

I'M GOING TO BE  
AN ENGINEER  
SOCIETY IS CHANGING  
& I WANT TO  
BE PART OF IT  
I HAD THE IDEA  
WHEN I WAS  
IN YEAR 10

THE CAREERS  
TEACHER SHOWED  
ME THE DIFFERENT  
TYPES OF  
ENGINEERS  
& WHAT I  
NEEDED TO DO  
TO STUDY  
ENGINEERING



# Our commitment to the Treaty of Waitangi

**We acknowledge the special relationship accorded to Māori as tangata whenua by te Tiriti o Waitangi/ the Treaty of Waitangi.**

As a Crown entity we will demonstrate our commitment to the Treaty expressed through the principles of Partnership, Protection and Participation. Underpinning these principles is the theme of embracing the aspirations of Māori, and Māori achieving success as Māori. We discuss the practical actions to enact our commitment throughout the Statement of Intent.

**Cover:** Sally Fogavai, Year 13 student from McAuley High School. See story on page 17.

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Presented to The House of Representatives pursuant to section 149(3)(b) of the Crown Entities Act 2004.

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This Statement of Intent has been prepared in accordance with the requirements of sections 141 and 142 of the Crown Entities Act 2004. It describes the four-year vision and strategies of Careers New Zealand – an education sector Crown entity.

**Signed on behalf of the Board of  
Careers New Zealand:**



**Dale Karauria**  
Board Chair  
Careers New Zealand  
15 June 2015



**Murray Ward**  
Board Deputy Chair  
Careers New Zealand  
15 June 2015

## Board Chair's foreword

I grew up in a rural farming community an hour northwest of Gisborne. My younger sister and I thrived at our small country school, and our parents fed our love of reading, exposing us to 'worlds' and opportunities outside our small village. At our local high school, our Careers Advisor, Mr Anderson, actively encouraged us to explore subjects and careers we were interested in.



At one stage I was interested in becoming a lawyer, and with help from Mr Anderson and our local police constable, I spent a summer holiday 'working' at the Gisborne District Court. Whilst it was great seeing lawyers in action and talking to them about their work, I realised it wasn't something I really wanted to do. I eventually found my career inspiration when I met a policy analyst – something I had never heard of before, but realised it was exactly what I wanted to be.

**Although my career journey started a while ago, key 'ingredients' remain the same for all career-seekers:**

- ▶ being encouraged, influenced and supported by key people in your life
- ▶ having access to good information about career and study options, and tools to help you make informed decisions
- ▶ understanding what 'careers' actually involve, and what employers are looking for.

**This Statement of Intent (SOI) details how Careers New Zealand is focusing its efforts on:**

- ▶ providing practical support and tools to key influencers, including teachers/tutors, parents and family members, and other community members
- ▶ making more practical tools available, primarily as self-directed digital resources, to support career-seekers throughout the country making informed decisions about their educational choices and pathway options
- ▶ working with employers to provide better information on career opportunities, support experiential learning and enable more informed choices.

One of the key challenges we all face is keeping abreast of new and changing career opportunities, and technological developments to support our dissemination of information on these. Our relationships with employers will be of particular value in ensuring that we are providing 'real-time' information to career-seekers. Equally, we will ensure we are making this information available in ways that meet the needs and interests of career-seekers.

I look forward to reporting on what we have done and the impacts we have had; enabling more informed careers decision-making.

A handwritten signature in black ink, which appears to read 'Dale Karauria'. The signature is fluid and cursive.

**Dale Karauria**  
Board Chair

## Chief Executive's foreword

I am pleased to introduce Careers New Zealand's Statement of Intent for 2015-2019. The path laid out for the next four years focuses on how we contribute to the Government's priorities for education and employment, and making our organisation fit-for-purpose to deliver this.



We were guided by the challenges laid out in the 2013 Performance Improvement Framework Review, particularly that of clarifying and simplifying our past strategy, and becoming clearer on how we measure our effectiveness and progress.

We value working alongside educators, employers and across government to inspire young New Zealanders to make good choices on their future career options. Indeed, working in partnership with others is crucial, sharing our knowledge and experience, and drawing on theirs.

We do not duplicate what others do but successfully incorporate expertise from across government and from private organisations to continually develop and grow our digital resources to support young people and others wanting career help.

The fact that our website receives over four million New Zealand-based visits each year gives us the confidence that we are on the right track with the kind of tools and resources we provide. It also provides us with a wealth of evidence to support our ongoing digital development.

While our website has received numerous awards, we are not resting on our laurels. Technology moves rapidly, and we will adapt and innovate to keep pace with how young people expect to access and use information. We continue to deepen our understanding of our customers' needs and preferences, and respond to these. That is a theme underpinning this SOI.

Through all our products and services in the next four years we are committed to reaching even more young people, especially young Māori and Pasifika, and ensuring they get the information, resources and advice they need to make good learning and work choices. We do this both directly ourselves and through the work of others.

While technology is crucial, we are also about people. In the next four years we will continue to support others whose job it is to help young people with their learning and work choices. We provide professional development tools, resources and programmes for career advisors, workers in the community and teachers. We also know that families, whānau, aiga – the mums and dads, grandparents, aunties and uncles – are also critical 'influencers' in career decisions. We will continue to work with them and develop improved resources so they can inspire and encourage the young people in their lives.

I am confident that the passion, expertise and commitment of all of us at Careers New Zealand will enable us to deliver great value for the Government and people of New Zealand over the next four years.

A handwritten signature in black ink, appearing to read 'K Marshall', written over a light-colored, slightly textured background.

**Keith Marshall**  
Chief Executive

## Executive summary

In our rapidly changing world of work, careers are not simply ‘chosen’ but built through making ongoing learning and work choices, based on a wide array of information and options.

To succeed young people need to understand themselves, the opportunities they have to develop their skills and education and how these relate to the labour market and economy. Careers New Zealand helps people to make informed learning and work choices, for the benefit of themselves and New Zealand.

We provide learning and work information, resources and advice directly to young people. This is authoritative, impartial and accessible, and mostly delivered digitally. We also work closely with others who influence career decisions including educators, career professionals, employers, families, whānau and aiga, community organisations and iwi. We provide tools, resources and advice to build their skills, and facilitate better connections and co-operation between them around careers development. This helps create a better environment for young people to make smooth transitions through education, such as achieving NCEA Level 2 and beyond, and into employment.

### Three core strategic intentions drive our work over the next four years:

- ▶ Connecting educators and employers to improve career transitions and pathways
- ▶ Delivering professional development services for career influencers including schools and other education providers and ‘informal influencers’ – for example, whānau and aiga
- ▶ Developing and delivering new and existing digital tools and resources that help people make informed learning and work choices.

Through these we contribute to achieving government priorities in education, employment and economic development.

We are prioritising young New Zealanders between 11-24 years old, particularly Māori and Pasifika, and those from lower socio-economic backgrounds<sup>1</sup>. We will put dedicated resources to Auckland and Christchurch, and work more closely with employers to improve education to employment connections. We will focus particularly on five nationally significant industries – information technology, agribusiness, health, engineering and science.

1. We will also support those who have become disengaged/are at risk of disengagement from learning and employment; and those with special educational needs.

These are important to the economy and have high growth potential. They align with the Government’s emphasis on encouraging more young people to take science, technology, engineering and mathematics (STEM) subjects.

Central to our strategy is leveraging off the over four million New Zealand-based visits to our website each year. Our emphasis on digital delivery will increase over the next four years. We will improve the resources we have available, including a significant review of our resources for Māori, and ensure all of our tools and information can be easily accessed. This includes being an access point for content developed by others in the education to employment world.

Our strategic intentions are underpinned by strategic objectives based on our 2013 Performance Improvement Framework Review. These form our four-year excellence horizon. Each objective has measures and evaluative approaches to enable accountability and improvement of products and services. We are committed to improving our business intelligence, reporting and evaluation systems over the next four years.

While our priority is young people, we continue to provide products and services to New Zealanders of all ages. We will undertake specific initiatives to reach people outside our priority groups, where this is good value for money and helps achieve government goals. We envisage using third-party revenue or special purpose funding for much of this work.

Over the next four years we will continue to develop our people, resources and ICT capability and capacity to make sure we are providing the best products and services and best value for money. We will continue to develop our careers knowledge and information base and its effective distribution as the hub of careers knowledge, continue to enhance our ability to work with Māori and Pasifika, enhance key relationships and partnerships and increase revenue from fee-for-services and products. We will also participate in international discussions, contributing to and drawing from what other countries are doing to advance careers development for their young people.

# CAREER READY



## Why we're here

We help people make informed learning and work choices so they, and the country, will have a better future.



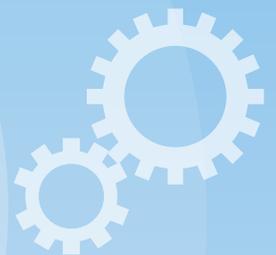
We help boost skills and employment, and reduce long-term welfare dependence.

**careersnz**  
mana rapuara aotearoa



## Who we are

We are career experts.  
We help people navigate their career journey.



Our work helps grow a skilled workforce and improves outcomes for young people by connecting learning to work and enhancing career-related services.

## What we do

We are a hub for independent career information and advice. Our strategy for 2015-2019 focuses on young people, Māori and Pasifika through:

### Connecting

educators and employers to improve career pathways at important transition points in people's learning and work lives.

### Delivering

professional development services for those influencing other people's career choices, to help them provide informed career support.

### Developing

new and existing digital tools and resources to help people make informed learning and work choices.

Relevant and effective for Māori and Pasifika

## Career ready in the digital age

Learning and work choices in the twenty-first century are many, varied and often complex. The pace of change is rapid and increasingly driven by technology. The options and choices for young people can be difficult for them to identify and understand. Career success relies on having the transferable skills, behaviours and experiences that employers need. To maintain employability, people need to continually learn and apply new skills and experiences.

When people make good learning and work choices it benefits not only themselves but also broader society and the economy. People who make informed learning and work choices will develop the skills employers need, contributing to economic growth. On the other hand, when people make poor choices it has costs not only for themselves but also broader society and the economy.

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*The digital age has created new ways for people to access career information that weren't available to prior generations. Careers New Zealand has a critical role to play, enabling informed career choices in the digital age.*

We are an authoritative hub for digitally accessing careers information and resources that are objective, simple to understand and relevant. The internet and mobile technology are great opportunities to reach more people in engaging and innovative ways, with resources they use themselves to develop their career skills.

We can also provide them with advice through a range of digital channels, wherever they are in New Zealand.

Young people still receive a lot of their career information and advice from 'career influencers' – both professionals (including career advisors and teachers in schools) and their families. These influencers play an important role in supporting young people to make good learning and work choices. Careers New Zealand provides a range of online and in-person resources and programmes to lift the capability of career influencers. We have a particular emphasis on careers education as part of the broader drive to improve the quality of teaching.

## Our website – an excellent base for growth



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**This illustrates a strong demand for careers information and that we are providing information and resources that people want to access.**

Our challenge over the next four years is to build on this good base, and keep making our information and resources more relevant and accessible in the ways our customers want.

[www.careers.govt.nz](http://www.careers.govt.nz)

## Supporting government priorities

As a Crown entity our strategic intentions are directly informed and guided by wider government priorities. Underpinning our strategy are the Government's Business Growth Agenda and Better Public Services goals. The overarching government goals that drive our work are:

- ▶ boosting skills and employment
- ▶ reducing long-term welfare dependence
- ▶ improving citizens' interactions with government.

Priorities that have particular relevance for Careers New Zealand's work include:

**The Business Growth Agenda's Skilled and Safe Workplaces work stream targets and initiatives, particularly:**

- ▶ lifting the achievement of young people
- ▶ delivering vocational education and training that lifts skills
- ▶ strengthening tertiary education
- ▶ moving people off benefits and into work
- ▶ making the job market more responsive.

**The Better Public Services targets, particularly:**

- ▶ result area 5: Increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification
- ▶ result area 6: Increase the proportion of 25-to-34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above).

**Through our website and online services we also make a significant contribution to:**

- ▶ result area 10: New Zealanders can complete their transactions with the Government easily in a digital environment.

Christchurch and Auckland have been identified by government as being significant drivers for the economy, and will feature in our service delivery considerations.

**As a key education agency involved in the transition from school to tertiary education, training and employment, Careers New Zealand contributes to the Government's Tertiary Education Strategy (TES). In particular, Careers New Zealand contributes to the TES priorities of:**

- ▶ delivering skills for industry
- ▶ getting at-risk young people into a career
- ▶ boosting achievement of Māori and Pasifika.

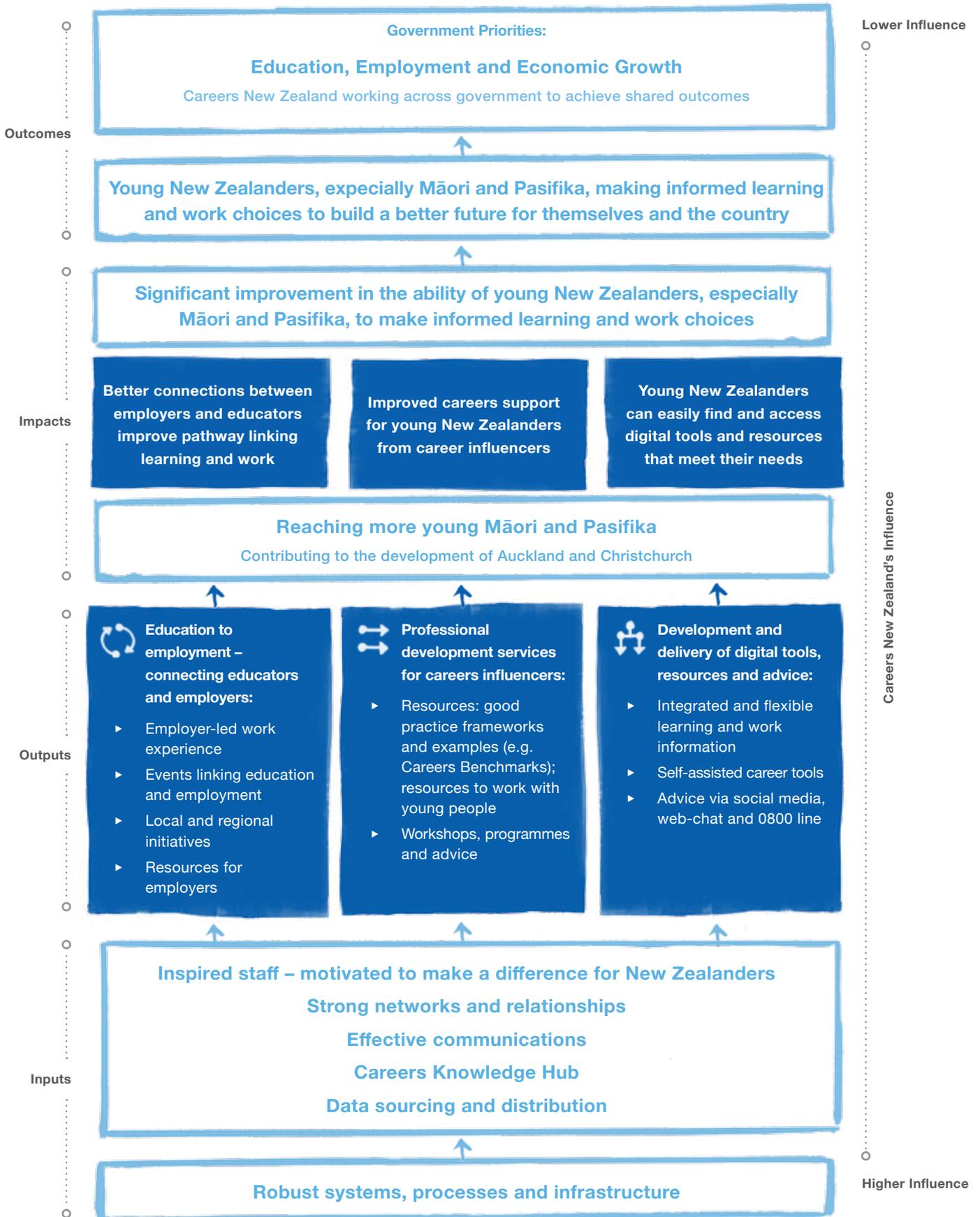
Within the education sector we contribute to Youth Guarantee delivery and resources. In particular we contribute to Achievement, Retention and Transitions, access to career guidance to better align learning to desired post-school outcomes, and Trades Academies: Engaging young people in education and equipping them with the vocational skills and training they need to gain future employment. Our careers professional development work with schools and teachers to improve the knowledge and skills of career influencers contributes to the overall government emphasis on lifting the quality of teaching.

We also help the communication and implementation of Vocational Pathways: a framework for vocational options, careers advice, and improving the links between education and employment. For example, we have ensured that Vocational Pathways information from the Ministry of Education is embedded into the jobs database on the Careers New Zealand website, enabling young people to clearly see the link between their current education and their future employment opportunities.

We contribute to achieving the aims of Ka Hikitia, the Māori Education Strategy, and Tau Mai Te Reo, the Pasifika Education Plan 2013-2017, and the Māori and Pasifika Trades Training initiative.

We will continue to align our products and services to government priorities and initiatives to improve the quality of transitions in education and employment. We will also rely more on partnerships as an effective means of working across this complex landscape.

# Intervention Logic 2015-2019



# The Performance Improvement Framework (PIF) Review and our response

**In 2013, Careers New Zealand underwent a PIF Review conducted by the State Services Commission. A PIF Review looks at the current state of an agency, and how well placed it is to deal with the issues that confront it in the future. It also identifies the areas where the agency needs to do the most work to make itself fit-for-purpose.**

The review presented some clear challenges for Careers New Zealand. We have worked across our stakeholders, particularly in government, to ensure that our response to the PIF findings are well understood, supported and have buy-in. It is crucial that our strategy aligns with government priorities and that our organisation and systems are fit-for-purpose to deliver on it.

**Our response to the PIF is organised in three programmes:**

1. Ensuring our **Vision, Purpose and Strategy** are easily understood and linked to our values and objectives
2. Developing our **Operating Model** around the processes, products and services, and service delivery models we need to meet our strategic objectives
3. Ensuring our **People** have the skills and capabilities necessary to allow them to deliver on our strategic objectives.

These have informed our strategic priorities and been integrated into our approach for the future as described in this SOI. They underpin our tighter strategy and intervention logic represented in the diagram opposite. The table below summarises key actions to date and future intentions.

<b>Programme</b>	<b>Vision, Purpose, and Strategy</b>	<b>Operating model</b>	<b>Our people, skills and capabilities</b>
<b>Progress and future intentions</b>	<p>Through a thorough, inclusive process, we developed the strategy and priorities in this SOI. It is focused and prioritised so we direct our resources to where they can make the most impact and contribute to government economic and education goals.</p> <p>Our staff have collectively developed and agreed a set of value statements – ‘Our Tomorrow’ – which underpin and guide how we work and what we want to achieve.</p> <p>In 2014/15 we began work on implementing our strategy. In the next four years we will progress this as described in this SOI.</p>	<p>We introduced a new organisational structure in April 2015. It is aligned to deliver on our new strategy and has a flatter management structure. The new Senior Leadership Team works on a consensus model. The Māori staff network Chair is a member, and the Pasifika network Chair participates on Pasifika matters.</p> <p>We continue to develop and refine the operating model and systems we need to implement our new strategy and respond to the PIF Review. This process includes progressively reviewing and improving our products and services to deliver on our new strategy.</p>	<p>We implemented inclusive cross-organisational approaches for the development of strategy and business planning.</p> <p>We established the Māori and the Pasifika staff networks to support the ongoing work of our organisation with its emphasis on Māori and Pasifika. We have developed organisational performance indicators to track progress of our work with Māori and Pasifika.</p> <p>We implemented a series of leadership courses, continuing in 2015/16.</p>

## Our strategic intentions

**Our central purpose over the next four years is 'helping young people make informed learning and working choices, so they, and the country, will have a better future'. We help young people develop the skills, knowledge and attributes they need to make informed decisions. When young people are making learning and work choices that work for them and help them reach their aspirations, everyone benefits.**

We also have organisationally focused objectives that underpin our effectiveness:

- ▶ Careers New Zealand is well known and respected by New Zealanders as the Government's source of expert and impartial advice and resources to assist with learning and work choices.
- ▶ We are recognised as having developed our career development expertise, products and services to gain the most benefit for the Government/New Zealand.

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*We established a baseline for awareness during 2014/15 and will measure our progress on increasing this, including with key target audiences, over the course of this SOI.*

We have three interlinked strategic intentions driving our work for the next four years. These help organise our efforts and resources and contribute to achieving our strategic objectives, impacts and outcomes.

### Our three guiding strategic intentions:



#### **Connecting educators and employers**

to improve career pathways at important transition points in people's learning and work lives.



#### **Delivering professional development services**

for career influencers – we provide resources and build the capability of career influencers to help them provide informed career support.



#### **Developing and delivering new and existing digital tools and resources**

to help people make informed learning and work choices. Many of these tools and resources will be delivered directly to young people, while others will support the professional development of career influencers or help connect educators and employers.

In enacting these strategic intentions, we are making sure that our efforts are focused on assisting young people, particularly Māori and Pasifika, both directly and through the work of others.

## Measuring success

### **In progressing our central purpose, over the next four years we want to achieve:**

- ▶ A significant improvement in the ability of young New Zealanders, especially Māori and Pasifika in priority groups, to make informed learning and work choices.

We will measure this ability directly through an assessment methodology and tools that we are piloting in 2015/16. Careers New Zealand bases its approach on helping develop people's 'career management competencies' – the skills, knowledge and attributes they need to make informed learning and work choices, and succeed in education and employment. These career management competencies provide the framework we will use for assessment.

The pilot will be undertaken with priority customers in areas where we are targeting a range of our products and services (e.g. young people, particularly Māori and Pasifika, in Auckland). Following the pilot, and prior to the end of 2015/16, we will establish an overall baseline and separate baselines for key priority groups. Our subsequent emphasis will be on significantly improving the results for people in the key priority groups, and assessing the impact of Careers New Zealand on those results.

### **We will also assess progress through the following indicators:**

- ▶ More New Zealanders, particularly in priority groups, accessing our digitally delivered products and services
- ▶ More New Zealanders, particularly in priority groups, reached by our work with employers and with career influencers in schools, the community and families/whānau/aiga
- ▶ Increased levels of satisfaction with our products and services by all users, including career influencers and employers.

A diagram showing the links between our strategy and annual performance measures is available on our website here: <http://www.careers.govt.nz/assets/pages/docs/performance-measurement-framework.pdf>

**The next three sections cover each of our strategic intentions in turn and how we will assess progress against them.**



## Connecting educators and employers

### Our scope and function, what we want to achieve

We help connect educators and employers to improve career pathways at important transition points in young people’s learning and work lives. This benefits the young people themselves.

It makes education and training more relevant and helps them see realistic career pathways. It also benefits employers, by helping them find employees with skills, qualifications and motivation.

There is a well-established need to improve the connection between education and employment so that more learners are getting the level and type of skills and qualifications needed in the labour market. As an agency whose mandate covers the world of both education and work, we provide a unique perspective and focus.

*We work with educators, employers, iwi and community groups to help them engage young people in education, training and entry into the workforce. We help create the skilled workforce New Zealand needs for the future.*

Careers New Zealand’s role centres on working ‘in the system’ to make practical connections around careers development, and to use these to help inform the work of agencies focused on overall system improvement. We can help bring the voice and perspective of employers to government discussions. This contributes to all-of-government efforts to improve the smoothness and success of education to employment transitions.

### What we will do to achieve it

Over the next four years we will focus on strengthening our strategic relationships with employers and employers’ organisations, and build on our relationships with education providers, iwi and government agencies. We will draw on these relationships to improve the career information and resources available to young people.

We will connect educators and employers in a structured and systematic way, and enable learners to experience real work environments

and understand the importance of skills and qualifications. These practical initiatives help young people develop the career aspirations and motivation to succeed. This flows into increased engagement and achievement in education and training.

Our focus will be on connecting educators and employers in Auckland and Christchurch. We will also connect educators and employers in locations where high numbers of our priority customers are located. Through this approach our initiatives will increasingly reach Māori and Pasifika young people, and employers in our five nationally significant industries: information technology, agribusiness, health, engineering and science.

### Our initiatives will include:

- ▶ Employer-led work experience programmes, providing meaningful and inspiring introductions to the world of work for young people (see example of Work Inspiration on page 13)
- ▶ Events that bring together a range of employers, educators and trainers to enable young people to get a better understanding of the options available to them and how to pursue these, including how career pathways work and the role of Youth Guarantee (see example of Forestry Industry Big Day Out on page 15)
- ▶ Local and regional initiatives encouraging co-operation among employers and educators to help meet local labour market needs (e.g. in Labour market learning in Christchurch; see example on page 24).

These programmes will be designed and delivered to ensure they are reaching and working for young people in our priority groups of young Māori and Pasifika, and those from lower socio-economic backgrounds. We continue to develop and deliver online tools and resources to support education to employment programmes and events, and to otherwise improve information flows between educators and employers, and their engagement with careers development.



## Work Inspiration

**Sixteen-year-old Jack Fisher has his sights set firmly on a career in the banking industry following his participation in a pilot for Work Inspiration.**

Jack, and three other students from Christchurch's Hornby High School, spent one week in the local branch of Westpac Bank working in the customer zone, communicating with customers and helping to direct customers including supporting them to use the bank's 'smart' technology.

*"A programme like this has been missing in Christchurch for a long time,"*

says bank manager Rob Hunt.

*"It's a great way to connect with school leavers and engage with energetic young people."*

Work Inspiration has had tremendous success in the United Kingdom and more recently Australia, and now Careers New Zealand is introducing it to New Zealand employers.

Further pilots will be run in Christchurch, Auckland and Wellington in 2015 to further test the model and adapt it to local needs before it is rolled out further from 2016.

Work Inspiration is a work exploration programme led by employers, who are given support to help them create a meaningful and beneficial week in the workplace.

It supports government priorities to lift the achievement of young people.

**"IT WAS AN INVALUABLE OPPORTUNITY THAT GAVE ME AN INSIGHT TO WHAT I COULD STRIVE FOR IN THE FUTURE"**

Jack Fisher



## How we will measure progress – connecting educators and employers

<b>Strategic intention:</b>	Connecting educators and employers to improve career pathways at important transitions in people’s learning and work lives	
<b>Four-year success goal:</b>	<b>Better connections and stronger information flows between educators and employers are supporting improved learning and work transitions</b>	
<b>Indicators of success</b>	<b>How this will be measured</b>	<b>Targets and reporting</b>
Improved connections between employers and educators	Increased percentage of employers and educators agreeing Careers New Zealand initiatives* have been effective in improving connections between them	75% 2015/16 growing to 85% 2018/19
Improved connections improving learning and work transitions	Increased percentage of participating young people agreeing that Careers New Zealand initiatives* improved their ability to make learning and work choices	75% 2015/16 growing to 85% 2018/19
The initiatives are reaching our priority groups	Percentage of participants from priority groups	Trend data reported in Annual Reports

\* These refer specifically to initiatives connecting educators to employers as discussed in this section of the SOI.



## Forestry Industry Big Day Out

The Forestry industry is a major employer on the East Coast of the North Island with a range of career options, and a growing demand for a skilled labour force. That's why Careers New Zealand organised the Forestry Industry Big Day Out in March this year.

Five tertiary providers and six forestry companies gave more than 80 students from East Coast secondary schools the low down of what working in the industry entails and what they could do to be part of it.

The day was planned to meet the needs of different groups of students – those who might go straight into the industry from school and receive on-the-job training to those who might go to a polytechnic or university first.

*“What was worthwhile and valuable about the day was being able to spend time with students who were genuinely interested in choosing forestry as a career. The industry is crying out for young, intelligent, articulate, sociable students who can move into the increasing number of jobs*

*which are becoming available as people retire and the harvesting volumes increase exponentially each year.”*

Tertiary provider

Careers New Zealand helps connect educators and employers to improve career pathways at important transition points in people's learning and work lives.

Over the next four years we will be facilitating more events like the Industry Big Day Outs so that young people can better understand specific industries and career opportunities within those industries.

**“THE INDUSTRY IS  
CRYING OUT FOR YOUNG,  
INTELLIGENT, ARTICULATE,  
SOCIAL STUDENTS”**





## Professional development services for career influencers

### Our scope and function, what we want to achieve

We provide professional development to build the skills of those influencing people making career choices, to help them give informed support to young people.

Young people receive advice and information about their learning and work choices from a range of sources that collectively we refer to as 'career influencers'. Some career influencers are professionals such as school careers advisors, for whom it is their main focus, and teachers and school leaders for whom it is an important aspect of their jobs. Other influencers are informal – key among these for most young people are families, for Māori their whānau and for Pasifika their aiga.

There is high variability in the quality of career development support provision in the New Zealand school system.

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*We want to work collaboratively with a wide range of stakeholders to continue to improve the standard of careers development support available and increase the consistency of this across the system, helping improve the overall quality of teaching.*

### What we will do to achieve it

We provide online information and resources for career influencers, and will be continuing to improve these in the next four years. We work with influencers to assist them to use the tools and resources and ensure they know how to guide young people to our website and other sources of learning and work information. In response to the PIF Review we are adopting a more consistent national approach to improve efficiency and effectiveness. Design, development, direction and management of programmes and services will be on an organisation-wide basis, with local co-ordination and delivery to ensure services meet specific customer needs.

We support all-of-organisation improvement for professional career influencers through the implementation of the Career Education Benchmarks. The Career Education Benchmarks are a series of good practice guides tailored to different stages of the transition from education and training into the workforce. They are an important

tool for lifting quality and consistency across the system. The focus of work in the next four years will be developing practical tools and resources to assist education providers in implementing the benchmarks and improving their performance against them. We will also be exploring how we can develop resources to assist learners with special needs in their careers development.

We provide professional development programmes, workshops and advice to career professionals and other 'formal influencers'. This can be delivered through a variety of means and channels including online one-to-many (e.g. webinars), self-guided learning using online resources and personalised remote support, workshops and on-site in-person delivery.

We provide support to families, whānau and aiga, often in the context of multi-agency initiatives such as NCEA and the whānau. Families want to find out more about the education and qualifications system, about what various tertiary institutions have to offer and what the prospects for various career pathways are (and what you need to do to take those pathways).

In the targeting of our product and service delivery we will co-ordinate with other agencies in the education sector to ensure we are aligned with government priorities and make the best use of our collective resources. We will emphasise delivery in lower socio-economic areas with high Māori and Pasifika populations, reaching lower decile schools. We will also work to ensure that our services are reaching young people disengaged from education and employment, and their influencers.

We will use a variety of approaches to ensure our resources are used effectively. These will include careers development training for people who are running education and training programmes. We will also explore ways to promote the importance of being a career influencer and encourage use of our online resources. We need to increase our reach in this area and have the resources to support a wide range of career influencers effectively. Developing better online resources is a major emphasis. We work with key stakeholders like the Careers and Transition Education Association (CATE) and the Career Development Association of New Zealand (CDANZ) in developing programmes and resources to support career influencers.



## Career Benchmarks at McAuley High School

At McAuley High School in Otahuhu, Kelly Jennings is enthusiastic about her role in helping guide the 700 plus students into their future careers.

Kelly is head of Careers at the Catholic girls' school with a nearly 90% Pasifika roll. It's a role she has held for almost five years, along the way becoming a qualified careers practitioner.

*"But when I started, I didn't have a career guidance qualification so Careers New Zealand staff have been there to give me support and help me understand what can be done."*

She's also been supported to make good use of Careers New Zealand tools and the Career Education Benchmarks developed by Careers New Zealand.

*"We've implemented the benchmarks. We went through them all, and looked at where we are in relation to them. We took the ones that are most relevant to us and incorporated them into our strategic plan."*

Of particular importance at McAuley are the benchmarks around involving the whole school community as active partners in career education.

*"We already have good parent engagement, and our parents are great. You ask them to come to something and they will be here. What we have done is making sure that career options are part of that. Often it's about helping the parents expand their horizons on the range of options available."*

*"We also help the girls with strategies to help them have conversations about career options with their parents, and we help the parents understand how to talk to the girls about their careers."*

*"Careers New Zealand are awesome. I wouldn't have been able to do what I have done without them,"* Kelly says.

Kelly's sentiments are backed up by the Education Review Office in its recently released Good Practice Report on Careers Education.

The report found that the most effective schools had worked with Careers New Zealand and had used the Career Education Benchmarks to review and improve their practices.

Supporting good practice among careers influencers, including encouraging more schools to implement the Career Education Benchmarks, will continue to be a priority for Careers New Zealand over the next four years.

*"I WANT TO DO SOMETHING  
IN MEDICINE. THE CAREERS  
TEACHER TOLD ME WHAT  
SUBJECTS I WOULD NEED TO DO,  
& ALSO WHAT SCHOLARSHIPS  
THERE ARE"*

Rāwinia Cavendish



## How we measure progress – professional development services for career influencers

<b>Strategic intention:</b>	Professional development services for career influencers	
<b>Four-year success goal:</b>	<b>Significant improvements in the informed career support educational institutions, communities, whānau groups, families and other influencers are providing to young people</b>	
Indicators of success	How this will be measured	Targets and reporting
Our professional development services have helped improve the quality of careers education and teaching	Increasing active use of the Career Education Benchmarks in Year 7-13 schools	Baseline for active use of benchmarks to be established in 2015/16 through survey of Year 7-13 schools.*
	Percentage of participating education providers that are satisfied that the capability building programmes have helped improve the quality of their career education provision	82% Estimated Actual 2014/15 85% 2015/16 growing to 90% 2018/19
	Independent third-party assessment of the provision of careers education in Year 7-13 schools	Independent third-party assessment undertaken in 2018/19**
Our professional development services have helped improve the ability of informal career influencers to support their young people	Percentage of families/whānau/aiga reporting that Careers New Zealand helped them to better support young people's success in work and learning	82% Estimated Actual 2014/15 85% 2015/16 growing to 90% 2018/19
	Usage of our online resources for career influencers	Baseline to be established 2015/16
Our online resources are increasingly used and valued by career influencers	Percentage of career influencers reporting that Careers New Zealand online resources provided tools and activities are useful for them assisting others	Baseline: 70% 2013/14*** 75% 2015/16 growing to 90% 2018/19
	The number of young people reached, particularly from priority groups, grows significantly over four-year period.	Number of young people who are reached by career influencers we have worked with
		Baselines to be established in 2015/16

\* In 2012/13 we surveyed secondary schools for their usage of the Secondary Benchmarks. 69% of the 322 schools that responded indicated they were using the benchmarks. The Year 7-8 Benchmarks had not been released at the time of survey and a further survey is required to provide a revised baseline of covering all Year 7-13 schools.

\*\* This assessment would be similar to previous work by the Education Review Office, and may be undertaken by them.

\*\*\* This is a new measure in our SOI. The baseline is from internal reporting.



## Digital tools and resources

### Our scope and function, what we want to achieve

We will use the most effective channels to directly provide people with independent information, digital tools, resources and advice to help them make informed learning and work choices.

Underpinning this we will focus on making our resources more responsive to customer needs, and deepen our understanding of customer needs, including how they want to access and use our resources. We will use the information we gather to innovate and develop based on richer data and evidence. We will build on our role as a hub for information, knowledge and resources about learning and work choices and careers development practice. This includes acting as a portal for sources other than Careers New Zealand, leveraging the high web traffic we already enjoy.

### What we will do to achieve it

Our website currently includes easy-to-follow job summaries and the ability to compare employment outcomes and earning potential of investing in tertiary education. It is supported by other digital channels including web-chat, social media platforms and an Advice Line phone service. We have a range of quizzes and tools to help young people explore their options and build their career skills and knowledge. An example of this is Career Quest which asks young people a range of questions about their interests to help them build an idea of which study and career paths might be right for them. These are also used in the school setting by teachers with their students, and they draw on our information about occupations as well when providing careers education.

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*We have a good base to build from but there is considerable scope for improving the resources we have available, making the public more aware of them, advancing our online presence and making our resources available on the mobile devices increasingly favoured by our young target audiences.*

We also need to ensure the information and resources we provide are appropriate to our key young Māori and Pasifika customers, and that they are accessing and using them. We have limited information on this at present, and it is a priority to improve this over the coming years – see Project Kāmeheameha (right).

We will continue to work effectively with other government agencies such as the Ministry of Business, Innovation and Employment and Ministry of Education, to ensure information about skills and education is co-ordinated efficiently and presents a coherent view. An excellent example of how we currently do this is the integration of Vocational Pathways information from the Ministry of Education into the jobs database on the Careers New Zealand website. This enables young people to clearly see the link between their current education and their future employment opportunities.

Over the next four years, our digital and online services will be increasingly central to our service delivery, underpinned by our work to improve our knowledge and information base, and how this is delivered. We will improve the impact of our digital tools and resources and extend our reach by:

- ▶ **delivering timely information and advice** to assist the learning and work choices of our audiences
- ▶ **effectively using modern digital channels**, such as mobile, to increase customer engagement, making our information mobile ready
- ▶ **collating, analysing, translating, personalising and packaging** our products and services for different audiences
- ▶ **gaining improved insights** into our customers and the usability of resources to inform further development and improve access to information
- ▶ **working with stakeholders** on the evaluation of specific tools and resources.

### Project Kāmeheameha

Project Kāmeheameha is about developing a system that will enable Careers New Zealand to design and develop career resources suitable for Māori, so they can succeed in education and work. Not only are we identifying the resources we need in the future but we are ensuring our ongoing approach to developing resources caters for Māori.

The project started in 2014/15 with a strong research focus and will continue in 2015/16 with the development of resources using the evidence we have gathered.

The way young people access information and resources evolves rapidly. Project Kāmeheameha will give us a platform from which we can respond to the changing needs of rangatahi. In 2015/16 we will be commencing a similar programme to improve our resources for Pasifika.

## How we measure progress – digital tools and resources

<b>Strategic intention:</b>	Developing and delivering new and existing digital tools and resources to help people make informed learning and work choices	
<b>Four-year success goal:</b>	<b>People, especially young people 11-24, Māori and Pasifika can easily find and access the tools and resources they need, and these tools meet their needs</b>	
<b>Indicators of success</b>	<b>How this will be measured</b>	<b>Targets and reporting</b>
We deliver accurate, comprehensive and accessible career information	Percentage increase of New Zealanders using our website, that agree our website is easy to use and relevant to their needs	Ease of use* Baseline: 79% 2013/14 75% 2015/16 growing to 85% 2018/19
We develop new tools and resources that meet the career-related needs of our priority customers		Relevant to needs Baseline: 74% 2013/14 75% 2015/16 growing to 85% 2018/19
	Percentage increase of priority customers using our website, who agree it is easy to use and relevant to their needs	Baselines to be established in 2015/16
We increase our reach to improve the ability of our priority customers to make informed learning and work choices	Increase in priority customers accessing our digital tools and resources	Baselines to be established in 2015/16

\* We are undertaking significant changes to our website in 2015/16 which we expect to significantly improve future ease of use.

## Skills Transition Online Tool

Careers New Zealand is introducing a new online tool as part of the Government's Better Public Service Target to increase the number of New Zealanders with Level 4 qualifications.

The Skills Transition Tool is aimed primarily at 25-34-year-olds. They may have some Level 2 qualifications and some work history, but they haven't quite managed to join the dots to create a more secure and satisfying career pathway for themselves. Most importantly, they are ready to do something about it.

The tool will link the skills and experience users have acquired in their working life to qualifications they might attain through additional training and recognition of prior learning.



## Strategic prioritisation

**To get the best return for the investment made in Careers New Zealand and to make the best use of our career development expertise and resources, we need to prioritise our work.**

In doing this we will work closely with our partners in the education sector, especially the Ministry of Education, to ensure that efforts are co-ordinated and directed to where they can make the most impact.

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*Our focus for the next four years is on young New Zealanders between 11-24 years old and the key transition points they are progressing through. We want to assist them to achieve the skills and qualifications that will enable them to secure satisfying, sustainable work.*

We will focus most of our efforts on reaching people in this age group. Within this age group we will have a particular emphasis on reaching young Māori and Pasifika. In the next four years we will also be prioritising reaching young people who are disengaged from learning and work, or at risk of becoming disengaged, and will contribute to supporting the career development of learners with special needs. We will also have some geographic prioritisation of our efforts, reflecting the importance of Christchurch and Auckland.

While we will continue to provide a wide and rich range of information about occupations through our digital channels, we will focus particularly on better connecting employers and education in five industry areas: Information Technology, Agribusiness, Health, Engineering and Science.

These industries are important to the economy and have high growth potential. The industries align with the Government's emphasis on encouraging more young New Zealanders to take science, technology, engineering and mathematics (STEM) subjects.

These priorities reach across all three of our key strategic intentions, and we will report against them in our Annual Reports. Over the next four years we will be improving our knowledge of our customers and this will progressively increase our ability to develop improved and segmented performance targets, and report against these.

While the next four years see a strong priority on reaching young people, and this is where we will direct most of our core Crown funding, we will continue to provide a range of products and services to New Zealanders of all ages. We will also undertake specific initiatives to reach groups outside our main priority targets, where these initiatives provide good value for money and help achieve government goals. (See the Skills Transition Tool on page 20.) Careers New Zealand envisages using third-party revenue or special purpose funding (as opposed to core Crown revenue) for some of these activities.

## Responsibility to Māori

**As the Government's career experts we have an important role to play in working with Māori to lift achievement in education, employment and economic development and growth.**

We acknowledge the special relationship with Māori as tangata whenua embodied in te Tiriti o Waitangi, and work within a Treaty framework of partnership, protection and participation. Through our work we contribute to government Māori priorities as embodied in Ka Hikitia (Māori achieving success as Māori). Our support includes the provision of information through our website, linking from our website to other online resources, and professional development services for career influencers reaching young Māori people. We target our resources to reach areas with a high Māori population.

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*A key priority for the next four years is increasing the reach of our information, resources and influence to young Māori. We need to reach more young Māori with the right career information at the right time, and in the right way.*

This priority is interwoven through our three core strategic intentions of connecting educators and employers, professional development for career influencers and providing information and resources through our digital resources. It is a whole-of-organisation responsibility for us and integrated through our strategic intentions and how we will measure and report against them.

To deliver on our priorities we will continue to build upon our extensive national and regional networks, and work with iwi, hapū and whānau in developing and delivering products and services to help young Māori make informed learning and work decisions (see Rangitahi Futures). Over the term covered by this SOI we will also be developing a careers development model specifically tailored to meet the needs of Māori, and will continue to develop products and services that effectively meet the needs of Māori. We will develop and share information and resources, while respecting the matauranga Māori we collect through our relationships and partnerships. An ongoing focus will be continuing to improve the information and resources we have for Māori, both in its content and in the form and method of its delivery.

## Rangatahi Futures

*"It shows what us Māori can achieve and shows what my ancestors have achieved and have done a great job of, and it just gives you that confidence to want to do it yourself. Like confidence to become a doctor or something like that. People make out that it's not achievable for us to get there, it's real hard work but if our ancestors can, we can!"*

The thoughts of a Year 11 student who took part in a Careers New Zealand's Rangatahi Futures pilot which explored career interests through stories of tipuna, and included learning about the growing Māori economy.

Careers New Zealand trialled the programme with 300 Year 10 and Year 11 Māori learners in 11 South Island secondary schools between 2013 and 2014. The programme uses a range of customised resources developed in partnership with Māori resource developers, iwi and runaka.

It provides professional development for the school teachers involved in co-delivering the programme. Student feedback indicated high levels of engagement with the topics, particularly around: positive identification with tipuna, awareness of the significant contribution Māori businesses and iwi are making to the New Zealand economy, the importance of NCEA, subject choice and preparing for the future, the influence their personal career choices have on their whānau and aspiration to aim high and be resilient.

Learnings and resources from the pilot have begun to be shared with other schools through professional development deliveries and conferences. In 2015/16 the Rangatahi Futures programme will be further developed and implemented as a national offer.

## Responsibility to Pasifika



**Careers New Zealand has a significant role as career experts in strengthening Pasifika transitions from education to employment – helping equip young Pasifika with the careers skills and knowledge they need to make informed learning and work decisions.**

We will contribute to the key outcomes of the Pasifika Education Plan 2013-2017, Vocational Pathways and Māori and Pasifika Trades Training initiative, amongst other key government priorities. Our support includes the provision of information through our website, linking from our website to other online resources, and professional development services to career influencers reaching young Pasifika people. We target our resources to reach areas with a high Pasifika population.

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*Similar to our work with Māori, a key priority for the next four years is increasing the reach of our information, resources and influence (e.g. through professional development work with schools and aiga) to young Pasifika.*

We need to reach more young Pasifika with the right career information at the right time, and in the right way.

A values and strengths-based approach is key to working effectively with Pasifika. Building the career development skills of aiga, communities and Pasifika stakeholders is a fundamental way to ensure Pasifika people achieve their career potential. Over the next four years we will build upon our networks in the Pasifika community, in Auckland and other areas, to increase the reach, appropriateness and impact of our resources.

We intend to review and improve the resources we deliver to Pasifika, through a project similar to Project Kāmehameha (see page 19), which we will commence in 2015/16.

As with Māori, our responsibility to Pasifika is a whole-of-organisation responsibility and integrated through our strategic intentions and how we will measure and report against them.

## Auckland



**Auckland is a key geographic focus for us, reflecting the economic and demographic importance of the area including the high concentration of Māori and Pasifika young people.**

Over time we anticipate gradually shifting more resources to Auckland and we will be using it as an area to pilot new initiatives, and as an early area for the roll-out of national programmes (e.g. see Work Inspiration on page 13 and Rangatahi Futures on page 22). Through the reorganisation we undertook in 2015, we created new roles specifically to ensure our work in Auckland is co-ordinated and strategic at the local level.

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## Christchurch



**Christchurch is another important geographic focus for us, and we have been playing an active role in the rebuild efforts there and helping address labour market issues.**

As with Auckland we have established a new role to co-ordinate our work at the local level with other agencies. We also pilot initiatives in Christchurch (see text box to the right) and will use it as a site for rolling out national initiatives.

## Labour Market Learning in Christchurch

**Meeting the workforce skills needs for the rebuild of post-earthquake Canterbury has been a catalyst for a new way of working requiring greater collaboration across government, education and industry.**

Careers New Zealand has embraced this change with an innovative labour market learning activity that will be piloted with Christchurch's Hagley High School.

For six weeks in Term 3, the social science curriculum for all Year 10 students will include an extensive and practical study of labour market needs for the Canterbury region.

Along the way they will gain an understanding of labour market information, education to work pathways, employability skills and an overview of the Māori economy. They will also gain an awareness of high growth industries such as manufacturing, ICT, health, agribusiness and engineering.

For Careers New Zealand it's an opportunity to link the needs of industry directly with the education sector in a way that complements curriculum learning.

*"Raising the aspirations and excitement of young people around the future workforce demands in Canterbury is critical to ensuring they leave school with the skills, knowledge and capabilities aligned with the needs of employers and the growth aspirations of the region."*

Canterbury Development Corporation  
Workforce Manager David Shearer.

The Hagley High School pilot will be used by Careers New Zealand to develop a model to support schools and industry working closely together in other regions.

## Working with partners and stakeholders

**We are a small organisation and our work spans the education to employment spectrum. We work closely with other government agencies towards shared outcomes in education, employment and economic growth.**

*We have two major assets: our base of information and resources, and associated high level of web traffic, and the skills, expertise, commitment and flexibility of our people.*

To leverage these assets to make the greatest contribution to New Zealand's society and economy, we need to work with and through others, and to draw on their complementary skills and resources. We can use our strong online presence as a platform for resources developed in conjunction with others, and to enable others to access and syndicate its resources. Through content syndication of digital tools and resources with our partners we will broaden our reach and have a greater impact than we are currently able to have on our own.

We are focused on strengthening our relationships with stakeholders including business and industry, the wider education sector and key government agencies, for example the Ministry of Business, Innovation and Employment, to improve the 'capture' of career and labour market information.

To maximise the impact and reach of our career knowledge, Careers New Zealand will continue to work closely with, and through, key stakeholders (including schools, tertiary education organisations, iwi, community organisations and families). We will continue to focus on developing key relationships with partners in priority locations Auckland and Christchurch, and are devoting specific resources to this over the next four years.

We will also continue to participate in international discussions, contributing to and drawing from what other countries are doing to advance careers development for their young people.

## Third-party and non-core Crown funding

**Our three strategic intentions discussed earlier are what we will do and what we will provide using our core ongoing Crown funding. This will be mainly used to reach our priority customers. Careers New Zealand also charges for some products and services that are in line with its functions. In the next four years we intend using this ability to undertake activities that are within our scope, but fall outside our current core priorities.**

Activities could be funded through direct fee-for-service (mainly to organisations, including other government agencies, rather than to individuals), co-funding or sponsorship arrangements or project funding from the Crown. The types of products and services could include developing online tools and resources (see Skills Transition Tool page 20), providing services as part of other government department initiatives, working with industry bodies and employers to develop career tools for their industries and working with other countries to help them build their careers development capabilities.

## Organisational health and capability

**Over the next four years we will continue to develop our people, resources and ICT capability and capacity to make sure we are providing the best products and services, and best value for money. Particular focus will be on continuing to develop our information and knowledge management systems, continuing to improve our business intelligence and reporting systems, enhancing our ability to work with Māori, enhancing our ability to work with Pasifika, developing and maintaining key relationships and partnerships and increasing revenue from fee-for-services.**

### Culture and values

During 2014/15 we worked across the organisation to establish a common future vision and way of working together. This was in response to issues raised in the PIF Review, and the need to re-engage staff and address some emerging morale issues. The result of this process was 'Our Tomorrow', a set of shared aspirations for the future. We are also shifting to a more consensus-based decision-making model, while still reflecting individual accountability.

### Structure and physical delivery model

Digital delivery of information and resources is central to our delivery model. This is a cost effective means to reach large numbers of New Zealanders and provide them with information and self-assisted resources. We will also maintain a regional network of staff, to maintain the regional and local networks needed to deliver our services. Over the next four years we expect to gradually shift more resources to Auckland as the opportunity arises.

### People

Careers New Zealand's employment practices meet the responsibilities in the Crown Entities Act 2004 to be a good employer. We recognise that a diverse workforce is essential to deliver services effectively to the diversity of New Zealanders. We aim to provide equal opportunities to make the most of the talents of all our people.

We assess our status as a good employer against the elements and criteria set out by the Human Rights Commission and through compliance with all aspects of employment law. Over the next four years we will continue to ensure that all elements are in place and working well.

We will monitor and report against our staff engagement levels, expecting an increasing trend on our 2014/15 baseline which will be reported in our Annual Report.

### Knowledge, information, communications and reporting

To achieve our strategic intentions we need to lift our profile with our key target audiences, particularly Māori and Pasifika, and ensure our products and services are reaching them in the formats they want to use (e.g. mobile technology). We will run targeted campaigns to increase use of our products and services, and monitor the success of these.

A strategic priority is improving the systems and infrastructure we have to generate, manage and communicate information, so we can increase the impact of our role as New Zealand's hub for careers knowledge and information. We will explore ways to deliver resources digitally to increase their reach and convenience for users. An early priority is reviewing our website ([www.careers.govt.nz](http://www.careers.govt.nz)) to create an improved and more responsive user experience, and making the excellent information we have easier to access. This will also help us generate improved insights into the needs of our customers and improve our ability to respond to this. We will move to a more customer focused and co-operative design of products and services over the next four years.

In response to the 2013 PIF Review we have a priority to improve the quality of performance information we gather and to assess the impact of our efforts (measurements are included in the earlier parts of this SOI). We will be using a range of approaches to develop a richer understanding and communication of our progress to achieving our strategic intentions and objectives. This will include improving our systems for monitoring and reporting against our service delivery targets, building evaluation into the design of new initiatives, undertaking targeted efficiency and effectiveness evaluations and using case studies to understand and illustrate particular issues.

In 2015/16 we will be moving to a persona-based website which, in addition to providing a better service for customers, will enable greater disaggregation and understanding of visitor statistics. We will also look at progressively introducing more registration-based access to some resources to improve our understanding of usage and engagement (and our ability to report on this). As noted on page 11 we will be piloting a way of assessing 'careers management competency' in 2015/16 with a view to subsequently expanding its use. We will also measure the increase in awareness and use of Careers New Zealand products and services against a baseline for 2014/15 which will be reported in our Annual Report.

These enhancements will progressively increase our capability to report on priority segments of our customers, and set targets for improving our performance in relation to them.

Underpinning all this we need to maintain and develop strong ICT infrastructure, in line with government priorities, including:

- ▶ Services are digital by default
- ▶ Information is managed as an asset
- ▶ Investment and capability are shared
- ▶ Systems are secure and privacy maintained.

### Risks and risk management

Careers New Zealand takes an active approach to risk management within the framework of ISO 31000:2009. Responsibility for identifying and managing risk is the responsibility of all staff in their specific roles.

The Senior Leadership Team and management ensure that risks and issues are identified and evaluated, and effective and timely mitigations put in place. These are monitored through a monthly review process, and reflected in a risk and issues register.

The Board has oversight of risk management and is responsible for ensuring that risks and issues are properly managed and the Minister is informed of significant risks affecting Careers New Zealand.

### Capability to provide effective services to Māori

To deliver on our responsibility to Māori we will continue to develop and improve our capability. It is an all-of-organisation responsibility, not just that of Māori staff.

We will ensure we build our capability for best practice. We will establish a knowledge base of the influences that contribute to effective career decision making for Māori. We will ensure that Māori are aware of our products and services and how we can help them, and help others, make informed learning and work choices.

We will work to develop the leadership potential and career progression of Māori staff.

### Capability to provide effective services to Pasifika

We will focus on ensuring we build Careers New Zealand's Pasifika capability, increase Careers New Zealand's knowledge base about the career development needs of Pasifika career seekers and influencers, develop digital products and services to increase our reach to Pasifika and strengthen channels to effectively engage Pasifika stakeholders and communities. We will work to develop the leadership potential and career progression of Pasifika staff.

### Organisational health and capability performance indicators

Indicator	2015/16	2016/17-2018/19
<b>Awareness of Careers New Zealand</b>	Baseline reported in 2014/15 Annual Report	Increasing trend
<b>Turnover</b>	<20%	<20%
<b>Staff engagement</b>	Increase in staff engagement on baseline in 2014/15 Annual Report	Increasing trend
<b>Strategy</b>	Increase in staff commitment to strategy on baseline in 2014/15 Annual Report	Increasing trend
<b>Investment in staff</b>	Continued implementation of leadership development programme Introduce programme to increase Māori and Pasifika cultural competency and include competencies in performance agreements	Implement ongoing programme of investment in leadership and staff development A minimum of 75% of CNZ staff have been offered leadership development opportunities by 2016/17 Implement ongoing programme to increase Māori and Pasifika cultural competency A minimum of 75% of CNZ staff have been offered opportunities in increase their cultural competency by 2016/17
<b>Health and safety</b>	Implement zero-harm health and safety strategy	Zero significant health and safety incidents reported

## Financial strategy and management

**Financial strategy is an integral part of the overall organisational strategy at Careers New Zealand. Our financial strategy is based on the following key elements:**

- ▶ a robust budgeting process with regular forecast updates three times each year
- ▶ a conservative investment strategy for term investments with established financial institutions
- ▶ established and documented internal controls including policy and procedures, financial delegations and a planned internal audit programme
- ▶ regular reporting and monitoring through cost-centre managers to our Senior Leadership Team, the Finance and Risk Committee, the Board, the Ministry of Education (as monitoring agent) and the Minister of Education
- ▶ a capital expenditure management framework including planning, budgeting and reporting
- ▶ continually looking for opportunities for collaboration across government to ensure ongoing efficiencies and operating savings; for example, co-locating with other government agencies.

## Capital expenditure intentions

**The \$2 million investment in fixed assets indicated in the table (below) is the forecast possible spend for the capital programme in 2015/16.** There is no undertaking or guarantee that capital purchases will meet this level. Actual capital expenditure is based on specific business cases approved by the Chief Executive and the Senior Leadership Team.

The main capital investment in 2015/16 will be in our digital and online services. Increasing the

responsiveness of our website and the development of new digital tools and resources will be our main focus. The Skills Transition Tool (see page 20) will also be launched during the year. As discussed on page 26, we will be investing in our knowledge platform and improving and integrating our systems for monitoring and reporting. We have a three-to-four-year rolling computer replacement programme. Future investment will concentrate on portable devices.

### Forecast capital expenditure 2015/16-2018/19

	Actual 2013/14 \$000	Estimate Actual 2014/15 \$000	Forecast 2015/16 \$000	Forecast 2016/17 \$000	Forecast 2017/18 \$000	Forecast 2018/19 \$000
<b>Forecast capital expenditure</b>						
Office equipment	-	25	-	-	25	-
Computer equipment	64	34	57	100	300	200
Motor vehicles	-	-	100	75	75	75
Leasehold improvements	-	-	30	50	-	-
<b>Total property, plant and equipment</b>	<b>64</b>	<b>59</b>	<b>187</b>	<b>225</b>	<b>400</b>	<b>275</b>
<b>Intangible assets</b>	<b>38</b>	<b>338</b>	<b>1,813</b>	<b>900</b>	<b>100</b>	<b>100</b>
<b>Total intangibles</b>	<b>38</b>	<b>338</b>	<b>1,813</b>	<b>900</b>	<b>100</b>	<b>100</b>

# Appendix

## Appendix 1: Statutory functions

We are a Crown Agent, established on 23 July 1990 under the Education Act 1989. Our statutory functions are as follows:

- (a) to establish and maintain a database of information about occupations and about post-compulsory education and training
- (b) to make that information available to the public and to institutions, private training establishments, learners and other interested bodies and persons
- (c) to provide:
  - (i) training and assistance to persons who advise about occupations
  - (ii) career advice and associated counselling relating to post-compulsory education and training
- (d) to liaise with and monitor the needs of institutions, private training establishments, learners and other bodies and persons with respect to:
  - (i) information, training and advice relating to occupations
  - (ii) career advice and associated counselling relating to post-compulsory education and training
- (e) to provide support services for the purpose of promoting transition education that prepares learners for employment, or further education and training, or both.

