

TE TŌTARA CASE STUDY

MATAMATA PIAKO LIBRARIES



Rachel Fisher is the Team Leader for Matamata Public Library which is part of Matamata Piako District Libraries. In this case study, she talks about her own journey using Te Tōtara, which her team will now start using.

Rachel says Te Tōtara “gave me a framework to work off rather than my own self-created framework. And if everyone has the same framework, then expectations are clear. People have a clear pathway to grow.”

“It shows that we are professional, that we are going after this knowledge, and we should put attention into it. That’s got to be a good thing to show others who think all we do is read all day!”

Rachel manages a team that includes a customer service librarian, two library assistants and two casual staff members. All staff members regularly rotate to other libraries in the Matamata Piako District Libraries.

Rachel was first introduced to Te Tōtara capability framework through a colleague and watched the introductory webinar and read the documents.

“When my manager wanted to roll it out to our leadership team, she encouraged us to do our own rankings.”

Matamata-Piako Libraries adapted the framework to support staff to do a self-rating assessment in Promapp, their District Council process management system.

“I started working on a training project to encompass all the skills that our staff needed in Promapp. This was a checklist of things that were needed every day, the practical things that a person needed to be oriented to. It also has the higher level things from Te Tōtara.”

“We adapted the Te Tōtara descriptors to go into our Council self-assessment module”:

Kōrero Discussion - I know what that is
Mōhio Knowledge - I can do that with help
Mārama Understanding - I am happy to do this myself
Mātau Wisdom - I am happy to teach others

Te Tōtara capabilities are given a page each in the module, with simplified skill descriptions.

“This is a learning process which they can do at their own pace, they can rate themselves and then in the catch-ups with their team leaders, they could say, ‘hey, this is where I’ve marked myself, here’s where I’d like to go further, here’s what I think I’m good at’

“My own personal goals for the year came from Te Tōtara and working through the Taku Tōtara workbook. I like the way it was integrated. I sat down and read the workbook from cover to cover. Then, I took a module at a time. I congratulated myself when I rated myself higher, and when I got lower, I thought, where do I need to grow?”

Rachel aimed for three goals.

“One of my goals was to learn correct marae protocol and hui process. A second goal was based on the capability ‘to evaluate services using a range of tools to help inform the planning, design, development and delivery of information.’



"My third capability goal was 'developing implementing, and updating strategies and processes for collecting, organising, storing and exploiting information held within the organisation, ensuring those assets remain available for future use.' That also fitted into what I was doing this year with the Promap project. But also because we are shifting to m365 involving transfer of old data and new naming conventions."

When Rachel looked at that goal, she aimed for the next level up from where she was, and that fitted with what capability the project needed.

Rachel thought that the process was something that might help her in her career.

"I thought, there will be other projects that I will need to evaluate, and I'll have all those tools to do that. I think a lot of the skills are transferable."

The guidance in the workbook on goal setting was helpful. "I'd been talking about that with my manager anyway, so it was on a par with what I thought about for goal-setting, for example, ensuring it was achievable."

"I used the action plan in the workbook, but I didn't use the form. I used the same sort of process, but I wrote them in my Trello board so I could discuss them with my manager to be held accountable for them."

Rachel says the Pātōtara worksheet will be a good option for staff.

"When we move to the next stage to roll it out to our staff, we will find ways of making it simple for them. As non-team leaders, they're not going to need to do all of the areas at Level 4 because their job doesn't require it."

"We already have a shared team goal on te reo pronunciation, and for individual staff, I would expect them to add one to two personal goals a year."