



4. POTENTIAL WINNERS: PATHWAYS TO SUCCESS

Everyone wins when students transition effectively from high school or private tertiary providers into higher tertiary education, training or employment. Effective transitions involve students gaining the knowledge and skill base they need to take the next step, underpinned by a realistic understanding of where their abilities, skills and interests can lead.

Moving on from school

The first step out of secondary school for many students is pre-degree courses or trades and industry training. In Auckland, over 200 private tertiary providers (PTPs) offer education from basic foundation and language level up to diplomas and degrees.

Courses can be safe havens for students who don't know where to turn. They learn to be punctual, develop some practical life skills and gain knowledge about industries as diverse as hairdressing, hospitality, computing and early childcare.

Unfortunately, not all the PTP qualifications bridge into other providers or higher courses of study, making it difficult for students to progress, according to the Ministry of Pacific Island Affairs.³⁹

Sometimes, young people end up in a course because it is the only one with a vacancy or they're following their friends. With all the best intentions, a school leaver's chances of success are reduced if they have not engaged in the process of career development before enrolling in a course.

A number of PTPs offer strong pastoral care, acknowledging that many students have turned off from learning and need extra time, attention and self-belief to start moving forward on their career journey.

One-on-one support, additional tutorials, recognition of the cultural diversity of their students and out of class support are making a difference, say these providers, who also often include spiritual values and beliefs that fit strongly with Pasifika and Māori students in particular. The most successful PTPs also provide career development as part of their pastoral and academic care.

SNAPSHOT: Encouraging self-belief

The main barrier to success for BEST students is their inability to know how to dream, says Peter Apulu, Senior Career Consultant, BEST Pacific Institute of Education.

BEST campuses are based in south and west Auckland, and the majority of the students are Pasifika. "When asked about goals, most students at BEST usually just say they want a job. They have little sense of self-belief. They needed to develop self-belief because most other barriers stem from lack of it," explains Apulu.

Who am I?

To encourage self-belief, the BEST career team has devised a 10-week workshop programme, Navigator. The programme looks at 'I am' (Who am I?) and 'I can' (Identifying my skills) and then 'I will', which leads to creating a career plan that links 'I am' and 'I can' with possible career pathway and employment options. Although it runs after normal school hours, attendance is good, says Apulu.

"As well as self-belief, it's really important to also link careers to what's being taught. As they go through their lessons, they need to remain aware of their career path. Studying is not just about getting a certificate but finding out who you are and how that informs your career path."

Finding solutions

Navigator includes group discussions about barriers to achieving goals and a sharing of possible solutions. Apulu says 75% of the barriers that students believe to be true can be problem-solved and solutions generated.

Industry training and apprenticeships

Industry training is a major source of employment and training for young people. Wholesale trade, manufacturing, transport and storage are all large employers in Auckland, making it vital that Auckland has a knowledgeable industrial workforce.

Despite skill shortages, apprenticeships are often difficult to find, particularly in recessionary times. This disconnect of employers wanting skilled and qualified tradespeople and young people wanting an apprenticeship needs to be rectified. Opus Consultancy picked up the challenge about 10 years ago.

SNAPSHOT: Success with cadetships

Recognising an increasing need for trained technicians and technologists in the late 1990s, Opus International Consultants Ltd (Opus) decided to resurrect the training-on-the-job model that had been used successfully in Opus's predecessor organisation – the New Zealand Ministry of Works and Development.

Since the new cadetship scheme began, Opus has trained 250 new employees for their multidisciplinary professional services consultancy business, says Jim Muir, Opus International Consultants State Manager South Australia/Northern Territory, who has managed the Opus New Zealand Civil Engineering and Surveying Cadet Scheme since 2005.

Benefits all round

The Opus cadet scheme has boosted staff numbers and achieved a high retention rate that has changed the age profile in a number of their offices. "Many of these young people have proved to be very capable, with some having moved on to university to gain higher qualifications under Opus scholarships." Muir says the organisation has also benefited from the versatility of the cadets, who can work across many areas of the company once qualified.

Cadetships

The cadets are rotated around all areas of the business throughout their cadetship training period. Pathways are defined so they know the significance of what they are learning and have the opportunity to put theory into practice and know the specialist options ahead of them. "They learn and train on the job, combining tertiary study with real-world practical work experience," says Muir.

The cadets have one-on-one mentoring throughout the cadetship, initially gaining two recognised qualifications. These qualifications open up career opportunities in other New Zealand offices or overseas Opus offices.

Connecting to schools

The cadetship programme starts with recruitment from school – generally year 12 and year 13 students with good records in maths and science subjects. Once successful candidates have been selected, there is an evening presentation to the cadets and their parents. "The engagement of the parents in the programme is important because they need to understand how the programme works, what qualifications the cadets will be working towards and what will be required in both workplace obligations and home study requirements," says Muir.

Support for apprentices and employers is urgently needed if we want Auckland's productivity to increase and more Aucklanders participating in employment. Yet a May 2012 report by Competenz,⁴⁰ found only 25% of the companies in these sectors hire apprentices. Businesses highlighted obstacles such as downtime for supervisors and learners, finding good trainers, engaging learners, language barriers and numeracy and literacy issues.

Another Competenz research paper⁴¹ reported that 64% of engineering manufacturers and 53% of food manufacturers believe they'll need more skilled staff over the next 2 years, yet almost half the engineering companies and half the manufacturing companies would rather hire experienced workers than train people to meet that skill gap. The report recommends more support is needed for employers who believe training an apprentice to qualified trades status is fraught with difficulties.

The May 2012 report highlighted three interventions that would encourage more apprenticeships. The first was funding – getting appropriate incentives, subsidies and a return on investment, taking into account the time it takes for an apprentice to stop being a cost. Financially, 93% of employers face an upfront cost of between \$10,000 and \$20,000 per annum for a new apprentice for an average of 2 years, yet financial incentives and subsidies are not the biggest driver to incentivise companies to hire an apprentice.

Another was management support – learning how to hire, manage and mentor an apprentice. Competenz says small companies in New Zealand are weak in people management, and it believes it is this aspect of intervention that is most needed to boost the number of apprentices and help remedy the skills shortages in mechanical engineering and baking. This is particularly pertinent to Auckland and to our young because small and medium-sized businesses employ 30% of Auckland's workers. The third was marketing – finding ways to show prospective apprentices how the system works and why a trade can be an attractive career prospect.

Glenn Duncan, the Building and Construction Industry Training Organisation (BCITO) Northern Area Manager, adds another problem that employers worry about taking on an apprentice because they're often struggling to have enough work on their books for their current teams.

Should the strategy of sharing of apprentices initially set up by engineering employers in the 90s be resurrected? Trusts were set up to employ the apprentices on behalf of a group of tradespeople, taking the financial and workload burden off employers but ensuring a steady stream of apprentices. "Sharing apprentices and rotating them around allows trainees to get trained in all the necessary aspects and cover the full scope of work and range of competencies required to get their trades qualification," suggests Duncan.

SNAPSHOT: Supplying electricity supply apprenticeships

Mighty River Power Ltd and Contact Energy Ltd are running a joint multi-skills apprenticeship programme to fulfil the power industry's needs for electrical and mechanical expertise, says Mark Keller, Apprentice Programme Manager for Mighty River Power and Contact Energy. There has been a 95% completion rate since 2005.

Pathways

Mighty River Power apprentices are hosted on Mighty River Power sites by the company itself and by other electrical companies contracting to Mighty River Power. Contact Energy apprentices work at Contact sites, with placements in different stations around the country.

"This approach gives apprentices the chance to see different aspects of the industry, learn from a range of people and see the diversity of career options that exist," says Keller.

Keeping in touch

When the apprentices are on site, Keller is in touch monthly, and career conversations continue throughout the apprenticeship about the many career pathways within the industry. In their final year, Keller and the apprentice discuss which section they are most interested in, and the apprentice is then given as much exposure as possible to that section.

Keller also gets contractors and staff to talk at functions about their careers and their career journeys.

Perception problem

One of the biggest issues for the power industry and power stations is that most of the population has no idea what the industry is about, says Keller, and it isn't an industry that can open its gates to the general public. To try and overcome this challenge, industry training organisation ESITO runs taster courses, and ESAP has just completed a video for *Just the Job*, to screen on TV later in the year.

Tertiary study – degrees and more

The 2012 Auckland Council plan highlights the importance of fostering and developing innovation as we head into the 21st century. Critical to the success of this goal is the ongoing ability of our tertiary sector to "generate research and skills to enable innovation and research institutes; entrepreneurs; firms; and agencies and programmes that support product development." ⁴²

This goal requires Auckland to produce skilful tertiary educated people with high levels of creativity, communication, flexibility and problem-solving and a belief in life long learning.

Auckland is well established as a location for high-level learning. We have more tertiary providers than any other city in New Zealand, including three universities, the two largest New Zealand institutes of technology and approximately 240 private tertiary providers. As well as drawing from its own population, Auckland's tertiary sector attracts large numbers of students into the region each year.

However, an increasing number of graduates are moving overseas because they can't find meaningful work in New Zealand or can earn higher salaries off shore. Business internships, mentoring and other career development strategies might help keep more of our young brains in the city, says Careers New Zealand.



SNAPSHOT: Insights into internships

First NZ Capital is a 15-strong Auckland-based investment banking team that recruits annually for interns and graduates. “We find the internship process really worthwhile because it gives us the opportunity to identify strong graduate candidates early, making it a low-risk hiring strategy,” says Helen Robinson, Associate, Investment Banking, First NZ Capital.

Students gain too by getting the chance to show their skills to a potential employer as well as gaining insight into the investment banking industry before making a career decision.

Finding specialist graduates

Another advocate of internships is Fresh Appeal Ltd. Their nine staff work in very specialised roles, including sales, engineering and post-harvest research and development.

“From time to time, there are skill gaps that are needed to be filled. Interns offer enthusiasm, fresh ideas and up-to-date knowledge that enhances the team’s existing strengths. We also have mature staff mentoring the interns, and that can be a fruitful combination,” says Bruce Yelverton, Strategy Manager, Fresh Appeal.

Recruitment ready

Internships and other career-related work experiences are vital in contributing to the recruitment readiness of graduates, says Bonnie Jackson, Employment Liaison Manager at the University of Auckland.

“Employers can gain fresh insights from students, and if time is invested in mentoring, they will be rewarded with energy and dedication. For students, work experiences provide insight into life in the real world, inform their career pathway, a company’s work culture and where they may best fit – or not – in the future.”

However, she urges employers to look out for the ‘hidden diamonds’.

“Employers may want to recruit the best and brightest, but not all students develop equally, so be willing to identify and give those hidden diamonds a chance to shine.”

Fastest-growing human capital

Māori and Pasifika, our two fastest-growing Auckland youth populations, are steadily increasing their tertiary achievement rates in Auckland.

Between 2000 and 2010, Māori tertiary graduates (bachelor degree or higher) doubled to 8.1% of the population and Pasifika increased from 3.7% to 5.2%,⁴³ but they still have catching up to do.

Changing family and community perceptions towards tertiary study is an important component in the success of young tertiary students. Families who understand the demands that tertiary study places on young people are able to provide the sort of support necessary in order for young people to be successful.

Study needs to be given high priority, alongside more traditional demands on their time and energy.

Tertiary providers have schemes to improve equity in recruitment, often involving whānau. There is also increased emphasis on pastoral support and retention, including a growing awareness for the need to provide good career support and guidance to Pasifika and Māori tertiary learners.⁴⁴

A simple and ambitious project is MITE (Māori into Tertiary Education), which sets out to increase Māori participation and achievement in tertiary education through showcasing Māori achievement and success across tertiary providers, placing Māori students into internships within Auckland companies and helping bridge the secondary/tertiary divide for Māori students.



SNAPSHOT: Māori graduate scheme

MITE's Pipeline project helps graduates into internships and graduate programmes, providing ongoing pastoral care and support for the employer as well as the graduate. This involves establishing close relationships with tertiary providers and finding matches with companies and organisations for Māori students and graduates, says Maria Paenga, MITE project leader. Pastoral care extends from confidence-building and raising student awareness of opportunities to hand-holding through to the interview process and following up after they are successful in gaining an internship or cadetship.

Real opportunities

"We want tangibles. Māori graduates are gold to businesses, and we're bringing that gold from tertiary into meaningful employment. A tour of the company isn't enough, so we help our young people get a job placement or work experience – a chance for a foot in door – and then it is up to them to do something with that opportunity," says Maria.

"For some of our Māori students, it is not in their head that anything like this could be possible. We start by holding their hands but then they fly."

Creating networks

MITE and Pipeline are helping create the networks with business and corporates that Māori students don't tend to have, explains Maria. "Our most recent relationship connection is with Vodafone. These relationships open up opportunities to students and also illustrate a sincere desire from the employer to engage with Māori culture and build a more in-depth understanding of Aotearoa. These corporates are saying that qualified Māori graduates who espouse knowledge of their tikanga Māori can give their company the edge that they need globally."

Over the last 18 months since its inception, MITE has placed 26 students into corporations and businesses across Auckland and is now extending into the Waikato region.

Tertiary challenges

Entering tertiary education, particularly at degree level, is a huge achievement for many young Aucklanders. The number of Aucklanders with qualifications at level 4 or higher – advanced trade qualifications, diplomas, degrees and postgraduate qualifications – is steadily increasing and is above the national average.

However, if they have not engaged in career exploration and planning beforehand, a significant number struggle to make sense of what they're studying and where their learning can lead. Students can be assisted to make good and

sustainable career decisions that lead to programme completion by exploring career ideas and personal interests fully before they start – exploration that includes getting the opportunity to talk to relevant people before committing to a course of study. This is all part of developing effective career management competencies in order to be able to make good career decisions over a lifetime.

The phrase ‘tertiary churn’ describes the high level of students either not completing their qualifications or changing their courses after commencing study. Nationally, 29% of full-time tertiary students didn’t complete their qualification in 2010.⁴⁵

A 2005 study found that 12% of first-year tertiary students withdrew from all or part of their course. Of those, 44% withdrew because they felt they’d chosen the wrong course.⁴⁶

This tertiary churn costs both the government, which is paying for non-completed courses, and the students, who are incurring student debt and facing personal failure. It also impacts on the economy because it delays skilled people entering the workforce. The opportunity to consider choices and pathways prior to enrolment would make an enormous difference to increasing student course retention.

Having a gap year is a useful way to help young people make a decision about the next step they wish to take on their career journey, and it costs less in student loans and loss of pride and confidence. If a young person isn’t sure of their next step – and a large majority are not – it is a great chance to explore the world of work and gain important transferable skills.

Tertiary initiatives such as AUT’s First Year Experience (FYE) programme can also make a difference. The service is run by senior students who understand the issues that arise and the kind of support that can help students navigate through their first year of study. Students who are really struggling to succeed for reasons such as not attending classes or failing to submit assessments are regularly followed up to ensure that they have access to the resources and support that they may need.

Young people can take more responsibility for their career decisions by becoming more proactive in their exploration of career ideas and plans. They need to also become more confident about asking for help when they need it.

However, the availability and relevance of tertiary career support services can be an issue for students, according to Unitec Student Union President Shannon Pennefather, who researched student forums to gauge the biggest barriers in student minds about getting jobs. “Often people don’t know what they don’t know, so they do not ask for help with CVs, cover letters, interview skills – and career services are often seen as the place you go when you’ve got it figured out, not the place to go if you don’t have a clue,” he adds.

Graduates can struggle to get into the workforce because they can be reluctant to enter at entry level after doing a qualification, says Pennefather. “There is also the problem of wanting to enter into a particular role rather than looking at how their capabilities might apply more broadly to their industry.”

SNAPSHOT: Proactive job search approach by graduate

About three-quarters of the way through her final year of a Bachelor of Science majoring in statistics, Hailey Shutkowski realised she was the only one in her university group that didn't have a job lined up after graduation. She began sending her CV for analyst-type graduate positions through SEEK, GradConnection and jobs advertised through Careerhub.

Chasing the opportunity

“I also spent hours rewriting cover letters and altering my CV to fit job descriptions. My friends helped me with my CV – I had a look at theirs, and they helped me write and alter mine.”

After receiving a few rejections, Hailey heard through a friend that Nielsen market research was looking for a graduate. She immediately rang and sent through her CV. She was quickly asked to do a phone interview and then an online test.

“After that, I had to do a final full day of presenting, interviews and meetings. I spent hours and hours beforehand Googling possible interview questions and preparing full answers for each one. I also thoroughly went through the company's website.”

Her exhaustive preparation worked. A week later, she was offered a graduate position in the Early Leaders Programme. Although she started her job search late, Hailey demonstrated good career management competencies in job search and networking.

She'll be right

Many young people enrol in a degree without any idea of where that degree could lead them. Some don't know what else to do or are told the degree would lead to a 'good' job. Sometimes they are pressured into a course by parents or peers. While some get lucky and do well, others find it difficult to maintain interest – and even harder to land a job or find a career path afterwards.

Effective career development can go a long way to helping a newly qualified graduate learn how to apply their transferable skills from their degree in today's current workplace.

SNAPSHOT: Career intervention helps graduate find focus

On successfully completing high school, Hollie McDonald went straight into a Bachelor of Health Science at University of Auckland. “I didn’t really think through what I might be able to do with it. I completed it no trouble, then I followed a friend to Melbourne.” Hollie found work as a receptionist in an ophthalmology firm but soon began to feel her study was being wasted.

Clarity of focus

Following a friend’s suggestion, she tapped into professional career guidance through an online career session with Careers New Zealand. By using self-directed activities from the Careers New Zealand website, she was able to reflect on key interests and values and was then given suggestions on how to research a number of career ideas.

Hollie says the process helped focus her thinking and “clear the clutter” in her head.

“Family and friends are great to talk to but they become very limited with comments like ‘You’ll be great whatever you decide to do’. For me, the help of a professional careers service meant I saw that somewhere along the line I made one or several poor decisions and admitting to those can be quite difficult. With friends, I would have tried to justify them or ignored them.”

New path

Hollie found using the professional career service allowed a conversation to occur without any judgement or bias about what had happened in the past. She is now back at the University of Auckland in her first year of a nursing degree and loving it.

Tertiary benchmarks

The top skills employers look for in graduates are interpersonal and communication skills (written and oral), passion, knowledge and commitment to the industry they’re entering, critical reasoning and analytical skills (problem-solving and lateral thinking, technical skills) calibre of academic results and work experience. The five least desirable characteristics are poor attitude, lack of interpersonal and communication skills, lack of drive, motivation or enthusiasm, arrogance and inflexibility.

Careers New Zealand has developed a set of tertiary career education benchmarks setting out the career management competencies needed by students at tertiary level to successfully transition from study into the workforce (see www.careers.govt.nz/tertiary-benchmarks). The benchmarks outline how students can learn to develop career management competencies during their tertiary years to develop the desirable skills identified.

The benchmarks also outline the importance of tertiary organisations ensuring every student can access one-on-one career counselling and workshops. These services need to have prominence and ease of access. Tertiary providers also must provide opportunities for information and networks for all students. They also need to prepare their graduates for the complexity of future roles, including work situations such as contracting, self-employment and inter-country employment.

SNAPSHOT: Industry placement opens doors

A third-year co-op placement at the VisionWest Community Trust led to voluntary work for AUT marketing and management business student Stephanie Fahey and then a full-time role as marketing communications co-ordinator on a rebranding project.

All third-year AUT business students have a co-operative education paper option that involves spending 9 weeks (2 months) in a business putting theory into practice.

Theory into practice

Stephanie says the co-op placement gave her the opportunity to prove she could put into practice what she had learned at university. “It allowed me to develop my skills within the organisation in a supportive environment and provided the platform for me to take the first step in my career in business.”

After her co-op was completed, she kept involved with the organisation through voluntary work. When a full-time position as marketing and communications co-ordinator came up at the end of her final year, she got the job and headed the rebranding project.

Opening many doors

She also won the Westpac Young Business Person of the Year in recognition of the marketing initiatives she led at VisionWest – an achievement only possible through the opportunities of a co-op placement, she says. Stephanie is now working as a marketing communications executive for a large New Zealand bank.

Good choices bring about better chances, and these lead to the best career opportunities, advises Dr Heather Carpenter. “The critical element is your decision making and the thinking and knowledge on which you base those decisions. Good decisions emerge from accurate understandings about yourself and the environment you are dealing with.”⁴⁸

We’re talking of our future workforce. It makes economic as well as moral and social sense to become involved. This is an investment in everyone’s future.

KEY ACTIONS:

Increasing the potential of Auckland's student population

High school and tertiary students need support to successfully transition to work. Here are some ideas of how businesses and individuals can provide that support.

- Provide internships over the tertiary 3-month summer break. The summer break is long enough for tertiary students to become useful and to build up a decent skill base.
- Offer a scholarship that ties the student into holiday work so you can mentor and develop a talented future employee.
- Be open to an occasional chat on the phone or over coffee with young people to talk about what your company does, the skills you like to see in employees and how your business fits into the greater scheme of things with Auckland. This is called informational interviewing and needs to be encouraged more to help students in their exploration.
- If you're worried about 'carrying' an apprentice in uncertain times, could you combine with others in your trade to offer a collective apprenticeship – something like the trade trusts approach? Over the recession, the number of new Modern Apprentices declined for the first time since the scheme started in 2000.

To talk to someone about any of the above actions or to learn more about career development, please contact us.

Email: capableauckland@careers.govt.nz

Call Careers New Zealand on 0800 222 733

Visit www.careers.govt.nz

Contact Career Development Association of New Zealand – www.cdanz.org.nz

Join our Capable Auckland group on LinkedIn



5. RECOMMENDATIONS: ACTIONS FOR AUCKLAND

So what actions can Auckland take to become a career capable city with a worldwide reputation for innovation, excellence and a fully engaged workforce? What actions can Auckland organisations take to enable its people to become career capable individuals?

1. Collaboration between business, schools, tertiary and community

Create stronger links between businesses, schools, tertiary providers and communities to provide real learning experiences around employment and careers that engage young people. Academic and pastoral support at high school can be the factor that results in a young person approaching the workplace with the confidence and aspirations to make a successful transition into the workplace.

- **Make contact with local school communities**
Arrange for someone from your organisation to meet with your local high school principal, careers advisor, career development specialist or senior management team. Appoint a designated staff member as first point of contact for the school and support that staff member to build a relationship with the school. Become familiar with current curriculum requirements and how they relate to the skills needed in your business or organisation. Offer resources and speakers for careers events at the school. You may be surprised how much your input will be valued. Talking to teachers and inviting them to view your workplace is another great way of promoting what you do.
- **Familiarise yourself with National Certificate of Educational Achievement (NCEA) requirements**
If you have not been through the NCEA system, you'll find NCEA and our previous system of School Certificate, University Entrance and Bursary are quite different.
- **Learn about work experience, the Gateway programme or trades or service academies**
Find out if your local high school offers work experience or has a Gateway programme, trades or service academy through which you can

offer experience opportunities to students. This provides a chance to find students who might fit your company and become potential future employees. Also learn about vocational pathways through the Ministry of Education or your local high school.

- **Provide work shadowing opportunities**
Provide opportunities for students to observe and question employees in your workplace. Talk to the careers advisor at your local school or tertiary institute to arrange this.
- **Get to know local tertiary providers**
Develop a relationship with your local providers but don't limit yourself to the well known universities and polytechnics. There are many private training providers (PTPs) who could be a source of potential employees. Forging a relationship with tertiary providers is often mutually beneficial because they are teaching future employees and will be keen to connect with industry.
- **Link with university or polytechnic graduates**
Where do you source new graduates? In addition to the standard approaches such as advertising on well known websites, you can include other approaches. For example, go directly to a tertiary institute via their careers centre where they usually have career practitioners and industry relationship managers who will be keen to discuss opportunities with you.
- **Offer a summer internship**
Consider offering a summer internship programme. These give students valuable work experience and provide you with the opportunity to get to know potential graduate employees.
- **Offer scholarships**
Scholarships are another good way to encourage potential employees by providing practical and financial help. Businesses can offer scholarships for a particular study area, with holiday or part-time work tied into the scholarship.

RELATED SNAPSHOTS

Read our snapshots to see how scholarships, internships and work experience have significantly helped Stephanie Fahey (Industry placement opens doors) Jamie Tutaua Rihia (Seeking success in tertiary), Taylor Edwards (From Gateway to apprenticeship) and Jock Jones (Growth in career maturity). Read about organisations offering this support, including C-Me Mentoring (Support into trades), MITE (Māori graduate scheme) and the Gateway programme (From Gateway to apprenticeship).

2. Check and build literacy and numeracy skills

Literacy and numeracy are often an essential starting point for workforce development. A lack of literacy and numeracy skills has been well identified as an area impacting negatively on productivity by Workbase Literacy NZ, the Committee for Auckland and the Ministry of Business, Innovation and Employment. By engaging in ways to help lift employees' literacy and numeracy skills, businesses can enhance communication, writing, reading, numeracy and problem-solving skills.

3. Become social media savvy

Connect with Auckland's social media savvy young people through Facebook, mobile apps, video conferencing, LinkedIn, YouTube and blogs. Consider creating a YouTube demo of an aspect of your work, or get a young employee to blog about a great experience they've recently had in the workplace (repairing a flash car, making a new cocktail, completing a garment, launching a new product).

4. Provide mentoring in the workplace

Mentoring matches an experienced person with someone who would benefit from their experience and support and has proven to be successful across diverse industries and organisations. It has gained traction and momentum within business communities and is a powerful tool based on trust and respect that can help people grow in their roles and careers. It can be valuable at all levels of an organisation, from new employees through to the most senior people.

- **Learn from others**
Talk with organisations that run mentoring programmes to find out how they got started. Contact Careers New Zealand or a member of the Career Development Association of New Zealand (CDANZ) who can provide professional advice on career mentoring.
- **Identify potential mentors**
Start by identifying employees who are keen to be mentors or develop into this role and offer them mentor training. Good mentors encourage, challenge and support their mentees. Look for employees who show an interest in their colleagues and employees who are experienced and wanting to share their experience with younger colleagues.

RELATED SNAPSHOTS

Mentoring significantly helped individuals such as Jared Seymour (Mentoring leads to job), Tetoki Tepaki (Education the key) and Diego Paprocki Abrianos (Migrant finding work).

5. Have career conversations

At its most basic, a career conversation means spending time with an individual employee to explore their future career ideas and how they can fulfil them. Career conversations can help your employees become better informed about the development opportunities in your business and can identify where the strategic goals of the organisation align with their interests and goals. When this alignment is achieved, the result is a win-win situation, because both parties have an investment in the outcome.

- **Getting started**

You don't have to have had a perfectly smooth career journey yourself to have a good career conversation, and you're not expected to provide answers or make decisions for your employee. Demonstrating a genuine interest in the employee and setting aside uninterrupted time to focus on them is an excellent basis for a career conversation.

- **Next steps**

In order to incorporate career conversations into your business, it is recommended that managers complete some professional development to learn how to support the career development of their employees and have mutually beneficial career conversations. To learn more about how to do this, contact Careers New Zealand or a private career practitioner.

RELATED SNAPSHOTS

The snapshots of Mitchell Pham (Encouraging change – Augen Technology Group), Jock Jones (Growth in career maturity) and Jamie Tutaua Rihia (Seeking success in tertiary) reveal crucial moments where career conversations have helped their career development.

6. Grow your own workforce

Growing your own workforce is a managed active approach to ensuring there are enough skilled workers to meet the future needs of your industry. This is an action that requires a long-term commitment, strong leadership and partnerships with other parties such as schools and tertiary providers. Another fundamental

component is a commitment to providing opportunities for the development of current staff so they achieve their potential and remain engaged in the workplace.

The advantages of growing your own workforce include higher retention levels and lower recruitment costs, a more satisfied and motivated workforce and opportunities to grow your own talent for the present and the future.

If your organisation wants to grow its own workforce, it is recommended you seek professional support during the planning and implementation stage.

Here's a suggested approach

Review

- What are the current skills gaps and what are the projected skills needed?
- What steps are being taken now to address skills gaps? Are they working?
- Where are the current pools of talent and how can they be accessed?
- What do current employees need or want in order to develop their skills?
- What are the current career pathways available in the organisation?
- How do current employees know the career pathways in the organisation?
- Are there clear frameworks for employees to follow?
- When do career conversations take place in the organisation and who conducts them?

Decide on a process

- Who needs to be involved in this decision?
- What needs to happen?
- How will the organisation know what's working and what needs to be changed?

Communicate and educate

- How does the organisation develop relationships with local schools and/or tertiary institutions to bring in new trainees?
- How do potential employees know about the organisation and the career pathways in it?
- How does the organisation open its doors to share knowledge?
- How does the organisation communicate to current employees about internal opportunities?
- What education/training needs to be implemented and how will it be done?

Implement

- What resources are available to help?
- Who can be approached for advice?
- What organisations have done this before?
- How will the plan be evaluated?

RELATED SNAPSHOTS

This approach could pay dividends, as highlighted by our snapshots of Tasti Products (Career development at Tasti Products), Augen (Encouraging change – Augen Technology Group), The Warehouse (The Warehouse career approach) and Opus International Consultants (Success with cadetships).

7. Develop community and family/whānau partnerships

Parents and families/whānau play a significant role as influencers of a young person's career decision-making and their ability to settle into study and work. The role of community and family, particularly with young Māori and Pasifika people, can impact significantly on the workplace and young people's career potential. Cultural diversity is one of Auckland's unique strengths and one worth embracing to bring out the best in employees, but it can be hard to know how to do the right thing.

- **Buddying and mentoring**

Young people can feel alienated when they are the only person from their cultural background within a team. Buddying up people by age and similar backgrounds can help young people feel more connected to their workplace and their colleagues. Encourage experienced Māori and Pasifika employees to mentor the younger ones and ask what other steps can be taken to support the younger ones.

- **Support in groups**

In some cultures, it is considered inappropriate to speak up in front of a manager or to voice opinions that could be deemed as disrespectful. Acknowledge that making decisions as a group may be more meaningful in some cultures. Provide opportunities for this to occur. Encouraging group activities through the workplace and providing a recreational area to gather can be simple but positive steps to forging effective relationships.

- **Training and developing**

Māori and Pasifika people could be less likely to put themselves forward for training and development because they may consider it culturally inappropriate to promote themselves. Be proactive in identifying people who you think have the potential to take on more responsibility, discuss options and opportunities with them and encourage them to take up relevant training. Don't presume they're not interested if they don't put their hands up initially for advancement.

RELATED SNAPSHOTS

Snapshots on C-Me Mentoring (Support into trades), Tetoki Tepaki (Education the key), Mitchell Pham (Encouraging change – Augen Technology Group) and Manutai Leaupepe (Tertiary success due to Pasifika family and community) highlight the importance of acknowledging cultural difference.

8. Develop individual responsibility

Individuals also have a personal responsibility to develop their own career management competencies (see Appendix 1). Here are some actions employees can take to help develop competencies that will support them to become career capable.

- **Understand that change in the world of work is constant**
Develop skills to manage change and build resilience. Become familiar with work trends both in your industry and other industries of interest. Talk to employers about the best ways to use and develop skills in their industry.
- **Know and believe in yourself**
Develop an understanding of personal strengths, interests and skills and how these align to opportunities in the current workplace and beyond.
- **Set goals**
Set short and longer-term goals and make an action plan to achieve those goals. Share the goals with employers, and watch out for new opportunities. Be prepared to explore those opportunities and act on them.
- **Lifelong/ongoing learning is expected and essential**
Think about, explore and take up opportunities for formal and informal learning that will expand work skills and other skills like communication, working in a team, managing change and problem-solving. Take responsibility for learning and development to help keep up with changes in the workplace and the economy. This will help with future-proofing and transitioning into other roles.
- **Build relationships and connect with those around you**
Create and make the most of networks, as they are increasingly important in the 21st century. Find a mentor who can support you to reach your potential, or become a mentor for others so you can share your experience and knowledge and help others reach their potential

RELATED SNAPSHOTS

Snapshots on Freya Colah (Early school leaver finding pathway), Tepaki Tetoki (Education the key), Rahwa Kahsay (Finding your career focus), Hailey Shutkowski (Proactive job search approach by graduate), and Hollie McDonald (Career intervention helps graduate find focus) are all examples of the positive impact of steps taken by individuals to develop their career management competencies.





CONCLUSION

Auckland must become a career capable city

Career development needs to become an essential component of growing a strong and effective labour market. A career capable city is where students are supported to develop career management competencies at school and use those competencies to navigate their career journey. It is where employers and businesses encourage and support their employees to continue to develop their skills and knowledge. It is where the economy prospers through labour market flexibility and motivation. It is an Auckland where specific communities of need are provided with assistance and support to reach their career potential. It is a city where all Aucklanders – individuals, families, businesses and education providers – collaborate in providing a seamless career system.

The fundamental challenge is around transitions. Strategies need to be developed and mechanisms put in place to encourage and support people through transitions, whether from education to work and back again or from one job to another or from one country to another. The development of career management competencies is key to successful and productive transitions.

At the moment, too many Aucklanders, including those who are already vulnerable, are falling between the cracks. Through creating a better-connected career system and working more collaboratively, huge improvements can be made to people's lives and Auckland's economy. This publication makes some recommendations for actions that can be taken to this end.

Aucklanders should be equipped with the skills and knowledge needed to take full advantage of the opportunities that arise from ongoing changes in the labour market and in education and skill requirements.⁴⁹

Join with us

Careers New Zealand invites you to talk to us about developing a career capable Auckland. We look forward to working with you to put recommendations in place to make a real difference to our city. Making a difference involves a four-way partnership between central and local government, the business sector, the education sector and community groups. Together, we can realise our city's potential.

Let's work together to create a career capable Auckland.



APPENDIX 1:

CAREER MANAGEMENT COMPETENCIES

1. Self-knowledge

Individuals have a strong awareness of self, their identity language and culture, how they relate to others and their potential for development.

Career management competencies	How employers/ organisations can assist	Benefits
<p>Individuals need to:</p> <ul style="list-style-type: none"> • have a strong understanding of themselves – their skills attitudes and values and how these relate to the lives they have currently and future aspirations • identify what capabilities they need to develop further and understand that interests and motivations change as they grow and develop. 	<ul style="list-style-type: none"> • Work shadowing • Work experience • Trainee programmes • Mentoring programmes • Business/education partnerships • Internships • Personal development programmes • Gateway • Cadetships • Apprenticeships • Portfolios • Performance incentives 	<ul style="list-style-type: none"> • Organisations' and employers' engagement with education and training agencies is vital in growing an individual's self-knowledge. They are also helping grow the work skills, knowledge and attitudes of future employees prior to employment. It also helps individuals learn the reality of the workplace and choose workplaces that best suit their talents. • Having exposure to training programmes that outline work requirements and capabilities allows individuals to identify their present capabilities and those that they need to grow and develop and the support they require. • Portfolios are a way of recording achievements and activities that will allow goal-setting and identification of changing motivations and interests so an individual can see their growth and progress and what has influenced this.

2. Identifying and exploring opportunities and options

Individuals can identify, evaluate and act on the opportunities available to them in life, learning and work.

Career management competencies	How employers/ organisations can assist	Benefits
<p>Individuals need to:</p> <ul style="list-style-type: none"> • identify opportunities available to them that relate to their culture, strengths and interests, aspirations and motivations • understand the realities and requirements of opportunities available and how they impact on lifestyle and whānau/ family • access accurate information from a range to sources to explore opportunities. 	<p>In addition to the activities listed in competency 1:</p> <ul style="list-style-type: none"> • Workchoice Day involvement • Experience day/week programmes • Special events – open days, information sessions, work challenges and experiences • Organisation ambassadors • Thematic expos • Career fairs • Induction programmes • Career stories and pathways within an organisation • Information packs • Video clips • A website detailing pathways and opportunities • Informational interviews 	<ul style="list-style-type: none"> • Individuals who actively engage in career development activities provided by employers and organisations are more aware of the options that match their capabilities, interests, aspirations and motivations. • This awareness will enable them to make well informed choices and decisions and engage in appropriate learning, life and work activities so that they can grow existing and new capabilities and fulfil their potential. • To cope with the changing realities of the national and global environment individuals need to engage in lifelong learning and have the ability to access, decipher and understand accurate, complex information from a range of sources. This is paramount to opportunity awareness, informed decision-making, progression and maximising human capabilities.

3. Creating opportunities and making choices and decisions

Individuals understand the consequences of their choices and decisions and the impact they have on themselves and others. They recognise the importance of developing a marketable identity and creating chance opportunities to progress their life, work and learning plans.

Career management competencies	How employers/ organisations can assist	Benefits
<p>Individuals need to:</p> <ul style="list-style-type: none"> • make life, learning and work decisions that reflect a series of choices and implement strategies to overcome identified barriers • develop a marketable identity to create new opportunities. 	<p>In addition to the activities listed in competencies 1 and 2:</p> <ul style="list-style-type: none"> • Career development programmes in the workplace that involve reflection, learning and goal-setting • Provision of and encouragement for ongoing professional learning • Development of e-portfolios • Encouraging social media profiles and networks • Access to a range of websites 	<ul style="list-style-type: none"> • All career development experiences enable informed decision-making. • Within any organisation, career development programmes and services are very different from performance management and HR. Career development is about maximising human capabilities so individuals can achieve their potential. As part of an employee's development, attention needs to be given to their skills and talents and to grow these to satisfy them and assist them to achieve their potential. • Individuals need to develop and articulate their own personal and marketable identity, which reflects their values, skills, knowledge and interests, and have the capabilities to seek and secure opportunities and are adaptable and responsive to change. This is evident in all communication that they share with the wider world, including prospective employers, broader networks and in online spaces.

4. Making and acting on flexible life, learning and work plans

Individuals make flexible plans, and they are resilient, adaptable and responsive to change, demonstrating the capabilities to seek and secure new opportunities.

Career management competencies	How employers/ organisations can assist	Benefits
<p>Individuals need to:</p> <ul style="list-style-type: none"> • develop life, learning and work plans that guide their decisions and actions and satisfy and motivate them • act positively to secure learning, training and work opportunities • be flexible, resilient, open to change and flexible in their plans and demonstrate coping strategies to manage unplanned change. 	<p>In addition to the activities listed in competencies 1, 2 and 3:</p> <ul style="list-style-type: none"> • Workshops on life, learning and work planning that enable them to reflect on where they are at and where they want to be, identifying the learning they need to engage in for their next step • Encouragement to network and belong to specific groups and organisations • CV and interviews skills workshops • Support in application processes and documentation procedures • Opportunities to upskill to keep pace with changes in the workplace • Exposure to a range of opportunities within the sector • Professional development that grows personal skills 	<ul style="list-style-type: none"> • To cope with a changing work, life and learning environment, individuals need to be open to change and demonstrate they have the ability to adapt and change their plans. By continually providing professional development and new learning opportunities and career development support providing a range of activities, individuals can continually update their skills and abilities. • Individuals need to be proactive and highly skilled in using a range of mediums to apply for and secure employment opportunities. • This will allow individuals to find alternatives when faced with obstacles and have the resilience and ability to adjust as their life, learning and work environments change.



GLOSSARY

Career

“The sequence and variety of work roles, paid, and unpaid, that a person undertakes throughout a lifetime. More broadly, ‘career’ embraces life roles in the home and the community, leisure activities, learning and work. Work, learning and life, though sometimes distinct, are closely intertwined. Everyone has a career” (Ministry of Education, Career Education and Guidance in NZ Schools, 2009, p6).

Career capable community

A community that collaborates to provide the expertise and resources individuals need in order to develop their career management competencies and where each individual can fully participate in and contribute to the economy and community.

Career capable individuals

People who have well developed career management competencies and can effectively manage their career over a lifetime.

Career conversation

A discussion between an employee and their manager that supports the employee in developing career goals and an action plan for achieving these goals.

Career development

“The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future” ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004, as cited in Industry Council of Australia, 2007, p32).

Career development programme

“Detailed structure outlining courses, strategies, activities and outcomes to deliver a developmental programme for young people to develop the skills to make informed decisions about their further education and training and employment” (Career Education Association of Victoria, 2010, p.16). This enables people to build “lifelong skills required to make choices and take action – career management competencies” (Hodgetts, 2009, p31).

Career education

“Planned, progressive learning experiences that help students develop career management competencies that will assist them in managing their own lives. Career education includes elements that stand alone and elements that are part of regular classroom teaching” (Ministry of Education, Career Education and Guidance in NZ Schools, 2009, p6).

Career guidance

“Services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers” (OECD, 2003, as cited in Career Industry Council of Australia, 2007, p33).

“A range of interventions including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them” (Miles Morgan Australia, 2003, as cited in Career Industry Council of Australia, 2007, p33).

Career management competencies

“Understandings, skills and attitudes that people develop to manage their careers. Career management competencies equip people to better understand themselves, make informed decisions about learning and work options, act on their decisions and participate effectively in work and society” (Ministry of Education, Career Education and Guidance in NZ Schools, 2009, p6).

Marketable identity

The set of skills, knowledge, attitudes and attributes that an individual communicates to an audience in order to convey their competitive advantage and maximise their potential. This is not limited to specific work competencies, but may also encompass life experience and transferable skills. A student’s culture is a significant factor in this concept, as this will shape an individual’s sense of worth and self-awareness, which are the foundations of their marketable identity.

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Notes





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