

joyous

The
Te Reo Māori
Transformation
Conversation Guide

Everything you need to start talking
about change at work



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Te Reo Māori transformation conversations

You may be familiar with our ADKAR or transformation conversation set. This set can be used by leaders to prime conversations with their team members about change.

We've collaborated with Maurea consulting to translate these conversations into Te Reo Māori to form a dual language conversation set. Together with Maurea consulting, we want to help people ignite their Māori Cultural Competency in a safe, fun and explorative way, making Māori culture accessible. With a history of working with large organisations in Aotearoa and leading change through their Te Kaa programme, Maurea consulting were a natural choice as a partner for Joyous.

Within this conversation set, you'll still find all of the same categories and topics as you would in the traditional Transformation set; however, questions will be presented with both their English and Te Reo Māori translations.

The intent of these dual-language conversations is to help people in Aotearoa positively identify with Māori culture. They will also help people who want to improve their Te Reo Māori as we are able to present the two languages side by side in Joyous.

Joyous is your secret weapon for change success. Our conversation set not only helps you measure change but can be used as your primary change agent.

How to affect change at an individual level

To successfully affect change, many organisations use the [Prosci ADKAR® Model](#).

ADKAR can be used to facilitate individual and organisational change by clarifying the goals and outcomes needed for successful change.

ADKAR stands for Awareness, Desire, Knowledge, Ability, and Reinforcement. These are outcomes required of an individual to enable lasting change at an organisational level.

ADKAR can be used as a tool that facilitates the planning of change management activities. It equips leaders with the tools they need to guide a change and support employees throughout the change process.

We've created a conversation set that aligns with the ADKAR model and is centred around individual experiences of change. This set can be used by leaders to prime conversations with their team members about change. It will help leaders understand how each of their team members is coping or feeling about a change. **It's important to understand that the ADKAR conversation set is not only about measuring change, but is a primary change agent.**

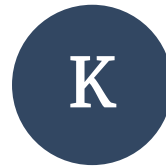
Question copy will vary depending on the change you are trying to implement. You can use our questions as a guide and edit them to suit your requirements.



Awareness | Whai aronga
of the need for change



Desire | Ngā hiahia
to support the change



Knowledge | Mātauranga
of how to change



Ability | Pūkenga
to demonstrate skills
& behaviours



Reinforcement | Whakaūnga
to make the change stick





Using this guide for conversations

This guide contains 20 unique conversations centred around change management. It's suited to companies looking to facilitate organisation-wide changes.


Questions can be scheduled to fit your change management plan. You can schedule questions from each of the categories to align with whatever stage you are in with your change roll-out. Conversations should begin before any change has been made to ensure action can be made in real-time.

Conversations contain two parts: a statement that people rate on a scale of 0 - 10, followed by a free-text conversation starter.


Conversations are designed so feedback gives leaders insights into how individuals are coping with a change and whether additional support, training, or resources may be required.

We suggest you replace anything between [square brackets] with any change terms you use in your organisation.

←



Kaiyena Crow



How strongly do you agree or disagree with this statement?

E mārama ana ka pēhea e panonitia e mātou.

It is clear how we will make the change.

0 - Strongly Disagree 10 - Strongly Agree

0

1

2

3

4

5


6

7

8

9


10



He wāhanga rānei kei tō tātou māhere me āta tihoria anō?

Are there any gaps in our plan?

It's clear how the organisation plans to roll out the new agile operating model. What isn't clear is how team structure will be affected. Any information around this would be greatly appreciated.



Awareness

Whai aronga

It's important to us as curious humans to understand why change is occurring. That's why creating an awareness of change is a vital step in enabling the acceptance of change and actions required for change.

Whai aronga represents an individual's understanding of why a change needs to occur as well as understanding the risks associated with not changing. It's also about individuals understanding what they will get out the change. If they don't know, it's likely they will resist the change.

Here are some questions you can ask individuals to get a sense of their awareness and understanding of a change.

Not only can Joyous be used to prime conversations about awareness, it can also be used to raise awareness of a change. Before working people engage in their first conversation, we recommend socialising the change you wish to carry out.

Consider designing an email that informs your people of the change. This email may contain a link to an internal webpage or documentation that outlines any relevant information about the change. (e.g. When the change is likely to occur, how it will be carried out, how it will affect different parts of the business etc.)

After people have read through the information, they can then answer their first Joyous question from the same email.

It is clear why [X] is changing / has changed.



Is there anything we need to consider when carrying out [the change]?

E mārama ana he aha a [X] e/i panoni nei/ai.



He kaupapa atu anō hei whakaarotanga mā tātou e kawea haere nei i [te panonitanga]?

It is clear how we will [make the change].



Are there any gaps in our plan?

E mārama ana ka pēhea [e panonitia] e mātou.



He wāhanga rānei kei tō tātou māhere me āta tihoria anō?

It is clear what the risks are if we do not [change].



What is the biggest risk you see?

E mārama ana ngā tūraru ki te kore mātou e [panoni].



He aha te tūraru nui rawa e kitea nei e koe?

It is clear how [change] impacts me.



Do you have any questions about [the change]?

E mārama ana ka pēhea te [panonitanga] e pā mai ki ahau.



He pātai rānei āu e pā ana ki [te panonitanga]?

Desire

Ngā hiahia

After you've created an awareness of change, individuals must then decide whether to participate in the change.

Ngā hiahia represents an individual's willingness to support a change. It's influenced by the nature of the change and personal circumstances. Organisations and leaders can attempt to influence whether a change is supported by first understanding the factors that impact desire:

1) Understanding 'What's in it for me?'

Understanding how the change impacts an individual will determine whether that individual perceives the change as an opportunity or a threat. They may also evaluate whether the change results in an opportunity or threat for others around them.

2) Organisational Context

Change will be perceived based on previous experiences of change with the organisation. An individual may be less open to change if the organisation has had a negative history of change.

3) Personal circumstances

An individual's situation can affect their willingness to change. For example: status, financial security, aspirations, health, age, and personal events. Understanding personal circumstances will give you insight into an individual's choice to support or resist a change.

4) Values and Motivators

Values and motivators drive our choices. Embracing change is easier when the change fits with our values and motivators.

Here are some questions you can ask individuals to get a sense of their desire and willingness to support a change.

Joyous can be used to influence whether a change is supported. Consider using Joyous to inform people about the benefits of the change.

I feel comfortable with [the change].



What thoughts do you have about [the change]?

E hāneanea ana te noho i ngā [panonitanga].



He ngā whakaaro kei a koe e pā ana ki te [panonitanga]?

I want to be involved in [the change].



How would you like to be involved in [the change]?

E hiahia ana kia whai wāhi ai ahau ki te/ngā mahi [panonitanga].



He aha ō hiahia e whai wāhi ai koe ki te mahi [panonitanga]?

I feel motivated to be a part of [the change].



What would motivate you to become more involved?

E hihiko ana ahau i tōku whai wāhitanga ki te mahi [panonitanga].



He aha te/ngā āhuatanga e hihiko ai koe me tō whai wāhitanga?

It is clear how [the change] will benefit [org].



What do you think is our biggest opportunity?

E mārama ana ka pēhea e puta ai he hua ki [te kamupene] i te [panonitanga].



Ki ō whakaaro, he aha tō tātou tino āheinga?

Knowledge

Mātauranga

Mātauranga also influences change success. Knowledge represents the information and training required to know how to change and how to operate once a change has occurred. Individuals must understand: behaviours and skills; processes, tools, and systems; and roles and responsibilities in order to successfully implement a change.

Activities to provide such knowledge can include: formal training, education programmes, job aids, workshops, coaching, and peer mentoring.

Here are some questions you can ask to gauge an individual's knowledge of how to operate once a change has occurred.

Joyous can be used as a means to supply resources. Consider using Joyous to inform people how to navigate new systems, processes, or tools.

It is clear what is expected of me.



Do you have any questions about how you should be working once [change occurs]?

E mārama ana ki ngā kawatau kei runga i ahau.



He pātai rānei āu mō āu whakaritenga mahi inā mana ai [te panonitanga]?

It is clear which processes are changing.



Are there any processes that are unclear?

E mārama ana ki ēhea tukanga e whakapanonihia ana.



He tukanga anō kāre i te tino mārama?

It is clear how to use [the new tools].



Is there anything more you'd like to know about [the new tools]?

E mārama ana me pēhea te whakamahi i [ngā rauemi hou].



He aha atu ētahi mōhiotanga e whai nei koe e pā ana ki [ngā rauemi hou]?

I feel well-prepared to carry out [change].



What further training or information would you benefit from?

I rite pai ana ahau ki te mahi [i te panonitanga].



He aha ētahi akoranga whakamōhiotanga rānei hei hua māu?

Ability

Pūkenga

Next comes the transition from knowledge to ability. There's a big difference between knowing how to do something and having the ability to do something.

Ability represents the capacity of an individual to put into practice the new behaviours associated with a change.

Alongside training to gain knowledge, individuals must also receive time and tools to evolve their ability. The time and tools required will be unique to the individual. Some will naturally adapt to the new way of working while others may require more support.

Methods for developing ability include: one-on-one coaching, establishing safe environments to practice new skills and behaviours, creating feedback channels to surface potential problems with a change, providing access to subject matter experts, hands-on learning, and adoption monitoring.

Here are some questions you can ask to gauge an individual's ability to carry out the skills and behaviours required to achieve a change.

I have been given time to practice [the change].



Are there any skills or behaviours you would like to practice more?

Kua whai wā ahau ki te whakaharatau [i te whakapanonitanga] .



He pūkenga, he whanonga rānei hei whakaharataunga māu?

I have received coaching from [experts].



Is there anyone you would like some 1-1 time with?

Kua whakaakona mai ahau e [ngā mātanga].



Ko wai tētahi atu tangata e hiahia ana koe kia noho ki tō taha mahi ai?

I feel comfortable experimenting with [my new skills].



What helps you feel comfortable experimenting with [new skills]?

He pai noa iho ki a au te whakamātau i aku [pūkenga hou].



He aha ngā āhuatanga pai ki a koe inā whakamātau i ō [pūkenga hou]?

It is clear how to raise potential problems with [the change].



Do you see any potential problems with [the change]?

E mārama ana te whakaara kaupapa e pā ana ki [te panonitanga].



Kei te kite rānei koe i ētahi raruraru e pā ana ki [te panonitanga]?

Reinforcement

Whakaūnga

Once a change has occurred, it is critical to reinforce the change. Otherwise, people will go back to what they know (i.e. the state before the change) because it's familiar and comfortable.

Reinforcement represents both the internal and external factors required to sustain a change. These include recognition, rewards, and celebrations for achieving a change as well as internal satisfaction with achieving a change.

Reinforcement can be any action that helps to sustain a change. For example: constructive feedback, group celebrations, or acknowledgement of an individual's progress.

Here are some questions you can ask individuals to gauge whether reinforcement is being used to sustain a change.

I receive regular feedback about how I am adapting to [the change].



How do you like to receive feedback?

Ka tae mai ngā whakahoki kōrero mai e urutau nei ki [te panonitanga].



Ko tēhea te ara pai ki te whakahoki kōrero ki a koe?

I get acknowledged for my progress in adapting to [change].



How do you like your progress to be acknowledged?

Ka mihiā ahau mō aku kaunēke e urutau nei ki [te panonitanga].



Me pēhea mihiā ai ō kaunēkenga?

I am recognised when I successfully adapt to [change].



How do you like to be recognised?

Ka whakanuia ahau inā angitū ai ahau ki te urutau ki [te panonitanga].



Me pēhea e whakanuia ai koe?

I feel satisfied with how I am adjusting to [the change].



What would help you to maintain [the change]?

Ka mākona a roto i aku urutau i [te panonitanga].



He aha ngā āhūatanga āwhina i a koe ki te tauwhiro i [panonitanga]?

Recommended conversation order

It's crucial to send questions in the order that aligns with the model: ask the Awareness questions first.

| | | Rating statement | Free-text conversation starter |
|----|---------------|---|---|
| 1 | Awareness | It is clear why [X] is changing/changed. | Is there anything we need to consider when carrying out [the change]? |
| 2 | Awareness | It is clear how we will [make the change]. | Are there any gaps in our plan? |
| 3 | Awareness | It is clear what the risks are if we do not [change]. | What is the biggest risk you see? |
| 4 | Awareness | It is clear how [change] impacts me. | Do you have any questions about [the change]? |
| 5 | Desire | I feel comfortable with [change]. | What thoughts do you have about [the change]? |
| 6 | Desire | I want to be involved in [the change]. | How would you like to be involved in [the change]? |
| 7 | Desire | I feel motivated to be a part of [the change]. | What would motivate you to become more involved? |
| 8 | Desire | It is clear how [the change] will benefit [org]. | What do you think is our biggest opportunity? |
| 9 | Knowledge | It is clear what is expected of me. | Do you have any questions about how you should be working once [change occurs]? |
| 10 | Knowledge | It is clear which processes are changing. | Are there any processes that are unclear? |
| 11 | Knowledge | It is clear how to use [the new tools]. | Is there anything more you'd like to know about [the new tools]? |
| 12 | Knowledge | I feel well-prepared to carry out [change]. | What further training or information would you benefit from? |
| 13 | Ability | I have been given time to practice [the change]. | Are there any skills or behaviours you would like to practice more? |
| 14 | Ability | I have received coaching from [experts]. | Is there anyone you would like some 1-1 time with? |
| 15 | Ability | I feel comfortable experimenting with [my new skills]. | What helps you feel comfortable experimenting with [new skills]? |
| 16 | Ability | It is clear how to raise potential problems with [the change]. | Do you see any potential problems with [the change]? |
| 17 | Reinforcement | I receive regular feedback about how I am adapting to [the change]. | How do you like to receive feedback? |
| 18 | Reinforcement | I get acknowledged for my progress in adapting to [change]. | How do you like your progress to be acknowledged? |
| 19 | Reinforcement | I am recognised when I successfully adapt to [change]. | How do you like to be recognised? |
| 20 | Reinforcement | I feel satisfied with how I am adjusting to [the change]. | What would help you to maintain [the change]? |

Te Reo Māori conversation order

It's crucial to send questions in the order that aligns with the model: ask the Awareness questions first.

| | | Rating statement | Free-text conversation starter |
|----|-------------|---|--|
| 1 | Whai aronga | E mārama ana he aha a [X] e/i panoni nei/ ai. | He kaupapa atu anō hei whakaarotanga mā tātou e kawē haere nei i [te panonitanga]? |
| 2 | Whai aronga | E mārama ana ka pēhea [e panonitia] e mātou. | He wāhanga rānei kei tō tātou māhere me āta tihoria anō? |
| 3 | Whai aronga | E mārama ana ngā tūraru ki te kore mātou e [panoni]. | He aha te tūraru nui rawa e kitea nei e koe? |
| 4 | Whai aronga | E mārama ana ka pēhea te [panonitanga] e pā mai ki ahau. | He pātai rānei āu e pā ana ki [te panonitanga]? |
| 5 | Ngā hiahia | E hāneanea ana te noho i ngā [panonitanga]. | He ngā whakaaro kei a koe e pā ana ki te [panonitanga]? |
| 6 | Ngā hiahia | E hiahia ana kia whai wāhi ai ahau ki te/ ngā mahi [panonitanga]. | He aha ō hiahia e whai wāhi ai koe ki te mahi [panonitanga]? |
| 7 | Ngā hiahia | E hihiko ana ahau i tōku whai wāhitanga ki te mahi [panonitanga]. | He aha te/ngā āhuetanga e hihiko ai koe me tō whai wāhitanga? |
| 8 | Ngā hiahia | E mārama ana ka pēhea e puta ai he hua ki [te kamupene] i te [panonitanga]. | Ki ō whakaaro, he aha tō tātou tino āheinga? |
| 9 | Mātauranga | E mārama ana ki ngā kawatau kei runga i ahau. | He pātai rānei āu mō āu whakaritenga mahi inā mana ai [te panonitanga]? |
| 10 | Mātauranga | E mārama ana ki ēhea tukanga e whakapanonihia ana. | He tukanga anō kāre i te tino mārama? |
| 11 | Mātauranga | E mārama ana me pēhea te whakamahi i [ngā rauemi hou]. | He aha atu ētahi mōhiotanga e whai nei koe e pā ana ki [ngā rauemi hou]? |
| 12 | Mātauranga | I rite pai ana ahau ki te mahi [i te panonitanga]. | He aha ētahi akoranga whakamōhiotanga rānei hei hua māu? |
| 13 | Pūkenga | Kua whai wā ahau ki te whakaharatau [i te whakapanonitanga]. | He pūkenga, he whanonga rānei hei whakaharataunga māu? |
| 14 | Pūkenga | Kua whakaakona mai ahau e [ngā mātanga]. | Ko wai tētahi atu tangata e hiahia ana koe kia noho ki tō taha mahi ai? |
| 15 | Pūkenga | He pai noa iho ki a au te whakamātau i aku [pūkenga hou]. | He aha ngā āhuetanga pai ki a koe inā whakamātau i ō [pūkenga hou]? |
| 16 | Pūkenga | E mārama ana te whakaara kaupapa e pā ana ki [te panonitanga]. | Kei te kite rānei koe i ētahi raruraru e pā ana ki [te panonitanga]? |
| 17 | Whakaūnga | Ka tae mai ngā whakahoki kōrero mai e urutau nei ki [te panonitanga]. | Ko tēhea te ara pai ki te whakahoki kōrero ki a koe? |
| 18 | Whakaūnga | Ka mihia ahau mō aku kauneke e urutau nei ki [te panonitanga]. | Me pēhea mihia ai ō kaunekenga? |
| 19 | Whakaūnga | Ka whakanuia ahau inā angitū ai ahau ki te urutau ki [te panonitanga]. | Me pēhea e whakanuia ai koe? |
| 20 | Whakaūnga | Ka mākona a roto i aku urutau i [te panonitanga]. | He aha ngā āhuetanga āwhina i a koe ki te tauwhiro i [panonitanga]? |

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