

Learning Assessment Guide

Unit Standard 10667 – Version 3

Explain the use of kawa and tikanga in Māori management situations

Level 4 – 8 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Explain the use of kawa and tikanga in relation to management situations.
- Explain the use of kawa and tikanga within an organisational structure
- Explain how kawa and tikanga can be used in interpersonal communication situations with Maori staff.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

- 1 *Kawa* and *tikanga* are related to the local iwi and/or hapū interpretation and will be developed by way of consultation with local iwi and/or hapū.
- 2 *Resource support includes:*
Barlow, Cleave. Tikanga Whakaaro - Key Concepts in Māori Culture. Auckland. Oxford University Press, 1991.
Karetu, Sam. Kawa in Crisis, in King, Michael (ed.), Tihe Mauri Ora - Aspects of Māoritanga. New Zealand. Methuen, 1978.
Tauroa, Hiwi. Māoritanga in Practice. Office of the Race Relations Conciliator.
- 3 Māori concepts in this unit standard include:
Kawa and *tikanga* refer to the appropriate practice or protocol to be used in particular situations. These practices or protocols reflect the concepts or mores upon which they are based. Failure to perform kawa or tikanga at the appropriate time impacts on the mana of all involved.
Karakia, prayers or ritual prose, which are recited in most situations where kawa or tikanga are used. *Karakia* are integral to most formal proceedings as they provide the spiritual basis.

Manaakitanga or providing hospitality is a fundamental practice which has a range of applications. An associated aspect is the concept of tiaki or caring for others. A common example of manaakitanga is the practice of providing food for guests.

The particular aspects of mana referred to are respect and status of individuals. Respect for others, and therefore their mana, is very important.

4 Management situations refer to management situations involving Māori staff or clients.

All employees of State sector organisations must adhere to the State services Code of Conduct. They must also adhere to legislation relating to privacy and information. Most state sector organisations will also have written guidelines for the various types of interviews that are likely to take place such as selection and performance appraisal interviews.

Assessment Task One – Element 1

Introduction

Assessment task one is designed to assess your ability to explain the use of kawa and tikanga in relation to management situations.

Instructions

You may choose to write your responses or provide oral answers to this task. In the event that you choose to provide oral answers to task one, your assessor must record and hold your responses as evidence.

1. Provide **two** examples of how local kawa and tikanga is recognised in relation to a management situation.
2. Explain the kaupapa which underpins the use of tikanga Maori in the **two** situations identified in Question 1. (i.e. atua Māori, history of encounter, development of the marae, kawa tangihanga, manaakitanga, tapu and noa, whakanoa, te reo Māori)
3. Identify at least **one** example of how kawa and tikanga is practiced in relation to each of the following:
 - powhiri/pohiri to new staff
 - poroporoaki to outgoing staff
 - internal communications
 - external communications
 - attendance by staff at hui Maori
 - staff training and development.

The completed assessment for task one will include:

- Oral or written responses to each question.

Assessment Task Two – Element 2

Introduction

Assessment task two is designed to assess your ability to explain the use of kawa and tikanga within an organisational structure.

Instructions

You may choose to write your responses or provide oral answers to this task. In the event that you choose to provide oral answers to task two, your assessor must record and hold your responses as evidence.

Identify and explain a minimum of four of the following key roles whose purpose it is to implement/practice kawa and tikanga within the organisational structure. Your explanation must include what the role is, who is the role holder and two examples each of how kawa and tikanga is carried out by the role.

- Kaikōrero
- Kaikarangi
- Kaikarakia
- Kaiwhakaōrite
- Kaitakawaenga
- Kaiwhakahaere
- Kaitautoko

The completed assessment for task two will include:

- Oral or written responses to each question.

Assessment Task Three – Element 3

Introduction

Assessment task three is designed to assess your ability to explain how kawa and tikanga can be used in interpersonal communication situations with Maori staff.

Instructions

You may choose to write your responses or provide oral answers to this task. In the event that you choose to provide oral answers to task three, your assessor must record and hold your responses as evidence.

1. Provide **one example** of how kawa and tikanga can be used in interpersonal communication for any **three** situations identified below:

Situations may include:

- Greeting staff
- Formal and informal staff interactions
- Male and female staff interactions
- Dealing with distressed staff
- Interactions with local staff
- Or any other situation that you consider relevant.

In each situation you choose, identify the situation, describe the specific practices used and explain the purpose of their use.

2. Describe each of the practices identified below and explain the purpose of their use:
 - Hongi
 - Recognition of an individual's whakapapa
 - Whakawhanaunga
 - Maori humour in practice.

The completed assessment for task three will include:

- Oral or written responses to each question.

Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 10667.

Task / Element	Evidence required	Judgement
<p><i>Task 1 / Element 1</i></p> <p>Explain the use of kawa and tikanga in relation to management situations</p>	<p>The learner can demonstrate knowledge of kawa and tikanga in relation to selected Māori management situations.</p>	<p>Question 1:</p> <p>Learner identifies and explains 2 examples of how and in what way local kawa and tikanga is recognised in a management situation.</p> <p>Question 2:</p> <p>For each example given above, learner can explain the kaupapa which underpins the use of tikanga Māori.</p> <p>May include manaakitanga, tapu and noa, whakanoa, te reo Māori or any other relevant example provided.</p> <p>Question 3:</p> <p>A minimum of one example is provided of how kawa and tikanga is practiced in each of the following situations:</p> <ul style="list-style-type: none"> • pōwhiri/pōhiri to new staff • poroporoaki to outgoing staff • internal communications • external communications • attendance by staff at hui Māori • staff training and development.
<p><i>Task 2 / Element 2</i></p> <p>Explain the use of kawa and tikanga within an organisational structure</p>	<p>The learner can demonstrate knowledge of kawa and tikanga within an organisational structure.</p>	<p>Learner identifies and explains any four of the following key roles within a management situation:</p> <ul style="list-style-type: none"> • Kaikōrero • Kaikaranga • Kaikarakia

Task / Element	Evidence required	Judgement
		<ul style="list-style-type: none"> • Kaiwhakaōrite • Kaitakawaenga • Kaiwhakahaere • kaitautoko <p>Explanation includes the role, who the role holder is in the situation and two examples each of how kawa and tikanga is carried out within the role.</p>
<p><i>Task 3 / Element 3</i></p> <p>Explain how kawa and tikanga can be used in interpersonal communication situations with Māori staff</p>	<p>The learner identifies kawa and tikanga and can explain their use in interpersonal communication situations with Māori staff.</p>	<p>Question 1: One example of how kawa and tikanga is used in interpersonal communication in any three situations identified below:</p> <ul style="list-style-type: none"> • Greeting staff • Formal and informal staff interactions • Male and female staff interactions • Dealing with distressed staff • Interactions with local staff • Or another situated identified by the learner. <p>Learner identifies each situation, describes the specific practices used and explains the purpose of their use.</p> <p>Question 2: Learner describes each of the practices below and explains the purpose of their use:</p> <ul style="list-style-type: none"> • Hongi • Recognition of an individual's whakapapa • Whakawhanaunga • Māori humour in practice.