



## EZINE 14. AUTUMN 2012: Inspirational Stories

Pat Cody looks to his professional community for sustenance.

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Selfish professional motives are at the heart of this Ezine. I wanted to create some compulsive and energising reading for myself.

Much of my reading, thinking and action lately has been around the career system: policy reviews, benchmarks, business operations and policy documents. It's been about politics, rationale and allocation of scarce resources in our industry. When you focus on those things alone, it is easy to lose the sense of clients and professionals working collaboratively towards development and change.

For sustenance and perspective I wanted to return to the heart of our helping profession – our people. Thank you Vicki, Shane, Richard, Raewyn, Julie and Brigitte for sharing your stories. You are true professionals, helping to shape and co-construct people's future identities with your knowledge, skill and energy.

Reading these narratives, I pick up themes. Practitioners are fellow travellers with their clients. Many writers mention how happenstance unwittingly led them into the career industry and how their diverse backgrounds gave them insight into their work with people. I also sense the parallel process of practitioners assisting with meaning but also obtaining meaning from their clients!

There is a strong sense of practitioners looking through theoretical lenses. It is reassuring to read that most have been in the industry for a long time; they have earned their stripes and remain curious and questioning – sure signs of reflective and dynamic practitioners.

The writers also bring commitment and energy to their work. I love intentional passion – it's yummy, addictive and inspiring stuff. There is a tension – we are all experiencing such a lot of change in our work. There is also pragmatism; the professional is always pushing the envelope to do the best for the client with the resources at hand.

I happily conclude that every day practitioners bring their experience, competencies, knowledge, ethics and passion to do their best for the client. We do have rich depth within our industry.

And this depth of wisdom, experience and commitment can be forgotten when focussing on a macro system with drivers and values that are potentially at odds with those of the career practitioner. As we shape our industry, let's always strive to be aware of the sensitive balance of professional wisdom, client needs and the economic, political and fiscal drivers in decision making.

So to Vicki, Shane, Richard, Raewyn, Julie and Brigitte, thanks for reminding me why I got into this profession. I will take your stories into my work.

And to all of us at the coal face, Kia Kaha!

## ★ President's Report

The first report from new CDANZ President, Ivan Hodgetts.

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Hello members and welcome to another edition of the CDANZ Ezine. This is my first contribution as President, having taken over the role from Megan Smith. Megan has made a wide ranging contribution to the association both as an Exec member and in the role of President. We are grateful to Megan for her efforts. For the 2012 year, Megan remains on the Exec as the past-president. This allows for a smooth hand-over and the completion of projects begun last year.

### **New Members for the Executive**

The 2011 AGM resulted in three new members for the Executive, Sam Young, Julie Thomas and Kaye Avery. All join the Exec with a wealth of experience and expertise. Sam works in private practice, business consulting and tertiary education in the Nelson region. Julie is likely known to most as a long-serving staff member at Careers New Zealand in the Wellington senior management team. Kaye runs a successful career practice in Auckland.

At the April meeting of the Exec, we also co-opted Kay Grant. Kay joins the Executive from as an active Career Advisor at Taupo-nui-a-Tia College. The Exec feels that it is important to have representation from within schooling given the important focus placed on young people's decision making and career development.

### **2008 changes to membership are finalised in January 2013**

In 2008 changes were made to the criteria and process for obtaining membership of the Association. For Professional Members this meant meeting requirements for a career specific qualification alongside practical experience. As a part of this process a 'sun-set clause' was introduced. This clause allowed for those with a level seven or higher qualification and more than ten years experience to submit a Proof of Eligibility form and retain Professional Membership. Those who did not meet the criteria could either: obtain a relevant qualification or, produce and submit a portfolio of work demonstrating their competence (the relevant information and forms are available from the website).

*Eligibility for renewal under this process ends January 2013.* We have contacted all members who need to complete this process and encourage you all to complete the relevant form as soon as possible.

### **Fit for purpose review**

Among the various projects and activities being undertaken by the Exec I want to let you know about one in particular – a membership process 'fit for purpose review'. Given that it will be five years since the change of membership criteria, the Executive is currently undertaking a review to ensure that the information, documentation and process for membership application and renewal are 'fit for purpose'. I believe it is unlikely that there is a need for any significant change to the current systems. One area where we are looking to is if it would be useful to retain the portfolio based proof of eligibility assessment for

membership established in 2008. This process has the potential to allow people with established qualifications and expertise in related professions (such as human resource management) to join our Association without the need for a prolonged process of formal education. However, we would need to have a clear and robust process should we decide to consider this option. Ensuring our process is robust is central to the 'fit for purpose' review. Look out for further information in the next Ezine.

### **CDAA Conference**

I attended the Career Development Association of Australia (CDAA) Conference in Canberra during April. The conference title was *Designing Careers, Shaping Workforces*. The shape of the future workforce will always be an important concern for career practitioners as we are, in many respects, in the business of supporting our clients to predict what the future labour market will look like. This is especially the case when people are considering investing time and energy in formal education or training or making significant career transitions. Conference information and podcasts can be downloaded from the CDAA website.

Two speakers who stood out for me were Ivan Neville from the Federal Department of Education and Andrew Rimington from the Chamber of Commerce and Industry, Victoria. Ivan Neville presented a demographers view of workforce trends and changes in the population. Like New Zealand and the rest of the Western world, our populations are aging and the need for health and related services is increasing while manufacturing is on the decline and educational requirements for entry to jobs amplifies the time and cost of training. All in all a pattern of structural labour market change with some yet to be considered challenges and pressures that could transform the way work is organised.

The second speaker, Andrew Rimington, presented on the practical end of this structural labour market change. He has been involved with the Gray Matters project in Victoria. This project aimed to support the re-engagement of people 45 and over into the workforce. What is particularly interesting is that this project was undertaken by a Chamber of Commerce and points to the level of concern and pressing need to consider how we support an aging workforce to remain engaged in meaningful employment. This type of project provides insight into the implications of these workforce changes and how we might be responsive in our practice. This will be an important area of practice in the coming decades.

### **Connecting research and practice**

The theme of research and practice was very apparent at the Australian conference with Academics such as Peter McIlveen (University of South Queensland) continuing to advocate for more research and a strong dialogue with practitioners. This is something that your Executive wishes to encourage further. We are considering how we can continue to build our working relationship with the CDAA, academics and other associations around the world. Doing so will enhance our ability to advocate for the profession in New Zealand – in part by demonstrating the importance role played by career professionals throughout world

I trust you enjoy the Ezine

Ivan Hodgetts

*President, Career Development Association of New Zealand*

## ★ Julie Chiaroni

I currently work as a High School Career Advisor in a rural school with about 500 students. I trained as a teacher way back in the 80s and have worked in both primary and secondary schools and also in London. For about 15 years I worked part time as our children were young and during that time I ended up working in the “Transition Department” of our local High School where I did some Careers work and various other Life Skills teaching such as Sexuality Education and Drug and Alcohol Education.

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In 2003 I left teaching to start up a small business as a provider of Vocational Rehabilitation for ACC. As I was a University Graduate with some experience of careers work I was well suited to delivering a range of services to ACC including Vocational Assessments and Return to Work programmes.

For the following 7 years I was very busy as the business grew and ACC continually moved the goal posts and changed the requirements of the various contracts. I enjoyed the work and met many interesting and admirable people. I worked closely with local employers all over Northland, placing clients in work trials to help them gain new skills, confidence and in many cases paid work. I also liaised with a wide range of training providers to upskill clients by helping them gain new skills such as computer skills, various driving licences and in some cases tertiary qualifications.

In 2010 I stopped working in this area due to a combination of factors. I was looking forward to some time out of work however I was asked to cover for an old friend at back at my local High School doing just two days a week supervising the Distance Learning students and the STAR and Gateway funding. During this time I completed the Certificate in Career Development and very luckily the role of Career Advisor became vacant and I was employed for a further two days per week.

I now work full time as Career Advisor, Distance Learning coordinator and STAR and Gateway funds manager. The roles complement one another and I am lucky to have an excellent Gateway Coordinator who oversees the 65-plus work placements per year we organise for our students and a number of entry level jobs that arise during the year. STAR funding is specifically tagged to provide alignment with tertiary training opportunities and is used to purchase various training and educational experiences for our students including industry based training.

Schools are amazingly busy places and I frequently feel there are not enough hours in the day. I do lots of liaison work with various tertiary providers, universities, polytechnics, private training providers, Armed Forces and Police and ITOs including hosting information and recruitment sessions in our school and taking our students to campuses and off site experiences. I am very busy with our senior students assisting them to explore and choose courses and institutions and attend Open Days and coordinating tertiary enrolments, Halls of Residence applications and scholarship applications. I regularly invite past pupils back to visit us and share their educational, life and work experiences.

I plan and deliver Career Education Programmes throughout the school across all levels, interview individual students and assist teachers with Academic Coaching and subject specific Career Education. I maintain an enormous databank of Career and Course information and endeavour to keep it all up to date and easily accessed. I provide information for and coordinate a wide variety of experiential activity opportunities such as Spirit of Adventure, Unicef Youth Forum, Outward Bound and Overseas Student Exchanges. Presently I am working with the new Career Education Benchmarks to assess our current school status and identify areas we could improve.

Our young people continually impress me with their amazing skills, attitudes and energy and I feel privileged to be in a role where I can be a positive and affirming influence. The world of work is changing at a faster rate than ever before and our school leavers are faced with a daunting number of options and choices for the future. I try to ensure all our students have some sort of plan for their first step after school but I believe the best thing I can do to future proof our young people is develop their self belief and confidence.

### ★ Shane Heasley

In 2002, I packed my suitcase, boxed up the belongings in my room, and much to frustration of my mother began singing the chorus to John Denvers 'Leaving on a jet plane,' for the two weeks preceding my departure from the small north island town I hail from; arriving in the land of the scarifie to arm myself with an education, and make my mark on the world.



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Like many new school leavers, I didn't have a great idea of what I was going to do, and with a few changes in majors along the way, I eventually graduated uni, with a conjoint degree in economics, management, and politics – though none the wiser as to my calling in life.

Through networking and getting to know people through the various roles I took on as a student, I came to know owners of the company that subsequently employed me and where I have worked since graduating. The field of vocational rehabilitation was a foreign concept to me, but the more I questioned and learned about the how, what, when, and why professionals do this work, the more the dynamic nature, and constant challenges (both personal and professional) appealed to me – so it was back to the books for some specialist training.

The role of the vocational rehabilitation consultant is to assess, develop, and implement rehabilitation programmes to assist clients to become 'work ready' in employment considered sustainable by their medical team. Clients who are referred for this service vary in their readiness to accept input in this area of their lives. Many are still moving through the grievance cycle for the loss of their past work (and often their ingrained sense of identity), and adjusting to their new selves following illness or accident.

As a practitioner, I need to be able to manage and guide the client through the process, as well as meet the competing constraints of time and outcome requirements put in place by referring organisations. This means, in addition to developing career practice skills, I need to become a leader of multi disciplinary teams, a speaker of plain English, and a strong negotiator.

Carl Rogers' Person-Centred Theory, though a theory that underpins career counselling, doesn't sit particularly well in vocational rehabilitation as the work tends to be a more directive 'therapist-led' helping process. This dynamic can be challenging for therapist and client alike. In my case however, the rewards of assisting people regain their independence triumph over the constraints of the environment in which the work is undertaken.

Vocational rehabilitation is a rewarding and highly challenging specialisation. Although entering this field was a chance occurrence for me, I was really encouraged during a workshop I facilitated at the Otago Polytechnic to meet a number of new practitioners, all with aspirations to work in this field of career practise.



## Raewyn Laurenson

I started my working life as a degree-qualified primary school teacher, which gave me the flexibility to work in both primary and secondary sectors. I worked in New Zealand teaching in intermediate schools, then went to Greece where I taught years 7 to 10 in an American international school for 3 years.



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On my return to this part of the world I decided to change career direction, as people had told me that teaching was not the real world, business was! I thought I had better check this out and see how real the assertion actually was, and I got a job as a trainee recruitment consultant in Sydney in 1989. Gradually I moved more into management recruitment and then into senior executive search. Was this more real? I now understand that reality is a matter of perception. It's all real if you believe it is.

On my return to New Zealand in 1996 I began working with highly successful managers who became redundant, lost confidence and found it difficult to reinvent themselves. This interest, combined with the encouragement of my mentor and boss at the time led me to do a Master of Education at The University of Auckland majoring in Counselling. My focus was on the workplace.

In 2001 my family and I moved to Nelson and there I started my private practice in workplace counseling which gradually morphed into coaching, counseling and supervision of managers in the workplace.

Most recently, January 2012, I have taken on the role of Coordinator and Tutor on the Bachelor of Social Sciences Degree at Nelson Marlborough Institute of Technology 4 days per week whilst running my private practice in my spare time.

### **My current role**

My current role, in one sense, takes me back to my roots - that 'unreal' world of teaching. However, it also combines the skills and knowledge that I have acquired along the way. I am sure my teaching has improved with my reading, studying and professional development around both coaching and counseling. It is great to be able to take on a role that I have spent the past ten years, not to mention the previous years in careers and teaching, preparing for.

Apart from teaching, my role involves course development, project management, coordination, counseling, career development, research, building relationships, conflict management and negotiation and working in a proactive, high performing team. There is plenty of challenge and stimulation and every day is different.

I have a number of goals, challenges and opportunities in this new role which include being a part of implementing and developing a quality degree program in counseling. I would like to see well prepared and well trained counselors graduate from our program with broad career focus that includes counseling in a number of different workplaces ranging from schools to agencies and businesses. I would also like to see those graduates have the skills not only in counseling but in being able to find work, understand what a work environment entails and how to go about getting the job they want.

There are also challenges and opportunities within the environment of NMIT for me both professionally and personally. There are opportunities to become more involved in the workings of a large, continually changing organization with many people, managing in tough times. Personally, there are other opportunities for more research such as a PhD, should I go down that path. Since I am a compulsive student that might be likely!

My current project at NMIT involves building partnerships between business and education with regard to health and well-being in the community. In the social science area this has only been done in a very limited way in the past. This requires an ability to work with and understand business and see the links between the workplace and the education sector. As my background covers both areas this skill set is particularly useful in creating opportunities in an area that has been neglected in the past.

By retaining my private practice work, I believe I also retain my credibility as a coach and a counsellor. I am actually doing the work that I am teaching. I am also doing the same work as a Coordinating Tutor, but as I mentioned before, it is all about perception!

## Richard Sevicke-Jones



I am one of the numbers you hear about when the term ‘tertiary churn’ is mentioned. Without any clear direction at school, I thought I was cut out to be the next Le Corbusier and started a five year Architecture course at Victoria University.

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Alas, two years into the course, I realised that my lack of natural ability in Maths and Physics – along with no real drive to be an Architect, unlike my peers – was starting to catch up with me, and I promptly cross-credited to a BA so I could leave university and head off on my OE as soon as possible. Perhaps this false start in my own life is why I was drawn to the careers sector, and why I have empathy for the 50% of young New Zealanders who make poor tertiary choices.

While I was living in the UK I trained as a career guidance practitioner and developed the micro-counselling skills and knowledge of the theorists – Super, Holland et al – that contribute to the profession. At the time (mid-2000s) the prevailing model in the Connexions service where I worked was based on traditional one-to-one, face-to-face career guidance intervention for secondary school students, and it’s fair to say that my initial background – and strengths – were in this one-to-one model. However, my return to New Zealand in 2008 – and subsequent employment with Careers New Zealand (then Career Services) – opened my eyes to the creative possibilities within the sector, including a greater emphasis on career education, the notion of career competencies, and career services for adults. One of my highlights with the organisation has been (along with half a dozen very passionate, very capable colleagues) the pilot and subsequent implementation of the online webchat service.

Krumboltz is well known for his theory of ‘planned happenstance,’ and the current phase in my contribution to the New Zealand careers sector can be attributed to this. I happened to attend the 2009 International Symposium in Wellington and inadvertently ended up in John McCarthy’s seminar on career guidance and public policy. Although I worked in the public sector I hadn’t given too much thought to the importance of public policy to the profession. By the end of the session I was hooked on why we, the practitioners, were failing to convince government policy makers about the impact and worth of our work. Nearly three years later I am heading towards the conclusion of my Masters in Public Policy, and am about to commence evaluation research into the impact of a career education policy in New Zealand. At the same time, I am seconded to Careers New Zealand Strategic Development and Planning team, and therefore now have the opportunity to contribute to the link between higher level strategy and the operational practitioner work ‘in the field’.

I think my own career to date is evidence of the importance of skill acquisition, lifelong learning, and the need to be self aware about your interests and values throughout your life. These are attributes we try and impress on the clients, especially young people, that we serve daily as career practitioners. For example, whilst two years of Architecture study may appear at first glance to have contributed nothing more than adding several thousand

dollars to my student loan balance, the creative thinking skills I acquired were subsequently extremely useful in my early career working in the British secondary school environment. This, in turn, gave me teaching, facilitation and the associated 'people' skills that were valuable in my work as a career practitioner. And it's the knowledge and networks I gained from this part of my career – along with the research and writing skills gained from a History degree – that have proven invaluable in my current study and secondment. If nothing else, I think my career demonstrates that there is no 'standard' route to working in the New Zealand careers sector, and that we all bring a diverse range of skills and experiences to our workplaces.



## Brigette Shutkowski

My worklife as a Career Consultant began whilst working as an Occupational Therapist – combining career planning with the rehabilitation work I was doing with clients with mental health issues whose key task was really about navigating the transition from being 'unwell' back to career, work and life.

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Through this work I realized that I had in fact stumbled across what would in fact be my most comfortable niche. Nice piece of happenstance! Occupational Therapists have a natural affinity with individuals' narratives and journeys – so it was a perfect fit.

Since 2004 I have worked with the Careers New Zealand team in Auckland, involved with service deliveries and client work. Although I have a key team I work with, I also work across teams and across the country. My current work portfolio is diverse.



- ◆ direct work with clients: face to face, phone and web technology, group workshops.
- ◆ supporting our career guidance team to ensure the provision of high calibre and appropriately focused services to our target communities.
- ◆ mentoring new staff as they develop their career practitioner roles.
- ◆ career education – working in a project team to devise frameworks and resources for working with year 7 & 8 schools; in the secondary school arena – working with chosen schools to provide intensive support as they review their career education programmes.
- ◆ having input into resources that will sit on our website, through providing a career consultant perspective.
- ◆ project management – leading a team developing online career mentoring to those in career influencer roles.

Technology and project work have had a huge impact on my career practice. I have been privileged to be part of the thinking and teams who have stepped outside of and beyond the traditional delivery of career guidance/development to increase accessibility and deliver to a broad range of clients. The range of resources and greater breadth align with two beliefs close to my heart. First, I embrace my previous manager's notion that people need a menu

of options to choose from – there is no ‘one size / approach fits all.’ Second, being a change or shift agent is a great thing, and alongside this is the need to hand over and demystify the magic of what we do – to equip people to replicate this magic for themselves, and in the future without my help.

For the past few years I have worked in some very innovative and frankly cool teams to develop some exceptional packages and resources and increase accessibility and availability for anyone seeking guidance on their career path. Working on the Phone Guidance team – provided a personal challenge of going back to basics with the basics! – learning to connect with clients effectively from a distance. I refined my micro counselling and guidance skills – especially the ability to really listen and to summarise and I received extremely positive feedback on this work. I discovered that you don’t have to be sitting face to face with another human being to connect well and achieve some amazing work.

Webchat Guidance and extending the use of our web technology has been another fantastic voyage. Collaborating with like-minded, adventurous colleagues we dared to step into a new space and create something innovative and client centred online.

When we first went online, we did not know if the people would come and even if they did whether they would find value and want to engage. The short answer was yes!! The evidence speaks for itself. Social media is gaining momentum and becoming imbedded in business as usual, throwing up intriguing challenges and opportunities. An open mind and a sense of possibility have helped me jump into this space. Feedback indicates that our counselling and guidance skills and knowledge are right up there and being used in a refined, adapted, meaningful way, linking them with technology that allows clients to reflect and get direct visual feedback on their process both at the time and on completion. The typed webchat exchange is recorded, which is useful to the client to review and also for our organisation to ensure high calibre quality standards.

I also work with career influencers. I help others to help others with their career development, in a work or family context. The other day I gave a brief presentation to a group of 65-94 year olds about career conversations. This age group has an important role to play in guiding the upcoming generations. They picked up some simple ways to initiate career conversations with their grand and great grandchildren and show their interest.

There is enormous passion and energy in the voluntary sector to give back to the community. Another aspect of my current role is to train and support volunteers like the women at Dress for Success to use and develop their skills as career mentors.

Working in careers presents both challenges and opportunities in the current environment. So it is essential to work collaboratively and be open and willing to take a chance on new possibilities, engaging in a new way without abandoning knowledge and core skills.

## Vicki Summerfield



*He aha te mea nui o te ao? He tangata! He tangata! He tangata!*

This is my 13th year working in career development. I work in a large urban secondary school for girls in Christchurch. My client base is 1000 young women aged 13-18 from a multitude of ethnicities.



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I came to careers through happenstance. I was working as a schools adviser and wanting to get back into a secondary school when as member of the Avonside Girls' High School Board of Trustees I heard that the career adviser job was going to be advertised. I rang a friend who worked in careers to tell her about the job, thinking that she might be interested in it. She said, "why don't you apply?" So I did, and here I am!

While still on the learning curve I discovered that there was such a thing as a qualification in Career Development and I jumped at the chance. I completed the Graduate Diploma in Career Development from AUT in 2006. The study introduced me to the world that is the career industry, increased my knowledge and confidence, gave me theory based tools for my practice, and gave me credibility.

**"Don't ask me what I want to be until you show me what there is to be." Anonymous student.**

Those who work in careers in schools have the task of making sure that each student (especially those at risk of not making a smooth transition from school) is engaged in career development so that they will leave with a set of competencies enabling them to make sound career decisions. At Avonside I aim to raise aspirations, get girls to consider entering non-traditional careers for women, and help students to become aware of the wide range of career opportunities and interventions available to them.

Last year our school was displaced by the earth quake, and went to site share at Burnside High School. This year although back on our own site we are in a temporary school with an uncertain future, and many of our students are living in a temporary world as they wait to see where they will go to live when they move out for their "Red Zoned" or severely damaged homes. This state of flux comes with its own challenges, and for a careers adviser one of these is to become aware of where the opportunities will be during the 10 – 20 years of our city's rebuild so that our young people can be informed and make career decisions accordingly.

The skills and knowledge sets that I draw on in my work are many and varied, they come from my study, and networking in the strong Christchurch career development community, and authentic professional development.

## **Career Development theory underpins all I do in my work.**

The developmental theories, Ginzberg's occupational choice, Super's Life-Span Life-Space and Gottfredson's Occupational Aspirations theories remind me that my clients are at particular stages of development. The behavioural and ethnic theories of Krumboltz, and Tyler, and the Whare Tapa Wha Health model, assist my work with clients from differing socioeconomic, Maori, and other ethnic backgrounds. The work of John Holland, and our own Heather Carpenter (my heroes!) in particular, influence the Career Development programmes I have developed for each of the year levels in our school. The work that Krumboltz and Bright have done on planned happenstance and chaos, hold a beacon of hope when I am working with clients who are "stuck," and I am vigilant about helping clients to benefit from unplanned events.

### **In summary....**

What follows is a typical day in the life of a careers adviser in a secondary school – Wednesday 2nd of May.

*8am* – prepared the daily dispatches of information, dispatched information on the Army and Air force work experiences, and the CPIT "have a go" day to interested girls, and fielded inquiries about the "have a go" day. Had three one on one careers appointments with senior students investigating university options.

*10am* – taught a Year 12 Career Development class a lesson on identifying best skills and personal qualities.

*11am* – prepared a year 13 assembly on study skills, wrote a letter to parents regarding the benefits of the careers expo, checked my email, then saw a student to discuss her recent work experience and her next step, and assisted another to prepare a CV.

*Grabbed a bit of lunch.*

*1.45pm* – went to teach my Year 12 Employment Studies class, who were preparing for a formal interview practical assessment.

*2.35pm* – school finished and I opened the mail, and wrote some of this article.

*4.00pm until 7.00pm* – parent interviews, where I talked to parents about their daughters' career choices.

## ★ CDANZ Branch News — Autumn 2012

Contributions from Auckland, Waikato and Manawatū.

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### **Manawatū** (manawatu@cdanz.org.nz)

Contributor: Jane Stella

#### **Recent Events in our Branch**

In February, our branch hosted Claire Stirling-Hawkins (Careers New Zealand) who presented Te Tūkirunga, an indigenous model for career development, to a very engaged group of career educators, practitioners and advisors from secondary schools, private practice and community organisations. The presentation provided us with an understanding of the concepts of Te Tūkirunga and an insight into the learnings, difficulties and achievements as Careers New Zealand have taken the approach from the informal environment of the family home, to the structured worlds of Māori medium and alternative education. We also looked at how these learnings can be applied to the mainstream environment.

Upon request from our branch members, in March we hosted a selection of guest speakers who increased our awareness, understanding, skills and knowledge in working alongside people at each end of the age spectrum to engage and actively participate in the workforce.

In April we held the inaugural meeting of the Manawatu Peer Supervision Group. We discussed the concept of Strengths-based Peer Supervision and how we could utilise the approach to engage in 6-weekly peer supervision sessions to share effective practice and strategies, connect with colleagues in the career development field, and keep well grounded!

#### **Upcoming Events in our Branch**

May 16th – Professional Development Day and AGM

Sarah Strong (Clinical School Manager, Bay of Plenty District Health Board) is presenting on Organisational Career Development, and Ian Harper (Managing Director, STEM NZ) is presenting on How to Be Content - maximizing your potential, recharging your energy and enjoying your positive self-esteem.

Our AGM will be held over lunch and we are looking to appoint a new Chair and Secretary for our Branch.

#### **Important dates in our Branch**

AGM – 16th May 2012!

## **Our Branch is Recommending**

STEM:NZ - Systematic Training Education and Motivation throughout New Zealand who provide strategically focused training and related activities in partnership with management teams.

STEM:NZ believe:

- # People are the most valuable resource that any Organisation has
- # For people to reach their potential they need a balance between structure and freedom to act
- # For training to be effective, a workplace based training and learning needs analysis needs to be developed as an integral part of the working activity

Jump onto [www.stemnz.co.nz](http://www.stemnz.co.nz) to check out the wide range of training and development available through STEM:NZ.

## **Membership**

New Member: Kelly Retter

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## **Waikato**

Contributor: Jillena Paekau

### **Recent Events in our Branch:**

In February, Selwyn from Careers New Zealand presented The Career Education Benchmarks. Members gained knowledge of a self-review tool for successful career development services in NZ secondary schools.

In April, Michael Richardson from The Career Studio presented his recently launched Stepping Up film. Members were able to watch the film and hold discussions around skills, development, learning points and ideas. An excellent discussion tool for career development for all age groups.

### **Upcoming Events in our Branch**

July – Career Development for people with disabilities

August – Movie Night – Members get to watch a Movie with Career related themes and hold discussions.

August – Potential workshops for members with Career Consultant Gray Poehnell.

### **Important dates in our Branch**

Next branch meeting to be held in July.

## **Our Branch is Recommending**

Stepping Up Film by The Career Studio – [www.careerstudio.co.nz](http://www.careerstudio.co.nz)

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### **Auckland** ([Auckland@cdanz.org.nz](mailto:Auckland@cdanz.org.nz))

Contributors: Caroline Sandford & Richard Vernall

#### **Recent Events in our Branch:**

As the branch with the largest and most diverse membership, the committee strives to offer a varied and stimulating range of PD, to meet the various needs that this diversity presents.

In February for our first event of 2012, we invited Terry McCloy, founder of one of New Zealand's most successful Human Resources groups that include Donington New Zealand and Management Search International, to speak on the latest trends in the employment market, highlighting key information which is paramount for us as career practitioners to know and pass onto our clients.

Terry gave an insightful and informative talk on the practical issues that we as career practitioners need to be aware of whilst working with our clients. He is a strong advocate of every person having a powerful LinkedIn profile and how this may indeed replace CVs in the future. Definitely food for thought.

In May our second event of 2012 was an engaging, interactive, and practical evening focusing on Career Practice within a cross-cultural context. We invited Jannie Allen and Navaz Smith, Careers NZ, and Dr Catherine Hong, ACC, to be part of a Panel Discussion on Culture and Practice. Opening with a fantastic presentation by Jannie reviewing a number of assumptions that people have when interacting with people from a range of different cultures, the panel answered a number of questions posed by chair, Dee Anne Freeman. Jannie emphasized an important point for all of us to remember: "One has to have a high level of cultural awareness of one's own culture before one can interact effectively with people from different cultures."

#### **Upcoming Events in our Branch**

For our third event we were to have some key team members of Careers New Zealand to give us a current overview of their work, an update of their latest projects as well as an insight into new website content. Unfortunately this event has been canceled due to low registrations. We hope to run a similar event later in the year.

Our fourth event on the 31st May is a half day workshop run by David Epston on The Poetics of Inquiry. If you are to consider what you do as something other than some derivative of scientific practice, you are eligible to reconsider the craft and art of inquiry. David believes this is neglected in counselling/psychotherapy trainings of all

sorts. This workshop will consider through commentary on a live interview such questions as:

- 1) What is a good question?
- 2) What does a good question do? and
- 3) How does a good question 'tell' a good story?

Our AGM is booked for the 24th July to be held at Nickies Thai Restaurant in Newmarket. We are taking a different approach this year and instead of a speaker we are organising an exciting and interactive event for the evening – watch this space!

Key members of our committee are stepping down this year and we are very much needing support from the membership to take this opportunity to make their mark on their professional association! If you are interested, please email [auckland@cdanz.org.nz](mailto:auckland@cdanz.org.nz)

We have been particularly organised and have three more events already planned for the year!

27th September 1-4pm ½ Workshop –Ethics with Sue Mortlock.

16th October Breakfast – Maria Williams to talk about Career and Disabilities.

27th November – Auckland CDANZ Christmas lunch.

Details of these events will be given in the next Ezine, but put the dates in your diary now!



## **CDANZ Member Survey 2012**

The last CDANZ Membership Survey was undertaken in 2007, so purpose of the 2012 survey was to capture a current picture of members and their needs. We hope that the survey will be refined and become a biennial activity. Compiled by Megan Smith.

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The information a membership survey provides has a range of purposes:

- To assist the National Executive and Branch Committees to better meet the needs of members through the activities they engage in.
- To provide accurate and comprehensive data to enhance the credibility and influence of CDANZ when lobbying and advocating for CDANZ members

## Survey Content

The survey consists of four parts

1. Demographics. While some of this information is captured in membership applications and renewals; it is currently inconsistent and lacking in detail in some areas.
2. Nature of work. This information contributes to training and professional development planning, formation of special interest groups, and promotion of member services.
3. Issues of Service Delivery. Capturing this information assists in adequately representing the work and conditions for members when advocating with external stakeholders such as ACC and Ministry of Education.
4. CDANZ. What are we doing; what should we be doing, and how should we resource it?

Our ability to operate as a quality professional association for our members is significantly enhanced when we have comprehensive knowledge of who we are. The information gained from full member participation in this survey will directly assist CDANZ in its work programme for 2012 and beyond.

## Results

The 2012 survey was open approximately 3 weeks and 38% of members responded by the following membership category breakdown:

a) Professional	39%
b) Associate	28%
c) Member	37%
d) Fellow	50%

The following results are a summary of the full survey – for further data please see the CDANZ website.

### *Demographics*

- 69% of members are degree qualified or higher.
- A significant portion of our membership is based in Auckland (31%) followed by Wellington (14%) and Canterbury / Westland (11%).
- Females continue to make up a the vast majority (83%) of the membership.
- 71% of members are aged between 40 and 59 years of age.
- The majority of members don't belong to other associations or groups, but of those who do, most also belong to CATE (40%) and / or HRINZ (14%).

The typical CDANZ member is a **degree educated NZ European / Pakeha female**, CDANZ **professional** member, aged between **50-59 years**, from **Auckland**



The typical CDANZ member works at least part-time in **private practice**, providing **CV, job search 1 to 1 & career development services** under **government funding**. Marketing is via **networking & websites**, evaluation through **client survey**. Time spent **1-2 hours** or **3-5 hours** with the resource used most being **labour market information**.

### **Nature of work**

- 27% of members are working primarily in private practice; 17% work mainly in the Tertiary Education sector, and a further 18% spend most of their time working with a Non Government Organisation.
- Services are provided under contract to MSD (32%), ACC (31%), corporate businesses (27%), and EAP based services (20%).
- The work of 35% of members is fully funded by the government, while 19% are funded completely from private sources.
- For one-to-one services, members most often spend 1-2 hours (28%), or 3-5 hours (28%) per client.
- Fees are commonly charged in the \$75-\$99 (average 31%) or \$100-\$124 (average 23.5%) brackets.
- Services are most commonly marketed by, networking events (38%), corporate or own website (38% & 37% respectively), with 28% on LinkedIn.
- Services to clients are evaluated primarily by surveying clients (47%) and peer review (27%)
- Approximately half the survey respondents indicated that career development work was their sole area of work.
- 59% of respondents indicated they had the capacity to take on more work should the opportunity arise.
- Labour market information (95%) was the most commonly resource used regularly with clients.

The typical CDANZ member seeks PD relating to **tools & techniques**. CDANZ should be engaged in **advocacy for the profession & career development**, seeking **funding from Government**, CDANZ **fees should be retained at current levels for current services**.



The typical CDANZ member is **influenced by place of work & work contracts**, finds **time pressure is constant**, undertakes **professional supervision**, for the purpose of **case conceptualisation and reflection**.

### ***Issues of Service Delivery***

- 81% of respondents are influenced by their place of employment in a variety of ways, including: with support (resources, collegial / management support), timeframes and service delivery process.
- The practice of 62% of respondents is influenced by the contracts they hold.
- Time pressure in service provision is found to generally be constant (38%), heavy (19%) or regular (18%).
- One-to-one (71%) and peer (73%) supervision are the most common forms of professional supervision undertaken regularly each year.
- Professional supervision is used by respondents predominately for case conceptualisation and reflection (76%), workplace challenges (69%), and ethical issues (56%).
- Issues identified for career development professionals include: ongoing raising of the profile and proving the value of services with public and government; challenges in Canterbury and the wider national economy; changing landscape for CIAG in schools; influence of technology on labour market and service delivery; ageing career professional AND general population; opportunities that come with a greater acceptance of career change, along with a labour market demanding flexible and adaptable workforce.

### ***CDANZ***

- Sought after professional development activities include: tools & techniques (78%), professional practice and development (63%) followed by labour market information (59%).

- CDANZ should offer or support PD in the following areas: tools & techniques (78%), professional practice and development (78%) followed by career theory & career development knowledge (73%), and career information & resource management.
- Respondents identified the top three activities outside of offering PD to be: Advocacy for the profession & career development (96%), Advocacy including advocating for good & effective practice (95%), Advocacy including advocacy for professional standards (93%).
- Sources of funding for CDANZ activities, such as advocacy, were rated as follows: Government (65% in favour), private funding or sponsorship (52%). There was a small majority opposed to a raise in membership fees 46% against, versus 39% for, and 15% undecided.

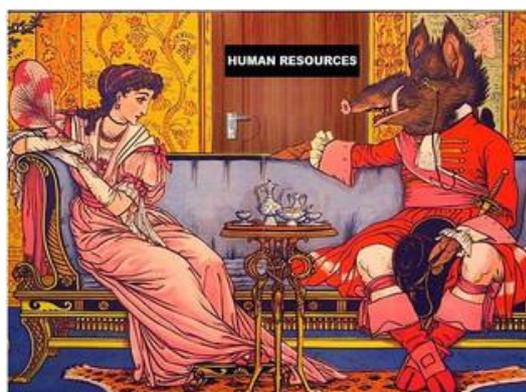
## ★ Work, Life, Career

*Work, Life, Career*, the Careers New Zealand blog, encourages conversation on a range of topics.

Recent posts include never-again jobs, the lengths some people go to land a job, bright star (about Sir Paul Callaghan), digital myth busting, and a post entitled extreme interviewee's revenge.

You can subscribe to the blog via RSS or sign up to get new posts emailed to you. The team update the blog at least once a week, and would love you to have a read, and let them know what you think.

<http://blog.careers.govt.nz/>



Beast of a job interview, by Notions Capital on Flickr