



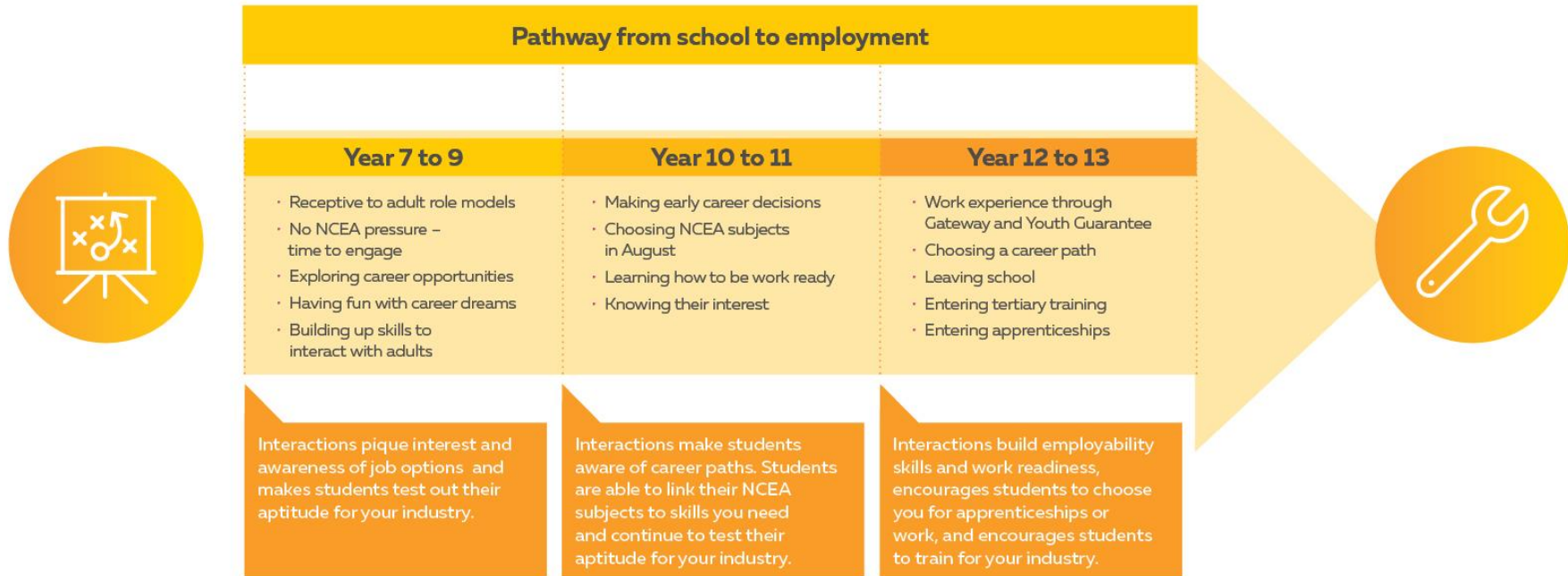
## Employers' Toolkit: Engaging with young people.

# Employers' Toolkit index

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# HOW ENGAGEMENT WORKS



“ Young people who experience just four or more interactions with employers are five times less likely to be unemployed ”



# Getting ready to engage with students

## Engagement health check

### Why do this check?

- Tap into the emerging pipeline to meet skills needs for your business and the industry as a whole.
- Save time and money with a planned, connected approach that helps you measure outcomes.
- Raise the profile of your industry to encourage young people to learn, live and work in your region.
- Access tools and resources from one reliable and professional source.



# Why are you doing this?

## Engagement health check

Create a team of interested people to work with, decide why you are doing this. What problem are you trying to solve?  
Get support/buy-in from senior managers.

| What problems are we trying to solve by attracting young people to our business/industry? | What are our skills needs over the next 5 years? | What would success look like? |
|---|--|-------------------------------|
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# What are we already doing?

## Engagement health check

You may already be interacting with schools and students – is it working? Is it giving you access to the right students at the right time to build your skills pipeline?

| <b>What do we do now?</b> | <b>Who makes it happen?<br/>Which schools?<br/>How many students in the last 2 years?</b> | <b>How often and what resources do we use?<br/>How do we know it works?</b> | <b>What works?</b> | <b>What doesn't work?</b> | <b>What would make it better?</b> |
|---------------------------|---|---|--------------------|---------------------------|-----------------------------------|
|                           |   |   |                    |                           |                                   |
|                           |   |   |                    |                           |                                   |
|                           |   |   |                    |                           |                                   |
|                           |   |   |                    |                           |                                   |

# Engagement activity action plan

Which activities are a priority for your business to help you bridge the skills gap?

| Activity                      | Why? What's the purpose? | When? Frequency?  | Who is the target audience? | What support do I need (internal and external)    |
|-------------------------------|--------------------------|-------------------|-----------------------------|---|
| e.g. Presentation at assembly | Awareness of workplace   | Term 3/Every term | Year 10                     | Ferndale High career advisor, Matt from Marketing |
| Classroom talk                |                          |                   |                             |   |
| Sponsorship of event          |                          |                   |                             |   |
| Sponsorship – ongoing         |                          |                   |                             |   |
| Career expo                   |                          |                   |                             |   |
| Industry Big Day Out event    |                          |                   |                             |   |
| Workplace visit               |                          |                   |                             |   |
| Industry field event          |                          |                   |                             |   |

|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
| Gateway work experience         |  |  |  |  |
| Work experience                 |  |  |  |  |
| Job shadowing                   |  |  |  |  |
| Career mentoring – face to face |  |  |  |  |
| Career mentoring – online       |  |  |  |  |
| Mock job interview              |  |  |  |  |
| Curriculum planning             |  |  |  |  |
| Resource creation               |  |  |  |  |
| Industry association planning   |  |  |  |  |
| Work inspiration programme      |  |  |  |  |
| STAR programme                  |  |  |  |  |
| Internship                      |  |  |  |  |



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|---|--|--|--|--|
| Cadetship                                 |  |  |  |  |
| Career champions                          |  |  |  |  |
| Donations                                 |  |  |  |  |
| Virtual visits/video                      |  |  |  |  |
| Competitions e.g. Young Enterprise Scheme |  |  |  |  |
| Youth Employability Programme (YEP)       |  |  |  |  |

(Adapted from Construction Industry Council employer's toolkit)

# Measure your success

Review your activities tool

The bottom line – how do you know it is working? How will you improve? Whose support do you need?

| Activity | Success measures | Results | Improvement actions | What next?<br>By when? |
|----------|------------------|---------|---------------------|------------------------|
|          |                  |         |                     |                        |
|          |                  |         |                     |                        |
|          |                  |         |                     |                        |
|          |                  |         |                     |                        |
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|          |                  |         |                     |                        |
|          |                  |         |                     |                        |

# Who can help you directory

| Agency  | Assistance   | Contact details  |
|---|--|--|
| <b>Careers New Zealand</b>  | <ul style="list-style-type: none"> <li>• Work Inspiration</li> <li>• Building connections with schools</li> <li>• Industry, job and career advice</li> <li>• Advice on working with young people</li> <li>• Labour market information</li> <li>• Industry field events</li> <li>• Career expos</li> <li>• Industry big day outs</li> <li>• Resource support</li> <li>• Toolkits</li> </ul> | 0800 222 733<br><a href="mailto:careers@careers.govt.nz">careers@careers.govt.nz</a><br><a href="http://www.careers.govt.nz">www.careers.govt.nz</a><br><a href="http://workinspiration.nz">workinspiration.nz</a> |
| <b>Building and Construction Industry Training Organisation (BCITO)</b> | <ul style="list-style-type: none"> <li>• Help with Gateway</li> <li>• Industry information</li> <li>• Labour market information</li> <li>• Employer development grants</li> <li>• Help finding apprentices</li> <li>• Apprentice agreements</li> <li>• Apprentice support and bookwork</li> </ul>  | 0800 4 BCITO<br><a href="mailto:info@bcito.org.nz">info@bcito.org.nz</a><br><a href="http://bcito.org.nz">bcito.org.nz</a>   |

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| <b>Careerforce (Community services and health)</b> | <ul style="list-style-type: none"> <li>• Workplace training</li> <li>• Literacy and learning support</li> <li>• Subsidies advice</li> <li>• Industry information</li> </ul>  | <p>0800 277 486<br/> <a href="mailto:info@careerforce.org.nz">info@careerforce.org.nz</a><br/> <a href="http://www.careerforce.org.nz">www.careerforce.org.nz</a></p> |
| <b>Chambers of Commerce</b>                        | <ul style="list-style-type: none"> <li>• Networking</li> <li>• Recruitment</li> <li>• School relationships</li> <li>• Cadetmax</li> <li>• Career Start</li> <li>• HR advice</li> <li>• Business support line</li> <li>• Resources</li> </ul> | <p>0800 543 543<br/> <a href="mailto:info@wecc.org.nz">info@wecc.org.nz</a><br/> <a href="http://www.newzealandchambers.co.nz">www.newzealandchambers.co.nz</a></p>   |
| <b>Comet</b>                                       | <ul style="list-style-type: none"> <li>• Youth employability programme</li> <li>• Employability skills support</li> </ul>  | <p>09 307 2101<br/> <a href="http://www.cometauckland.org.nz">www.cometauckland.org.nz</a></p>  |
| <b>Competenz</b>                                   | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Labour market information</li> <li>• Help finding apprentices</li> <li>• Apprentice agreements</li> <li>• Apprentice support and bookwork</li> </ul>                | <p>0800 526 1800<br/> <a href="mailto:info@competenz.org.nz">info@competenz.org.nz</a><br/> <a href="http://www.competenz.org.nz">www.competenz.org.nz</a></p>        |

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| <b>DairyNZ</b>                                 | <ul style="list-style-type: none"> <li>• Workforce planning</li> <li>• Recruitment advice</li> <li>• HR Toolkit</li> <li>• Career mentoring</li> <li>• Industry events</li> <li>• Industry information</li> <li>• Labour market information</li> </ul> | 0800 4 DairyNZ<br>info@dairynz.co.nz<br>www.dairynz.co.nz                      |
| <b>Employers and Manufacturers Association</b> | <ul style="list-style-type: none"> <li>• HR advice</li> <li>• Recruitment advice</li> <li>• Workplace training</li> <li>• Labour market information</li> </ul>   | 0800 300 362<br>advice@ema.co.nz<br>www.ema.co.nz                              |
| <b>Employment New Zealand</b>                  | <ul style="list-style-type: none"> <li>• Recruitment advice</li> <li>• HR advice</li> <li>• Career mentoring advice</li> <li>• Induction advice</li> </ul>   | 0800 20 90 20<br>www.employment.govt.nz  |
| <b>Future in tech</b>                          | <ul style="list-style-type: none"> <li>• Tech ambassadors</li> <li>• Links with schools</li> <li>• Industry information</li> <li>• Labour market information</li> <li>• Industry events</li> </ul>   | (04) 473 2023<br>enquiries@futureintech.org.nz<br>industry.futureintech.org.nz |

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|--|--|--|
| <b>Gateway (Tertiary Education Commission)</b>   | <ul style="list-style-type: none"> <li>• Gateway work experience programme</li> </ul>  | Contact your local school's Gateway Co-ordinator<br>Or<br>0800 601 301<br><a href="mailto:sectorhelpdesk@tec.govt.nz">sectorhelpdesk@tec.govt.nz</a><br><a href="http://www.tec.govt.nz">www.tec.govt.nz</a> |
| <b>Horticulture New Zealand</b>                  | <ul style="list-style-type: none"> <li>• HR advice</li> <li>• Recruitment advice</li> <li>• Workplace training</li> <li>• Labour market information</li> </ul>   | (04) 472 3795<br><a href="mailto:info@hortnz.co.nz">info@hortnz.co.nz</a><br><a href="http://www.hortnz.co.nz">www.hortnz.co.nz</a>  |
| <b>Māori and Pasifika Trades Training (MBIE)</b> | <ul style="list-style-type: none"> <li>• Recruitment assistance</li> <li>• Links with schools</li> <li>• Building connections</li> <li>• Subsidies</li> <li>• In-work support</li> </ul>   | (04) 901 1499<br><a href="mailto:info@mbie.govt.nz">info@mbie.govt.nz</a><br><a href="http://www.mbie.govt.nz">www.mbie.govt.nz</a>  |
| <b>Mayor's Taskforce for Jobs</b>                | <ul style="list-style-type: none"> <li>• Building connections</li> <li>• Bridging the gap</li> <li>• Resources</li> </ul>  | Daniel Henderson<br>04 924 1200<br><a href="mailto:info@mtfj.co.nz">info@mtfj.co.nz</a><br><a href="http://www.mayorstaskforceforjobs.co.nz">www.mayorstaskforceforjobs.co.nz</a>                            |
| <b>MITO (Motor industry)</b>                     | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Labour market information</li> <li>• Help finding apprentices</li> <li>• Apprentice agreements</li> <li>• Apprentice support and bookwork</li> <li>• Work experience</li> </ul> | 0800 88 21 21<br><a href="http://www.mito.org.nz">www.mito.org.nz</a>  |



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|--|---|---|
| <b>HITO (Hair and Beauty)</b>                | <ul style="list-style-type: none"> <li>• Help with Gateway</li> <li>• Industry information</li> <li>• Labour market information</li> <li>• Apprentice bookwork</li> </ul>   | <p>(09) 579 4844<br/> (04) 499 5150<br/> (03) 338 5376<br/> info@hito.org.nz<br/> www.hito.org.nz</p> |
| <b>NZ Marine and composites ITO</b>          | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Labour market information</li> <li>• Help finding apprentices</li> <li>• Apprentice agreements</li> <li>• Apprentice support and bookwork</li> </ul>   | <p>0800 600 242<br/> training@nzmarine.com<br/> www.nzmacito.org.nz</p>                               |
| <b>Primary Industry Training Association</b> | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Labour market information</li> <li>• Help finding apprentices</li> <li>• Apprentice agreements</li> <li>• Apprentice support and bookwork</li> <li>• Workplace training</li> </ul>   | <p>(04) 801 9616<br/> info@primaryito.ac.nz<br/> www.primaryito.ac.nz</p>                             |
| <b>Service IQ</b>                            | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Labour market information</li> <li>• Help finding apprentices</li> <li>• Apprentice agreements</li> <li>• Apprentice support and bookwork</li> <li>• Literacy and learning support</li> <li>• Qual link</li> <li>• Workplace training</li> </ul> | <p>0800 863 693<br/> intel@ServiceIQ.org.nz<br/> www.serviceiq.org.nz</p>                             |

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|---|--|--|
| <b>Skills Active Aotearoa</b>                         | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Labour market information</li> <li>• Workplace training</li> <li>• Workforce planning</li> </ul>                                    | 0508 4 SKILLS<br>info@skillsactive.org.nz<br>www.skillsactive.org.nz |
| <b>Skills Highway (Tertiary Education Commission)</b> | <ul style="list-style-type: none"> <li>• Workplace literacy, numeracy and communication skills help</li> </ul>   | 0800 601 301<br>www.skillshighway.govt.nz                            |
| <b>Te Puni Kōkiri</b>                                 | <ul style="list-style-type: none"> <li>• Cadetships</li> </ul>   | 04 819 6000<br>info@tpk.govt.nz<br>www.tpk.govt.nz                   |
| <b>The Salvation Army</b>                             | <ul style="list-style-type: none"> <li>• Training tailored to your work needs</li> <li>• Recruitment</li> <li>• In-work support</li> <li>• Employability skills</li> <li>• Ex-offender placements</li> </ul> | 0800 437 587<br>Educationandemployment.org.nz                        |
| <b>The Skills Organisation</b>                        | <ul style="list-style-type: none"> <li>• Industry information</li> <li>• Workplace training</li> </ul>   | 0508 SKILLS<br>support@skills.org.nz<br>skills.org.nz                |

|                             |   |  |
|-----------------------------|---|--|
| <b>Work and Income</b>      | <ul style="list-style-type: none"> <li>• Recruitment services</li> <li>• Pre-employment drug testing</li> <li>• Wage subsidy</li> <li>• In-Work Support</li> <li>• Modification Grant</li> <li>• Industry partnerships</li> <li>• Employer advice line for disability and health-related questions</li> <li>• Work experience support</li> <li>• Training funding</li> <li>• Limited Service Volunteer programme</li> </ul> | 0800 778 008<br><a href="http://www.workandincome.govt.nz">www.workandincome.govt.nz</a>   |
| <b>Worksafe New Zealand</b> | <ul style="list-style-type: none"> <li>• Health and safety in your workplace</li> </ul>   | 0800 030 040<br><a href="mailto:info@worksafe.govt.nz">info@worksafe.govt.nz</a><br><a href="http://www.worksafe.govt.nz">www.worksafe.govt.nz</a> |

# WHAT TO EXPECT

Engaging with young people



## What they want

- Crave autonomy and want to be involved in strategy
- Want open and casual communication
- Crave recognition
- Want flexible work conditions
- Expect training at work
- Want work-life balance
- Don't like hierarchy
- Want to do – not listen
- Need to have friends at work
- Want work to be fun and meaningful
- Creativity and innovation is important for them

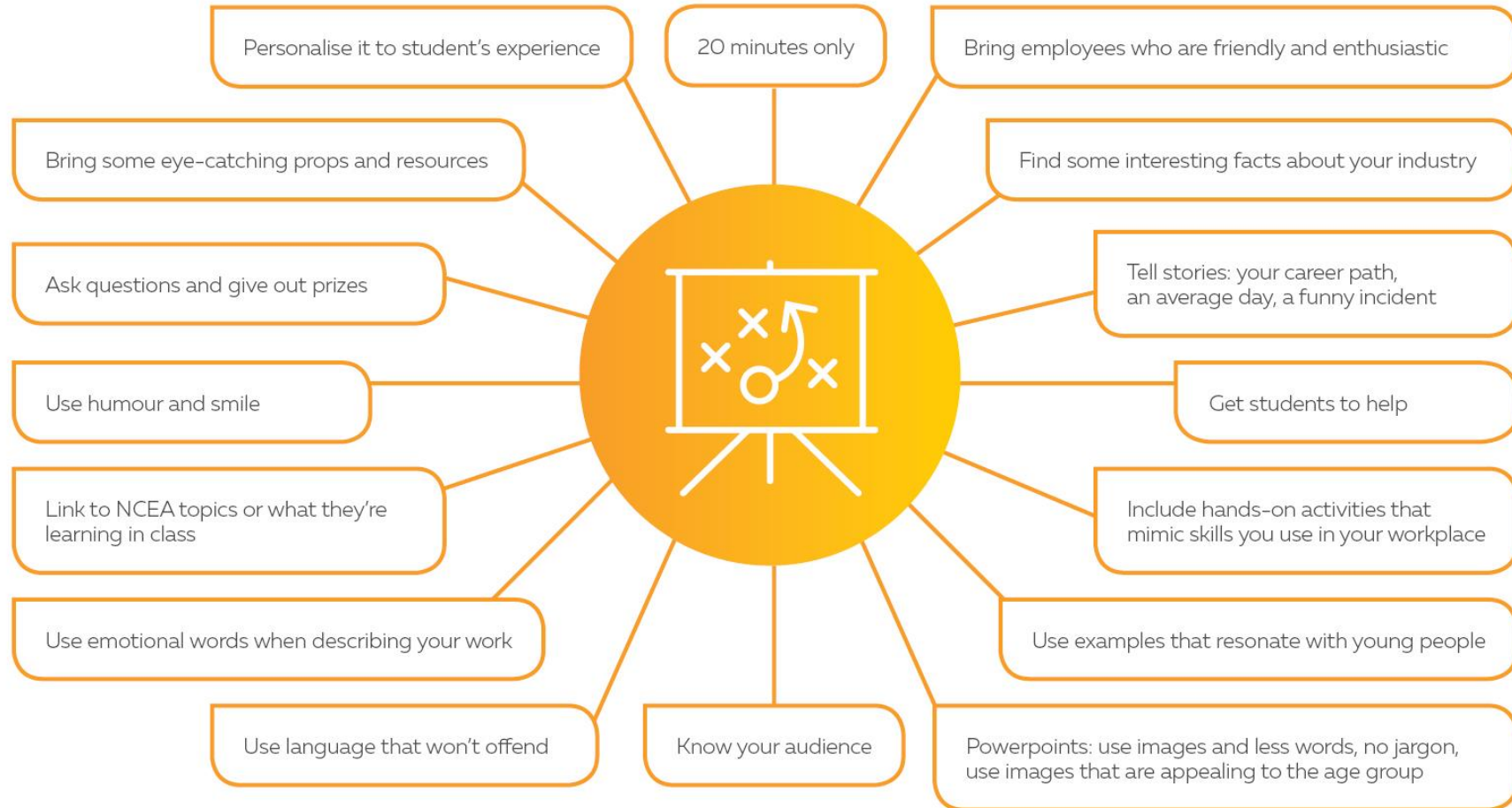


## Who they are

- Enjoy team work
- Have portfolio careers
- Digital natives
- Entrepreneurial, used to start-up culture
- More are formally educated
- High job mobility
- Hands-on learners
- Global competitors for jobs
- Socially aware and embrace diversity
- Lots of job choice
- Career flippers – open to complete change
- Life-long learners willing to upskill

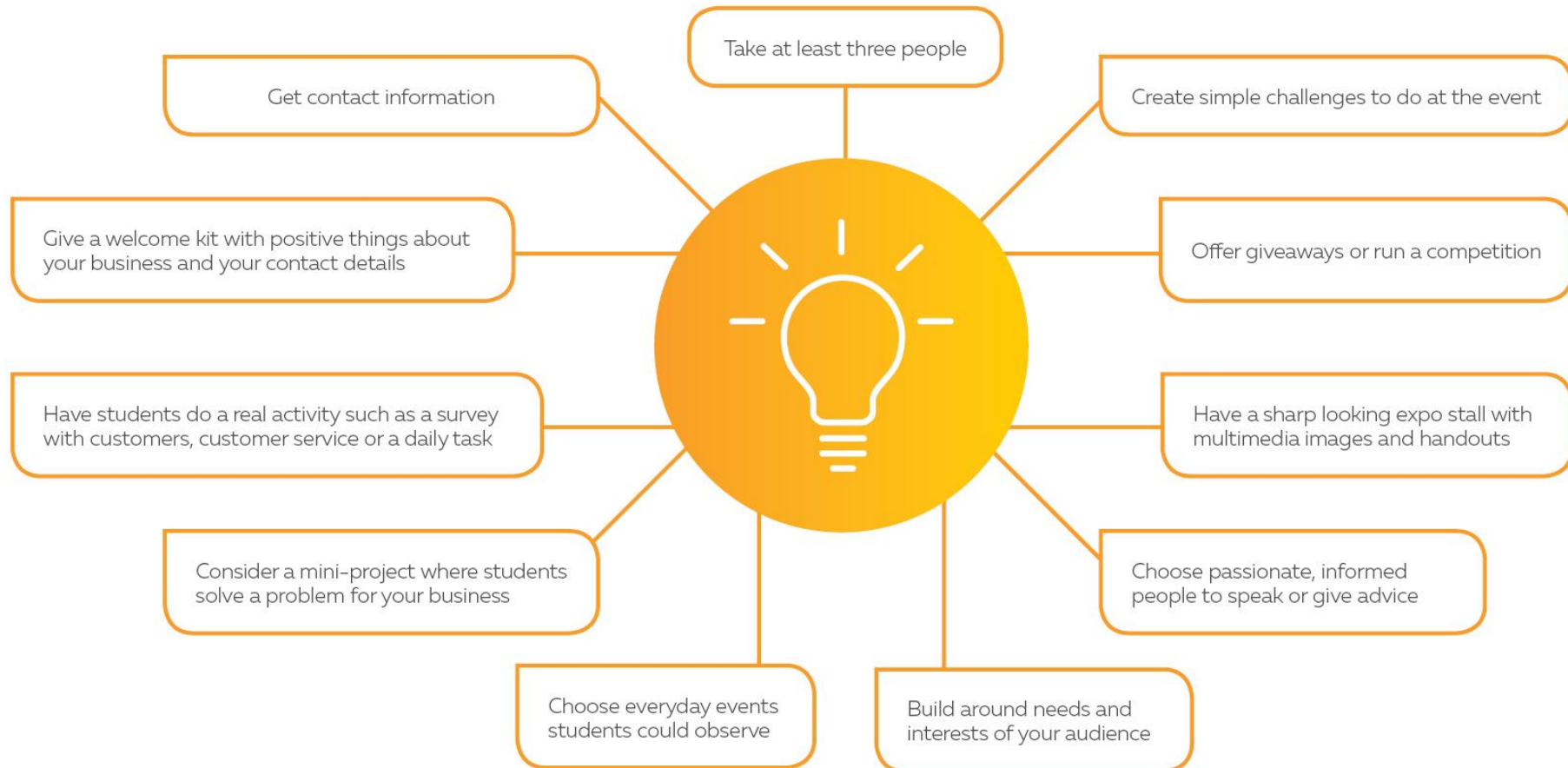
# EMPLOYER TIPS

For school presentations



# EMPLOYER TIPS

For industry events and expos





# Checklist for industry events and expos

|  |   |
|--|---|
| <b>Before the event - First steps</b>  | ✓ |
| Choose the objective of the event  |   |
| Find out who the audience will be  |   |
| Make a planning team   |   |
| Contact the event organisers   |   |
| Contact your industry training organisation or Careers New Zealand                         |   |
| Make a budget – include event costs, venue, marketing, printing, multimedia, travel        |   |
| Plan a timeline with deadlines   |   |
| Book place in event  |   |
| Check the venue details – include Wi-Fi, power-points, parking, food, safety, visibility   |   |
| Create a media plan  |   |
| <b>Before the event - Planning</b>   | ✓ |
| Choose the staff who will take part in the event – include social media filming or posting |   |
| Plan activities to do at the event   |   |
| Make an agenda for the day   |   |

|   |   |
|---|---|
| Plan marketing materials such as the stand, posters, hand-outs, give-aways, videos        |   |
| Make a health and safety risk assessment plan   |   |
| Meet with teacher/careers advisor/Careers New Zealand                                     |   |
| Plan giveaways or competitions  |   |
| Plan multi-media information like video clips   |   |
| Decide if you will gather student information and how you will gather it                  |   |
| Choose which technology you will use  |   |
| Clarify event facilities and timings – including technology, set up times, stall location |   |
| <b>Before the event - Preparation</b>   | ✓ |
| Create or order marketing materials, name tags and give-aways                             |   |
| Create videos or presentations  |   |
| Create or gather equipment/resources for activities                                       |   |
| Create contact forms/entry forms for students to complete                                 |   |
| Create competition rules/legal notice   |   |
| Purchase prizes   |   |
| Book travel, accommodation and transport for out-of-town staff                            |   |
| Create social media posts, advertisements and press releases                              |   |

|  |   |
|--|---|
| <b>Before the event: Ready to go</b>   | ✓ |
| Create an elevator pitch to sell your industry                               |   |
| Confirm attendance from school students if applicable                        |   |
| Collect health and safety/ media permission forms for students if applicable |   |
| Post press releases, advertising and social media                            |   |
| Run through agenda for the day with staff participants                       |   |
| Run through technology or activities for the day                             |   |
| <b>During the event</b>  | ✓ |
| Move around the booth and talk to students                                   |   |
| Ask questions, keep tone light and humorous                                  |   |
| Have one staff member in charge of technology and giveaways                  |   |
| Have all staff members monitor safety  |   |
| Take note of how other stallholders engage with students                     |   |
| Collect and store student details safely                                     |   |
| Keep tables clean and uncluttered  |   |
| Post on social media and film and take photos for media later                |   |
| Make a note of potential talent  |   |

|  |   |
|--|---|
| <b>After the event</b>   | ✓ |
| Report on what you learned from the event  |   |
| Send emails to participants with thanks and a call to action/offer to engage   |   |
| Meet with career advisor/teacher to gauge success, plan to develop potential talent, get feedback, plan follow-up activities |   |
| Post event video or photos with permissions to social media  |   |

(Adapted from Hru.gov 'Preparation Checklist for Job Fairs and Recruitment and Hiring Events template')

# Work shadowing plan

| Activity  | Time        | Location | Who |
|---|-------------|----------|-----|
| Greetings   | 08:30       |          |     |
| <b>Induction</b> <ul style="list-style-type: none"> <li>• Building facilities</li> <li>• Agenda of the day</li> <li>• Guidelines for observing</li> <li>• Health and safety</li> <li>• Materials – observation book, safety gear</li> </ul> | 08:45       |          |     |
| <b>Activity 1</b><br>Student observes a work activity.<br>Activity = e.g. welding   | 09:00-10:00 |          |     |
| <b>Morning tea</b><br>Morning tea with staff members  | 10:00-10:15 |          |     |
| <b>Activity 2</b><br>Activity =   | 10:15-11:15 |          |     |

|   |              |  |  |
|---|--------------|--|--|
| <b>Career conversation</b><br>Staff to talk about their career path into your workplace. Talk to the student about their career ideas and plans for when they leave school. | 11:15-12:00  |  |  |
| <b>Lunch</b>  | 12:00-12:30  |  |  |
| <b>Activity 3</b><br>Student observes or takes part in a work activity.<br>Activity =   | 12:30 – 1:30 |  |  |
| <b>Activity 4</b><br>Student observes or takes part in a work activity.<br>Activity =   | 1:30 – 2:30  |  |  |
| <b>Round up</b><br>Student/teacher share what they learnt, ask questions, debrief.  | 2:30 – 3:00  |  |  |

Work Inspiration website – make work experience easy and try Careers New Zealand employer-led work exploration programme



# Health and safety checklist for visits and work experience

Employers are responsible for the health and safety of students who visit or do work experience activities at your workplace. Students need to take reasonable care for their own health and safety and the health and safety of others in your workplace.

Schools will have their own protocols and forms, so work closely with them.

| Task: Health and safety checklist  | Who is responsible | Notes | Signature | Date |
|--|--------------------|-------|-----------|------|
| Have a health and safety policy  |                    |       |           |      |
| Have a risk assessment plan  |                    |       |           |      |
| Have a plan if student is sick or injured or does something risky or inappropriate |                    |       |           |      |
| Have a process for reporting hazards   |                    |       |           |      |
| Have a process for emergency situations and a first aid kit                        |                    |       |           |      |
| Have a place to record incidents and hazards                                       |                    |       |           |      |
| Have key health and safety people and someone who can deliver first aid            |                    |       |           |      |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Have a health and safety induction programme that includes:</p> <ul style="list-style-type: none"> <li>● emergency and evacuation procedures</li> <li>● safe and correct work practices</li> <li>● safe use of equipment</li> <li>● possible hazards and how to identify them</li> <li>● how to report hazards</li> <li>● hygiene</li> <li>● protective clothing and safety gear.</li> </ul> |  |  |  |  |
| <p>Have all possible hazards identified, controlled and pointed out to visitors and workers</p>   |  |  |  |  |
| <p>Enough staff to supervise students closely</p>   |  |  |  |  |
| <p>Health and safety measures been communicated to school before visit</p>  |  |  |  |  |
| <p>Agreements for work experience or permission forms for workplace visits signed by students</p>   |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Common workplace hazards identified and minimized including:</p> <ul style="list-style-type: none"> <li>● handling tools and equipment</li> <li>● slips, trips and falls</li> <li>● machinery and vehicles</li> <li>● noise/vibration</li> <li>● bullying/harassment</li> <li>● stress/fatigue</li> <li>● long hours</li> <li>● ventilation and dust</li> <li>● hazardous substances</li> <li>● exposure to disease</li> <li>● contact with electricity</li> <li>● heavy lifting.</li> </ul> |  |  |  |  |
| <p>Have employers who will supervise the students do police safety checks</p>   |  |  |  |  |

- Education New Zealand website – find information on health and safety obligations for work experience

# Risk assessment form

Use the risk assessment form to keep a record of the risks you identified and fixed.

|                              |       |
|------------------------------|-------|
| Teacher:                     | Year: |
| Event:                       |       |
| Class/Young person:          |       |
| School address/Home address: |       |
| Business address:            |       |

Possible major hazards:

Action required:

Action taken:

Risk assessment undertaken by :

Date:

Name:

Signature:

# Student health and safety induction checklist

Students can fill this in themselves and have it checked by an employee.

| Task: Student health and safety induction checklist                              | Notes | Signature | Date |
|--|-------|-----------|------|
| I understand that I must take reasonable care of my own health and safety        |       |           |      |
| I understand that I must take reasonable care of the health and safety of others |       |           |      |
| I know what to do in an emergency situation or evacuation                        |       |           |      |
| I know where the exits and the toilets are                                       |       |           |      |
| I know how to get first aid  |       |           |      |
| I know what a hazard is and how to report a hazard                               |       |           |      |
| I know how to report an incident   |       |           |      |
| I know the right way to behave at work to keep healthy and safe                  |       |           |      |

|   |              |  |  |
|---|--------------|--|--|
| I know what equipment I'm not allowed to use                      |              |  |  |
| I know what clothing or safety equipment I need to use            |              |  |  |
| I know that I can refuse to do things that I think are unsafe     |              |  |  |
| I know who to talk to about any health and safety concerns I have |              |  |  |
| I completed a health and safety induction                         |              |  |  |
| <b>Signed off by:</b>   | <b>Date:</b> |  |  |

# Seven employability skills checklist

Check all the skills your intern or employee has, or the ones they need to work on. Write down examples of their skills in the notes.

| Employability skill   | Rating |            | Notes |
|---|--------|------------|-------|
|   | O.K    | Needs work |       |
| <b>1. Positive attitude</b> <ul style="list-style-type: none"> <li>Is positive and has a 'can do' attitude</li> <li>Is optimistic, honest and shows respect</li> <li>Is friendly and enthusiastic</li> <li>Is motivated to work hard towards goals</li> </ul>   | ○      | ○          |       |
| <b>2. Communication</b> <ul style="list-style-type: none"> <li>Understands and reflects on the way they communicate and how it affects others</li> <li>Asks questions when unsure or unclear</li> <li>Understands how employees, employers and customers communicate</li> <li>Speaks, listens and shares ideas appropriately</li> </ul> | ○      | ○          |       |



|  |   |   |  |
|--|---|---|--|
| <p><b>3. Team work</b></p> <ul style="list-style-type: none"> <li>• Works well with others to complete tasks and meet goals</li> <li>• Contributes to developing new ideas or approaches</li> <li>• Works well with others of different genders, cultures or beliefs</li> <li>• Recognises the authority of supervisors and managers and follows directions</li> </ul>   | ○ | ○ |  |
| <p><b>4. Self-management</b></p> <ul style="list-style-type: none"> <li>• Arrives at work on time with appropriate clothing and equipment to complete a work day</li> <li>• Understands and reflects on their own words, actions and behaviour and how these affect others</li> <li>• Shows commitment and responsibility</li> <li>• Is dependable, follows instructions and completes assigned tasks</li> <li>• Is responsible for their own health and wellbeing and follows health and safety guidelines</li> </ul> | ○ | ○ |  |
| <p><b>5. Willingness to learn</b></p> <ul style="list-style-type: none"> <li>• Willing to learn new tasks, skills and information</li> <li>• Curious and enthusiastic about the job, organisation and industry</li> <li>• Looks for opportunities to work more effectively to make the business better</li> <li>• Accepts advice and learns from feedback</li> </ul>   | ○ | ○ |  |

|   |   |   |  |
|---|---|---|--|
| <p><b>6. Thinking skills (problem solving and decision making)</b></p> <ul style="list-style-type: none"> <li>• Identifies and assesses options before making a decision</li> <li>• Recognises problems and uses initiative to find solutions</li> <li>• Thinks about consequences before they act</li> <li>• Recognises when they need to seek advice</li> </ul> | ○ | ○ |  |
| <p><b>7. Resilience</b></p> <ul style="list-style-type: none"> <li>• Adaptable and flexible in new and changing situations</li> <li>• Handles challenges and setbacks and does not give up</li> <li>• Able to seek support and help when needed</li> <li>• Recognises and accepts mistakes made and learns from them</li> </ul>                                   | ○ | ○ |  |

# Induction plan

| Induction activity                             | Level of commitment | When | Who | Notes                        |
|--|---------------------|------|-----|------------------------------|
| Welcome and introductions, meet buddy          |                     |      |     | If using a buddy             |
| Health and safety briefing and paperwork       |                     |      |     | Sign health and safety forms |
| Building tour – include break rooms and toilet |                     |      |     |                              |
| Security keys and process                      |                     |      |     |                              |
| Explain programme and timetable                |                     |      |     |                              |
| Set-up with equipment or safety gear           |                     |      |     |                              |
| Staff morning tea                              |                     |      |     |                              |
| Discuss NCEA credits/Gateway workbook          |                     |      |     | If doing Gateway             |
| Authentic hands on activity 1                  |                     |      |     |                              |

|                               |  |  |  |                       |
|-------------------------------|--|--|--|-----------------------|
| Licence check                 |  |  |  | If necessary for role |
| Career goals talk             |  |  |  |                       |
| Authentic hands on activity 2 |  |  |  |                       |
| Regular check - ins           |  |  |  |                       |
| Breaks and lunch              |  |  |  |                       |
| End of day check - in         |  |  |  |                       |
| End of day - discuss next day |  |  |  |                       |

# Career conversation starters

Career conversations are relaxed conversations about career pathways and progression. Use this for assessing whether a student is a good fit for work experience, an apprenticeship, or work.

## Set-up

- Comfortable set-up. Students must be aware of the reason for the meeting.
- Be aware of the content in their CV.
- Be aware of how you see them fit with your business goals.
- Understand what you have to offer them to develop their skills.
- Start with general conversation and use open-ended questions using 'What', 'How', 'When' or 'Tell me about.'
- Talk about next steps at the end of the conversation.

## Keep in mind

- Students may not be used to this style of communication and may take time to answer.
- Students are used to adults as authority figures at school and may be nervous.

## Career conversation starters

- What do you enjoy doing at school and after school?
- I can see from your CV that you .... Can you tell me ...?
- I was interested to see that you .... How did that happen?
- What are the things you are seeking most in a career?
- How will this job help you get what you want?
- What have you done on your own to help you towards your career goals?
- What things are influencing your ideas about your future career?

# Career mentoring conversation starters

Use this for mentoring a work experience student to encourage them to choose your industry when they leave school.

## Set-up

- Comfortable set-up. Students must be aware of the reason for the meeting.
- Allow up to one hour.
- Be aware of the content in their CV.
- Be aware of when they have been fully engaged during work experience. What skills were they using?
- Be aware of how you see them fitting with your business goals.
- Understand what opportunities you have to offer them.
- Start with general conversation and use open ended questions using 'What', 'How', 'When' or 'Tell me about'
- Know what your business can do to support their goals.
- Talk about next steps at the end of the conversation.

## Keep in mind

- Students may not be used to this style of communication and may take time to answer.
- Students are used to adults as authority figures at school and may be nervous-

## Career conversation starters

- What do you enjoy doing at school and after school?
- I can see from your CV that you .... Can you tell me ...?
- I was interested to see that you .... How did that happen?
- What are the things you are seeking most in a career?
- What have you enjoyed doing most in work experience?
- What have you done on your own to help towards your career goals?
- What things are influencing your ideas about your future career?
- What help do you need to make a decision about your future career?
- If you got the chance to work here, what do you see yourself doing?
- What would you like to do more of? What would you like to do less of?

# Career development checklist

Use this to plan to assess what development you can offer in your workplace.

| Development activities                               | Option (Y/N)? | Details |
|--|---------------|---------|
| External short courses                               |               |         |
| Qualification support - financial                    |               |         |
| Qualification support - time                         |               |         |
| Internal short courses                               |               |         |
| Internal online courses                              |               |         |
| Membership of professional organisations - financial |               |         |
| Membership of professional organisations - time      |               |         |
| Industry or network events and conferences           |               |         |
| Work shadowing                                       |               |         |
| Temporary assignments or secondments                 |               |         |

|                                 |  |  |
|---------------------------------|--|--|
| Regular performance discussions |  |  |
| Internal coaching               |  |  |
| External coaching               |  |  |
| Professional supervision        |  |  |
| Mentoring                       |  |  |
| Internal vacancy notification   |  |  |
| Promotions                      |  |  |
| Trainee or cadetships           |  |  |
| Voluntary work                  |  |  |
| Flexible work                   |  |  |
| More autonomy                   |  |  |
| Job rotation                    |  |  |
| Project work                    |  |  |



# Career development plan

Use this to plan career development needs in your workplace.

| Skills needed                | By when  | Short-term activities | Medium-term activities     | Long-term activities        | Resources needed                                | People      |
|------------------------------|----------|-----------------------|----------------------------|-----------------------------|---|-------------|
| e.g. Construction management | End 2020 | Work shadowing        | Secondment<br>Project work | Mentoring<br>NZ Certificate | Course fees support<br>Time support<br>Trainers | Hine Kowhai |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |
|                              |          |                       |                            |                             |   |             |

# More information

Careers New Zealand can help you engage with young people.

Visit our website [careers.govt.nz/employers](https://careers.govt.nz/employers)

Call us on [0800 222 733](tel:0800222733)

Email us at [careers@careers.govt.nz](mailto:careers@careers.govt.nz)