



Career Decision-Making  
Abilities

---



---

# Career Decision-Making Abilities

## Career Services

### Table of Contents

---

Executive Insights .....	3
Business Needs Assessment.....	5
Research Design .....	6
Notes to the Report.....	8
Next Steps .....	9
Overall Confidence .....	12
Regression analysis.....	13
Readiness.....	16
Information.....	21
Consistency of Information.....	28
Appendix A: Sample Profile.....	34
Appendix B: Questionnaire .....	35

## Executive Insights

---

**Introduction** The Career Decision-Making Abilities (CDMA) project is part of a wider Career Services evaluation strategy which aims to build on and improve existing resources, information and support to assist young people and their influencers to make better tertiary and trade training decisions.

In 2010, a total of 335 interviews were completed with students intending to leave school at the end of 2010. A mix of online and self completion methodologies was utilised.

---

**Plans for the future** Around two thirds of school leavers have definitive plans for when they leave school. Tertiary education is the most common path; just under half intend to undertake University training and around a quarter intend to undertake some other form of tertiary study. Following this, two in ten expect to go straight into full time employment.

The majority have started thinking about careers that they might be interested in; around half are interested in one particular career and four in ten are interested in a number of potential careers. However, it is of some concern that one in ten have not started thinking about what careers they might be interested in.

---

**Overall Confidence** The majority of school leavers are somewhat confident in their career decision making abilities. Four in ten have a strong level of confidence, and just over a third express moderate levels of confidence. However, it's of potential concern that around a quarter of school leavers have low levels of confidence.

---

**Readiness** School leavers recognise the importance of choosing a career now but there's also some perception that a career may eventuate over time. This supports a view that it's important to get into work or study for a career but that over time one's career path may change.

They have a realistic outlook and understand that there's more than one career that would suit them and that the first career choice made is not necessarily permanent.

Some school leavers recognise a level of personal indecision, and many identify with a need to have their career decisions reaffirmed by a professional person or someone they trust.

**Information** Information and tools that assist students to reach a wise decision could be improved and those that already exist need to be communicated to students. Raising awareness of Career Services offerings is a key start.

Most have a strong sense of what jobs are interesting. However, they are less in tune with their own skills and abilities and therefore may not actually have the information about themselves to make decisions easily. Tools that can aid students in this process i.e. identifying their own skills and how they might be transferred to

the work place would be very beneficial.

There's also room to improve the extent of information available to school leavers regarding potential jobs and occupations, particularly in terms of the finer details of what different career options involve and help identifying jobs that will be in high demand in the future.

### **Consistency**

School leavers generally view the information supplied by people who are important to them as valuable and in line with their career views. However, results suggest there may be some inconsistencies in the information students are receiving about their own skills and how they fit with various career options. While most school leavers claim that they can match their skills with their careers, a degree of worry exists for some. In light of this, there's a need to assist students with the cross referencing and matching of skills with job skill requirements.

---

### **Drivers of Confidence**

Statistical analysis was undertaken to identify what drives Overall Confidence. First, factor analysis was undertaken to reduce and group the number of variables that go into the regression model. The five factors (themes) are:

- Clear career direction
- Well informed
- Self confident
- Internal harmony
- Know how to access

Regression analysis was then undertaken to establish the extent to which each of these factors drives Overall Confidence. A total of 41% of the variation in Overall Confidence can be explained by these five factors.

Clear Career Direction contributes most to Overall Confidence and within this factor information regarding skills and abilities, and how to transfer them to careers are the key areas to improve.

---

## Business Needs Assessment

---

### **Business Needs Assessment**

In 2007 Nielsen assisted Career Services with the implementation of the first measure of the Career Decision-Making Abilities survey. The research was conducted to gain a better understanding of school leavers' decision-making abilities and their preparedness for the working environment.

The Career Decision-Making Abilities (CDMA) project is part of a wider Career Services evaluation strategy called Better Tertiary and Trade Training Decision-Making (BTATTDM) which seeks to build on and improve existing resources, information and support to assist young people and their influencers to make better tertiary and trade training decisions.

In 2010 Career Services commissioned Nielsen to repeat this work.

The objectives of the research were:

- Better understand how young people make decisions and what information and support they require.
  - Track key areas covered in 2007 (i.e. readiness, knowledge and information) to identify whether any shifts have occurred in student thinking.
  - Identify key strength areas where students feel they are prepared for school leaving.
  - Identify areas for improving student preparedness – where additional information and communications or a change in tack might be beneficial.
-

## Research Design

---

### Methodology

In 2007 a mixed methodology of online and face-to-face interviewing among school leavers aged 15 to 18 years was utilised.

In 2010 an online methodology was employed at the outset. By extending the fieldwork start date and undertaking various communications initiatives it was hoped that that this would sufficiently bolster response rates. The following specific changes were made:

- With input from Nielsen, Career Services developed communications materials that would feature in, and around, participating schools.
- The structure of the questionnaire was altered so that students did not have to enter their name until the end of the survey.
- An incentive for survey completion was introduced (i.e. three \$100 Whitcoulls vouchers were on offer to all students who completed the survey).

An open survey link was used and communicated to schools and students via the communication posters, with the idea that Career Advisors would encourage students to participate.

Despite these efforts, response to the survey was lower than anticipated, with only 99 students completing the survey online between 13<sup>th</sup> August and 12<sup>th</sup> October. Career Services had first targeted schools that had participated in the 2007 survey. With the lower than expected completion rate invitations were extended to new schools. Fieldwork was extended to allow more time for participating and new schools to encourage students to complete the survey.

After discussions with several schools it was also decided that the online survey should be supplemented by a self completion version of the survey being sent to schools to hand out to students. The self completion version of the survey proved successful with 236 students completing the survey via this method, bringing the total sample to 335.

**Margins of Error**

All surveys are subject to sampling error. The table below shows the maximum margins of error for various sample sizes. For example, with a total sample of 335, then there is a 95% chance that the true population value of a recorded figure of 50% actually sits between 55.4% and 44.6%. As the sample figure moves further away from 50%, the error margin decreases.

Margin of Error

n=	Margin of Error
335	+/- 5.4%
100	+/- 10.10%
50	+/- 14.4%
20	+/- 24.0%
10	+/- 37.7%

Where base sizes are small we have indicated this with an asterisk '\*' and these results should be treated as indicative only.

---

## Notes to the Report

---

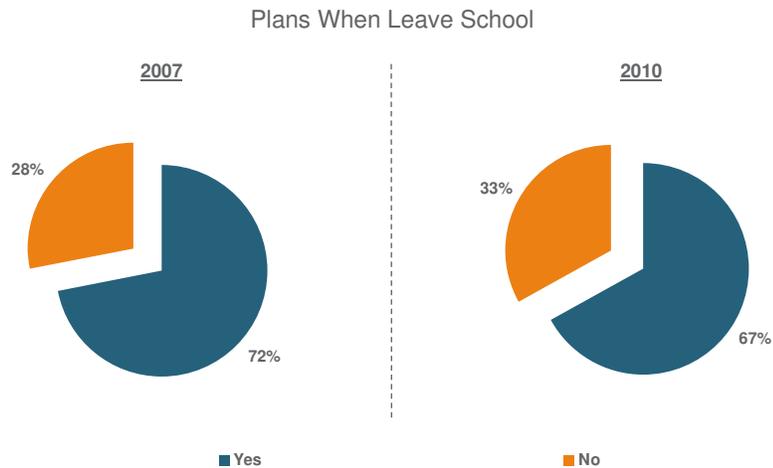
Below are some explanatory notes for consideration when reading this report.

- The mean score has been used as the key measure for analysis purposes. By considering the mean score the following is achieved:
    - Provides a single measure of the strength in association with each attribute. The scale used throughout the questionnaire does not have a distinct midpoint and it's debatable whether the middle points (3 & 4) should be summarised into a positive/negative response or mid ground/neutral response.
    - Allows for tidier/ less cluttered presentation of results in the year on year schools analysis.
    - Provides a simple measure that can be applied across all scale questions and aids consistent analysis.
  - Statistically significant differences are noted with the word "significant". This means that the difference is a true difference statistically and you can be more confident it is not due to random variation.
-

## Next Steps

### Plans when leave School

School leavers were asked whether they have any definitive plans for when they leave school. Around two thirds indicated that they have plans for when they leave school. This represents a slight decrease since 2007, where 72% of school leavers indicated that they have definitive plans.



Base : All Respondents (2007 n=610, 2010 n=335)

Q22. Do you have definite plans for when you leave school?

### Other subgroup differences

School leavers with low levels of Overall Confidence (i.e. rate their Overall Confidence a 0 to 4) in their decision making ability are significantly less definitive in their plans than those with high levels of Overall Confidence (i.e. rate their Overall Confidence an 8 to 10); 35% in comparison to 86%.

### Intended Direction

School leavers were then asked what direction they intend to take once they finish school.

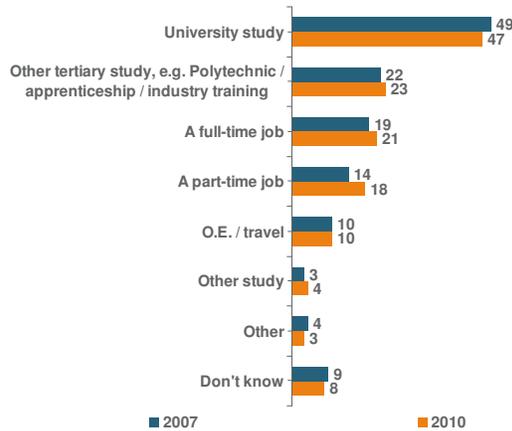
The most widely held intention is to undertake tertiary study, 47% intend to go to University, and 23% intend to undertake some other form of tertiary study for example, Polytechnic or Industry training.

Just under four in ten (39%) intend to go straight into employment, 21% intend to go into a full-time job, and a further 18% intend to take up part-time employment.

Just under one in ten (8%) are unsure of their next steps once they finish school.

Results in 2010 are generally very similar to 2007.

2010 Total vs. 2007 Total - Direction Intend to Take Once Finished School %



Base : All Respondents (2007 n=610, 2010 n=335)

Q23. Which of the following are you most likely to pursue once you finish school? If you have a definite view of what you are likely to do, please provide as much detail as possible in the space provided, e.g. a Bachelor of Arts in Music at Victoria University or the title of your job and the name of the organisation where you intend to work.

**Other subgroup differences**

Females are significantly more likely than males to intend to go to University (52% and 37% respectively). While not a significant variation, there's indication that male school leavers are more likely to go into full-time employment or some other tertiary study.

Also of note, those with low levels of Overall Confidence (i.e. rate their Overall Confidence a 0 to 4) in their decision making ability are significantly more likely than those with high levels of Overall Confidence (i.e. rate their Overall Confidence an 8 to 10) to say that they are likely to go straight into full-time employment (33% vs. 16% respectively).

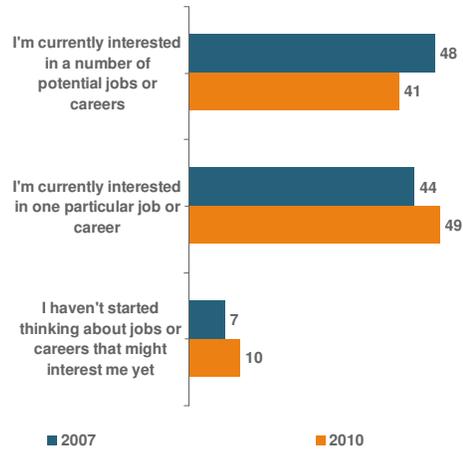
**Interest in Careers**

The majority (90%) of school leavers have started thinking about careers that they might be interested. Around half (49%) indicated that they are *'currently interested in one particular job or career'* and four in ten (41%) are *'currently interested in a number of potential jobs or careers'* (41%).

One in ten (10%) school leavers indicated that they *'haven't started thinking about jobs or careers that might interest me'*. While this is just a small group, it's of some concern that there are students leaving such important considerations, and it's desirable for all to have some options that they are considering so close to the end of the year.

In 2010, school leavers are less likely to be interested in multiple career options than in 2007 (41% and 48% respectively). Instead they are slightly more focused on one particular career option than they were in 2007 (49% and 41% respectively).

2010 Total vs. 2007 Total – Interest in Careers %



Base : All Respondents (2007 n=610, 2010 n=335)  
 Q2. Which of the following statements best describes you?

**Other subgroup differences**

School leavers with low levels of Overall Confidence (i.e. rate their Overall Confidence a 0 to 4) in their decision making ability are significantly more likely to say that they are interested in a number of potential jobs (55%), while those with high levels of Overall Confidence (i.e. rate their Overall Confidence an 8 to 10) are significantly more likely to say that they have one particular job in mind (70%). This is indicative of a level of indecision among those with low levels of confidence.

## Overall Confidence

---

### Overall Confidence

In 2010 a new question was introduced to gauge school leavers overall perceptions of their readiness to take the next step, specifically:

*Overall, how confident do you feel about making the career decisions that you're facing now that you're planning on leaving school, using a scale of 0 to 10 where 0 equals not at all confident and 10 equals extremely confident?*

At an overall level, three quarters of school leavers are at least moderately confident (76% rating their confidence between 5 and 10). Four in ten (39%) are very confident in making their career decision, rating 8 to 10. However, just under a quarter (24%) of school leavers have low levels of confidence, rating 0 to 4.

#### **Other subgroup differences**

Overall Confidence is significantly higher among male (6.76) school leavers than female (6.26) school leavers.

---

## Regression analysis

---

### Intro

Regression analysis was undertaken to identify the key variables (i.e. the attributes contained in the survey) that drive students' overall confidence in their decision making abilities.

The questionnaire contains 38 attributes, hence factor analysis was first undertaken to reduce (and group) the number of variables that would be used in the regression.

We first created a correlation matrix (correlations demonstrate the strength of the relationship between variables) which included all of the relevant attributes in the questionnaire and the dependent variable (overall confidence in their decision making abilities). This correlation matrix demonstrated two things:

1. 10 variables did not have a relationship with the dependent variable and therefore they were removed from the analysis
2. The remaining 28 variables contained a large amount of inter-correlation (groups of correlated variables).

We then used principal component analysis (factor analysis) - a data reduction technique to reduce the data down to key groups of variables. This allowed us to group all of the remaining attributes into five factors (themes). Consideration was given to the attributes that make up each factor and an appropriate name was applied. The five factors were:

- Clear Career Direction
- Well Informed
- Self Confident
- Internal Harmony
- Know How to Access

Each factor has a number of attributes that contribute to their factor score (a new summary variable created for each factor). Factor loadings are the correlation coefficients between the variables and the factors and therefore provide an indication as to the strength of the relationship between each variable and its corresponding factor.

### Regression Analysis

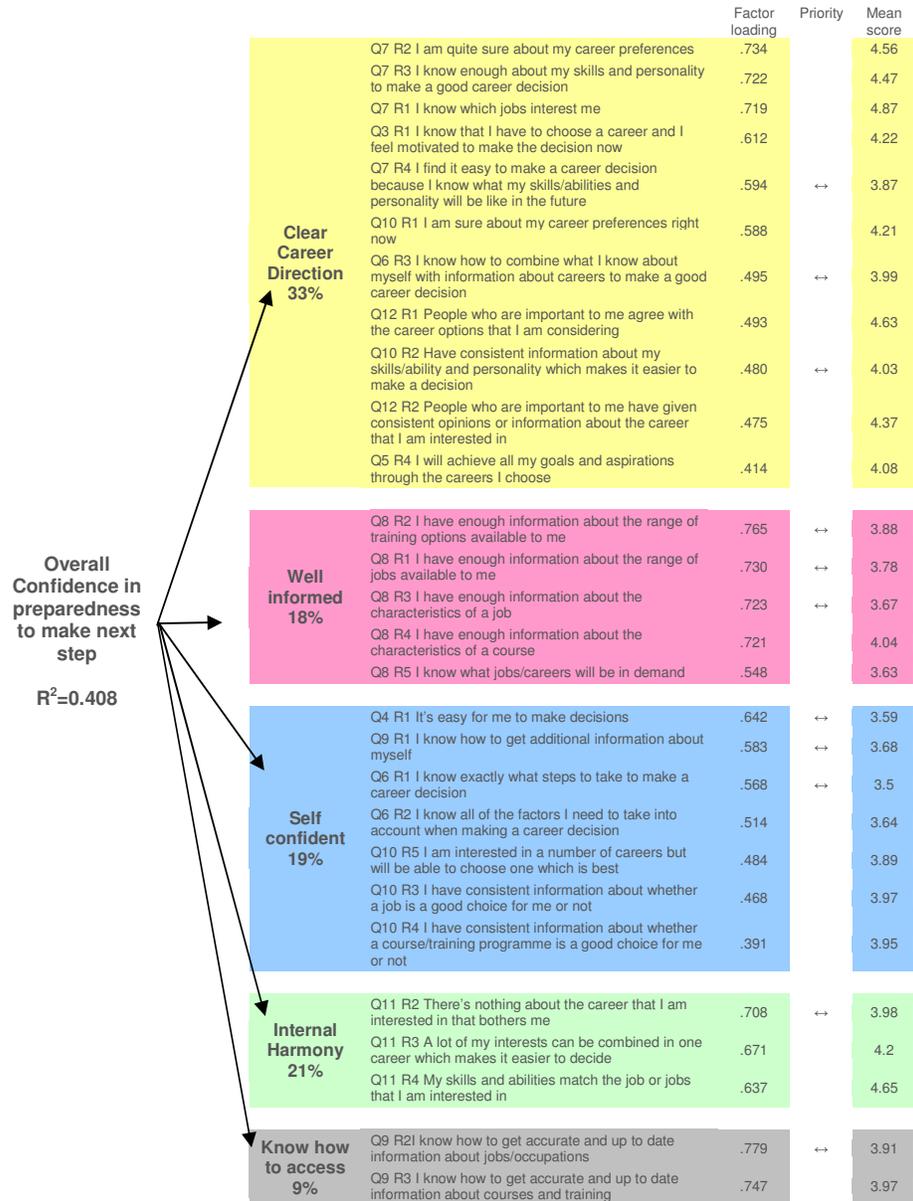
Regression analysis was then undertaken to establish the extent to which each of these factors drives Overall Confidence. A total of 41% of the variation in Overall Confidence can be explained by these five factors. Each factor contributes to this 41% of variation to the following extent:

1. Clear Career Direction – 33%
2. Well Informed – 18%
3. Self Confident – 19%
4. Internal Harmony – 21%
5. Know How to Access – 9%

Therefore 'Clear Career Direction' has the greatest contribution towards explaining Overall Confidence, followed by 'Internal Harmony', 'Self Confidence', 'Well Informed', and finally 'Know How to Access'.

The factors, factor loadings and mean score ratings for each contributing attribute

are outlined in the diagram below.



**Areas for focus** Areas for focus can be identified by considering the attributes that are important in driving each factor and the mean scores for each factor. Where an attribute has a strong relationship with the factor and a low mean score, efforts would be beneficial. If changes can be made to boost the mean scores of these attributes it's most likely that these will have a positive impact on school leavers' Overall Confidence.

The symbol ↔ in the previous chart highlights the attributes where the relationship is strong and the mean score is comparatively lower than other attributes.

The following are highlighted as key areas:

1. Clear career direction

- Q7 R4 I find it easy to make a career decision because I know what my skills/abilities and personality will be like in the future (.594 ↔ 3.87)
- Q6 R3 I know how to combine what I know about myself with information about careers to make a good career decision (.495 ↔ 3.99)
- Q10 R2 Have consistent information about my skills/ability and personality which makes it easier to make a decision (.480 ↔ 4.03)

2. Well Informed

- Q8 R2 I have enough information about the range of training options available to me (.765 ↔ 3.88)
- Q8 R1 I have enough information about the range of jobs available to me (.730 ↔ 3.78)
- Q8 R3 I have enough information about the characteristics of a job (.723 ↔ 3.67)

3. Self Confident

- Q4 R1 It's easy for me to make decisions (.642 ↔ 3.59)
- Q9 R1 I know how to get additional information about myself (.583 ↔ 3.68)
- Q6 R1 I know exactly what steps to take to make a career decision (.568 ↔ 3.5)

4. Internal harmony

- Q11 R2 There's nothing about the career that I am interested in that bothers me (.708 ↔ 3.98)

5. Know how to access

- Q9 R2I know how to get accurate and up to date information about jobs/occupations (.779 ↔ 3.91)

Clear Career Direction contributes most to Overall Confidence and within this factor information regarding skills and abilities, and how to transfer them to careers are the key areas to improve.

---

# Readiness

## Introduction

This section considers school leavers readiness in terms of the following:

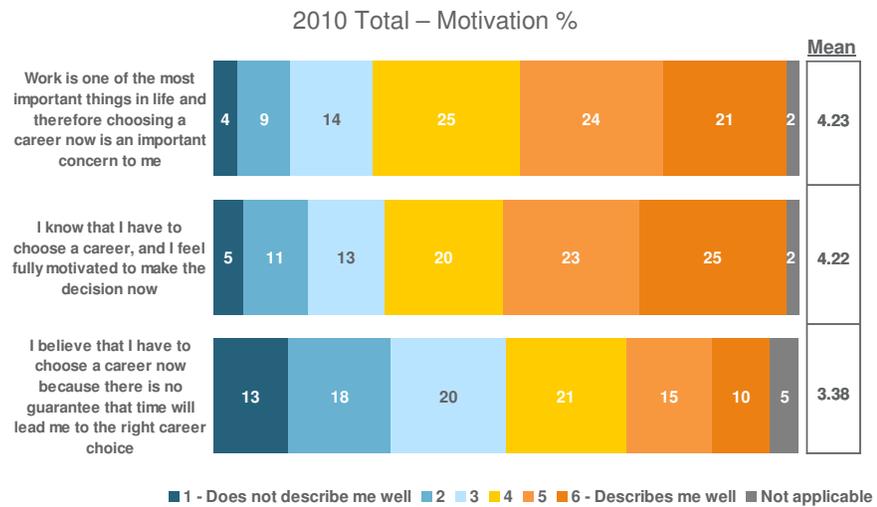
- Motivation
- Decisiveness
- Beliefs

## Motivation – Total 2010 results

The chart below shows 2010 results at a total level (i.e. combined results for all schools).

School leavers recognise the importance of choosing a career now but there's also some perception that a career may eventuate over time. This perhaps supports a view that it's important to get into work or study for a career but that over time one's career path may change.

School leavers most strongly associate with the following statements 'work is one of the most important things in life' and 'I know that I have to choose a career and I feel fully motivated to make the decision now' (4.23 and 4.22 respectively). School leavers are least likely to associate with a belief that 'I have to choose a career now because there is no guarantee that time will lead me to the right career choice' (3.38).



Base : All Respondents (n=335)

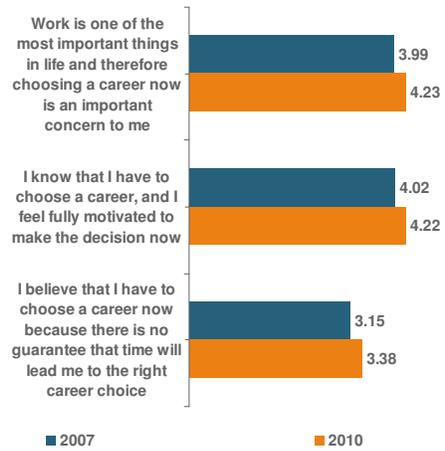
Q3. Motivation

**Motivation –  
Total 2010  
compared with  
2007**

In 2010, school leavers are significantly more likely to associate with:

- 'work is one of the most important things in life' (4.23 vs.3.99 in 2007)'
- 'I believe that I have to choose a career now because there is no guarantee that time will lead me to the right career choice' (3.38 vs. 3.15 in 2007).

2010 Total vs. 2007 Total - Motivation (Mean Score)



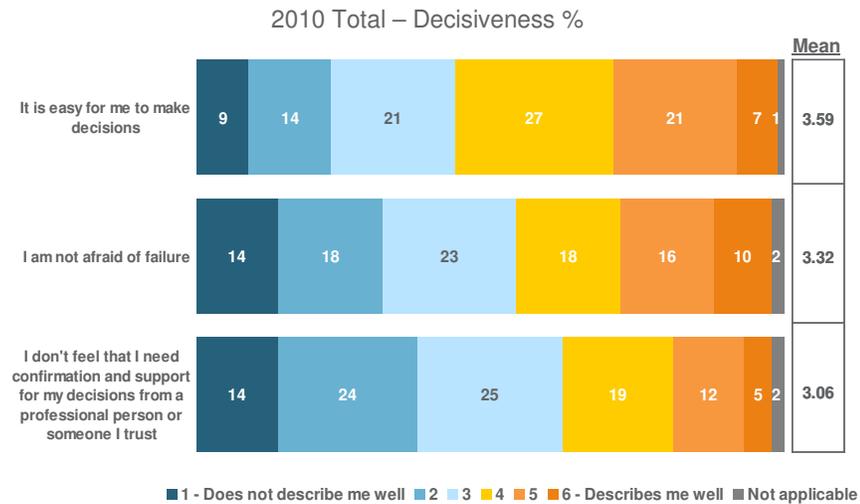
Base : All Respondents (2007 n=610, 2010 n=335)

Q3. Motivation

**Decisiveness-2010 results**

Results suggest some school leavers recognise a level of personal indecision, and many identify with a need to have their decisions reaffirmed by a support person.

The chart below shows school leavers most strongly associate with 'it's easy for me to make decisions' (3.59) and are least likely to associate with 'I don't feel that I need confirmation and support for my decisions from a professional' (3.06).



Base : All Respondents (n=335)

Q4. Decisiveness

**Decisiveness-2010 compared with 2007**

In 2010, similar levels of decisiveness exist in comparison to 2007 and there are no significant shifts.

2010 Total vs. 2007 Total - Decisiveness (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

Q4. Decisiveness

### Other subgroup differences

Males are significantly more likely than females to associate with:

- 'I don't feel that I need confirmation and support for my decisions from a professional person or someone I trust' (3.29 and 2.95 respectively), and;
- I am not afraid of failure' (3.52 and 3.23 respectively).

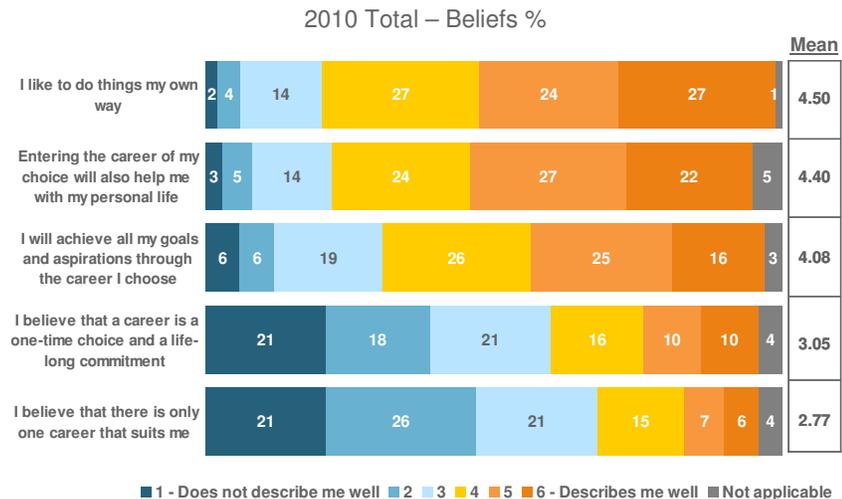
School leavers of Maori (2.7) ethnicity are significantly less likely than those of NZ European (3.16) ethnicity to associate with 'I don't feel that I need confirmation and support for my decisions from a professional person or someone I trust'.

### Beliefs -2010 results

School leavers generally have a realistic outlook and understand that a career choice now is not necessarily permanent.

School leavers most strongly associate with the statements 'I like to do things my way' (4.50) and 'entering the career of my choice will also help me with my personal life' (4.40).

Students are least likely to associate with 'I believe that a career is a one time choice and a life long commitment' (3.05) and that 'I believe that there is only one career that suits me' (2.77).



Base : All Respondents (n=335)

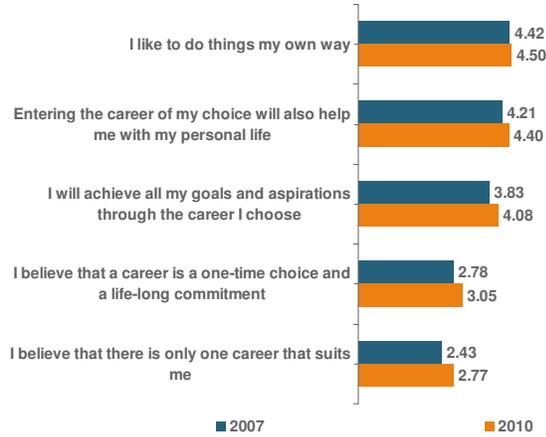
Q5. Beliefs

### Beliefs – 2010 compared with 2007

In 2010, school leavers are significantly more likely to associate with:

- 'I will achieve all my goals and aspirations through the career I choose' (4.08 vs. 3.83 in 2007).
- 'I believe that a career is a one time choice and a life long commitment' (3.05 vs. 2.78 in 2007).
- 'I believe that there is only one career that suits me' (2.77 vs. 2.43 in 2007).

2010 Total vs. 2007 Total - Beliefs (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

Q5. Beliefs

#### Other subgroup differences

Males are significantly more likely than females to associate with 'I believe that there is one career that suits me' (3.01 and 2.66 respectively).

School leavers of Maori (2.3) ethnicity are significantly less likely than those of NZ European (2.83) ethnicity to associate with 'I believe that there is only one career that suits me'.

# Information

## Introduction

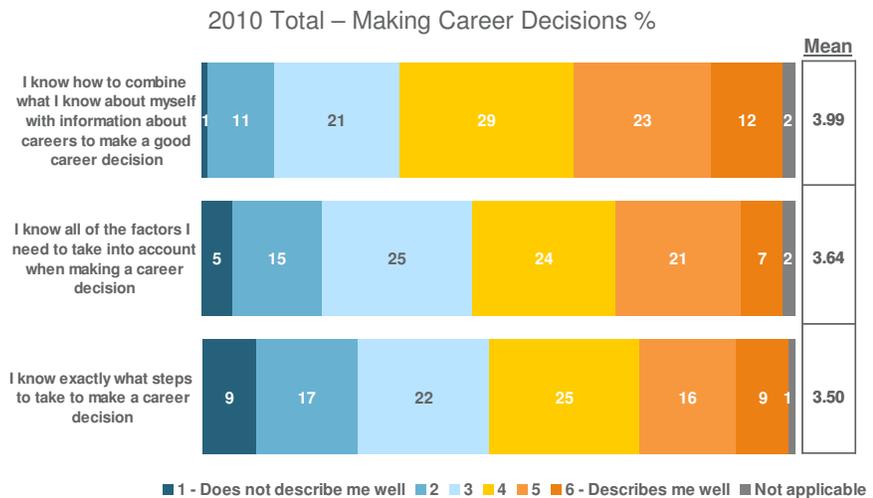
This section considers school leavers readiness in terms of the following:

- Information about making career decisions
- Information about themselves
- Information about jobs/occupations
- Knowledge of how to obtain information

## Making career decisions – Total 2010 results

Information and tools that assist students to reach a wise decision could be improved.

School leavers most strongly associate with 'I know how to combine what I know about myself with information about careers to make a good career decision' (3.99). Association with 'I know all of the factors I need to take into account when making a career decision' is slightly lower with a mean score of 3.64. School leavers relate least to 'I know exactly what steps to take to make a career decision' (3.50).



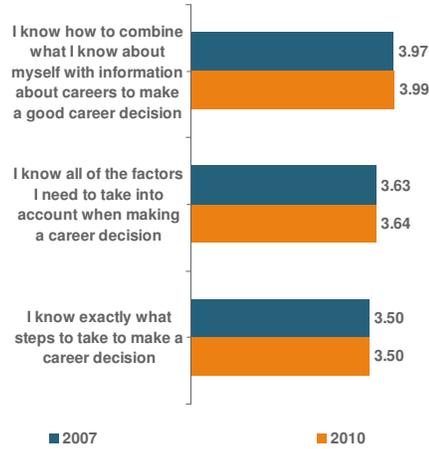
Base : All Respondents (n=335)

Q6. Making career decisions

## Making career decisions – Total 2010 compared with 2007

In 2010, students' perceptions of the information available to make career decisions are consistent with 2007 and there are no significant shifts.

2010 Total vs. 2007 Total - Making Career Decisions (Mean Score)



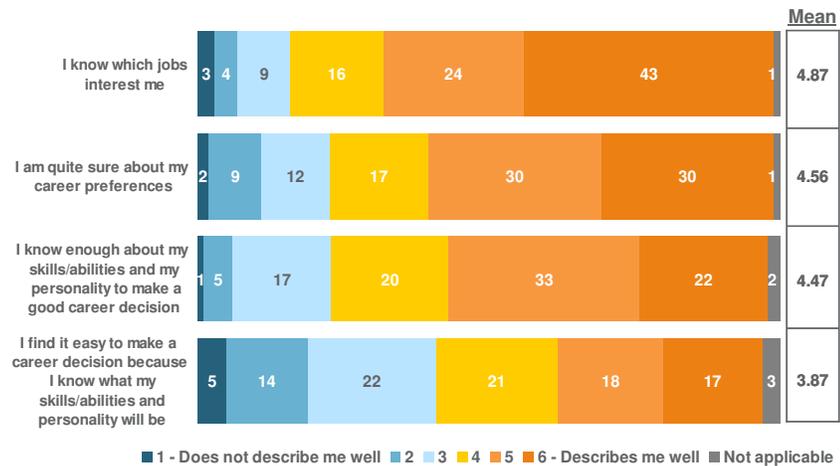
Base : All Respondents (2007 n=610, 2010 n=335)  
Q6. Making career decisions

**Self –Total 2010 results**

Generally school leavers have a strong sense that they know what jobs interest them. However, they appear less in tune with their skills and abilities and therefore may not actually have the information about themselves to make decisions easily.

School leavers most strongly associate with 'I know which jobs interest me (4.87) and 'I am quite sure about my career preferences' (4.56) and were least strongly associate with 'I find it easy to make a career decision because I know what my skills/abilities and personality will be' (3.87).

2010 Total – Self %

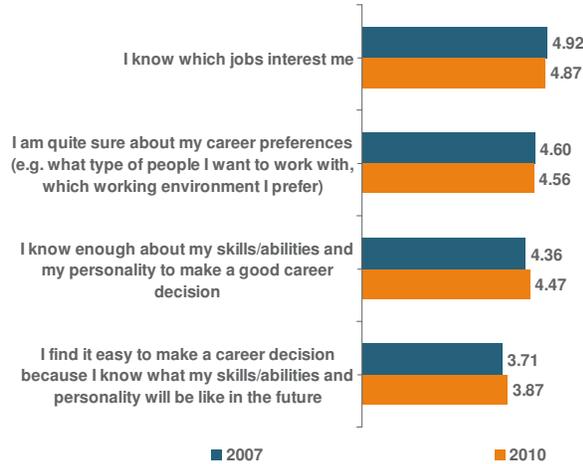


Base : All Respondents (n=335)  
Q7. Self

**Self – Total  
2010 compared  
with 2007**

In 2010, school leaver perceptions of the information they have about themselves is consistent with 2007 and there were no significant shifts.

2010 Total vs. 2007 Total - Self (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

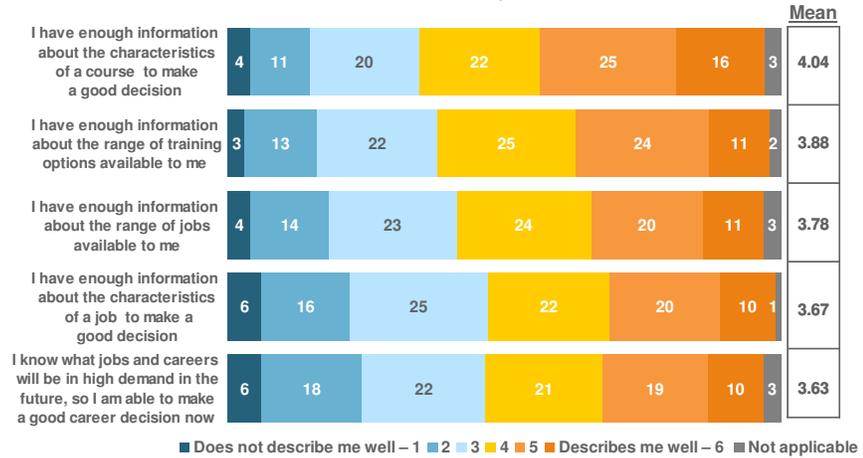
Q7. Self

**Jobs –Total  
2010 results**

Results suggest there is room to improve the extent of information available to school leavers regarding potential jobs and occupations; particularly in terms of the finer details of what different career options involve and help identifying jobs that will be in high demand in the future.

In terms of job related information available, school leavers most strongly associate with *'I have enough information about the characteristics of a course to make a good decision (4.04)*. School leavers are least likely to relate with *'I know what jobs and careers will be in high demand in the future' (3.63)* and *'I know enough about the characteristics of a job' (3.67)*.

2010 Total – Jobs/Occupations %



Base : All Respondents (n=335)

Q8. Jobs/Occupations

### Jobs – Total 2010 compared with 2007

In 2010, school leaver perceptions of the job related information they have about themselves is consistent with 2007 and there are no significant shifts.

2010 Total vs. 2007 Total - Jobs/Occupations (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

Q8. Jobs/Occupations

### Other subgroup differences

There are no significant variations in association by gender.

School leavers of Maori ethnicity are significantly less likely than those of NZ European ethnicity to associate with:

- 'I have enough information about the range of jobs available to me' (3.25 and 3.85 respectively), and;

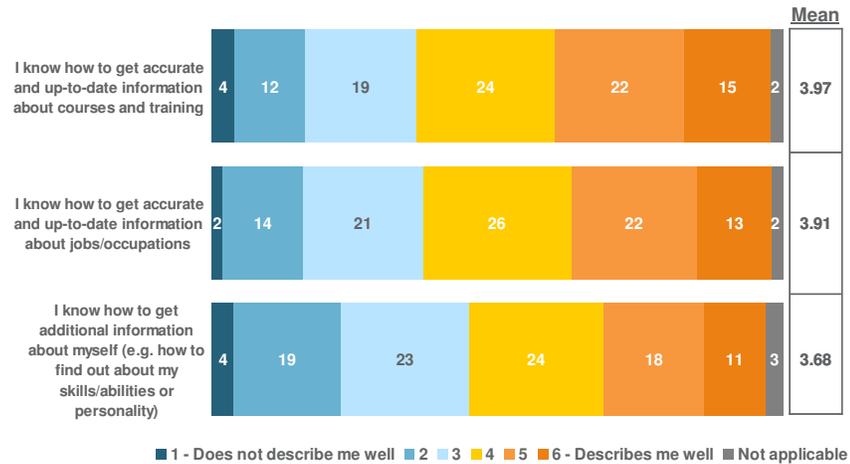
- *'I have enough information about the characteristics of a job'* (3.29 and 3.73 respectively), and
  - *'I have enough information about the characteristics of a course'* (3.74 and 4.14 respectively).
  - *'I know what jobs and careers will be in high demand in the future'* (3.44 and 3.62) respectively.
-

**How to obtain – Total 2010 results**

Accessing information also poses some challenges to school leavers, particularly in terms of identifying their own skills and how they might be transferred to the work place.

School leavers most strongly associate with 'I know how to get accurate and up-to date information about courses and training' (3.97) and associate least with 'I know how to get accurate and up-to-date information about jobs/occupations' (3.68).

2010 Total – How to Obtain Information %



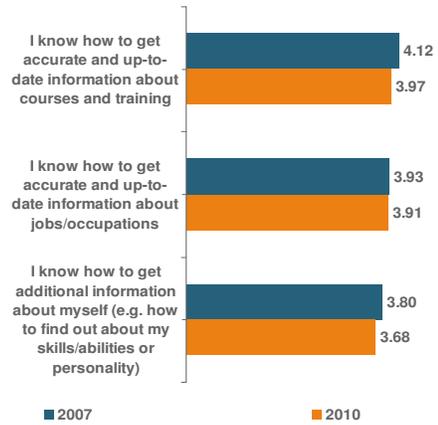
Base : All Respondents (n=335)

Q9. How to obtain information

**How to obtain– Total 2010 compared with 2007**

In 2010, there were no significant shifts in how school leavers perceive accessing information. However, recognition that 'I know how to get accurate and up-to-date information about jobs/occupations' has decreased (3.8 in 2007 to 3.68).

2010 Total vs. 2007 Total - How to Obtain Information (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

Q9. How to obtain information

## Consistency of Information

### Introduction

This section considers school leavers readiness in terms of the following:

- Consistency
- My opinions
- Others' opinions

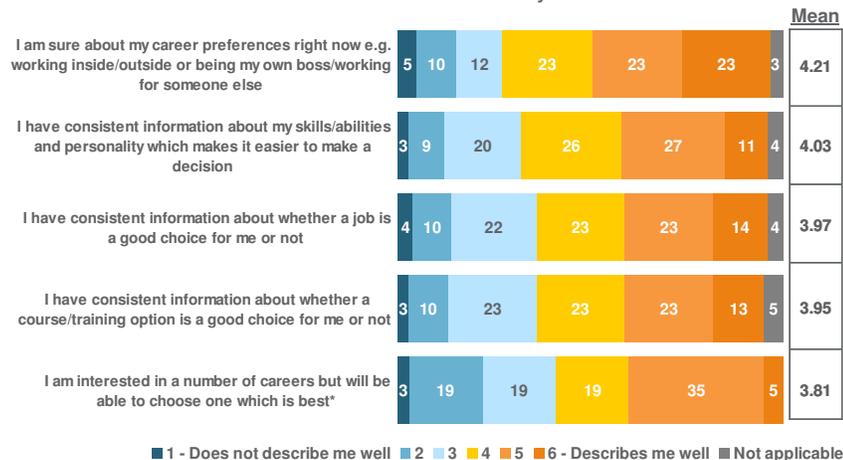
### Consistency – Total 2010 results

Results suggest there may be some inconsistencies in the information students are receiving, particularly as to whether or not the options available would be a good choice for them. At least three in ten did not relate strongly to each attribute (i.e. rated their association a 1 to a 3).

School leavers most strongly associate themselves with 'I am sure about my career preferences right now' (4.21) and 'I have consistent information about my skills/abilities' (4.03).

School leavers associate least with 'I am interested in a number of careers but will be able to choose one which is best' (3.81).

2010 Total – Consistency %



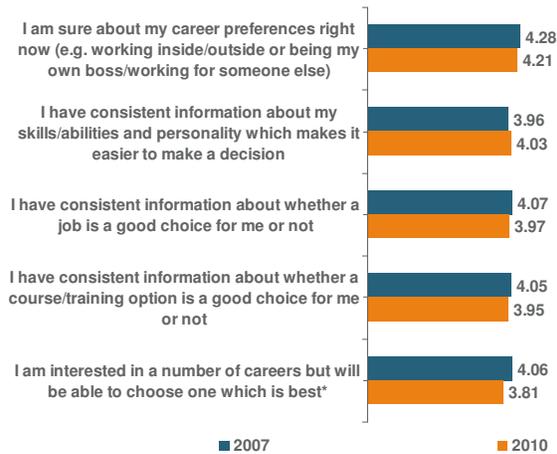
Base : All Respondents (n=335)

Q10. Consistency - By consistency we mean are you getting the same information regardless of who you talk to or are you getting conflicting information.  
\*Due to a skip instruction error in the hard copy questionnaire this statement has been rebased to only include those who completed the survey online

**Consistency – Total 2010 compared with 2007**

In 2010, there are no significant shifts in how school leavers perceive consistency of information.

2010 Total vs. 2007 Total - Consistency (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

Q10. Consistency - By consistency we mean are you getting the same information regardless of who you talk to or are you getting conflicting information.  
 \*Due to a skip instruction error in the hard copy questionnaire this statement has been rebased to only include those who completed the survey online (n=37)

**Other subgroup differences**

Males are significantly more likely than females to associate with 'I am interested in a number of careers but will be able to choose one which is best for me' (4.23 and 3.73 respectively).

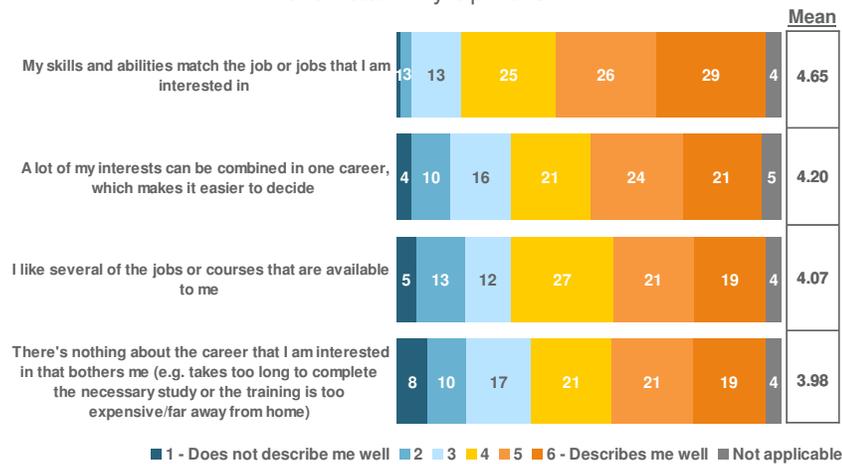
School leavers of Maori ethnicity are significantly more likely than those of NZ European ethnicity to associate with 'I am interested in a number of careers but will be able to choose one which is best for me' (4.24 and 3.74 respectively).

**My Opinions – Total 2010 results**

While most school leavers claim that they can match their skills with their careers, a degree of worry exists for some.

School leavers most strongly associate with the statement *'my skills and abilities match the job or jobs that I am interested in'* (4.65). Association with *'a lot of my interests can be combined in one career, which makes it easier to decide'* (4.20) is also reasonably strong. School leavers associate least with *'there's nothing about the career that I am interested in that bothers me'* (3.98).

2010 Total – My Opinions %



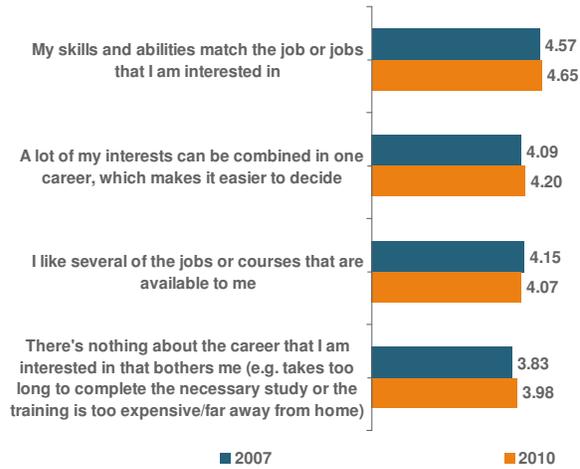
Base : Those who have started thinking about jobs or careers (n=302)

Q11. My opinions

**My Opinions – Total 2010 compared with 2007**

In 2010, there were no significant shifts in school leaver’s opinions of themselves.

2010 Total vs. 2007 Total - My Opinions (Mean Score)



Base : Those who have started thinking about jobs or careers (2007 n=566, 2010 n=302)

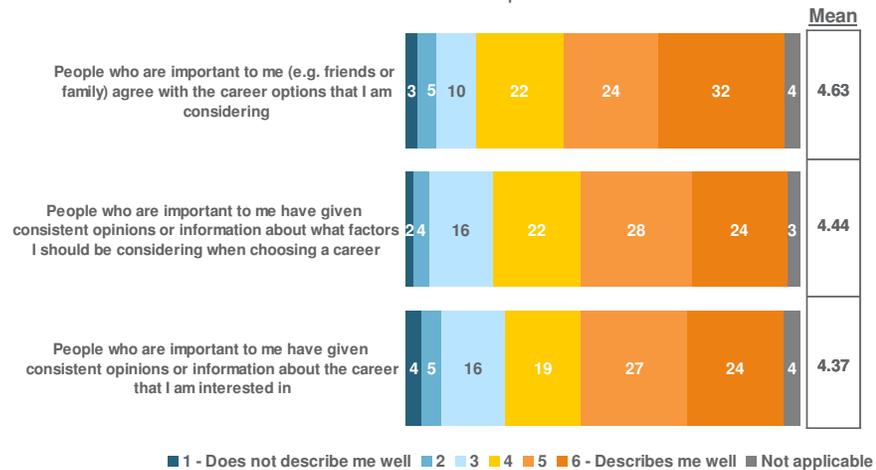
Q11. My opinions

**Others' Opinions – Total 2010 results**

School leavers view the information supplied by others to be consistent; at least seven in ten rate their association with each statement a 4 to a 6.

School leavers most strongly associate with 'people who are important to me agree with the career options that I am considering' (4.63), and associate least with 'people who are important to me have given consistent information about the career that I am interested in' (4.37).

2010 Total – Others' Opinions %



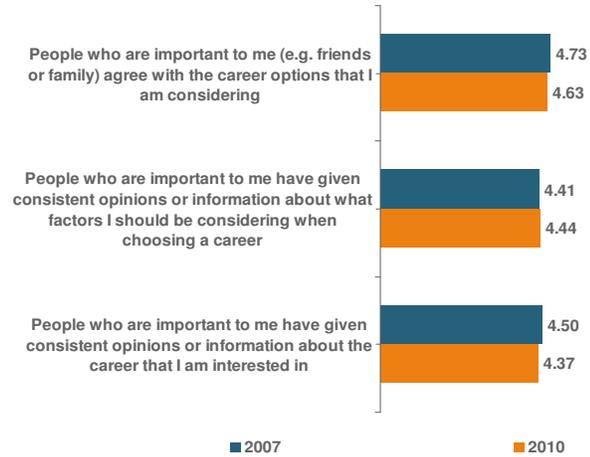
Base : All Respondents (n=335)

Q12. Others' opinions

**Others' Opinions – Total 2010 compared with 2007**

In 2010, there were no significant shifts in school leavers' opinions of the consistency of information supplied by others.

2010 Total vs. 2007 Total - Others' Opinions (Mean Score)



Base : All Respondents (2007 n=610, 2010 n=335)

Q12. Others' opinions

## Appendix A: Sample Profile

### Sample Profile

The following tables display demographic results for the achieved sample. For the most part, the sample breakdown is very similar to that achieved in 2007, the only difference being a slightly lower representation of Year 11 students and a slightly greater representation of Year 13 students.

2010 vs. 2007 – Sample Profile (%)

Gender	2007	2010
Male	28%	33%
Female	72%	67%
Age		
Under 15 years	1%	1%
15 years	4%	1%
16 years	10%	14%
17 years	46%	45%
18 or over	38%	39%
Ethnicity		
New Zealand European	70%	68%
Maori	19%	24%
Samoan	6%	4%
Tongan	2%	4%
Indian	4%	4%
Chinese	2%	3%
Cook Islands Maori	2%	2%
Niuean	2%	2%
Another ethnic group such as Dutch, Japanese or Tokelauan	12%	12%

Base : All Respondents (2007 n=610, 2010 n=335)

Q17. Are you...Male or Female ?

Q18. Age

Q19. Which ethnic group or groups do you belong to?

2010 vs. 2007 – Sample Profile cont... (%)

School Year	2007	2010
Year 11	9%	3%
Year 12	18%	20%
Year 13	72%	77%
NCEA		
NCEA Level 1	8%	4%
NCEA Level 2	19%	24%
NCEA Level 3	64%	69%
Other National Certificate	5%	1%
Other	3%	3%
Prefer not to say	1%	-

Base : All Respondents (2007 n=610, 2010 n=335)

Q20. What Year are you in?

Q21. What NCEA level are you aiming for this year?

## Appendix B: Questionnaire

---

Thank you for taking the time to complete this survey which is being conducted by Career Services in conjunction with your school careers advisor.

Your feedback is valuable and will help us to make changes to our programmes that will help other students when they decide to leave school.

In appreciation for the time, you will **go in the draw to win one of 3 \$100 Whitcoulls vouchers!!**

Before you start we would like to assure you that your answers will be kept in the strictest confidence.

Q1 What is the name of the school that you currently attend?

Code	Route
01	
02	
03	
04	
05	
06	
07	
08	
98	

Q2 Which of the following statements best describes you?

I'm currently interested in a number of potential jobs or careers.....

I'm currently interested in one particular job or career.....

I haven't started thinking about jobs or careers that might interest me yet.....

Code	Route
1	
2	
3	

You will be presented with a list of statements concerning the career decision-making process. Please rate the degree to which each statement applies to you.

**Readiness**

Q3 Rotate  
Motivation

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I know that I have to choose a career, and I feel fully motivated to make the decision now .....	1	2	3	4	5	6	7
(R2) Work is one of the most important things in life and therefore choosing a career now is an important concern to me.....	1	2	3	4	5	6	7
(R3) I believe that I have to choose a career now because there is no guarantee that time will lead me to the right career choice .....	1	2	3	4	5	6	7

Q4 Rotate  
Decisiveness

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) It is easy for me to make decisions.....	1	2	3	4	5	6	7
(R2) I don't feel that I need confirmation and support for my decisions from a professional person or someone I trust.	1	2	3	4	5	6	7
(R3) I am not afraid of failure.....	1	2	3	4	5	6	7

Q5 Rotate  
Beliefs

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I like to do things my own way.....	1	2	3	4	5	6	7
(R2) Entering the career of my choice will also help me with my personal life.....	1	2	3	4	5	6	7
(R3) I believe that there is only one career that suits me.....	1	2	3	4	5	6	7
(R4) I will achieve all my goals and aspirations through the career I choose	1	2	3	4	5	6	7
(R5) I believe that a career is a one-time choice and a life-long commitment .....	1	2	3	4	5	6	7

**Information about...**

Q6 Rotate  
Making career decisions

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I know exactly what steps to take to make a career decision .....	1	2	3	4	5	6	7
(R2) I know all of the factors I need to take into account when making a career decision.....	1	2	3	4	5	6	7

(R3) I know how to combine what I know about myself with information about careers to make a good career decision.....	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

Q7 Rotate Me

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I know which jobs interest me.....	1	2	3	4	5	6	7
(R2) I am quite sure about my career preferences (e.g. what type of people I want to work with, which working environment I prefer) .....	1	2	3	4	5	6	7
(R3) I know enough about my skills/abilities and my personality to make a good career decision.....	1	2	3	4	5	6	7
(R4) I find it easy to make a career decision because I know what my skills/abilities and personality will be like in the future	1	2	3	4	5	6	7

Q8 Rotate Jobs/Occupations

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I have enough information about the range of jobs available to me.....	1	2	3	4	5	6	7
(R2) I have enough information about the range of training options available to me.....	1	2	3	4	5	6	7
(R3) I have enough information about the characteristics of a job (e.g. market demand, typical income, progression possibilities) to make a good decision ..	1	2	3	4	5	6	7
(R4) I have enough information about the characteristics of a course (e.g. entry requirements, graduation rates, job outcomes) to make a good decision .....	1	2	3	4	5	6	7
(R5) I know what jobs and careers will be in high demand in the future, so I am able to make a good career decision now .....	1	2	3	4	5	6	7

Q9 Rotate How to obtain information

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I know how to get additional information about myself (e.g. how to find out about my skills/abilities or personality) .....	1	2	3	4	5	6	7
(R2) I know how to get accurate and up-to-date information about jobs/occupations .....	1	2	3	4	5	6	7
(R3) I know how to get accurate and up-to-date information about courses and training.....	1	2	3	4	5	6	7

**Consistency of information**

Q10 Ask R5 only to those who say code 1 (interested in a number of potential jobs/careers) in Q2  
 Rotate  
 Consistency - By consistency we mean are you getting the same information regardless of who you talk to or are you getting conflicting information.

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I am sure about my career preferences right now (e.g. working inside/outside or being my own boss/working for someone else) .....	1	2	3	4	5	6	7
(R2) I have consistent information about my skills/abilities and personality which makes it easier to make a decision.....	1	2	3	4	5	6	7
(R3) I have consistent information about whether a job is a good choice for me or not .....	1	2	3	4	5	6	7
(R4) I have consistent information about whether a course/training option is a good choice for me or not.....	1	2	3	4	5	6	7
(R5) I am interested in a number of careers but will be able to choose one which is best.....	1	2	3	4	5	6	7

Q11 Do not ask if Q2 = code 3 Haven't started thinking about jobs or careers  
 Rotate  
 My opinions

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) I like several of the jobs or courses that are available to me.....	1	2	3	4	5	6	7
(R2) There's nothing about the career that I am interested in that bothers me (e.g. takes too long to complete the necessary study or the training is too expensive/far away from home) .....	1	2	3	4	5	6	7
(R3) A lot of my interests can be combined in one career, which makes it easier to decide.....	1	2	3	4	5	6	7
(R4) My skills and abilities match the job or jobs that I am interested in .....	1	2	3	4	5	6	7

Q12 Rotate  
 Others' opinions

	Does not describe me	2	3	4	5	Describes me well	Not applicable
(R1) People who are important to me (e.g. friends or family) agree with the career options that I am considering.....	1	2	3	4	5	6	7
(R2) People who are important to me have given consistent opinions or information about the career that I am interested in .....	1	2	3	4	5	6	7
(R3) People who are important to me have given consistent opinions or information about what factors I should be considering when choosing a career .....	1	2	3	4	5	6	7

Q13	Overall, how confident do you feel about making the career decisions that you're facing now that you're planning on leaving school, using a scale of 0 to 10 where 0 equals not at all confident and 10 equals extremely confident?	Code	Route
	0 = Not at all confident .....	01	
	1 .....	02	
	2 .....	03	
	3 .....	04	
	4 .....	05	
	5 .....	06	
	6 .....	07	
	7 .....	08	
	8 .....	09	
	9 .....	10	
	10 = Extremely confident .....	11	
	(DO NOT READ OUT) Don't know.....	98	
Q14	Before this survey had you heard of an organisation called Career Services who can help you decide on the job, training or career path that's right for you?	Code	Route
	Yes .....	1	
	No.....	2	Q17
	Unsure.....	9	Q17
Q15	Ask if aware of Career Services in <b>Q14</b> Which of the following ways best describes your use of Career Services?	Code	Route
	I have used Career Services myself, but more than a year ago .....	1	
	I have used Career Services myself within the last year.....	2	
	I haven't used Career Services personally but recommended them to someone else .....	3	
	I have never used Career Services nor recommended them to someone else .....	4	
	Not applicable.....	5	
Q16	Ask if aware of Career Services in <b>Q14</b> Do you intend to use Career Services within the next 12 months?	Code	Route
	Definitely use Career Services in the next 12 months .....	1	
	Probably will use Career Services in the next 12 months .....	2	

	Might or might not use Career Services in the next 12 months.....	3	
	Probably not use Career Services in the next 12 months.....	4	
	Definitely not use Career Services in the next 12 months.....	5	
	Not applicable.....	6	
Q17	Are you...	Code	Route
	Male.....	1	
	Female.....	2	
Q18	Age	Code	Route
	Under 15 years.....	1	
	15 years.....	2	
	16.....	3	
	17.....	4	
	18 or over.....	5	
Q19	Which ethnic group or groups do you belong to?	Code	Route
	New Zealand European.....	1	
	Maori.....	2	
	Samoan.....	3	
	Cook Islands Maori.....	4	
	Tongan.....	5	
	Niuean.....	6	
	Chinese.....	7	
	Indian.....	8	
	Another ethnic group such as Dutch, Japanese or Tokelauan? Please say what it is.....	9	
Q20	What Year are you in?	Code	Route
	Year 11.....	1	
	Year 12.....	2	
	Year 13.....	3	
Q21	What NCEA level are you aiming for this year?	Code	Route
	NCEA Level 1.....	1	

	NCEA Level 2 .....	2	
	NCEA Level 3 .....	3	
	Other National Certificate (please specify) .....	4	
	Other (please specify) .....	5	
Q22	Do you have definite plans for when you leave school?	Code	Route
	Yes .....	1	
	No .....	2	
Q23	Which of the following are you most likely to pursue once you finish school? If you have a definite view of what you are likely to do, please provide as much detail as possible in the space provided, e.g. a Bachelor of Arts in Music at Victoria University or the title of your job and the name of the organisation where you intend to work.	Code	Route
	A full-time job (please specify) .....	01	
	A part-time job (please specify) .....	02	
	University study (please specify) .....	03	
	Other tertiary study, e.g. Polytechnic / apprenticeship / industry training (please specify) .....	04	
	Other study (please specify) .....	05	
	O.E. / travel .....	06	
	Other (please specify) .....	07	
	Don't know .....	11	
Q24	Thank you for taking the time to complete this survey.	Code	Route
	When we report results some students like to remain anonymous. Alternatively some students say that they would like to have their responses passed back to their Careers Advisor and to be identified with their responses. Some students would also like to be recontacted in relation to their response.		
	Would you like to be identified with your responses and be recontacted by your school Careers Advisor about this survey?		
	It's ok if you do not wish to be identified or contacted we'd just like to give you the option.		
	Yes I would like to be identified with my responses and would like to be contacted by my Careers Advisor .....	1	Q25
	Yes I would like to be identified with my responses but <b>do not wish to be contacted by my Careers Advisor</b> .....	2	Q25
	<b>I do not wish to be identified with my responses at all or be contacted by my Careers Advisor</b> .....	3	Q26

Q25 If code 1 or 2 at **Q24**  
Please enter your contact details in the spaces below.

These will also be used by The Nielsen Company to notify you if you win one of the three \$100 Whitcoulls vouchers.

(R1) Full name

---

(R2) Email address

---

(R3) Phone number

---

Q26 If code 3 at **Q24**  
If you would like to go into the draw to win one of three \$100 Whitcoulls vouchers please provide your first name and the best phone number for The Nielsen Company to contact you on. These details will only be used by The Nielsen Company to notify you if you win and will not be passed on to Career Services or your school.

(R1) First name

---

(R2) Phone number

---

Thanks again for taking the time to complete this survey. Your name will go in the draw to win one of three \$100 Whitcoulls vouchers. We will be notifying the winner by the 6th October 2010. Good luck!