yourself, study)

Scale from 1 – 5 on 'feeling more prepared for employment' (1 being not so much, 3 being the same 5 being really prepared)

1 2 3 4 5

Appendix F

FINAL HUI – Guided questions

Whānaungatanga & the first initial hui

1. Do you think the first *hui* helped to establish trust, *whānaungatanga* and relationship building for your mentoring? In what way?
2. Do you think it was important to collaborate on the shared themes (outlined above)

Mentor:

3. Was there anything you learned from the mentoring experience, this could include learnings from the mentee.
4. Has participating in the mentoring helped you in any way? If so how? Personal satisfaction through making use of your skills and expertise?

Mentee:

5. What do you think your future possibilities are now?
6. Do you think your employment ambitions have been encouraged?
7. Through the mentoring experiences, have you identified any skills you need to develop (for your chosen industry area?).
8. Have you had liaison with a second person or other networks to assist with your preparing for employment?
9. Do you think your mentoring experiences have assisted in making your career pathway a bit clearer?
10. Do you think the mentoring has helped you focus a little more on your study to reach your employment goal?
11. Have you gained confidence through the knowledge you have learned from the mentor?
12. Have you experienced realities faced in your business area?

Both:

13. What was the most positive elements or learnings from the mentoring?
14. What do you think could be implemented for future mentoring programmes between industry & tertiary students.

Appendix G

Student Participant Information Sheet



Project Title:

The use of mentoring to prepare Māori tertiary students for employment

Kia ora,

My name is Melanie Katu and I am a Learner Facilitator at the Bay of Plenty Polytechnic.

I am interested in how our organisation can better prepare Māori tertiary students for employment. I am currently completing a Masters thesis which addresses the effects of mentoring Māori tertiary students preparing for employment.

I would like to invite you to participate in this research because you have been nominated by your tutor / group leader as someone who will be a valuable contributor in a mentoring relationship which may help you prepare for post-tertiary employment.

Your participation as a mentee is completely voluntary.

What is the purpose of this research?

The purpose of this research is to explore how mentoring between a Māori tertiary student (mentee) and an industry representative (mentor) may support and facilitate the students' preparation for employment. I am also undertaking this research to complete a Master's thesis.

How was I identified and why am I being invited to participate in this research?

You were nominated by your tutor / group leader because you have been identified as someone who may benefit from being involved in a mentoring relationship with an industry person from a sector with low representation of Māori.

What will happen in this research?

I will introduce you to a person who is currently employed in business and has agreed to be a mentor for a Māori tertiary student. I will arrange for me, you and the industry person to meet as a small group. At this meeting we can talk about mentoring in general and how a mentoring relationship may be established between yourself and this industry person. This first meeting is important because it will set the scene and establish guidelines for your mentoring relationship. We can also discuss time commitments, how often you meet, how to contact each other and so on. It is really important in our first meeting, to develop trust and a shared vision of where this mentoring can lead.

Once we have had our first group meeting, it will be up to you and the mentor to meet regularly during April – June 2014. You will both agree to suitable times, where and how often you will meet. Time commitment, guidelines and frequency of the mentoring relationship will be negotiated together at the first focus group *hui*. However, an expectation would you spend at least three (3) hours each month with your mentor. There will be discussion in the focus group *hui* about confidentiality and that no personal information should be disclosed to any other party. The sessions with your mentor may include (as well as other areas you and your mentor agree to) discussion on the following:

- Preparation for employment in the business sector the mentor is in
- Competencies and skills needed for employment in a specific sector
- Specific attributes being sought by business sector of tertiary graduates
- Potential labour market trends for the business sector

- The value of generating networks in the business sector

We will get together (me, you and the industry mentor) one more time before June 2014, just to talk about how the mentoring is going, what you have learned and gained from mentoring.

I will also ask to meet with you individually, around May 2014. This will help me to identify any themes in mentoring which I can report in my research findings.

To assist me to analyse the material from our meetings, I would like to record our conversation and take notes. I will give you a 1-2 page summary of findings based on these conversations.

What are the discomforts and risks?

I do not perceive any risks or discomforts to you but if there are any you may withdraw from the research at any time.

How will these discomforts and risks be alleviated?

In our first group meeting, we can talk about how the mentoring relationship will work. I hope that at this meeting we can discuss any possible discomforts and risks that you may experience. You will be encouraged and supported to share any concerns and uncertainties you may have. Then as a small group, we will discuss ways to alleviate or avoid these.

What are the benefits?

I hope you will consider the benefits of being involved in this research as an opportunity to help prepare you for post-tertiary employment.

The benefit for me is that I will be able to complete the requirements for a Master's thesis.

How will my privacy be protected?

Every effort will be made to ensure your privacy is maintained. When writing the report, I will use a pseudonym instead of your real name.

What are the costs of participating in this research?

Time may be the main cost to you. Between April and June 2014, I would like you to meet with your mentee as much as you are able to. There are also the two group meetings, and one individual meeting with me. These should take no more than an hour.

What opportunity do I have to consider this invitation?

About a week, please contact Mel Katu if you have any questions to help you make your decision.

How do I agree to participate in this research?

Please complete the consent forms which will confirm your willingness to participate in this research.

Will I receive feedback on the results of this research?

Yes, you will receive a 1-2 page copy of the findings.

What do I do if I have concerns about this research? Any concerns regarding the nature of this study should be notified in the first instance to the Project Supervisor, Dr Lynette Reid, lynette.reid@aut.ac.nz, 09 921 9999 ext. 8206..

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEK, Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext. 6038.

Whom do I contact for further information about this research?

Researcher Contact Details:

Melanie JM Katu
Learner Facilitator, School of Business
Bay of Plenty Polytechnic
Phone: 0212799519
Work: 0800 2677659 ext.: 5518
melanie.katu@boppoly.ac.nz

Project Supervisor Contact Details:

Dr Lynette Reid
Director Higher Education; Senior Lecturer
Auckland University of Technology
Work: 09 921 9999 extension: 8206
lynette.reid@aut.ac.nz

Approved by the Auckland University of Technology Ethics Committee on 25 November 2013, AUTEK Reference number 13/319.

Appendix H

Industry Participant Information Sheet



Project Title:

The use of mentoring to prepare Māori tertiary students for employment

Kia ora,

My name is Melanie Katu and I am a Learner Facilitator at the Bay of Plenty Polytechnic. I am interested in how mentoring may prepare Māori tertiary students for employment. I would like to invite you to participate in this research because I believe you may be a valuable contributor in establishing a mentoring relationship which may support a Māori tertiary student prepare for employment in the Business industry. You are also employed in an area that a student is interested in entering once they have completed their business qualification. Your participation as a mentor is completely voluntary.

What is the purpose of this research?

The purpose of this research is to explore how mentoring between a Māori tertiary student (mentee) and an industry representative (mentor) may support and facilitate the students' preparation for employment. I am also undertaking this research to complete a Master's thesis.

How was I identified and why am I being invited to participate in this research?

I have identified five (5) sector areas within the Business industry, which are underrepresented by Māori employees. Through my contacts at the Bay of Plenty Polytechnic, local advisory groups, networking and career events I was given your name as a contact person in one of these sectors.

What will happen in this research?

I would like to introduce you to a Māori tertiary student who is currently completing a tertiary qualification (at the Bay of Plenty Polytechnic) in the Business sector you are employed. I will arrange for you, the student to meet and myself to meet as a small group. At this meeting we can talk about mentoring in general and how a mentoring relationship may be established between yourself and the student. This first meeting will be important because it will set the scene and establish guide lines for your mentoring relationship. We can also discuss time commitments, how often you to meet, how to contact each other and so on.

It is really important in our first meeting, to develop trust and a shared vision of where this mentoring can lead.

Once we have had our first group meeting, it will be up to you and the mentee to meet regularly during April - June 2014. You will both agree to suitable times, where and how often you will meet. Time commitment, guidelines and frequency of the mentoring relationship will be negotiated together at the first focus group *hui*. However, an expectation would you spend at least three (3) hours each month with your mentee. There will be discussion in the focus group *hui* about confidentiality and that no personal information should be disclosed to any other party. The sessions with your mentee may include (as well as other areas you and your mentee agree to) discussion on the following:

- Preparation for employment in the business sector the mentor is in
- Competencies and skills needed for employment in a specific sector
- Specific attributes being sought by business sector of tertiary graduates
- Potential labour market trends for the business sector
- The value of generating networks in the business sector

We will all get together you, the student and me) before June 2014, just to talk about how the mentoring is going, what have you learned and gained from mentoring.

I will also ask to meet with you individually, around May 2014. This will help me to identify any themes in mentoring which I can report in my research findings. To assist me to analyse the material from our meetings, I would like to record our conversation and take notes. I will give you a 1-2 page summary of findings based on these conversations.

What are the discomforts and risks?

I do not perceive any risk or discomfort to you but if there are any, you may withdraw from the research at any time.

How will these discomforts and risks be alleviated?

In our first group meeting, we can talk about how the mentoring relationship will work. I hope that at this meeting we can discuss any possible discomforts and risks that you may experience. Here you will be encouraged and supported to share any concerns and uncertainties you may have. Then as a small group, we will discuss ways to alleviate or avoid these.

What are the benefits?

I hope you will consider benefits to being involved in this research as sharing your knowledge and experiences with a Māori tertiary student preparing for employment in a Business related sector. The benefit for me is that I will be able to complete the requirements for a Master's thesis.

How will my privacy be protected?

It is possible that your business could be identified therefore I am only able to offer you limited confidentiality. I will ensure that there is no reference to your company by name in any report on this research, and that any other descriptions relating to your business will be kept as general as possible.

What are the costs of participating in this research?

Time may be the main cost to you. Between April and June 2014, I would like you to meet with your mentee as much as you are able to. There are also the two group meetings, and one individual meeting with me. These should take no more than an hour. These times are a guideline only.

What opportunity do I have to consider this invitation?

About a week, contact Mel Katu if you have any questions you may have to help you make your decision.

How do I agree to participate in this research?

Please complete the consent forms which will confirm your willingness to participate

Will I receive feedback on the results of this research?

Yes, you will receive a 1-2 page copy of the findings.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Lynette Reid, lynette.reid@aut.ac.nz, 09 921 9999 ext. 8206.

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEK, Kate O'Connor, ethics@aut.ac.nz, 09 921 9999 ext. 6038.

Whom do I contact for further information about this research?

Researcher Contact Details:

Melanie JM Katu
Learner Facilitator, School of Business
Bay of Plenty Polytechnic
Phone: 0212799519
Work: 0800 2677659 ext. 5518
melanie.katu@boppoly.ac.nz

Project Supervisor Contact Details:

Dr Lynette Reid
Director Higher Education; Senior Lecturer
Auckland University of Technology
Work: 09 921 9999 ext. 8206
lynette.reid@aut.ac.nz

Approved by the Auckland University of Technology Ethics Committee on 25 November 2013. AUTEK Reference 13/319

Appendix I

Participant Consent Form: Student



Research Title: The use of mentoring to prepare Māori tertiary students for employment
Project Supervisor: Lynette Reid
Researcher: Melanie JM Katu

Please tick:

- I have read and understood the information provided about this research project in the Participant Information Sheet dated 7 April 2014.
 - I have had an opportunity to ask questions and to have them answered.
 - I understand that identity of my fellow participants and our discussions in the focus group *hui* and mentoring relationship is confidential to the group and I agree to keep this information confidential.
 - I understand that notes will be taken during the focus group and that it will also be audio-taped and transcribed.
 - I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
 - If I withdraw, I understand that while it may not be possible to destroy all records of the focus group *hui* discussion of which I was part, the relevant information about myself including tapes and transcripts, or parts thereof, will not be used.
 - I agree to take part in this research.
 - I wish to receive a 1-2 page summary of findings (please tick one): Yes No
1. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study.
 2. I agree to provide information to the researchers under the Respect for Rights of Privacy and Confidentiality as set out on the **Participant Information Sheet**.
 3. I wish to participate in this study under the conditions set out in the **Participant Information Sheet**.
 4. I consent to the information collected for the purposes of this research study to be used for any other research purposes.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Contact details: _____

Researcher's Name: _____

Researcher's Signature: _____

Appendix J

Participant Consent Form: Business Industry



Project Title: The use of mentoring to prepare Māori tertiary students for employment
Project Supervisor: Lynette Reid

Researcher: Melanie JM Katu

Please tick:

- I have read and understood the information provided about this research project in the Information Sheet dated 7 April 2014.
 - I have had an opportunity to ask questions and to have them answered.
 - I understand that identity of my fellow participants and our discussions in the focus group *hui* and mentoring relationship is confidential to the group and I agree to keep this information confidential.
 - I understand that notes will be taken during the focus group and that it will also be audio-taped and transcribed.
 - I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
 - If I withdraw, I understand that while it may not be possible to destroy all records of the focus group *hui* discussion of which I was part, the relevant information about myself including tapes and transcripts, or parts thereof, will not be used.
 - I agree to take part in this research.
 - I wish to receive a 1-2page summary of findings (please tick one): Yes No
4. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study.
5. I agree to provide information to the researchers under the Respect for Rights of Privacy and Confidentiality set out on the **Participant Information Sheet**.
6. I wish to participate in this study under the conditions set out in the **Participant Information Sheet**.
4. I consent to the information collected for the purposes of this research study to be used for any other research purposes.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Contact details: _____

Researcher's Name: _____

Researcher's Signature: _____

Appendix K

Thematic Codes

1. Getting to know one another
2. Mentoring
3. About the mentoring research
4. About the mentor / mentee's past experiences of mentoring (all at University)
5. Mentor's study and career pathway
6. Mentee's current study, majors & employment ambitions once graduated
7. Making connections in the first *hui* (kids)
8. Local; National; global;
9. About the industry
10. Retention of staff with quals
11. Hierachy of the industry/profession
12. Performance pay (100)
13. Restructures
14. Renumeration (earning power,
15. Negotiating employment packages
16. Job opportunities – applying for jobs
17. Employment goals
18. Career Pathway within the industry
19. Options within the industry:
20. Study / quals (CA)
21. Various employment options to consider (eg/accountant works at a bank)
22. Employment opportunities
23. Becoming a partner
24. Industry groups the mentor is involved with
25. Study advice
26. Selecting majors
27. Work & study time management
28. Exams & assignments
29. Decision-making (majors, degree)
30. Options & papers at Uni; which Uni to study at
31. About the Mentor's workplace
32. Other teams/departments & units
33. Workhours
34. Expectations
35. Environment
36. Job realities
37. Specific roles the mentor is responsible for
38. Psychometric testing
39. Further study options / educational choices
40. Networks position & their roles
41. Observing the networks perform their roles within the company
42. Māori like working with Māori (literature says this too)
43. English & communication skills
44. Fitting home & work (ie/with a child)
45. Continue to study (degree, business & major offerings)
46. Identity as a Māori
47. Cultural considerations (finding your authentic self)
48. Resilience and confidence
49. Manaakitanga
50. How to contact each other (text, email)
51. Appropriate times to meet

52. Duration of meetings (set structure/goals for next meeting)
53. Venue of meetings
54. Follow-up on the *Kaupapa* set
55. Orientation of the workplace
56. Organisation is focussing on recruiting young and want to understand how they think
57. Used children as part of the connection & *whānaungatanga*
58. Change your personality to suit the job (law)
59. Working in F&B, did research on other applicants and propositioned them differently and he got the job
60. Mentee was proactive
61. Motivation to continue study
62. Selection of majors
63. Clearer employment pathway
64. Real life world skills motivated the MR to travel
65. First *hui* (*whānaungatanga*)
66. Ambitions are encouraged
67. Compliments her study / can relate practice back to theory
68. Further opportunities now that mentoring has finished (apply for summer intern/...)
69. "Not confident but prepared"
70. Setting for things for the MR to do
71. Distribute to wider team
72. More time needed (x2)
73. Not enough time
74. Write goals
75. Have a structure
76. A particular project to work on so ME is an actual employee; this was recreated for the ME in this study
77. Longer
78. Spend a day in the office

Appendix L

Defining and Naming themes

WHĀNAUNGATANGA

- Mentoring
- About the mentoring research
- About the mentor / mentee's past experiences of mentoring (all at University)
- Mentor's study and career pathway
- Mentee's current study, majors & employment ambitions once graduated
- Making connections in the first *hui* (kids)
- When and how often to meet

THEMES: KAUPAPA

1. About the industry

- Local; National; global;
- Retention of staff with quals
- Hierachy of the industry/profession
- Performance pay (100)
- Restructures
- Remuneration (earning power,
- Negotiating employment packages
- Job opportunities – applying for jobs
- Employment goals
- Career Pathway within the industry
- Options within the industry:
- Study / quals (CA)
- Various employment options to consider (eg/accountant works at a bank) (107)
- Employment opportunities
- Becoming a partner
- Industry groups the mentor is involved with

2. Study advice

- Selecting majors
- Work & study time management
- Exams & assignments
- Decision-making (majors, degree)
- Options & papers at Uni; which Uni to study at

3. About the mentor's workplace

- Other teams/departments & units
- Workhours
- Expectations
- Environment
- Job realities
- Specific roles the mentor is responsible for
- Psychometric testing
- Further study options / educational choices

4. Sharing networks

- Networks position & their roles
- Observing the networks perform their roles within the company

5. Cultural considerations

- Māori like working with Māori (literature says this too)
- English & communication skills
- Fitting home & work (ie/with a child)
- Continue to study (degree, business & major offerings)
- Identity as a Māori
- Cultural considerations (finding your authentic self)
- Resilience and confidence

MANAAKITANGA

- How to contact each other (text, email)
- Appropriate times to meet
- Duration of meetings (set structure/goals for next meeting)
- Venue of meetings
- Follow-up on the *Kaupapa* set
- Orientation of the workplace

AKO

Organisation is focussing on recruiting young and want to understand how they think

POSITIVES SHARED FROM PARTICIPANTS

- Mentee was proactive
- Motivation to continue study
- Selection of majors
- Clearer employment pathway
- Real life world skills motivated the MR to travel
- First *hui* (*whānaungatanga*)
- Ambitions are encouraged
- Compliments her study / can relate practice back to theory
- Further opportunities now that mentoring has finished (apply for summer intern/...)
- "Not confident but prepared" 95

Challenges shared

- Setting for things for the MR to do
- Distribute to wider team
- More time needed (x2)
- Not enough time