



New Zealand
**Construction
Industry
Council**

Boosting College Student's Career Opportunities in the Built Environment

Strategic Approach and Action Plan

JUNE 2019 • PREPARED BY ADVICE LTD.



The Brief:

Worldwide construction suffers from fragmentation and a lack of co-ordination, which makes it difficult for the industry to speak with a united voice and to market construction as a genuine career option. In New Zealand, this is a big problem which is exacerbated by the fact that most school-leavers and their influencers are completely unaware of the breadth of careers available in the New Zealand built environment.

Fragmentation and a lack of joint industry marketing are some of our greatest barriers in New Zealand. The Construction Industry Council (CIC), with its unique pan-industry representation, is well placed to tackle this issue. The CIC is proposing to create a centralised united front, which delivers a coordinated programme that uncovers and promotes all career options within the sector.

This programme is designed to: frame, validate and cost an initiative that will broadly:

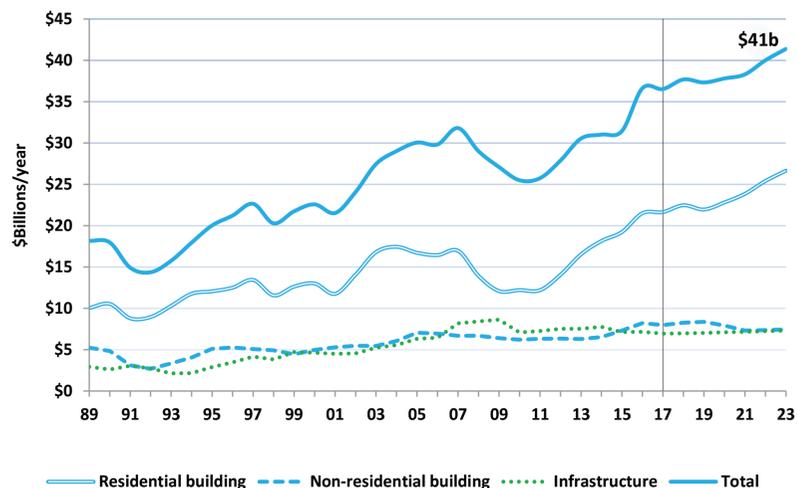
- a. Move the perception of the construction industry amongst college aged students (and their influencers) from being negatively biased to being positively biased;
- b. Provide an overview of the roles that the construction industry currently provides; and
- c. Paints the picture of what the construction industry of the future will look like, an environment that will be considerably more innovative and high-tech than the current industry status.



Current Market Environment:

SUSTAINED GROWTH IS FORECAST FOR BUILDING AND CONSTRUCTION NATIONALLY:

A moderate sustained growth is forecast for the next six years. The 2017 report forecast a peak in total construction value of \$42b in 2020. The 2018 forecast is for activity to remain at current elevated levels until the end of 2020, with growth expected from 2021 to over \$41b in 2023.



Source: BRANZ/Pacifecon/Statistics New Zealand

NATIONAL DWELLING CONSENTS EXPECTED TO EXCEED HISTORIC HIGHS WITH 43,000 IN 2023

Over the next six years the number of dwelling units consented is forecast to increase by 39% to a forecast high of 43,000 dwelling units in 2023. In 2018, dwelling unit consents are expected to go past the 2004 peak (31,423

dwelling units) and grow year-on-year throughout the forecast period. This is considerably higher and longer term dwelling growth than was forecast in the 2017 report.



Source: BRANZ/Statistics New Zealand

LEADING TO AN EVEN GREATER SKILLS SHORTAGE:

In March 2018 there were 247,000 people employed in the construction industry with the sector contributing \$14.94 billion, or 6.1%b, to the GDP.

The sector is key to the Government's goals for KiwiBuild, transport, infrastructure and regional development but does not have the capacity to deliver the growing pipeline of construction projects.

This demand has exposed shortfalls across all skill levels with increasing demand over the next few years for plumbers (15%), electricians (14%), project builders, and professional occupations such as civil engineers and construction managers (both 12%) respectively. (Source: Action Plan to deliver the Construction Skills Strategy)

THE GOVERNMENT'S CONSTRUCTION SKILLS STRATEGY:

Growing Construction Careers and Credentials is one of the six initiatives outlined in the strategy and focuses on the need to coordinate the promotion of construction careers.

This initiative will leverage and align resources from across the construction sector, tertiary education organisations and government agencies.

This strategy is focused on college students and aims to expand their knowledge and the breadth of career opportunities the built environment offers. It has involved extensive pan sector discussions and provides an important component to the Minister's strategy.



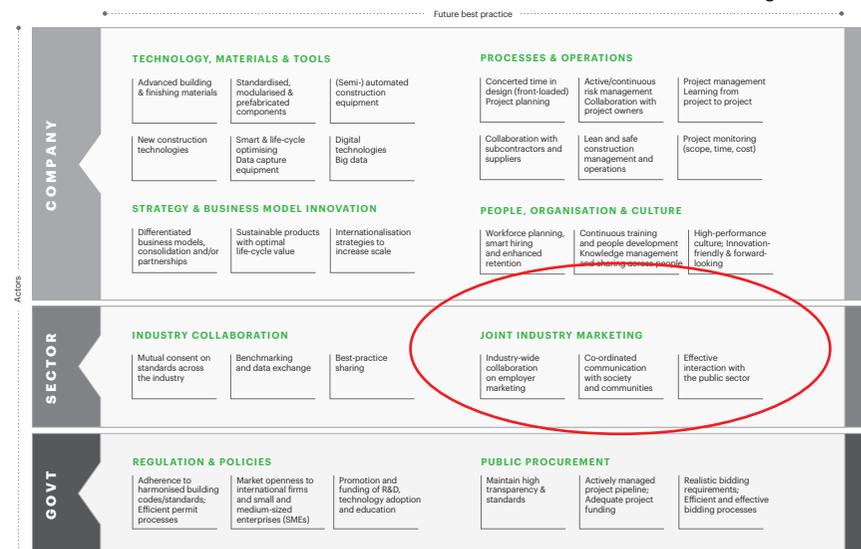
THE INDUSTRY TRANSFORMATION AGENDA:

The priority of embracing the next generation workforce and ensuring the industry is seen as exciting and innovative, with strong career paths, and appeals to people who only know a tech-driven world is also a major driver of this report. Along with the framework developed by the World Economic Forum in conjunction with the Boston Consulting Group in its report "Shaping the Future of Construction – A Breakthrough in Mindset and Technology (May 2016)"

Amongst other things this report identified that worldwide construction suffers from fragmentation and a lack of co-ordination making it difficult to speak with a united voice and to market construction as a genuine career option.

New Zealand Industry Transformation Framework

Industry Transformation Agenda



Industry Issues:

<p>Intergenerational prejudices</p>	<p>Trade certificates perceived to be a lessor qualification than degrees</p> <p>Trades suffer from intergenerational prejudice and parity of esteem issues with school leavers encouraged to pursue degrees and trades based pathways seen as an inferior choice. This prejudice is reinforced through the positioning of vocational training on the New Zealand Qualifications Framework where a basic trade qualification sits at level 4 and advanced trade qualifications at levels 5 & 6 while a Bachelor's degree sits at level 7. In other words, entry level academic qualifications are given greater formal status than even highly advanced technical education. This sends signals that a vocational career is inferior to an academic one, affecting the decisions of potential learners and those who influence them (i.e. parents and teachers etc.).</p> <p>Parents preconceptions</p> <p>Parents dissuade their children from considering the industry, citing that it is "dirty, rough, and cyclical". Parents do not understand the broad range of jobs that exist in the industry.</p> <p>Schools (Teachers and Careers Advisors)</p> <p>Anecdotally, we hear that teachers and careers advisors believe that construction is best suited to those "who are good with their hands" with brighter students being encouraged to consider University.</p> <p>In addition, except for engineering, Teachers and Career Advisors have little understanding of the other ITP/University qualifications that can be obtained e.g. quantity surveying, architecture, construction management, building science, project management.</p>
<p>Lack of coordination across the sector</p>	<p>As an industry we are fragmented and dysfunctional</p> <p>We are a collection of associations and businesses (primary SMEs with less than 5 employees) all promoting our particular 'patch'. The messaging becomes a cacophony.</p> <p>Gatekeepers such as Careers Advisors in schools become confused. To use an analogy, if University of Canterbury visits a school, they have one meeting to talk about their full range of courses, they don't send in each of their 14 department heads for 14 different presentations, as is the current construction industry approach.</p>

<p>Lack of coordination across the sector</p>	<p>Contracting culture</p> <p>The “lowest cost is best” mentality, in conjunction with arduous contracts and a pervasive claims-driven culture, drives selfish and adversarial behaviors. This does not look appealing to the outsider.</p> <p>We are not selling our industry well enough</p> <p>We need to get better at describing the industry both as it is, and as it might look in the future. We should be placing greater emphasis on the portability of skills across the supply chain i.e. the initial training a new entrant obtains, is a ticket to an industry, not just a job type.</p>
<p>Cyclic nature of industry</p>	<p>No certainty of work upon completion of qualification</p> <p>Historically there are stories of people starting either training or a qualification during a period of high industry demand, only to graduate at a time when demand has fallen. This made it difficult for the recent trade qualified person/graduate to find a job.</p> <p>No certainty of a long-term career</p> <p>The historical industry dips in demand have led to job lay-offs. Those looking to enter an industry are looking for one in which there are good prospects of them having a long-term career.</p>
<p>Lack of diversity</p>	<p>Industry is not women friendly</p> <p>The female-male ratio of labour force participation in New Zealand is 0.84 (UN Development Programme 2016), but women make up only 17% of the local construction workforce. Only 2.5% of those involved in trade based construction work are women.</p> <p>Adversarial behaviors</p> <p>The prevalent culture in the industry leads to adversarial behaviors, which are a turn-off to many women.</p> <p>industry</p> <p>Portrayal of the industry through the media (including advertising) generally features images of men, and language used tends to be exclusive (“lads”, “boys”, “mate”). Industry opportunities for women are much less visible.</p>

The Task:

Develop a programme that engages these industry issues and takes steps to remediate/mitigate them. And specifically:

1. Presents the breadth of opportunities for students that the built environment offers.
2. That repositions sector to career advisors, teachers, parents and influencers.
3. That provides a single point of entry and creates an industry one stop information shop.
4. That is benchmarked, measured and tracked.



A huge breadth of jobs and opportunities:

204 DIFFERENT POSITIONS ACROSS 30 SECTORS



Architecture, Design, Urban Design & Planning: 13 jobs (form architecture to urban design)

Building Officials & Building Surveying: 6 jobs (from vetting officer to building surveyor)

Brick & Blocklaying & Stonemasonry: 8 jobs (from labourer to supervisor)

Carpentry & Building: 13 jobs (from hammer hand to construction site manager)

Concrete Trades: 7 jobs (from placer and finisher to supervisor)

Cranes: 3 jobs (from dogman to supervisor)

Electrical & ICT Trades: 8 jobs (from apprentice to electrician supervisor)

Exterior Plastering: 4 jobs (from labourer to supervisor)

Floor Finishing Trade: 4 jobs (from labourer to supervisor)

Fire Protection: 2 jobs (from trainee to installer)

Glass & Glazing: 5 jobs (from labourer to supervisor)

HVAC Trades: 2 jobs (from trainee to technician)

Interior Systems: 4 jobs (from labourer to supervisor)

Timber & Aluminium Joinery: 4 jobs (apprentice to architectural joiner)

Lifts & Escalators Trade: 2 jobs (from apprentice to technician)

Locksmithing Trade: 2 jobs (apprentice to locksmith)

Painting & Decorating Trade: 4 jobs (from labourer to supervisor)

Plumbing, Gasfitting & Drainlaying 7 jobs (from labourer to supervisor)

Roofing & Steel Trades: 9 jobs (from labourer to health and safety officer)

Tiling Trade: 4 jobs (from labourer to supervisor)

Civil Infrastructure Trades: 10 jobs (from earthworks to engineering laboratory)

Electricity Supply Industry: 11 jobs (from apprentice to power technician)

Land Surveying: 3 jobs (from technician to supervisor)

Professional Engineering: 24 jobs (from Engineering technician to chartered engineer)

Property & Facilities Management: 9 jobs (from caretaker to asset manager)

Quantity Surveying & Project Management: 8 jobs (from cost estimator to quantity surveyor)

Rigging: 12 jobs (from abseiler to rigging supervisor)

Science & Research: 7 jobs (from researcher to lecturer)

Water & Wastewater Treatment: 5 jobs (from trainee to supervisor)

Water Reticulation: 2 jobs (from trainee to supervisor)

Source: Career Development Map 2015

Extensive Input:

The author has had one on one discussions/meetings and acknowledges the input from the following sector people:

- LT McGuinness (Marianne Mulholland)
 - Hawkins (Nancy McConnell & Alysha Bryan)
 - Beca (Autumn English)
 - Warren & Mahoney (Amanda Mirams)
 - RLB (Chris Haines)
 - Hutt Plumbing & Gasfitters (Colleen Upton)
 - ETCO (Luke Boustridge)
 - Engineering NZ (Bridgit Sissons)
 - BCITO (Warwick Quinn)
 - BRANZ (Carla Falloon, Tara Malpass)
 - CATE (Tia Greenstreet)
 - TEC/Careers NZ (Jane Duncan, Paul Soong, Dina Demiri)
 - VUW School of Architecture (Kevin Sweet)
 - St Pats College Career Advisor (Mike Woods)
 - UC School of Engineering (Kirsty Deuss)
 - Massey University (Prof Robyn Phipps)
- And dialogue with research companies, digital developers, social media experts, media strategist and further meetings with Careers NZ/TEC.



The Primary Target Audience: College Students

"Probably 40% of students coming out of school don't know what they want to do" Prof Robyn Phipps, Massey University

There are currently 284,000 students at college of which 103,000 are years 12 and 13.

BCITO research reveals that only 14% of these students are open to a career in building and construction and have a narrow view of the opportunities offered.

Of the over two hundred jobs available in the sector, respondents could only name on average five, with University degrees perceived most favourably.

When researching career choices students rank parents, school staff and family most trusted (84%) with industry websites (63%) and Careers NZ site (60%). Ensuring career research is convenient, easy and enjoyable is also important.

This programme is aimed at increasing that consideration, interest and share of college students choosing a career in the built environment.

THE CAREERS-MINDSET OF TODAY'S STUDENTS (IPSOS RESEARCH):

Students' attitudes vary as widely as other groups of the population, but what they have in common is the social and economic environment of New Zealand today, and their impending need to make some major life decisions.

They tend to be economically conservative, arising from higher living and study costs.

The issue of earning good money and servicing or avoiding debt is more front-of-mind than for many preceding generations.

They have more demands on their discretionary income than teenagers of the past (e.g. mobile plans, university fees, higher rents, streaming services etc). Renting and leasing services is more common, for both convenience and cost.

They tend to be socially progressive and idealistic, as teenagers tend to be anyway. As teenagers are wont to do, they don't want to be like their parents, whether that means doing the same job for all their lives or being forced to change careers against their will. They want variety, change, self-determination and independence. As such they seek economic success and security, but on their own terms. They have more career options available to them than any generation before.

Because of the creation of new jobs; the mantra that 'they can do anything'; and the increasing amount of career/study-oriented marketing information aimed at them.

The combination of the factors above can lead to a 'possum in headlights' feeling as there are more options and more pressure to decide, exacerbated by the cost implications of making the wrong decision.

The breadth of opportunities, changing social structures and concerning 'state of the world' (climate change, extremist politics, terrorism etc) are also leading many to feel alienated and uncertain. The popularity of Jordan Peterson amongst young men reflects this.

The built environment industry has the potential to be strongly positioned, offering a compelling mix of change and variety combined with certainty and solidity – enough to be challenging and interesting yet also dependable for the long term. It also provides the satisfaction of leaving a legacy and delivering something that engenders pride and personal satisfaction of "I helped build that".

The Secondary Target Audiences:

CAREER ADVISORS AND TEACHERS:

There is a varied opinion regarding career advisors but one thing is loud and clear, they are very busy and have little time to spend with each pupil. Often the interaction with that student is too late in the decision cycle.

There is also a perception that career advisors treat the sector as being ideal for those that 'are good with their hands' and lack knowledge as to the extent of the career opportunities available.

The following three quotes sum up the varying opinions:

"Career advisors, see them too late, for just a short period of time and often have the 'good with your hands' mentality"

Prof Robyn Phipps, Massey University

"Career advisors find it very hard to connect with the sector, too many Associations, no clarity of where to go", "need to show career progression and how much we can earn"

Tia Greenstreet CATE

"Unlike the chartered accountants pitch (young guy ex St Pats sporting background) the University's construction presentation was like a 1950's film evening, not youthful and upbeat but an older person trying to tell the story...schools need up to date data on where are the jobs and connections with companies"

Mike Woods, Career Advisor, St Pats

Therefore, this programme will need to be a game changer that repositions the sector to both students and influencers, it will need to appeal to students and cut through the clutter of other industries prospects and promises.

PARENTS, CAREGIVERS AND INFLUENCERS:

Given the trust that students place with these influencers the programme needs to extend the understanding of what the sector offers to these audiences. The recent BCITO campaign has been a good start in this communication process but needs to be extended from building and construction to the broader built environment.

There is also an opportunity to empower students to expand parent's knowledge of sector potential.



Impressive Initiatives:

There are a number of school focused activities that are being undertaken within the sector.

The following were discussed during interviews and deserve recognition and continuation within the overall programme given the importance of in-school engagement.

"Bring it to the schools, show the potential, have speakers in schools, connect the businesses with their communities" Mandy Regan Ministry of Education

These individual activities do not appear to be coordinated and a centrally administrated engagement calendar would be beneficial.

THE ENGINEERING SECTOR:

An impressive coordinated approach aimed at exciting kids into a career in STEM, inventive initiatives in schools 'The Wonder Program' supported by in school and on the job support.

"We're really excited about the potential to get the next generation inspired about a career in STEM and having all young Kiwis believing they can achieve remarkable things. Our three Wonder programs knit into the school curriculum and are supported by passionate industry professionals (ambassadors) who support students alongside their teacher" Bridgit Sissons, EngineeringNZ

"And a very determined University that is focused on recruiting students, inspiring career advisors and ensuring through CRM that no one falls through the cracks..."

We are pushing to get more females into engineering, those wanting to make a difference to society, each June we bring in 80 to 100 career advisors from around the country into Christchurch. Once a prospect is identified we stay in touch and offer at least two touchpoints (info and open day)"
We also offer hands on options for young people to talk to people in the industry, the young engineers group. Kirsty Deuss, University of Canterbury

THE AUCKLAND JOBS AND SCHOOLS HUBS:

The CBD, Auckland Airport, and the shortly to be launched Manukau Jobs and Skills Hubs getting South Auckland kids engaged with the sector is a bright example of public/private partnerships and supported in the Government's construction industry action plan.

"Auckland Airport Jobs & Skills Hub targets five local schools with the construction academy 80 kids involved on site one to two days per week. There's a real disconnect between the world of work and what's out there. We need to get more teachers and career advisors on site to understand the breadth of opportunities." Nancy McConnell and Alysha Bryan, Hawkins

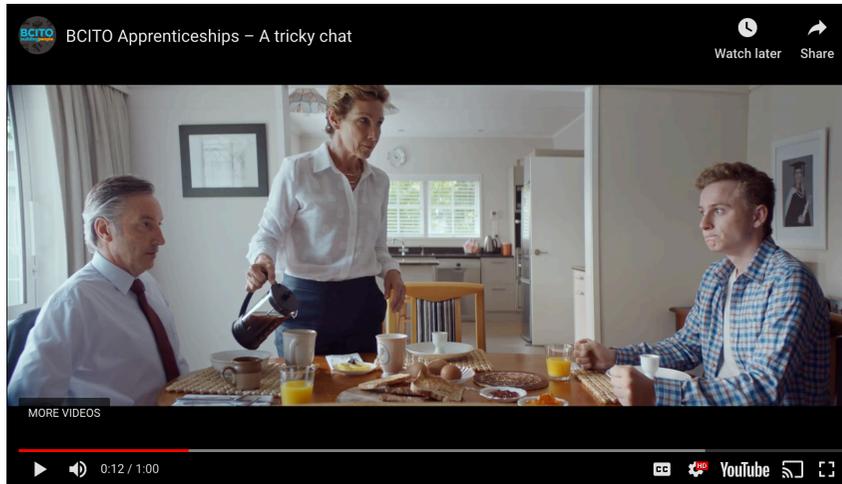
THE CAREER DEVELOPMENT MAP:

An impressive body of work that could have provided an edge for the sector had it been digitised and integrated into the Careers NZ website. The UK hospitality map is a benchmark for how a sector is integrated and career progression is achievable. Hopefully this initial work can be picked up and incorporated into this portal.

"The Career Development Map was developed in 2015 with the wireframe map a good base, unfortunately it hasn't been digitised to become an online interactive tool, as the investment case was declined" Tara Malpass BRANZ

BCITO:

A well researched, coordinated marketing campaign that actually tells parents and influencers that a trade in the construction industry is a smart option.



ETCO & MASTER PLUMBERS:

"To decide a career path you need to do three meaningful interventions ... If every trade Association had a trade training program, then there wouldn't be a problem" Luke Boustridge ETCO



CATE:

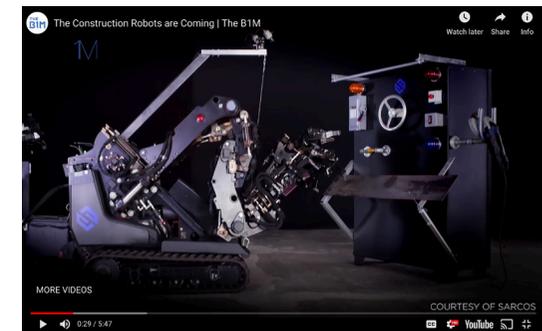
The Careers & Transition Education Association (CATE), is a professional organisation of 600 people working in the fields of career and transition education. CATE's main focus is on the career education of youth and their transition from school into the wider world of employment, training and/or further education.

"Our construction classes [with schools] could be trebled but space is a huge barrier." Tia Geenstreet, CATE

THE HIGH TECH FUTURE:

The Internet of Things (IOT) is growing rapidly, ten years ago there were 6 billion connected devices in 2015 there were 15 billion, it is projected that next year there will be 200 billion connected devices. This will continue to have a significant impact on the construction sector.

Robotics, exoskeletons, the connected job site, autonomous vehicles, advanced materials, drones, 4D virtual reality, augmented reality, 3D printing and the intelligent built environment some of which are already becoming construction reality.



We need to position this future, without creating concern that many traditional construction jobs may come under threat. After all the technology of the future is likely to lead to new job opportunities that we haven't yet imagined.

Ten Key Observations:

1. The industry needs a proactive recruitment focus, rather than a passive careers advisory service.

Rather than simply supply information and leave it over to the student to decide among the plethora of career choices, the sector needs to manage and promote the built environment option.

Given the serious predicted skill shortages, interested students should be seen as prospects and assisted with their decision making, questions answered and connected to potential experiences/employers.

This will involve a proactive response and CRM approach rather than simply leaving it to chance.

2. The programme needs to be unique and different to other 'more attractive' options in order to counter inter-generational perceptions and myths.

The perception of only those who are 'good with their hands' are right for the sector needs to be debunked. This will require a different approach and a repositioning of the breadth of opportunities available. The 'building and construction' descriptor will need to extend to the 'built environment' over time.

The sector needs to become more relevant and the student information process convenient, easy and enjoyable.

3. Industry fragmentation needs to be overcome, this will require a seamless one-stop-shop approach.

Rather than individual Associations being responsible for following up enquiries and requests, central coordination and fulfillment will enable efficient prospect management and seamless delivery. It will need to be more than just a portal or remote website.

4. Successful industry initiatives need to be replicated, extended and co-ordinated, particularly in-school activities.

Connectivity with schools is an important aspect of career development and there are many impressive initiatives happening from some sectors. Ideally a coordinated built environment school connection calendar should be developed. This will enable the sector to be represented in schools on a regular basis throughout the year rather than the current ad hoc visits.



5. The pan-sector experience (portal) is an essential entry point which will require active management, updating and fresh thinking.

Much more than a website, more an active management, information delivery and prospect coordination unit. Which will require a small staff – probably 2 to 2.5 FTEs – in the first instance to inform and coordinate the build and once live, prospect management, association/sector coordination and like all interactive experiences, refreshing, updating and marketing.

6. Innovative Marketing.

Smart marketing will be required to gain uptake and student acceptance, it should be a discovery that is shared socially and adopted by students as opposed to instructive.

Marketing should also extend to career advisors, teachers and parents delivering the breadth of career opportunities and the advantages the portal offers.

7. Career Advisors and Teachers need to become strong advocates of the experience.

This programme is the opportunity to reposition the built environment to these important influencers. Informing the breadth of career options, correcting myths and providing a tangible student driven tool that helps them deliver a coordinated career process.

8. Some sectors simply cherry pick universities rather than focus earlier.

A number of companies requiring tertiary qualifications focus on university graduates rather than college students. This programme should extend those career choices into college and provide a wider range of graduates for future recruitment.

9. Industry Associations will need to assist the portal with career information and advice.

Although Associations are not equipped to manage the potential recruit through the career process, there will be a requirement to assist with information, advice and contacts.

The build will require career paths, education requirements, remuneration, job specifications and other information to enable progressive pathways and potential.

10. A long-term commitment to programme funding is required, a one off simply won't work.

The sector needs to attract more students to consider a built environment career, it needs to increase its share against other 'more attractive' options. This is a journey rather than a one off and the current ad hoc approach simply won't deliver the numbers required.

An ongoing investment is needed to address the fragmentation of the past.

Strategic Direction:

Reposition the sector from building and construction to the built environment

Student empowered create an enjoyable empowered experience, versus instructional

Think recruitment vs. advisory service prospects rather than enquiries

Pan sector experience is essential the whole sector and complete range of careers

Independent management and coordination a delivery service rather than basic information

Build and extend current in-school initiatives coordinated, focused in-school calendar

Ongoing distinctive marketing to students and influencers

Not a one off an ongoing programme with allocated funding

An Experience with a Difference:

*'In order to make the construction sector more attractive, it needs a **GAME CHANGER** in career advice'* Colleen Upton Hutt Gas & Plumbing

Feature the range of career opportunities and encourage students to explore the myriad of options available, build career paths and explore the possibilities.

Create an **engaging, interactive, fun, experience** that students **enjoy and share**. That enables students to interact, have a dialogue, with answers to questions that assist their journey/discovery. Not the traditional 'careers advice' delivery, but **gamified**. Built by developers who have unparalleled insights into this generation.



The Concept: Constructa Career (working title only)

A meaningful digital experience that gives users an inside look at the myriad of opportunities available with a career in the Built Environment.

Using gamification theory, it will engage the user and appraise their preferences and aptitude. From there, provide a targeted recommendation about what sort of future might lay ahead.

For Constructa Career, this could mean...

This isn't just another careers site, it's a vibrant, dynamic, meaningful experience that encourages creativity and exploration.

Users will be able to explore a virtual world that:

- Outlines the opportunities the Built Environment can offer – a rewarding, meaningful career, the satisfaction of creation, and the chance to provide a lasting legacy to mankind.
- Helps them determine what career path might be right for them, through subtle questions that appraise the students preferences regarding work, aptitude and the future.

Once a recommendation has been made, it will outline the pros and cons of the career, explain scholastic requirements, answer common questions and highlight salary opportunities.

Everything can be illustrated with brief video testimonials of young workers relating their real experiences.

It would also have an integrated CRM-type system to collect user data and follow up with them through direct marketing, ensuring no one slips through the cracks.

Users could be given the chance to come to a practice/site and see what it's like for themselves. They could also be provided offline, at-home activities to help them assess their career choice.

The experience could also be extended to target parents and teachers, with students generating a brief, personalised parental pitch as to why this career is a preferred option.

'GAMIFICATION' VS 'A GAME'

Gamification isn't necessarily building a game. It's taking the fun, engaging, inspiring elements found in game design and applying it to real-world activities.

For Constructa Career, this could mean...

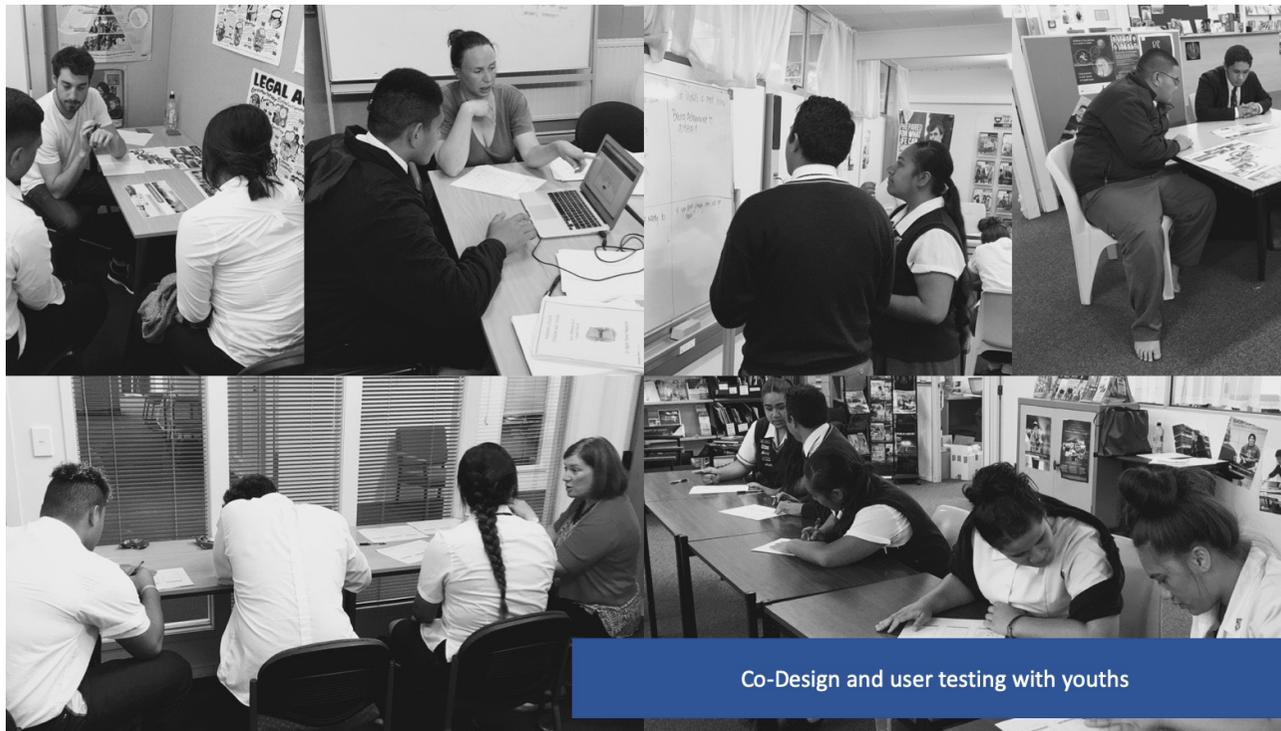
- **Establish meaning.** Create a narrative and taking the user on a journey. Place them at the heart of the story so the experience feels bespoke and meaningful.
- **Empower.** Put the user in control of the situation. Give them the freedom to explore content at their own pace. Provide a variety of content formats to meet a wide variety of learning needs.
- **Reward.** Create anticipation and motivation through regular recognition. Give a sense of accomplishment through visual progression, status points, unlockable achievements and milestones.
- **Encourage sharing.** Tap into existing online communities and friendships with leader-boards, social sharing and competitions. Generate hype through word of mouth and Customer to Customer (C2C) marketing.

APPROACH

User-centric design, combined with an iterative, minimum viable product (MVP)-type approach, will minimise risk and ensure the experience is fit for purpose.

For Constructa Career, this could mean...

- **User-centred.** Getting clear about who our target audience is - through in-person discovery interviews, journey mapping and persona creation, to stay focussed on those most likely to benefit from this experience.
- **Co-Design.** Place the user at the heart of the design process by involving them in ideation exercises. Who better to create an engaging experience than the very people we're trying to engage?
- **Low-fi prototyping.** Mock-up and test ideas quickly using low-fi paper and digital prototypes. These will be tested with the target audience to ensure they are both meaningful and usable, without heavy up-front investment.
- **MVP.** Suggest a MVP launch - potentially targeting the high-value or most in-demand career paths. This can be iterated over time, building on what works and leaving behind what doesn't.



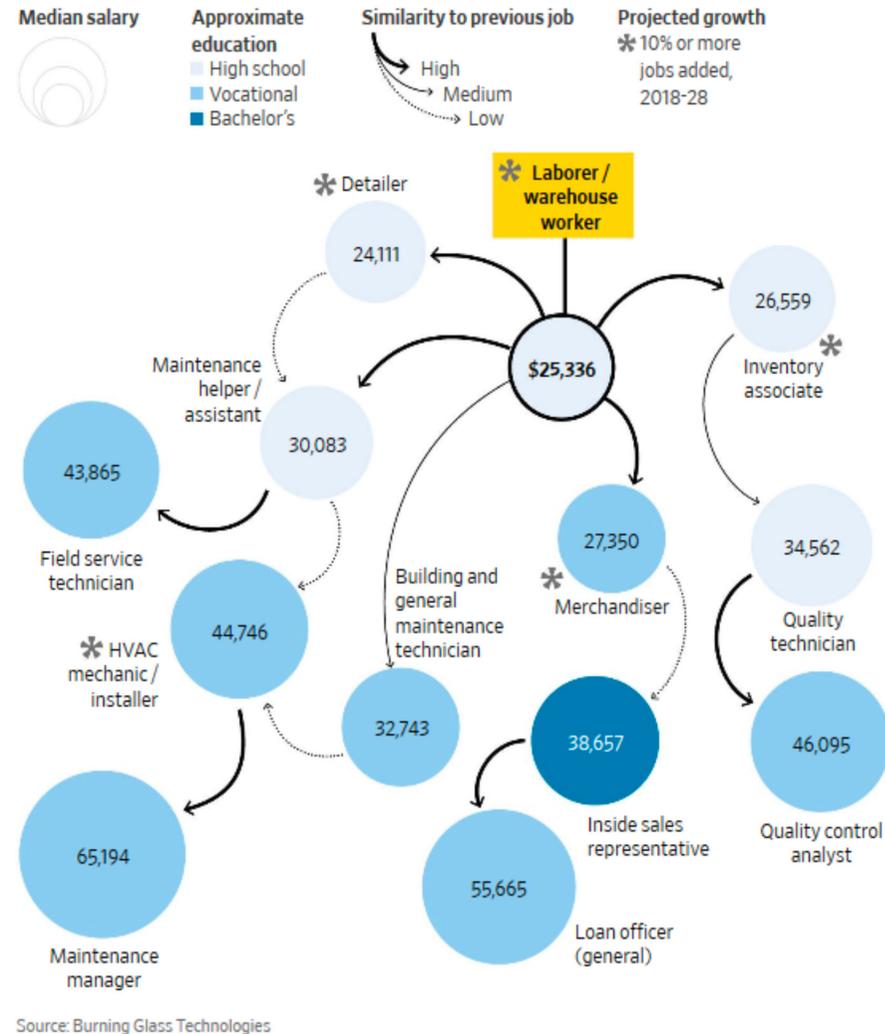
The Importance of Showing Pathways:

"We need to develop better pathways as to how they can become leaders, a pathway of progression showing how they can change roles within the industry" Marianne Mulholland, LT McGuiness

Many of the respondents mentioned the importance of showing pathways within the sector, the fact that one can progress and switch jobs whilst identifying the education requirements and earning potential. As well as showing options this helps to negate the 'job for life' career choice decision.

It is envisaged that the wireframe of the Career Development Map created by BRANZ will provide the base for the 'Constructa Career' pathways experience. This project should enable this excellent work to be digitised and adopted.

A particularly good example of how a pathway and carer options can be developed was recently published in the Wall Street Journal.



Marketing Strategy:

"We need to change influencer opinions and explain the progressive pathways (hammer-hand/site manager/office job) it's about a journey and changing perceptions." Paul Soong, TEC/Careers NZ

Marketing activity will be required to create interest and awareness in the site, primarily focused on college students and school leavers the strategy will also include marketing to career advisors, teachers and parents/influencers.

This should be treated like a product launch and will require a concentrated six to eight week campaign followed by ongoing maintenance.

TARGET AUDIENCES AND KEY MESSAGES:

College students/School leavers:

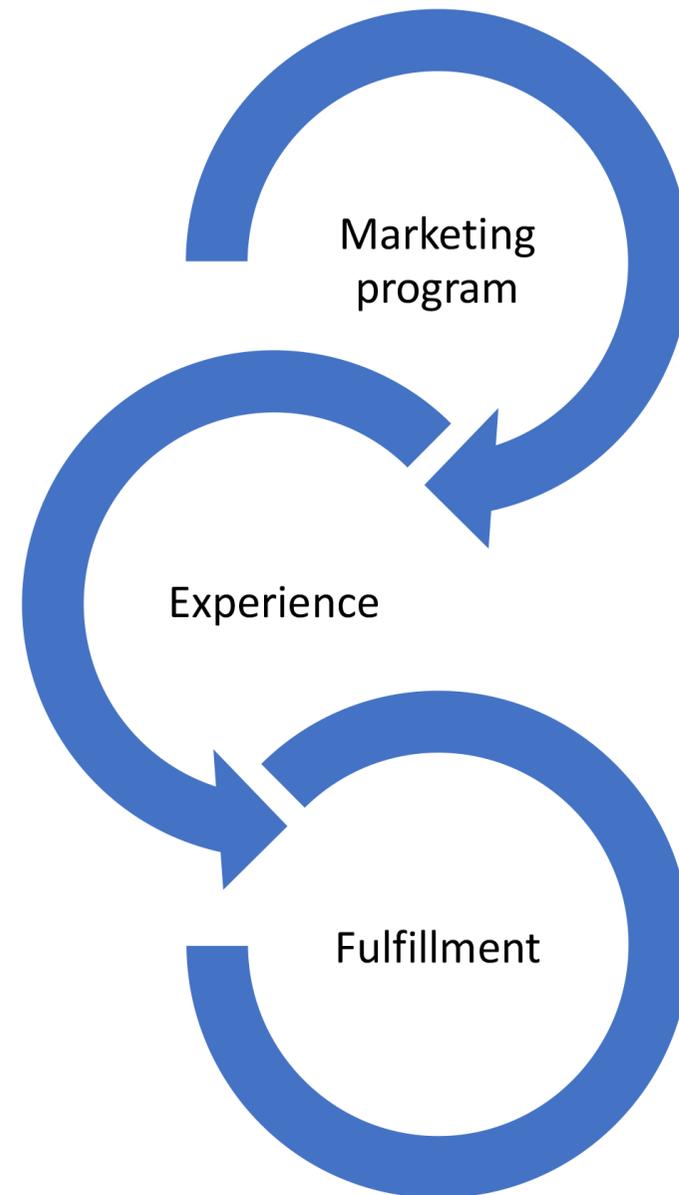
Engage with the site and consider career options

Career Advisors/Teachers:

Understand the opportunities offered by the built environment

Parents/influencers:

Reconsider the breadth of opportunities the sector offers their kids



COMMUNICATING WITH TODAY'S STUDENTS (IPSOS RESEARCH)

Younger people are now conditioned to live in multimedia clickstreams that fluidly change and adapt with their preferences and behaviours.

They choose brands and services that match their cultural, ethical and social tribes. They live in the ultimate filter bubbles.

Traditional above-the-line campaigns will no longer suffice on their own, as young people have long turned away from traditional TV and print (although these media are still relevant for reaching their older influencers and digital outdoor reaches them well).

Influencers have to be factored in, and this is not just parents and guidance counsellors, but all adults who come into their orbit – neighbours, relatives, coaches, Church members etc.

DRIVING STUDENTS TO THE SITE:

Engage with the site and consider career options

Background:

The members of this audience are light users of traditional media like TV and radio, however their online usage is heavy, they are strongly connected and using multiple digital channels across multiple devices. Traditional TV has been replaced by Youtube and Netflix for this audience, and seamless cross-device experiences are expected.

Contrary to some beliefs, this audience doesn't hate advertising, but they do expect it to be targeted, relevant and entertaining. They are savvy to influencer marketing and endorsements, and are more likely to take notice of a product or service if it is endorsed by a celebrity or other influencer, as long as it is authentic and relevant. They also are more likely to buy things that have been recommended by friends or family.

Like all young people, this audience likes to hang out with their friends and peers, however more than previous generations, this audience blends offline (in real life) and online hangouts without much differentiation, meaning they are influenced by friends and peers not only in NZ but globally through gaming, online video sites, forums and social media.

Social media preferences for this audience are moving away from the larger mainstream platforms such as Facebook, Twitter and Instagram, due to the increasing perception that their parents are hanging out there so they don't want to. Instead they are more likely to use instant messaging and chat groups through platforms such as Whatsapp and Snapchat.

Strategy:

To reach this audience requires a multi-media strategy essentially digitally led but including cinema, out of home and buses.

The recommended digital strategy includes a mix of advertising, native and influencer led activity through social channels. The advertising activity will need to be entertaining and genuine, and the native content should be natural, authentic and shareable so it will spread via online communities and social channels. This could be facilitated by hiring young content producers within the target audience to produce and share content through social channels, forums etc, as well as reaching out to existing influencers within these communities.



RECOMMENDED DIGITAL CHANNELS:

Google

Google is the beating heart of the Internet, with 93% of all Internet experiences beginning with a search engine, and Google having the majority of all search traffic. Google offers a range of advertising options through their Google Ads platform.

- **Search Ads** - Target searchers within the target audience who are searching for jobs, careers, apprenticeships and so on. Reach the audience exactly when they are searching for information and answers.
- **Display Ads** - You can also reach a very targeted audience as they move around the web, on whatever site they visit, provided the site serves Google ads. Using entertaining and relevant display ads to get in front of the audience at scale.
- **Remarketing** - Re-target visitors to the portal with even more specific and relevant messaging depending on their stage in the funnel - if they have played the game and got a certain result, you can use this to make the messaging hyper-relevant.
- **Video Network (Youtube)** - Video content will be crucial for this campaign, and the Google video network can help you get video content/ads out to your target audience on scale, including on Youtube. A mix of pre-roll and display ads on Youtube will work well.
- **Youtube Native Content** - Youtube as a platform is the second biggest search engine in the world, so people are using it to find information and answers to their questions. You could set up a Youtube channel and create native video content that helped answer questions about trades, apprenticeships and career advice.

Facebook & Instagram

Although Facebook and Instagram have a lower penetration with the target audience, they still have a powerful and cost effective ad platform that allows you to get very targeted and specific with your audience. The Ad platform also has multiple options for creative execution which can help increase engagement and shareability. There is also the benefit of being able to run both advertising and native content on Facebook and Instagram to help create authenticity.

- **Ad manager** - The Facebook Ad Manager allows you to target your audience very specifically, from basic demographics through to interests, buying behaviour and importantly, life stages such as leaving school. The Facebook Ad Manager also allows you to run ads across Instagram.
- **Video** - Video is one of the most shared and engaged-with content forms on Facebook and Instagram. With video being an important part of this campaign, it can be shared via both advertising and natively on these platforms via a Facebook page and Instagram profile for the portal
- **Stories** - Facebook stories are a replication of the successful Instagram stories, on both platforms, stories are a really authentic and engaging way of sharing content. You can also advertise in the stories of both FB and Insta, however native content works best here.
- **Messenger** - You can use Facebook Messenger to target the audience directly within their day to day conversations. It can be used in multiple ways, such as direct messaging, group chats and advertising.
- **Native content** - Setting up profiles on both FB and Insta and sharing good content that is relevant to the target audience will help create more authenticity around the paid advertising that runs in conjunction.

Snapchat

Snapchat is much more highly used by the target audience. It is a mix of direct messaging, native content and advertising, with the possibility of partnering with the platform to create custom native content such as snap filters. Snapchat have also very recently launched games on their platform, that you can invite friends to play against within Snapchat.

- **Snap for business** - There is the possibility of a range of standard placements across the platform, as well as partnering with Snapchat to create custom advertising content.
- **Native content** - There is also the possibility to create native video story content similar to FB and Insta, where you could create a profile and share useful tips, advice and entertaining content to support the campaign.

Seek and TradeMe Jobs

These are two of the biggest job board sites in NZ, and the media research shows that the target audience is present on these sites when researching careers. This makes them highly targeted and highly relevant to this campaign. Both websites have opportunities to advertise via specific targeted demographics and across different placement types.

Twitch

Twitch is a live streaming and video hosting platform that is used heavily by the target audience. The live streams are mostly focused around gaming, with streams of gamers playing Fortnite, League of Legends and similar. This makes it the ideal community to get in front of and engage with on an authentic level.

- **Static ads** - There are multiple opportunities for static display advertising across the site
- **Video ads** - There are multiple opportunities to include video advertising content in different forms across the platform
- **Native content opportunities** - There could be opportunities to create your own live stream on the platform if there was relevant content, or to reach out to influencers on the site (streamers have subscribers and followers so have an engaged audience).

Reddit

Reddit calls itself the front page of the internet, it is a social news aggregation, web content rating, and discussion website. Registered members submit content to the site such as links, text posts, and images, which are then voted up or down by other members. There are groups based on different topics called subreddits, which people can follow, including relevant topics such as careers and what to do when leaving school etc. There are many different opportunities for advertising across the platform including native looking sponsored content. There is also the chance to create your own native content and start a conversation around it, or join other relevant conversations.

Quora

Quora is a question-and-answer website where questions are asked, answered, edited, and organized by its community of users in the form of opinions. It is essentially a crowdsourced search engine, where people can go to get answers to questions that aren't sufficiently answered by Google. Again, there are very specific questions that are relevant to this campaign around careers, leaving school and trades etc. Quora has an ad platform that allows you to place ads that appear very natively, and work best when phrased as an authentic looking question.

REPOSITIONING THE SECTOR TO CAREER ADVISORS AND TEACHERS:

Understand the opportunities offered by the built environment:

Strategy

Pre-launch direct marketing to career advisors and relevant teachers explaining the initiative and offering a preview of Constructa Career. Create a short exercise that demonstrates the breadth of career options and pathways within the experience and tips on how to get their students enthused about checking it out.

At launch, outline the marketing program to students and parents and acknowledge the important role they will have in its success.

Maintain contact through regular updates in TEC/Careers NZ newsletters, emails and social channels.

Establish a coordinated in-school program of existing and new initiatives that provides ongoing exposure of careers in the built environment.

Create a community of local industries and companies that are connected to schools and can be used as a resource for school talks, hands on experience and career advice.

Keep this important network updated with new initiatives and developments as they occur.

PARENTS/INFLUENCERS:

Reconsider the breadth of opportunities the sector offers their kids

Given the importance of parents and influencers in the career decision of college students (88% parents and other family members are consulted and trusted - BCITO Ipsos research) there is an obvious need to extend their knowledge of the sector.

BCITO have made a good start in addressing the misconceptions of a building and construction apprenticeships and this should be extended to the options and opportunities that the built environment offers.

This is a quintessential repositioning exercise and television is the proven medium to for this task given its un-matched mass audience penetration with 95% (1,725k) of homes having a TV set.

TV reaches 2.4 million NZers each day (3.3 million each week) who are highly engaged given they spend an average of 2hrs 32min per day watching TV. Of which 89% of TV viewing is live.

It will not require a lot of intensive exposure, rather a conservative presence in prime programming. This activity should be augmented with social media and public relations.



SITE ADMINISTRATION AND FULFILLMENT:

The site will require development, administration, curation and coordination.

Resources will be required to gather information, brief and oversee development of the experience, coordinate the associations, develop an in-school program, facilitate local connections, run the CRM, answer enquiries, coordinate collateral material/fulfillment and generally be the conduit between the prospect and the industry.

Regular reporting and measurement will also need to be undertaken.

Along-with an ongoing requirement to update, introduce new video and develop new initiatives to keep the experience relevant.

It is estimated that 2.5 fte staff will be required to deliver the above.

IN-SCHOOL PROGRAMMES:

An over-whelming response during discussions was 'the more contact with schools the better', particularly when connecting local opportunities and businesses with schools. Career advisors would like to know where the potential jobs are and who can assist with information.

As outlined earlier there are many current successful programs and these should be evaluated and extended. An in-school program needs to be developed and coordinated so the industry appears to be united rather than the current ad-hoc methodology.

Youth ambassadors, school talks and local industry involvement should become a part of this initiative.

Over time a travelling road show visiting schools and amplifying the experience should be considered.

RESEARCH, BENCHMARKING AND TRACKING:

Research is recommended at all stages, especially for the development of any creative strategies and their execution.

Anyone who has parented a teenager will know how hard it can be to successfully communicate with them – hence the need to check if they are seeing and reacting to any campaign materials in the way intended (and if not, why not)

Early-stage qualitative research is invaluable to ensure that problems are identified before it's too late and that planned strategies and executions are refined to be as effective as possible.

Avoiding focus groups which are limited and lead to groupthink.

Face-to-face depth interviews with pairs of friends work well, as do online discussions (similar to online focus groups); both of which provide much more diverse samples and better quality, more honest feedback.

Quantitative benchmarking and tracking is vital in order to both track and improve effectiveness.

Online surveying is recommended, for the benefits of cost-effectiveness, speed, accuracy, sample quality and the ability to show stimuli such as advertisements.

Standard measures to be included cover knowledge, perceptions and consideration of built environment careers.

Additional measures of value focus on the behavioural change that is ultimately desired, so that all influences on the final act of signing up are covered – social, financial, practical. This acknowledges that changing perceptions and attitudes is not enough in isolation.

THE FIRST THREE YEARS:

As indicated earlier in this report repositioning and changing perceptions is a long term initiative and will not be fixed by a one off project. It will require an ongoing commitment from the industry and partnerships with from both public and private sectors.

This schematic indicates the activity required during the first three years:

YEAR ONE:	YEAR TWO:	YEAR THREE:
Establish unit	Update site	Update site
Confirm partnerships	Expand in-school	Expand in school
Design & build	Ongoing digital	Ongoing digital
Launch	Career advisors	Parents/influencers
In school activity	Parents/influencers	New initiatives
Measurement	Measurement	Measurement

INDICATIVE COSTINGS:

It is difficult to produce finite costings at this stage of the project, however in consultation with preferred partners the following figures are indicative of the costs involved.

	YEAR 1:	YEAR 2:	YEAR 3:
The site:			
Building	400k		
Updating:		100k	100k
Administering:	200k	240k	240k
Marketing:			
Students:	230k	200k	200k
Teachers/in-school	50k	80k	100k
Parents	150k	200k	200k
Creative/Production	80k	100k	80k
Research/Measurement	120k	30k	30k
Investment:	\$1.230m	\$950k	\$950k

PREFERRED PARTNERSHIPS:

When producing a strategy with specific implementation recommendations it is important to seek professional input from those best qualified to provide the answers. These partners have had a significant input into developing the recommendations in this report. The author recommends the following partnerships to ensure the implementation and delivery of this project.

TEC/Careers NZ:

Careers NZ (TEC) has been identified as a principle source of information for many career seekers, making them the ideal partner. They also have a rich database of career seekers and have been a major contributor and supporter of the online Career Development Map. Paul Soong has vast experience in his management role of Careers NZ and experience in digital development and marketing. Within the Government's Construction Skills Strategy the task of growing construction careers and credentials is one of the six initiatives outlined and focuses on the need to coordinate the promotion of construction careers.

TEC is the connection point for that implementation.

Ipsos Research:

Founded in France in 1975, Ipsos is still controlled and managed by research professionals. Ipsos now ranks third in the global research industry.

Ipsos has been operating in New Zealand since 2012, when the company bought Synovate NZ. Synovate had entered NZ by buying Research Solutions in 2008. Research Solutions was founded in Auckland in 1992, and many of the key team members from Research Solutions are still working within Ipsos NZ, effectively making Ipsos a company with almost 30 years' NZ experience and a strong history of award-winning research.

The Ipsos NZ team includes Dr Richard Griffiths, one of NZ's most respected and experienced youth research specialists.

NZ clients for whom Ipsos NZ has conducted research into students (and often their career choices) include: BCITO, StudyLink, NZ Defence Force, Skills NZ, WinTec, University of Waikato, Massey University, DairyNZ, Quit, Coca Cola, ASB Bank & GameLoft.

jonathan.dodd@ipsos.com

Wunderman Thompson:

Formerly the award winning local digital agency Heyday, Wunderman Thompson is the Wellington based global agency that offers brand building, data analysis, digital transformation, innovation, trends and insights.

A creative, data and technology agency built to inspire growth for ambitious brands and services. With extensive experience in providing compelling youth oriented experiences for NZTA (drivers licencing), Education NZ (global student procurement) and WorkSafe.

jodi.willocks@wundermanthompson.com

J Dee Media:

J.De Media is an independent strategic media agency established January 2004. John Dee is the J.De in J.De Media. His entire career, so far, has been entirely spent in media, which he loves. A total of 25+ years, most of those in senior roles.

In an increasing cluttered and fragmented media market, we identified the opportunity for a media operation that could still deliver an effective, integrated communications strategy for advertisers, working across all media channels.

Our business model responds to advertisers' growing need for specialisation in every component of the communications mix. Our desire is for long-term partnerships with our clients and we work hard to deliver the highest quality media service and product. Our focus is on developing the media strategy and planning approach in tandem with the overall strategic and creative direction of a communications plan. We believe media thinking can make a greater difference at the start than at the end of the process. Our ability to add thinking beyond media planning and buying coupled with an appreciation of how media and creative can work together to deliver robust strategies is recognised by the number of creative agencies that we work with. They appreciate that our independence means we are not a threat, thus they readily embrace us.

john@jdeemedia.co.nz

Josh Hussey Digital Marketing:

Josh Hussey Marketing is a digital marketing company helping businesses optimise and grow their digital presence.

Founder Josh Hussey has broad international digital marketing experience in agency and corporate environments, and can help companies clarify, optimise and grow their digital footprint through a strategic approach to owned, earned and paid digital channels. JHM also helps to integrate online and offline marketing campaigns to ensure consistent experiences across multiple touch-points.

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CONCLUSION:

The industry needs to broaden and increase the opportunity to attract students into considering a career in the built environment. This will require re-positioning the sector and broadening understanding to both students and influencers.

At the heart of this recommendation is the establishment of a one stop shop, an experience that represents what the industry has to offer in a unique gamified environment.

This seamless sector interaction will treat enquiry as potential prospects and help guide them into a career in the built environment.

It will require marketing and ongoing development.

Finally, it's a long game, not a one off.

Kim Wicksteed
Advice Ltd
June 2019