



MENTORING

UNLOCKING SUCCESS – TUKUNA TE ANGITU

Information Packet



Poipoia te kākano kia puāwai.

Nurture the seed, and it will blossom.
(Aotearoa/ New Zealand Māori Whakatauki proverb)

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He aha te mea nui o te ao?
He tangata! He tangata!
He tangata!

What is the most important thing in the world?

It is people! It is people! It is people!

(Aotearoa/ New Zealand Māori Whakatauki proverb)

The **RNZAF Mentoring Programme** was established in 2008 with the aim of embedding mentoring capability and processes into the Royal New Zealand Air Force (RNZAF) culture.

The program sought to foster leadership attributes and build networks while developing personnel's service values of:

Courage – Tū Kaha,
Commitment – Tū Tika,
Comradeship – Tū Tira,
Integrity – Tū Māia.

It involved utilizing the experience, motivation, and networks of Senior Non-Commissioned Officers (SNCOs) who did not have subordinates, creating mentoring partnerships outside the usual military hierarchical structure.

To ensure the program's success, the RNZAF collaborated with the New Zealand Coaching and Mentoring Centre (NZCMC) for design and implementation assistance, while a dedicated group called the RNZAF Mentoring Advisory Team (MAT) worked to uphold mentoring best practices within the military's strict hierarchical environment.

Differentiating between mentoring and coaching in a military setting, the program emphasized relationships outside the chain of command and trades whenever possible. The programs aimed to support the goals and aspirations of mentees, even if not directly linked to organizational objectives, without interfering with regular workplace coaching or performance management systems. The privacy of the mentoring relationship was respected unless both parties agreed to breach it or in cases of ethical violations or RNZAF orders.

Over time, the program expanded from focusing on junior ranks to becoming available Air Force-wide for all ranks and civilian staff, including the development of group mentoring. This growth led to the **RNZAF Mentoring Programme** achieving international recognition. In 2014, it became the first military worldwide to be awarded gold accreditation by the International Standards for Mentoring Programmes in Employment (ISMPE). The program underwent thorough examination during the accreditation process, reinforcing its quality and effectiveness.

The **RNZAF Mentoring Programme** received further recognition and accreditation in subsequent years, including gold standard recognition by ISMPE in 2018 and 2022, as well as the European Quality Award (EQA) for their mentoring training program. These achievements highlight the program's commitment to high standards, ethics, and pastoral care.

Today, the **RNZAF Mentoring Programme** continues to provide a mentoring framework, training program, and support network to help personnel *unlock and achieve success*. The program plays a crucial role in developing excellent developmental relationships across the workforce, fostering a culture of supportive mentoring and coaching, and attracting top talent from New Zealand's competitive job markets.



“Having a Mentoring Programme was the right thing to do for our people.”

**Colin Edie, Co-founder of the
RNZAF Mentoring Programme**

ABOUT THE RNZAF MENTORING PROGRAMME

VISION/ARONGA:
TO LEAD WORKPLACE
MENTORING, SO THAT OUR
PEOPLE CAN UNLOCK AND
ACHIEVE SUCCESS.

MISSION/WHAKATAKANGA:
Through innovation, provide a
mentoring framework, training
programme, and an experienced
support network.

PURPOSE/ARONGA:
The RNZAF Mentoring
Programme aims to entwine the
New Zealand Defence Force
(NZDF) values whilst developing
innovation, motivation and
leadership attributes.



“Mentoring has positively
affected my life in all areas.”

Bob Hela

PRINCIPLES

NGĀ MĀTĀPONO

The following are the **RNZAF Mentoring Programme** Principles:

- Mentoring is a voluntary process and the most successful mentoring will be driven by the mentee's goals and aspirations.
- Mentoring is a supportive, non-judgmental constructive process. The mentor is to provide an environment which promotes and encourages innovations, openness and honesty, which is free from consequence.
- Mentoring is a protected, confidential and professional relationship built on mutual respect.
- The mentee is not compelled to follow the advice or guidance of their mentor. The mentee is at all times responsible for their own actions and must make their own choices and decisions. It is self-directed.
- There is a clear separation between the mentoring process and performance management processes within the NZDF.

“I’ve developed a positive outlook on ‘change’ which I think is essential in an organisation that is constantly evolving. I’ve learned a lot about leadership, accountability of my own actions.”

Mentee



FACTS and FIGURES

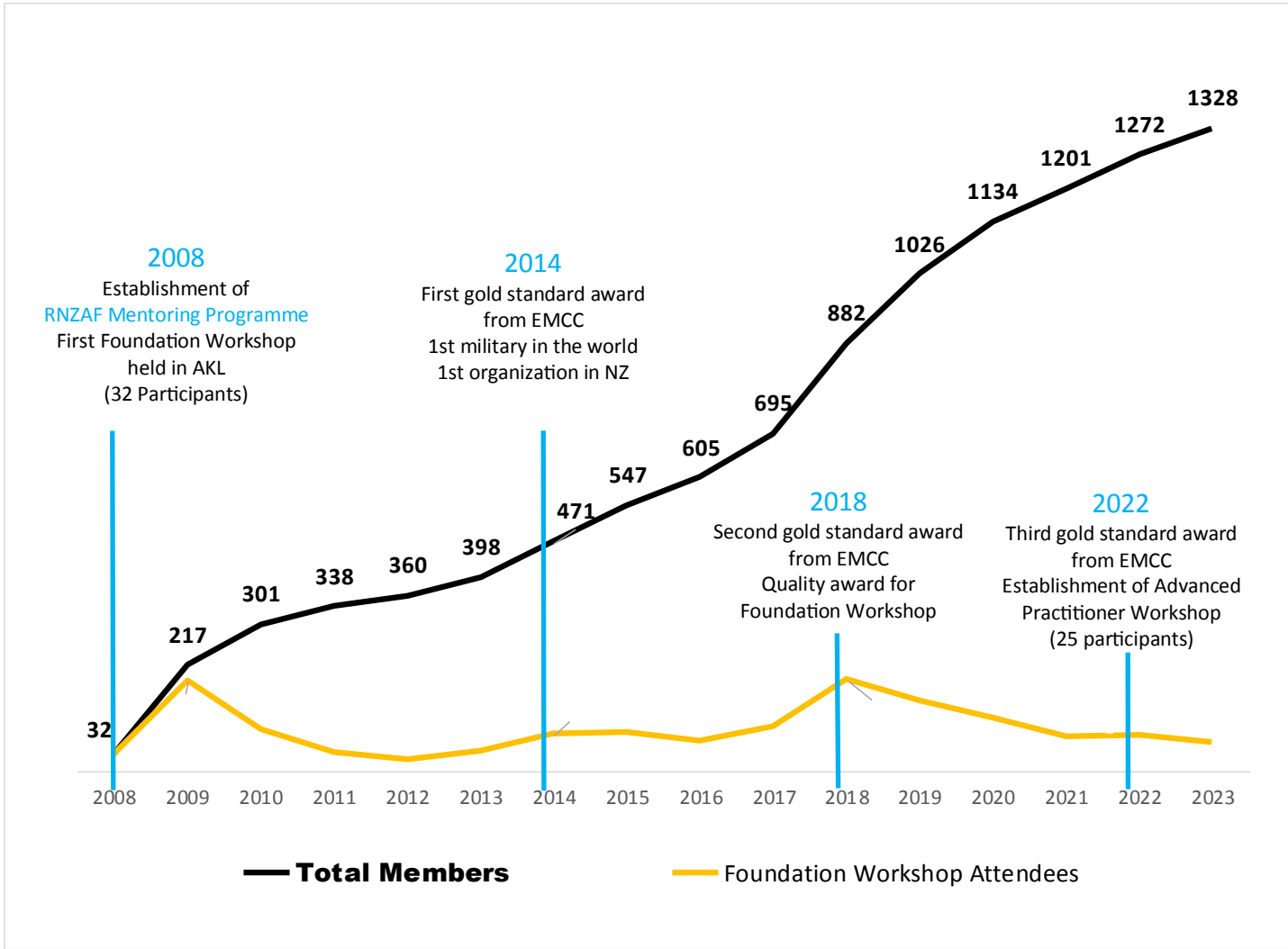
NGARINGARI

The following is a graph of how the [RNZAF Mentoring Programme](#) has steadily grown within the RNZAF since it was established in 2008.

The graph also shows how many members have participated and completed the quality award winning Mentoring Foundation Workshop.

As of August 2023, 40% of the RNZAF have completed the Mentoring Foundation Workshop.

The [RNZAF Mentoring Programme](#) has a goal of having 45% of the RNZAF in the programme by 2024 and 50% by 2025.





“A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you.”

Bob Proctor

MENTORING WITHIN THE RNZAF

MAHI TUAKANA TEINA O TE TAUAARANGI

There are various ways of mentoring within RNZAF with the main focus being on one to one mentoring. However, there are opportunities for group mentoring and peer to peer. Another aspect of mentoring is a natural progression of a relationship to reverse mentoring.

ONE TO ONE MENTORING: A mutual learning relationship between two personnel, with one person (Mentor) having more experience in areas than the other person (Mentee).

GROUP MENTORING: Group mentoring involves a group of personnel who engage in a mentoring relationships to achieve specific outcomes or goals

PEER TO PEER MENTORING: Peer mentoring involves knowledge sharing and supportive relationships between personnel of the same level. (2-6 personnel)

REVERSE MENTORING: Reverse mentoring occurs when a less experienced person mentors a more senior person. This is a consequence of the one to one mentoring.

“Mentoring is a great way to not only have a positive input into someone else’s career and life but also to develop the softer skills in communication that are so important.”

Mentor



OPPORTUNITIES

WHAI WĀHITANGA

The **RNZAF Mentoring Programme** has numerous opportunities for all employees within the NZDF to engage in their journey of unlocking and achieving success.

- **Gathering and Networking Events:**
2-3 per year, per base
- Provides occasions to learn about the programme, network with others, and explore new opportunities to unlock success.
- **Foundation Workshops:**
4 per year, per base
- A one day workshop where all can learn a basic understanding of mentoring while offering practical tools and techniques for any relationship.

- **Advanced Practitioner Workshops:**
2 per year, nationwide
- A 3 day workshop where all interested can gain a global accredited mentoring and coaching award while deepening understanding of techniques and leadership competencies
- **Professional Development Courses:**
2-3 per year, per base
- Different platforms for all to learn how to empower themselves and others with necessary skills, knowledge, and mind-set to effectively achieve goals and unlock potential.
- **Group Supervision**
2-3 per year, per base
- A collaborative opportunity for mentors to come together in a safe space to discuss their mentoring techniques, share insights, and offer guidance and support.
- **Motivational Speaker Events:**
2-3 per year, per base
- Opportunities to hear from inspiring people which can assist groups and individuals to take action, overcome challenges, and reach their goals.



“It has helped me grow as a person and show greater value of investing into our people.”

Dennis Tommy



“Great mentors provide a stimulating sanctuary in which people can take a helicopter view of their options.”

Mike Pegg

ACCREDITATION LEVELS

TAUMATA WHAKAMANATANGA

The **RNZAF Mentoring Programme** offers its members a pathway towards international accreditation, known as the European Individual Award (EIA) through EMCC. The award is the highest international level of coaching and mentoring training to be offered in the NZDF. Choosing to apply for a EIA, one will be required to participate in the one day foundation workshop, attend the three day advanced practitioner workshop, and be in the programme for at least 2 years.

Learning towards the EIA features a wide variety of expertly guided professional coaching and mentoring skills including:

- Self awareness and interpersonal skills.
- Reflection and feedback.
- Coaching and mentoring competencies.
- Questioning techniques.
- Understanding useful models and techniques.

LEVELS of Accreditation	Foundation	Practitioner	Senior Practitioner	Master Practitioner
Completed Practice Minimum Requirements				
Length of Experience	2 years	3-4 years	5-6 years	7-8 years
Number of Contact Hours	50 hours	100 hours	250 hours	500 hours
Number of Clients	5 clients	10 clients	20 clients	40+ clients
Ongoing Professional Development				
Continuous Professional Development	16 hours per year	16 hours per year	32 hours per year	48 hours per year
Supervision	1 hr/per quarter	1 hr/per quarter	1hr per 35 hrs	1hr per 35 hrs

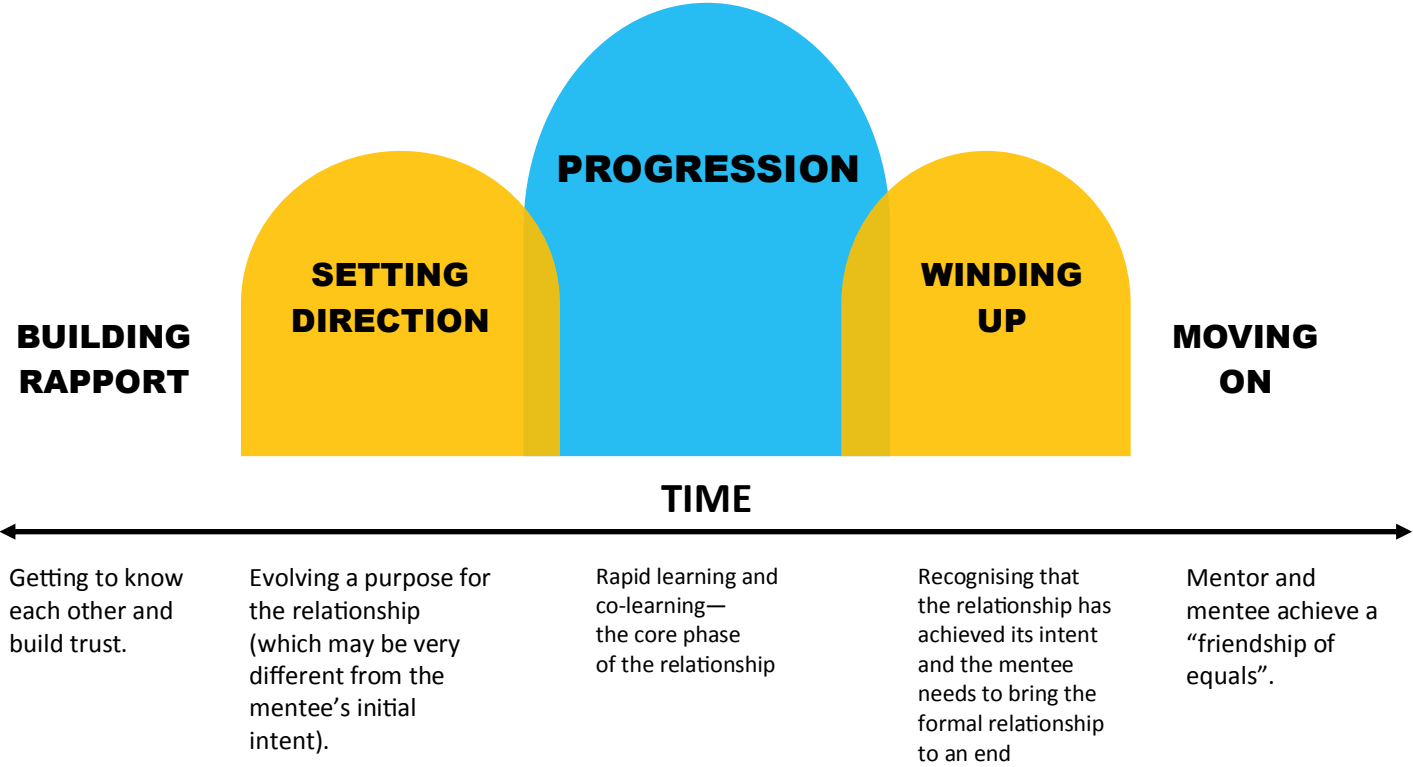
PHASES OF MENTORING RELATIONSHIP

MATA O TE WHANAUNGATANGA

Professor David Clutterbuck, pioneer of workplace coaching and mentoring and co-founder of EMCC, identifies five stages of a mentoring relationship which the **RNZAF Mentoring Programme** strives to follow throughout its relationships.

According to Clutterbuck in his book *Coaching and Mentoring*, “these phases seem like a linear progression, in practice they overlap. Overtime the mentee may revisit their development and career objectives, which may in turn affect the purpose of the relationship.”

INTENSITY OF LEARNING AND VALUE ADDED



MENTORING DEFINED

TAUTUHI:

The following is the definition of Mentoring used and adopted by the [RNZAF Mentoring Programme](#):

Mentoring is an activity within the area of professional and personal development with focus on individuals and teams, and relying on the client's own resources to help them to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life.

“Mentoring is a learning **RELATIONSHIP**, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and **ROLE MODELLING**. The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for **MUTUAL LEARNING** that values differences.”

[European Mentoring & Coaching Council \(EMCC\)](#)
Definition of Mentoring

MENTOR



“Mentoring focuses on the person and their thinking, not the problem itself.”

[David Rock](#)
Quiet Leadership

MENTORING VS COACHING

TAUTUHI:

There are no agreed, worldwide definitions that distinguish mentoring from coaching. However, below are five differentiators that reflect how the [RNZAF Mentoring Programme](#) and other New Zealand organisations often use the terms.

Differentiator 1:

Mentoring is relationship oriented. It seeks to provide a safe environment where the mentee can share whatever issues affect his or her professional and personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, its focus goes beyond these areas to include whatever the mentee wants to bring to the table (within reason!).

Coaching is goal oriented. The focus is on specific goals or the development of competencies, such as managing more effectively, speaking more articulately or developing technical skills and knowledge. Coaching also addresses the 'inner game' of work. People benefit through working on developing attitudes, motivation, confidence or anything else that impacts on getting the results they want in their work.

Differentiator 2:

Mentoring is often long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust - an environment where the mentee feels secure in sharing the real issues that impact his or her success. Successful mentoring relationships usually last anywhere from 6 months to a year or even longer.

Coaching is short term. A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as it is needed, depending on the goals of the coaching partnership.

Differentiator 3:

Mentoring is development driven. Its purpose is to develop the individual not only for the current job, but also for future roles. This distinction differentiates the role of the immediate manager and that of the mentor. It also reduces the possibility of creating conflict between the employee's manager and the mentor.

Coaching is performance driven. The purpose of coaching is to improve the individual's performance in their role. This can involve enhancing current skills and capabilities or acquiring new ones. Once the coachee successfully achieves their goals, the coach is no longer needed.

“A mentor empowers a person to see a possible future, and believe it can be obtained.”

[Shawn Hitchcock](#)



Differentiator 4:

Mentoring is usually voluntary (on both sides) and sought out when an individual identifies a development need for themselves. The mentee is the primary beneficiary of the process and their needs dictate the length, focus, and agenda for the mentoring. An individual could change career, role or employment status as a result of a mentoring process and this would still be considered a positive outcome.

The agenda for coaching is often driven by organisational needs. Coaching is often initiated because the organisation has identified or endorsed a specific professional development need for an individual.

Differentiator 5:

In mentoring, the immediate manager is indirectly involved. Although she or he may offer suggestions to the employee on how to best use the mentoring experience, **the manager has no link to the mentor** and they do not communicate at all during the mentoring relationship. This helps maintain the integrity of the process.

The coachee's immediate manager is a critical partner in coaching. She or he is a stakeholder in the coaching process and is often involved in contracting for the coaching outcomes.

New Zealand Coaching and Mentoring Centre (NZCMC)

“You cannot teach a person anything. You can only help them discover it within themselves.”

Galileo Galilei



MENTORING CODE OF ETHICS

NGĀ TIKANGA MATATIKA

These Code of Ethics provide a moral compass for all mentoring relationships, and provides protection all parties within the [RNZAF MENTORING PROGRAMME](#)

- The confidentiality of the mentoring relationship must be respected at all times.
- The mentor will not offer advice or counselling beyond his or her professional competence, and will discuss options with their mentee should this situation ever present itself.
- The mentor is to respond to the mentee's personal and professional developmental needs and goals; they are not to impose their own.
- The mentor will respect the mentee's privacy and not venture into topics, which are 'off-limits' to the mentee.
- The mentor will not tell the mentee what to do, but more have the mentee come up with their own desired course of action by providing options and guidance as required.

- Both the mentor and mentee must respect the position of third parties such as work place chain of command and work colleagues.
- Should a conflict of interest arise during a mentor/mentee meeting, the mentor will identify and discuss these, offering possible solutions and ensuring all entitled parties are notified.
- Should the relationship not be working for either party, it should be dissolved in such a manner that all parties are satisfied with the closure.
- The mentor is to balance the friendship that may develop against the need for professional conduct at all times.

The mentor, in consultation with the mentee, will bring any unresolved issues to the attention of the MAT to aid in reaching a satisfactory outcome for all parties.

[RNZAF Mentoring Policy and Procedures](#)



Ethics is nothing else than
reverence for life.

[Albert Schweitzer](#)

PROGRAMME COMPETENCIES

WHAKAMANATANGA

The **RNZAF Mentoring Programme** follows the 8 European Mentoring and Coaching Council (EMCC) mentoring and coaching competencies. These competencies are a vital tool for defining, delivering, and assessing all aspects of the programme. They also ensure all participants are well-prepared and the program meets and lives out its vision and mission.

1. UNDERSTANDING SELF

Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

2. COMMITMENT TO SELF-DEVELOPMENT

Explore and improve the standard of their practice and maintain the reputation of the profession

3. MANAGING THE CONTRACT

Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors

4. BUILDING THE RELATIONSHIP

Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor

5. ENABLING INSIGHT AND LEARNING

Works with the client and sponsor to bring about insight and learning

6. OUTCOME AND ACTION ORIENTATION

Demonstrates approach and uses the skills in supporting the client to make desired changes

7. USE OF MODELS AND TECHNIQUES

Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning

8. EVALUATION

Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation and outcomes

“The only source of knowledge is experience.”

Albert Einstein





“Nā tō rourou, na taku rourou,
ka ora ai te iwi”

With your contribution and mine
together our people will be served”.

(Aotearoa/New Zealand Māori Whakatauki proverb)

MENTORING ADVISORY TEAM (MAT)

TE TIMA TUAKANA TEINA

The **RNZAF Mentoring Programme** have Mentoring Advisory Teams on each base which consists of a group of volunteers who have a good understanding of the mentoring process, its aims and the general intent behind it. Each MAT has members who are available to provide support and advice to the on-base participants and chain of command.

- Support and encourage the success of the mentoring relationships.
- Adhere to the policy and guidelines and general intent of the mentoring programme.
- Promote the programme to key personnel.
- Ensure all participants are trained.
- Provide clear communication on any expectations.
- Periodically review the mentoring process to ensure currency.
- Be available for support and problem solving.
- Maintain confidentiality.
- Uphold the principles of the programme and the RNZAF.
- Communicate and share ideas/resources with other RNZAF MATs and the Programme Manager to ensure consistency and efficiency.

CONTACT US

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“I joined the mentoring programme to ‘give back’ to others.”

Susie Barns

PROGRAMME PARTNERS

HOA KAIPAKIHI

The **RNZAF Mentoring Programme** continues to connect and network with other organisations from all over the world. They each provide the programme valuable support, expertise, and resources. Each of the below have enhanced the quality and reach of the **RNZAF Mentoring Programme** and it would not be where it is today without them.



**HEI MANA MŌ AOTEAROA
A FORCE FOR NEW ZEALAND**



HE WAKA EKE NOA

We are all in this together.

(Aotearoa/ New Zealand Māori Whakatauki proverb)



MENTORING

UNLOCKING SUCCESS – TUKUNA TE ANGITU