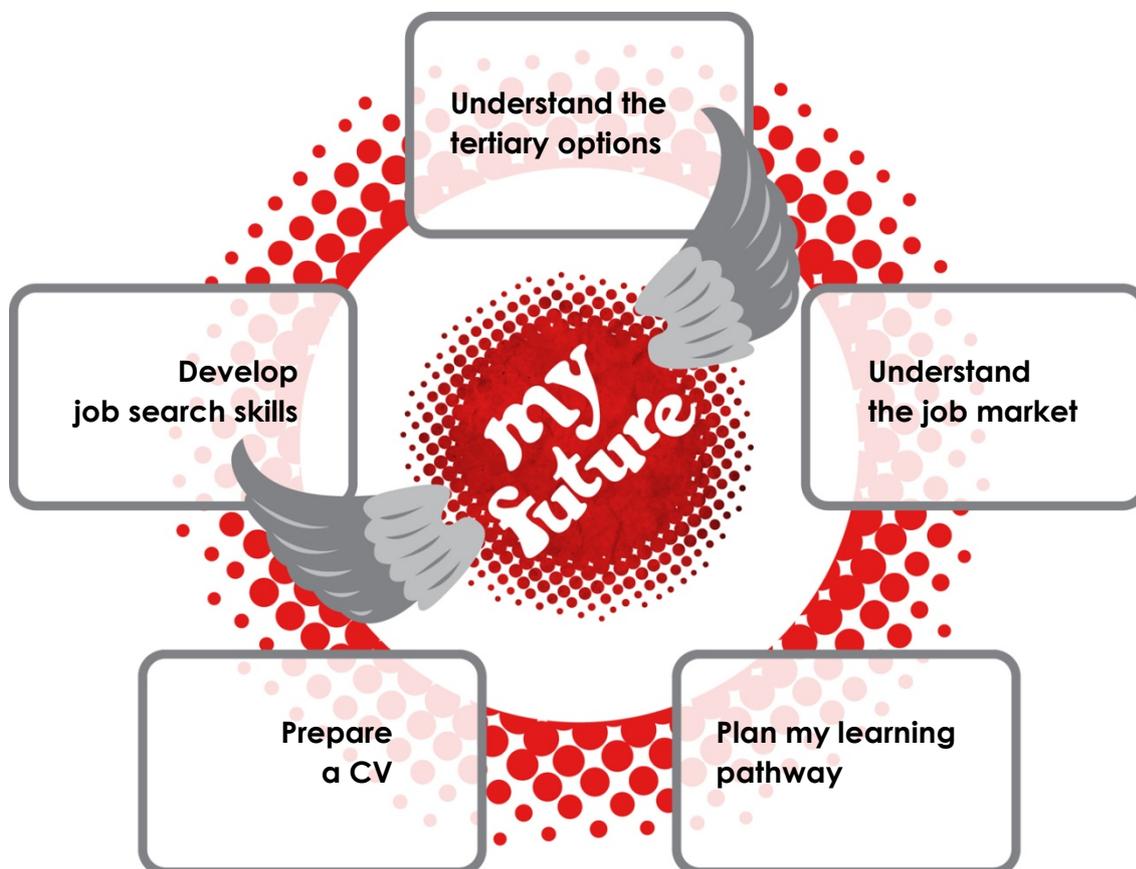


Career Kete, for years 11-13

Decide and Prepare



Decide and Prepare helps you think about your future.

Building a career is a lifelong process that starts with the choices you make at school.

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Understanding your tertiary options

When you leave school you will probably get into study or training that leads to a qualification.

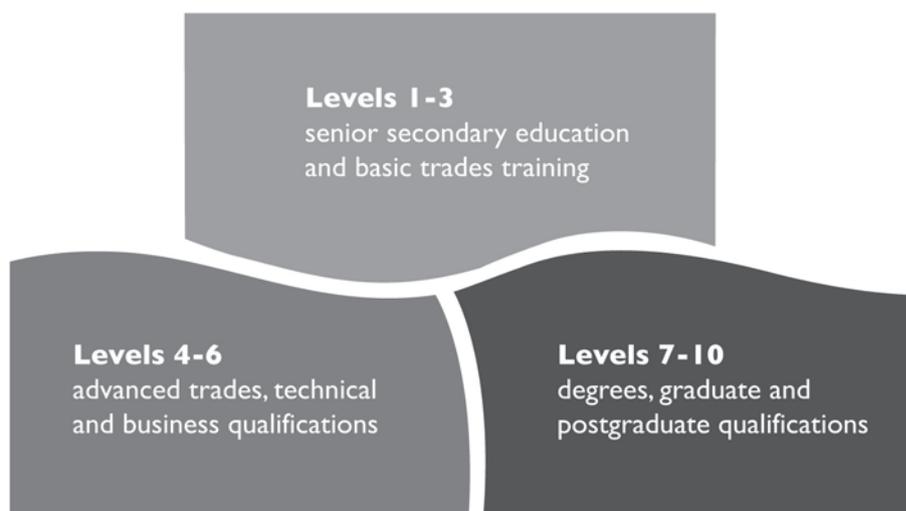
What kinds of qualifications are there?

There are:

- › certificates and national certificates
- › diplomas and national diplomas
- › bachelors degrees
- › graduate and postgraduate qualifications.

These all fit into the ten levels of qualifications in New Zealand. The level is based on the complexity of learning, with level one the least complex and level ten the most.

- › The diagram below shows typical qualifications at these levels.



How long does it take to get a qualification?

Completion times for full-time study are:

- › certificates: a few months up to one year
- › diplomas: one or two years but some can take longer
- › bachelors degrees: generally three years but some can take four or five
- › graduate and postgraduate qualifications: months or years depending on the qualification

Some qualifications can be done part-time over a longer period but it pays to check.



Understanding your tertiary options

Where can I get a qualification?

You have a choice of:

3 wānanga

- › Wānanga provide learning in keeping with ahuatanga Māori (Māori tradition) and tikanga Māori (Māori custom).

8 universities

- › University courses have an academic focus—the content is largely theoretical—but many courses have a vocational element, for example, engineering, dentistry and physical education.

20 polytechnics and institutes of technology (ITPs)

- › Polytechnics and institutes of technology offer courses with a stronger vocational focus—skills and knowledge you need for a particular job. Most courses connect students with workplaces.

38 industry training organisations (ITOs)

- › Industry training organisations oversee workplace training programmes. You have to have a job first. You work towards a qualification at the same time as you work. This may require some off-the-job courses.

hundreds of private training establishments (PTEs).

- › Private training establishments (PTEs) often focus on a few specialist fields, such as hospitality, business, diving, drama and hairdressing.

The meaning of words

STUDY

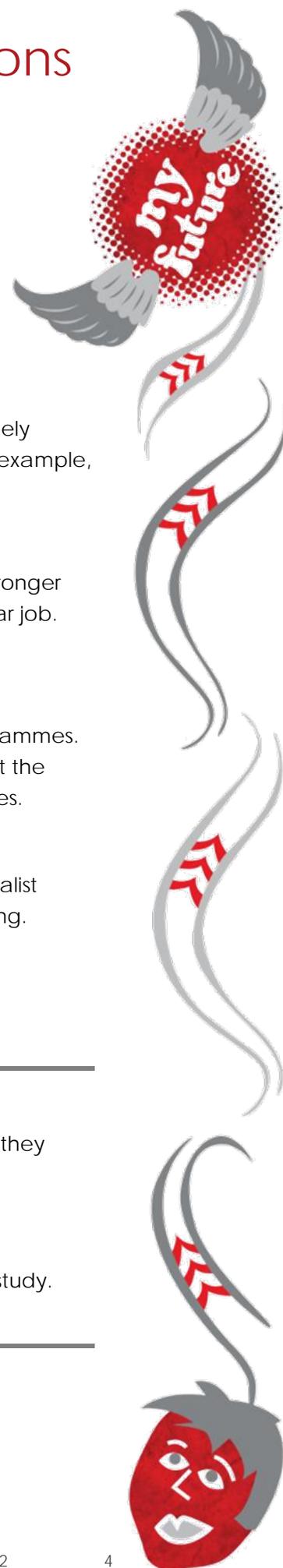
When people talk about study they are often talking about learning at an education provider, eg, a school or university.

But, some study courses include on-the-job training through work placements.

TRAINING

When people talk about training they are often talking about learning on the job.

But, many workplace training programmes include off-the-job study.



Understanding your tertiary options

Can I do any qualification I want?

Entry requirements vary from course to course and place to place.

- › You might need a set number of credits in particular school subjects.
- › When there are a limited number of places in a course, meeting the minimum entry requirements might not be enough.
- › There may be extra selection criteria, eg. portfolios or experience in the workplace, and course providers may look for evidence of commitment or certain personal qualities.
- › For some forms of training, eg. apprenticeship, you need to get a job first.

Flexible options

There are some tertiary study and training options that allow you to continue to explore what suits you as you go.

- › **A general degree** offers you a wide range of subjects to choose from and develops key thinking and writing skills, eg, a Bachelor of Arts or a Bachelor of Science. It may be a good option if you know the broad area you are interested in, but not the sort of job you are heading for. You can try different things to work out what to major in.
- › **Pre-trade training** is a way of learning some theory and getting practical skills before you start workplace training. It may be a good option if you want to try something without having to commit long term

What do I need to do now?

THINK ABOUT ...

Start thinking about the way you might want to learn once you finish school. The tertiary study and training options available offer you different ways of learning.

THINK AHEAD ...

When you choose your senior school subjects, check out whether your subjects will allow you to get into the tertiary study and training pathways you might want to follow.



Understanding qualifications

NATIONAL CERTIFICATES AND DIPLOMAS

These courses are similar wherever you go in New Zealand, because they are based on nationally agreed standards.

- › NCEA is a national certificate.
- › They are offered at polytechnics, institutes of technology, wānanga and private training establishments.
- › Workplace training programmes often lead to national certificates.

CERTIFICATES, DIPLOMAS AND DEGREES

These courses can be different in different places, even when they have the same or similar names. They are designed by individual tertiary organisations.

- › Offered at universities, polytechnics, institutes of technology, wānanga and private training establishments.

WORKPLACE TRAINING PROGRAMMES

There are workplace training programmes in most industries – trades like building and plumbing, primary industries like dairy farming, and everything from retail to manufacturing.

- › Workplace training includes apprenticeships.
- › Industry Training Organisations (ITOs) coordinate workplace training.
- › Workplace training may include taking courses at polytechnics.

GRADUATE AND POSTGRADUATE COURSES

You generally need to have gained a bachelors degree to do these courses.

- › Postgraduate courses involve more advanced study in the area of your first degree.
- › Graduate courses involve study in an area other than the area of your first degree.

What makes up a qualification

You complete qualifications by gaining set numbers of credits, just as you do for NCEA. In universities you complete points, but the principle is the same.

- › Each qualification set outs how many credits or points you need to gain and the subjects or papers that are available in the programme.
- › For some qualifications, eg, Bachelor of Science, you will have lots of choice about which courses you do to get the credits or points you need.
- › For others you will have little choice, eg, National Certificate of Architectural Technology.



Finding out more about your tertiary options

Here are some places on the Careers New Zealand website, www.careers.govt.nz, to start finding out more about what you could go on to do once you finish school.

- › These places are just a start. They will help you see what else you need to know and do. They will direct you to other information on the website and other websites.
- › If you are using paper copy of this checklist, type the names used below into the site search box to find what you are looking for.

Tick the information you think could help you.



Track your progress here.



<p>Look at all the options</p> <table border="1" style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>What are your options?</td></tr> <tr><td><input type="checkbox"/></td><td>NCEA and getting into tertiary study</td></tr> <tr><td><input type="checkbox"/></td><td>NCEA and getting into training and jobs</td></tr> <tr><td><input type="checkbox"/></td><td>Bridging and foundation courses</td></tr> <tr><td><input type="checkbox"/></td><td>Taking a gap year</td></tr> <tr><td><input type="checkbox"/></td><td></td></tr> </table>	<input type="checkbox"/>	What are your options?	<input type="checkbox"/>	NCEA and getting into tertiary study	<input type="checkbox"/>	NCEA and getting into training and jobs	<input type="checkbox"/>	Bridging and foundation courses	<input type="checkbox"/>	Taking a gap year	<input type="checkbox"/>		
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<input type="checkbox"/>	Pre-trade training												
<input type="checkbox"/>													



How much do you know about tertiary education now?

1. Which of these qualifications can't you begin straight from school?
 - A. bachelors degree
 - B. diploma
 - C. national certificate
 - D. postgraduate diploma
2. Which type of qualification always takes more than one year to finish?
 - A. diploma
 - B. degree
 - C. certificate
 - D. all of the above
3. Which tertiary education provider might offer a course that will help you become a chef?
 - A. polytechnic
 - B. institute of technology
 - C. private training establishment
 - D. any of the above
4. There are hundreds of these tertiary education providers in New Zealand. What are they?
 - A. polytechnics
 - B. industry training organisations
 - C. private training establishments
 - D. universities
5. Which of the following is not a benefit of workplace training?
 - A. The ITO will find me a job.
 - B. I'll earn money as I learn, so I may not need a student loan.
 - C. I'll earn a national qualification while I'm working.
 - D. I'll learn theory and practical skills at the same time.
6. Which of these factors is least likely to be important when you apply for a course?
 - A. Your previous knowledge.
 - B. Where you live.
 - C. The likelihood you will complete the course.
 - D. Your ability to learn independently.
7. Why would you consider taking a pre-trade training course?
 - A. To gain knowledge and practical skills for an apprenticeship.
 - B. To get enough credits to get into a polytech course.
 - C. It's a requirement for anyone wanting to get into trades.
 - D. I will be guaranteed a job at the end of the course.
8. Which of these might not be a good reason for taking a gap year?
 - A. I have no idea what I want to study at university.
 - B. I want to check out Aussie with my mates.
 - C. I want to take up a trade but I can't decide which one – building, joinery, tiling?
 - D. I love playing the trumpet but maybe it's just a leisure thing.



Understanding the job market

Job market information can help you decide what your chances are of getting a job you are interested in. It tells you how many people work in a job area, where the jobs are located and whether the job area is growing, declining or changing.

- › Choose a job that interests you, eg, automotive electrician.
Find information that will answer the questions below.

Job or area of work:

How many people work in this job or area of work?

Where can you find work in this job or area of work?

What is the future like for this job or area of work?

What level of skills are most in demand?

How could you develop those skills?

Start your research with the **Jobs database** on www.careers.govt.nz



Looking at job market trends

There are four big trends affecting our work and lives. It pays to think about what impact these trends might have on a job or area of work that interests you.

- › Choose a job or work area that interests you, eg, finance. Make notes about what these four trends might mean for the future of that job or area.

Trend 1

Demographic shifts

ageing population
urbanisation

Trend 2

Globalisation

global markets
global workforce

Area of interest

Changes we might see in this area

Trend 3

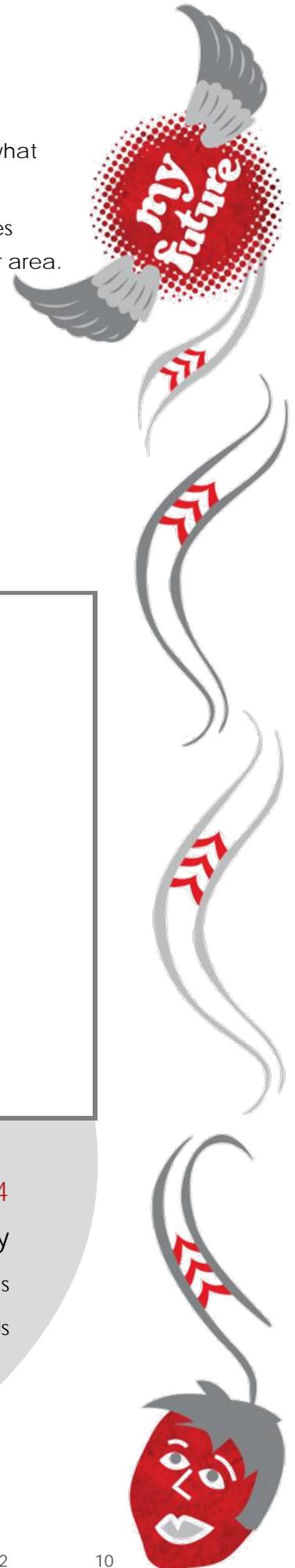
Natural resources

pressure on environment
resource shortages

Trend 4

Technology

better ways to do things
more advanced skills



What could I do? scenarios

1

You're trying to figure out where each of your school subjects and personal interests could lead to after you leave school. You like chemistry but don't want to work in a lab. Painting is cool but you're never going to be an artist. You like reading and talking to people but English study isn't your thing. Your part-time admin job could become full time but you think you'd get bored. History is okay but what job do you do with that? You like IT but you don't want to sit at a desk all day. Nothing stands out! What to do next year?

2

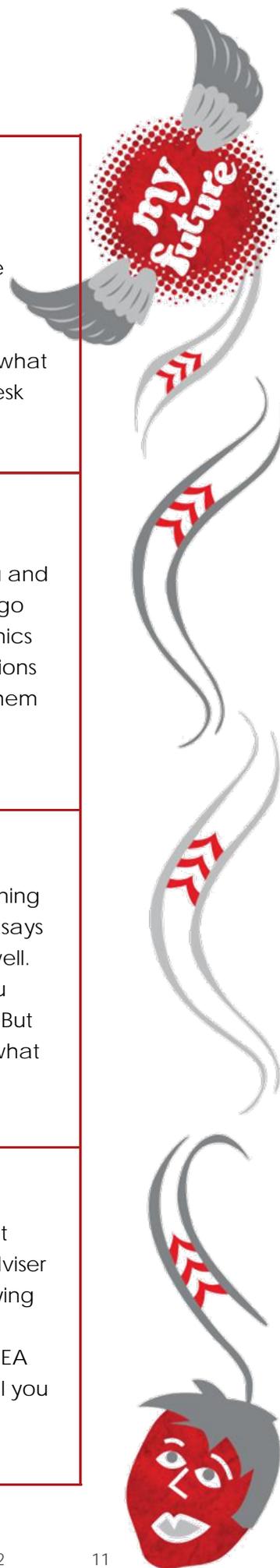
Your parents left good jobs to emigrate to New Zealand so that you and your sister could have a New Zealand education. They expect you go to university and do a professional degree. You really enjoy electronics and your dream is to get an apprenticeship in the telecommunications field. But you know your parents will oppose you or feel you've let them down. How can you resolve this with your parents?

3

A relative is in the army. He loves it and suggests you think about joining up too. It sounds physically tough but you'd love the challenge. He says you can do an apprenticeship in the army so you gain a trade as well. Your mum is horrified. She was an anti-war protestor! You tell her you won't be killing people – you're going into the army to get a trade. But she points out that you'll have to carry weapons and fight if that's what you're ordered to do. Now you're not sure. What do you do?

4

Your parents expect you to go all the way to the end of year 13, but you aren't interested in sitting behind a desk all day. The careers adviser has noticed your attitude and knows you like being active and playing sport. He's suggested you look at the website of the New Zealand Institute of Sport. You can work on unit standards and complete NCEA as well as getting a sport qualification. You like the idea but how will you get your parents to agree?



5

You're one of those people who others confide in and you enjoy helping friends. You hear through your careers adviser of a community organisation that offers work experience to secondary students who might be considering a career in community work or social work. You excitedly tell your parents, who immediately say no. They say you're not emotionally strong enough to deal with other people's problems and want you to try something else first. What do you do?

6

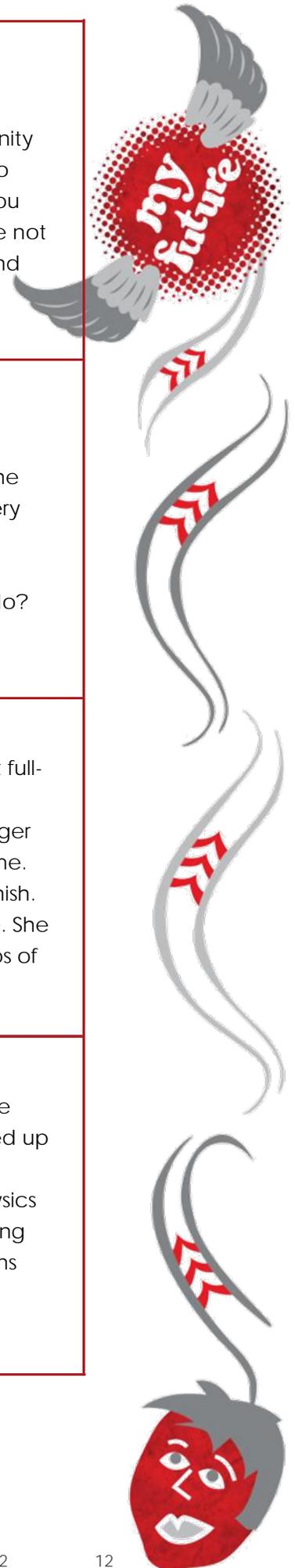
While you're at school you've been doing unit standards through the Joinery ITO. You have spent two days each week training at a joinery factory. You would like to continue in this field but the owner of the factory, the only one in your town, doesn't have enough work to employ you. You have no other plans or dreams. What could you do?

7

You're thinking of doing a business degree but you're unsure about full-time tertiary study after five years of high school. One slow Sunday afternoon at your part-time job with a large retail chain your manager mentions she is studying part-time for a degree while working full time. She has done two years of her degree which will take six years to finish. You realise this is why she often has her nose in a book at lunchtime. She agrees it is a busy way to get a qualification but says she gets heaps of experience and will get a pay rise when she finishes. Is this for you?

8

Over the holidays a friend's brother took you both out onto a bridge construction site. You were blown away. You return to school all fired up only to find that engineering requires calculus and physics and you didn't do physics in year 12. Your dean suggests you do Level 2 physics in year 13 but this means you'll be competing for entry to engineering school against students with Level 3 physics. Then someone mentions their cousin did an introductory physics paper at a university over summer to get into a degree. What is your next step?



9

You've always loved the idea of writing for a living. An aunty asks you about your career ideas and suggests you ring her friend of hers who is the editor of a newspaper. You take a big gulp and call her up. She is very nice and invites you in for a day. You spend a day there and realise that the kind of writing you want to do is very different from news journalism. What do you do next?

10

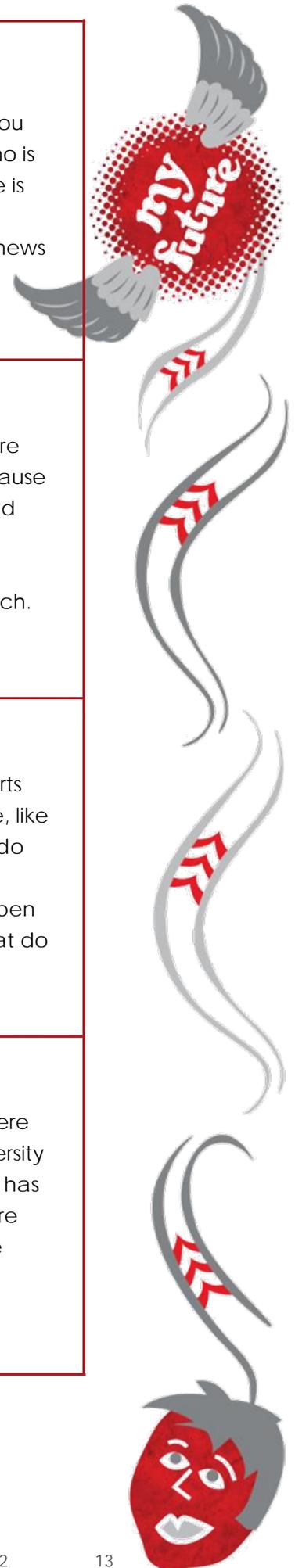
The year is nearly over and you're getting questions from everywhere about next year. Your dad suggests you do computer science because you like computers. Your grandfather tells you to do accounting and follow in his footsteps. One of your mates is doing a tourism apprenticeship and says why not get into something like that. Your coach has been talking about the sports course at the local polytech. You like the sound of all these ideas. How will you choose?

11

Art is your forte. You love painting and design. Do you go the fine arts way or choose something that has more of a commercial outcome, like graphic design or architecture? You worry about your future if you do fine arts. Would it give you a stable life and a regular income? You wonder if photography would be a way of keeping both options open but you're not sure about the income of photographers either. What do you do?

12

You're interested in psychology. You do some research and find there are two places offering psychology in your city. One is a large university with big numbers of students together in lecture theatres. The other has much smaller classes with a stronger emphasis on group work. You're not sure how focused you can be in the independent setting of the large university but the other place is on the far side of the city and means a two-hour trip each way each day. What do you do?



13

If there's a performance happening, you'll be in it. Short film, school production, classroom prank, debating – you're in the limelight. After school one day you start chatting to someone on the bus who tells you how she left school to do an introductory performing arts course with a private training provider and is now doing a performing arts degree. You get excited. You are very keen on acting but not doing well academically at school. What to do next?

14

Year 12 started off badly when you couldn't take one of your favourite subjects. So you left after the first term. But you couldn't get a job. You look into an IT course at polytech but you don't have enough English credits to get in. Everyone's getting grumpy with you at home and in the end your mum makes you go to the school career centre to discuss your options. You find out that you could return to school or start a foundation course mid-year to try and get the credits you need for the IT course. You'd have to pay to do the foundation course – and hey, one good thing about school is that it's free. What do you do?

15

It looks as though you're going to leave school at the end of year 12 with pretty poor NCEA results. Your mum and dad don't mind what you do – they haven't even asked you what you might do. You're looking at a part-time job at the local supermarket. Apart from that, you have no ideas. Most of your friends are leaving town for work or polytech. But you don't have any ideas about tertiary courses and probably wouldn't get into one anyway. What do you do?

16

Your careers adviser has talked to you a lot about the next step after school. You've been a key player in the school volleyball team and you're pretty strong and fit. You enjoy maths and you're accurate. In the weekends you've been helping on the building site for the new church. You'd like to consider a carpentry apprenticeship but your parents do not think this is OK for a woman. What could you do?



Reviewing my learning and career plan

It is important to review your learning and career plan each year to make sure you are happy with the track you are on.

- › Have a look at last year's plan and answer the questions below.

ABOUT ME

Name: _____

Year: _____

Have you gained any new skills since your last plan? What are they?

Are there any new achievements that you want to add?

Are there any changes you'd like to make to your interests, qualities or values?

Think about your favourite subjects last year? Do you want to change your list?



MY SUBJECT CHOICES

Have you made any changes to your subject choices this year? Have you got any ideas for next year that you want to record?

MY GOALS

Are the short and long-term goals you wrote last year still relevant? Do they still fit with who you are now? It is important to change your goals if you need to.

Did anything get in the way of working towards your goals? Is this likely to get in your way this year? What could you do about this?

MY REVIEW

Take a few moments to record your thoughts and feelings about your last plan and your plans now. Did this review help you get a clearer picture of your ideas now?



Preparing to make tertiary choices

Use this checklist to prepare you to choose the study or training you will do after you finish school.

“ Wherever you see a * below, it means you can find this information or tool on the Careers New Zealand website, www.careers.govt.nz

1 Understand what you need to know

- › Read the information on tertiary options in Education & training.*
- › Talk to students who are in tertiary study or training now or have just finished.
- › Talk to your family and the careers adviser about things you're not sure about.

2 Keep working on your career ideas

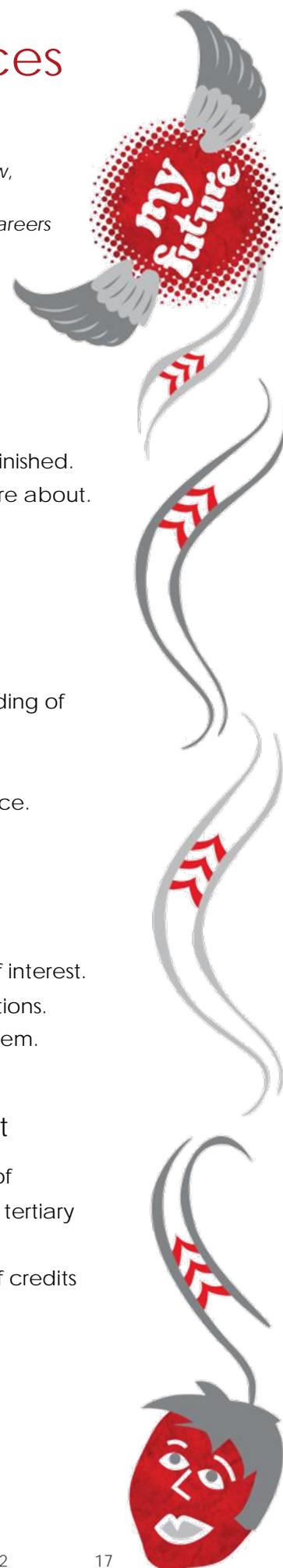
- › Try the Interactive tools* to find jobs that match your interests.
- › Explore other people's experiences in Career Stories.*
- › Read What's happening in the job market?* to build your understanding of which jobs are in demand now and in the future.
- › Talk to friends and family about your options.
- › Set up a work trial in the school holidays or spend a day in a workplace.
- › Get a part-time job.

3 Check the entry requirements for jobs of interest

- › Use the Jobs database* to look up what you need to get into jobs of interest.
- › Check the websites of related services, trade or professional associations.
- › Talk to people doing the jobs you are considering or training to do them.

4 Explore the study and training options in areas of interest

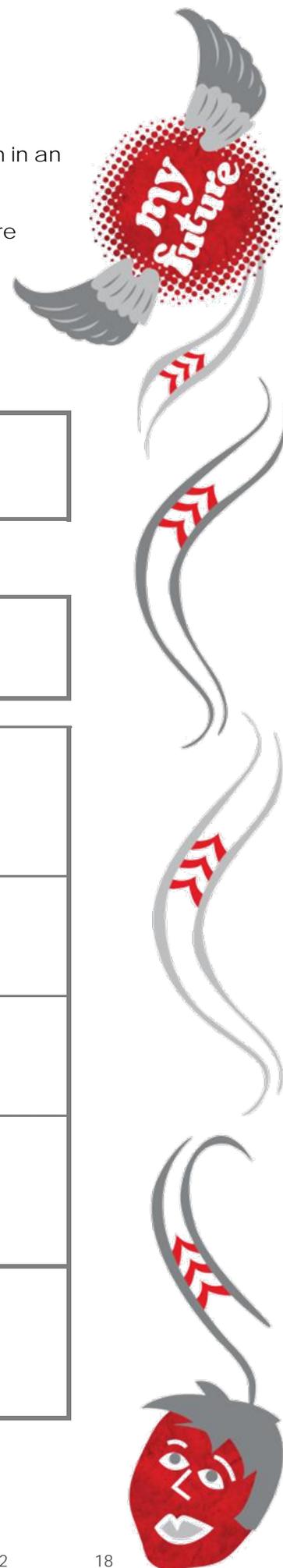
- › Use the courses search in Education and Training* to see the range of alternative courses there are in your areas of interest. This includes all tertiary learning options including workplace training.
- › Compare the entry requirements, qualification levels and numbers of credits for possible courses.
- › Check the websites of the course providers that most interest you.



Exploring tertiary courses

Use this sheet to explore some of the different courses you could choose from in an area of study or training that interests you.

- › Choose an area that interests you, eg, tourism, agriculture, healthcare
- › Use the course search in Education and training section on www.careers.govt.nz and select three possible courses in that area.
- › Record the following information for each course.



area(s) of interest

--

name of qualification

Course A	Course B	Course C

provider and location

--	--	--

level of qualification

--	--	--

number of credits to complete

--	--	--

entry requirements

--	--	--

my first thoughts on these

--	--	--

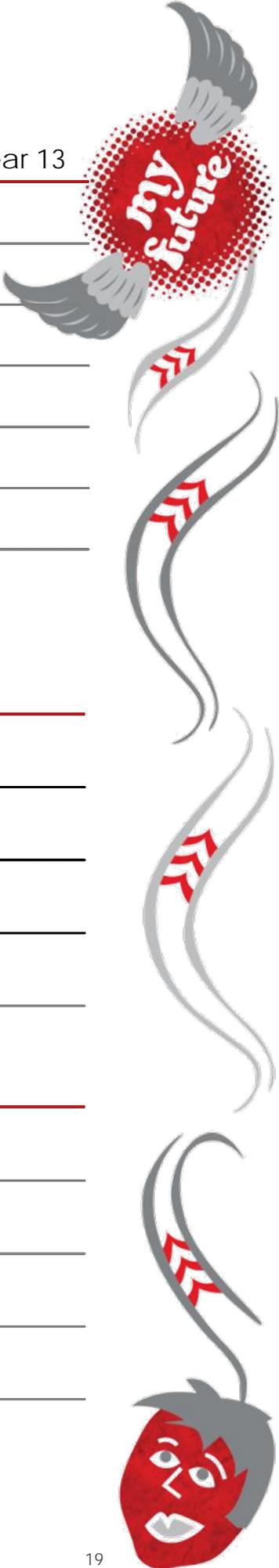
School to tertiary planner

Subjects I'm taking in year 12	Subjects I want to do in year 13

WHERE WILL THESE SUBJECTS LEAD ME?

My career ideas	Job market outlook

Tertiary study or training ideas	Entry requirements





Making tertiary choices

Use this checklist to help you choose the study or training you want to do after you finish school.

“ Wherever you see a * below, it means you can find this information or tool on the Careers New Zealand website, www.careers.govt.nz



1 Compare the options

- Read the brochure Making Good Tertiary Choices. *
- Use the courses search in the Education and training section* to create a list of courses of interest to you.
- Read the websites and prospectuses of the tertiary education organisations or industry training organisations that provide these courses.
- Compare course entry requirements, content, costs and dates.
- Look for information on course success rates and graduate destinations.
- Attend polytechnic or university open days.
- Talk to students doing the courses you are interested in.

2 Work out how you'll meet the costs

- Find out what you'll earn, or estimate what you'd like to earn from part-time work.
- Use the Education and training section* to find out about scholarships or grants or government programmes such as Modern Apprenticeships you might be able to apply for.
- Use the Studylink website, www.studylink.govt.nz, to find out about student loans and allowances and what you could be eligible for. Also look at what your repayment obligations are.
- Prepare a budget. Check out the information and tools on the Studylink website to help you do this.

3 EITHER

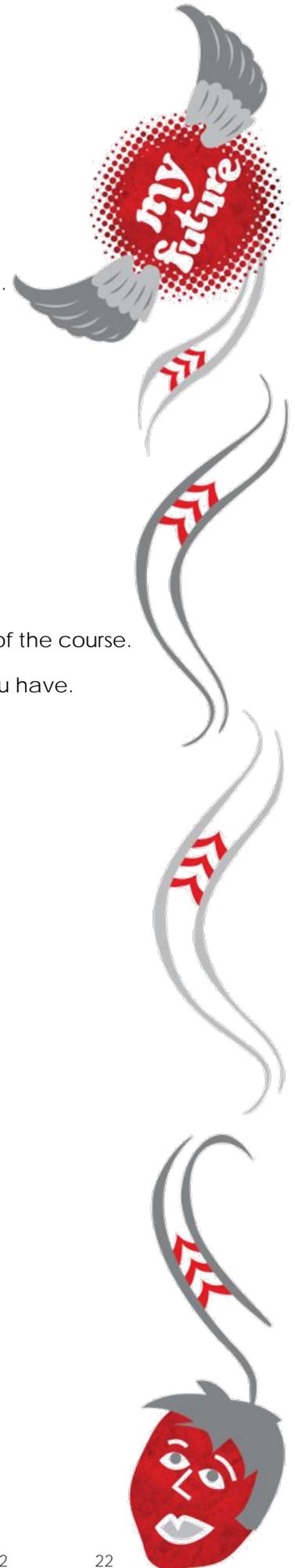
Apply to a polytechnic, university or PTE

- Plan what you will study in the years of the course.
- Diary the application closing date.
- Contact the course coordinator to talk about questions you have.
- Get application forms and send back completed.

OR

Look for an apprenticeship or traineeship

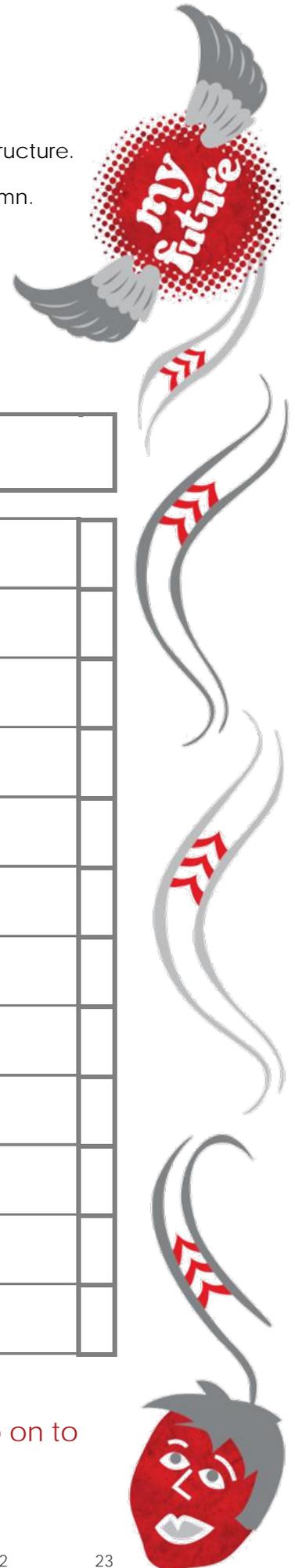
- Investigate the needs of businesses in your area.
- Find a business that will employ and train you.
- Work with your employer to plan what you will study in the years of the course.
- Contact the local training coordinator to talk about questions you have.



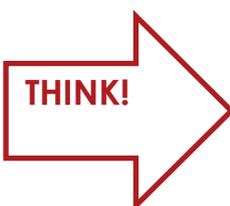
Comparing courses

Stuck choosing courses? Use the chart below to help you compare course structure.

- › Find this information for each course and record it in the course column.
- › Tick or cross the squares to indicate whether you think this is OK for you or not.
- › Compare your level of interest in each course.



	Course A	Course B	Course C
name of course and provider			
entry requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
course fees and other costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
course start date and length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
location and environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
style of learning in course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



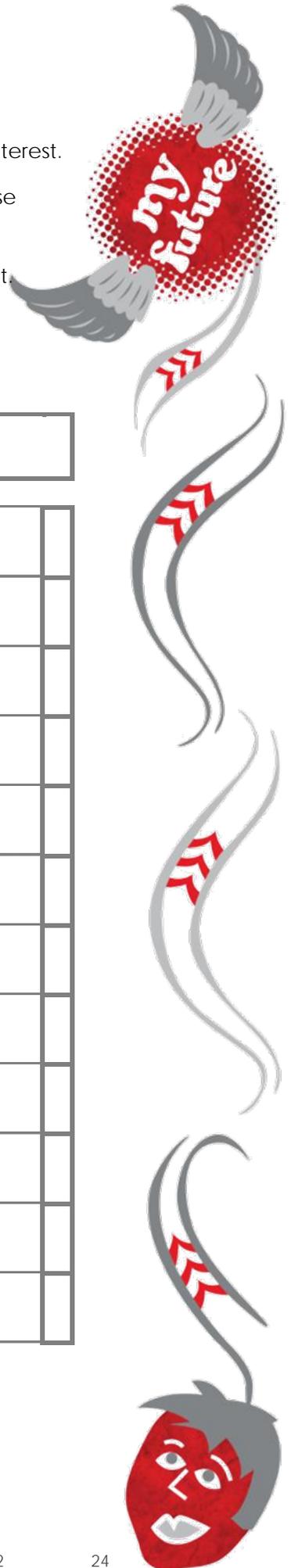
What jobs do graduates from these courses go on to do? Is there a demand for these jobs?

Comparing course content

Use the chart below to help you compare the course content of courses of interest.

- › Pick out the key elements of each course and write them in the course column.
- › Tick or cross the squares to show your level of interest in each element.
- › Compare your level of interest in each course.

	Course A	Course B	Course C
first year			
second year			
third year (and on)			



Pros and cons

If you need to make a choice between several options, try making a list of the pros and cons for each option. Use the boxes below to help you.

OPTION A

Pros +	Cons -

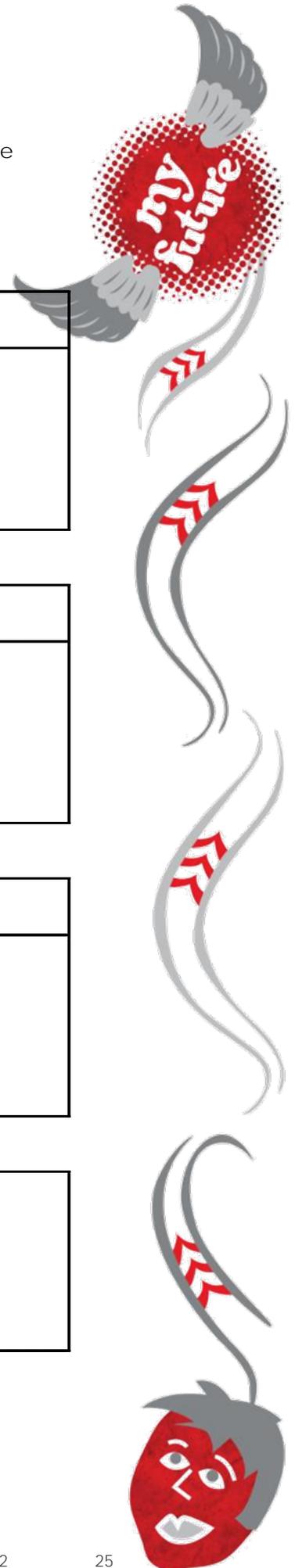
OPTION B

Pros +	Cons -

OPTION C

Pros +	Cons -

My preference is:



What if I do? What if I don't?

Whatever decision you're thinking about, it helps to think about the consequences.

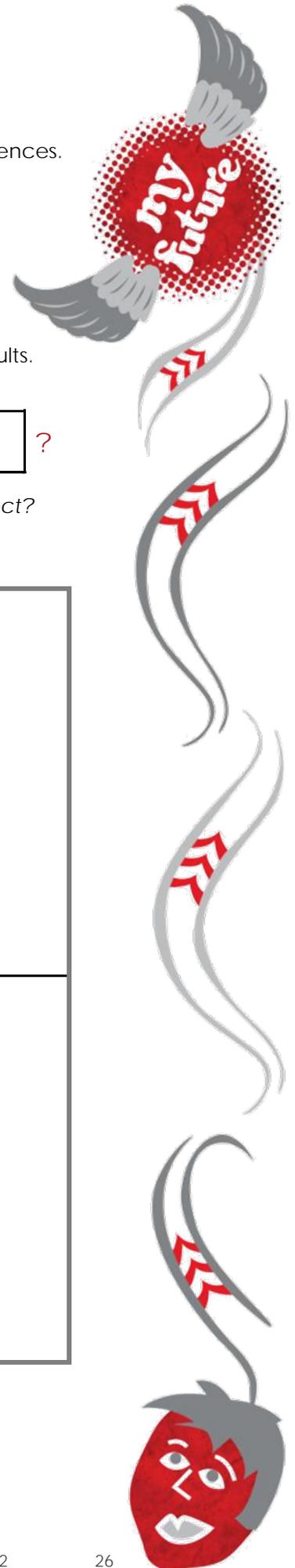
- › Think of one course of action you are considering and write it in the What if I... sentence below.
- › Brainstorm all the positives and negatives of doing or not doing this and write these in the table below.
- › Repeat with other options you are considering and compare the results.

WHAT IF I

?

*Examples: What if I take this course? What if I choose this subject?
What if I choose this place to study? What if I take this job?*

Positives if I do	Positives if I don't
Negatives if I do	Negatives if I don't



Course planner

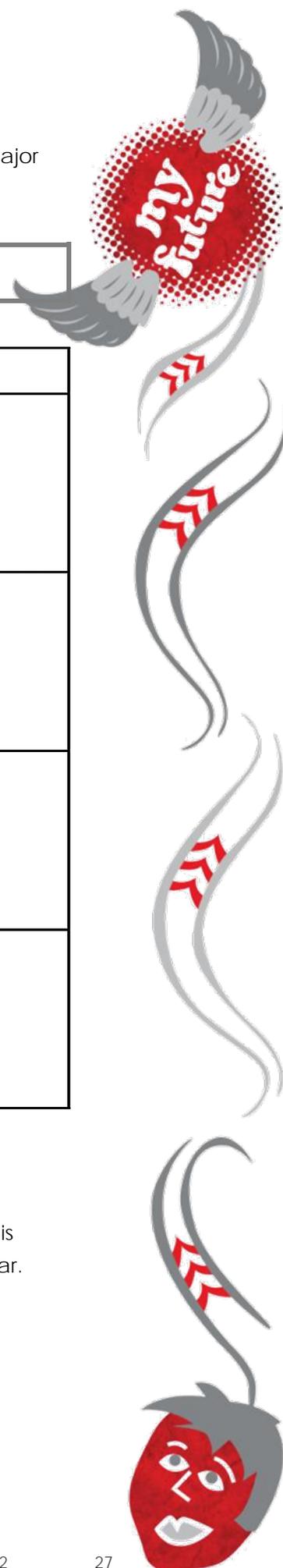
For some courses, you need to plan at least three years ahead so you can major in your preferred subject(s). Here's a template to help you plan your course.

Qualification

	Compulsory courses	My options
First year		
Second year		
Third year		
Fourth year (and on)		

Important...

- › Some second, third and fourth year subjects require pre-requisites. This means you must take a particular subject or subjects at an earlier year.
- › Many courses have a certain number of compulsory subjects each year, so a good deal of planning is required.



Planning your budget

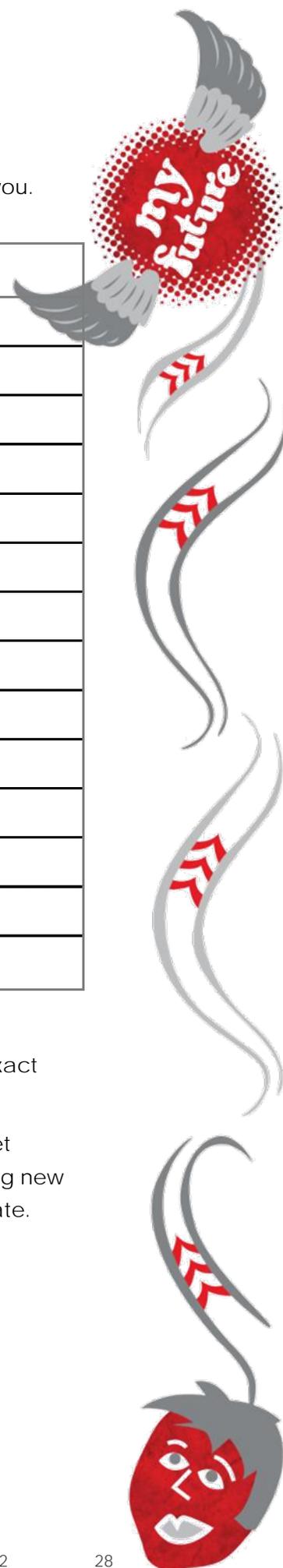
It is important to work out a weekly budget, particularly as student loans and allowances may not come through immediately. Here's a template to help you.

Costs per week	\$
Accommodation	
Food	
Power/gas	
Phones and internet	
Transport	
Snacks	
Clothing	
Toiletries	
Sports and hobbies	
Entertainment	
Emergencies	
Insurance	
Total weekly costs	\$

Income per week	\$
Wages	
Savings and investments	
Scholarships or grants	
Student loan	
Parent or family help	
Student allowance	
Total weekly income	\$

Other costs	\$
Set up costs (eg, bonds)	
Course fees	
Course costs (books, etc)	
Trips home	

- › Where you are unsure of exact costs, make an ESTIMATE.
- › Keep updating your budget throughout the year, adding new categories when appropriate.



My people skills

How I am developing my people skills

- › Read the skills at the bottom of the page and select three to write below.
- › Add examples of how you use these skills. Think about school, hobbies, interests, things you help out with at home or in the community, and part-time work.



SKILL	YOUR EXAMPLES
	Example 1:
	Example 2:
	Example 1:
	Example 2:
	Example 1:
	Example 2:

My people skills goal!

One skill I would like to get better at		One way I could do this
---	---	-------------------------

Some skills you use working with people

Advising on the best course of action

Collaborating to achieve goals

Helping others with their needs

Listening to people's views or questions

Managing a group to complete a task

Motivating someone to do well

Negotiating to settle disagreements

Participating in group discussions

Persuading people to do something

Presenting information in front of a group

Speaking to others clearly

Teaching people how to do something

My information skills

How I am developing my information skills

- › Read the skills at the bottom of the page and select three to write below.
- › Add examples of how you use these skills. Think about school, hobbies, interests, things you help out with at home or in the community, and part-time work.

SKILL	YOUR EXAMPLES
	Example 1:
	Example 2:
	Example 1:
	Example 2:
	Example 1:
	Example 2:

My information skills goal!

One skill I would like to get better at		One way I could do this
---	---	-------------------------

Some skills you use working with information and data

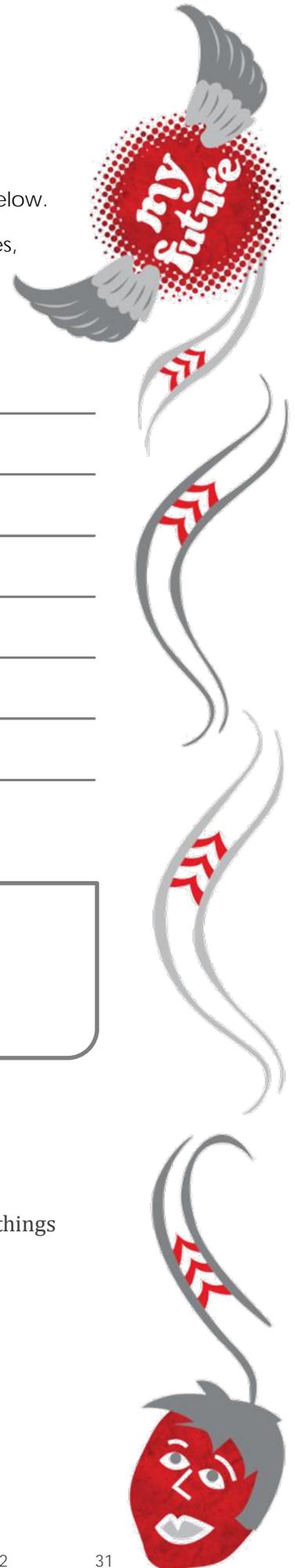
- | | |
|---|---|
| Analysing information to make decisions | Finding appropriate information sources |
| Budgeting to manage money | Following instructions or processes |
| Calculating quantities and solutions | Organising information or tasks |
| Checking things are correct | Researching to find out about something |
| Developing plans and goals | Setting and keeping to time schedules |



My creative skills

How I am developing my creative skills

- › Read the skills at the bottom of the page and select three to write below.
- › Add examples of how you use these skills. Think about school, hobbies, interests, things you help out with at home or in the community, and part-time work.



SKILL	YOUR EXAMPLES
	Example 1:
	Example 2:
	Example 1:
	Example 2:
	Example 1:
	Example 2:

My creative skills goal!

One skill I would like to get better at		One way I could do this
---	---	-------------------------

Some skills that involve creativity and new ideas

Acting, dancing or singing

Engaging an audience

Adapting ideas to new contexts

Experimenting with ways of doing things

Coming up with original ideas

Improvising responses to things

Composing music

Making objects

Designing or drawing objects

Writing in an expressive way

My practical skills

How I am developing my practical skills

- › Read the skills at the bottom of the page and select three to write below.
- › Add examples of how you use these skills. Think about school, hobbies, interests, things you help out with at home or in the community, and part-time work.

SKILL	YOUR EXAMPLES
	Example 1:
	Example 2:
	Example 1:
	Example 2:
	Example 1:
	Example 2:

My practical skills goal!

One skill I would like to get better at		One way I could do this
---	---	-------------------------

Some skills that involve using your hands, feet or body

Cooking

Making things

Driving

Operating machinery

Fixing things

Physical coordination

Growing animals or plants

Physical strength

Hand-eye coordination

Using scientific or technical equipment



Example CV

Lee Appleby

1 Fine Place, Anytown
h: (01) 234 5678 m: 020 123 4567
e: lee.appleby@server.net

Personal strengths

- › Dependability: honest, reliable and punctual
- › Attitude: cheerful and friendly nature
- › Motivation: high levels of initiative and motivation
- › Presentation: high standards of personal presentation
- › Team membership: works well independently and as part of a team

Skills and experience

Customer service

- › Work experience in office and fast food businesses.
- › Delivered papers regularly on time.

Organising

- › Helped to coordinate activities of the school council.
- › Helped plan and run a fundraiser for squash teams.

Computing

- › Experience with Microsoft Office Word and Excel
- › Maintained a database of squash club members and staff rosters.

Leadership

- › Supported new students through a Peer Support Programme.
- › Gave speeches of welcome and thanks at sporting functions.

Research and calculating

- › Collected and analysed statistical data for a Maths project and presented findings at a class seminar.



Education and training

Every College, Anytown

2008 - 2012

Qualifications

NCEA Level 2: English (23 credits), Maths (21), Food Technology (22) Biology (20),
Computer Studies (21)

NCEA Level 1: English, Mathematics, Science, Food Technology, Computer Studies

Employment history

Counter Assistant	The Fastfood Outlet, Anytown	part-time 2012
Office Assistant	Daily Times, Anytown	Dec-Jan 2011
Paper Deliverer	Daily Times, Anytown	2009 - 2010

Achievements

School council member, 2012

Regional under-16 squash representative, 2010

Piano, grade 6 practical and theory, 2011

Interests

Sport, Music, Technology

Referees

Kim Hamilton, Anytown

Phone: (01) 432 5678 (wk), khamilton@server.net

My squash team coach

Jay Waikato, Assistant store manager, The Fastfood Outlet, Anytown

Phone: (01) 987 6543 (wk), (01) 432 5679 (hm), storemanager@store.co.nz

My manager



CV template

(Full name)

(Address)

Phone: (home and mobile).....

Email:

Personal strengths

- › Dependability:
- › Attitude:
- › Motivation:
- › Presentation:
- › Team membership:

Skills and experience

(Skill)

- › (example)
- › (example)
- › (example)

(Skill)

- › (example)
- › (example)

(Skill)

- › (example)
- › (example)

« *Make sure your email address doesn't give a bad impression of you.*

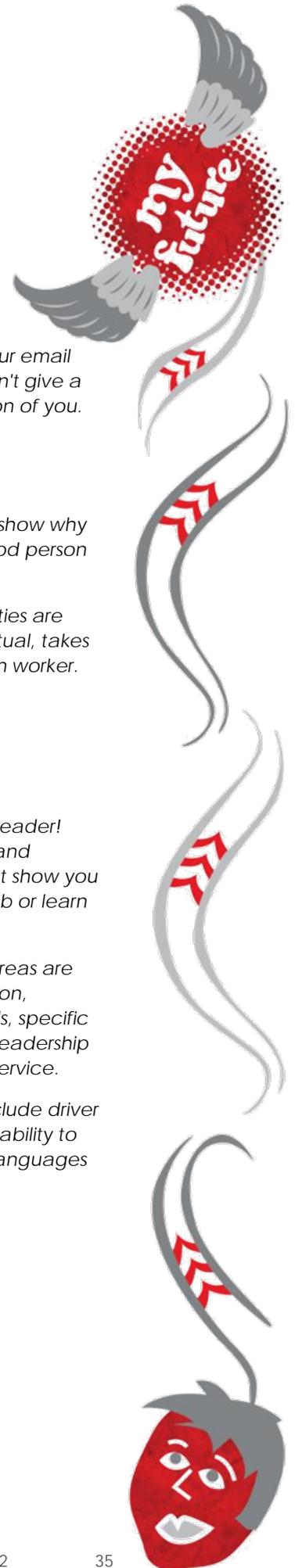
« *A chance to show why you are a good person for the job.*

« *Possible qualities are honest, punctual, takes initiative, keen worker.*

« *Capture the reader! Choose skills and examples that show you can do the job or learn to do it.*

« *Possible skill areas are communication, computer skills, specific subject skills, leadership or customer service.*

« *You could include driver licences and ability to speak other languages here.*



Education and training

(Name of secondary school) (date –date)

(Course title), (Provider), (Location) (date –date)

Qualifications

NCEA Level 2: (Subject) credits; (Subject) credits,

NCEA Level 1: (Subject) credits; (Subject) credits,

Employment history

(Title of job) (date – date)

(Organisation), (Location)

(Short description of your main tasks and responsibilities)

Achievements

.....
.....
.....

Interests

.....
.....

Referees

(Name), (Position), (Organisation), (Location)

Phone: (work and home), Email: (work)

(Who they are to you)

(Name), (Position), (Organisation), (Location)

Phone: (work and home), Email: (work)

(Who they are to you)

« Include school and any other places you have studied.

« Include NCEA and any tertiary level qualifications you have completed.

« Include paid and unpaid work – current or recent to earliest.

« Think about school roles, hobbies, sports, etc. Say what you did and when.

« Choose three or four things you do that enjoy or value.

« Ask two people, not family, who can speak well about you and your skills eg, teachers or people you know from paid or voluntary roles.



CV checklist

Use this checklist to make sure your CV gives you a good chance of getting an interview.

Your CV should include:

- › your name, address, telephone numbers, and email if you have one
- › your skills, qualities, achievements and responsibilities held
- › your education history and courses you are studying
- › qualifications and awards you have
- › work you have done
- › two people who will give you a reference (not family).

Your CV should be:

- › typed, not handwritten
- › no more than two sides of A4
- › well laid out with headings
- › on white paper
- › neat and tidy with no marks.

Each time you send a CV, make sure you:

- › match the details in your CV to what the employer is looking for
- › complete a cover letter to go with the CV
- › check for mistakes
- › get someone else to look at it.

Go to www.careers.govt.nz for more help

- › **How to get a job** for information on how to write CVs and cover letters.
- › **Interactive tools** for the CV4Me tool to create a CV online.
- › **Interactive tools** for the Know Your Skills activity to help you think more about skills you are developing.



Example cover letter

(Your name and contact details)

(Date)

(Name of contact person and organisation)

Dear person's name/sir or madam

Re: Position of Horticultural Assistant (part-time)

I am writing to apply for the position of part-time Horticultural Assistant, which was advertised in the Daily Times on Saturday 3 July 2011.

I have been studying horticulture at school for two years and am involved in local volunteer bush regeneration projects. My goal when I finish school is to find a traineeship in a horticultural business.

I am confident I would bring important skills and experience to the position in your company. These include:

- › knowledge of horticulture processes and products
- › experience in home gardening and bush planting
- › experience handling cash
- › customer service, communication and computing skills.

In addition I'd bring the following personal characteristics to the position:

- › ability to work with others and work independently
- › love of outdoor activities
- › good attention to detail
- › reliability and punctuality
- › keenness to learn new skills and to develop in a job.

I would enjoy having an opportunity to talk with you about this position and what I can offer your organisation.

I look forward to hearing from you.

Yours sincerely
Alex Vincent
(CV attached)



“ Show why you are applying for **this** position.

“ Show the skills and experience you have that match what the employer is asking for.

“ Show you are a good 'person fit' for the position and the organisation.

I know someone who ...

Networking is making connections with people who can give you information about something you are interested in, or introduce you to others who have this information.

Studying part-time while working full-time	Studying full-time and working part-time
Working for a community organisation as a volunteer	Developing a small business out of something they love
Doing a foundation course to get entry into another tertiary course	Doing a distance education course
Living away from home as a student	Living at home as a student
Leaving their home town in the first few years out of school	Working to save money before starting tertiary study
Starting a full-time job for the first time	Getting a promotion on the job



Working and living overseas	Applying for the defence forces
Studying at a wānanga	Studying at a PTE
Doing workplace training through an ITO	Finding an apprenticeship
Studying at a university	Studying at a polytech
Needing to study subjects s/he thought they wouldn't like	Competing to get into a limited entry course
Working in some level of government	Working for an international company
Working in a small local business	Working for a big national company
Working in a job that is dominated by one gender	Negotiating a contract with an employer



My values for working life

Use the table below to think about what would be important to you in working life.

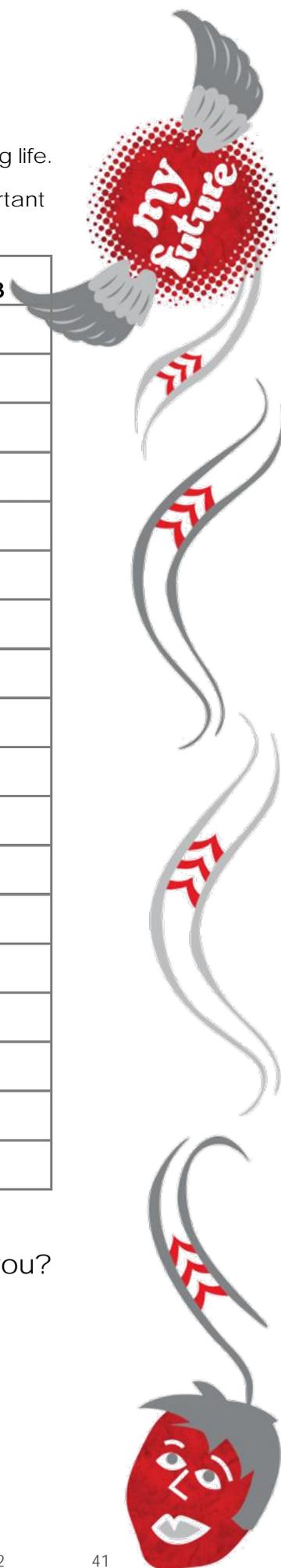
Rate each statement: **1** = Not important **2** = Important **3** = Very important

I would like work that:	1	2	3
Makes use of my abilities			
Gives me a sense of achievement			
Keeps me busy			
Gives me variety			
Is well paid			
Involves working with a team			
Is in a particular location			
Gives me chances for promotion			
Recognises my contribution			
Lets me be in control and make decisions			
Gives me status			
Helps other people or society			
Lets me express what I believe in			
Lets me learn new things			
Lets me be creative			
Lets me work unsupervised			
Lets me be entrepreneurial			
Gives me balance between work and lifestyle			

Now take a look at your results. What is really important to you?



What type of work could match with your values?



My network

Your network is all your personal connections, the people you see and interact with in all the activities you do. We all know people and we all have networks.

- › Try identifying people in your network. Think as widely as possible.

People who know me well

- parents
- sisters
- brothers
- aunts
- uncles
- grandparents
- cousins
- close friends
- classmate
- co-workers
- club members
- ...

- ...
- team mates
- church group
- boss
- coach
- teachers
- neighbours
- hairdresser
- vet
- barista
- chemist
- ...

People who sort of know me

People I can start a conversation with

Often it is these people who give you the best new leads



Job search checklist

Here is a quick checklist of things you can do to look for job opportunities.

Look for advertised positions

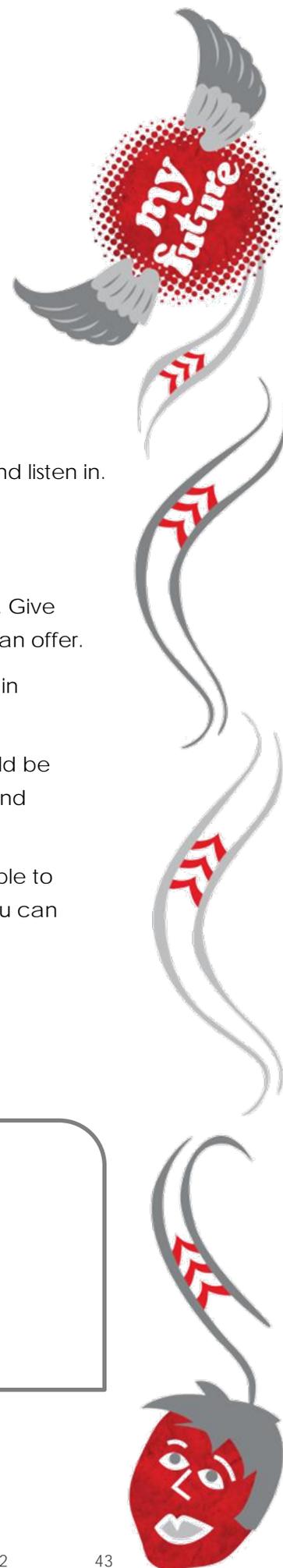
- › Check internet vacancy sites
- › Check daily and local newspapers (online or print editions)
- › Look for notices in shop or office windows
- › Check the websites of organisations you are interested in
- › Some radio stations broadcast local job vacancies. Find out when and listen in.

Find and follow up leads

- › Network! Tell people you know or meet that you are looking for work. Give them an idea of the kind of work you are looking for and what you can offer.
- › Get your CV to businesses where you'd like to work – you can do this in person or by email. Follow up a few days later by phone.
- › Phone organisations you are interested in and ask whether they would be willing to talk to you about future opportunities in their organisation and industry. Research the organisation well before you call!
- › If you are looking for an apprenticeship or traineeship you may be able to talk with the associated Industry Training Organisation. Find out all you can about their requirements and training programmes before you do.
- › Email your CV to temp agencies or recruitment companies.

Go to www.careers.govt.nz for more help

- › **How to get a job** for more help on ways and places to look for jobs.
- › **How to get a job** for a list of job vacancy websites.
- › Search for 'Types of work' to find out about the different ways of working and what these might mean for you.



Interview checklist

In an interview the employer is looking to see if they think you would fit into their workplace and whether they think you have the experience to do the job.

Here's a quick checklist of things you need to do before and during an interview.

Before the interview

- › Research what the organisation does
- › Prepare some questions to ask them
- › Prepare your answers to questions they may ask you
- › Reread what you have said in your application
- › Get evidence that may be useful such as a portfolio of work, certificates
- › Get something ready to wear. If in doubt, dress smart!
- › Know where to go. Find out how to get there and how long it takes.

At the interview

- › Take time before answering
- › If you don't understand the question, ask the interviewer for clarification
- › Speak from experience and give examples of what you have done
- › Avoid just Yes and No answers
- › Ask questions
- › Be aware of body language. Look at your interviewer and don't slouch!
- › Make sure your mobile phone is off.

Go to www.careers.govt.nz for more help

- › **How to get a job** for more help on interview preparation and questions.
- › **Jobs database** to find out more about the job and what is happening in the industry the organisation is part of.
- › Search for 'Skills employers are looking for'. This information can help you target your answers and your questions in an interview.



Interview run sheet

About the vacancy: job title, organisation, skills required, etc

--

Interviewee name:	
Questions interviewer might ask:	Notes about the interview:

How the interviewee did: (1 = strongly disagree, 5 = strongly agree)

Listened carefully and took time before answering questions.	1 2 3 4 5
Treated each question as a chance to demonstrate strengths.	1 2 3 4 5
Gave examples of what they had done.	1 2 3 4 5
Sat up straight and maintained eye contact with the interviewer.	1 2 3 4 5
Asked questions and showed enthusiasm and interest.	1 2 3 4 5

