



CAREER
SERVICES
rapuara

career
Planit

senior

year
11-13

Career Plan-it Workbook (senior) is the third in a series of career planning workbooks developed by
Career Services.

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Star Log

Career planning

for: _____

Rapua te ara tika mou ake

Seek the path that is right for you

Career **Planit** Workbooks are designed to help New Zealand students take the first giant step in planning a career.

Career planning is a lifelong process - every time you move from study to employment or change employment direction, you should refer to your map, your career plan.

Career Services' consultants can help you to plot your course - see page 32.

career

Planet

Destination: Life

Welcome to Career **Planet**.
This is your survival manual for
Planet LIFE.

You are about to begin a voyage of discovery to find out about:

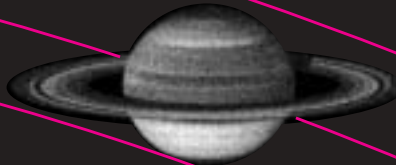
influences



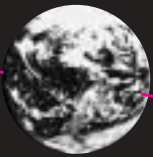
jobs

skills

training



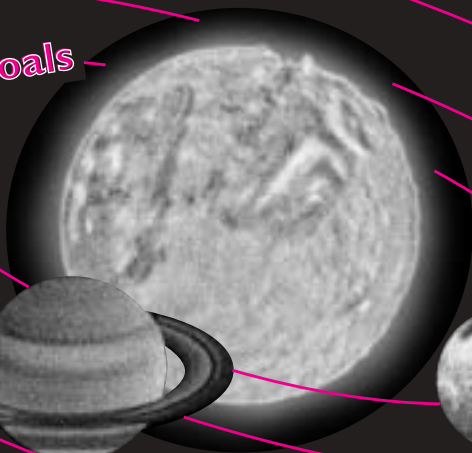
plans



choices

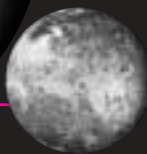
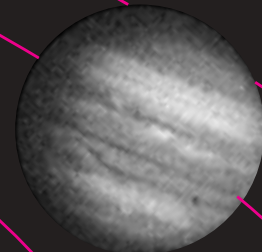
decisions

goals



dollars

fun



Where in Orbit are You?

Kei hea koe i tenei wa?

Fill in the statements that reflect where you are now.

I'm concerned about

I think these subjects
are wrong

I want to train in

but don't know if I
can afford it

Help! I'll be leaving
school with no
qualifications

Yes/No
(delete one)

I've got some ideas about

but I'm having trouble
deciding

I do/do not *(delete
one)* want to live in

town/city

There are so many
options to choose from

Yes/No
(delete one)

My parents want
me to

I might not be
accepted into

My friends know what
they want to do -

I do/don't
(delete one)

Individual profile

Personal Qualities *Nga korero pai mou ake*

honest	trusting	energetic	courageous	alert	generous
assertive	approachable	interesting	polite	thorough	tactful
observant	frank	gentle	lively	charitable	loyal
efficient	genuine	warm	reliable	discreet	optimistic
co-operative	creative	enthusiastic	organised	vital	punctual
innovative	understanding	responsible	determined	ambitious	dependable
practical	calm	adaptable	down-to-earth	methodical	sociable
reasonable	self-reliant	tolerant	versatile	friendly	sensitive
patient	persevering	caring	happy	competent	enterprising

List the 10 personal qualities that describe you best.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In the lines below write 10 statements about yourself. Use one of your chosen personal qualities in each statement, giving an example e.g. I feel I am a responsible person. I coach a junior sports team twice a week.

Now ask one of your friends to choose five personal qualities from the list that they feel describe you best. Record these below:

Important values in your constellation

Values are your personal beliefs, viewpoints, attitudes and outlook on life. Your values are influenced by your family background, the way you are brought up and your own experiences. Recognising and understanding your values is an important part of your career decision making.

What do you value most in life? *He aha nga mea kainga kautia ana e au?*

Work through the following list, rating each term with a tick according to how important it is to you.

	<i>Not</i>		<i>Very</i>		
	<i>Important</i>		<i>Important</i>		
	1	2	3	4	5
Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You enjoy being challenged and given new problems to solve

	<i>Not</i>		<i>Very</i>		
	<i>Important</i>		<i>Important</i>		
	1	2	3	4	5
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You want to work only in particular places and not in others

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication					

You enjoy being able to express ideas visually, in writing or in speech

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation					

You would enjoy being part of a well known organisation

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity					

You like thinking up new ideas and ways of doing things

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace					

You prefer not to have pressure or challenging demands

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help society					

You like to think that your work is producing something worthwhile for family, community or society

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Precision					

You like working at things that involve great care and concentration

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence					

You like being able to work in the way you want, without others telling you what to do

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressure					

You like working to deadlines

Not *Very*
Important *Important*
1 2 3 4 5

Learning
It is important for you to learn
new things

Money
Earning a large amount of money
is important to you

Routine
You prefer regular tasks and work
patterns

Security
You would prefer a job that
seems to offer you security

Status
You enjoy being in a position that
leads other people to respect you

Supervision
You enjoy being responsible for work
done by others

Surroundings
You want to be in pleasant surroundings

Friendship
You would or do like close friendships
with other people at work

Not *Very*
Important *Important*
1 2 3 4 5

Promotion
You like employment where there
is a good chance of promotion

Recognition
You want your efforts to be
appreciated by others

Time freedom
You prefer to choose your own
times for doing things

Variety
You enjoy having lots of different
things to do

Work alone
You like to work on your own

Persuasion
You enjoy persuading people to
buy something or change their minds

Risk
You like to take risks

Team work
You like to work in a team

Recognising the part that values play

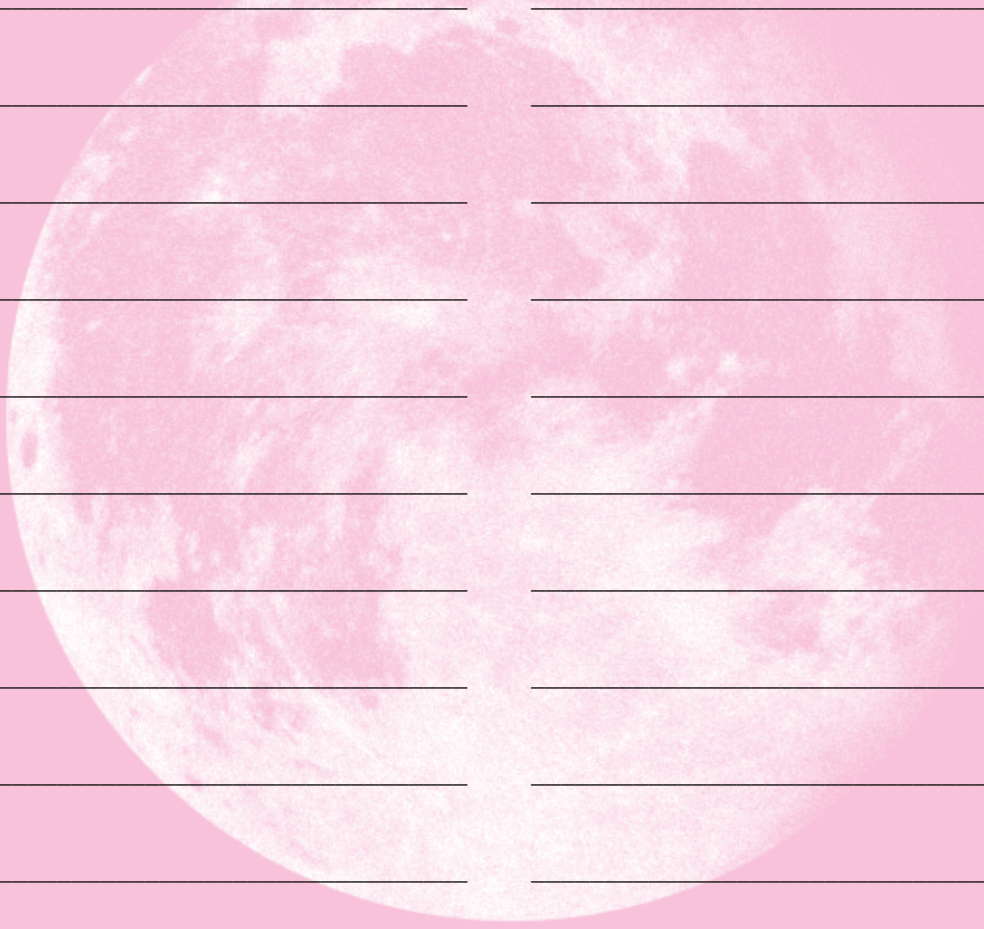
Ruby is a graphic designer. In her spare time she helps her local theatre with set design.

James teaches business studies at his local polytechnic. In his spare time he coaches a taekwondo class.

Using the values list on pages six and seven to help you, select the values that may have influenced Ruby's and James's career choices.

Ruby

James



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Interests and hobbies

He aha nga mea hikaka pai ki ahau

Things you do in your leisure time may increase your chances of getting a job. For example, membership and a coaching role within a local volleyball club may strengthen an application for entry into the Sport and Recreation course at a local polytechnic.

List your interests and hobbies and describe how these may enhance your future training and career prospects.

Interest

How it may help me

Astronomical achievements

Nga tiwhikete me nga mahi kua tutuki e a koe

Record your achievements and suggest how these might add value to your future career prospects. Include things such as sport, cultural group and academic achievements. For example designing the programme cover for the school's drama production may increase the chances of being accepted into the local polytechnic's graphic design and production course.

Achievement

How could this help my career prospects?



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Skills: Gateway to the Galaxy

Nga pukenga o te tangata

A skill is something you are able to do well - like skateboarding, organising a party or playing an instrument. We all have skills. It is useful to identify these and put them into groups so that you can present yourself effectively when you apply for courses or jobs. It also helps you identify other skills you may need to acquire.

The following table gives a description of five core skill groups.

Skill Group	Description
<i>Physical/Practical</i>	Working with things and the physical environment; using your hands and body skilfully.
<i>Creative/Artistic</i>	Working with words, sound, visuals or movement to express ideas/emotions; using imagination; being innovative.
<i>Communication/Interpersonal</i>	Working with people; interaction or information exchange between people; using language; understanding.
<i>Organisation/Management</i>	Bringing resources/people together; making something work together as a whole; using initiative and vision; having an overall picture or goal.
<i>Information processing</i>	Working with facts, figures, concepts; using thinking/computing skills.

Which of the above general skill groups do you use the most?

Skill group	Particular skill(s)	How you use it
e.g. information processing	working with facts and figures	working in the school canteen
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Transferable skills

Transferable skills are skills that you can take into work when you leave school.

Work through this list of transferable skills, ticking those that apply to you. Most of the examples relate to home life. Only one or two examples are given - there will be many others. Think of examples from your own life. If necessary, get someone who knows you well to prompt you.

Using your hands

<i>enjoy using</i>	<i>good at</i>		
<input type="checkbox"/>	<input type="checkbox"/>	assembling	e.g. kits, making clothes
<input type="checkbox"/>	<input type="checkbox"/>	building/constructing	e.g. carpentry
<input type="checkbox"/>	<input type="checkbox"/>	operating tools	e.g. drills, food processors
<input type="checkbox"/>	<input type="checkbox"/>	operating machinery	e.g. sound equipment
<input type="checkbox"/>	<input type="checkbox"/>	having manual dexterity	as in playing sport
<input type="checkbox"/>	<input type="checkbox"/>	handling with precision	as in assembly line, wallpapering, painting
<input type="checkbox"/>	<input type="checkbox"/>	fixing or repairing	e.g. broken bike, skateboard

Using your body

<input type="checkbox"/>	<input type="checkbox"/>	muscular co-ordination	as in skiing, gymnastics
<input type="checkbox"/>	<input type="checkbox"/>	being physically active	as in aerobics, gardening
<input type="checkbox"/>	<input type="checkbox"/>	doing things outside	as in camping

Using words

<input type="checkbox"/>	<input type="checkbox"/>	reading	last books read?
<input type="checkbox"/>	<input type="checkbox"/>	copying (accurately)	as in recipes, diagrams
<input type="checkbox"/>	<input type="checkbox"/>	writing	as in essays
<input type="checkbox"/>	<input type="checkbox"/>	speaking	on the telephone, or publicly
<input type="checkbox"/>	<input type="checkbox"/>	teaching or training	in front of groups
<input type="checkbox"/>	<input type="checkbox"/>	editing	e.g. helping a friend with an essay
<input type="checkbox"/>	<input type="checkbox"/>	memorising	e.g. people's names

Using your senses

<input type="checkbox"/>	<input type="checkbox"/>	observing, surveying	as in a sports game
<input type="checkbox"/>	<input type="checkbox"/>	examining, inspecting	as in checking signs of sickness
<input type="checkbox"/>	<input type="checkbox"/>	diagnosing, determining	as in deciding if food is cooked
<input type="checkbox"/>	<input type="checkbox"/>	showing attention to detail	as in shopping, sewing

Using numbers

enjoy
using

good
at

- counting
- calculating, computing
- keeping financial records
- managing money
- memorising numbers
- manipulating numbers

as in shopping
as in balancing a bank account
as in filing or keeping a database of bills
as in saving, allocating
e.g. phone numbers, remembering dates
as in maths

Using intuition

- showing foresight
- sizing up a person
or situation accurately
- having insight
- acting on gut reactions
- visualising third dimension

planning, predicting consequences
noticing more than the obvious details
figuring out why people react the way they do
making decisions, deciding to trust
someone
as in drawings, models, blueprints, memory
for faces

Using analytical thinking or logic

- researching, information
gathering
- analysing, dissecting
- organising, classifying
- problem-solving
- separating important
from unimportant
- diagnosing
- systematising, putting
things in order
- comparing, perceiving
similarities
- testing, screening
- reviewing, evaluating

as in finding out where a street is in a
strange town
as with ingredients in a recipe
as in filing, organising a CD collection
e.g. working out how to get to a place
dealing with complaints, or cleaning the
garage
as in tracing problems to their sources
laying out tools or utensils in the order you
will use them
as with different brands in the supermarket
as with cooking, deciding what to wear
as in looking at something you made, to see
how you would have made it better, faster

Using originality or creativity

enjoy
using

good
at

- | | | |
|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | imagining, imaginative |
| <input type="checkbox"/> | <input type="checkbox"/> | inventing, creating |
| <input type="checkbox"/> | <input type="checkbox"/> | designing, developing |
| <input type="checkbox"/> | <input type="checkbox"/> | improvising, experimenting |
| <input type="checkbox"/> | <input type="checkbox"/> | adapting, improving |

as in figuring out new ways to do things, or making up stories

as with processes, products, figures, words

as with new recipes, gadgets

as in camping when you've left some equipment at home

as with something that doesn't quite work properly

Showing helpfulness

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | helping, being of service |
| <input type="checkbox"/> | <input type="checkbox"/> | sensitivity to others |
| <input type="checkbox"/> | <input type="checkbox"/> | listening |
| <input type="checkbox"/> | <input type="checkbox"/> | developing rapport |
| <input type="checkbox"/> | <input type="checkbox"/> | conveying warmth, caring |
| <input type="checkbox"/> | <input type="checkbox"/> | understanding |
| <input type="checkbox"/> | <input type="checkbox"/> | drawing out people |
| <input type="checkbox"/> | <input type="checkbox"/> | offering support |
| <input type="checkbox"/> | <input type="checkbox"/> | representing others' wishes accurately |
| <input type="checkbox"/> | <input type="checkbox"/> | motivating |
| <input type="checkbox"/> | <input type="checkbox"/> | sharing credit, appreciation |
| <input type="checkbox"/> | <input type="checkbox"/> | healing, curing |
| <input type="checkbox"/> | <input type="checkbox"/> | counselling, guiding |

as when someone is in need

as in a discussion, argument

to friends, children, in counselling

as with someone who is initially a stranger

as with someone upset, ill

as when someone tells you how they feel

as when someone is reluctant to talk

as when someone is facing a difficulty alone

as when one student tells another what a teacher wants

as in getting people into action

as when working in teams

as with physical, emotional and spiritual disorders

as when someone doesn't know what to do

Using artistic abilities

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | fashioning or shaping things, materials |
| <input type="checkbox"/> | <input type="checkbox"/> | dealing creatively with symbols or images |
| <input type="checkbox"/> | <input type="checkbox"/> | dealing creatively with spaces, shapes or faces |
| <input type="checkbox"/> | <input type="checkbox"/> | dealing creatively with colours |
| <input type="checkbox"/> | <input type="checkbox"/> | using words at an advanced level |

as in handicrafts, sculpturing

as in stained glass, jewellery

as in photography, art

as in painting, decorating, making clothes

as in poetry, playwriting, novels

Using leadership

enjoy
using

good
at

beginning new tasks
ideas, projects

as in starting a group

initiating relationships

as with a stranger on a bus, train, or at a gathering

organising

as with a team or a game at a picnic

leading, directing others

as with a field trip, clean-up operation

promoting change

as in a family, school or community

making decisions

as in places where decisions affect others

taking risks

as in sticking up for someone in an argument

getting up before a
group, performing

as in demonstrating a product, making

selling, promoting,
negotiating, persuading

people laugh, entertaining, public speaking

as with a product, idea, materials in a
garage sale, argument, recruiting, changing
someone's mind

Following through

using what others have developed

as in working with a kit

following through on plans

arriving home on time

attending to details

returning library books

classifying, recording,
filing, retrieving

materials, ideas, information, letters

Adapted from Richard Bolles *The Three Boxes of Life*

Using the list above, record below your top five transferable skills:

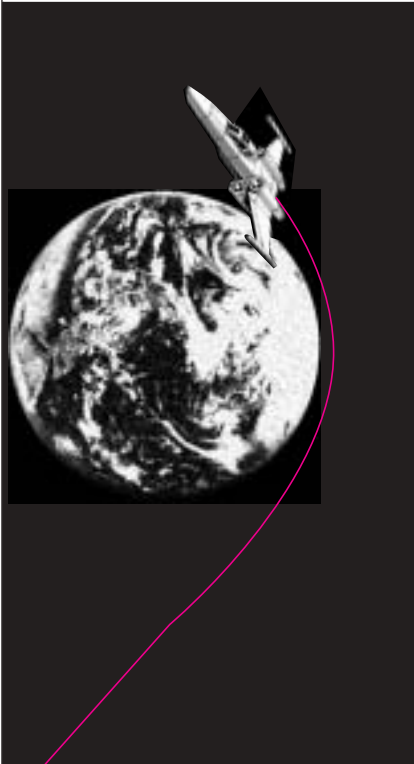
Now add these skills to your CV.

Interstellar Influences

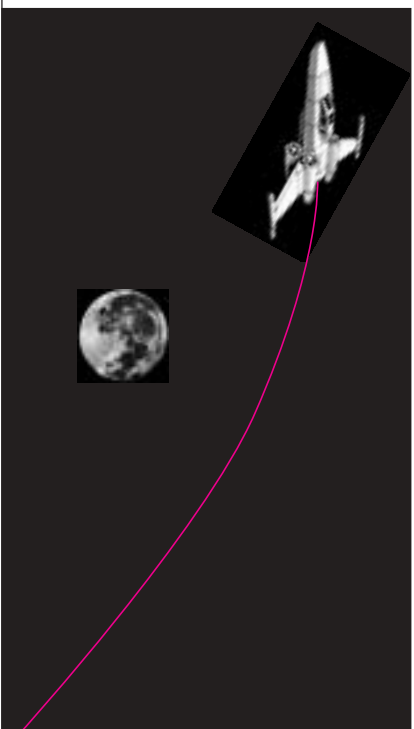
Ko wai te tangata e mana awahina nei i au?

Who influences your career decisions?

Lots of factors can influence your career decisions. These influences can come from family, friends, where you live and your own experience and knowledge. Fill in the following, using the examples as a guideline.

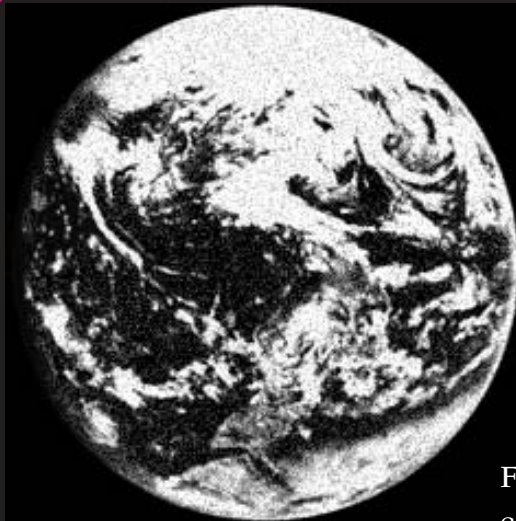


Strong influence	What is the influence?	Why?
e.g. parents	want me to be an accountant	because Dad is one
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Some influence	What is the influence?	Why?
e.g. teacher	to carry on with their subject	enthusiasm for the subject
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Career probe



Families have strong influences on career decision making. In order to discover what has influenced other people in making career decisions, interview a person from each of the following categories:

- a) a family member
- b) a person you admire

To help you do this, design a questionnaire in pairs or small groups. Include questions about influences upon the people you interview, options and information available to them at the time and the career pathways they took as a result. When you are asking questions, start them with: what, when, where, who, why or how?



Voyage of Discovery

Jobs by Interest

A good way of working out your most suitable career options is by reading through and answering the following jobs by interest exercise. There are 11 categories to work through.

- 1 Read each description and write a score in the box that best describes your level of interest in this particular job category.
- 2 Highlight a special work area and the subjects you like within each category. For example, you may be interested in a horticultural career, so highlight nursery services and viticulture under the interests heading, and biology and horticulture under subjects.

Score the categories according to the following scale:-

1 very interested **2** interested **3** some interest **4** neutral **5** not interested

Interests

Agriculture, horticulture, environment

general farming, crops, animals, agricultural services, forestry services, forestry propagation and harvesting, fish collecting, fish farming, nursery services, viticulture, environmental services, resource planning, environmental protection, fieldwork.

Arts, information, recreation, sport

presentation, drama, dance, music, modelling, media studio art, sculpture, photography, ceramics and pottery, art education, review, creative writing, publishing, graphic art, industrial/interior design, fashion design, printing design, carving, building decoration, fashion accessories, sports administration, coaching and performing, leisure industry, outdoor recreation, communications, library and archives, editing and journalism, language.

Computing, electronics, electrical

data entry, programming and analysis, computer operators, computer engineering, information processing, user support, computer science, electronics, telecommunications, electronic equipment operation, transmission of power signals, electrical equipment operation, electrical installation and maintenance.

Education, health, social work

general education, pre- school, primary, secondary, tertiary teaching, vocational training, specialised skills training, life skills, social work, community work, counselling, psychology, medical practice, therapy and natural medicines, pharmaceutical medicine, dentistry, veterinary, medical technologies, health specialties, psychiatry, support services.

Subjects

Score

applied maths
physics
chemistry, biology
horticulture
workshop technology

maths
English
drama
graphics and design
music
art
P.E.

maths
physics
computing
technology

English
history
geography
maths
physics
chemistry
biology

Interests

Engineering, construction

engineering- chemical, mechanical, electrical and civil, designing and planning, building construction, services and fitting, construction operations, general labouring, marine construction, structural and general woodwork, timber milling, furniture and crafts, surveying, cartography, building, carpentry, metal finishing, precision metalwork, stationery plant operation.

Hospitality, tourism, personal services

accommodation, food and drink service, food preparation, tour guiding and operating, travel information and planning, passenger services, road, rail, sea and air services, home and residential care, beauty care, funeral services, general public services, hairdressing.

Law, protection services

law, legal support services, legal practice, police, security, investigations. firefighting, health and safety, border control, fisheries protection, civil rights, army, navy, air force

Manufacturing and distribution

chemical processing, materials extraction, mass production, technical, printing trades, materials handling, stores, driving freight and machinery, (specialised crafts)

Office, administration, finance

politics, corporate management, advisory, city/regional planning, clerical, business administration, personnel, customer services, small business services, accountancy/ financial planning, economics, banking, insurance, valuation, statistics, actuarial work

Sales and marketing

wholesale, agricultural sales, technical sales, general retail, food retailing, clothing, building products, vehicle sales, specialised retail, real estate sales, street/market sales, telemarketing, demonstrations, sales presentation, public relations, marketing, sales planning, advertising, exporting, importing, custom work

Science and research

general physical sciences, physics-based sciences, chemical based sciences, general life sciences, plant or animal specialisation, food sciences, medical sciences, mathematics research, applied sciences

Subjects

maths
physics
chemistry
graphics and design
design technology
art

English
food technology
languages
history
geography
first aid

English
history

workshop technology
applied maths
computer studies

English
accounting
economics
languages
computer studies

English
languages
economics
computer studies

maths
physics
chemistry
biology

Score

Examining Options

Tino tirohia nga huarahi

Now you have taken an initial broad look at interest areas, there's work to be done actively researching job and training options.

Working through the following case study will help you to research your own career options.

Case study

Mark was always good at English at school and for the last two years he had contributed to the school magazine. During his last year at school, Mark realised he needed to make a decision about his course of study for the following year. However, he needed more information, so he took the following steps:

- made an appointment with his **careers adviser**
- printed out a range of writing jobs from the New Zealand website **KiwiCareers** (<http://www.kiwicareers.govt.nz>)
- talked to his **English teacher**
- looked through information about writing occupations and courses in **Jobs Galore** and **Courses Galore** books
- called the freephone service **CareerPoint** (0800 222 733) and requested information about writing jobs and training in New Zealand
- attended tertiary **open days**
- arranged a **work placement** with a local newspaper as part of his social studies "World of Work" unit
- discussed with his parents **possible contacts** to talk to or visit.

Orbiting options

He aha nga huarahi maku

Using the previous case study to guide you, research 3 career ideas that appeal to you.

Use the outline below to record your information. Give tasks and personal qualities a 1-5 rating.

Job title

Tasks

not me

really me

1 2 3 4 5

<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal qualities

<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skills

Required and related courses

How prepared am I for this option?

Definitely not an option for me

Probably not an option for me

Neutral

An option I should consider

Definitely an option I need to act on

Use the outline below to record your information. Give tasks and personal qualities a 1-5 rating.

Job title

Tasks

not me *really me*

1 **2** **3** **4** **5**

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal qualities

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skills

Required and related courses

How prepared am I for this option?

Definitely not an option for me

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not me *really me*

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal qualities

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skills

Required and related courses

How prepared am I for this option?

Definitely not an option for me

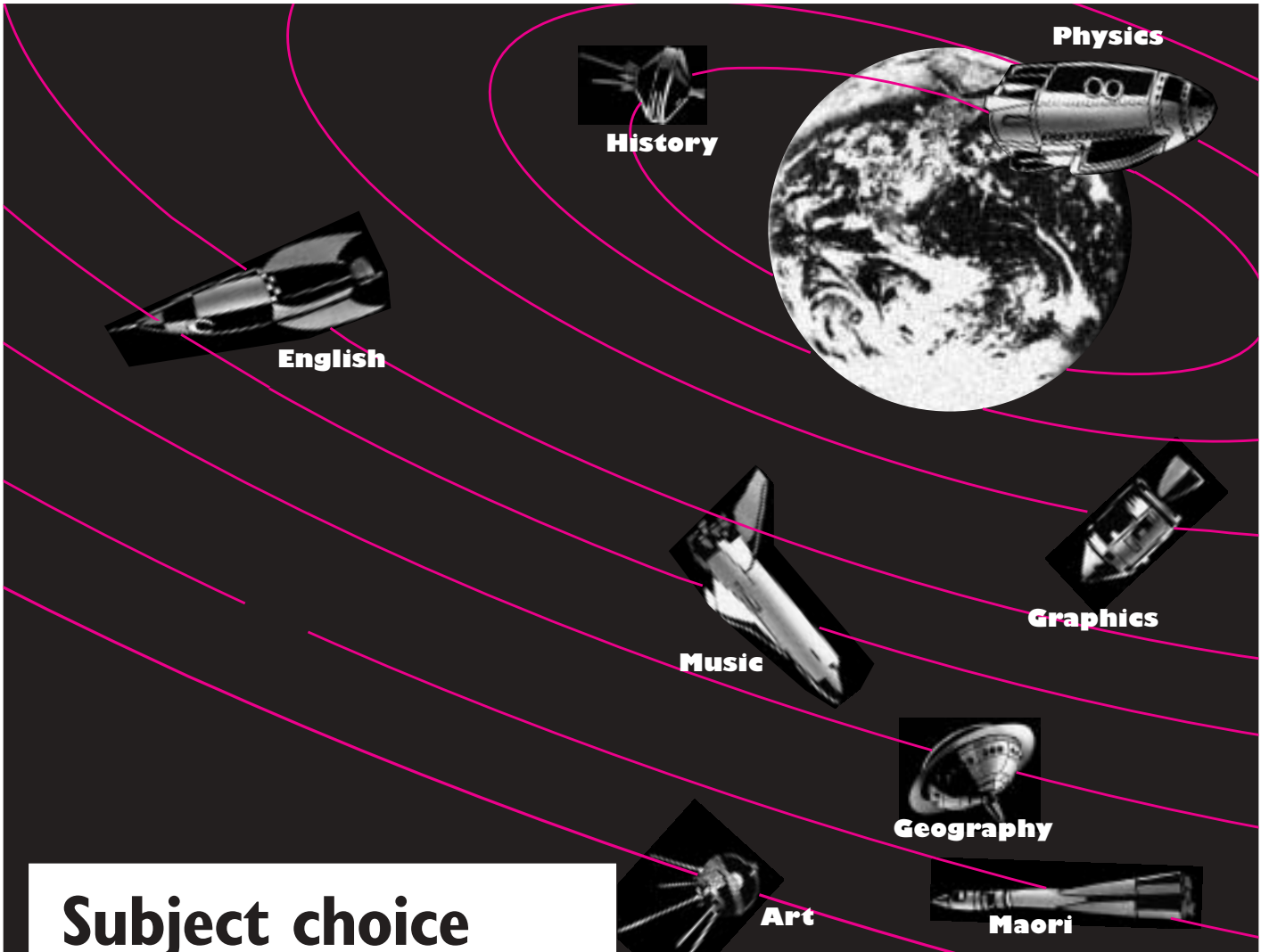
Probably not an option for me

Neutral

An option I should consider

Definitely an option I need to act on

Subject choice



Subject choice

...will influence your career choice.
List the subjects you are currently studying:

Write down the career choices you are considering:

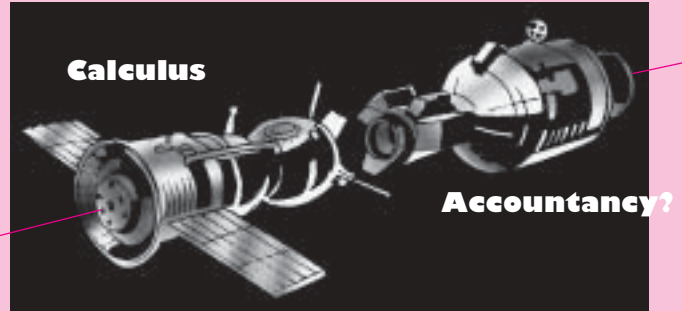
Read the following case studies, which demonstrate the importance of correct subject choice:

Case study 1

Mele always wanted to be a nurse, but didn't want to continue with any science subjects in Year 12. After a session on KiwiCareers and having talked to her school careers adviser, Mele discovered that the nursing course she wanted to do required three 'C' grades or better at Bursary level or equivalent and gave preference to applicants with NCEA Level 2 or equivalent English, maths, chemistry and biology. Mele also discovered that if she did not achieve the entry requirements for the course, she still had the option of doing an introductory course at university. To give herself the best chance of being accepted into nursing, Mele decided to take chemistry in Year 12.

Case study 2

Sam had his heart set on becoming a cabinet maker. He had taken suitable subjects and options up to the end of Year 10, but wished to take applied maths in Year 11. The problem was, the specialist cabinet making/joinery certificate he wanted to study preferred its students to have NCEA Level 1 maths. Sam also learned from his careers and workshop technology teachers that the course was extremely popular and was hard to get into these days. Consequently he had no hesitation in taking NCEA Level 1 maths, knowing, like Mele, that if he didn't do too well in certain areas he could still try again at these at the polytechnic's introductory course.



Now follow your own subject choice progression, using the chart below to see whether your subjects fit with the career options you are considering. An example is given to get you started.

NCEA Level 1, School Certificate or equivalent	NCEA Level 2, Sixth Form Certificate or equivalent	NCEA Level 3, Bursary or equivalent	Career option	Subject entry requirements	Career fit
chemistry	chemistry	chemistry	nursing		✓
maths					

Next year's plan

Good planning involves having choices or alternatives as you and your interests and skills change. To help you plan for the future, fill out the following:

My next year's plan is:

School subjects

Family, friends, relationships

Sports/interests

Work - holiday/part-time/work experience

My goals - short/long term

Short-term _____

Long-term _____

Funding

Me pehea te utu i o whakaakonga

There are many ways to train and many sources of funding to assist you. Some common sources of finance are:

- Ⓢ Income from employment (full-time or part-time jobs)
- Ⓢ Student allowance
- Ⓢ Training benefit
- Ⓢ Assistance from family
- Ⓢ Scholarships and study awards
- Ⓢ Maori and Pacific Island scholarships and awards
- Ⓢ Student loan
- Ⓢ Youth allowance
- Ⓢ Personal loans e.g. from banks

Consider your own situation

Using the above list, write down any funding you may be eligible for and where to find it.

Funding

Where to find it

_____	_____
_____	_____
_____	_____

Budget Exercise

income

Annual

Fortnightly

student loan		
student allowance		
bursary		
other grants/scholarships		
income from job		

expenditure

rent/accommodation		
electricity/gas/phone		
transport		
fees		
texts		
food		
entertainment		
clothing		
personal/medical costs		
insurances		
miscellaneous		

Decision making

Now you've examined the key factors, such as influences, interests, skills and values, you will need help to make decisions about where your career should go from here.

The decision-making process will help you turn possible career options into specific career goals.

Deciding about your future is seldom straightforward and it's easy to put off hard decisions.

Don't forget there is an element of risk present in most decisions. The risk can be financial, emotional, physical or intellectual. The amount of risk you take is a personal matter.

Few decisions are absolutely irreversible. However, it's important to think through the likely consequences of your decisions.

Finally, decision-making is not just a rational process. You need to use your intuition and act on what 'feels right'.

In summary:

Be clear about:

- what the choices are
- what you need to know
- what is important to you
- your options
- the risks involved
- the advantages and disadvantages

and then:

- decide
- act on your decision
- review your decision

One way of sifting through ideas is to write down the advantages and disadvantages of each of your possible options.

Fill in the pros and cons in the table below to help you clarify possible options.

Option	Advantages	Disadvantages
e.g. trainee chef	short course at polytech low travel costs	shift work some weekend work will affect sport, social and family life
e.g.		
e.g.		

Action Stations

Putting plans into action

Planning in ordinary life

You use the same processes planning for a career as you do planning in ordinary life. For example, the senior ball is looming in two months time and you would probably plan for such things as:-

- getting money for the ticket and possible costume hire or new outfit
- what to wear
- who to go with
- how to get there and get home

Now you need to take action in planning for a career. This means writing an action plan. Your research into career options has helped sift out what you really want to do. Most of the hard work and thinking has already been done.

An action plan has:-

Goals - short and long-term clearly stating what you want

Action steps identifying the specific steps necessary to achieve your goals, placing these in a logical order

Dates setting dates for each step and for achieving your goals

Resources listing money, materials, workspaces needed for any of the steps

People listing the people who can help you and at what stages
listing those who can check your plan with you

Review setting dates for looking at progress, being prepared to change as circumstances change

Below is an action plan example. Read carefully through this and then write your own action plan for two of your career options.

Action Plan Example

Plan no**1**.....

My goal is: to become an electronics engineer

Date to be achieved by: 2010

Logical steps	Date	
Step 1	Gain bursary in physics, maths, chemistry, English	2005
Step 2	Study Bachelor of Engineering at university	2006 - 2009
Step 3	Seek employment as graduate trainee or electronics engineer	2010
Resources	computer for study, part-time job to start saving for university, use local library more for study	
People	list the people who can help you and at what stage list those people who can check your plan with you	
Review date	set dates for looking at progress and be prepared to change as circumstances change	

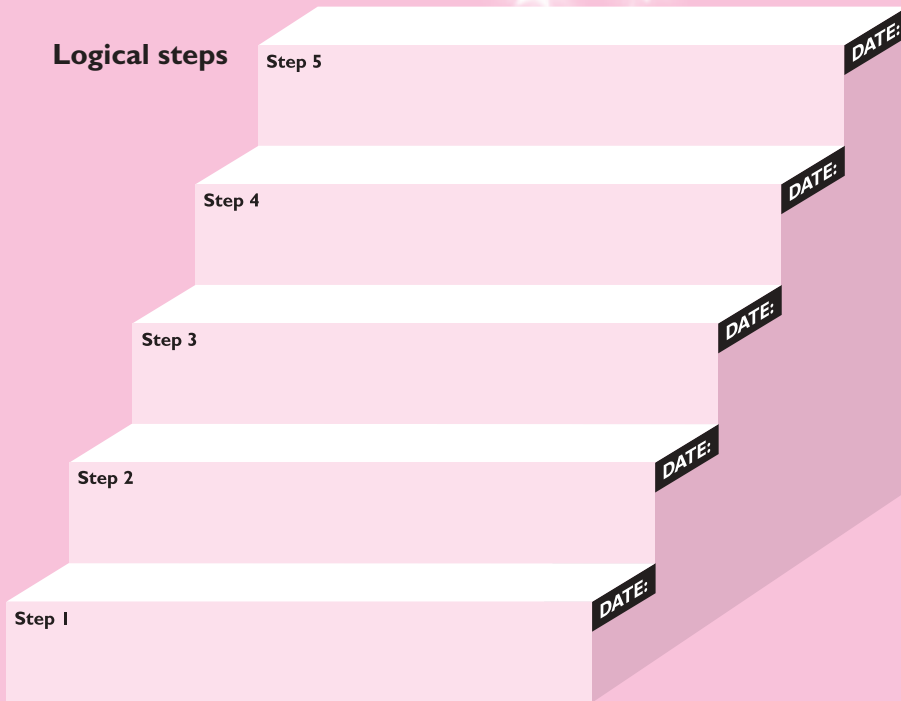
My Action Plan

Put together plans for two of your short-listed options using the outline below.

Plan No. _____

My goal is: _____ Date achieved by: _____

Logical steps



Resources I need:

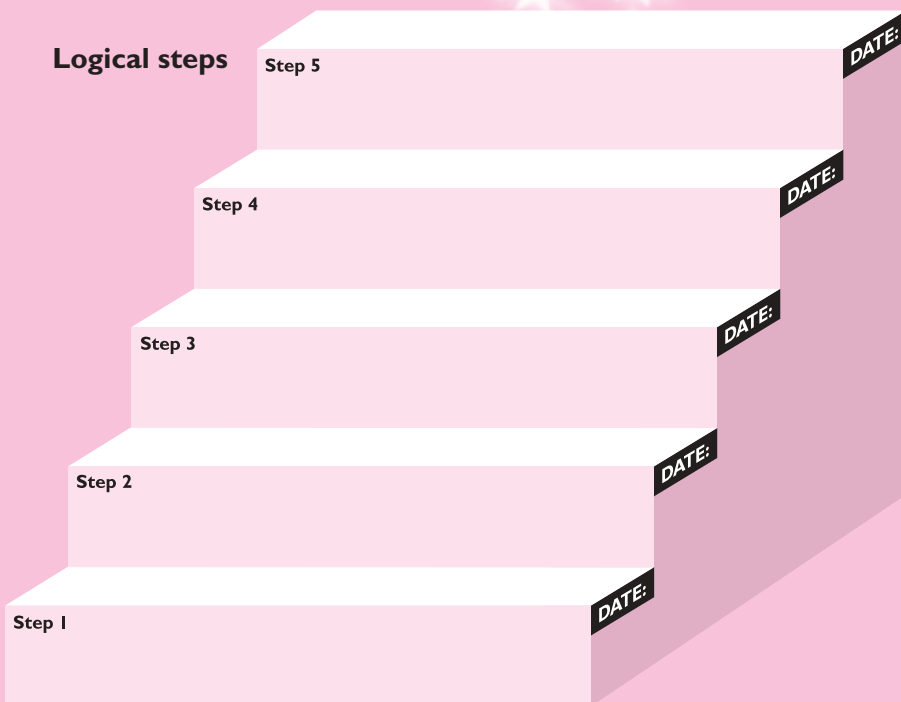
People who can help me:

Review date:

Plan No. _____

My goal is: _____ Date achieved by: _____

Logical steps



Resources I need:

People who can help me:

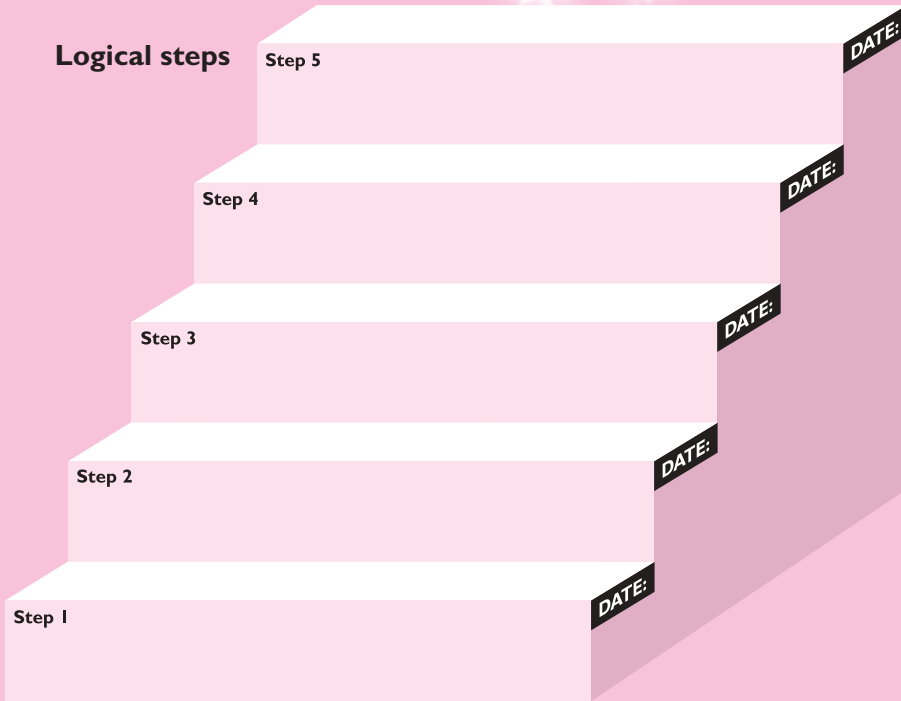
Review date:

My Action Plan

Put together plans for two of your short-listed options using the outline below.

Plan No. _____

My goal is: _____ Date achieved by: _____



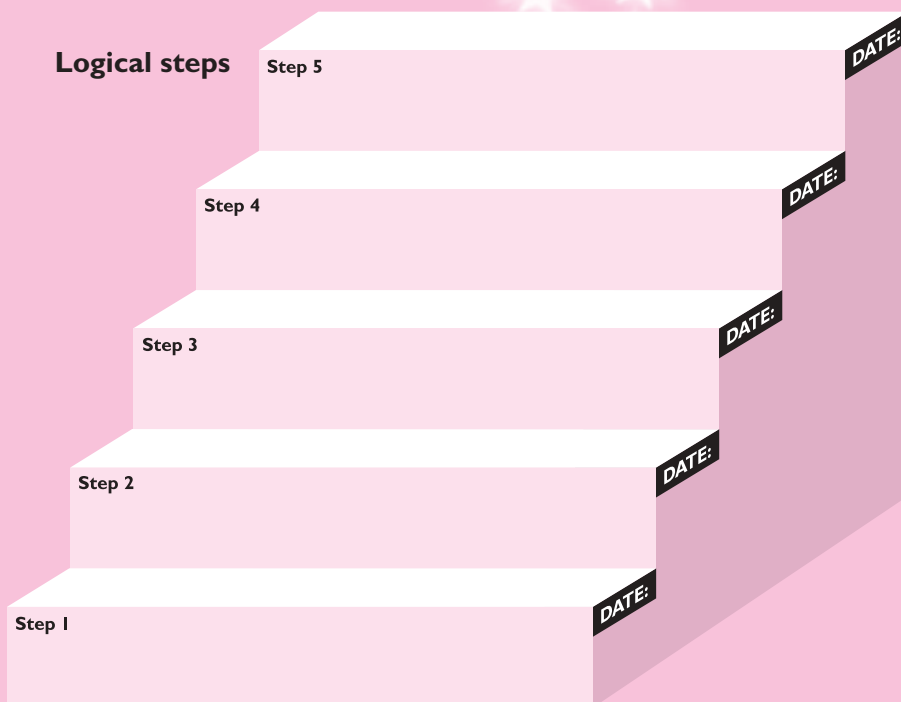
Resources I need:

People who can help me:

Review date:

Plan No. _____

My goal is: _____ Date achieved by: _____



Resources I need:

People who can help me:

Review date:

Notes



Launch Your Career

with expert advice and information.

By working through this book you have made a great start along your career path. For further professional help and advice contact a career consultant at your nearest Career Services' CareerCentre. Freephone 0800 109 901 or:

Whangarei

Phone: (09) 438 8875

North Shore City

Phone: (09) 489 2299

Manukau City

Phone: (09) 262 4250

Hamilton

Phone: (07) 839 4181

Rotorua

Phone: (07) 349 0680

Tauranga

Phone: (07) 349 0680

Napier

Phone: (06) 835 8569

Gisborne

Phone: (06) 863 3590

Palmerston North

Phone: (06) 350 1130

New Plymouth

Phone: (06) 757 3750

Wellington

Phone: (04) 801 5429

Nelson

Phone: (03) 548 1630

Greymouth

Phone: (03) 768 0068

Christchurch

Phone: (03) 377 0530

Dunedin

Phone: (03) 477 5395

Invercargill

Phone: (03) 214 0252

CareerCentres

KiwiCareers

Unsure about which career to choose?

Visit the Career Services' KiwiCareers website.

It has over 650 general job outlines, including information about education and entry requirements, a salary range and interviews with New Zealanders doing the job.

Try KiwiCareers Pathfinder – a free online guidance programme that gives you career ideas and advice that will help you plan your future.

CareerPoint

CareerPoint is Career Services' freephone service and provides free information and advice about career and training options.

Freephone: **0800 222 733**

Monday to Friday: 9am– 9pm

Saturday: 10am - 2pm

Fax: (04) 801 2731

Email: careerpoint@careers.govt.nz



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