

# *Do you want to live and work in NZ?*

Job Ready Programme for  
International Students



## Purpose of the Job Ready Programme

The Job Ready Programme is intended as a guide to assist international students, to develop the skills and awareness to successfully attain work in New Zealand.

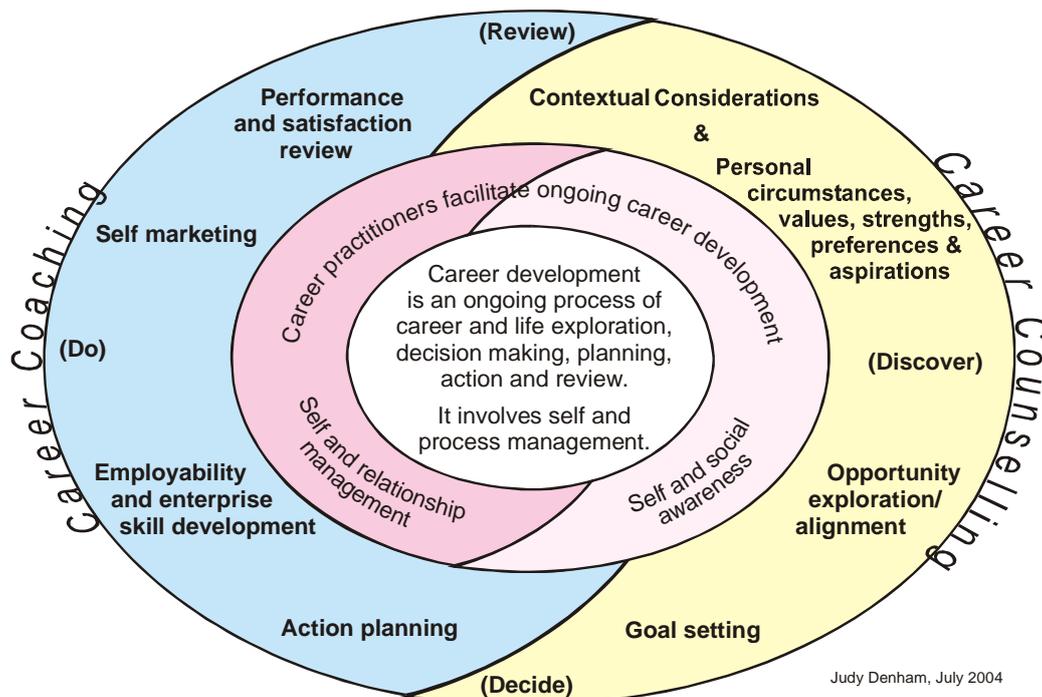
Try to get work experience as qualifications are not enough. Internships provide practical experience generally within your study area and heighten your experience in your field. Any paid work experience looks good on your CV, provides useful contacts and (ideally) employer recommendations. Experience helps with decisions about future work options as well as ways to talk about your skills at interviews. Many New Zealand employers value young people who are willing to work even if the work seems 'menial' or unrelated to their qualifications.

If you need more experience on your CV then get involved and take part in student clubs, societies and community groups. This will help to build your confidence and experience. Look for opportunities to involve yourself in volunteering, community education courses or any part-time work. Find opportunities to interact and connect with locals. Get involved in competitions (business, debating, sports and cultural), gain experience working with and organising others as well as teamwork, project management, customer service etc.

If you're a newcomer to New Zealand and want to work in New Zealand, gather as much information as you can about the local job market. Investigate immigration 'skill shortage' areas and visa application requirements. If you plan to return 'home' or move elsewhere, research the job market in the country/ies to which you plan to move. If you're uncertain about where you'll work, look for shifting developments in your country/ies of interest.

## Career Development Model

The Denham Model of Career Development is helpful to see what support you may need to seek. Often when planning your career there are times when you are not sure what you need or what support to ask for. Checking the model may help you decide your next step.



The Denham Model is underpinned by career theory and uses a systems theory approach. This means many different factors influence the career development process.

## 1. Contextual considerations and personal circumstances

Influences include your age, education, ethnicity, gender, partners, resources, social status, mobility, economic and labour market conditions, immigration requirements and the influences and expectations that family or significant others have.

*Use the evaluation form in this booklet to identify your priorities. Sign up to the Job Ready Programme with [careers@otago.ac.nz](mailto:careers@otago.ac.nz) with your student ID and email. You will be informed when relevant workshops, seminars, careers expos/fairs and organisations such as Settlement Support or Immigration NZ are on campus. Ensure you know about your Immigration and Visa requirements. Be informed.*

### 1.1. Values

Exploring your personal values builds a deeper understanding of what is important when making decisions. Some values might include such things as income, prestige, independence, helping others, security, variety, leadership, work in your main field of interest, leisure, and early entry. Values change over time as importance changes.

*Book on OtagoCareerHub for a values workshop or call at the Career Development Centre and pick up a worksheet and cards to help you identify and prioritise your values around the variables of work satisfaction.*

### 1.2. Strengths

What can you do? What can you do best? What can you learn easily and what skills or aptitudes can others observe in you? Finding a match of your strengths with a particular career increases the likelihood of satisfaction or optimal choice.

*Everyone has strengths and abilities. What can you do that is easy? Ask people that you trust “What do you think I am good at?” or “What strengths and abilities do you think I have?” Make a list and then try to think of a time when you used the skill. Evidence!*

### 1.3. Preferences and aspirations

Holland’s theory of career choice classified individuals and jobs according to six types known as Realistic, Investigative, Artistic, Social, Enterprising, Conventional and famous for the handy acronym RIASEC. The Holland approach is a simple approach to a complex situation but can offer a basis of discussion to identify preferences and aspirations. Myers Briggs is also an example of personality preferences that seek to provide an inventory of personality to discuss or reflect on.

*Book an appointment to complete PinPoint, a career guidance software programme at the Career Development Centre. Or Google ‘Holland RIASEC’ and try to work out your occupational personality, then Google ‘Myers Briggs test’ to try to gain insight into your personality preferences. What can you confidently say about yourself? How do you describe yourself to others? How will you answer “Tell me about yourself?”*

## 2. Opportunity exploration/ alignment

Weighing up or testing out career ideas requires reflection and action.

*What career ideas are you interested in? What do you know about the profession, industry or trends regarding these? How do you know that you are suitable? What factors could help you to be very confident to move in the right direction? Google 'NZ Labour Market' information.*

## 3. Goal Setting

Feeling uncertain / stuck and not knowing what to do or where to start, is usual. Goal setting has a focus on the big picture and requires some decision-making skills.

*Check out events on OtagoCareerHub or find a coach or mentor to help you develop some clearly defined goals. Create goals using the S.M.A.R.T. system. Ensure your goal is Specific, Measurable, Attainable, Realistic and Time-bound.*

## 4. Action Planning

Rather than having just the big picture, it is helpful to break down what you need to identify and work towards as achievable and realistic goals over the period of time that you will be at the University of Otago.

*Start early with your action plan. These terms can be useful to continue to redefine your goals.*

- Where am I now?
- Where do I want to be?
- How do I get there?
- Take action by...

*And then return to the beginning - Where am I now? Where do I want to be? Etc.*

*And continue with this process at least once a month. Keeping a journal or diary is useful.*

## 5. Employability and Enterprise skill development

You need to develop skills to promote yourself to employers. Consider your level of skill in; networking, your confidence with English-language proficiency and how well you communicate. Your understanding of the New Zealand Culture, including the Treaty of Waitangi will support you with job applications and increase your chances of finding work. There is a need to be resilient and persistent when seeking employment.

*The Career Development Centre provides a range of workshops and seminars to attend. There will be specific workshops and seminars designed especially for those registered on the Job Ready Programme. We will contact you when these will be held. Consider any areas that you may need extra support and make an appointment with a Career Adviser or your mentor to discuss your personal needs. Find someone who believes in and supports you. Ensure each year that you attend the career fairs and expos and any opportunities to practice your employability skills. Research shows that many international students/migrants start their own business. Look for opportunities to develop and grow your enterprise and/or entrepreneurial skills. Can you confidently write a profile/personal statement about yourself?*

## 6. Self-marketing

There are some real do's and don'ts when job hunting. To successfully market yourself, consider your needs regarding your interpersonal and oral communication, application documents such as a CV/Resume and covering letters, personal statements and online profiles. Then practice for job interviews especially with behavioural interviews. It is a job getting a job. Expect this process to take you some time to perfect. The majority of people find it a difficult to 'sell' yourself and it is a much easier process if you have a range of experiences that demonstrate your skills.

*If you have completed the work in the previous 5 points, you should have some useful information about yourself, skills, attributes and strengths that you can market to employers.*

*Think about 'why' an employer would choose you! What do you bring to the job / company / organisation? The work required here is to present yourself effectively with words and on paper. You need to persuade, convince and influence the reader of your desire and motivation to work for them.*

*Attend a CV seminar. You can attend more than one!*

*Pick up or download the CV booklet and also check out the hints and tips under CV tools [www.otago.ac.nz/careers](http://www.otago.ac.nz/careers). Google 'Image search' for CV/Resume to get an idea of different looking CVs. Keep in mind it is the content that is most important but formatting can make an employer interested. Be very wary of using exact sentences from on-line templates.*

*Attend a CV tutorial to view CVs from an employer's perspective and to get ideas for improving your documents.*

*Book an appointment with a Career Adviser on <https://careerhub.otago.ac.nz> to get a critique of your documents. Show it to people you trust to gather a broad perspective about your application.*

*Book another appointment to get your documents looked at again, especially when you have found a position that you want to apply for.*

*Attend an interview seminar and an interview workshop to get some practice and some strategies with the interview process. Behavioural interviewing is used by most employers.*

*Continue to practice with your friends and/or use InterviewStream (an online practice programme accessed from [www.otago.ac.nz/careers](http://www.otago.ac.nz/careers))*

## 7. Performance and Satisfaction Review

Ask for feedback and evaluation from others regarding your application documents and your performance in job interview practice.

*Some people need more support than others and finding the right sort of support might mean different people for different needs. Check back through the points, find people who believe in you. Grow the people who know you. Let others know that you are looking for a job and ask for any leads. If you are serious about wanting to stay and work in NZ then you will need to be pro-active. Don't leave it to the last minute.*

## Personal development

Recognising and managing ones emotions and behaviours through being critically self-reflective takes a commitment to learn and grow as a person. The following was adapted from Daniel Goleman's emotional competence framework.

### **1. Self and relationship management**

- Managing emotional responses to internal and external stimuli effectively.
- Recognise and understand moods and emotions and the effect or impact on self and others.
- Able to read, understand and control disruptive impulses and moods and think before acting.
- Accurate self assessment of strengths and limitations by being critically self-reflective.
- Self-confidence to use initiative and work toward achievements with energy and persistence.
- The ability to find common ground and build rapport and treat people according to their emotional reaction.
- Adapting to changing situations and overcoming obstacles with a positive and optimistic attitude.
- Flexible in using different interpersonal styles and communication techniques to affirm, encourage, and persuade others.
- Able to express emotions, thoughts and feelings in a constructive and transparent way.

### **2. Self and social awareness**

- Inspiring and guiding groups and individuals in order to help others.
- Exercise a wide range of persuasive strategies with integrity, through listening and sending clear, convincing and thoughtful messages.
- Initiating new ideas and leading people in a new direction being a change catalyst.
- Conflict management, resolving disagreements, collaborating, building bonds and maintaining relationships with others.
- Teamwork, cooperation and collaboration with proficiency in managing relationships, building networks and building rapport.
- Show empathy and understanding in a non-judgemental way and able to listen and respond with respect and taking an active interest in others' concerns.
- Value and actively promote diversity and work hard to create an inclusive team culture.
- Organisational awareness to read the currents of organisational life, build decision networks and navigate politics.
- Understand the organisation and provide service that is meeting the students' needs.

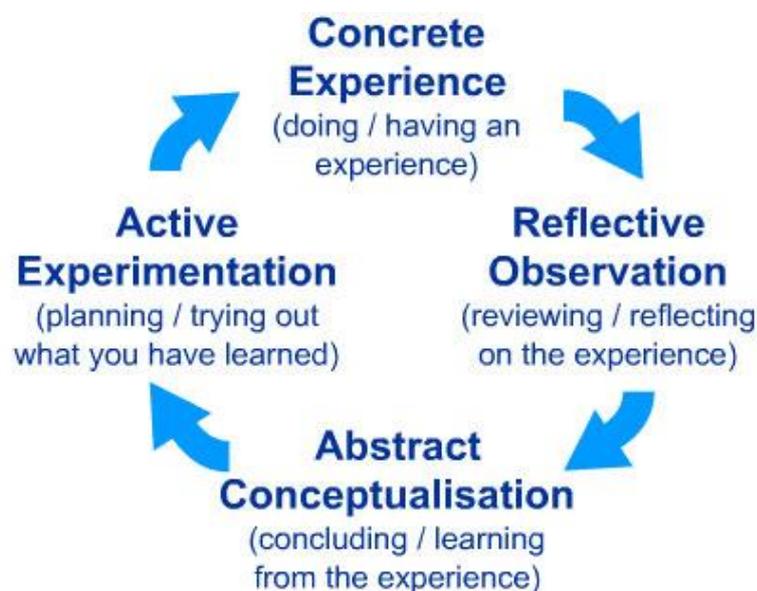
*Find ways to practice and refine your interpersonal and leadership skills. Decide what areas of personal development you will need to work on to grow as a person. Managing yourself and your emotions will support you as your try to find employment.*

## Cultural Competence

Developing cultural competence means you are able to interact and communicate effectively with people of different cultures. These skills will be important to practice while you are studying. When you enter the workplace you want to feel confident about your own cultural norms as well as generalisations about your culture. Understand the difference between generalisations and stereotypes.

Culture influences behaviour, values and beliefs and many people are not aware of their own cultural norms until they meet someone or go somewhere with a different culture to their own. Intercultural competence requires you to manage yourself while you learn how to build relationships with people of different cultural backgrounds to yourself.

Kolb's experiential learning style follows four stages. Having the experience is the first part of the learning process so you will need to put yourself in situations where you are having an experience that you can observe and reflect upon. Most people learn from experience and thinking more deeply about the experience means you can learn and interpret what happened in order to understand others, modify your behaviour and continue to increase your cultural competence.



McLeod, S. A. (2010). Kolb - Learning Styles. Retrieved from <http://www.simplypsychology.org/learning-kolb.html> 11.02.2014

*There is wisdom in turning as often as possible from the familiar to the unfamiliar: it keeps the mind nimble, it kills prejudice, and it fosters humor."*

- George Santayana, philosopher, (1863-1952)

## Evaluation Form

| <b>To help you prioritise, evaluate what you need to focus on</b>                          |                     |
|--|---------------------|
| 1 – 4 scale is that 1 = already great and 4 = needs to be improved.                        | <b>Rating 1 – 4</b> |
| – Identifying your strengths, interests and priorities                                     |                     |
| – Retrieving information from a variety of sources   |                     |
| – Learning effectively from a variety of learning opportunities                            |                     |
| – Group/teamwork and interpersonal effectiveness   |                     |
| – Designing a tailored CV  |                     |
| – Completing an effective application form   |                     |
| – Applying for jobs and courses  |                     |
| – Producing an action plan   |                     |
| – Decision making and problem solving  |                     |
| – Communication / self presentation in interviews and/or assessment centres                |                     |
| – Analysing and evaluating yourself against desired results                                |                     |
|  |                     |
| <b>2. How well can you...</b>  |                     |
| – Identify your actual and potential strengths – skills, interests, abilities, priorities? |                     |
| – Identify and assess your development needs?  |                     |
| – Understand changes in the world of work?   |                     |
| – Reach a chosen job/occupation?   |                     |
| – Make realistic further study and/or employment choices?                                  |                     |
| – Analyse job vacancies in relation to 2. a) above?  |                     |
| – Differentiate between employer organisations and sectors?                                |                     |
| – Appreciate the recruitment and selection process from an employer’s viewpoint?           |                     |
|  |                     |

Adapted from: Kumar, Arti. (2008). Personal, Academic and Career Development in Higher Education: SOARing to Success. UK. Routledge.

