

The Ezine

Summer 2016 Volume 20 issue 4

This Issue: Our Value, Our Voice

Unemployment is a
public health pandemic

Employer and recruiter
views of cybervetting

Project
Lumana'i

Beyond the routine: Careers practice for
21st century capabilities

Working collaboratively
in private practice

Career Education Benchmarks
and employability

The Attitude
Gap
Challenge



CDANZ
The Ezine ↗

Personal Branding for
career specialists

Preferences for early retirement:
The role of work related factors

President's Piece: Disruptors



The Career Development Association of New Zealand (CDANZ) represents career practitioners working in a diverse range of roles.



Nau mai, haere mai.

The Ezine, Volume 20, Issue 4, Summer 2016

The theme is *Our Value, Our Voice: CDANZ National Symposium*. We present a selection of articles from 2016 Symposium presenters about their research and/or practice. Papers and speakers notes for the Symposium are also available online at www.cdanz.org.nz.

President's Piece

Val O'Reilly considers how disruption can be both destructive and creative.

Unemployment is a public health pandemic

Dr Peter McIlveen urges a paradigm shift in how civil society, government, and industry, understand, react to, and prevent unemployment for those who are in need of decent work.

Beyond the routine: Careers practice for 21st century capabilities

Karen Vaughan reports on recent research with apprentice practitioners and their workplace mentors and teachers.

Employer and recruiter views of cybervetting

Sam Young outlines early findings of research which she and fellow lecturer, Ellie Fijn, presented at the CDANZ National Symposium 2016.

Preferences for early retirement: The role of work related factors

Toni Fowle writes about how an older worker's decision to leave the workforce can be substantially influenced by organisations and employers.

Working collaboratively in private practice

Kaye Avery reports on Career Specialists, an enduring collaboration of private career practitioners. Presented at the CDANZ National Symposium 2016.

Project Lumana'i

Project Lumana'i is pioneering research into the resources Pasifika young people need in order to make successful learning and work choices. Project lead Cassius Kuresa presents findings.

Career Education Benchmarks and employability: The relationship and opportunity

Pat Cody examines the synergy between career management competencies and employability skills.

Personal Branding for career specialists

We career practitioners promote personal branding to our clients and stakeholders. How about our own brand? Tom O'Neil presented an interactive keynote at the CDANZ National Symposium 2016.

Write an article for the next Ezine

If you would like to write an article for the next issue please contact the editor Jean.Ottley@careers.govt.nz.

Submissions need to include a short author by-line (see other articles for examples) and a small head & shoulders photo. Further information can be found at www.cdanz.org.nz

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★ President's Piece

Val O'Reilly considers how disruption can be both destructive and creative.



As I write this piece many people are reflecting on recent circumstances which led to disruption and change at a macro level in the political landscape of two Western democracies, the UK and the US, and the disruption to lives closer to home in New Zealand through the unpredictable power of nature upheaving the earth. An emotional response can understandably prompt feelings of powerlessness for individuals to mitigate effects of traumatic, unpredictable events, yet there is ample evidence in our communities of a resilience factor when people work together to manage the impact of chance and change. Our Symposium theme this year reinforced that within the landscape of work lives the field of career development offers hopefulness in the capacity and capability of individuals and groups to manage change, specifically through the support our expertise can offer at a micro, personal level for the necessary adjustments to manage work/life disruptions.

My old, well-worn New Zealand Pocket Oxford Dictionary (Burchfield, 1986) identifies *disruption* as a noun, and the verb form *disrupt* to mean: "interrupt flow or continuity of, bring disorder to; break apart". There is no entry for *disruptor*. However, online I found multiple dictionaries and entries which explain that the word refers to someone or something that prevents systems or processes from continuing as usual. In relation to business, a disruptor changes the way an industry operates, especially in new and effective ways. We may question the effectiveness levels of some innovations, yet clearly technology has disrupted old paradigms and enabled new ways of connecting and doing business. Harvard Business School Professor Clayton Christensen asserts that disruption is both destructive and creative and that *disruptive innovation* (Christensen, 1997) is changing the way we learn. He proposes that motivation is a catalysing ingredient for both innovation and learning, and that the process of disruption as a positive force can transform what is inaccessible and complicated into its polar opposite.

As your Executive, we're not breaking apart what is working, although we are seeking to continuously improve systems and to connect with you and the wider community in creative and different ways. The focus in this Ezine is the successful 2016 Research and Leading Practice Symposium held in Christchurch in October and I'm confident you will enjoy the reflections on what was without question an outstanding event. Congratulations to our National Development Manager, Lauren Hughes, and all who worked hard to bring it to life. To complement the traditional events which serve us well we're looking to offer greater choice in accessible and uncomplicated opportunities for professional learning and development: a new suite of webinars which offer affordable, on-hand PD; and check out the latest CDANZ tweets and "like" our Facebook entries, kept current and interesting by Andrew Tui and Lauren. We hope you're motivated to stay connected via our LinkedIn group which our Ezine editor Jean Ottley ensures stays

on point for career development debate and discussion (access to FB, LinkedIn, and the RSS news feed are top right on the website). Thanks to the regular newsletter Koa and Lauren produce we are kept current about the many activities on offer, and our website with its refreshed look will continue to act as an important knowledge portal. We trust there's something for everyone.

And all too soon the year will be 2017. On that note I extend my sincere thanks on behalf of the National Executive for all the ways you have engaged as members and friends of our professional association during 2016, and wish you an enjoyable festive season and a connected and prosperous New Year.



Val O'Reilly – CDANZ President, Professional Member, Life-Story Director

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★ Unemployment is a public health pandemic

Dr Peter McIlveen spoke to the 2016 Symposium about how career practitioners can and do change the perspectives of individuals and communities for their personal and shared benefits. In this article he urges a paradigm shift in how civil society, government, and industry, understand, react to, and prevent unemployment for those who are in need of decent work.



Unemployment is a form of trauma associated with physical illness, mental illness, and suicidality; unemployment is a public health pandemic (McIlveen, 2016). When considered metaphorically as a problem of public health, and that those who suffer unemployment trauma are in need of rehabilitation and those at risk of unemployment—all of us—are in need of primary health care, then the seriousness of the problem takes on new meaning. This medicalizing discourse is questionable from a critical perspective (e.g., Foucault, 1973); however, there should be a significant paradigm shift in how civil society, government, and industry, understands, reacts to, and prevents unemployment for those who are in need of decent work. Although this medical discourse is one of power and may further stigmatize (Kossen & Hammer, 2010), it sets up a framework for acknowledging that illness, both physical and mental, are symptoms of unemployment.

Rehabilitation from unemployment trauma should be directed to those who suffer. Nonetheless, additional critical observations are warranted because such interventions may not go far enough to elucidate the power of economic constraints and social class on the lives of individuals who are without sufficient resources to protect themselves: Children.

There is a pressing need to investigate the cognitive development of children in poverty (Dickerson & Popli, 2016; Heberle & Carter, 2015). Unemployment and poverty are practically synonymous in the lived experience of those without decent work, and their children are at risk of serious complications. If it is the case that intractable poverty diminishes children's cognitive and social development then the long-term trajectory for effects on later adult development are frightful (Kalil, Duncan, & Ziol-Guest, 2016). Furthermore, consider the evidence that low socio-economic status leads to diminished aspirations (Flouri, Tsivrikos, Akhtar, & Midouhas, 2015). With respect to identity development, youngsters' perceptions of their social class, as being different from their peers, carries a negative psychological effect (Odgers, 2015). Research into adults' recollections of their childhood perceptions of their lower social class is suggestive of a predictive relation between class perception and mental disorder (Lyons & Edwards, 2016). Even the ostensibly innocent world of childhood fantasy may be perturbingly distorted to maintain social structures whereby social class can be portrayed—cynically—as benign in children's G-rated films (Streib, Ayala, & Wixted, 2016). The preponderance of evidence is that poverty has pernicious effects that curb the healthy development of children.

What are we to do? For a start, we should rethink how we understand unemployment and poverty as economic phenomena. The discourse of economics seems somehow

disconnected from the everyday experiences of those who are in need of decent work. We may be satisfied by “healthy” economic indicators, such as 5% unemployment, but for the many who make up that number their everyday lives are not so satisfying and healthy. What would happen if we began to understand and talk about unemployment as a public health problem, all the while realizing that doing so may further marginalize those who are in need of decent work? What would happen if we began to take action on the evidence that unemployment causes illness, dysfunctional cognitive development, and suicide?



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★ Beyond the routine: Careers practice for 21st century capabilities

Karen Vaughan reports on recent research with apprentice practitioners and their workplace mentors and teachers. Presented at the CDANZ National Symposium 2016.



The future of work and the “robot apocalypse” suggest career change on a wider scale and at a faster pace than ever. The routine aspects of work are vanishing. Calls for new kinds of proactive and agile work capabilities are increasing. This makes careers practitioners’ work more important than ever in helping people manage (not just prepare for) work and learning as a lifelong and lifewide process.

NZCER’s recently-completed Knowing Practice research explored work capability with 41 “learner-practitioners” and their workplace mentors and teachers in three very different career pathways: general practice medicine, carpentry, and technical engineering (Vaughan, Bonne, & Eyre, 2015). Participants provided accounts of the most significant learning experiences in becoming/being practitioners. Accounts were specific to each field. But at a high level, there were remarkable similarities: a newly-revealed “big picture”, and some painful, counter-intuitive realisations about the nature of their work. There was no going back once people had these “new ways of seeing”.

We developed the idea of “vocational thresholds” to understand these experiences. Crossing a vocational threshold was like moving through a portal. People reached a new level of understanding and capability. And, importantly, that capability was not so much about knowledge and skill as about how to be in the field.

GP registrars’ vocational thresholds cohered around the repositioning of their existing medical knowledge in a community health context, which gave new impetus to the less visible (and sometimes also less glamorous) aspects of consultation and treatment. In a community context, registrars experienced a sharp surge in the uncertainty of their work. They now had to be both a doctor and a person, build trusted relationships, and genuinely “be there” for patients – all while avoiding taking on too much. Registrars’ expertise was now a different beast—based on managing their own strengths, frailties, and anxieties within the context of patient relationships.

In hospital I learned to address a problem and give the medicine.
Here, I am trying to change lifestyle. In hospital we could not change anything. We could diagnose really good stuff though...But here, there’s a satisfaction in looking after a man. (Kendrick, GP registrar)

Carpentry apprentices’ vocational thresholds involved an increasingly sophisticated interplay between their minds, their bodies, and their physical environment of tools and materials. While technical building prowess was important, apprentices had to develop attitudes and values too, such as pride, craftsmanship, independence, and carpenter’s nous. While it is common in education to think of values separately from cognitive processing and technical skill, the apprentices’ experiences show that aesthetic and craft values direct behaviour as powerfully as do plans and strategies (Rose, 2005).

As soon as you've done a good job and you look back at it and you think it's a good job, and then someone else sees it finished and you can see it in them. They say: 'That looks awesome, mate.'...it feels amazing. (Pete, carpentry apprentice)

Engineering technician cadets' vocational thresholds were about working on the fine details while grasping the bigger picture of problem-solving. Cadets working on traffic safety, roading design, and other public works—objects and services they use themselves in ordinary life—were confronted with how ordinary people and communities would engage with their work. They had to understand communication in a different way - as key to socially, ecologically and economically responsive engineering practice, rather than simply a soft skill additional to technical ones (Patil & Eijkman, 2012).

[A slip] knocked out half the road for a good hundred metres and...I did the drawings and it made me think how important some of the work is – that it doesn't just affect us...it's encouraging me to think about it more than just drawing it. (Kane, engineering technician cadet)

Workplace teachers and mentors played a vital role in supporting the crossing of vocational thresholds. They used engaged learner-practitioners in activities of reflective practice, deliberate practice, and scaffolded learning. They modelled collegiality and drew them into a community of practice (Wenger, McDermott, & Snyder, 2002). These activities and ways of being helped foster in learner-practitioners the dispositions needed for ongoing practice and continued learning as a practitioner. As one GP teacher put it: "We're turning theory into people".

The significance of putting a vocational thresholds lens over 21st century work is that it shows what good capability in a field really looks like: it is knowing, doing, and being. We need practitioners who bring their selves to practice, who are sensitive to opportunities, who are willing and able - disposed - to turn their knowledge and skill into appropriate action. Work in the 21st century requires agile, proactive, wise people who can engage with learning at work (not just for work) in the context of huge changes to that work. This is exactly the space in which careers practitioners can add value.



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★ Employer and recruiter views of cybervetting

Sam Young and fellow lecturer Ellie Fijn have been gathering data on how employers and recruiters use internet search to gather information about workers. They presented early findings at the CDANZ National Symposium 2016.



Our on line presence is the accumulation of data from many sources and is not always within our control. That is why it is important that we are selective about the online presence we *can* control. Our profiles are created in any number of places, made up of websites, blog posts, photos, video, awards, event registrations, conference registrations, qualifications, endorsements, news articles, training, and memberships.

Ellie Fijn and I both lecture in the Applied Business school at NMIT in Nelson, and share an office. We both teach across multiple programmes, and both see students who aren't quite aware of the impact that their online actions may have on their future careers.

We have tried to explain to students that their online actions can be seen more widely than they imagine, but often the advice is not 'heard'. To better educate our students, we decided to gather data on how employers and recruiters use internet search.

We decided to look at three types of online search: google text/image search, professional media platforms (like LinkedIn), and social media platforms (like Facebook).

These platforms encourage us to share, and to store things online. That means we leave our 'past shells' behind us as we grow and change. Those 'past shells' usually don't matter, except when others start looking at what we have online.

Employers are one group that looks. This is called cybervetting: "*information seekers (employers) gather information about targets (workers) from informal, non-institutional, online sources to inform personnel selection decisions*" (Berkelaar, 2014, p. 480, citing Berkelaar, 2010).

Where we feel safe online, we voice our opinions thinking they are 'private'. But online our 'privacy' can be public. Donath suggests that "*these actions are happening in a space that is not only public, in that many eyes can see it, but also hyperpublic in that it can be seen for an extended time in many contexts*" (2014, p. 283).

So, not only is our past online indefinitely, but our privacy can be exposed forever.

The Privacy Act (1993) was intended to allow individuals control of their own data. It is supposed to allow individuals to lift the veil on official information which is held about us; to convey the power to correct or annotate material that it is incorrect; and to ensure those who collect information about us only do so with our permission.

But the Act came into force in 1993, long before cybervetting, and is pretty silent on whether cybervetting is allowable and legal. Principle 10 of the Act (1993) states that it is illegal to reinterpret data for a purpose other than what it was collected for, yet

information in the public domain is not covered by the Act (Office of the Privacy Commissioner, n.d.).

Sánchez Abril, Levin, and Del Riego (2012, p. 87), suggested that candidate information sourced online could be “*presented out of context or inaccurately [and] may lead employers to judge candidates unfairly without their knowledge or without providing an opportunity for rebuttal. Worse yet, the surreptitious quality of the information search may be a backdoor to illegal discrimination*”. Thus employers too need to be careful what and how they cybervet.

A CareerBuilder international survey (2016) which is run annually found that only 60% of employers would use Internet search. Six of our 46 early respondents said that neither they nor their designated recruiters use online search as part of their hiring practices (13%). The 87% remainder said they cybervet – a much higher percentage than the CareerBuilder survey (2016).

The data I presented at the CDANZ Symposium was from the early stages of our data collection. We had 41 business respondents and five recruitment companies. Of the recruiters, one was from Nelson, and four from elsewhere in New Zealand.

We asked our respondents about Google, Google image search, professional media platforms and social media platform use. Our early stage findings are that more than a one third of recruiters and businesses preferred professional media platforms such as LinkedIn for search; the next being just under one third on social media platforms such as Facebook; and the final third were the two Google searches, with Google text search being the most useful, and Google image search trailing the field.

When we looked at recruiter data alone for preferred platform use, recruiters relied much more on professional than on social media platforms for potential candidate information.

Most cybervetting is done by employers, 95% of whom cybervet first, undertake a search of professional media platforms and then 90% turn to Google.

We considered what organisations would be looking for, and created a simplified list of competence, ethics, professionalism, cultural fit, and personal appearance, age and stage. What we found was:

- Google was used primarily to seek professionalism and its opposite, risky behaviours.
- Professional media platforms were mainly used to gather evidence of competence, ethics and professionalism.
- Social media platforms too were mostly used to identify potentially risky behaviours.

We asked our respondents to tell us about perceived benefits, risks, and delimitations of risk.

We used QDAMiner to seek emergent themes in the data. From those we created categories and codes and applied them to the responses. Thus far, identifying risk, accuracy, cultural fit and getting a holistic view appear to be the main reasons that employers cybervet, making up 44% of the responses.

Category	Code	Count	Code%
Employer Risk	Identifying Risk	67	12%
Employer Risk	Reducing Risk	29	5%
Employer Risk	Accuracy	55	10%
Employer Risk	Limit Weighting	46	8%
Employer Risk	Cost	15	3%
Employer Risk	Anonymous	16	3%
Employee Knowledge	Verifying	53	9%
Employee Knowledge	Cultural Fit	64	11%
Employee Knowledge	Professionalism	39	7%
Employee Knowledge	Holistic View	60	11%
Time	Old	17	3%
Time	Current	16	3%
Boundaries	Privacy	43	8%
Boundaries	Openness	38	7%

We asked: “Do you ask prospective new staff for professional or personal media passwords as part of your background checks?” All our respondents said “no”. We then asked: “Have you ever asked 'friends' of a prospective new staff member to show you that person's professional or social media pages?” and 14% said “yes”. All recruiters said “no”. One respondent said that asking for a password would happen “*Only if not already a member of the pages. Anonymous browsing however is preferable as friends will tip of (sic) the search*”.

We assumed this to mean that it is OK to search providing no one knows you are looking.

As the CareerBuilder survey had found that risky behaviours identified online were a key reason for not hiring, we asked our employers if that was a driver. In the data we have seen thus far, unlike the CareerBuilder survey, New Zealand and Nelson employers seem to take the results of Facebook with “a grain of salt”. They would not base a rejection on a ‘poor’ search, but would question further. This is very different to the CareerBuilder survey where 49% of respondents had rejected candidates because of detrimental online search results.

New Zealand employers seem to place more weight on Google and professional media, and rely less on social media. The only professional media platform referred to was LinkedIn; the only social media platform mentioned was Facebook.

This article details our (a) early employer data responses, and (b) is only half of our intended project, as we will later survey students.

We have now received over 100 employer responses, not the 46 that I reported on at the Symposium. For the student part of the project, we will survey students in the first weeks of Semester 1, 2017, constructing the survey around our employer findings. We will then write up the two halves of our findings.

If people are interested, Ellie and I could report back on our overall project at next year's Symposium.

★ Sam Young – CDANZ Professional Member, Career Practitioner, Lecturer, Director & Business Consultant

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★ Preferences for early retirement: The role of work related factors

There are many factors that may lead to an older worker making the decision leave the workforce, and these factors can be substantially influenced by organisations and employers. Toni Fowlie presented at the CDANZ National Symposium 2016.



Introduction

Due to New Zealand's ageing population in this country, maintaining the employability and employment of older workers for as long as possible is vital for economic growth and sustainability (Loretto & White, 2006). Identifying the work-related factors that may influence early retirement preferences of older workers may lead to a better understanding of ways to maintain these workers in employment. Retirement preferences are important to study as often these preferences are precursors to actual retirement (Barnes-Farrell, 2003). The aim of the study that is the subject of this article was to contribute to the understanding of factors which can be influenced directly by organisations such as norms and attitudes towards older people within the workplace. A person was considered to have early retirement preferences if their preferred retirement age was earlier than their expected retirement age. Specifically, this study investigated some work factors related to the retirement preferences of 132 full time older workers, defined by the New Zealand Department of Labour as those aged 55+, in a range of New Zealand organisations.

The research proposed that perceived age discrimination, satisfaction with job flexibility, attitudes towards information and communication technologies (ICTs), perceptions of techno-complexity, and perceived threat from organisational downsizing, would have a direct relationship with early retirement preferences. It was predicted that the above factors would affect older workers' feelings of job satisfaction and job security, and that these in turn would be associated with early retirement preferences.

Results

Correlation and regression analyses were performed to test the hypotheses. Several hypotheses were supported: perceived age discrimination was positively related to early retirement preferences; perceived age discrimination was negatively related to job satisfaction; job flexibility satisfaction was positively related to job satisfaction; perceived threat from organisational downsizing was negatively related to job security; job satisfaction was negatively related to early retirement preferences; and job security was negatively related to early retirement preferences.

Some other significant relationships were also found. Perceived age discrimination was significantly related to job flexibility satisfaction, job security, and perceived threat from organisational downsizing. Job satisfaction and job security were also found to be negatively related to perceived threat from organisational downsizing. Overall, the results suggest that other factors not explored in this study might also influence the retirement intentions of older workers in New Zealand organisations. Further research in this area could explore to what extent personal circumstances such as finances influence retirement intentions, when compared with work related factors.

Implications

Due to the ageing population in New Zealand (as well as other countries), and having to maintain the employment of older workers, this research has value in exploring the factors affecting early retirement intentions. The results showed that perceived age discrimination, job satisfaction and job security correlated with early retirement intentions, indicating that the retirement intentions of participants in this study were potentially influenced by these factors.

New Zealand organisations should strive to create working environments that take into consideration the needs of older workers, and which encourage older workers to want to stay working, even past the age they are eligible for New Zealand Superannuation. Older workers who feel as though they have limited choice when it comes to making decisions about their retirement may have difficulty adjusting to post-retirement life, thus organisations should be doing all they can to encourage flexible transitions to retirement.

Take home points for organisations and employers

- Employers should be wary of potential age discrimination in their organisations. The results indicate older workers who perceived age discrimination also had earlier retirement preferences.
- For organisations aiming to retain older workers in employment, regular organisational surveys amongst older workers which assess job satisfaction may be of benefit.
- For organisations who have recently been through organisational downsizing, employers should be mindful of the negative impacts this can have on older workers, especially job security and job satisfaction. Organisations should do all they can to enhance older workers' feelings of security and job satisfaction, which will then be incentives for them to stay working for a longer period of time.



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★ Working collaboratively in private practice

Kaye Avery reports on *Career Specialists*, an enduring collaboration of private career practitioners. Presented at the CDANZ National Symposium 2016.



Establishing self-employment as an independent practitioner in career development is hard work and lonely. When I started my private practice I enjoyed building my brand and valued the freedom, but I missed teamwork and the security of a salary. Auckland CDANZ offered networking events and PD, but I found myself yearning for a *community of practice* that could provide mutual support and peer to peer development. I wanted professional development that was going to specifically help me and my practice.

Much of this drive grew out of my sense of isolation and a feeling of being in competition with the other self-employed members of CDANZ for what is sometimes perceived as *meagre* opportunities. I am an open and curious person who wants to know how other people are operating, what tools they use and what makes them work successfully with clients. I needed to know that I measured up, and yet I felt awkward asking these kinds of questions of other self-employed practitioners. I wanted to be part of a bigger presence that could more effectively market and advocate the benefits of qualified career support services.

So it was that at the 2011 Auckland CDANZ AGM I asked a few people if they would be interested in having a conversation about working together, leading to a group of 8-10 practitioners participating in the early conversations. Over that first year we scoped out the potential of working collaboratively. We undertook a SWOT analysis and discussed how we could manage our external relationships and referral sources without having to compromise our established relationships and independent practice incomes. Several people dropped away over those early meetings through concern that the collaboration might compromise an existing relationship or they wanted something different.

A committed group soon emerged: Olga Berenstein, Judi Lubetski, Jonathan Moy, Caroline Sandford, Janet Tuck, and me. We found similar aspirations and values, and a unique set of complementary skills and experience that could form the basis of a shared practice. We began crafting our positioning statements, vision, mission and values.

Our Vision: To be a collaborative group of qualified career specialists dedicated to providing face-to-face quality career development. We are motivated to elevate the professional profile of career practice throughout NZ, and more particularly, to promote the work of independent practitioners.

Once our shared purpose was clear we began the detailed work of developing content for a website: careerspecialists.org.nz. It channels enquiries to us, or viewers are directed to the website of the practitioner of interest. We also developed a Memorandum of Understanding to cover all the necessary considerations of membership, including management of funds, codes of conduct and terms of membership. We agreed to:

- Run PD events that were specific for people in private practice
- Refer work to each other and pitch for corporate work
- Work from a shared office space

- Share resources, techniques, tools, books
- Have supervision/peer supervision
- Write articles and book reviews
- Develop career tools.

How have we done?

Yesterday we gathered for our end-of-year luncheon. As we enjoyed the seaside environment and the food of a new restaurant on the Devonport wharf, I couldn't help feeling deeply happy with where we have got to as a group. We have been operating together for 5 years, developing our group entity and undertaking the activities we committed to. Robyn Bailey's one-day peer supervision training back in August 2015 has helped us find mutual trust, and our commitment to regular monthly peer supervision has taken us on a journey of open, supportive sharing, with deep listening and learning from one another. This, more than anything else, has benefited each of us personally and professionally—and as a group—far more than we could have imagined.

Business-wise, our individual practices have improved and, ironically, this has limited our focus on building the business aspects of our collective entity. We have not, so far, been able to find premises that will work for us all, however this search continues. The traffic through the Career Specialists website is slow, but we share the enquiries. There is the potential to develop this. Also, we have not pitched collectively for work so far, but when we individually pitch for work or projects we mention our Career Specialists resource. We regularly refer work to one another.

We have organised some excellent PD events on such topics as resilience with Gerri Power; the differences between coaching, counselling, facilitation and therapy, and sales training with Paul O'Donohue; ACT training with Doctor Iain McCormack, and organisational career development with Kathryn Scott, Joanna Budai and John Butters.

Our commitment to peer supervision has enhanced the deep level of trust amongst us. We respect each other's philosophies of practice and find we learn from the remarkable reflections we each bring, openly, to the group, about what is happening in our businesses and with our client work. This support has become an invaluable aspect of our work together. It has become the unexpected treasure of our collaboration.

We have arrived at a level of comfort with each other. Collectively, we offer a unique mix of skills and experience, plus we have a workable MOU and business model, all of which offers a strong platform for more development. Early next year we will be meeting to discuss this and to create a strategic plan.

Would I recommend other practitioners form collectives such as the Career Specialists? Absolutely. I believe that until career development practice becomes widely understood and accepted private practitioners need to work more collectively to better advocate for the great work we do.

★ **Kaye Avery – CDANZ Fellow and immediate Past President. Career Management Specialist and Transition Coach.**

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- The Career Specialists website, <http://careerspecialists.org.nz/>

★ Project Lumana'i

Project Lumana'i is pioneering research into the resources Pasifika young people need to make successful learning and work choices. Project lead Cassius Kuresa presented findings at the 2016 National Symposium.



New Zealand's Pacific peoples are a diverse group with the fastest growing young population – just under half (46.1%) are less than 20 years old, compared with 27.4% for the total population. By 2026, it is projected that Pacific peoples will be 10% of New Zealand's population, compared to 7.4% in 2013.

With such a young population, now is the right time for organisations to develop digital tools and resources that support Pasifika young people making learning and work choices.

The Pacific Adolescent Career Pathways (PACP) report, a longitudinal study commissioned by five agencies in 2011, showed a lack of career planning by Pasifika young people in secondary education (Years 9 to 11). The findings from Project Lumana'i will help address this by guiding the development of engaging, interactive and visual learning to highlight the value of career planning for Pasifika young people.

Project Lumana'i honours "the voice" of over 500 young Pasifika and captures insights from aiga and teachers about students' study and career aspirations, where they go for information, who helps with their decisions, what challenges and concerns they have and how they want to receive careers information.

With technology constantly changing and playing an increasing role at home and at work, digital channels are becoming an important avenue that the whole family can tap into for information – whether it's exploring study and job interests, finding out what skills are needed, or discovering where the growth opportunities are.

Research programme

Project Lumana'i's research programme included:

- Digital Channels Survey: To better understand how Pasifika young people use digital channels, Careers New Zealand conducted a survey (with 535 respondents) at various Pasifika youth events and activities throughout Christchurch, Wellington and Auckland.
- Insights and personas: To better understand our Pasifika clients' needs, we commissioned Integrity Professionals to conduct research focus groups with Pasifika youth in Years 7-9 and 10-13, teachers and parents. Separate focus groups were held with Samoan, Tongan and Cook Island participants to respect the diversity of Pasifika cultures.

Findings

1. Fun, simple, visual resources are more effective for engaging Pasifika young people.

2. Access to Pasifika role models inspires young people.
3. Strong cultural identity matters.
4. Family, friends and community groups have a significant influence on youth and their decisions.
5. Pasifika young people are less likely to choose foundation subjects (English, maths, science)
6. Aiga want to build their digital/IT skills.
7. Youth need to expand their career horizons to be aware of all the career options that are available and how to build pathways to achieve them.

Digital engagement



Most frequent reasons for using the Internet:

- 54% communicate with family and friends
- 34% reported using the internet for gaming
- 30% searching for information that will help them make decisions.

Type of technology used to access the Internet:

- 73% have smart phones
- 22% have tablets
- 38% have laptop computers
- 18% have desktop computers.

Use of technology as a communication tool:

- 72% use social media
- 49% use instant messenger services
- 51% use email and video chat.

Parents, aiga and teachers have a significant influence on the learning and work choices of Pasifika young people. Project Lumana'i also endorses our approach of building the career knowledge and skills of these key influencers.

We do this through our PAVE workshops, which help parents and aiga have career conversations with their children, and Malaga, a capability building programme for schools to work more effectively with Pasifika young people.

Careers New Zealand will respond to Project Lumana'i by developing effective digital tools and resources that Pasifika young people can use alongside their parents, families and teachers to explore their interests and talents, discover the wide range of diverse jobs and industries that exist today, raise career aspirations and make a career plan.

★ Cassius Kuresa – Chair, Va Pasifika, Careers New Zealand

Follow at <https://nz.linkedin.com/in/cassius-kuresa-b6b5458a>

References:

The Pacific Adolescent Career Pathways Report is available at www.mpp.govt.nz/library/pacific-adolescent-career-pathways-report/

The Project Lumana'i report is available at www.careers.govt.nz/about-careers-nz/our-publications/project-lumana-i/

★ The Attitude Gap Challenge

The Ministry of Business, Innovation and Employment and Careers New Zealand invite you to share the results of a four month journey that explored the relationship between young people and employers. Schools, training providers and agencies were engaged to develop and test a range of insights and new perspectives on how young people can be 'work ready' and employers can be 'youth ready'. Presented at the CDANZ National Symposium 2016.

The Attitude Gap Challenge is a multi-agency co-design challenge led by the Auckland Co-design Lab (the Lab) in collaboration with overall Lab sponsor, Auckland Council's Southern Initiative. It was sponsored by the Ministry of Business, Innovation and Employment (MBIE) and the Ministry of Social Development (MSD).

The challenge centres on understanding the differences between young people's and employers' expectations of work readiness, and the impact of these differences on youth under-employment in South Auckland. The report found that this 'gap' is more than just attitude, but a complex clash of norms and expectations, as well as ethnic and generational differences that occur throughout the employment journey.

The report highlights the important role of employers, service providers, young people and their whānau working together to improve employment outcomes for young people wanting to enter the workforce. The project brought together a wide range of employers, young people and other agencies to address the identified challenge.

The challenge found that:

- The gap is self-perpetuating i.e. bad experiences equal more disengagement for both employers and young people.
- Current systems (especially in the recruitment phase) make it even harder for young people and create frustrations and burdens for employers.
- Businesses and employers are sometimes aware of but don't know how to build on the cultural strengths and diversity of young people.
- Many employers view the workplace culture as the norm, with little insight into how its unspoken rules can work to disengage young people or what support is required.
- For many people in South Auckland not only is whānau their number one priority they often have greater obligations and requirements to support their families and young people can struggle to balance their family loyalties and obligations with the world of work.
- Conflicting communication norms serve to intensify initial connection issues and can impede ongoing employment progression once people are in the workplace, despite the fact that employers and employees broadly share similar goals and values.

- There is a need to build better connections, between all parties early in a young person's life. There is a lack of responsibility, accountability and co-ordination amongst the multiple players in the education to employment journey and all have a part to play in building a robust road map.
- Bringing the different parties together and building understanding and empathy for one another's point of view helps to collapse the gap.

The report investigates how the gap is formed and manifests itself in four critical phases of the employment journey:

- Getting Prepared: learning about the world of work.
- Getting In: the invisible nature of the recruitment process.
- Staying In: balancing home and work life.
- Progressing: the cycle of motivation, risk and reward.

The Attitude Gap provides best practice standards for hiring, promoting and retaining young people. Government agencies intend to use the insights from the Attitude Gap to support current and future work in this area.

- ★ Joseph Randall – Skills and Employment Policy, Ministry of Business, Innovation and Employment
- ★ Hugh Kettlewell – General Manager, Auckland Strategy, Careers New Zealand
- ★ Astrid van Holten – CDANZ Professional Member. Senior Advisor – Auckland Strategy, Careers New Zealand

Reference:

The Attitude Gap Challenge report, Attitude gap visuals and personas are available at <http://www.aucklandco-lab.nz/attitudgap>

★ Career Education Benchmarks and employability: The relationship and opportunity

Pat Cody examines the synergy between career management competencies and employability skills. Presented at the CDANZ National Symposium 2016.



Career development and employment related terms are being buffeted and challenged by global complexity and driven by New Zealand's business context. This gives us an opportunity to bind together terms such as career management competencies¹ and employability skills – two terms which are not explicitly connected in definition or reference. This problem is worth solving as both want the same thing – for young people leaving secondary school to be successful.

Employability skills are currently a hot topic in New Zealand's business sector. The sector generally understands the concept of employability and wants young people with employability skills such as the right attitude, communication and team work skills. However the sector's understanding of career management competencies is less understood and under appreciated. The difference in perception, relevance and dominance between both terms is worth noting, especially considering that several OECD countries are reporting a perfect storm of uncertainty. International reports regularly comment on this uncertainty, which Gilbert, Bernard, Gourneret, and Rossier (2013) identified:

At the dawn of the twenty-first century, the labour world suffers from an uncertain and unstable socio-economic, institutional and technology situation that entails a number of changes regarding employment and careers. (Guilbert et al, 2013, p70)

It is argued that within this storm, employability has risen as the dominant concept, with New Zealand business, media and government agencies responding accordingly. During the same period, interest in career development and career management competencies has been less obvious within this circle of influence. This incongruence of terms is not just a New Zealand issue. Tony Watts acknowledged that "...much of the now extensive literature on employability in higher education pays little attention to the conceptual work on career development or to the work that has been done on career development for learning." (2006, p8)

Careers New Zealand's perspective is that it is important to show the link between employability skills and career management competencies. Careers New Zealand believes both concepts have the ability to enrich and empower each other, and by doing so, assist young people to be ready now and have the ability to self-manage in the future.

Now appears to be a great time, to have integrated thinking on both terms and by doing so increase their theoretical and practical efficiency and effectiveness.

While there are clear opportunities, there are some obstacles that have to be considered. For example, both definitions don't specifically refer to each other. Career

management competencies² sit with the student and their career self-management. Employability³ is about the success of the student within the context of business enterprise and the expectations of the employer.

The differences are also played out with presentation and implementation of career management competencies and employability skills (Figure 1).

Career management competencies contained in the Career Education Benchmarks	Employability skills
Driven by Ministry of Education, Careers New Zealand and education providers	Driven by New Zealand's business context
Develops a strategic long term career view	Has immediacy and is important now

Figure 1: Differences between career management competencies and employability skills

The disparate definitions and the implementation are unhelpful particularly in light of both terms' obvious commonality and purpose. Both aspire for individuals to successfully progress their careers and grow personally, while making wider contributions to society. Also, they are strongly linked to the New Zealand Curriculum's key competencies such as managing self, relating to others, thinking and participating, and contributing.

Both concepts are also trying to achieve similar things as a young person reaches key transition stages within their life (Figure 2).

Career management competencies	Employability skills
<p>Student outcomes to:</p> <ul style="list-style-type: none"> • become self-managers of their career pathways • develop lifelong skills to make choices and take action • successfully transition through school and beyond • link their learning to the future world of work. 	<p>Student outcomes to:</p> <ul style="list-style-type: none"> • know what is important for employers • be ready for employment and employers' expectations • develop employability skills that are seen as important • connect workplace learning experiences to employability skills.

Figure 2: What are career management competencies and employability trying to achieve?

"Successfully transition through to school and beyond" is a clear link to employability and is very much the mandate of what employability skills are trying to achieve. There is also commonality in their intent and collective psychological foundations. Both, for example,

- are reliant on concepts of self-awareness and emotional intelligence
- want successful outcomes for young people, business and society
- are interested in young people being prepared for key transitions in life.



Photo credit: Venture Minimalists. Photopin.com

Sailing is an apt metaphor to describe the collective synergy of both terms. Career management competencies assist with knowing and identifying preferred destinations and being strategic in dramatically changing times.

Employability assists a person in everyday sailing and having a state of readiness and response to employer expectations.

Careers New Zealand believes employability skills and career management competencies operate better when they work together. We are integrating that perspective by:

- investigating a greater employer focus on the Careers New Zealand website, careers.govt.nz
- continuing to drive the concept of employability skills
- making explicit connections between career management competencies and employability skills
- ensuring employability concepts are linked with career information, documents and deliveries.

In conclusion, are we, New Zealand's career development profession, advocating enough about the contribution career development makes to employability? As a profession we may be very clear on the value and relevance of career development but other government agencies, business and media circles may not be as clear. The opportunity appears timely, particularly as employability will continue to be the dominant language during this time of tumultuous change and business need.

★ Pat Cody – CDANZ Professional Member. Principal Advisor, Career Knowledge Hub, Careers New Zealand

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Notes:

1. Career management competencies as contained within the Secondary School Career Education Benchmarks.
2. *"Are the understandings, skills and attitudes that people use to develop and manage their careers. Career management competencies equip people to better understand themselves, make informed decision around learning and work options, act on their decisions and participate effectively in work and society."* (Career Education and Guidance in New Zealand Schools, Ministry of Education, 2009, p.6)
3. *"Employability skills are generic skills and attributes that can be transferred from one situation to another."* (Career Development Benchmarks – Tertiary, Careers New Zealand, 2012)

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★ Personal Branding for career specialists

We career practitioners promote personal branding to our clients and stakeholders. How about our own brand? Tom O'Neil holds up the mirror and invites us to take a look at the way we promote ourselves professionally. Tom O'Neil gave an interactive keynote presentation at the CDANZ National Symposium 2016.



Personal Branding Me?

Your personal brand is linked very strongly to your success. As career experts, it is important we take the lead in promoting ourselves professionally, allowing us to both generate more business, as well as advocate for positive change in our industry. Also as career specialists, we have to be aware that personal branding is equally important for our clients in their own industry and sphere of influence.

While many kiwis find this concept of personal branding an uncomfortable prospect, it becomes more and more important the more successful you become in your careers practice.

Bright plumage

The old saying 'the early bird catches the worm' reminds us to get in to the office early, work hard, and maximise our time efficiently. By doing this you will be noticed by those around you and be rewarded for your efforts...

Sadly however, this is not always the case in today's business environment. Compare a dull brown sparrow with a bright multi-coloured budgie... The budgie stands out by just having bright plumage. Therefore, think about the things that make you stand out, then get out there and make sure your clients know about your unique selling points and achievements.

Making it work for you

The benefits are many. Within your own practice, a strong personal brand will help you to:

- Create new business opportunities. Having a strong personal brand develops a high level of client and industry trust, leading to new business and networking opportunities.
- Improve sales conversion rates and increase profit. People want to deal only with you, as you are seen to be a key leader in your niche. This allows you the opportunity to improve conversion rates and increase profit margins.
- Assist in the recruitment of talented staff. Talented people are drawn to you and your business, as they want to be mentored by an industry leader.
- Advocate for positive change. With a strong brand, you can speak on behalf of our industry, ultimately driving positive industry change at a national and political level.

Getting started

The first thing to do in the development of your personal brand is to find out what others are saying about you right now. If you have never done this before, Google yourself and see what appears.

Your achievements

After you get some insight about how you are perceived online, an excellent way to determine the value of your personal brand and your level of influence, is to highlight some of your key career and personal achievements.

Too often we sell ourselves by saying things like “I have been a career specialist for 20 years”, however this approach does not set you apart from other specialists very well. Rather specifically highlight some of your career achievements during those 20 years. For example:

- Are you (or have you been) a member of any CDANZ committees? This demonstrates your commitment to our exciting field, as well as showing you as a respected leader in your industry.
- Have you developed or improved any systems, programmes or processes? This shows your ability to develop and create best practise solutions for your clients, business and industry.
- What success stories can you share about how you have helped some of your clients? Think about sharing specific positive outcomes and how you were active in creating genuine positive change in their lives.
- Have you organised any events / conferences? If so, for who and to what value?
- What large commercial, public and NFP clients have you consulted to in the past? Are there any who are long term / ongoing clients? Here you can leverage their well-known brands, to highlight the value of your brand.
- Have you received any business awards or commendations from your clients or industry?
- Have you had any articles, papers or features published in any magazines, journals or books? (A great publication to highlight your industry insight with would be with our own CDANZ Ezine of course!) I5065f so, what publications and when?
- Have you presented any topics at any conferences or completed any public speaking? Again what events and when?

Your value

By highlighting and sharing some of your key achievements to prospective clients, you very quickly set a benchmark in terms of your expertise and personal brand value. This then determines your level of influence you have in your industry, and opens the door for exciting new business opportunities.



Tom O’Neil – CDANZ Member, author and motivational speaker.

 Follow at <https://nz.linkedin.com/in/tomoneil1>

Get a copy of Tom O’Neil’s ‘Personal Branding Continuum’ by emailing him direct at tom@tomoneil.com. Tom is ‘The Brandologist’ - an award-winning business speaker and best-selling international author. He is also Managing Director of National Outplacement Services (www.Outplacement.co.nz) and CV.CO.NZ (www.CV.co.nz). Visit www.TomONeil.com.

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