

HE KUPU WHAKATAKI I FOREWORD

Making decisions about your career path is something we are forced to consider, often from our most formative years. As a child you get asked, "what are you going to do when you grow up?", as a teenager you make decisions about your course subjects at high school, and as a young adult if you choose to go to university you need to choose a degree to follow and then navigate your first job as a graduate. And for those who don't go to university, there is the decision of what it is you want to do for a job.

Amid the many questions surrounding the future of work, we mustn't lose sight of the role 'equity' needs to play in the conversation. While organisations worry about the 'Resignation Revolution' trend, and the 'skills shortages' happening across industries, as

individuals, it is important we acknowledge the role of employment in our lives and our wellbeing.

The Puta-i-Tua Māori Future Skills strategy set the foundation for leading the journey towards an equitable Aotearoa. We know that for this to happen it requires an additional 6000+ Māori in the Ngāi Tahu takiwā alone, to be in high skilled employment if we are to close the employment equity gap. This requires upskilling via education and training as we know there is a direct correlation between this and employment.

We are currently facing one of the most challenging times in our economy. After dealing with the continuing effects of COVID-19 on our workplaces, there are now the growing fears of 'the great resignation', 'skills shortages', and rising inflation. Lump that in with quickly advancing technologies, a global scarcity of resources, and increased globalisation and it becomes easy to understand the growing anxiety people and organisations are facing.

What we know about times of crisis is that while it might be easy to give in to the threat of disaster, if we shift our mindsets, we can view it instead as a great opportunity for innovation and positive change. Whether this is a chance to rethink our education and training systems, reshape recruitment processes, or just review the way we individually take stock

of our contributing skills, it's an important conversation to have, and to be a part of.

Mō Tātou Hinepounamu Apanui-Barr, Rangatahi Researcher





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INTRO-DUCTION

It's a fact, the future of work is changing at an increasingly alarming rate, and even more so in a world dominated by COVID-19. As we look to the future there is a need for agility, adaptability and shifting mindsets if we are to build sustainable and resilient career paths.

Most urgent is the need for a shift of focus from jobs to skills when considering the future of work. While the short-term impacts of the pandemic have and continue to be devastating for many, the data tells a story of optimism, one with opportunities for innovation and forward thinking, of empowering us to imagine a better/different future, one we

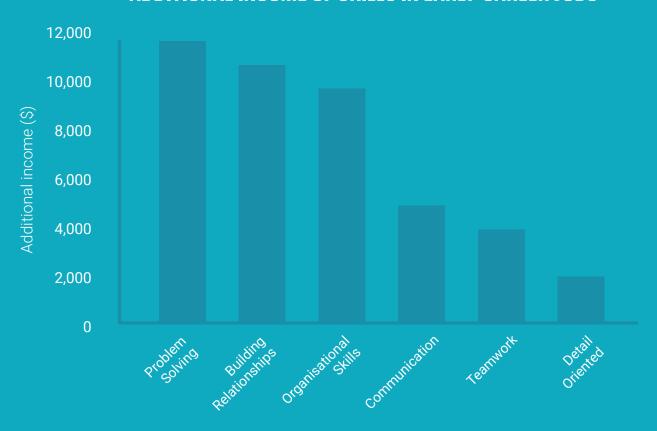
could never have imagined when COVID first struck.

We live in a world historically unbending in its singular thinking around qualifications as the 'be all and end all' of employment. The higher the qualification the more prestigious the job, and the accompanying pay packet, with little attention paid to

the human, enterprise and specialised skills learnt on the job. This one dimensional approach is yet another stark reminder of the existing hierarchy of privilege that has impacted many generations of Māori. The concept of a skills-based approach to employment is a massive leap forward in creating more equitable futures.



ADDITIONAL INCOME OF SKILLS IN EARLY-CAREER JOBS



The data tells us that the skills that people have traditionally relied on are not necessarily the ones they will need in the future. As smart machines increasingly take over many of the more manual and routine aspects of jobs, enterprise skills e.g. communication, teamwork and problem-solving will become much more important.

Across the board we need to shift mindsets: rangatahi, employers, educators, parents and policy-makers regarding our approach to education and employment. A career for life is a thing of the past.

Jobs will continue to change with ongoing progress in technology, creating a future that needs workers to be agile and think more about their skills, not just jobs.

A qualification is a key to a door however, your kete of skills is something you carry with you always, and that you can add to continually over your career.

Interpersonal or human skills are the currency of the future. These are often referred to as soft skills. They are transferable and when recognised by employers can result in higher pay levels earlier on in your career as illustrated in the graph above.

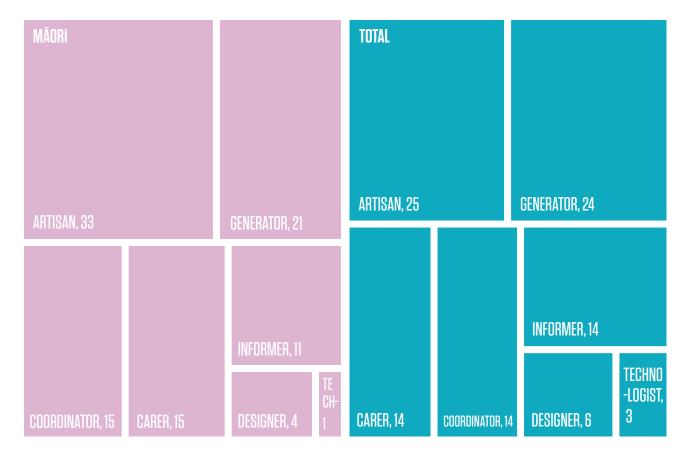
This report has been inspired by the FYA New Work Order report released in 2020 and founded on BERI's Changing the work mindset: Māori in New Zealand's seven job clusters report, along with Burning Glass data and our own qualitative research which included focus groups and one-on-one interviews to provide whānau voice.

THE FUTURE IS SKILLS

MANY JOBS OF THE FUTURE DON'T CURRENTLY EXIST

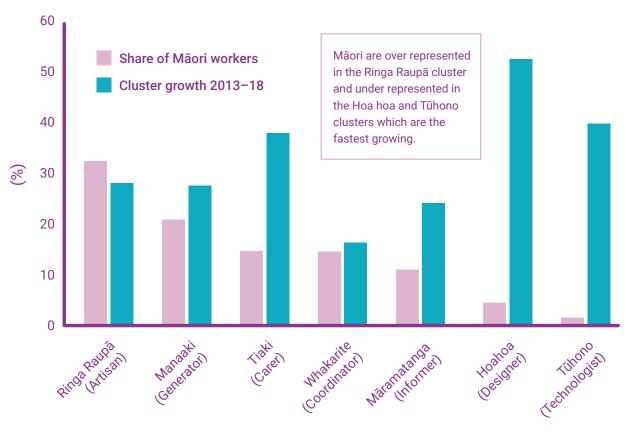
We need to move beyond qualifications and put the spotlight on skills — their portability across jobs, the clustering into career types and opportunities that exist to develop careers based on the accumulation of skills. We also need to shift thinking to fully grasp the value of skills. Focusing on jobs risks getting stuck in dead ends whereas skills provide the ability to adapt to change. Very few people (employees and employers alike realise that on average, when an individual trains or works in one job, they acquire

skills for 13 other jobs. (FYA - The New Work Mindset, 2016, p6). Policy makers and employers often differentiate between 'low-skilled jobs' and 'high-skilled jobs' as a way to encourage people into training. This kind of language creates the illusion that better paying and more economically stable occupations require more skills and a higher level of training. What we saw during COVID-19 and subsequent lockdowns is that many of those referred to as "low-skilled" are those who are essential to our economy - the 'heroes' of the pandemic.



Structure of Māori and New Zealand job clusters

SHARE OF MĀORI WORKERS IN GROWTH CLUSTERS



Skill Cluster

THE FUTURE OF WORK IS MĀORI

Our Māori population is the fastest growing demographic in Aotearoa. In just five years from Census 2013 to Census 2018 the Aotearoa labour force grew by more than 20 percent but the Māori labour force grew by 50 percent (BERL:Towards Futures that Work, 2020). With an aging Pākehā population, Māori will make up an increasingly large percentage of the workforce therefore it is essential that rangatahi are equipped with the tools to maximise the potential opportunities that will present over the next few years. Data tells us that there will be an additional 21,000 high-skilled jobs coming on line by 2026 in the Ngāi Tahu takiwā alone. To achieve equity 6,000+ of these jobs will be held by Māori and this would necessitate an additional 400+ rangatahi leaving school with NCEA Level 3 (Puta i Tua Māori Skills Strategy 2021).

In this dynamic and changing environment the growth rate of Māori across all seven clusters is higher than the overall growth rate. Currently Māori are over represented in the artisan and generator clusters accounting for 54 percent of the workforce, however positive growth in other areas demonstrates the adaptability and agility of Māori to the changing landscape. The designer cluster is the fastest growing and the number of Māori in this cluster doubled in the five years from 2013 - 2018.

Developing the skills of the future — those that are easily transferable will ensure Māori are well equipped to transfer to the jobs of the future as they develop.

NGĀ MOMO PŪKENGA I SKILLS DEFINED

TRANSFERABLE SKILLS

(AKA: SOFT / POWER SKILLS)

Life skills that relate across a

- Communication
- Time management
- range of jobs e.g. Relationship building

FOUNDATIONAL SKILLS

Literacy, Numeracy & Language.

SPECIALISED / TECHNICAL SKILLS

These are job specific skills and for the most part require a formal qualification and/or on the job experience e.g.

- Sales support
- Word processing
- Stock Control
- Procurement
- Machinery operation
 Data analysis
- Adobe Photoshop
- Risk Management
- Rehabilitation

- · Lesson planning

ENTERPRISE SKILLS

Enterprise skills are fundamentally human, at low risk of automation and a powerful predictor of long-term success. You will find them in demand in all seven job clusters e.g.

- Digital literacy
- Communication
- Bilingual skills
- Financial literacy
- Creativity
- Team work
- Problem-solving
- Critical thinking
- Presentation

SKILL BRIDGES

The skills that bridge the gap between one position and progressing to a higher skilled/higher paid position.

SKILL ADJACENCY

Proximity of transferable and technical skills between clusters.

SKILL CLUSTERS

Seven clusters of occupations based on the similarity of skills required for jobs within a cluster e.g. carers.

FUTURE OF WORK MEGATRENDS: THREATS AND OPPORTUNITIES



TECHNOLOGY

For a number of years we have increasingly heard that technology will replace humans in the workplace — threats of automation, AI, cybersecurity, crypto and the decentralisation of money among the leaders. However the reality is, people remain the real drivers of change, and the digital acceleration we currently experience hasn't removed the human element from the equation — it's arguably made it more central. Essentially, humans are the change, and as the change is shifting, so are we.

What robots can't replace are our human, enterprise, and power skills. While there will definitely be job losses due to technological advances, there will also be opportunities to maximise our human capital. This is the power of transferable skills. Technology doesn't just replace jobs, it creates them.



GLOBALISATION

The increasingly interconnected world we live in means organisations are largely boundary-less. Flexible work cultures and the ability for people to work remotely has opened up a global talent pool for employers. As businesses navigate transformative economic, social and environmental challenges it has become increasingly more important to invest in the right people with the right skills.



CLIMATE CHANGE

It is inevitable that the environmental impacts of climate change — natural disasters, lost ecosystems and environmental degradation will impact many of the current jobs available. However, disruptive efforts to counter impacts through environmental sustainability will provide new career opportunities — these are jobs that don't yet exist.



CHANGING DEMOGRAPHICS

For the first time ever there are five generations of workers from Gen Z to the Silent Generation. Aging baby boomers are the fastest declining segment of the workforce with Māori the fastest growing demographic. Our workforce is set to become increasingly young and diverse.

HEARONGA / ASKILLS MINDSET WAIARO PÜKENGA

If we are to make the most of potential opportunities and fully engage in skills as the strongest currency of the future, we need to shift our mindsets to embrace this new way of approaching employment — those looking for work, employers, educators and decision-makers all need to think and act differently. For rangatahi it's about seeing the value of existing skills and how they could be applied in multiple different roles.

For employers it's about looking beyond qualifications and considering the transferable skills a potential employee may have in their kete, and what others can learn on the job or through

training. If this happens then we might have a different view of mismatched skills — training for one occupation and working in another would not be a mismatch if someone is using a relevant skill set.

A person's collection of skills can be viewed as a 'Kete Pūkenga' — skills are attainable, they are transferable, and you always have them on hand if you need them. As you continue on your journey of life and learning, you will add more to your kete. As your kete grows, so too does your ability to face any circumstances or challenges that come your way.

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

WHY SKILLS?

With global economic forces such as automation, changing demographics and climate change, the future of work is rapidly changing. Successfully navigating this shift requires adaptability, recognising the skills one has in their kete and how they might transfer to new jobs or careers.

Regardless of background, age, education or job, everyone has skills that can be transferred from one job to another. We also have the ability to learn new skills, and apply them to situations that arise. The key in going forward will be a kete of skills that is easily transferable, coupled with an awareness of how to grow your skill set in order to find meaningful employment.

Skills tell a bigger picture than qualifications.

SKILLS DEVELOP OVER TIME

With an increasingly dynamic workforce, the ongoing development of skills, and being able to apply skills to a range of areas becomes much more important. Individuals with agile

skill sets and with the ability to apply these skills to a diverse range of occupations will be able to navigate the changing workforce more easily as new jobs or skills clusters emerge.

SKILLS OF THE FUTURE

In a constantly changing job market, transferable skills are crucial for a flexible career that can evolve with the jobs market, and the importance of flexible skills will continue to grow for the jobs of the future. With highly developed enterprise skills, rangatahi can transition through the labour market, while acquiring increasingly specialised skills from on the job training, higher education and work experience.

NGĀ TŪHONONGA PŪKENGA

WHAT ARE SKILL CLUSTERS?

Skill clusters are occupations that can be grouped together based on similar types of skills. The original concept was developed by the Foundation for Young Australians (FYA). Seven job clusters were created by grouping the skills listed in job advertisements, and mapping the jobs to the Australian and New Zealand Standard Classification of Occupations (ANZCO): Artisans, Generators, Informers, Co-ordinators, Carers, Technologists and Designers. Tokona te Raki has redefined the clusters to be of relevance in an Aotearoa context, as depicted in our illustrations.

We think of each cluster as a Whare Wānanga (House of Learning). The skills accumulated in each whare wānanga are collected into ones kete to carry with them. Our tūpuna used kete to carry whatever they needed as they navigated their way to a place we call home today. Since the dawn of time, around the globe people have used carrier bags to carry tools, information, and resources to assist us on our journeys.



Te Whare Ringa Raupā - Makers:

Manual tasks, construction, production, maintenance, technical customer service

Te Whare Manaaki - Engagers: Interpersonal interaction, retail, sales, hospitality, entertainment



All clusters have different core skills and as a result are affected differently by the increasing automation of the workforce. New occupations are emerging and some are growing very quickly while others are slowly fading out.



Te Whare Hoahoa - Designers:

Skills and understanding of science, mathematics to design/construct/engineer products and buildings







Te Whare Tūhono - Technologists:

Requires skilled understanding and manipulation of digital technologies

Te Whare Whakarite - Organisers:
Administration, the behind-the-scenes
process or service tasks





Te Whare Māramatanga - Informers:

Professionals providing information, education or business services

PAE RANGAHAU CASE STUDY 01

Twenty-five year old Amo has been in the workforce for approximately 10 years. Her "breakout role" was working in a contact centre for a corporate energy company. She believes that position gave her many of the key skills and learnings that she has used to springboard into higher employment. Currently Amo is in a high-paying role, coordinating a rangatahi fund for a Crown entity.

Straight out of school, Amo enrolled in a preentry to nursing course but found studying was not her preferred pace of working. She ended up working in two different contact centre roles over the past five years — one for a corporate company, and the other for an iwi organisation. She believes that the administration skills she learnt in these roles set her up well for life, albeit in different ways.

"The power company gave me all the skills in terms of excel spreadsheets, reporting, deadlines, timeframes, targets, all of that. And then with our iwi because it taught me about manaaki and people skills..."

Having been through two key transitions in her career thus far (contact centre — media — fund coordinator), Amo has always maintained a strong awareness of the skills she has in her kete and has found a way to leverage off those. For example, while she was working in a contact centre she was seconded to an education team for six months and gained experience in funding scoring systems and processing applications. This specific skill was an important one for her to leverage off when applying for her current role as a fund coordinator.

Amo claims that she has never thought about how hard it is to find employment without a qualification, because she always remained committed to a strengths-based approach to finding work.



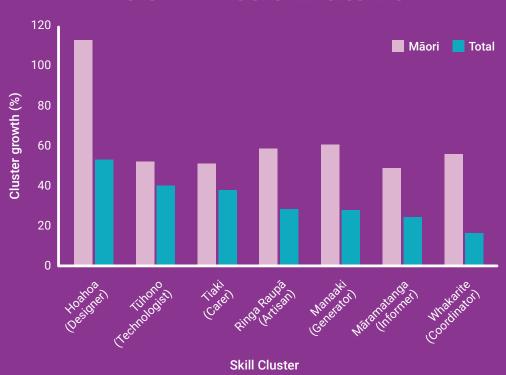
"I can honestly say, I try my best to be aware of what I am capable of and what I am good at so that I don't have to rely on a qualification because I don't have one ... all I can rely on is my strength in knowing what I've done, knowing who I am, and knowing what I am capable of."

NGA TÜHONONGA TUPU I GROWTH CLUSTERS

The fastest growing clusters are Te Whare Hoahoa (designers) and Te Whare Tūhono (technologists). These two clusters can be linked to the increased automation of the Te Whare Ringa Raupā (makers) and Te Whare Whakarite (organiser) clusters. The designer cluster includes work to create new technologies to increase production and productivity, while technologists create software that automates process driven tasks.

Te Whare Manaaki (engagers) and Te Whare Māramatanga (informers) continue to grow steadily — many of the skills in this cluster continue to require high levels of human interaction and problem-solving. These are skills that are difficult to automate.

GROWTH RATES OF SEVEN CLUSTERS





ADAPTABLE VS SPECIALISED SKILLS

As we navigate our new and ever changing COVID-19 world, adaptability is becoming an increasingly highly valued skill. Demonstrating a willingness to learn and try new things, and being flexible with regards to new processes and ways of working is key. Adaptability is often referred to as a soft skill sitting alongside others such as communication and interpersonal skills. These are the skills you learn through life experiences rather than through onthe-job training, specific to a certain job or career.

TRANSFERABLE SKILLS

These are the life skills one acquires throughout their life that add to their kete pukenga they carry with them. For example, communication, time management, being a team player and the ability to build relationships.

Communication and teamwork are examples of transferable skills that are critical across all seven clusters.

PAE RANGAHAU CASE STUDY 02

Forty-six year old Aroha is the Executive Director of a large social employment hub in Christchurch. Aroha has a wide range of work experience in different industries from forestry, to tourism, to hospitality, to marae administration, to chief executive. Her story is a great example of leveraging off skills throughout her life to gain momentum in her career.

Aroha talked about how her pathway was never a set career journey, but one that was fuelled by her competitiveness and hunger to succeed, and a mindset of never turning down opportunities. While not an approach, she is grateful for her many different experiences in different industries that shaped her into the worker that she is now.

"I mihi to the forestry for my work ethic, I mihi to cooking for shearers and in the marae kitchen for my time management skills, I mihi to tourism for my confidence in public speaking, and I mihi to the aunties, uncles and the people around me who believed I could do something which gave me courage."

An interesting transition for Aroha is that of employee to employer. She now manages eight staff and has a strong focus on skills when hiring for roles. While CVs tend to be a traditional focus point for recruitment, Aroha prefers to put emphasis on a person's interpersonal skills, and an understanding of their motivation and drive.



"I want to understand the interpersonal connection, I want to understand what their drive is and I want them to talk more than what I do. I want to hear where they've come from, what their struggle is."

Given the high-contact, high-trust nature of their work, many of the things Aroha looks for in a new employee are not things you can earn through a degree. She also believes that the up skilling of employees is "a bit of a partnership."

NGĀ TOHU MĀTAURANGA

| QUALIFICATIONS

In some occupations, qualifications are a firm requirement, particularly in those jobs where a broad technical knowledge base is required to be certified to 35%

OF JOB LISTINGS TODAY
REQUIRE A BACHELOR LEVEL
QUALIFICATION OR ABOVE.

enter into that profession e.g. lawyers, doctors and engineers. Qualifications currently seem to be the main source of employer confidence when it comes to recruiting for roles in the workplace. While qualifications indicate the level of specialised learning and theoretical tools someone should have in a particular area, they do not accurately represent the full array of skills that a person has acquired over their life.

What Qualifications Measure

Qualifications are a signal that shows employers that someone has the aptitude and understanding of a subject matter to complete a qualification and therefore can complete work to a known standard, and with a known set of skills.

What Qualifications DO NOT Measure

However, most occupations require multiple skills, and the most in demand are often those that are the hardest to measure. Skills like effective communication, relationship building, and creativity are difficult to assess in formal qualifications, and are often developed over time in a work setting.

Oualifications vs Skills

As we adapt to a new and more flexible way of thinking, a strict focus on qualifications is becoming less relevant. Determining your first job, while a huge decision, is only the beginning of a journey that may span many roles across multiple fields — shifting the

focus from which career, to which cluster of work that appeals to build a career from.

Qualifications do not paint the entire picture of what someone is capable of. It does not accurately represent how much a person has developed or evolved over a space of time.

A More Equitable Approach

Recruiting based on skills is a more equitable approach to employment. It removes economic and social barriers such as the prohibitive cost of tertiary education for many, and the historic barriers that resulted in the lower number of Māori who gain University Entrance.

Tertiary education is increasingly becoming a privilege only the middle to upper classes can afford. Given the barriers Māori face navigating the education system, a focus on skills will help to overcome these challenges.

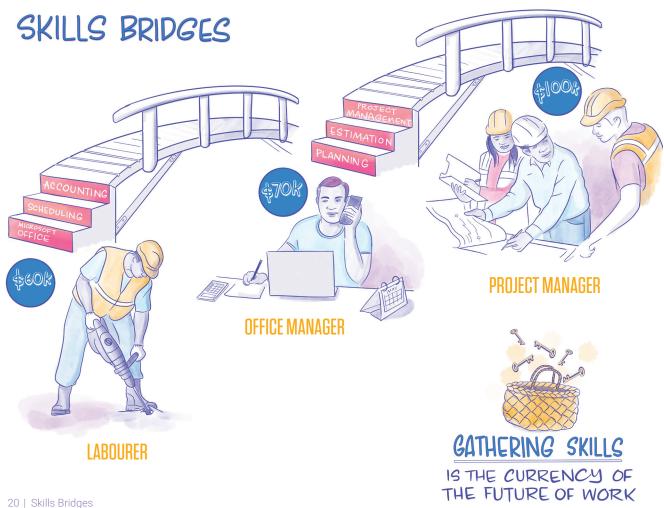
Responsible employers not only take individual skills into account when employing, but also look for opportunities to continuously develop a person's kete of skills.

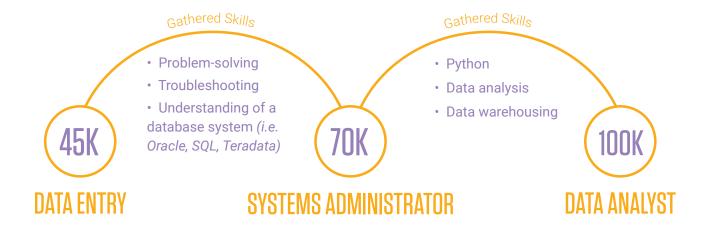
SKILLS BRIDGES

This report is about understanding how building skills and skills awareness impacts positively on employment outlook. This section aims to highlight the opportunities for whānau to pivot into higher-paying jobs using the Skills Clustering framework.

The Burning Glass Labor Insight US tool has been used coupled with the Careers NZ website for NZ salary information to identify skills bridges between lower and higher income occupations.

We tend to think of work spheres in terms of industries — different jobs grouped by the sectors of society they serve e.g. manufacturing, hospitality and retail, corporate etc. This isn't very useful however, when trying to understand the actual work undertaken in those jobs and the skills they require. Skill clustering allows us to group jobs by the similarity of skills required across different jobs. By doing this we can see how certain skills can help whanau move across industries within skill clusters, or identify their key skill set, and where the opportunities are to move into a different skill cluster.





Shared: Excel, Communication Skills



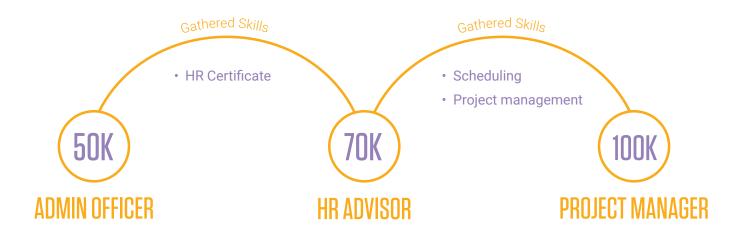
Shared: Communication Skills, Detail Oriented, Teamwork



Shared: Organisational Skills, Scheduling, Planning, Detail Oriented



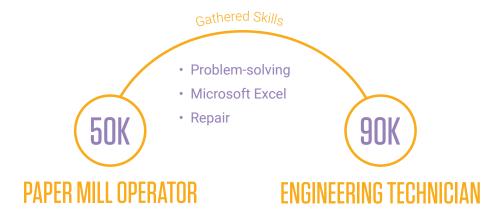
Shared: Sales, Customer Service, Merchandising



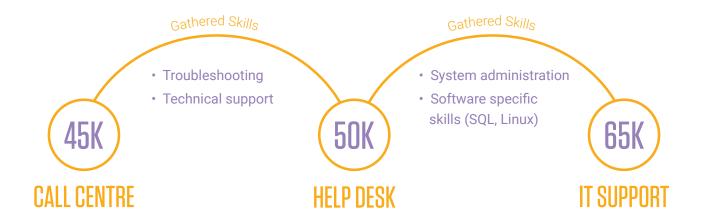
Shared: Organisational Skills, Microsoft Office, Microsoft Excel, Scheduling



Shared: Organisational Skills, Detail Oriented, Teamwork



Shared: Machinery, Physical Abilities, Troubleshooting



Shared: Computer Literacy, Problem Solving, Customer Service

HEALTHCARE SKILL BRIDGES

Occupations in the Tiaki/Carer cluster tend to be highly regulated by qualifications and licenses due to the nature of working with vulnerable individuals, however entry-level positions such as a Healthcare Assistant or Teacher Aide have core Tiaki skills such as time management, organisational skills and planning which would allow someone wanting to enter the Tiaki cluster to gather skills and experience before progressing with the commitment of further study or licensing.

BLENDING BIG DATA & WHĀNAU VOICE

Skills clustering is a data driven concept. If we are to give meaningful effect to the concept, we must include lived experiences and human stories — whānau voice.

Most people are unaware of their skills and the value-add these bring to a job. In creating this report we spoke to rangatahi (aged 18-27) about their journeys through employment, with or without qualifications. Their stories provided us with greater insights into their understanding of the power of skills and their experiences in the workplace.

A number of key themes were identified showing common experiences across all participants including: manaakitanga, networking, building skills and ao Māori. There were also some unique differences between the experiences and thinking of those with and those without qualifications.

OVERARCHING THEMES

SAFFOLDING ON SKILLS

In our focus groups, we realised the importance of skill accumulation across different roles, particularly in a young person's journey through employment. For young people who have only just entered the workforce, the importance of building your skill portfolio in each role was highlighted, as well as the ability to communicate skills gained when applying for new roles.

One rangatahi explained the many roles she has been in over the course of her life and explained her belief that the skills learnt in each role will get her to where she wants to be:

"Like it seems like a random journey and it has been, but I think about the admin skills I learnt, the interpersonal skills from hospo, my knowledge of research from my time at Uni and it all kind of makes sense now... I'm quite confident that I can continue to upskill my way into my ideal job one day."

In both sets of focus groups, networking was highlighted as one of the key contributing factors to success in finding employment. Rangatahi spoke of the importance of maintaining relationships in their different roles, through personal connections, upholding of reputation, and being given chances in the workforce for more meaningful employment. They also stated networks as being a great way to get a "foot in the door", particularly for those with no formal qualification or minimal work experience.

"Most of the jobs that I've had I got through my networks ... when you build connections with people what I found is it's actually through relationships that you find another pathway to get a better job."

One rangatahi mentioned how he got off the benefit and into a Māori Liaison officer role at a High School, purely because he knew someone. Looking back he now recognises that he always had the skills for that role, but it was his own perception of his ability that held him back from applying for such roles.

"Had I not had [networks name], I probably would have ended up working somewhere I didn't enjoy or something or just stayed on the benefit."

ANAAKITANGA

Manaakitanga was identified as a transferable skill in both sets of focus groups, particularly as a skill used frequently in different entry-level jobs, such as in contact centre, hospitality, and retail roles. Our rangatahi participants believe it is not as valued as it should be, and expressed the challenge of getting other organisations to recognise it as such.

"Manaakitanga is a really good skill to have in the workplace. I have taken this skill throughout all of my jobs — from the butchers, to when I was in event management and now on reception. I've continued to build on my manaaki skills."

Manaakitanga is commonly translated as hospitality, kindness, generosity, and support. In the world of skills and employment, it could mean customer service, relationship management, teamwork, communication, among other attributes. It highlighted an interesting idea that there are many inherent values (particularly in te āo Māori) that rangatahi do not know how to explain, and translate as skills that make them highly employable.

"To us manaaki means so much more than what it translates into English and actually getting Pākehā organisations to understand what that means and that it is a valued skill."

LOW SELF ESTEEM

Rangatahi in the group without qualifications spoke about the low self-esteem they often had when applying for roles, due to feeling they had nothing worthy on their CVs to show for their skills. This highlighted the self-worth that is attached to having a qualification or work experience, and how rangatahi who don't have either perceive the contribution that they can make to a workplace.

"I didn't even bother to apply for jobs because I just thought like oh they won't hire me anyway I don't have anything to offer."

There was discussion around the need for stronger skills awareness in rangatahi which would lead to a stronger belief in themselves when applying for roles. It is hugely important to bring greater awareness as to how people can honour the skills they have, instead of focusing on what they think they are lacking.

IMPORTANCE OF STEPPING-STONE ROLES

An interesting finding was the importance of stepping-stone roles that can springboard into higher paying, more meaningful employment. For the purposes of our research a stepping-stone role is defined as an entry-level type role which often teaches many of the key, foundational skills in that industry. Out of the six rangatahi in the group without qualifications,

four had experience in a contact centre type role which one rangatahi described as the start to many different upskilling opportunities:

"I applied for a role in the contact centre, and it was through that job that I got through the door. Because I was a communicator I was quickly moved onto reception and then moved into the office assistant role which was like setting hui, manaaki manuhiri and I then took on a secondment in the mātauranga team."

EXPECTATION FOR EMPLOYERS TO PROVIDE TRAINING (ON THE JOB AND SPECIFIC)

The majority of our rangatahi participants expressed an expectation of on-the-job training opportunities. There was a general consensus that employers should not only provide, but also pay for training that is relevant to their role, as it not only grows them but also the organisation itself.

"Your work should pay for your formal training because it's not just development for yourself, it's to help within you know the organisation... that's helping them grow by helping you grow." Interestingly but unsurprisingly was the difference in the type of training this group expected as opposed to those with qualifications.. This group was happy to take on training that was specific to their role, and specific in outcome, but were not keen on obtaining a formal qualification, or investing too much of their own time and money.

"I think the biggest thing for me was I didn't want to go study because it was too uncertain. I didn't want to waste money and time and not even learn anything."

TE ANGA WHAKAMUA MOVING FORWARD

EVERYONE NEEDS TO:

Make it their business to understand the future of work. Big data is hugely valuable whether you are a young person contemplating their career, an employer thinking about the future of their business, an educator or the government making long-term strategic decisions.

RANGATAHI CAN:

 Think about the types of jobs that fit with your interests and strengths and focus on the skills they require

EDUCATORS CAN:

- · Provide data driven course and careers advice
- Ensure that learning is relevant to career clusters
- Place stronger emphasis on the attainment of transferable skills in learning environments to support the transition into the workforce

GOVERNMENT CAN:

- Develop stronger policy around skills-based learning; resources and attention directed towards vocational and work-based training
- Provide future forecasts and modelling for better awareness around skills

WHĀNAU CAN:

- · Open your minds to the power of skills
- Ensure your rangatahi get the right advice and information from school careers advisors
- Educate yourselves about skills and how to leverage off them to navigate future change and job opportunities

EMPLOYERS CAN:

- When recruiting, consider the balance of skills and qualifications
- Support employees to upskill and scaffold into higher positions
- Make it your responsibility to create access to training opportunities for employees
- Understanding skills adjacencies and using that knowledge to guide training and recruitment processes

