

CATE Conference 2022

Helping students be hopeful about their future



CareerEQ and what we stand for?

- CareerEQ promotes the development of emotional intelligence in career decision–making and career management. We believe...
- That career work is beautiful work and that we are honoured to support people to find their ‘best work’ and to be their ‘best selves’.
- We treat every client, student or employee believing they have a life a purpose that is sacred
- That our responsibility is to ensure every individual we work with is resourced to navigate a future where the world will need them.

Introduction

- Who is Kaye?
- What motivates me?
- What is happening in our world?
 - Phones, social media = social anxiety
 - Climate change = how do we feel about Cop 27 outcomes?
 - Geopolitical = the most dangerous time ever
- How is all of this impacting our rangitahi?
- How does what is happening in the world impact your own motivation?





Our rangitahi are now faced with an uncertain future where climate change, the cost of living, food insecurity, pandemics and geopolitical tensions could cause disturbing global consequences and disrupt the way we do our work and change the skills needed.

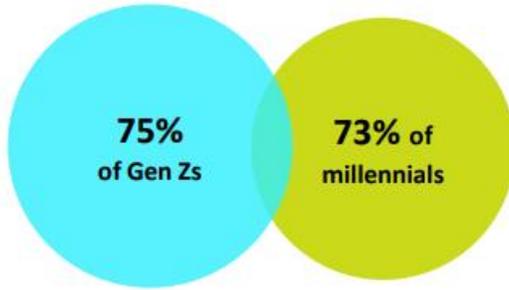
Sustainability - Why is this important to you

Because I care a lot about how the environment is affected by humans and I have already been born into a dying planet. I buy second-hand clothes to be sustainable and use eco friendly products in my house.

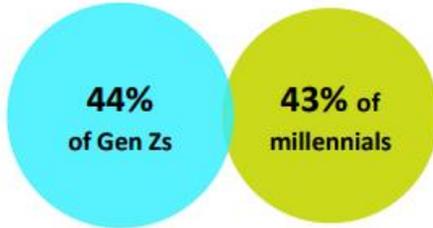
	(Low) 0	1	2	3	4	(High) 5
How well are you doing this right now?	■					

“The ice caps are melting and my hypothetical children won’t get to see them, but also I have a calculus test tomorrow.”

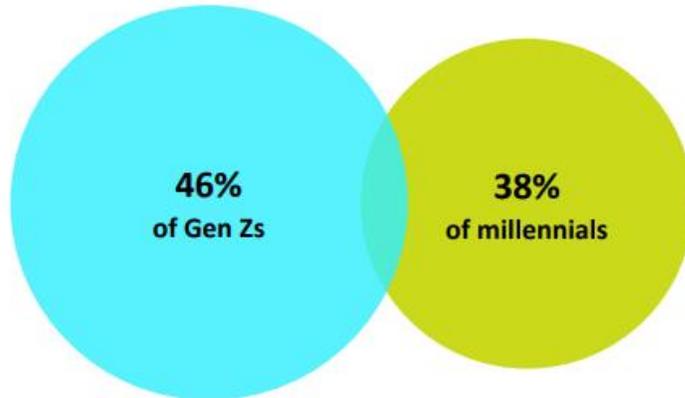
18-year-old from Alabama on the stresses of college life during the climate crisis - A 2020 Washington Post [article](#)



agree that the world is at a tipping point in responding to climate change and the future can go either way



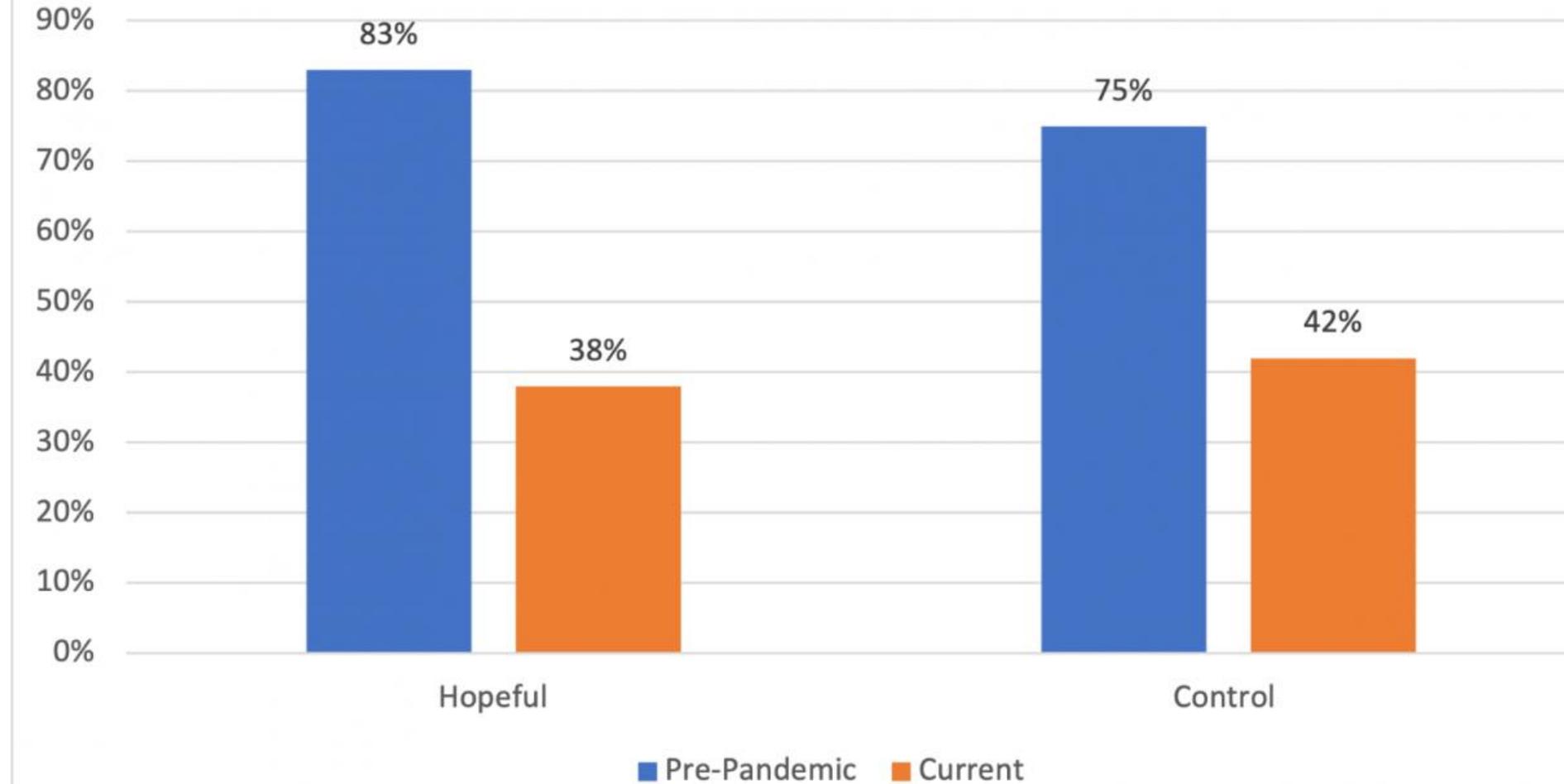
are optimistic that efforts to protect and sustain the health of the planet will be effective



say they are stressed all or most of the time



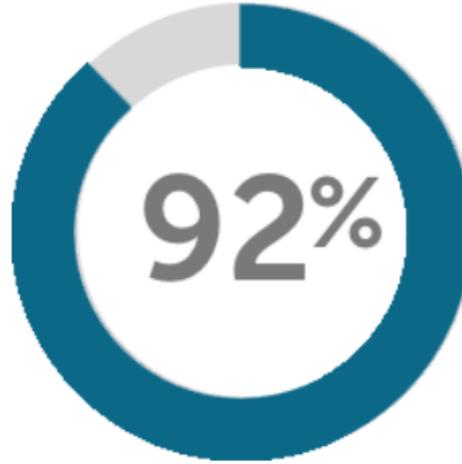
Feelings of Career Hopefulness and Control



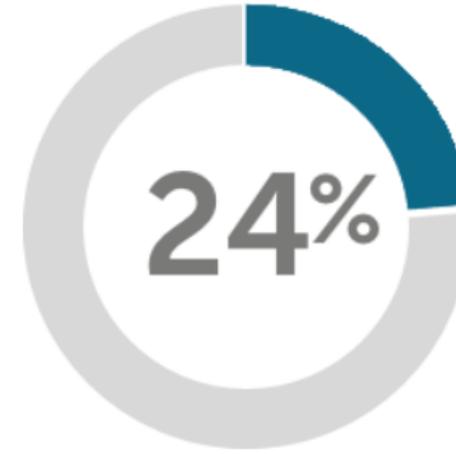
Dr. Candy Ho and John Grant, 2020



In 60 percent of occupations, an average 30 percent of their work activities are automatable.



In a Wall Street Journal survey, 92 percent of employers said "soft skills" were as or more important than technical skills but 89 percent said they had a very or somewhat difficult time finding people with the right skills.



By 2030, workers will be spending 24 percent more time on the job using social-emotional skills [life skills] than they were in 2016.

Passport to Success

Gen Zs' satisfaction on the following efforts of their organization and its impact on their loyalty

Societal impact



Progress in creating a diverse and inclusive environment

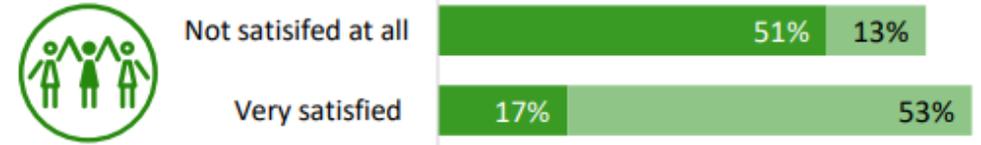


Commitment to sustainability

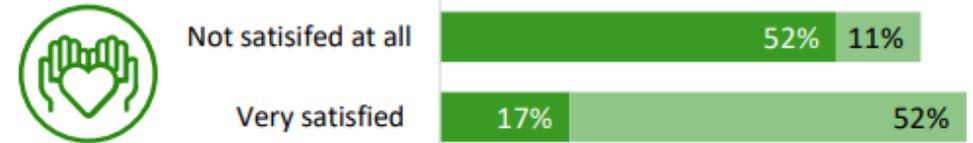


Millennials' satisfaction on the following efforts of their organization and its impact on their loyalty

Societal impact



Progress in creating a diverse and inclusive environment



Commitment to sustainability



MINDSET = QUAL + JOB

CURRENT STATE – PAE TATA

- Defined by job
- One job for life
- Skills hierarchy
- Skills shortage
- Being 'educated'
- Value technical skills
- Credentials + job

= Limits Māori potential and sustains inequality

MINDSET = SKILLS CAREER

FUTURE STATE – PAE TAWHITI

- Defined by purpose
- 18 jobs across 5 industries*
- All skills have value
- On the job training / development
- Being a lifelong learner
- Appreciating human skills
- Culture + skills + ability

= Removes barriers and unlocks new pathways to create equitable outcomes



Technology will change everything: - the way people work and interact with their workplaces and the way companies operate will see tremendous changes. This from Future Jobs Report, World Economic Forum – Davos Agenda 2021

5 Key themes:

Work from anywhere	Approx 40% of employees to follow a remote-working model - it is more likely a combination of home, hybrid and on-location working.
Work at will	Gig economy enabled by digital technologies - short-term and on-demand positions, and freelance work . One study predicts that 40% of OECD workforce will be independent contractors.
Work from anywhere	More people can now work from anywhere. Taking ‘work to people’ rather than ‘people to work’ will be the hiring theme of the future.
Work smarter	AI will directly or indirectly create more net new jobs than it will displace and ushering in a new era of exponential innovation and social entrepreneurship.
Work for the planet	Human-machine collaboration will take over repetitive and routine tasks, thereby freeing employees to focus on more meaningful work.

6 of the 10 Fastest Growing Occupations are Related to Healthcare

	Percent change, projected 2019-29	Employment change, projected 2019-29 (in thousands)	Median annual wages, May 2020
Wind turbine service technicians	60.7%	4.3	\$56,230
Nurse practitioners	52.4%	110.7	\$111,680
Solar photovoltaic installers	50.5%	6.1	\$46,470
Occupational therapy assistants	34.6%	16.3	\$62,940
Statisticians	34.6%	14.8	\$92,270
Home health and personal care aides	33.7%	1,159.5	\$27,080
Physical therapist assistants	32.6%	32.2	\$59,770
Medical and health services managers	31.5%	133.2	\$104,280
Physician assistants	31.3%	39.3	\$115,390
Information security analysts	31.2%	40.9	\$103,590

Wacky examples of future job titles

- **1. Organ creator**
- **2. Augmented-reality journey builder**
- **3. Metaverse planner**
- **4. Biofilm installer**
- **5. Earthquake forecaster**
- **6. Makeshift structure engineer**
- **7. Algorithm bias auditor**
- **8. Rewilder**
- **9. Human-machine teaming manager**
- **10. Digital currency advisor**
- **11. Drone traffic optimizer**
- **12. Autonomous car mechanic**
- **13. Smart home design manager**
- **14. Agile supply chain worker**
- **15. Trash engineer (aka, Garbage designer)**

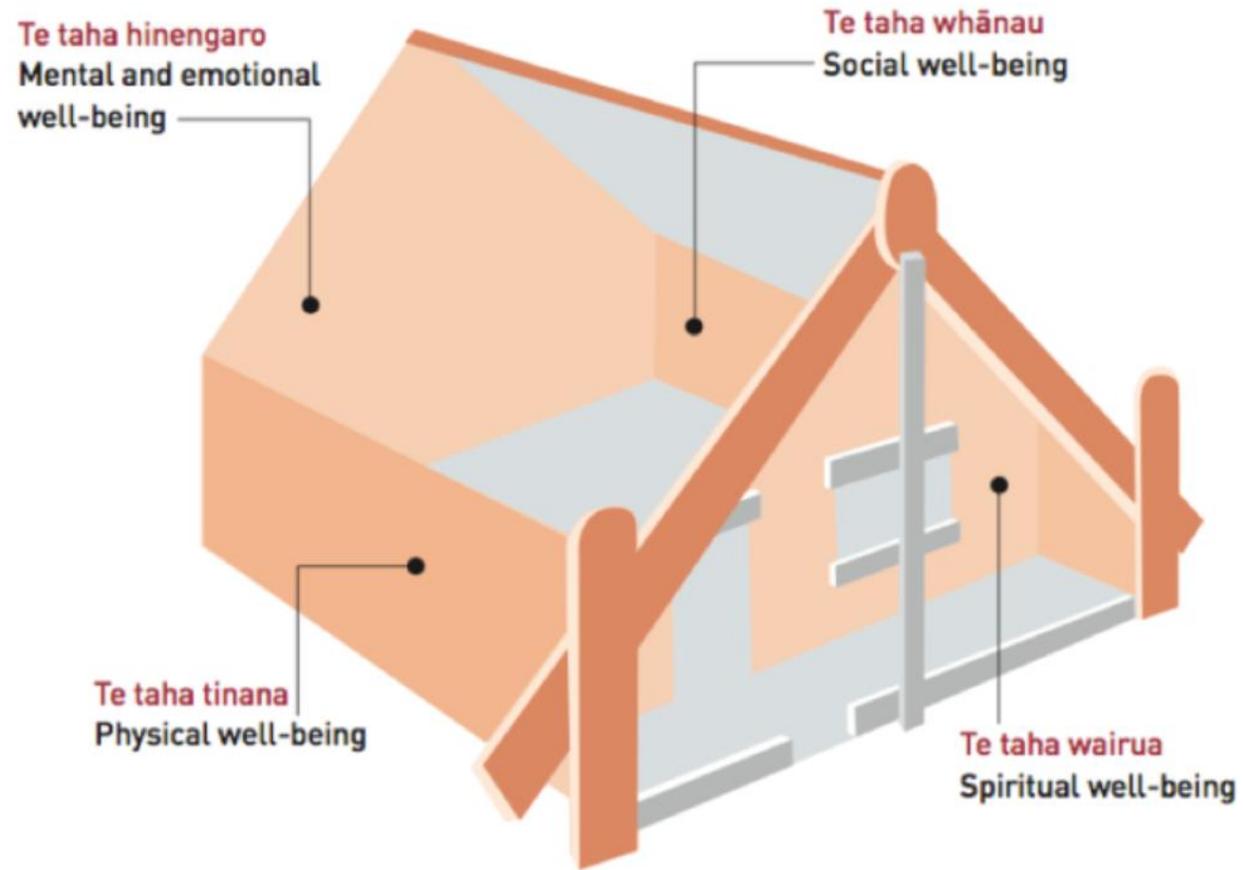
He waka eka noa – we are all in this canoe together



How can we prepare our rangitahi for the future? What will they need?



Te Whare tapa whā aligned



Mason Durie (1994) Te Whare Tapa Whā concept of hauora

teachers “touch the future”



So the elder of the high country Bhutanese village tells the reluctant visiting teacher.
From the movie, Lunana, a Yak in the Classroom.

Our role as career practitioners

To equip our youth to navigate the potential turmoil global disruption will impose on life, work and learning we need to help them:

- Build resilience and self-awareness by ensuring they are grounded and connected with who they are and what matters to them
- Imagine a world they want to live and work in – a vision of life to work towards
- To self-reflect and discover the power and importance for soft skills in the future
- To understand that they WILL be needed and CAN make a contribution
- That there will be places for their interests in the future world of work.

Inspired by the United Nations (UN) 2030 Agenda for Sustainable Development, a university career transition course introduced the 17 UN Sustainable Development Goals (SDGs) in its curriculum. Students pondered three big questions:

- What is the world that I want to live in?
- What do I see are the global problems or opportunities that need our attention?
- What are my talents and experiences that may help address these problems and, in turn, improve the condition of our world?



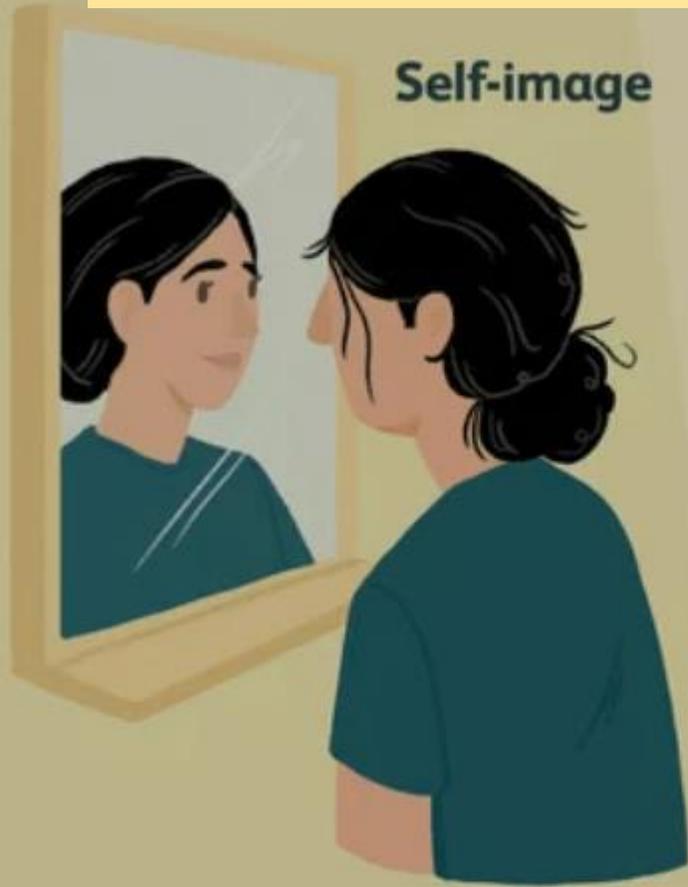
By incorporating the SDGs, our work can inspire students to assess their professional aspirations and how these aspirations can be grounded on a broader goal(s) that promotes a sustainable future for our local and global communities.

Knowledge	Process	Resources and Tools for:	Outcomes
Foundation Self	Discovering me, building new perceptions of self	Self-belief, self-awareness, strategies for capability, confidence and skills. Vocabulary building.	I can do, I can learn, I already have the skills – I can have a dream.
Orienting	Discovering my guiding direction	Simple measures of attraction and interest, self-awareness and self – knowledge tools, values and culture.	This is me. I'm interested in that better than this.
Focused	Exploring directions – which path fits me? Finding focus.	Self-assessment tools, experiential/exploratory visits, Gateway, Inspiring Futures, events.	I can see the <i>Why</i> that suits me and <i>Why</i> I am attracted to it. I want to know more.
Deep	Exploring choices – what are these really like?	Role models, conversations, Gateway, work experience, shadowing, job information, work tasks.	I know <i>What</i> I want to do and I know <i>Why</i> – now I can look at <i>How</i> .
Logistical	Finding the ongoing steps – what to do and how.	Training, course information, workplace training, tertiary engagement.	I may need help to navigate this step but I now have a good start.

The knowledges identified in the TEC Transitions from secondary school research (Orienting, Focused, Deep, Logistical) expanded by Dr. Heather Carpenter with the Foundation Self development.

Career discovery embodies the answer to the question “Who am I?”

Self-image



Self-esteem



Ideal self



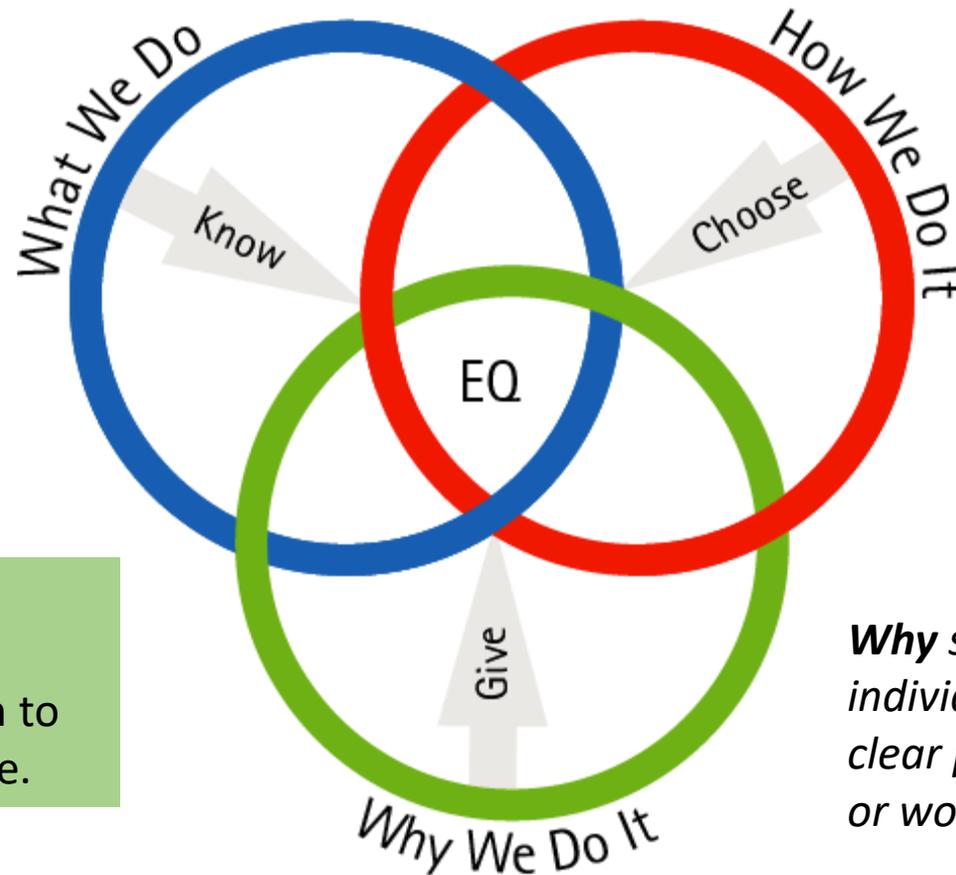
CareerEQ assessments whakapapa

- 20 + years in career coaching both adults and students – CareerEQ - now have 5 dedicated coaches all using CareerIntelligence and CareerSmart, and approx. 70 licensed practitioners using our assessments.
- Assessments: Strong II, Jig Caal, CareersNZ, MBTI Career; ONET, corporate licensed products (e.g. Birkman, Fuel 50/Career Engagement) and traditional paper-based inventories and card sorts.
- Developed CareerEQ inhouse career evaluation process to encourage self-awareness in clients – CI and CS are evolved iterations of this.
- Strong interest shown by school practitioners - PLUS motivation to do something to reduce the career-decision-making burden and better equip students for the real world.

The CareerEQ model for career decision-making

What an individual wants to do is about knowing clearly what interests them.

EQ is where these factors intersect bringing self awareness and connection to what matters and is unique.



How individuals choose to apply their strengths and skills to meet their aspirations.

Why shows up in how individual values align with a clear purpose for their career or work. Its about contribution.

“Career construction revolves around turning a personal problem into a public strength and then even a social contribution”.

Mark L. Savickas

CareerSmart

CareerSmart kaupapa

1. Every individual we work with has a purpose that is unique (and sacred)
2. It is a privilege to work in this way as a career professional
3. Our role is to connect every client with their purpose (where possible)
4. Individuals can be empowered to take responsibility for the change they want to make
5. We do this with 'unconditional absolute positive regard'

Questions: Research, consultation and testing

- **What would be required to incorporate a Te ao Māori approach?**
 - Dr Linette Reid – partnering and more research
 - Hana Maree Lambert – te reo review and edit of content
- **What assessments and tools are Career Educators and Practitioners currently using?**
 - 6 schools career advisers consulted
 - CareersNZ, [CareerQuest](#), the Australian equivalent; [MyFuture](#), and the [Strong Interest Inventory](#), most were using various paper based assessments, card sorts and resources gathered over time.
- **Would a holistic assessment construct requiring self-reflection be valid for diverse career settings and could it be used within an existing career education curriculum framework?**
 - Robust peer review sessions with 9 career professionals advised:
 - that careers advisers in schools would need to have the time to facilitate a holistic approach
 - concerns that students will need to be schooled on the value of self-reflection
- **How does the technology work for young people? Will they engage and complete the assessment online?**
 - Consultation suggested ‘yes’ it meets the tech capability and interest of students
 - 20 practitioners volunteered to send out test assessments over the summer school holidays
 - 43 testers agreed to do the assessment during school holidays and 40 completed it.



Based on your self-assessment, this report will help you to reflect on:

The kind of future you want to live and work in

The contribution you could make in the future

The focus and learning you will need to make your unique contribution

How your background and influences can support you.

CareerSmart assessment is to help

- Students to:
 - Imagine a future for themselves they can believe in
 - Identify pathways and career development learning
 - Ensure they are grounded in the reality of their own lives and its influences
 - Develop self-awareness – career identity
 - Make or confirm career and study decisions
- For Career educators who:
 - Want a holistic approach – yet with evaluative evidence of self-understanding
 - Want meaningful career conversations and can give students time or group process to make quality decisions
 - Who can facilitate self-understanding and triage any concerns for referral.

Career theorists who have influenced the assessment

Developmental/Constructivist

Erickson - stages of psych development

Savickas – Life construction theory

Kegan – Constructive development theory

Donald Super – Developmental Self-concept

Maslow – hierarchy of needs

Trait and Factor

- Edgar Schein – Career

Motivators (Career Anchors)

- John Holland – R.E.A.S.I.C

- Frank Parsons –Talent

matching

The assessment process

- The process graphic:



Content and process

1. Background reflection

1. Your cultural and family background and how this background has shaped you:
2. The experiences and achievements you are most proud of so far:
3. The ideas you already have about your career:

2. Values expressed as:

- Things that matter to you
- Experiences you want in the future

3. Career Motivators

4. Fields of Work (career pathways)

5. Functions and Skills of Interest (People, Data, Things and Ideas)

6. Career Development Skills evaluation

Things that matter to you

What matters to you is unique to you and related to your personal beliefs, the influences from the important people and experiences in your life so far. In these two exercises, '**Things that matter**' and '**the experiences you want**' you have thought about what is important to you and the type of experiences you want in your future.

These are the things that matter or are important to you and how you could imagine a future where this is a reality.

The things that matter most	How you imagine a future would be like if it is aligned with this
1. Knowledgeable	Abundance of knowledge on how to care for the land or people, as well as the knowledge on the processes and systems that go into the geography, environment and how humans interact/design for this
2. Sustainable	focusing on improving both environmental and social sustainability of the land, and studying it
3. Contented	Balance between nature and man made areas; content with my work as well

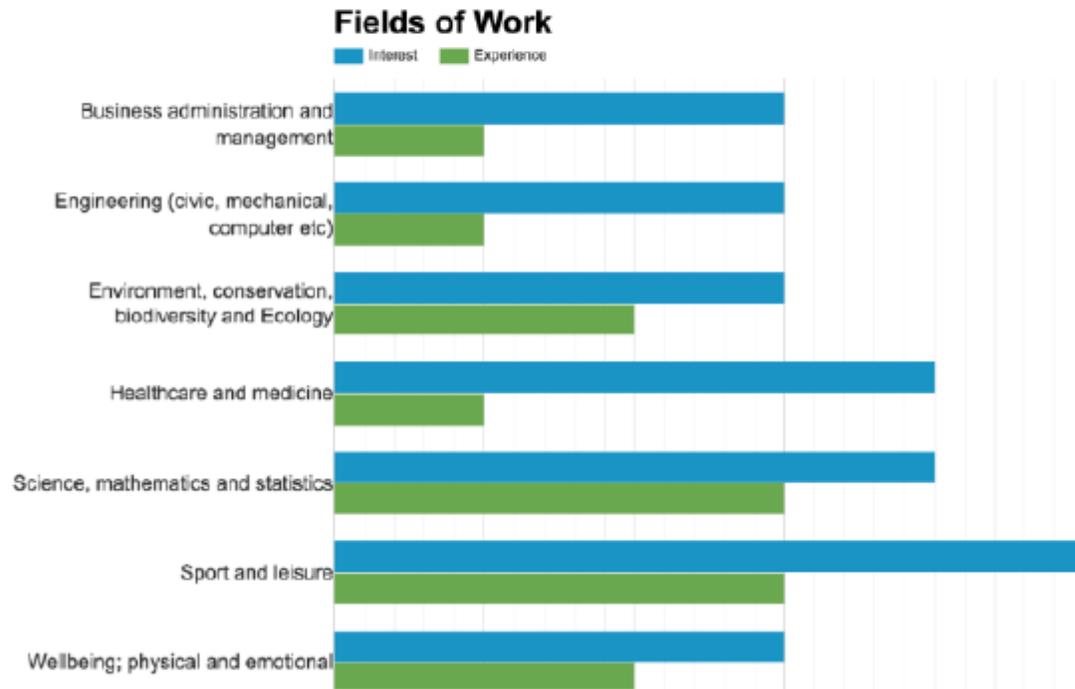
Work experiences you want in your future

Choosing a career that fulfils the experiences you want will provide the 'guiding' criteria for career decisions. The following three experiences matter most for how you want to work in the future. Identifying these will help ensure that the study or work you do will potentially give you this experience and help you to make the contribution you could make in the way that would feel natural to you.

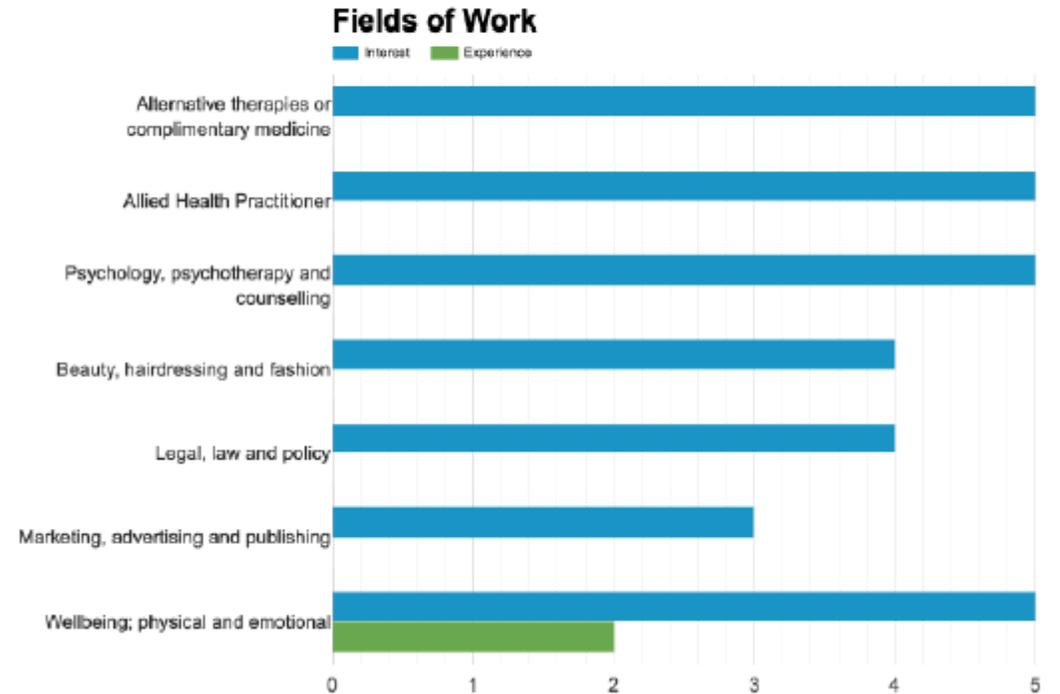
These are the 3 experiences you want in your future work.

Experiences you want in your career	How this might be experienced
1. Intellectual and learning	recording data and facts, studying land processes and peoples movement etc., regularly working in collecting information on this
2. Wise and helpful	using the information and data to make effective and helpful decisions on projects and designs that incorporate the land and people
3. Innovating	creating innovative ideas and decisions that lead to a more sustainable and content outcome for the environment, land and/or people www.careereq.nz

3rd year University student's report:

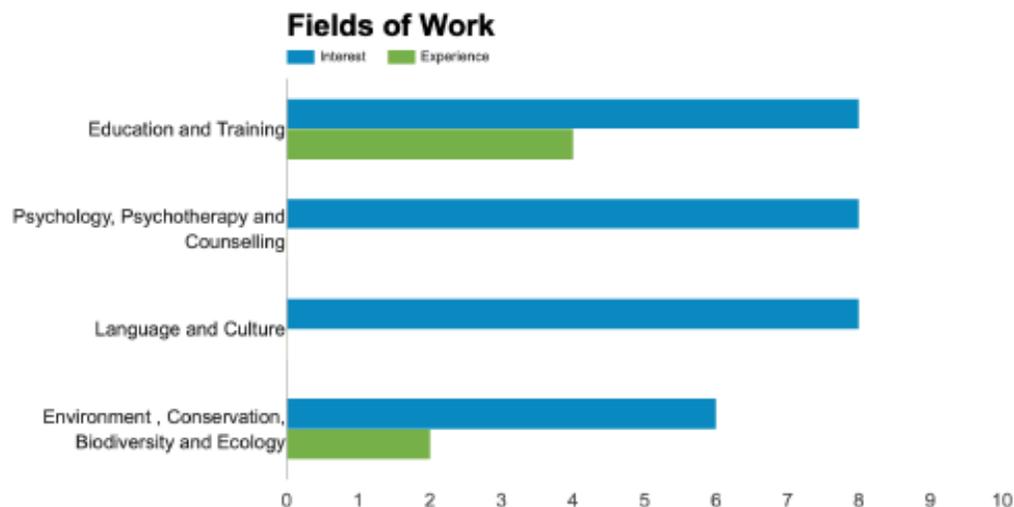


Year 11 College student's report:



This section reports on the Fields of Work you are attracted to.

Job satisfaction and positive study engagement happens when your interests are aligned to the industry or sector you are studying or working in. In this exercise you have evaluated your interest and any experience you have had in each field. All experience is valuable, regardless of the level of responsibility and satisfaction you had.



Some career options in your 3 top Fields of Work:

Education and training

- School Teaching; primary or secondary or Teacher Aid
- Special Education Teaching
- Early Childhood Teaching or Childcare
- Adult Teaching; e.g., tertiary lecturer or tutor
- Adult Teaching; e.g., ESOL, migrant support
- Rehabilitation; e.g., of offenders, drug and alcohol addiction
- Technical Training in trades (ITOs etc)
- Training and Development of employees
- Training Consulting; e.g., literacy, wellbeing etc
- Curriculum or On-line Learning Development
- Leadership in Education; e.g., School Governance and Management, Tertiary Administration or Head of Department etc

Psychology, psychotherapy and counselling

- Clinical Psychology and Psychiatry
- Educational Psychology
- Psychotherapist
- Counselling (adult, child or couples)
- Mental Health Nursing
- Career Counselling or Coaching
- Wellness Counselling or Coaching
- Counselling Specialities; e.g., grief, addiction etc
- Art or Drama Therapy
- Life Coaching

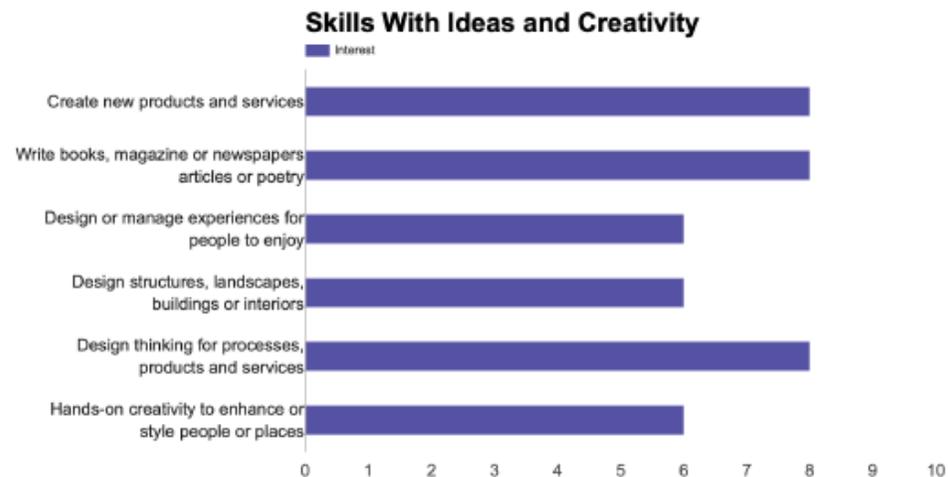
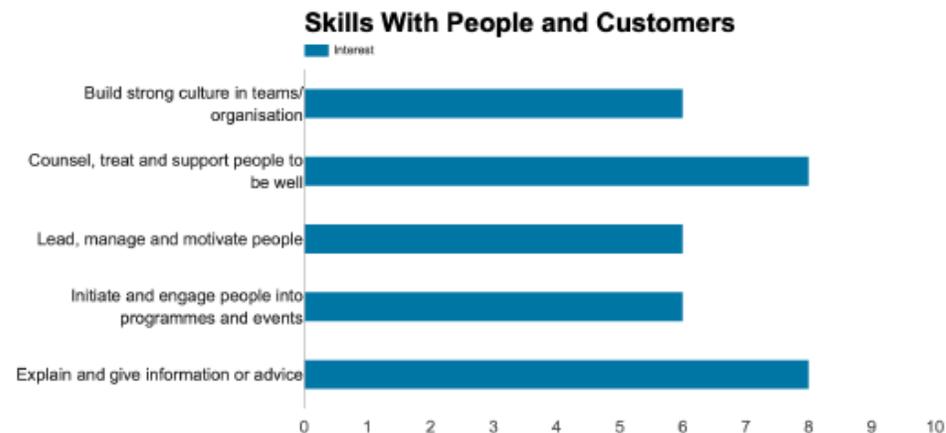
Language and culture

- Language Teaching
- Language, Cultural Research
- Indigenous and Ethnic Community Development
- Ethnic Communities Liaison
- Cultural Advice and Policy
- Language Interpretation

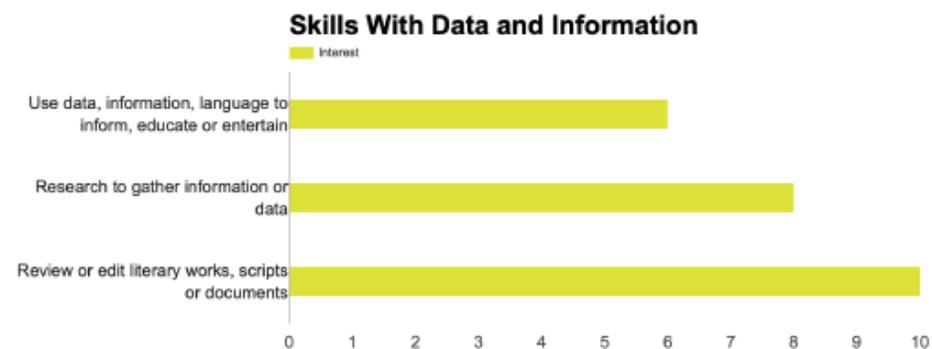
Career Interests also include the skills and work functions you are interested in.

These are categorised into 4 areas: Working with People, Working with ideas, Working with data and information and Working with Things.

These are the skills and work functions you have shown most interest in developing.

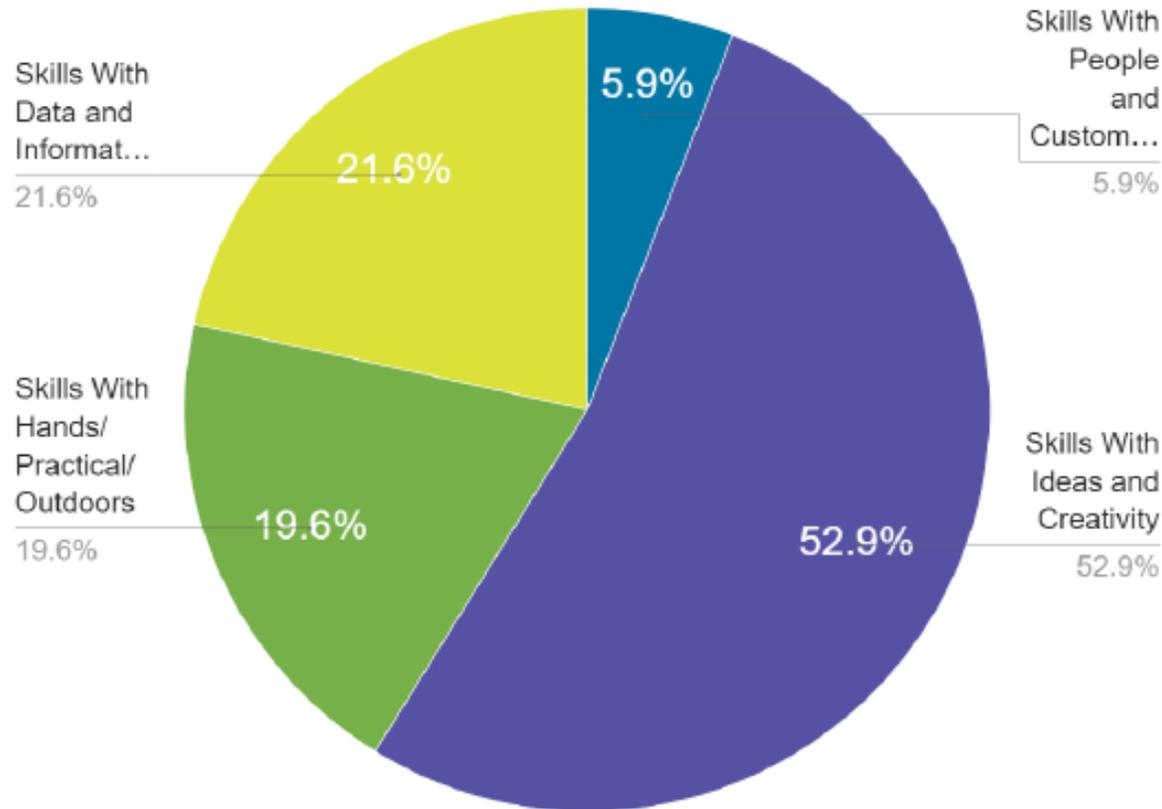


No Skills With Hands/Practical/Outdoors data



The Focus You Would Prefer To Have In Each Skill Or Work Function Area

This pie chart represents the combination of skills and work functions you are most interested in. It demonstrates where your work or study could be focused in order for you to enjoy your study, work or career.



Strengths in Each Functional Area

Using Skills With People and Customers

- Human resources (employee selection and development)

Using Skills With Ideas and Creativity

- Create visual art forms (painting, drawing, sculpture etc.)
- Photographic or camera work
- Compose and perform theatre, music, lyrics, comedy, or dance
- Write books, magazine or newspapers articles or poetry
- Design and build virtual reality / software applications and AI
- Design structures, landscapes, buildings or interiors
- Hands-on creativity to enhance or style people or places
- Create new products and services

Using Skills With Hands/Practical/Outdoors

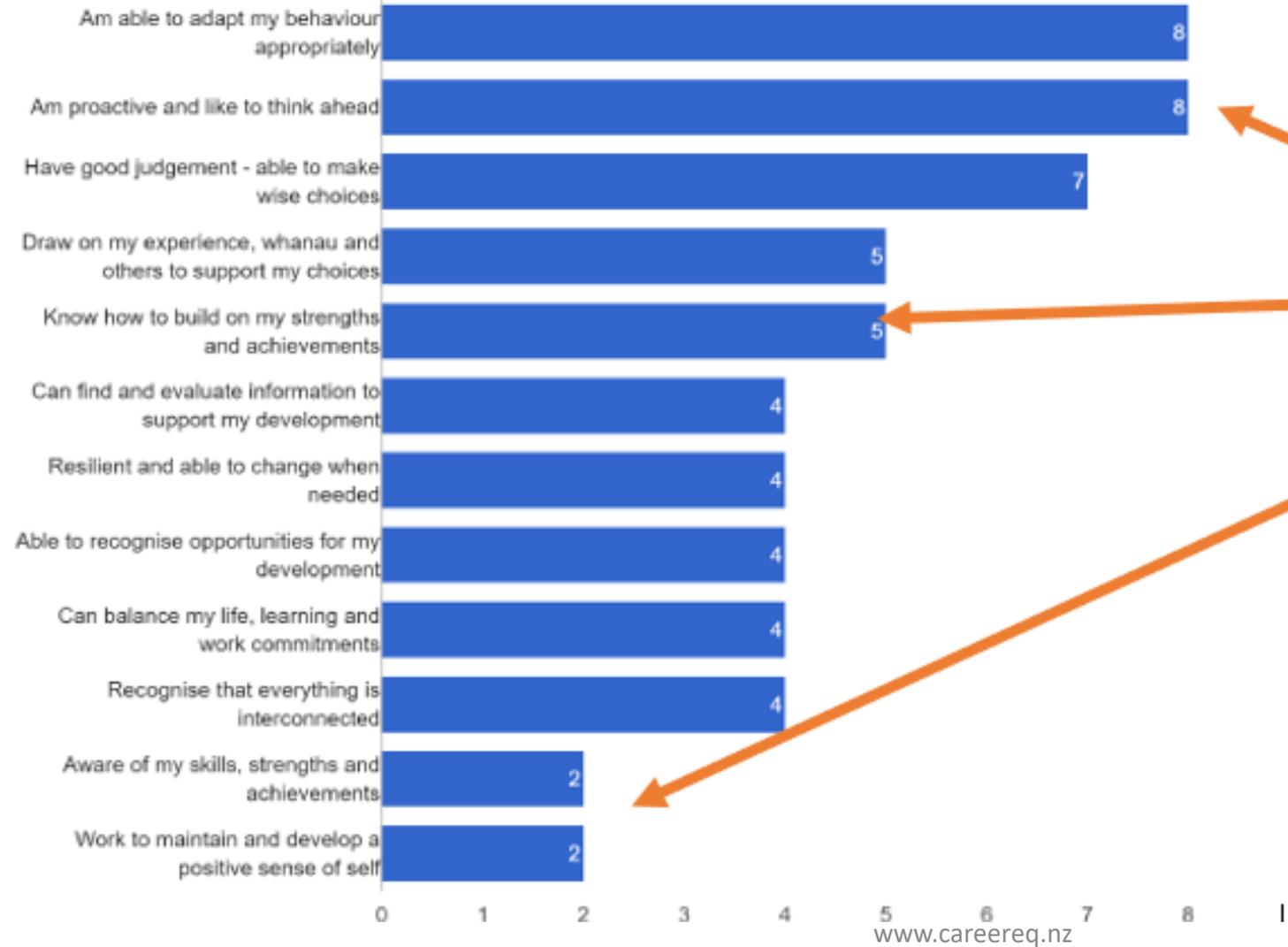
- Work with animals, fish or birdlife
- Design, create or build crafts, products, models, prototypes
- Design, test, build or fix object, products, or structures

Using Skills With Data and Information

- Improve the quality and way information is organised
- Calculate, collate and interpret statistical or numeric data
- Financial management, accounting and reporting

Based on your own evaluation you have rated your career development skills:

Career Development Skills



The Careers Adviser or Practitioner can explore strengths and areas of less confidence and refer the student for further help and encouragement or wellbeing support if needed.



Now, imagine the kind of future you want

Use your CareerSmart self-assessment results to imagine your future and to make study and career decisions.

If you can print off your report and reflect on each exercise you will be able to note down your thoughts on the report in the 'Notes to Self' sections.

Next, Summarise on this page, your reflections under each of the headings.

The kind of future you want to live and work in:

(Refer back to Section Two: Imagining a future where 'What matters' is linked with Career Motivators in Section Three).

The focus and learning you might need:

(Refer back to Section Four: Career Interests and Career Development Skills in Section Five)

The contribution you think you could make:

(Refer back to Section Two: Experiences you want and link this with Section Four, Career Interests, Fields of Work and Functions and Skills)

The whanau, cultural influences and support you can draw on:

(Refer back to Section One: My background and think about who else might support you)

To be a licensed CareerSmart practitioner

- Attend 2 x 1.5hr licensing training sessions
- Administrator sends you a link to set up **your own private portal** on the platform
- In the administration function you can then set up your **school logo** so that every report has it on the front page
- A drop down menu allows you to **select how many assessments** you wish to purchase
- There is no middle man/woman – you have **complete autonomy** to send out as many assessments as and when required
- **Your license to administer is now a ‘forever license’ but there are conditions.**

@gmail.com	21/10/2022	Assessment started	Resend Assessment Link	Edit	Delete
er-coach.co.nz	10/10/2022	Assessment completed	View/Edit Assessment	Edit	Download Report Delete
@gmail.com	07/10/2022	Assessment completed	View/Edit Assessment	Edit	Download Report Delete
icloud.com	06/10/2022	Link sent	Resend Assessment Link	Edit	Delete
@gmail.com	05/10/2022	Assessment completed	View/Edit Assessment	Edit	Download Report Delete
dell@gmail.com	05/10/2022	Assessment completed	View/Edit Assessment	Edit	Download Report Delete
8@gmail.com	05/10/2022	Link sent	Resend Assessment Link	Edit	Delete
avanagh.school.nz	05/10/2022	Assessment started	Resend Assessment Link	Edit	Delete

The World needs you and
it will need the people you work with
to be aligned and making a contribution in the best way
they can.



Some of our client partners



<https://careereq.nz/career-assessment-training/>

Or contact Kaye on 021 474765 to discuss

References

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