

# CADETSHIP GUIDELINES

*A step in the right direction on the pathway to work*



*A Guide for Employers*

*Developed by SLH Contracting, Kawerau for Toi EDA and Eastern Bay of Plenty Employers*

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## INTRODUCTION

Collective responsibility and action have been crucial to our country's response to Covid-19. This has demonstrated that truly remarkable and rapid change can occur in the business sector when there is an acute threat to the nation. Now is the time to apply that same type of innovative and responsible planning to address the chronic workforce issues in our regional economy.

The Eastern Bay of Plenty has an aging workforce and employers report increasing difficulty in finding suitably trained and skilled workers and yet we have extremely high levels of youth unemployment.

Central government agencies are offering increased financial incentives and funding training to encourage youth employment. Toi EDA, local councils, schools, training providers, Iwi and social services are collaborating to facilitate and deliver workforce development solutions.

*"Together growing the workforce for good jobs in the Eastern Bay of Plenty" –  
EBOP Workforce Development Vision*

It is now the responsibility of employers to step up and commit to growing their workforce by developing a pipeline for young workers to enter and progress in their business. It makes good sense for businesses to have a well thought out strategy for workforce development.

However, all too often employers complain that "Young people these days just don't want to work". They cite poor attendance, attitude and a lack of work-ready skills that make them unemployable. Obviously, this is a generalisation. Many of our Eastern Bay young people successfully gain and retain work. But there are also significant number who need more support, guidance, and training to help them on their pathway to becoming reliable and productive employees.

To address this, we need to consider the factors that have led to a widening gulf between employer expectations and the work-readiness of young people. These include;

- Workplaces are often an alien environment and daunting for young people.
- Limited knowledge about the range of jobs available locally and the pathway to those jobs.
- Lack of role models to help them shape their understanding of what a good worker looks like.
- Driver licensing and transport issues.

Employers will ultimately benefit from actively engaging in workforce development initiatives by creating opportunities for young people – such as; offering "work exposure" conversations/information sessions with junior secondary students; working with local schools to codesign projects that help students explore your industry; offering work experience for senior high school students, welcoming school tours, offering cadetships or apprenticeships.

This guide focuses cadetships and how to develop and implement them in a business setting but can be applied to any young employees. It is based on our research and learning, including recent practice at SLH.

Deanne Butler  
Director - SLH



*Toi EDA acknowledges the Todd Foundation for supporting their Youth to Employment focus and resources for employers.*

## CADETSHIP OVERVIEW

A cadetship is a form of paid employment that is planned to incorporate training and mentoring with practical work experience. Cadets are usually younger entry level workers.

It provides employers with an opportunity to have young people in the workplace who have potential for a future role. Cadetships are a practical and effective aspect of a business's workforce development strategy.

A cadetship gives a young person the chance to experience real and meaningful work while learning new skills that make them more employable in the future.

Employers have considerable flexibility to create cadetships to suit their business and can have a variety of cadetship models for different parts of the business. The training component can be entirely on-the-job or include external training. The external training may lead to a relevant qualification.

The following examples demonstrate the range of models.

- An engineering firm offers a 12-week cadetship in a Trade Assistant role, timed to coincide with a major project that requires additional labour resources. The cadet will gain NZQA Unit Standard training in Workplace First Aid, Working in Confined Space and Hazard & Identification Control from external training providers but most training will be on the job, including company standard operating procedures.
- A transport firm offers a 2-year driver cadetship that allows unpaid time off for the cadet to attend block courses at Toi Ohomai to gain their New Zealand Certificate in Commercial Road Transport, Heavy Vehicle Operator.
- A manufacturing company has a management cadetship available for a graduate with a Business Management qualification. The cadetship is structured to expose the cadet to three different business units, with assignments to each for 6 months over an 18-month period. The training component will be on the job.

Some larger businesses have comprehensive cadetship programmes that are a core part of their workforce development.

Cadetships less than 12-months duration would usually be on a fixed term basis. If this is the case the cadetship cannot be perceived as a trial with the promise of ongoing employment contingent on successful completion. Under current New Zealand employment law, a Fixed Term Employment Agreement cannot include a trial period, and neither can it be used as a trial.

Cadet remuneration can vary but should be commensurate with the required skills and experience for the specific role. The age and individual circumstances of the cadet will determine if it is possible to apply the *Starting-out Minimum Wage* or *Training Minimum Wage*. More information on this can be found online at: <https://www.govt.nz/browse/work/workers-rights/minimum-wage/>

The following sections provide suggestions on what should be considered in developing and implementing a cadetship. While these cover most aspects of a basic cadetship, they do not address every possible permutation. Elements of the guidelines are also relevant for work experience placements and apprenticeships.

## PREPARING THE WORKPLACE

Involve staff & union in discussions and planning to ensure they are onboard. Focus conversations on how to create an environment that will welcome and nurture a young person. While it is important that staff have realistic expectations of a young and inexperienced worker it is equally important for staff to dismiss negative preconceptions they may hold.

Instilling a sense of shared social responsibility to contribute to the success of a young person on their journey to permanent employment can be extremely rewarding for staff, can improve morale and business reputation.

A cadet is an employee and as such the employer must adhere to all their legal obligations. There may be additional health and safety requirements depending on the age of the cadet. A business should be able to follow their usual procedures but allow extra time to explain these to the cadet and make allowances for their age and inexperience.

## CULTURE & COMMUNICATION

Businesses with few, if any young people currently employed may need to take time to reflect on the workplace culture and consider how appropriate it is to host a young person. This does not require making substantial changes. It is about reviewing current workplace practices and standards, staff behaviours and communication styles and making required modifications. Supervisors might need some coaching or training.

Keep in mind that young people may be.

- Inexperienced
- Nervous
- Lacking in self-confidence
- Sensitive
- Impressionable
- Over-eager to please

If the workplace culture has any bullying, interdepartmental tensions, or poor health & safety practices the impact on a vulnerable young person is amplified. These should be corrected before a young person starts. This part of the preparation process can be beneficial for a business as it provides an opportunity to eliminate less desirable behaviour, improve collaboration and the tone of communication.

It is prudent to learn about young people and how to adapt communication and management styles.

Employment New Zealand has useful information and resources available online at;

<https://www.employment.govt.nz/starting-employment/hiring/hiring-young-people/>

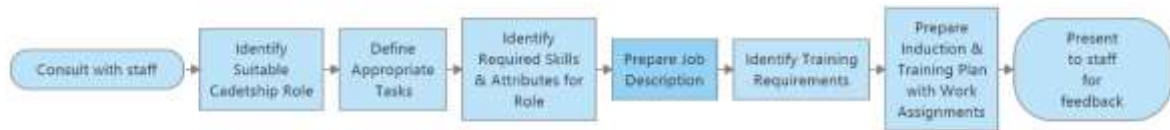
*Young people don't like talking on the phone and prefer to communicate via text if they can.*

*It was so common that young workers would say they had no mobile phone credit so they couldn't call to say they were unable to come to work that we set up an 0800 number to remove this obstacle.*

Massey University's **Guidelines for Employers: Supporting Young People into Employment** is recommended reading for employers. This thought-provoking and practical guide focuses on the needs of particularly vulnerable young people but has relevance for all. A PDF of this is supplied in the Appendix.

## CADETSHIP PLANNING

The success of a cadetship starts with thoughtful and comprehensive planning before being offered to a young person. Shared responsibility across the whole business is likely to greatly enhance successful outcomes.



The first step is to consult with staff, ensuring they understand the intent of the cadetship and they will be supportive. It is worthwhile involving the staff in identifying a suitable role for a cadet. It should be an entry level role where a cadet can become a productive contributor to the business quickly, and with minimal risk to the health and safety of themselves or others.

Additional factors to consider from a business perspective include.

- Duration - what length of time is appropriate or feasible?
- Timing - are there seasonal workforce demands?
- Duties – would the role be dedicated to a single area of the business or multiple areas? What tasks could they perform?
- Health & Safety – what training will be required for the cadet to carry out their tasks safely?
- Budget – training and other costs
- Allocation of appropriate mentoring & supervision resources
- Minimisation of disruption to operations

Once the framework for the cadetship has been developed it should be presented to the staff for review and feedback.

It is important during this phase of planning to keep in mind the purpose and benefits of the cadetship for both the business and the young person. There will be short term costs, but the long-term benefits should outweigh these. There are several possible funding avenues that can help offset these costs. Some of these are listed in a later section.

## HEALTH & SAFETY

Businesses bringing young people into their workplace do need to consider a range of factors to ensure their health and safety and may decide to make some modifications to accommodate their needs, but these are not likely to be extensive changes if a robust health & safety management system is in place.



Excerpt from WorkSafe NZ Young People in the Workplace Poster

WorkSafe NZ has provides good information on this subject available online at;  
<https://worksafe.govt.nz/managing-health-and-safety/businesses/young-people-at-work/>

Important factors about young people in the workplace to consider include;

- All employees must lead by example and follow the rules.
- The concept of identifying hazards and eliminating or minimising risks will be new to them.
- They may have no knowledge of common H&S terminology.
- It may take a little longer to understand information and instructions.
- They need to understand and accept that they have responsibilities and to take these seriously.
- They should be encouraged to speak up, ask questions and never made to feel foolish for doing so.
- Their eagerness to please may mean they are tempted to perform tasks they aren't trained to do.
- There is a preference for digital and visual information as opposed to text heavy learning material.

There are many suitable videos available online that can be incorporated into the H&S training programme for young workers that reinforce the key concepts they need to grasp. Links to a selection of these are included in a document in the Appendix. WorkSafe NZ also has posters targeted at young people that are available online and can be displayed in the workplace as reminders.



## INDUCTION & TRAINING PLAN

Starting a job is a stressful time for anyone, but extremely so for a young person if it is their first ever job. Being a workplace novice means a cadet will need a more comprehensive induction programme than for more experienced workers.

It can be a daunting and confusing time with the potential for information overload creating a risk for important information not being comprehended. To alleviate this, ideally induction and training should be scheduled over a reasonable period and extra time allowed.

Key components of an induction for a young person include.

- Introductions to staff, who are prepared, expect them, and know the cadet's name in advance.
- A full tour of the building & facilities.
- Provide them with an organisational chart and a labelled map of the buildings.
- A simple overview of the business, its products, services, customers, and vision.
- Take time to give thorough explanations for the Code of Conduct and how this relates to the expectations of their behaviour. Give examples.
- Explanations of general procedures; time sheets, break times and locations, confidentiality etc
- Ample opportunities and encouragement for the cadet to ask questions.

The primary purpose of the cadetship is to give the cadet the opportunity to learn new skills and gain experience in a specific role. However, an employer may extend the scope to include giving the cadet the opportunity to gain insight into different aspects of the business. For example, spending an hour or two learning about the functions of the sales or accounting department may help a cadet understand the relevance of the tasks that they are carrying out in another department. Through exposure to other jobs a cadet may identify career paths they would like to explore in the future.

Ensure the training is scheduled in a logical sequence that has correlation with the introduction of tasks they are to perform. Most businesses will already have their own training modules or Standard Operating Procedures along with assessment processes and the only difference in delivery may be that the cadet takes a little longer to comprehend and attain the required standard.

Avoid overwhelming cadets with too much technical information! Be aware of using workplace or industry terminology, jargon or acronyms and take care to explain these carefully and, in some cases, repeatedly.

Prepare the cadet for any external training if possible, by explaining the purpose and providing them with information that will be helpful in advance. The cadet is unlikely to have the confidence of a seasoned worker so it will help them if they have a document they can refer to, so they know what is happening and when.

An editable word document template is available in the Appendix. This has been populated with data to provide an example of content and pacing. It also includes details for work assignments and Mentoring Sessions.



## WORK PLAN

The work tasks assigned to a cadet should be meaningful so they can feel they are making a valuable contribution to the business. Tasks may be tedious and menial but the cadet should understand the purpose so they can maintain their motivation.

Gradually introduce tasks so the cadet has time to master one set of tasks before trying to learn more. Ensure they have been adequately trained to perform the tasks. Avoid 'throwing them in the deep end'.

## SUPERVISION & MENTORING PLAN

Young people new to a workplace require closer supervision than most. However, this should not be onerous if there has been careful consideration given to the duties they are to perform, and these are neither too complex nor high risk. As part of the planning process an employer should consider how they will ensure there will appropriate supervision and mentoring in place for a cadet as these are integral factors in a successful cadetship.

It is a good idea for Supervisors to be proactive in thoroughly checking the cadet's level of understanding. Due to their age, inexperience and lack of confidence cadets may be reluctant to ask questions or admit to being unsure about something. It is important to develop the cadet's trust and confidence in their supervisors and eliminate any fears they may have so there can be honest communication.

Assign someone who they will be working with closely as a Mentor. A Mentor needs to be easily accessible and it is a good idea to have a second person assigned in case of absence.

A mentor does not have to be a supervisor – just someone who consistently models good work behaviours and will be able to relate to the cadet and nurture them. The mentor needs to understand the purpose and responsibilities of the role.

- Introduce them to other workers
- Make them feel comfortable in the workplace
- Answer any questions they have
- Give the cadet immediate feedback and in a positive and encouraging manner
- Assist them if they need help or guidance on work matters
- Identify any concerns or potential risks and promptly report to supervisor or manager

Time needs to be allowed early on for the mentor and cadet to get to know each other and build a rapport based on honesty and trust. The Guidelines for Employers in the appendix has some practical suggestions for this and is well worth reading. A good start is for the supervisor and mentor to share stories about their career paths.

Schedule regular sessions for either or both the supervisor and mentor to meet with the cadet to;

- review their learnings
- provide feedback on their performance
- find out how they think they are doing and discuss any questions and issues they may have
- Go over the plan for the following week so the cadet knows what to expect.

Ideally these meetings should be short and informal with a positive and encouraging tone and occur once or twice a week. An editable Performance Monitoring & Mentoring Sessions template with prompts is included in the Appendix.

## CADET RECRUITMENT

The employer should for the most part follow its established recruitment procedures with a few minor adjustments to account for the age and experience of the cadet applicants. Take time to explain the process to them as they progress through it. It is also important to explain their legal rights regarding privacy and employment as this will be new to them.

## FINDING THE CADET

A good place to start is asking if any staff know of a young person who may be interested in a cadetship. The benefits of recruiting from family and friends of workers is that it is a form of prequalification in that they are likely to suggest someone who will have a good attitude and the young person will be more comfortable because they know someone in the workplace.

Careers Advisors at local high schools are another good source of cadets. Training institutions, work-readiness providers and Work & Income are always happy to refer potential cadets and can often assist in facilitating the transition into a cadetship.

Of course, advertising a cadetship is always an option, but be mindful to treat any unsuccessful applicants gently. It takes great courage for them to apply for a position and while it is essential to let them know that they have not got the cadetship, it is important to take the time to give it a positive spin. Young people are particularly vulnerable to rejection.

*When we don't have a job for a young person, we tell them something we liked about them and give them some suggestions about what would make them more employable – suggest a specific course or sometimes we connect them with another employer. We want to give them some hope.*

## APPLICATION PROCESS

It may be necessary to tweak the application form document so that there is less emphasis on previous employment history and sections added so the applicant can explain more about what they have learned at school or with their training provider. There should be a prompt to write down any work experience or interests and skills they have.

*We take extra time to talk with young people who pick up an application and we explain to them what the different sections mean and if they have no previous employers then they can write things about work experience placements or what they do to help out at their marae.*

## INTERVIEW PROCESS

The interview process is likely to be rather intimidating for the young applicant and there are a few ways an employer can make this easier.

- Have the intent that the interview will be a positive learning experience for the cadet
- Invite them to bring someone with them
- Take a more time than usual to make them feel more at ease
- Use icebreaker conversation starters in the warmup – favourite subjects, sports & interests
- Give them a brief overview of the business
- Explain the framework for the cadetship and type of work that would be required of them
- Prepare appropriate questions in advance that are relevant to the role and the applicant's experience
- Consider alternative contexts – ask about working as part of a group on a project at school instead of a work team
- Avoid questions that a young person with no exposure to a workplace would find difficult to answer
- If they are reluctant to ask questions the interviewer can guide them on the questions that an applicant would typically ask – answering them as they go

At the end of the interview let the applicant know what to expect to happen next and by when. It is important to keep the applicant informed. A Cadetship Interview Template is provided in the Appendix as a guide. This includes hints and suggested questions that have been modified to suit a young person.

## JOB DESCRIPTION

A Job Description must be prepared and presented to the cadet as part of their offer. This should be written in plain English and accurately reflect the work they are to perform. If using an existing Job Description, care should be taken to edit it so that it does not create unrealistic expectations for either party by including skills and experience the cadet is unlikely to yet have attained.

Extra time should be taken to talk the Cadet through the Job Description to ensure they understand what it means and given them the opportunity to ask questions. It can be helpful for the cadet's learning to periodically refer to the Job Description during their review sessions. A Job Description Template is available in the Appendix.

## EMPLOYMENT AGREEMENT

The Individual Employment Agreement for a cadetship would usually be on a Fixed Term basis. Most employers will prefer to use their own standard IEA modified to suit. Below is a suggested Fixed Term clause.

**The employee will work for the employer for a fixed period of time.**  
**Employment will start on <<DD/MM/YYYY>> and end on <<DD/MM/YYYY>>. It will automatically end on this date without notice or pay instead of notice unless the employer or the employee ends it earlier in line with this agreement.**  
**The employer and employee agree there is a genuine reason for the fixed term and for employment to finish when the term ends. The reason for it being fixed term, and finishing at the end of the term, is the position is a Cadetship.**  
**The employer has explained why employment will finish when the term ends, and the employee has had a chance to get advice on this.**

While there may be opportunities for future work with the employer, a fixed term cadetship cannot be treated as a trial with the promise of ongoing work if they prove suitable. However, this does not preclude the employer from offering the cadet a permanent position at the end of the fixed term period. It is possible to offer a cadetship on a permanent basis if the planned duration is for a year or more and has a pathway progression into another position.

The Employment Agreement Template in the Appendix is taken from the MBIE website and is an example only.

<https://eab.business.govt.nz/employmentagreementbuilder/startscreen/>

## PASTORAL CARE

There is a broad spectrum of young people's personal circumstances and most will need no more than someone to listen to them, offer a kind word, gentle reminders or encouragement in order to meet the employer's expectations of "good employee behaviour". Supervisors and Mentors will be well practiced in this.

When pastoral care is provided it is essential that the cadet's privacy rights are respected, and they are treated in an empathetic and non-judgemental manner. Any engagement with the cadet's family should be with the agreement of the cadet.

Pastoral care can be proactive. A simple idea is to provide financial literacy information and support. Information packs and online tools are available from the Sorted website or they may enjoy the My Money modules on the Pathways Awarua website. A suitably savvy employee may be delegated to be available to provide guidance and support in this area.

One of the most common "Pastoral Care" issues is that a cadet will not have a driver's licence and getting to and from work will be an obstacle. The employer can help them find a solution such as arranging for someone on the same shift to give them a lift. A workmate might offer to give them driving lessons, or practice time and support them to book their test.

A cadet may be absent from work because they are having ongoing childcare issues or other family responsibilities. Sometimes these things happen, but if it becomes a pattern an employer can have a conversation with the cadet about managing priorities and the importance of having contingency plans. For example, support may be given on developing a contingency plan for childcare.

Occasionally a cadet may get into serious strife in their personal life and this can impact their performance at work. It is up to employers to decide if, and when to intervene and offer support. The employer should weigh up the seriousness and complexity of the young person's issues and consider if their staff are appropriately qualified to advise. In some situations, it is best to make referrals to specialist agencies and for the employer to take a "support" role.

## MONITORING AND EVALUATION

During the Cadetship, ongoing feedback and reflection are important. Several approaches are useful including:

Weekly reflective conversations between the Mentor or Supervisor and the cadet to reflect on how the week has been, what they are learning, and anything they need help on. These can be brief – 10 to 20 minutes, but frequent and ideally scheduled into the work week as a commitment. Recording the basic details of each session is important and a Performance Monitoring & Evaluation Session Template is provided in the Appendix.

An item in Team Leader Meetings to check in on how the cadet's going and any ideas about improvements.

Good practice in staff meetings, such as giving positive feedback about good behaviour or outcomes achieved and encouraging curiosity from cadets.

Monthly conversation with the Manager.

Staff Team reflection and feedback on the experience of having a cadet and capturing ideas about any improvements for the future. It is worthwhile evaluating a Cadetship at completion to determine if it met the expectations of both the company and the cadet, acknowledge what went well and identify any opportunities

for improvement for both parties. If regular Feedback and Mentoring Sessions have been held throughout the Cadetship this evaluation process should be a positive experience for all involved.

The Cadetship Evaluation Template provided is structured as a three-part process.

1. Evaluation of the Cadet's Performance – to be completed by the Supervisor and / or Mentor
2. Evaluation of the Cadetship Experience – to be completed by the cadet
3. Evaluation of the Cadetship – to be completed by the HR or Senior Manager responsible for the initiative and should be done in consultation with Supervisor and / or Mentor

A thorough evaluation should result in the employer being able to decide if future Cadetships will be offered and make any tweaks required to improve them.

## CELEBRATE SUCCESS AND COMPLETION

It is important to acknowledge both progress steps and the completion of the Cadetship, for example

- Small celebrations such as an afternoon tea if the Cadet completes some training,
- An afternoon tea with the whole staff team, and presentation of a Certificate or document which acknowledges all the Cadet achievements, and their "graduation".

It is important too to acknowledge the contribution of the mentors and supervisors, and the whole staff team.

A sample Certificate is included in the Appendix.

## FUTURE PATHWAYS FOR CADETS

Before the Cadetship ends, if the employer is not offering the young person a role, it's highly desirable to give the young person assistance to plan their next steps. This could either be undertaken by a Manager who has a good sense of options for the Cadet, and a good relationship with them; or a conversation with an external support person could be arranged.

Some Cadets will have a very clear idea of the path they will now take and will require very little input from the employer. Practical support that can be provided includes.

- **Reference Letter**
- **Copies of all training certificates**
- **Agreeing to be a referee**
- **Critique of CV**
- **Photocopying of documents**
- **Assistance to write cover letters and complete applications**
- **Make introductions to other employers**

Cadets who are uncertain about the direction they want to take can be directed to the [Careers.govt.nz](https://careers.govt.nz) website. This has comprehensive information, resources, and tools to help them through the process. If they create an account, they can progressively work through the online tools to create their plan.

The Cadet Pathway Planning Template gives a framework the employer can use to provide the Cadet with feedback as they progress through the online tools. The role of the employer is to guide the cadet through the decision-making process.

- Be available to answer questions and discuss concerns
- Encourage them to research options carefully
- Assure them that the decision isn't for the rest of their life

## TIPS

Start small with a single Cadet and a plan that is easy to deliver. Training or other elements can be added as the cadetship progresses.

Avoid making the cadetship too complicated or onerous for supervisors or mentors.

Talk to other businesses who have offered cadetships.

Smaller businesses can consider “sharing” a cadet.

Engage all staff in conversations about their first jobs. When workers think back to what it was like when they first entered the workforce, ideally it should inspire a sense of collective responsibility for bringing young people into the workplace.

## FUNDING OPTIONS

Self-funding by employers

Other options available at the time of writing are:

### **Work & Income**

W&I has a range of subsidies and options to support people into work. These are tailored to each individual employee. A dedicated Work Broker is based in each of the main centres and can provide employers with information on the products and services available.

<https://www.workandincome.govt.nz/employers/>

### Contacts:

Whakatane	Rod Topperwein	07 922 6328
Opotiki	Gayle Jenkinson	07 922 9404
Kawerau	Debbie Bradley	07 922 6316
Employer Line	0800 778 008	

### **Te Puni Kōkiri**

Has a fund for Cadetships – see <https://www.tpk.govt.nz/en/whakamahia/cadetships> . SLH and a number of other Eastern Bay businesses have gained Cadet funding through this programme

### **Contact:**

**0800 875 329**

**58 Commerce Street, Whakatāne**

### **CadetMax**

This is a Work and Income funded initiative led by the Chamber of Commerce in the Eastern Bay, and one programme is available annually. See <https://www.chamberemployment.co.nz/cadetemax>

### **Contact:**

**Hilary McCabe - CadetMax Manager**

[hmccabe@chamber.co.nz](mailto:hmccabe@chamber.co.nz)

**027 246 0289**

## OTHER RESOURCES & SUPPORT SERVICES

Potential sources for Cadet Applicants include.

- Careers Advisors at local high schools
- Local training providers
- Local agencies delivering work readiness programmes

### **Ōpōtiki Pathways to Work**

Contact:

Muriel Chamberlain

[murielc@odc.govt.nz](mailto:murielc@odc.govt.nz)

### **Kawerau Pathways to Work**

Contact:

Edwina O'Brien

0210 8313 757

[edwina.obrien@kptw.org.nz](mailto:edwina.obrien@kptw.org.nz)

### **Toi EDA**

Contact:

[barbara@toi-eda.co.nz](mailto:barbara@toi-eda.co.nz)

[www.toi-eda.co.nz](http://www.toi-eda.co.nz)

To connect with other businesses who have experience with Cadetships.

### **Eastern Bay Chamber of Commerce**

[info@ebopchamber.co.nz](mailto:info@ebopchamber.co.nz)

<https://www.ebopchamber.co.nz/>

### **Toi Ohomai Cadetship in Commercial Road Transport**

Contact:

Peter West

0274040772

Provides the Road Transport Industry with school leavers and other rangatahi who have entry level skills to undertake practical employment work while obtaining full car licence and progressing to Class 2 Full Licence and beyond. The course (fees apply) is delivered at Te Ara Huringa ō Pupuwharau, the Eastern Bay of Plenty driver operator training centre in Kawerau.

### **Pathways Awarua**

A free online learning resource developed by the Tertiary Education Commission to support adult and young adult learners to strengthen their literacy and numeracy skills in contexts that are relevant to New Zealanders. Employers can use modules such as the Health & Safety series to provide interactive online training for young employees.

<https://pathwaysawarua.com/>

### **Youth Employability Programme – Licence to Work**

It is a benefit for supervisors of cadets to be well versed in conveying employability skills. This programme, co-designed by employers and educators provides facilitator training and a structured, well supported set of modules and resources which supervisors can utilise. For more information see

<https://cometauckland.org.nz/our-initiatives/yep>

### **Guidelines for Employers Supporting Young People into Employment**

These guidelines are for employers seeking to employ young people. They will assist employers to better understand the experiences of vulnerable young people and to develop effective strategies for working with youth who are not involved in education or training.

<http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Guidelines%20for%20Employers.pdf>

#### **Video resources.**

<https://campaigns.worksafe.govt.nz/be-a-safe-guy>

<https://www.youtube.com/watch?v=EclfaNn1JoY>

<https://www.youtube.com/watch?v=hO769TecqsU>

[https://www.youtube.com/watch?v=A90oa\\_gkZKE](https://www.youtube.com/watch?v=A90oa_gkZKE)

<https://www.youtube.com/watch?v=-jlmskAr1w>

<https://www.youtube.com/watch?v=GGoGvZZjkOo>

[https://www.youtube.com/watch?v=yJ\\_wljiSjsw&list=PL8jTfq7I4pEnvU07J3bd8s5313dt90iWS&index=5&t=0s](https://www.youtube.com/watch?v=yJ_wljiSjsw&list=PL8jTfq7I4pEnvU07J3bd8s5313dt90iWS&index=5&t=0s)

<https://www.youtube.com/watch?v=73OCF3evoyg&list=PL8jTfq7I4pEnvU07J3bd8s5313dt90iWS&index=6&t=0s>

<https://www.youtube.com/playlist?list=PL8jTfq7I4pEIIaFi8lwRuy7NroLzPVif>

## **APPENDICES - TEMPLATES TO USE & ADAPT**

The documents listed below are on the following pages but are also available as editable word templates in a separate folder available for download.

CS1 Job Description Template

CS2 Interview Template

CS3 Letter of Offer Template

CS4 Employment Agreement Template

CS5 Induction, Training & Work Plan Template

CS6 Cadetship Performance Monitoring & Evaluation Template

CS7 Cadetship Evaluation Template

CS8 Cadet Pathway Planning Template

CS9 Cadetship Certificate Template

[www.toi-eda.co.nz/Workforce-Development/LinkUp/Cadetship-Templates.aspx](http://www.toi-eda.co.nz/Workforce-Development/LinkUp/Cadetship-Templates.aspx)



# Job Description

**Job Title:** << Position Name Cadetship >>

**Company:** << Company Name >>

**Company Focus, Vision & Values:**  
 << A short paragraph about what the company does and its guiding principles>>

**Job Purpose:** <<A short paragraph describing the purpose of the job including reference to it being a Cadetship to provide opportunity to gain skills and work experience >>

**Employment Type:** <<Fixed Term From Date to Date / Or Duration >>

**Pay Rate:** << \$ Per hour or specify other >>

**Hours:** << Hours of Work >>

**Location:** << Place of Work – Physical Address >>

**Reports to:** << Supervisor or Manager Name >>

Key Duties & Responsibilities	Expected Outcomes
<<List 5 to 10 key duties and responsibilities that will lead to success in the role – examples below>>	<<What are the expected outputs or results for each duty? – examples below >>
Participate fully in the Cadetship training & mentoring sessions; Training will include; Company H&S & SOPs Forklift Driving First Aid Hazard Identification & Control Procedures	Attends and passes all training courses required and communicates honestly with mentor and supervisors
Warehouse labouring tasks including unloading and loading vans, stacking boxes and delivering items to other departments	Tasks are carried out as directed in a timely and safe manner
Once qualified – Forklift operation in warehouse	Forklift is operated correctly and safely
Conducting & recording vehicle checks and cleaning	Vehicle checks and cleaning is carried out to agreed standard and time frames
Other tasks as directed, and for which appropriate training has been provided	Tasks are carried out as directed in a timely and safe manner
Follow Health and Safety rules and procedures	All tasks are performed in a way that meets all Health & Safety regulations with regard to yourself and the people around you.  Ensure adequate containment of work protecting the wellbeing of people in the environment and property. customers  Report any incidents, accidents, near misses and hazards immediately  Ensure the proper use and maintenance of Personal Protective Equipment and clothing with particular care taken to ensure the hygienic functioning of respirators, masks and visors etc;  Clean up work areas, equipment, supplies and materials; apply standard safety practices and procedures

### Key Relationships:

<< List these >>

### Key Personal Attributes & Behaviours:

<< List what aspects are important for the role – use simple language – examples below >>

- Be a positive, willing, contributing and adaptable member of the team at all times and show a professional and respectful attitude with any person you come in contact with while at work
- Have the ability to work with good effort and focus in every situation
- Be willing to ask questions if unsure
- Be open to hearing feedback
- Able to understand and carry out instructions both written and oral
- Willingness to learn and be trained as required
- Desire to become efficient by learning all aspects of the job
- Have a flexible attitude towards both duties and time working
- Willingness to follow health and safety rules
- Be prepared to undertake all other duties as reasonably directed to fulfill your duties

### Physical Requirements (but not limited to):

<< List any requirements that are important for the role – examples below >>

- General Fitness - including being able to stand, walk or sit for long periods
- Physical Strength - there will be a degree of manual handling including being able to carry 25kg boxes
- Grip strength is required to operate some equipment
- Flexibility
  - Climb and descend stairs / ladders
  - Crawling (eg work in confined spaces)
  - Kneeling or crouching for sustained periods
  - Good hand dexterity is required to move hand in different positions
- Balance - Good balance is required
- Vision - Good vision is required for all tasks
- Taste / Smell - It is important to be able to detect something burning
- Hearing - Being able to hear instructions and alarms is an important part of the job
- Be drug free – a pre-employment drug test is required, and random drug testing is conducted as part of our Health & Safety Management Plan

### Key Skills & Qualifications:

<< List Specific Qualifications – examples follows >>

#### Essential

- Ability to read and write
- Ability to do simple maths – counting and adding
- Drivers Licence – Class 1 Learners or Restricted

#### Good to Have

- Drivers Licence Class 1 Full
- Forklift Operator Certificate
- Basic computer skills (*if you can use a smart phone you will be fine*)

**CADETSHIP INTERVIEW TEMPLATE**

<b>Applicant Name</b>	
<b>Interviewer Name</b>	
<b>Date</b>	

**PART ONE – INTRODUCTIONS & WARM UP**

*Comments; Keep in mind that this is likely to be the first workplace interview that the cadet applicant will have experienced so they may not know what to expect and be rather nervous. Use this initial time to help them relax and feel comfortable talking about themselves.*

**Important:** if you are unsure of how to pronounce the applicant’s name get someone to coach you so that you can greet them effortlessly.

Prepare points to cover in this section. Suggestions include;

- Introduce yourself and explain your role
- Explain the purpose of the interview, what you will be covering and how long it will take
- Let them know they can ask questions at any time – particularly if they do not understand something
- Consider telling them (briefly) about your first job interview or entry into the workforce so they can relate to you having been in a similar position as they are now

**PART TWO – THE COMPANY & CADETSHIP POSITION**

*Comments; Use the Job Description provided to applicant as a guide to preparing this section. Prepare questions that will identify the applicant’s abilities in terms of the requirements and determine their level of interest. The order of the parts two and three can be reversed if preferred. The benefit of doing this part first is that the applicant may be more prepared to answer job related questions and it will allow them to have built up greater confidence to talk about themselves when it comes to part three.*

*Example questions below;*

<b>Question</b>	<b>Answer</b>	<b>Rate 1-5</b>
1. Recap the Company Focus, Vision & Values – <b>What do you know about the type of work we do here?</b>		
2. <b>Who do you know who works here and what do you know about their job?</b>		
3. Recap the Job Purpose & the reason why the company is offering it as a cadetship – <b>What appeals to you about a cadetship?</b>		

**PART TWO – THE COMPANY & CADETSHIP POSITION**

*Comments; Use the Job Description provided to applicant as a guide to preparing this section. Prepare questions that will identify the applicant's abilities in terms of the requirements and determine their level of interest. The order of the parts two and three can be reversed if preferred. The benefit of doing this part first is that the applicant may be more prepared to answer job related questions and it will allow them to have built up greater confidence to talk about themselves when it comes to part three.*

*Example questions below;*

Question	Answer	Rate 1-5
<p>4. Explain the Employment type, duration &amp; hours (shift start and end times) – <b>Are you able to commit to each of these and what, if anything could impact on your attendance (ie other commitments)?</b></p>		
<p>5. <b>How would you get to and from work each day?</b></p>		
<p>6. Referring to the Key Duties &amp; Responsibilities in the Job Description, explain the various tasks they would be expected to perform – <b>What interests you about doing this sort of work and why do you think you would be good at it?</b></p>		
<p>7. <b>What questions do you have about these duties and responsibilities?</b> (Interviewer to record &amp; answer each)</p>		

**PART THREE – FIND OUT MORE ABOUT THE APPLICANT'S PERSONAL ATTRIBUTES & BEHAVIOURS**

*Comments; Use the Job Description provided to applicant as a guide to preparing this section. Select 3 or 4 Personal Attributes & Behaviours to focus on and prepare questions that get them to tell you stories that provide an example of they respond or behave in relevant situations. Keep in mind when preparing these questions, the applicant is unlikely to have workplace stories so frame them as school, training, sports, community or social settings.*

*Example questions below;*

Question	Answer	Rate 1-5
<p>1. <b>Working as a team is important to our culture because it means that everyone understand the part they play and they support each other. This is important when things are not going well. Tell me about a time when you have been working in a team or group, maybe in a sports team or a group at school, working on a project and things were not going well. How did you feel and what did you do to help?</b></p>		

**PART THREE – FIND OUT MORE ABOUT THE APPLICANT’S PERSONAL ATTRIBUTES & BEHAVIOURS**

*Comments; Use the Job Description provided to applicant as a guide to preparing this section. Select 3 or 4 Personal Attributes & Behaviours to focus on and prepare questions that get them to tell you stories that provide an example of they respond or behave in relevant situations. Keep in mind when preparing these questions, the applicant is unlikely to have workplace stories so frame them as school, training, sports, community or social settings.  
Example questions below;*

Question	Answer	Rate 1-5
2. When people are in a new environment and learning how to do new things there can be a lot of information and it can be confusing. What was the last time you were not sure how to do something and how did you handle the situation?		
3. Give me 2 examples of things that you have done that made you feel proud of yourself and why they were important?		

**PART FOUR – REVIEW OF APPLICATION DETAILS**

*Comments; Use the completed Job Application to identify any areas that need to be checked or discussed and prepare questions accordingly. This would include verifying they meet the physical requirements and Key Skills & Qualifications as outlined in the Job Description.  
Example questions below;*

Question	Answer	Rate 1-5
1. Physical Requirements – In your application you ticked that cannot kneel or crouch for sustained periods. Tell me more about that?		
2. You have ticked that you have your Learners Driver License how long is it until you can sit your restricted?		
3. What computer programmes did you use when you were at school?		

PART FIVE – ADDITIONAL INFORMATION		
<i>Comments; Use this part to draw out any additional information that may be helpful. Example questions below;</i>		
Question	Answer	Rate 1-5
1. Is there anything more you would like to tell me about yourself that would help me to decide if you are the best candidate for this job?		
2. What else would you like to know about the job?		

PART SIX – CLOSE THE INTERVIEW
<i>Comments; The applicant will want to know how they did and what happens next. Prepare bullet points on the next steps. Examples below;</i>
1. Feedback – Find something positive to say about the applicant – perhaps their skills and qualifications or how well they answered a question.
2. The next steps are; <ul style="list-style-type: none"> <li>• I have more interviews to do over the next couple of days</li> <li>• On Friday I will review all the applicants who I have interviewed, make the selection and do the final reference check.</li> <li>• On Monday next week I will contact the selected applicant by phone and arrange for them to come in to do a pre-employment drug test on Tuesday.</li> <li>• If all goes well with their drug test then I will let the others know they did not get the cadetship. I will do this by phone call.</li> <li>• If you do not answer your phone I will send you a text – is that ok with you?</li> </ul>
3. Thank you for making the time to apply for this Cadetship. I have enjoyed talking with you today and hope you have enjoyed the experience too. If you have any questions you can give me a call or drop back into the office.

PART SIX - EVALUATION
1. Cumulative Rating
2. Comments
3. Referee Feedback
4. Decision – Yes or No

<<Date>>

<<Employee name>>

<<Type employee address>>

Dear <<Employee name>>

**Offer of Employment**

I am pleased to offer you the position of Position Name Cadetship at <<type name of business>>, based at <<type location>> starting on <<type start date>>. Attached is an employment agreement setting out the proposed terms and conditions.

You can discuss this offer and seek advice on the agreement with your family, a union, a lawyer, or someone else you trust.

If there is anything you are unclear about, disagree with or wish to discuss about the agreement or about the position, please contact <<type name>> on <<type contact details, eg phone number or email>>.

If you are happy with the proposed terms and wish to accept this offer, please sign the attached copy of this letter and return it to me by <<type date>>. Please also sign a copy of the agreement and return it to me by the same date. If I have not heard from you by that date, this offer will be automatically withdrawn.

I look forward to working with you.

Yours sincerely,

<<type your name>>

---

I, <<type employee name>>, confirm I have read this letter and the employment agreement, that I fully understand both documents and their implications and that I accept the offer of employment.

Signed: ..... Date: ...../...../.....

# Employment Agreement

## Application

### Position

The employee is being employed as << **Position Name Cadetship** >>

### Duties

The employee's general duties and responsibilities are set out in the job description attached to this agreement. Their duties include carrying out all instructions the employer gives them (as long as the instructions are lawful and reasonable).

Minor changes can be made by agreement or by the employer, after a discussion in good faith. However, if major changes to the job are proposed, this must be done through a restructuring process.

### Type of employment agreement

The employee will work for the employer for a fixed period of time.

Employment will start on <<**DD/MM/YYYY**>> and end on <<**DD/MM/YYYY**>>. It will automatically end on this date without notice or pay instead of notice, unless the employer or the employee ends it earlier in line with this agreement.

The employer and employee agree there is a genuine reason for the fixed term and for employment to finish when the term ends. The reason for it being fixed term, and finishing at the end of the term, is the position is a Cadetship that is created to give the employee the opportunity to learn new skills and gain work experience.

The employer has explained why employment will finish when the term ends, and the employee has had a chance to get advice on this.

The employee has the legal right to work in New Zealand.



## Terms

### Hours of work

The employee will work for **<<type number>>** hours each **<<select work period: week; fortnight; month>>** on **<<type days worked, eg Monday to Friday>>**, between the hours of **<<type hours, eg 9am–5pm>>**.

### Breaks

The employee is entitled to:

**<<Select one or more of these bullet points:>>**

- Paid rest breaks of **<<type how long, eg 15 minutes>>** to be taken **<<type when, eg 10:30am, or after two hours>>**.
- Meal breaks of **<<type how long, eg 30 minutes>>** to be taken **<<type when, eg 12pm, or mid-shift>>**. These will be **<<select pay details: paid; unpaid>>**.

### Rules, policies & procedures

The employer has policies and procedures that relate to the employee's job.

The employer will make the employee aware of the policies and procedures, and will make sure they are available to the employee. The employee must be familiar with these rules and follow them at all times.

The employer may introduce new policies or procedures, or change or cancel existing ones, but must give reasonable notice of any changes.

If the employee doesn't follow the policies and procedures, the employer might take disciplinary action.

### Uniform & professional presentation

The business requires employees to meet personal presentation requirements.

- The employee agrees to present themselves in line with the employer's business image and the nature of their role while on the job.

## Remuneration and Benefits

### Payment of wages

The employee will be paid \$17.70 (gross) an hour.

The employee will be paid weekly into the employee's nominated NZ bank account.

The employer may change how often the employee is paid and will give notice in writing.

## KiwiSaver

The employer will make compulsory contributions to an eligible employee's KiwiSaver scheme as required, currently at a rate of 3% on top of their salary or wage. The employee must decide how much their own contributions will be (3%, 4% , 6%, 8% or 10%) and the employer will deduct this from their pay. If the employee does not specify this, the default rate is 3%.

The employer will pay ESCT (employer superannuation contribution tax) and any other applicable taxes.

The employee can opt out of KiwiSaver between 14 and 56 days after their first day of employment.

## Overtime

If the employer has asked, and the employee agrees to work more than their usual hours of work in a week, the employee will get **<<type details, eg hourly rate or paid time off>>**.

## Paying back expenses

The employer will repay any authorised and reasonable work-related expenses the employee has to cover while doing their job. The employee must provide proof of purchase and follow the employer's expenses policy.

## Vehicle

The employee will be provided with a vehicle for work purposes only. It cannot be used for personal travel. The vehicle must be parked **<<type location, eg at work>>** when not in use. There is no entitlement to any particular vehicle, or type of vehicle. The employer can change the vehicle at any time.

The employer will pay all maintenance and running costs of the vehicle. The employee will promptly pay any parking or traffic fines incurred while they are using the vehicle. The employee must have a valid driver licence of the relevant class, follow the employer's vehicle policies, and comply with all relevant traffic laws.

The employer can decide to stop providing the vehicle if it is no longer needed for the employee's duties or if it has been misused, eg repeatedly breaking traffic laws or vehicle use policies. The employee will not be compensated.

## Leave

### Public holidays

The employer may ask the employee to work on a public holiday, but they don't have to agree. The employee agrees not to work on any public holiday unless asked to do so.

If the employee doesn't work on a public holiday, they will get a paid day off if a public holiday falls on a day that would otherwise be a working day for them. If the employee works on a public holiday:

- They will be paid their relevant daily pay or average daily pay, plus half that amount again for each hour worked (time and a half).
- They will also get a paid day off at a later date if it was a day that would otherwise be a working day for them. The date of this alternate holiday will be agreed between employer and employee. If they cannot agree, the employer can decide and give the employee at least 14 days' notice.

## Annual leave

The employee will get holiday pay at the same time as their regular pay instead of being paid during their holidays. This is known as pay-as-you-go leave and will be paid at a rate of 8% on top of the employee's gross earnings.

## Sick leave

The employee can take up to **<<type number, at least 5>>** paid days off a year due to illness or injury, or to care for their partner or another dependent person who is sick or injured. This leave will be available **<<select one: as soon as they start work; when they have worked for 6 months>>**.

They must tell their manager if they are going to be on sick leave as soon as they can (before their usual start time, if possible).

The employee can build up **<<type number, at least 20>>** days of untaken sick leave. The employer will not pay the employee for unused sick leave when their employment ends.

If the employee has used all available sick days, the employer might let them take sick leave in advance or annual leave.

## Sick leave: Medical certificate

The employer may require proof of sickness or injury at any time if the employee takes, or has asked for, sick leave. The employer will tell the employee as soon as possible that proof is required.

If the employee has been sick or injured for three or more calendar days in a row — or is taking sick leave that is more than the legal minimum — the employee must get a medical certificate at their own cost.

If the employee has been sick or injured for less than three full days in a row, the employer pays for the employee to get a medical certificate.

## Bereavement leave

**<<Select from when: After six months with the employer; From day one of employment>>** employees can take up to **<<type number, at least 3>>** paid days off after the death of an immediate family member, eg parents, child, partner or spouse, grandparents, grandchildren, brother, sister and parents-in-law.

The employee can also take **<<type number, at least 1>>** paid day/s off after the death of another person if the employer accepts the employee has suffered a bereavement.

As soon as they can, the employee must tell their manager of their relationship to the person who has died, and the dates they wish to be away from work. The employer will make a decision quickly so the employee has as much time as possible to make necessary arrangements.

## Domestic violence leave

The employee can take up to **<<type number, at least 10>>** paid days off a year to deal with the effects of domestic violence. This leave will be available **<<select one: as soon as they start work.; when they have worked for 6 months.>>**

The employee can take domestic violence leave if:

- they are affected by domestic violence
- a child living with them — no matter how often — is affected by domestic violence.

There is no time limit on when the abuse occurred.

The employee must tell their manager if they are going to take domestic violence leave as soon as they can (before their usual start time, if possible).

This domestic violence leave entitlement renews every 12 months. Employees may not carry forward any leave they do not take.

The employer will not pay the employee for unused domestic violence leave when their employment ends.

If the employee has used all their domestic violence leave, or does not qualify, the employer might let them take annual leave or unpaid leave.

The employee can also ask for flexible work arrangements for up to two months to deal with the effects of domestic abuse.

## Parental leave

The employee can take parental leave in line with the Parental Leave and Employment Protection Act 1987.

## **Leave for other reasons**

If an employee needs time off for things they must do by law, such as jury duty or service in the Territorial and Reserve Forces, the employer will meet any obligations the law requires.

This will be unpaid leave.

## **Unpaid leave**

The employee may ask for time off without pay for any reason, and the employer will consider the request.

## **General Provisions**

### **Indemnity**

The employer will, as much as legally required, cover the employee for costs or other liabilities they face because of legal action being taken against them by a third party arising from the reasonable performance of the employee duties, so long as they were doing their job properly and with reasonable skill and care at the time.

This does not include costs or other liabilities such as those faced by the employee because of:

- their own negligence
- breach of duty
- an unlawful act or omission

### **Health & safety**

The employer and employee will meet their obligations under the Health and Safety at Work Act.

The employer's duties include:

- providing and maintaining a safe working environment for employees and others in the workplace
- providing and maintaining facilities for the welfare of the employee while at work
- providing all necessary training and instructions to employees
- making sure machinery and equipment is safe
- making sure working arrangements are not hazardous
- providing procedures to deal with work emergencies
- making sure health and safety employee engagement and participation processes are in place

- consulting and cooperating with other businesses operating in the same workplace(s) to keep everyone safe and healthy.

The employee will follow the employer's health and safety rules and procedures. The employee will take reasonable care to look after their own health and safety at work, their fitness for work, and the health and safety of others.

Examples of how the employee can take reasonable care include:

- following all reasonable health and safety rules and instructions
- participating in health and safety discussions
- exercising their right to refuse to do unsafe work
- taking reasonable care that their actions (or inactions) do not cause harm, or risk of harm, to themselves or others
- not reporting for duty under the influence of alcohol or drugs that impair their performance or fitness for work
- wearing all necessary personal protective equipment and clothing.

The employee must report any potential risks, incidents and near misses so the employer can investigate, and eliminate or minimise harm or risk of harm.

Failure to follow reasonable health and safety rules may be considered serious misconduct.

## **Personal protective equipment**

The work being done by the employee may involve risks to their health and safety from time to time for which personal protective equipment (PPE) must be used or worn.

The employer will provide suitable PPE, as well as training and information about how it must be used or worn, where it is stored, and how it is maintained.

If the employer agrees in advance, the employee can choose to provide their own PPE at the employer's cost for genuine reasons of comfort and convenience. The employer must be satisfied that this PPE is suitable and:

- The employee must follow any conditions about its use laid down by the employer.
- The employer will provide training and information about how and when PPE must be used or worn, where it is stored and how it is maintained.
- The employee may, at any time, tell the employer they no longer wish to provide their own PPE — and the employer will provide it instead.

The employee must take all reasonable care at all times when dealing with risks. They must use or wear PPE when appropriate. At all times, the employee must follow the employer's health and safety policies and use safe and appropriate practices.

Failure to use or wear PPE as instructed may be considered serious misconduct.

## **Drug & alcohol testing**

To make sure the work environment is safe and healthy, the employer may carry out drug and alcohol testing in the following situations:

- At random if the employee works in a safety-sensitive area or role.
- After an incident or near miss in which someone was or could have been injured.
- If the employer believes a reasonable cause exists, eg if an employee's actions, appearance or behaviour suggest they may be under the influence of alcohol or drugs.

A reliable external agency will carry out the testing.

The employee agrees to:

- not be impaired or potentially impaired by drugs or alcohol when at work, travelling for work or representing the employer
- be tested for drugs or alcohol if asked
- follow the testing procedures and not tamper with, or try to tamper with, the test or its results
- agree to the results being given to the employer.

If the employee does not meet any of these requirements, this might be considered serious misconduct.

## **Changes to this agreement**

The employer and employee can agree to change the terms of this agreement at any time. Any changes must be in writing and agreed to by both employer and employee.

## **Confidentiality**

The employee agrees to keep confidential information private. Except as part of the proper performance of their job, the employee will not directly or indirectly use, copy, share, or permit the use or copying of any confidential information owned by the employer unless they get written permission.

Confidential information means all information owned by the employer that is not in the public domain, and which the employer reasonably regards as private. It includes, but is not limited, to:

- commercial agreements
- trade secrets
- information about financial affairs
- business methods and systems
- information and records about clients, potential clients, suppliers and employees
- business strategies, including merchandising, budgeting, market analysis, pricing, advertising, products and services
- computer software and data
- other information not known to the public.

The requirement for confidentiality applies at all times while the employee works for this employer, and after the employment has ended.

### **Medical examination**

The employer may ask the employee to be examined by a registered medical practitioner, at the employer's cost.

This will only happen if the employer has reasonable grounds to ask for further medical information to help them understand one or more of these points:

- If the employee is safe and healthy enough to return to work.
- The likelihood of the employee being able to return to work within a reasonable timeframe.
- The employee's ability to perform their duties safely and effectively.

The employee may refuse to have the medical examination or allow the relevant results to be shared. If this happens, the employer may act on their concerns based on the information available to them.

### **Internet & social media use**

The employee will have internet access as part of their job. Use must not be offensive, illegal or harm the employer's interests, and must follow the employer's policies.



Any business social media or email accounts, and associated followers or contacts, are the employer's property.

A reasonable level of personal internet use at work is acceptable if it does not affect the employee's ability to do their job.

## **Conflict of interest**

The employee agrees that they have disclosed all known potential conflicts of interest.

If the employee becomes aware of any potential conflict between their interests and the employer's business, or an issue with the potential to affect their work performance, they must immediately tell the employer.

The employer and employee will discuss the issue and work out together whether it is a real conflict of interest.

The employee must act on any reasonable instructions from the employer about real conflicts of interest. If there is no other reasonable alternative, the employee's employment may be ended, following the correct process.

## **Entire agreement**

The terms and conditions set out in this agreement are the entire employment agreement between the employer and the employee, and replace any previous written and verbal agreements.

## **Severability**

If any clause no longer applies, eg if a court rules it invalid, the rest of the agreement will remain in place. The employment agreement will continue as if that clause had not existed.

If the Employment Relations Authority or the Employment Court changes a clause, their version of the clause will be used in the employment agreement.

## **Disputes**

### **Resolving employment relationship problems**

A problem between the employer and employee might be a personal grievance, dispute or other issue.

If the employee has any concerns about their employment, or how they are treated at work, they should tell the employer as soon as possible so these can be resolved. The first step is for the employee and employer to talk about the problem and try to find possible solutions.

If the problem cannot be resolved, the employee or the employer can seek help from an external party, eg one or more of the following:

- Employment Mediation Services, which offers free information and mediation to help employers and employees work together to resolve problems
- a union or an advocate
- a lawyer.

If it cannot be resolved at mediation, the employee or employer might want to go to the Employment Relations Authority.

If it is a personal grievance, the employee has 90 days from the time the problem occurred, or became known by the employee, to raise the grievance with the employer.

Some of these steps may come at a cost.

The employee can invite a support person or representative to attend all steps in the process.

## Termination

### Employee protection provision

Employees are entitled to certain protections in restructuring situations set out in the Employment Relations Act.

#### Vulnerable workers

Some employees who do certain jobs, like cleaning or caretaking services, as set out in the Employment Relations Act Schedule 1A, can have their jobs transferred to the new employer. This happens if their work is to be performed by the new employer, unless the new employer is exempt.

Their rights and entitlements are set out in Subpart 1 of Part 6A of the Act.

#### All other employees

This clause applies in the event that the employer proposes to restructure (as defined in section 69OI of the Employment Relations Act 2000), and the work the employee performs may or will be performed for or by a new employer.

The employer will start talks as soon as they can with the new employer about the impact of the restructuring on the employee. This will include negotiating whether the employee can transfer to the new employer, and if so, whether this will be on the same terms and conditions.

The employer will:

- schedule talks with the new employer
- tell the employee about the upcoming talks and the intended timeframes
- tell the employee what will generally be discussed

- arrange for senior representatives of the employer to engage in the talks with the new employer
- subject to any statutory, commercial confidence or privacy issues, give the new employer all information about affected employees, including details of terms and conditions of employment
- encourage the new employer to offer all affected employee's jobs with generally the same or better terms and conditions
- report back to the employee on the outcome of the meetings to the extent they relate to the employee.

Whether the employee is offered ongoing employment, and on what terms and conditions, will ultimately be the decision of the new employer.

If the employee does not transfer to the new employer, the existing employer will determine what entitlements (if any) are available to the employee by discussing with the employee:

- whether there are any options available to remain in employment with the employer
- their redundancy entitlements under this agreement (if any), and what this could mean for the employee, including notice arrangements
- whether the employer can offer any additional support to the employee, eg a reference.

The employer will consider the employee's comments and confirm in writing the outcome of these discussions to the employee.

## Redundancy

Redundancy is when an employee's role is no longer required. Although the employee is on a fixed-term agreement, there could be circumstances that mean their role might no longer be needed before the term has ended.

If after following a good faith restructuring process the employee is made redundant, they will be given notice as set out in Ending employment. They will be paid up to their last day at work, but not for the remainder of the fixed term.

They will not get redundancy compensation.

## Ending employment: Serious misconduct

If, after following a fair process, the employer concludes that the employee has engaged in serious misconduct, the employee may be dismissed without notice.

Serious misconduct is behaviour that fundamentally compromises the employer's trust and confidence in the employee. Serious misconduct includes, but is not limited to:

- theft
- sexual or other assault
- harassment of a work colleague or customer
- use of illegal drugs at work
- repeated failure to follow a reasonable instruction
- deliberate destruction of the employer's property
- actions that seriously damage the employer's reputation
- a serious breach of the employer's policies and procedures.

## **Ending employment**

The employer might end the employee's job with reasonable cause, or the employee might resign.

Unless otherwise set out in this agreement, either the employer or the employee can end employment by giving one week's notice in writing.

The employer may decide to pay the employee instead of them working out their notice period.

If the employee does not give the agreed amount of notice, the employer might be able to claim a breach of this agreement.

After notice is given, the employer and employee will discuss the kind of duties the employee will be expected to carry out during the notice period. This may include a change in duties or being paid to not work (also known as "garden leave").

Nothing in this clause prevents the employer from ending the employee's employment without notice, or payment instead of notice, for serious misconduct or other reason provided for in this agreement.

## **Ending employment: Duties**

The employee must immediately return any of the employer's property and information on or before their final day of employment.

This includes, but is not limited to, any hard and soft copy files, confidential information, IT devices, access cards, keys, vehicles and workplace equipment, eg tools or PPE. The employee must also stop using passwords and codes for the employer's systems.

## **Ending employment: Medical**

If the employer believes on reasonable grounds that the employee is not able to do their job because of a condition, illness or injury, and will not be able to resume their

job within a reasonable timeframe, the employer may end the employee's employment by giving at least one week's notice.

Before doing so, the employer will:

- request medical details from the employee about their condition
- consider any information provided within a reasonable timeframe, together with any results from medical examinations they have asked the employee to take
- meet with the employee to discuss their condition and timeframes for recovery.

## **Suspension**

The employer might decide to suspend the employee on pay while investigating allegations against the employee, eg for serious misconduct, or if a condition, illness or injury means the employee poses an immediate risk to themselves and/or others.

If an investigation is delayed because the employee refuses to take part, or because of other reasons beyond the employer's control, eg waiting for a criminal trial to end, the employer may decide any further time on suspension will be unpaid.

## **Force majeure**

The employee understands and agrees that their job may end without notice, or payment of notice, if a natural disaster, workplace fire, flood or other similar major event beyond the employer's control makes it impossible for employment to continue. Where practicable, the employer will consult with the employee before exercising this clause.

## Personal

### The parties

The parties to this employment agreement are:

1. <<**Type business name**>>, the "employer".
2. <<**Type employee's name**>>, the "employee".

### Place of work

The employer's premises are located at <<**type location, eg Joe's Bookkeeping, Palmerston North CBD**>>. However, the employee will work at multiple locations within the <<**type area, eg Hawke's Bay area**>>, as required by the employer.

<<**Select one of the following two paragraphs**>>

The employee agrees to travel outside the area stated above for work <<**select frequency: from time to time; regularly**>>, which may include being away overnight. This will be <<**select travel area: within New Zealand; overseas; within New Zealand and overseas**>>.

The employer may ask the employee to travel outside the area stated above for work from time to time, but they don't have to agree.

### Employee acknowledgement

<<**Type employer's legal name, eg business name**>> offer this employment agreement to <<**type employee's name**>>.

Signed by:..... Date:.....

In signing this agreement, I <<**type employee's name**>> accept the terms and conditions of my employment as detailed within this offer and declare that:

- I have read, and fully understood the terms and conditions of this agreement, and have received a copy of it.
- I was told about my right to get independent advice on the terms and conditions of this agreement and I have been given time to take that advice.
- I have raised any issues I have about the terms and conditions of this agreement and my employer has responded to these issues.

- I accept this is a genuine fixed-term employment agreement. I understand the reason for the fixed term, including why employment will finish when the term ends, as set out in this agreement. I accept it is a genuine reason based on reasonable grounds. I have no expectation of continued employment after the term ends.
- I have told my employer about any existing physical and/or health conditions that might be worsened by doing the job, or might affect my ability to do the job.
- I confirm there are no contractual or other legal reasons that could stop me from working for my employer.
- The information I have given is true and correct to the best of my knowledge and belief, and I have not left out anything that could affect the decision to employ me.
- I am, and will remain, able to work legally in New Zealand for the term of this agreement.

Signed by:..... Date:.....

**INDUCTION & TRAINING PLAN with WORK ASSIGNMENTS**

<b>1</b>	<b>Monday XX Month</b>	<b>Tuesday XX Month</b>	<b>Wednesday XX Month</b>	<b>Thursday XX Month</b>	<b>Friday XX Month</b>
	<p>8:30-9:30 - Jo Smith (Supervisor) Meet &amp; Greet &amp; Introductions</p> <p>9:30-10:00 – Jo Smith / Mark White Hosted welcome morning tea</p> <p>10:00-12:30 – Dave Brown Health &amp; Safety Induction</p> <p>1:00-2:00 – Mark White (Mentor) Site Tour</p> <p>2:00-4:30 – Jo Smith Dispatch area induction &amp; observation</p>	<p>8:30-9:00 – Dave Brown Manual Handling SOP Outward Goods SOP</p> <p>9:00-4:30 – Mark White Dispatch Area Carry out tasks as directed working alongside Mark</p>	<p>8:30-8:45 – Jo Smith &amp; Mark White 2 Way Feedback Session</p> <p>8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed working alongside Mark</p>	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed working alongside Mark</p>	<p>8:30-12:30 – Mark White Dispatch Area Carry out tasks as directed working alongside Mark</p> <p>1:00-2:15 – Tina Tahana Admin &amp; Accounts Department Overview</p> <p>2:15-3:45 – Brad Hudson Sales Department Overview</p> <p>3:45-4:30 – Jo Smith &amp; Mark White Reflection session &amp; review week 2 plan.</p>
<b>2</b>	<b>Monday XX Month</b>	<b>Tuesday XX Month</b>	<b>Wednesday XX Month</b>	<b>Thursday XX Month</b>	<b>Friday XX Month</b>
	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed working alongside Mark</p>	<p>8:30-4:30 – Dave Brown First Aid Training – Triple 1 Care Whakatane Full Day Course – Off Site - Dave to provide transport.</p>	<p>8:30-8:45 – Jo Smith &amp; Mark White 2 Way Feedback Session</p> <p>8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-2:15 – Mark White Dispatch Area Carry out tasks as directed</p> <p>2:15-3:45 – Tahu James HR Department Overview</p> <p>3:45-4:30 – Jo Smith &amp; Mark White Reflection session &amp; review week 3 plan.</p>
<b>3</b>	<b>Monday XX Month</b>	<b>Tuesday XX Month</b>	<b>Wednesday XX Month</b>	<b>Thursday XX Month</b>	<b>Friday XX Month</b>
	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-4:30 – Dave Brown Hazard Identification &amp; Control Training – Vertical Horizons -Te Ara Huringa o Pupuwharau, Kawerau Full Day Course – Off Site – Dave to arrange transport.</p>	<p>8:30-8:45 – Jo Smith &amp; Mark White 2 Way Feedback Session</p> <p>8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-10:00– Dave Brown JSA Preparation SOP Hazard Identification SOP</p> <p>10:00-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-2:15 – Mark White Dispatch Area Carry out tasks as directed</p> <p>2:15-3:45 – Neville Green Maintenance Department Overview</p> <p>3:45-4:30 – Jo Smith &amp; Mark White Reflection session &amp; review week 4 plan.</p>
<b>4</b>	<b>Monday XX Month</b>	<b>Tuesday XX Month</b>	<b>Wednesday XX Month</b>	<b>Thursday XX Month</b>	<b>Friday XX Month</b>
	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-8:45 – Jo Smith &amp; Mark White 2 Way Feedback Session</p> <p>8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed</p>	<p>8:30-3:45 – Mark White Dispatch Area Carry out tasks as directed</p> <p>3:45-4:30 – Jo Smith &amp; Mark White Reflection session &amp; review week 5 plan.</p>



<b>INDUCTION &amp; TRAINING PLAN with WORK ASSIGNMENTS</b>					
<b>5</b>	<b>Monday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Tuesday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Wednesday XX Month</b> 8:30-8:45 – Jo Smith & Mark White 2 Way Feedback Session  8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Thursday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Friday XX Month</b> 8:30-2:15 – Mark White Dispatch Area Carry out tasks as directed  2:15-3:45 – Sandy Hunt IT Department Overview  3:45-4:30 – Jo Smith & Mark White Reflection session & review week 6 plan.
<b>6</b>	<b>Monday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Tuesday XX Month</b> 8:30-4:30 – Dave Brown Forklift Training – Vertical Horizons -Te Ara Huringa o Pupuwharau, Kawerau Full Day Course – Off Site – Dave to arrange transport.	<b>Wednesday XX Month</b> 8:30-8:45 – Jo Smith & Mark White 2 Way Feedback Session  8:45-11:00 – Dave Brown Forklift Operation SOP Safe Mobile Plant Operation SOP  Dispatch Area Carry out tasks as directed	<b>Thursday XX Month</b> 8:30-11:00 – Dave Brown & Jo Smith Forklift Operation Practical Assessment  11:00-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Friday XX Month</b> 8:30-2:00 – Mark White Dispatch Area Carry out tasks as directed  2:00-3:45 – Peter Gordon Management Team Overview  3:45-4:30 – Jo Smith & Mark White Reflection session & review week 7 plan.
<b>7</b>	<b>Monday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Tuesday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Wednesday XX Month</b> 8:30-8:45 – Jo Smith & Mark White 2 Way Feedback Session  8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Thursday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Friday XX Month</b> 8:30-3:45– Mark White Dispatch Area Carry out tasks as directed  3:45-4:30 – Jo Smith & Mark White Reflection session & review week 8 plan.
<b>8</b>	<b>Monday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Tuesday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Wednesday XX Month</b> 8:30-8:45 – Jo Smith & Mark White 2 Way Feedback Session  8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Thursday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Friday XX Month</b> 8:30-3:45– Mark White Dispatch Area Carry out tasks as directed  3:45-4:30 – Jo Smith & Mark White Reflection session & review week 9 plan.
<b>9</b>	<b>Monday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Tuesday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Wednesday XX Month</b> 8:30-8:45 – Jo Smith & Mark White 2 Way Feedback Session  8:45-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Thursday XX Month</b> 8:30-4:30 – Mark White Dispatch Area Carry out tasks as directed	<b>Friday XX Month</b> 8:30-3:45– Mark White Dispatch Area Carry out tasks as directed  3:45-4:30 – Jo Smith & Mark White Reflection session & review week 10 plan.

<b>PERFORMANCE MONITORING &amp; EVALUATION SESSION TEMPLATE</b>	<b>CADET NAME:</b>	
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Date	Session Participants	Achievements or Learnings (Since last session)	Cadet Feedback	Supervisor /Mentor Feedback	Next Actions (including Date)
10/10/19					

Date	Session Participants	Achievements or Learnings (Since last session)	Cadet Feedback	Supervisor /Mentor Feedback	Next Actions (including Date)

Date	Session Participants	Achievements or Learnings (Since last session)	Cadet Feedback	Supervisor /Mentor Feedback	Next Actions (including Date)

**CADETSHIP EVALUATION TEMPLATE**

<b>Cadet Name</b>	
<b>Position</b>	
<b>Start / End Date</b>	
<b>Supervisor Name</b>	
<b>Mentor Name</b> (May also be Supervisor)	

**PURPOSE**

*Comments; It is important to evaluate a Cadetship at the end to determine if it met the expectations of both the company and the cadet, acknowledge what went well and identify any opportunities for improvement for both parties.*

*If regular Feedback and Mentoring Sessions have been held throughout the Cadetship this evaluation process should be a positive experience for all involved.*

*There are three parts to this evaluation;*

- 1. Evaluation of the Cadet's Performance – to be completed by the Supervisor and / or Mentor*
- 2. Evaluation of the Cadetship Experience – to be completed by the cadet*
- 3. Evaluation of the Cadetship – to be completed by the HR or Senior Manager responsible for the initiative and should be done in consultation with Supervisor and / or Mentor*



**PART TWO – CADET’S EXPERIENCE**

**Cadet to complete**

*Instructions: Think about each statement below and tick the column with the heading that best describes how you feel about the statement;*

*Example criteria below;*

<b>Evaluation Criteria</b>	<b>Agree Strongly</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Disagree Strongly</b>
1. I felt welcomed by the workers and managers from my first day					
2. I was given clear instructions about the work I was expected to do					
3. It was easy to ask someone if I needed help or information					
4. I felt I was supported working here					
5. I felt safe doing my work					
6. I learned new work skills that I did not have before					
7. I learned more about the different aspects to a job/workplace than I knew before					
8. I enjoyed the training I was given					
9. The feedback and mentoring sessions helped me					
10. I am more confident about being in the workforce					
11. The cadetship experience has helped me work out what I want to do for work or study in the future					
12. I would recommend a cadetship here to other people					

**Assessment Comments**

**Positive aspects of the experience;**

**Aspects that could be improved & suggested actions, if any;**

**Cadet’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





**CADET PATHWAY PLANNING TEMPLATE**

<b>Cadet Name</b>	
<b>Position</b>	
<b>Start / End Date</b>	
<b>Supervisor Name</b>	
<b>Mentor Name</b> (May also be Supervisor)	

<b>PURPOSE</b>
<p><i>Comments; A successful Cadetship should result in the Cadet having a clearer idea of the direction they would like to take at the end of the Cadetship. The employer is not responsible for the Cadet’s career planning but is in an ideal position to be able to help them identify suitable options within their workplace or industry sector and provide practical support and guidance.</i></p> <p><i>The Cadet should be directed to the Careers.govt.nz website where there is comprehensive information, resources and tools to help them through the process. If they create an account, they can progressively work through the online tools to create their plan.</i></p> <p><i>The 4 stages of the career planning process are;</i></p> <ol style="list-style-type: none"> <li><i>1. Know your skills, interests, values and talents.</i></li> <li><i>2. Explore your options.</i></li> <li><i>3. Make a decision.</i></li> <li><i>4. Take action.</i></li> </ol>

**PART ONE – SKILLS, INTERESTS, VALUES & TALENTS**

***In their own time the cadet visits the Careers NZ Website to create an account and complete the first stage to help them identify their skills, interests, values and talents.***  
<https://www.careers.govt.nz/tools/careerquest/>

<b>Discussion Points with Mentor</b>	<b>Notes / Actions</b>
<p><b>1. Review the output from online tool and give feedback. Consider skills they have but may not have included in the tool.</b></p>	
<p><b>2. Make any agreed changes to responses in the online tool</b></p>	

**PART TWO – EXPLORE YOUR OPTIONS**

*In their own time the cadet visits the Careers NZ Website to continue with the second stage of the online tool “Skill Matcher” to explore their options for matching their skills to jobs*

Discussion Points with Mentor	Notes / Actions
<p>1. Review the output from online tool and give feedback on the suggested jobs.</p> <p>Consider the following.</p> <p>Are these jobs available locally?            Is there any training available locally?            Are they prepared to move away?            Are they able to make the commitment if long term training is required?</p>	
<p>2. What assistance can be offered to help the cadet investigate the suggested jobs?            Options include;</p> <p>Arrange for them to meet with other employees in similar jobs to find out more and hear their career story.</p> <p>Make contact with other local businesses who have people working in these jobs and arrange for the cadet to meet with them.</p>	

**PART THREE – MAKE A DECISION**

*In their own time the cadet visits the Careers NZ Website to continue with the third stage of the online tools and resources to help them decide on their career path.*

*During this phase the role of the mentor is to guide the cadet through the decision-making process, be available to answer questions and discuss concerns.*

- *Encourage them to research options carefully*
- *Assure them that the decision isn't for the rest of their life.*

Discussion Points with Mentor	Notes / Actions
<p>1. Discuss the pros and cons of the cadet's decision raising any important factors they may have missed</p>	
<p>2. Discuss what next steps are required to move into this pathway</p>	

PART FOUR – ACTION PLAN	
<i>In their own time the cadet visits the Careers NZ Website to continue with the fourth stage of the online tools and resources to help them plan their next steps.</i>	
Discussion Points with Mentor	Notes / Actions
<p>1. Review the output from online tool and give feedback. Discuss any steps they may have missed.</p>	
<p>2. Discuss any practical help the employer can provide the cadet with their plan.</p> <p>Consider;</p> <ul style="list-style-type: none"> <li>• Reference Letter</li> <li>• Copies of all training certificates</li> <li>• Agreeing to be a referee</li> <li>• Critique of CV</li> <li>• Photocopying of documents</li> <li>• Assistance to write cover letters and complete applications</li> <li>• Make introductions to other employers</li> </ul>	

Cadet's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*Company  
Logo*

*[Company Name]*

***CERTIFICATE OF COMPLETION OF CADETSHIP***

*awarded to*

***Name of Recipient***

*in recognition of  
your dedication, passion and hard work*

*Name/Title of Presenter*

*Date*