

## **Workplace Communication for Skilled Migrants**

**vuw elin 003**

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### 1. Introduction and summary

#### 1.1. Summary

Workplace Communication for Skilled Migrants (ELIN 003) is a course within the School of Linguistics and Applied Language Studies at the Victoria University of Wellington. For short, the course is often called the “Skilled Migrant Programme”. This paper often uses “programme” or “course” when context makes the meaning clear.

The major components of the course are five weeks’ classroom preparation and six weeks’ internship with a Wellington employer. Participants return to the classroom for the twelfth and final week. Chapter 0 of this paper, “The Victoria Model” gathers the significant elements of the course together.

The first intake was in April 2005. Course participants are professionally qualified immigrants to New Zealand who have been unable to obtain work commensurate with their skills despite many endeavours.

Participants must be reasonably fluent in English and experienced in their professions, but often their usage does not have the flexibility needed to cope with demanding workplace communication in New Zealand. In particular, they are unable to use English in a manner that is expected in a professional or commercial environment. New Zealanders are familiar with highly educated immigrants driving taxis or stacking supermarket shelves. The course aims to arm its graduates with the necessary communication skills to break back into the kinds of occupations for which they were trained.

The teachers are Nicky Riddiford and Angela Joe, members of the English Language Institute at Victoria University. Twenty to twenty-five volunteers from the Rotary Club of Wellington and from the Wellington community help them on each course.

In addition to support during the course, the Rotary Club of Wellington assists participants after graduation by assigning a member to each graduate as a mentor to support and help them in finding work.

The active participation of volunteers from the Rotary Club of Wellington and from the Wellington community means that the course is very well endowed with tutors, specialist lecturers and mentors. The course brings together the skills and enthusiasm of a large number of institutions and individuals. This paper describes the roles of the volunteer and salaried staff of the course and of the numerous institutions that contribute to its success.

#### 1.2. Summary of stakeholder numbers

This paper describes and mentions a large number of institutions and individuals who have been or are involved with the Skilled Migrant Programme in one way or another. It is not possible to calculate a

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completely precise total of everyone who has helped with the programme, but the summaries below are reasonably accurate. For government and university departments, both departments themselves and units within departments are counted. At the end of each of the entries that follow, “§” marks the chapter or section of this paper that contains details about the stakeholders in question.

- Government agencies and contractors: 4, §5
- Units within Victoria University of Wellington: 6, §6
- Victoria University academic staff: 10, §7
- Advisers and supporters from official and community circles, including members of advisory committees: 16, §9.1. §9.2 §9.5
- Volunteer conversation and interview tutors: 21, §18.2
- Volunteer visiting lecturers: 13, §18.3
- Volunteer mentors: 22, §18.4
- Members of the Rotary Club of Wellington: 35,<sup>1</sup> §16, §18
- Spouses and business associates of members of the Rotary Club of Wellington: 9,<sup>2</sup> §16, §18
- Employers: 49, §20
- Occupations of participants: 32, §19.2
- Participants’ countries of origin: 14, §19.2
- For figures on success of graduates from the course in finding work, please see §14.5 of this paper.

### **1.3. Target readership of this paper**

The Skilled Migrant Programme is far more complex than most courses at universities, with many different aspects and modules and many different stakeholders and contributors, to the extent that only those centrally involved with the programme have an overall grasp of its elements. This

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<sup>1</sup> Also included in the 3 categories of volunteers, above.

<sup>2</sup> Also included in the 3 categories of volunteers, above.

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complexity can result in a significant information deficit for many stakeholders.

The original object of this paper was to inform members of the Rotary Club of Wellington, especially those who contribute in one way or another, to enable them to obtain an overview of the programme. The drafting process revealed that many other groups are also interested to know just what the programme is about and (for those who already have that overview) how it works in detail, and how the Rotary Club of Wellington and other friends of Victoria University make the course so much more than could be achieved if its resources were limited to what its budget could afford.

Additional target readers include: volunteers from the wider community; government departments that have a stake in the course; managers from Victoria University at school, faculty, and central levels; employers who offer internships; and the participants themselves. One result of these considerations is that some readers will find that they are already familiar with one or more sections of the paper. The writer hopes that the system of headings is informative enough for readers to skim such sections.

## **2. Contact details**

### *Course name*

Formal course name and designation: Workplace Communication for Skilled Migrants, otherwise, ELIN 003, Victoria University of Wellington.

### *Website*

<https://www.wgtn.ac.nz/lals/centres-and-institutes/eli/skilled-migrant-programme>

### *Applications for entry*

*Programme Director* Dr Angela Joe, English Proficiency Programme Director, School of Linguistics and Applied Language Studies; Phone (04) 463-5607; email [angela.joe@vuw.ac.nz](mailto:angela.joe@vuw.ac.nz), or

### *Course co-ordinator & principal teacher*

Nicky Riddiford, senior ELI teacher, School of Linguistics and Applied Language Studies; Phone (04) 463-6471; Email: [nicky.riddiford@vuw.ac.nz](mailto:nicky.riddiford@vuw.ac.nz)

### *Academic inquiries: Language in the Workplace Project*

Professor Meredith Marra, director, [meredith.marra@vuw.ac.nz](mailto:meredith.marra@vuw.ac.nz);  
Emeritus Professor Janet Holmes, [janet.holmes@vuw.ac.nz](mailto:janet.holmes@vuw.ac.nz)

### *Rotary Club of Wellington*

<http://www.rcw.org.nz>; [secretary@rcw.org.nz](mailto:secretary@rcw.org.nz)

*Notification of errors or omissions*

Several people have checked this paper, but if there are errors or omissions, please accept the apologies of the author, who would be very grateful to hear about any corrections that are necessary: john.prebble@vuw.ac.nz.

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### 4. Structure of this paper

For an overview of the Skilled Migrant Programme (ELIN 003) readers are referred to the Summary at the start of this paper. Below, the paper first describes the initial stakeholders in the programme and then staff and other professional personnel who are involved with it.

The paper then moves to the history of the programme, the philosophy behind it, planning, and the way in which the programme operates and reports, including descriptions of syllabus and pedagogy. It then discusses the volunteers and describes their work. It looks at the participants and the Wellington employers who have engaged them as interns. Before concluding, it summarizes the main elements and features of the course in Chapter 0, “The Victoria Model”.

## **5. Government agencies and contractors**

The government of New Zealand is the major stakeholder in the programme. The government regards under-employment of skilled migrants as a loss to the economy, as well as being most unfortunate at an individual level. Consequently, the government has been willing to commit considerable resources to the course and to others like it. Several government departments are involved.

### **5.1. The New Zealand Tertiary Education Commission**

The Tertiary Education Commission is the official body through which the New Zealand government funds universities and other providers of tertiary education. In 2004 it offered funds to tertiary providers to develop and to offer courses to get underemployed but highly educated migrants into skilled occupations. Victoria University was chosen as one of the providers to offer such a course.

### **5.2. The Ministry of Social Development (MSD)**

The Tertiary Education Commission funds the development and teaching of the course. The Victoria University course also includes guided internships. During 2005 and 2006 the Ministry of Social Development funded this element of the course through its programme, “Enterprising Communities”.

Following a decrease in unemployment in New Zealand, the Enterprising Communities Programme ceased in 2006. Victoria University bore the cost of arranging internships for the first intake in 2007. The Migrant Employment Assistance Fund, also a programme of the Ministry, took over the cost of organising internships from July 2007.

### **5.3. Ministry of Business, Innovation and Employment (MBIE)**

In 2013 the Ministry of Social Development ceased funding the programme. As a result, the programme was not offered in Trimester 1 2013. Thanks to a substantial donation from the Rotary Club of Wellington and to donations from individual donors, the programme was offered to a smaller group of skilled migrants in Trimester 2 2013.

In 2014, the Ministry of Business, Innovation and Employment took on the role of principal funder for the programme.

## **6. Victoria University of Wellington**

### **6.1. English Language Institute**

The English Language Institute, known as the “ELI” is a unit within the School of Linguistics and Applied Language Studies.

The English Language Institute (ELI) has been an important part of Victoria University for over 55 years. Since 1961, students from 120 countries have studied at the Institute either on the English language courses or on teacher education programmes.



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The Institute offers a variety of programmes, leading to different qualifications or skills. One of very long standing is the English Proficiency Programme (or the “EPP”), a graduated series of courses in academic English for prospective university students for whom English is a second or other language. The courses are at several levels, depending on participants’ proposed courses of study, from undergraduate to doctoral. A second is the Graduate Certificate in Teaching English as a Second or Other Language, known as “Cert ESOL”, a course for graduates who are not trained as teachers.

A third programme is “ELTO”, or English Language Training for Officials. Most ELTO participants are funded by regular New Zealand government aid schemes, but there are occasional ad hoc groups. For instance, in 2006 and 2007 the ELI taught a course that was specially developed for Peruvian diplomats and other civil servants who were scheduled to act as hosts for the APEC meeting planned for Lima in 2008.

The Institute also provides English language courses and consultancies for special professional or academic groups at other times on request.

In 2004 the English Language Institute was approached to take responsibility for developing and teaching a course for skilled migrants, which has become an additional programme within the Institute, ELIN 003, known as the Skilled Migrant Programme.

### **6.2. School of Linguistics and Applied Language Studies**

The School of Linguistics and Applied Language Studies is the parent body within the Victoria University of Wellington of the English Language Institute. Loosely, “applied language studies, includes courses in teaching second or other languages. As well as linguistics itself, the School has degree programmes in applied linguistics, a distinct academic subject, and also offers programmes leading to Masters and Certificate level qualifications in teaching English as a second or other language. As mentioned above, the English Language Institute is a unit within the School.

The New Zealand Marsden Fund and other significant providers have supported major research programmes within the School on “Language in the Workplace”. Much of the material in the communication skills modules of the Skilled Migrant Programme employs recordings of authentic conversations collected and analysed by researchers in the Language in the Workplace Project.

### **6.3. CEED + The Johnson Group**

Until trimester 2 of 2007, CEED (Continuing Education and Executive Development) personnel served as work placement coordinators, with the task of finding internships and of matching them to course participants.

In late July 2007 the School of Linguistics and Applied Language Studies engaged Wellington recruitment specialists The Johnson Group Ltd as work placement coordinators. Section 16.6 of this paper refers further to The Johnson Group's significant role in the success of the course.

### **6.4. Career Development and Employment**

Victoria University's Careers and Employment unit works in a number of ways to help students obtain career advice. The unit helps students on the Skilled Migrant Programme with developing CVs and gives advice on interview technique.

## **7. Staff and other personnel**

### **7.1. Programme director and teacher**

ANGELA JOE BEd (WAIKATO), Dip Tchg, Dip SLT (MASSEY), MA, PhD (VUW). Dr Joe is Director of the English Language Institute. Her main research interests are vocabulary acquisition and teaching methodology. She has published a number of scholarly articles in the field of second language vocabulary acquisition and is in demand internationally to design and to review English language courses. Dr Joe teaches one day a week on the Skilled Migrant Programme. She was a member of the planning team that developed the structure of the course and she drafted the original plan.

### **7.2. Course coordinator and principal teacher**

NICKY RIDDIFORD, MA, Dip Ed (VUW) Dip Tchg (NTH SHORE), LTCL (ESOL). Nicky Riddiford is a member of the English Language Institute, where she has taught since 2001. She is the chairperson of the Wellington Association of Teachers of English as a Second or Other Language. She is the author of a number of articles on teaching methodology in scholarly and professional journals and of several textbooks and resources for language learners and teachers, including *Song Talk*, (1998), *Workplace Talk in Action* (with co-author Jonathan Newton, 2010), *Communicating Effectively in a Job Interview* (2017). Nicky Riddiford is the course coordinator, principal teacher and course developer for ELIN 003, the Skilled Migrant Programme.

### **7.3. Director, Language in the Workplace Project**

MEREDITH MARRA BCA, BA (HONS), MA, PhD (WELL). Professor Marra's research spans the breadth of workplace communication and regularly incorporates issues of sociopragmatics. She is currently Head of the School of Linguistics and Applied Language Studies at Victoria University of Wellington where she teaches sociolinguistics and discourse analysis from first year to PhD level. Professor Marra's publications include *Leadership, Discourse and Ethnicity* (OUP, 2011), *Constructing Identities at Work* (Palgrave, 2011) and *Negotiating Boundaries at Work* (EUP, 2017), each co-authored or co-edited with her colleagues in the Language in the Workplace team. She regularly delivers invited keynote talks and

workshops at international conferences, specialising in innovative methods and theories for analysing workplace talk with the goal of supporting newcomers to the workplace.

### **7.4. Former Director, Language in the Workplace Project**

JANET HOLMES BA (HONS), MPhil (LEEDS), FRSNZ. Specializing in sociolinguistics, Emeritus Professor Holmes held a Personal Chair in Linguistics. She is a former Dean of Languages and Literature at Victoria University and was director of the project that produced the *Wellington Corpus of Spoken New Zealand English*. She has published many scholarly articles and has written or edited a number of textbooks and other studies in sociolinguistics. Holmes and Stubbe's *Power and Politeness in the Workplace: a Sociolinguistic Analysis of Talk at Work*. (London: Pearson, 2003) is a particularly important source for the Skilled Migrant Programme. Professor Holmes is the former Director of the Victoria University Language in the Workplace project.

### **7.5. Programme strategic planners**

Initial planning for the Skilled Migrant Programme was spear-headed by Ms Judi McCallum, Emeritus Professor David Crabbe, Associate Professor Jonathan Newton and Dr Angela Joe in 2004. The VUW team drafted the initial programme aims, outcomes and prescription for what became Workplace Communication Programme for Skilled Migrants, ELIN003, the Skilled Migrant Course.

JONATHAN NEWTON BA (CANT), PhD, Dip TESL (VUW). Dr Newton is an Associate Professor in the School of Linguistics and Applied Language Studies. Dr Newton consulted with members of the Language in the Workplace Project team and drafted the initial programme plan. He has published widely in the areas of task-based interaction, incidental vocabulary acquisition and interlanguage pragmatics and is a regular speaker on these themes at international conferences.

DAVID CRABBE MA, PDSL (LEEDS). Emeritus Professor Crabbe was formerly Head of the School of Linguistics and Applied Language Studies. In that role, he was responsible in 2004 for Victoria's acceptance of to the Tertiary Education Commission's offer to provide the Skilled Migrant Programme and in 2004 and early 2005 he was a member of the team that undertook the strategic planning for the course.

ANGELA JOE BEd (WAIKATO), Dip Tchg, Dip SLT (MASSEY), MA, PhD (VUW). Dr Joe developed the initial plan, devising a work placement model aligned to the needs of all stakeholders.

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JUDI MCCALLUM MA (VUW) Dip Tchg (CHRISTCHURCH TEACHERS' COLLEGE). Ms McCallum is a former English language teacher. For several years she was an ESOL Advisor to the Tertiary Education Commission, working through Multicultural Learning and Support Services, and specializing in assessment and access. In that role, Ms McCallum identified a gap in the provision of appropriate ESOL courses for professional migrants and was heavily involved in initial planning for the course. Ms McCallum is now the manager of the Pathway to Employment team at Refugee Services Aotearoa, Red Cross. From 2005-2012, she had the responsibility for assessment of applicants for the programme as well as serving as a workplace consultant. She now serves as a workplace consultant and a guest lecturer.

### **7.6. Internship placement (work placement coordinators)**

Since 2007 The Johnson Group (now a part of Alpha Recruitment) has been responsible for sourcing internships for the skilled migrant participants of the programme. Several members of The Johnson Group have taken on the role of work placement coordinators. Those involved include: Leigh Johnson, Kirsty Bidwell, Melissa Alfonso Cruz, Daniza Galinovic (herself a graduate of the programme), Bridget Clarke, Pia Buck.

Victoria University Continuing Education and Executive Development, now renamed as the Centre for Lifelong Learning, was responsible for placing interns from the first five intakes, until mid-2007. Staff within CEED who had this responsibility included:

- TANIA MCGOWAN MSc, Programme Manager (Professional Development) and Work Placement Coordinator.
- MELISSA NIELSEN, Special Projects Manager.

### **7.7. Interview and CV advisers**

- MILLIE DOUGLAS BA (Hons) (LEEDS) PG Dip Career Guidance and Counselling (HUDDERSFIELD) Career Consultant, VUW Careers and Employment
- 

### **7.8. Workplace consultants**

Victoria University contracts several workplace consultants with each course intake. Their task is to smooth the path of students' internships. They attend interviews, they are available for consultation about workplace problems, they visit interns and their mentors on at least two occasions during each six-week internship, and they provide feedback and communication advice for interns in response to issues that have arisen in the workplace. They offer suggestions to the teacher as to communication strategies that would usefully be addressed in classes held during the internship period.

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In addition to supporting the intern, workplace consultants are available for advice to employers as to means of promoting effective strategies in working with the intern and with ethnically diverse workplaces in general. Where requested, workplace consultants are able to offer suggestions for effective communication and to provide opportunities for reflection on procedures and practices.

Workplace consultants look after between one and five participants, depending on their availability for the course in question. They come from a variety of occupations: human resources consultants, teachers, and so on. The course coordinator is ordinarily the workplace consultant for one to three interns, which enables her to keep in touch with this element of the programme. The core workplace consultant group includes:

Judi McCallum  
Nicky Riddiford  
Glenda Weston  
Angela Joe

People involved in this role in the past: maria Stubbe (2005-2008) and Helen Wylie Bartle (2007)

### **7.9. Mentors**

Two groups of mentors support participants in the Skilled Migrant Programme. First, during the internship module, each participant is assigned a mentor from within the internship organisation. Secondly, the Rotary Club of Wellington appoints job mentors to support participants on graduation as they seek permanent employment.

### **7.10. Liaison between Victoria University and the Rotary Club of Wellington**

JOHN PREBBLE BA, LLB (HONS) (AUCKLAND), BCL (OXFORD), JSD (CORNELL), INNER TEMPLE, Professor of Law, Victoria University of Wellington, former Dean of Law, former President of the Rotary Club of Wellington.

## **8. History and background**

### **8.1. Need**

From the mid-1990s, New Zealanders became increasingly aware that there were a significant number of immigrants who were unemployed or employed in occupations that were not commensurate with their qualifications. One would find, for instance, that a taxi-driver or a supermarket shelf stacker had a postgraduate degree. When it was analysed, the census of 2001 showed that there were 2,200 skilled migrants with university qualifications who were permanent residents, but who were unemployed or underemployed.

### **8.2. OECD concerns**

New Zealand is not alone in experiencing this phenomenon. For some years, OECD studies of migration have identified a similar problem, usually

labelled “overqualification”. If anything, the position is worse in Australia than in New Zealand. The issue has gone from a subject of occasional discussion and focus for policy makers to a topic for serious consideration in the business press.

### **8.3. New Zealand developments**

The New Zealand Budget of 2004 allocated funds to the Tertiary Education Commission to address the issue nationally, with funding expected to continue for at least a further four years. The Commission approved funds for the equivalent of 125 effective full-time students for 2005 and sought expressions of interest from Auckland- and Wellington-based tertiary institutions in offering suitable courses.

In Wellington, the Commission chose Victoria University, Massey University, and Whitireia Polytechnic in 2005. In 2006, only Victoria and Massey offered programmes. Also, the funding model changed. Programmes that offered only a classroom training in English as a Second Language thenceforth received less than programmes that included both classroom and internship components.

### **8.4. Intensive course**

The total course is 12 weeks long. In addition to the internship, and largely preceding it, the course includes 133 hours of classroom instruction for an enrolment of up to thirteen participants. This pattern may be compared with, for instance, one-semester senior year electives in the Law Faculty, which comprise 36 hours of lectures over 12 teaching weeks, and which have a minimum enrolment of 25 and a maximum of 150.

### **8.5. Rotary Club of Wellington involvement**

While all participants are literate and native speakers in at least one language, and have reached a good level of English proficiency, their communication skills in English are not always sufficient for working in the kind of professional or commercial environment for which they are trained. It was this aspect of the course that particularly attracted the Rotary Club of Wellington.

The reason is that in early 2005 Carl-Wilhelm Stenhammar, the incoming President of Rotary International for 2005 – 2006, urged the world’s Rotary Clubs each to work to establish or to help a literacy project in his year of office. The Rotary Club of Wellington chose the Victoria University course, Workplace Communication Skills for Skilled Migrants for its project. The club has been involved with the Skilled Migrant Programme as a partner with Victoria University since the first intake in April 2005.

### **8.6. Recognition by Human Rights Commission, the EEO Trust (now Diversity Works),**

In 2006 the Human Rights Commission of New Zealand acknowledged the Skilled Migrant Programme for its contribution to race relations in New

Zealand. Joris de Bres, Race Relations Commissioner, presented a certificate of congratulations to the programme.

In 2009, the EEO Trust, (now renamed Diversity Works), awarded the programme Highly Commended in the Tomorrow's Workforce Award in the annual Work & Life awards. All three partners of the programme were included in the award: The Johnson Group, the Rotary Club of Wellington, and Victoria University of Wellington.

### **9. Philosophy and strategic planning**

#### **9.1. Development of the programme**

The Tertiary Education Commission engaged Ms Judi McCallum, who was based at that time at the Wellington ESOL Assessment and Access Specialist Service, to manage the allocation of migrants to programmes in the Wellington region. Ms McCallum made an assessment of the needs of skilled migrant clients presenting to the Service. She identified the following issues as being of particular concern:

- Being selected out on the basis of being foreign before getting to interview.
- Unfamiliarity with local culture, making social exchanges difficult.
- Unfamiliarity with NZ workplace culture.
- New Zealanders being unused to dealing with different accents.
- New Zealanders having different accents from those commonly heard overseas.
- Lack of New Zealand work experience.

Ms McCallum took the view that a tertiary education school of applied language studies would be the sort of organization most likely to be effective in providing the kind of education that skilled migrants need, but she believed that a model different from the standard applied language course was necessary. Ms McCallum had studied a model of skilled migrant education that involved internships as well as classroom teaching while in the Netherlands on research leave from Massey University in 2003. She also concluded that a programme would be most appropriate if it taught authentic workplace language, rather than used textbooks and other materials developed for instruction in academic English.

Bearing these matters in mind, in October 2004 Ms McCallum approached the VUW School of Linguistics and Applied Language Studies (LALS) as preferred provider. Those initially involved were Emeritus Professor Janet Holmes, Director of the Language in the Workplace Project, Associate Professor Jonathan Newton, Dr Angela Joe, and Emeritus Professor David Crabbe.

In consultation with Ms McCallum, Dr Newton drafted an initial outline, comprising six weeks fulltime classroom tuition and six weeks work placement. He also an advisory group on 14 December 2004 to consider and

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to develop Dr Joe's provisional programme draft. The group as a whole focused on developing strategies to address the concerns that Ms McCallum had identified. The group comprised:

- Colin Drew, Local Government New Zealand.
- Shawn Gilhooley, Migrant Attraction Officer, Positively Business Wellington.
- Simon Hodge, International Programme Manager, Victoria University Continuing Education and Executive Development (CEED).
- David Crabbe, Emeritus Professor, Former Head of School, LALS.
- Angela Joe, Director, English Language Institute, LALS.
- Francis Lo, Programme Developer, Presbyterian Support Central, Wellington.
- Meredith Marra, Professor, Head of School, LALS, Director of the Language in the Workplace Project.
- Beverley Main, Director Human Resources Institute of New Zealand.
- Tania McGowan, Professional Development Programme Manager, CEED.
- Judi McCallum, Manager, Pathways to Employment team, Refugee Services, Aotearoa, Red Cross. Formerly, ESOL Specialist and Access Specialist Service, TEC.
- Jonathan Newton, Associate Professor, LALS.
- Paul Winter, Director, New Zealand Employers and Manufacturers Association.

Thereafter, a programme planning team of Ms McCallum, Dr Joe, Dr Newton, and Associate Professor Crabbe further developed the planning for the course over the summer of 2004 - 2005.

### **9.2. Work of the planning team**

The programme planning team focused particularly on the internship component that Ms McCallum's model called for. The programme that was developed addresses the needs that Ms McCallum identified by following four strategies.

First, the focus of the course is throughout on the needs of the workplace. This focus requires a reorientation of the usual teaching of the English Language Institute, which is generally concerned with academic English as used, for instance, in student writing.

Secondly, the internship component of the course is central. When skilled migrant courses were first thought of in 2004 the idea of internship was not always emphasised, and sometimes not even present. However, the Victoria University planners agreed that Ms McCallum was correct that



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successful internships, rich in experience, would offer the best prospects for addressing the needs that Ms McCallum had identified. This strategy involved obtaining good human resources advice about ensuring proper supervision and workplace mentoring. However, the result was a funding shortfall, addressed under the next heading.

Thirdly, as Ms McCallum had envisaged, the course ensures authenticity of content by using language and conversations sampled from workplaces throughout the Wellington region by the Victoria University Language in the Workplace Project, a partner in Victoria's proposal to the Tertiary Education Commission.

Fourthly, it was important to ensure full buy in to the goals of the programme on the part of employers and relevant institutions within the Wellington community. To achieve this result, and to obtain further advice as to the structure and content of the course, Victoria University invited a number of stakeholders, some of whom had been members of the advisory group that Associate Professor Crabbe convened in December 2004, to form a Programme Advisory Group. The group comprised:

- Trevor Burgess, Chief Executive Officer, Exicom Technologies, Porirua.
- Francis Lo, Programme Developer for Presbyterian Support Central and himself a skilled migrant.
- Paul Winter, Director, Employers and Manufacturers Association.
- Colin Drew, Local Government New Zealand.
- Shawn Gilhooley, Migrant Attraction Officer, Positively Business Wellington.
- Beverley Main, Director, Human Resources Institute of New Zealand.

While the Programme Advisory Group offered useful comment on a number of aspects of the plans for the course, a crucial factor was that the group verified the need to elevate internship to at least the same level as the classroom element of the course

### **9.3. Funding shortfall**

Although the Skilled Migrant Programme is much more intensive and much more expensive than standard university courses, that model is necessary. It is to the credit of the Tertiary Education Commission that in making its funding decisions the Commission appreciated that skilled migrants have special educational needs and that, if those needs can be met, and if participants can be placed in skilled positions, the return for the individuals concerned and for the New Zealand economy is immediate and significant.

Notwithstanding the generous level of funding, Victoria University had four concerns: regarding the level of support that participants would need in their internship workplaces; as to the need for intensive coaching in the skills that participants lacked; regarding the desirability of putting

participants in touch with appropriate networks; and as to components of the classroom syllabus beyond core language skills.

### **9.4. Support for internship**

The first of these concerns had strategic significance. Unless the internship programme was well funded, the Victoria University course could not proceed as envisaged by the planning team and the Programme Advisory Group. However, while TEC funding as finally determined was sufficient for teaching there were insufficient funds to support the internship element of the course at the level necessary to achieve the results that the planning team had in mind. One response in some courses has been to ask participants to find their own placements. Victoria University was concerned that it would be hard for people from other cultures who had been out of the skilled workforce for considerable periods to find internships that offered work at an appropriate level of seniority. Instead, it was decided to approach the Ministry of Social Development for assistance. (One of the Ministry's missions is to promote employment.)

Putting this decision into effect required considerable planning, in order to discover whether there was a Ministry funding programme that was appropriate and then to organise the necessary application. Ms McCallum undertook most of the necessary work in this respect. Officials involved included Mr Wayne Skippage, Social Development Manager, Work and Income, Wellington and Mr Craig Nicholson, of the Office of Ethnic Affairs within the Internal Affairs Department. Mr Michael Bryant, Regional Commissioner of Work and Income, approved the application.

During 2005 and 2006 the Ministry's Enterprising Communities Fund supported the internship module. This fund was discontinued in response to falling unemployment. Victoria University bore the cost of internship organization for the fifth intake, in March of 2007, while efforts were made to find a replacement source of funding. From the sixth intake, in July 2007, the Ministry's Migrant Employment Assistance Fund has provided the necessary support.

### **9.5. Support for securing funds for the course.**

This bare account of locating funding, switching from one fund to another, and ensuring that the Skilled Migrant Programme fits correctly into the requirements of government policy does not do justice to the work of those involved, which was considerable. Dr Joe, as Programme Director, and Ms McCallum, as ESOL Adviser to the Tertiary Education Commission, have had carriage of the task. Throughout, a number of people in the Wellington community and in official circles have assisted with advice and support. Notable among them is Ms Sue Driver, a former Wellington Regional and City Councillor, who was very generous with her time and advice in her role as Project Manager, Settling In, for the Ministry of Social Development.

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Ministry of Social Development, Community, and official leaders who have supported this and other aspects of the Skilled Migrant Programme include:

- Ms Judi Altinkaya, formerly National Manager for Migrant Settlement, Department of Labour, currently National Manager Settlement, Settlement Unit, Immigration NZ, MBIE.
- Ms Felicity Bollen, Labour Market Manager, Work and Income, Wellington.
- Ms Sue Driver, mentioned above.
- Ms Mel Harrington, Regional Contracts Manager, Work and Income, Wellington.
- The Honourable Marian Hobbs, MP.
- Mr Alan Sanders, Enterprising Communities Adviser, Work and Income, Wellington.

In addition to the funding from the Ministry of Social Development, help from the Rotary Club of Wellington to identify internship opportunities has further enriched this element of the programme. Victoria University has addressed the other needs that were identified (intensive coaching, syllabus enrichment and help with networks) by seeking voluntary help, as explained in the next section of this paper.

### **10.Planning for extension of classroom elements**

#### **10.1. More intensive teaching**

The second of Victoria University's concerns, which were identified in section 9.3, was that many of the skills that migrants need require one-to-one instruction and practice, particularly if they are to be learned in an intensive course of six weeks in the classroom. While a 1:12 teacher: student ratio is generous by university standards it does not allow for one-to-one attention; not, at least, without leaving the rest of the class working by themselves for long periods.

Nicky Riddiford, as course coordinator and developer, addressed this concern. Her strategy was to invite volunteers from the Rotary Club of Wellington and from the Wellington community to become one-to-one or one-to-pair tutors for conversation, interview technique, and so on. Over the 28 intakes since the programme's inception, over 120 members of the Rotary Club have taken part.

Having such a large pool is a challenge for coordination, but it means that volunteers can nominate the dates when they will be available.

#### **10.2. Networks**

The third concern relates to support networks. In emigrating, migrants lose home country networks built up through connections of family, education, profession, and so on. The Skilled Migrant Programme addresses this problem from several angles. First, one objective of internships is to start the process of integrating participants into the New Zealand arms of their

professions. Secondly, some classroom volunteers are from business and professional circles. Thirdly, as will be described in more detail later in this paper, the Rotary Club of Wellington invites each intake of participants to a luncheon meeting and appoints mentors to advise participants as they graduate from the course.

### **10.3. Extending the syllabus**

The substantive components of the syllabus beyond language learning (in the broadest sense of the oral and writing skills that have been mentioned) posed potentially the most intractable problem. In planning the course, Nicky Riddiford realized that participants would need instruction in New Zealand conditions, not only as regards the workplace but also in respect of society and government, but there was no budget for specialized teachers. As it happened, this problem was overcome surprisingly easily, through the good offices of the Rotary Club of Wellington.

In early 2005, the Skilled Migrant Programme asked members of the club to volunteer to help with classroom conversation and job interview practice. Studying the backgrounds of the volunteers, Nicky Riddiford realized that they included a number of people who were well qualified to instruct participants in the knowledge and skills that they needed. These members of the club kindly agreed to become honorary visiting lecturers in their areas of expertise. Following the same model, the programme has also engaged other honorary visiting lecturers. Details of the topics covered are listed later in this paper under “Visiting lecturers”.

## **11. Classroom**

### **11.1. Introduction**

There are two intakes each year, starting in late February/early March and late July. Courses are intensive, and limited to 12 enrolments. Typically, around 50-70 applicants apply to be part of each course.

The course has two major components: classroom and internship. Each intake begins with five weeks in the classroom, with instruction and practice from 9.00 am to 1.00 pm. Afternoons are for homework, chiefly practising the various forms of business English that are covered in the syllabus. Participants analyse videos of their practice in interviews, conversation, and oral presentations, write emails, cover letters and career plans, improve their CVs, and use resources in the Language Learning Centre to address gaps in their language proficiency. Also, during the afternoons, the programme arranges appointments with prospective employers who have expressed willingness to engage participants as interns. Preparation for the internship that is to follow is a major focus of the classroom module.

In the second component of the course, participants work four and a half days a week for six weeks as interns with Wellington or Hutt Valley employers, with Monday afternoons in the classroom for further instruction and for discussion of the progress of their internships. Courses finish with a

final week in the classroom, to consolidate what has been learned and to help to re-launch participants on the process of job seeking.

### **11.2. Syllabus**

The core of the classroom section of the course is instruction in business and professional English, both written and oral. There is a particular emphasis on what is known as “pragmatics”, that is, polite or otherwise appropriate locutions and vocabulary. This factor distinguishes the course from most university instruction in foreign languages, which tends to focus on the manner of expression that is appropriate for essays, answering examinations, or leading seminars. In addition to language acquisition the course includes a number of modules on substantive knowledge and skills. Particular elements of the syllabus include:

### **11.3. Discourse analysis**

Analysis of authentic conversations collected by the VUW Language in the Workplace Project is a key component of the communication skills focus of the programme.

Interpreting subtleties of direct and indirect manners of expression is often very difficult for second language learners. For instance, direct negatives are uncommon in English interactions; so, how does the subordinate recognise when the superior in fact means “No”? How should one initiate difficult inquiries or requests? English speakers use many softeners: “I was wondering whether ...”, “I was just thinking ...”, “I’m a bit concerned about ...”. As with these examples, softened locutions tend to use “I”, not “you”. But how does a non-native speaker realize that a sentence from a manager starting, “I was wondering if ...”, is in fact an instruction?

### **11.4. Small talk and greetings**

The study of small talk is a major topic within discourse analysis. Some cultures have little concept of the small talk that opens almost every New Zealand workplace conversation. For instance, how does one respond to “How are you?” People from other cultures are apt to reply at length or, if the inquirer continues on his way without stopping for an answer, to suspect insincerity. Who initiates and who terminates small talk in the New Zealand workplace? When does small talk occur? How long does it last? What topics are suitable? What responses are required? These are perplexing questions for the non-native speaker, but facility in small talk is a major indicator that an employee will fit in.

### **11.5. Communicative strategies**

Discourse analysis in the programme includes considerable emphasis on conversational gambits of one kind or another, such as dealing with superiors, with colleagues, with subordinates, and with support staff. Subtopics include: making requests; making suggestions; making a complaint or criticism; refusing politely; disagreeing; giving and receiving compliments; and apologising. This study takes account of such contextual

details such as social distance, power relationships, and degrees of imposition or urgency as important variables involved in choosing appropriate language.

### **11.6. Slang and idiom**

All immigrants have difficulty with the idioms of their new countries, non-native speakers particularly so. The programme addresses this issue from the perspectives both of understanding and of usage.

As to understanding, the programme instructs participants in the meaning and use of a number of common expressions that migrants find particularly troublesome. For instance, “Every man and his dog” neither implies the presence of dogs nor suggests that women were absent.

### **11.7. Business communications**

There is instruction in writing letters, reports, and in framing e-mail correspondence. Telephone skills require special attention. The course gives attention to such things as opening and closing conversations, clarifying miscommunication, leaving messages, ways of finishing calls gracefully, and recognising when the interlocutor wishes to terminate a call.

### **11.8. Interview techniques**

Even reasonably sophisticated native speakers benefit from being coached in interview techniques. People from other cultures have special needs. For instance, they can be too loquacious, too obsequious, or too confident that their home-grown skills and knowledge will translate seamlessly into the New Zealand workplace, or, contrarily, far too modest.

Telephone interviews, or even clarifying a few employment-related issues by telephone, are particularly challenging exercises for non-native speakers. The course endeavours to prepare participants for such conversations.

A particular challenge is that for some time now most New Zealand businesses have used behavioural-based questions when interviewing candidates for employment. For instance, questions like, “Describe an occasion when you made a mistake and the steps that you took to remedy it”, or “Tell me about a time when you had to handle a difficult team member/client”, are common. New Zealand candidates who are well prepared for interviews know that they must expect these questions, but in many countries, interviewers do not use them, and they come as a surprise to most participants in the skilled migrant course.

Some interviews, particularly for public sector positions, require knowledge of New Zealand culture. For instance, candidates are wise to anticipate the question, “If appointed, how will you incorporate the principles of the Treaty of Waitangi in your work?”

Preparing course participants for interviews that will include behaviour-based questions and questions on New Zealand culture is a major element of interview training. Volunteer lecturers from the Rotary Club of Wellington who are very experienced in current interview practice are an extremely valuable resource for this part of the course.

**11.9. Oral presentations**

Using their colleagues as an audience, participants practise making presentations to small workplace meetings. Both this work and interview practice is videotaped and critiqued, as are some conversations. Topics include summaries or commentaries on the news of the day, five-minute talks on their career experience and brief introductions to their internship organisations.

**11.10. Body language**

The course addresses issues of body language where New Zealand practice tends to vary from the practice of other societies. Eye contact, personal space, facial expressions, and the use of gesture are generic examples. Specific instruction attempts to answer such questions as: When standing, where should you hold your hands to appear confident and competent? When there is a handshake between a woman and a man, which gender first offers a hand? In other greetings, whom do you hug and whom do you kiss, and when?

**11.11. Curricula vitae**

Almost all participants in the course need help in putting their CVs into a form that is acceptable to New Zealand employers. As mentioned, staff from Victoria University Career Development and Employment are available to help with this module and to check drafts.

**11.12. New Zealand government, society, employment relations, and trade unions**

Visiting lecturers conduct classes on micro and macro aspects of political economy that most New Zealanders in professional or business workplaces take for granted. Reflecting participants' particular need for instruction in interview skills each course has several classes and many practice sessions on this topic.

**11.13. New Zealand culture**

There is no discrete module on New Zealand culture. As is evident from this chapter, teaching addresses a miscellanea of New Zealand practices as they arise in one context or another. Some elements come from Maori and some from British and other European heritage. An example of the first is not sitting on tables. An example of the second is the expectation of apologies for lateness. After only a very short delay New Zealanders expect a muttered apology and after very little longer something more fulsome. In contrast, some cultures tolerate an hour or so of lateness without expecting an apology.

**11.14. Teaching structure**

A typical day in the classroom might include:

- Oral presentation practice.
- Discourse analysis and role plays.
- Job interview practice.
- Feedback on homework, such as an e-mail exercise.

Guest lecture.

## **12. Internship**

### **12.1. Workplace**

As mentioned above under “Philosophy”, Victoria University made a strategic decision to elevate the internship element of the course to equal importance with the classroom. To expand on the reasons, most participants in the programme have not previously had experience in a New Zealand professional or business workplace. Employment laws make it difficult or risky for employers to engage immigrants who are not familiar with New Zealand culture for trial terms; so, obtaining such experience is a major hurdle. The primary objective of internships is to provide participants with experience that they can call upon in applying for employment. An additional benefit is that their internship managers may be willing to act as a referee and comment on their performance in the workplace for the benefit of possible future employers.

Most internships are organised with some formality, with participants facing an interview panel before being accepted. Interviewers occasionally decide that the organisation has insufficient resources to support an intern or that the candidate is not suitable, in which case the work placement coordinator seeks another position for the applicant in question. The assigned workplace consultant accompanies the participant to interviews. The purpose is to observe and to provide commentary afterwards, rather than to take part in the interview, but consultants sometimes intervene to clarify misunderstandings.

The policy of the Skilled Migrant Programme is that internships should be planned as well as possible, with clear lines of authority and obligations. Work placement coordinators and workplace consultants explain these matters to prospective employers. These explanations need to be conducted tactfully, bearing in mind that the employers concerned are volunteers and that hosting an intern can be burdensome.

### **12.2. Details of internships**

Employers are asked to appoint a mentor for each intern, usually someone from the same work group. Usually, the mentor is the manager or supervisor or team member who is responsible for the intern. If the mentor is not to work fairly closely with the intern, the employer is usually asked also to appoint a buddy who can advise the intern on a day-to-day basis if needed. These workplace mentors should be distinguished from the job mentors that the Rotary Club of Wellington appoints for graduates of the course to support them as they seek permanent work.

During each internship, workplace consultants meet two or three times with interns and their mentors. On each occasion, the normal protocol is for the consultant to meet first with the mentor, secondly with mentor and intern, and thirdly with the intern alone. Often, a manager joins the meeting.



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If an internship runs into difficulties the consultant has additional meetings with managers or mentors to attempt to find a solution.

Consultants work with employers to try to ensure that interns are assigned to reasonably demanding work that tests their skills and experience. Assignments require care: for instance, the programme cannot expect employers to unleash interns onto clients or customers without supervision. A common solution is to assign interns to difficult projects (often only one project) that are necessary for the employer but that the employer has not had the time or resources to address. For instance; a lawyer from China investigated and wrote a paper on Chinese industrial law and industrial relations for an employer who was interested in labour competition between New Zealand and China; an engineer investigated how a large engineering plant could save energy; and an investment analyst conducted a review of his employer's strategic plan.

As mentioned, the final week in the classroom consolidates what participants have learned and addresses lessons from the internship module. There are additional visiting lecturers, and a number of recruitment agencies visit to offer advice and to take details of participants' qualifications and experience. Also in this week, participants meet mentors assigned to them from the Rotary Club of Wellington.

### **12.3. Success of internships**

Readers familiar with employment matters will understand from the above that finding suitable employment and placing participants in internships where there will be a reasonable fit from the perspective of both parties is challenging. For this reason, this aspect of the programme is heavily resourced in respect of both work placement coordinators and workplace consultants.

So far, all internships have been beneficial and nearly all can be described as fully successful.

### **12.4. Workplace communication and internships**

Focusing secondly on places of employment, as a generalization it is probably true to say that internships are more likely to be fully successful in organizations where processes and information sharing are formalized and well tried. Such employers are likely to ensure that people who work with interns are well informed about the objectives of the interns' short terms of employment and the objectives of the employer in volunteering to take part in the programme.

Miscommunication is very seldom a problem, but when it occurs the effect can be significant. Perhaps the most dramatic such occurrence was when an employee appointed as buddy to an intern appeared to have received the mistaken impression that his task was to train the intern, and that having been trained the intern would take over, whereupon the buddy would become redundant. As can be imagined, this mistake required smart work by the workplace consultant.

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To emphasize, the sorts of factors canvassed in the preceding two paragraphs are rare, but it is no doubt helpful for readers to understand some specifics of the challenges that face the Skilled Migrant Programme. That said, most internships successfully achieve their objectives of exposing participants to business or professional workplaces and of giving them New Zealand workplace experience that they can call on when seeking employment.

### **12.5. Planning for success of internships**

While every workplace is different and while interns have different skills, capacities, and needs, the programme has identified a number of practices that tend to promote success. To summarise, these practices are:

- -Assign reasonably demanding work to the intern, often one or two fairly large projects that will occupy most of the duration of the internship. The intern's tasks should be clearly defined. See section 12.2 of this paper.
- -Ensure that people involved at the workplace are well briefed as to the purposes of the internship. In the nature of things, failures of communication sometimes occur. As a safety net, at the initial workplace interview the assigned workplace consultant discusses the programme with the responsible manager and workplace mentor. See section 12.4 of this paper.
- -Where possible, try to assign a designated workspace to the intern.
- -Schedule regular debriefing meetings with the workplace mentor or buddy. Desirably, meetings should be at least weekly, though some employers are able to arrange daily or twice-weekly debriefing, which can be very valuable.
- -Help the intern to take part in the social side of the workplace, for instance by introductions and inclusion in conversation at morning tea.

### **12.6. Benefits to employers**

When the work placement coordinator asks employers whether they will accept interns the coordinators' approach is based on the premise that employers provide this service to interns and to the programme through a lively sense of social responsibility. That is, employers are conferring a benefit on the programme. Both Victoria University and the Rotary Club of Wellington are most grateful that so many Wellington employers are willing to take part. However, it is pleasing that many employers have found considerable reciprocal benefits from the internship programme.

The most obvious such benefit is that from time to time employers have vacancies that they offer to interns as continuing positions or as short-term contracts. Victoria University and the Rotary Club of Wellington take great satisfaction in being instrumental in such direct and immediate contributions to alleviating New Zealand's skill shortage.

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Such outcomes are greatly welcomed as excellent evidence of the success of the internships in question. But out of fairness both to employers and to interns, the programme takes pains to emphasise that employers' offers of internships are just that, that the programme is immensely grateful to cooperating employers, but that there is no expectation that an internship will result in employment with the employer in question.

In addition to some offers of continuing employment, employers have reported a number of incidental benefits. Here are three examples. First, employers sometimes find that foreign-trained interns whose qualifications are on paper equivalent to corresponding New Zealand qualifications in fact have greater depth of training and skills than their New Zealand counterparts. To take an example, the training of a participant who was a graphic artist turned out to have comprised extensive art education at secondary level, followed by four years at an art college, and then five years for a professional graphics degree.

Secondly, employers are becoming increasingly aware of the changing composition of the New Zealand workforce and of the increasing proportion of foreign-trained workers that they can expect in the future. Some monocultural workplaces are concerned that existing staff are not sufficiently prepared to work in a friendly and efficient manner when, in due course, they appoint foreign-trained staff. These workplaces see the acceptance of interns as a useful way of helping their staff to become accustomed to foreign colleagues in a situation where the appointee is clearly in need of help to become accustomed to the New Zealand workplace.

Thirdly, some employers have found internship a useful opportunity to appoint as mentor or buddy a staff member to whom they want to give leadership experience.

### **12.7. Refinements in planning and organization**

The coordinator regularly refines the planning of the course in ways that are too numerous to mention. An example that concerns the relationship between the internship and classroom elements is illuminating. Originally, interns worked Monday to Thursday, with classroom meetings scheduled on Friday. This arrangement proved to suffer from the demerit that interns missed the social occasions that often occur on Fridays in New Zealand workplaces. Monday morning was tried for classroom meetings, but this schedule often caused interns to miss workplace team meetings. Since September 2007, the class has been meeting on Monday afternoons, which seem to entail the fewest clashes.

## **13. Additional components of the course**

### **13.1. Introduction to New Zealand social conventions**

The course attempts in a small way to introduce participants to some of the conventions that New Zealanders observe in social situations. First, in addition to the volunteer work of its individual members that is described

later in this paper, the Rotary Club of Wellington invites each intake of the Skilled Migrant Programme to a luncheon meeting in the final of the course.

At lunch, the club assigns a host to each participant, with a view to scattering them on different lunch tables. These meetings expose participants to a large group of Wellington professional and business people and offer help in extending their networks. Where possible, hosts try to introduce participants to people in their industry. Prior to the luncheon participants are introduced to the club members who have been assigned to be their mentors as they enter the work force.

### **13.2. Graduation ceremony**

Courses terminate with a formal graduation ceremony attended by one or two people from senior levels in the administration of Victoria University. This level of recognition indicates that the university acknowledges the importance of this programme. Another important aspect of the graduation ceremony is that it affords an opportunity to invite all volunteers and other stakeholders in the Skilled Migrant Programme. The programme could not operate at anything like its current level without the help of large numbers of busy people who repeatedly make their time and skills available. Victoria University is extremely grateful for this most generous help.

### **13.3. Post course meetings**

One of the hopes of the Tertiary Education Commission in funding programmes for skilled migrants is that providers should keep in touch with their graduates and offer continuing advice and moral support. To this end, Victoria University maintains a database of graduates' contacts (including their employment success). The course coordinator convenes informal gatherings of graduates several times a year at the university. Generally, one or both of the Programme Director and the Director of the Language in the Workplace Project are able to be present.

Graduates from different intakes of the course meet one another at these meetings and exchange experiences and advice. The course teachers also endeavour to help graduates with difficulties that they have encountered.

### **13.4. Financial assistance for participants**

A few participants qualify for the unemployment benefit by virtue of length of residence. They are permitted to keep drawing the benefit during the course. In addition, the Ministry of Social Development provided funds to meet expenses of travel to the course or to internship workplaces in 2005 and 2006. In the early years of the programme, there were hardship funds to meet the cost of business clothing for interviews and for participants' time at work.

## **14. Qualifications, application, reporting, and measurement of success**

### **14.1. Application, selection, and enrolment**

The course has no budget for advertising, but government and voluntary agencies in the Wellington region are well aware of it and refer suitable candidates to Angela Joe and Nicky Riddiford. Also, graduates of the course often refer friends and acquaintances.

The course is aimed at unemployed or underemployed skilled migrants or refugees who:

- Have entered New Zealand as skilled migrants or as accompanying family members;
- Have English as an additional language;
- Have qualified for permanent residence in New Zealand;
- Have a university or equivalent qualification (minimum NZQA level 7);
- Have had no NZ work experience
- Be unemployed or underemployed;
- Be trained in a profession;
- Have professions that match those on Immigration NZ's skills shortage list;
- Have had at least two years' experience in their profession, preferably in the last five years. This experience may be in their home countries or elsewhere;
- Have lived in NZ for 5 years or less;
- Have a good level of language proficiency (minimum IELTS 6.0, which is a little below the minimum for entry to postgraduate courses at Victoria University). Most people admitted to New Zealand as principal migrants readily satisfy this requirement, but some accompanying persons need additional English tuition before joining the course.

In addition, there is a general assessment of suitability and aptitude, taking account of such factors as likely prospects as an intern and flexibility in adapting to New Zealand conditions. Contact details for applicants are in section 2 of this paper.

### **14.2. Enrolment**

Applicants who are accepted enrol for the course via the Victoria University Enrolment Office, receive a student identity card, and become entitled to all the rights and privileges of Victoria University students, including the right to access all student facilities and services. In practice, the most significant are the use of the Language Learning Centre and help from the VUW Careers Service.

### **14.3. Entrants**

On entering the programme, participants are sometimes demoralized and without much hope. Some have been unemployed or employed in unskilled positions for years. All have had no experience in skilled work commensurate with their experience and qualifications since arriving in New Zealand. All have made many applications for positions without success.

Few have had any success at all in applying for employment. For instance, a poll of the March to June intake of 2007 showed that fewer than half had ever managed to proceed as far as an interview in an employment selection and no one had got past the interview.

As a result of their experiences, some entrants have been contemplating returning to their home countries. Others would do so if it were not for their children, who typically integrate well. Many are anxious. Many regard the Skilled Migrant Programme as their last chance or the next thing to it.

Considering their experience, it is remarkable how quickly participants become re-energised. No doubt the supportive atmosphere in the programme, the role-plays, discussion with their peers, and meeting the many volunteers who help with the course, all play their part. Anticipation of an internship with an employer who has agreed to engage them is most heartening. Most significant, however, is that most people who take the decision to make a new life in another country have an inner resilience on which they can call when an opportunity arises.

### **14.4. Assessment and reporting**

The programme does not employ formal examinations, but it supplies graduates with formal reports on their progress and achievement. The course coordinator prepares a report, focusing particularly on classroom performance, but also taking into account reports from workplace consultants. Mentors appointed by employers to be responsible for interns prepare a second report, following a template to ensure that necessary matters are covered. Work performance is an important topic in workplace mentors' reports and communicative skills are significant in both reports.

### **14.5. Measurement of success**

Since 2005 there have been 300 graduates of the programme, approximately 80% of whom are now working in their professional area. For some intakes the figure is 100%. Most graduates find work within 1-6 months of graduating from the course.

From one perspective, the partners in the programme, Victoria University and the Rotary Club of Wellington, would be delighted if 100 per cent of graduates found skilled employment of their choice very soon after leaving the programme. From another point of view, such a result would indicate a shortcoming. It would suggest that the selection process is too rigorous, with the result that some applicants who could have benefited from the programme were being excluded. Admitting some applicants near the cut-off point who show potential but who may not make the grade goes

some way to ensuring that everyone who does possess the skills and attributes to make a rich contribution to the New Zealand economy can earn a chance to do so. Further, considering the demoralizing experiences that almost all participants have suffered before entering the programme the partners take great heart from the results to date.

### **15. The Rotary Club of Wellington**

The Rotary Club of Wellington is New Zealand's oldest Rotary Club. It was founded in 1921, 16 years after the Rotary movement began in Chicago. Membership is fairly stable at a little over 150. Like all Rotary clubs, it meets weekly. The Wellington Rotary Club meets for lunch most Mondays, and for evening drinks one Monday per month. Rotary clubs exist to foster contact between people of different vocations and to promote service to the community. Some clubs are very active in visible fundraising, for example by running stalls at fairs. The Wellington Rotary Club's fundraising tends to focus on gala dinners, charity auctions, and similar events.

Many Rotary clubs prefer to offer hands-on help to deserving causes. The Wellington Rotary Club is no exception, with, for instance, annual tree planting and such things as occasional visits to villages in the Pacific Islands to improve housing. The club's main service thrust is probably from providing directors, trustees, and committee members for a good many charitable organizations. Members make a particularly valuable contribution in these roles because they bring skills to bear from their professional and business lives.

Apart from the kinds of leadership roles described in the previous paragraph, there are not many projects that call for large infusions of club members' business and professional skills and experience. The Skilled Migrant Programme is unusual in this respect. Long periods of unemployment often result in participants' being not at all well off, but they are always intelligent and generally resourceful; so they do not suffer from many of the other problems of disadvantaged members of society. On the other hand, what they do need is exactly what club members are well qualified to offer: tutoring in the requirements and practices of the New Zealand professional and business workplace. This close fit between the needs of participants in the Skilled Migrant Programme and the resources of members of the club has resulted in numerous club members contributing in the different ways that are set out in the next section of this paper.

### **16. Volunteer work**

#### **16.1. Affiliation**

Most volunteers are members of the Rotary Club of Wellington or are spouses of members or have been recruited by members from within their place of work. Others are neighbours of the university from Kelburn or Karori, and a few are friends of the university from further afield.

### **16.2. Roles**

Volunteers perform a wide variety of roles within the programme, some more than one. Various types of conversation practice, job interview practice, and speaking are very significant.

Some volunteers give visiting lectures that call on their specialist knowledge of, for instance, New Zealand government and public systems, or of employment law and relationships, or of techniques of dealing with challenging workplace situations.

Volunteers who are members of the Rotary Club of Wellington are particularly qualified and experienced in the areas just described. Several are or were senior managers with extensive experience of job selection procedures and knowledge of the kinds of questions that are common, almost standard, in interviews today. They commonly submit participants to very searching and realistic mock interviews. They are able to explain what it is that interviewers are looking for and how particular kinds of question are designed to elicit that information. They can advise participants how to conduct themselves in various kinds of employment situations, such as the first weeks in a new position, or how they should interact with co-members of a team. This specialised knowledge has proved an invaluable component of the classroom component of the course.

Most internship placements are arranged from a database of contacts that The Johnson Group and, in the first few years, Victoria University Continuing Education and Executive Development have built up. Some internships result from offers of placements within Rotary Club members' workplaces or as a result of referrals from club members.

The Wellington Rotary club appoints a job mentor for each course participant on graduating. The mentor meets the graduate regularly for six months or so, or until the protégé finds a position. In many cases, mentors maintain contact with their protégés for significantly longer.

### **16.3. General organization**

Rotary clubs typically operate through a number of standing committees, each chaired by a member of the club's board of directors. Directorships rotate annually, reflecting the Rotary year of July to June, and there is also a partial turnover of the membership of each committee each year.

Commonly, one of a club's committees is the Vocational Service Committee. As the name implies, the remit of the Vocational Service Committee is particularly appropriate for that group to take responsibility for the Rotary Club of Wellington's contribution to the Skilled Migrant Programme.

Members of the Rotary Club of Wellington volunteered as individuals to help with the first intake of the Skilled Migrant Programme in March 2005. The partnership between the club and the programme was formalized in time for the third intake, in March 2006. Since then, the Vocational Service Committee has been responsible for organising and administering the club's contribution. The Rotary Club of Wellington makes a modest budget available to its committees to help in their work. The club's contribution to



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the Skilled Migrant Programme has been almost exclusively in time and in skills, with two instances where the contribution was greater. In 2013, when the Ministry of Social Development ceased funding the programme, the club made a substantial donation to enable a smaller group of skilled migrants to be offered a place on the course. For one intake, in the early years of the programme, the club contributed to participants' costs in travelling to the places of work where they were assigned as interns.

### **16.4. Responsibilities and duties**

In summary, the duties of the Vocational Service Committee in respect of the Skilled Migrant Programme entail:

- -explaining the programme to the club and circulating members for volunteers;
- -organizing telephone trees and telephoners to seek possible internships among members;
- -identifying possible mentors and requesting their assistance;
- -matching participants with mentors;
- -liaising with the work placement coordinator and the course coordinator.

Chairs of the Vocational Service Committee during the currency of the partnership between the club and the programme have been:

2005 – 2006 Denise Church

2006 – 2007 Lee Wilkinson

2007 – 2008 Grant Uridge

2012 – Andrew Miller

2014 - current Derek Gill

Peter Garnett, Clare Austin, and Lee Wilkinson have had special responsibility for the mentorship element of the programme. Peter Garnett worked with the course coordinator to establish the guidelines and expectations for the mentor and protégé relationship. In the early years of the programme, Bruce Christianson and Karl Baker were charge of identifying possible positions for interns known to club members or their business associates.

#### **Mentor coordinator**

The coordinator sources and matches RCW members who volunteer or agree to be mentors for the graduates of each intake. Some of the members of the vocational service committee who have carried out this role since the course began are:

Lee Wilkinson

Grant Uridge

Joan Smith

Ken Fink-Jensen

Mark Woodard

John Emmanuel  
Derek Gill

### **16.5. The New Zealand Institute of Management: mentor training**

In their service function, Rotary clubs try to call upon not only the resources of their individual members. The Skilled Migrant mentor programme is a good example of the operation of this philosophy. Post-course mentorship was not originally a component of the club's help to the Skilled Migrant Programme, but was suggested by David Chapman, a member of the Vocational Service Committee in 2005. Mr Chapman was Director of the New Zealand Institute of Management, which promotes business mentorship and which regularly runs mentor training courses. Through Mr Chapman, the Institute ran two courses for members of the Rotary Club of Wellington who have volunteered as mentors to course graduates. The Institute donated its charge for organising and presenting the courses and bore the ancillary costs.

### **16.6. Role and duty of Rotary job mentors**

Members of the Rotary Club of Wellington appointed as job mentors to graduates of the course are not expected to find positions for their protégés. Rather, their role is to offer support and commonsense advice to graduates as they apply for work. Mentors may meet their protégés monthly or more frequently if that seems desirable and are ready to respond to questions by telephone. They act as a sounding board to comment on protégés' strategy. They may read job applications, discuss forthcoming interviews, or comment on experience at interviews that did not result in offers of employment.

Mentors do not offer legal advice, but they may help protégés to understand employment contracts that they have been offered and comment on whether the terms seem fair within a New Zealand context, as they might if requested by an inexperienced friend or relative. Perhaps above all mentors encourage their protégés in the challenging process of seeking work. In short, job mentorship in the present context is not a specialized role. It is more a question of mentors calling on their experience of the New Zealand workplace and in their own careers to offer practical advice and support.

Mentorships last until the protégé finds work or, as a maximum, for six months. Mentors sometimes retain the connection for a month or so into a protégé's employment to be ready to respond to requests for advice. In practice, most mentorships last a relatively short time because of the rapid success rate of graduates in finding work; it is common for graduates to need to meet their mentors only once or twice.

Written guidelines set out the roles of mentors and protégés. The course coordinator explains the guidelines to both parties. If questions arise during the course of mentorships the course coordinator is the contact person for protégés. The mentorship coordinator appointed by the Rotary Club of

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Wellington Vocational Service Committee has a corresponding role for mentors.

### **16.7. The Johnson Group Ltd (part of Alpha Recruitment since early 2019).**

The Johnson Group Ltd is a Wellington recruitment consultancy specializing in middle management positions in the public sector. The principal and founder was Leigh Johnson, a member of the Rotary Club of Wellington. The company encourages employees to undertake public service projects of one kind or another and makes company time available for this purpose. In the early years of the programme, several members of The Johnson Group acted as classroom volunteers and continue to act as visiting lecturers for the Skilled Migrant Programme. Because of their knowledge and experience of the New Zealand workplace their contribution is particularly valuable.

In addition to its extensive volunteer work, The Johnson Group accepted responsibility for locating internships and placing interns from the start of the sixth intake of the course in late July 2007. The course organisers are very grateful that The Johnson Group was willing to accept this appointment, which occurred at short notice. Johnson Group Personnel who have had responsibility for internships include:

Leigh Johnson, Kirsty Bidwell, Melissa Alfonso Cruz, Daniza Galinovic, Pia Buck

### **16.8. Summary of Rotary work for the programme**

The following list summarises the ways in which the Rotary Club of Wellington, individual members, spouses, and associates contribute to the Skilled Migrant Programme.

- Serving as job interview and conversation tutors
- Delivering visiting lectures
- Serving as post graduation job mentors
- Hosting participants at club luncheon meetings
- Locating internships

### **17. Rotary annual diary**

For the benefit of incoming chairpersons and members of the Rotary Vocational Service Committee it is helpful to record the main annual milestones of the Club's contribution to the partnership. This diary is arranged in the order of the Rotary Year. Ordinarily, there are two courses each year.

#### *February*

Course coordinator makes contact. May request a circular asking for more volunteers.

Set date for participants' visit to Rotary lunch.

Appoint or confirm mentor coordinator.

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### *March*

Course starts late February/early March

Check with course coordinator whether to seek internships among club members.

### *April - May*

Internships usually start soon after Easter.

Mentor coordinator and course coordinator meet to select mentors.

### *June*

Ask members to arrive early to host participants at club lunch.

Mentors appointed, meet protégés prior to club lunch.

Ask Vocational Service Committee members to arrive early to host participants at club lunch.

Course finishes mid-June.

End of course lunch at Victoria University on final day. Club volunteers invited.

Graduation. Club volunteers invited.

### *July*

Course coordinator makes contact; may request a circular asking for more volunteers.

Set date for participants' visit to Rotary lunch.

Appoint mentor coordinator.

Course starts mid-July.

### *August*

Check with work placement coordinator whether to seek internships among club members.

### *September - October*

Internships start early September.

Mentor coordinator and course coordinator meet to select mentors.

Mentors appointed, meet protégés prior to Rotary luncheon.

Ask Vocational Service Committee members to arrive early to host participants at Rotary luncheon.

Course finishes towards the end of October.

End of course lunch at Victoria University on final day. Club volunteers invited.

Graduation. Club volunteers invited.

## **18. Volunteers**

### **18.1. General**

As mentioned, a good many people, both from the Rotary Club of Wellington and as individuals, volunteer to help the Skilled Migrant Programme. The largest group help with conversation and interview practice. They are not all available every week, but the group is big enough to provide a weekly body of guest tutors who can give attention to

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participants individually or in pairs and who can take part in role-plays of interviews and of other critical workplace interactions. The schedules below list them in their areas of primary focus. Visiting lecturers are listed with their topics. All members of the Rotary Club of Wellington's Vocational Service Committee have helped with finding volunteers for their various tasks, with certain members, mentioned in section 16.4 of this paper, taking particular responsibility.

### **18.2. Conversation and interview guest tutors (2005-2019)**

Members of the club who have contributed to the programme as guest tutors, many on several occasions, include:

Andrew Miller	Ken Fink-Jensen
Barbara Lewis	Leigh Johnson
Brian Hasell	Lynda Carroll
Carol Stigley	Mark Wheeler
Christine Hurley	Mark Woodard
Colleen Singleton	Mark Woodard
Donna Dentice	Nick Hurley
Euan Wright	Peter Bushnell
Gillian Jones	Peter Lawson
Gloria Poupard-Walbridge	Russell Ballard
Helen Algar	Siah Hwee Ang
James Austin	Stephen Brown
Janie Kirkcaldie	Stuart Brooker
Joan Smith	Tony White
John Cook	Tracy Brown
John McKinnon	Tricia Walbridge
John Melville	William Somerville
Youie Mourra	

### **18.3. Visiting lecturers, 2005-2019. Members of the Rotary Club of Wellington are marked ®**

- Helen Algar® Anticipating and Meeting the Needs of the Interviewer
- Michael Gilchrist Employment Relations and Unions
- Leigh Johnson® Interviews for the Public Sector
- Peter Lawson® Making a Personal Impact and Creating a Relationship at an Interview
- Brian Lynch®; Denis McLean CMG® *New Zealand and the World*
- Meredith Marra Small Talk in the Workplace
- Judi McCallum Promoting Inter-Cultural Competence through a Framework for Understanding Culture

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- Rama Ramanathan® Facing the Problems of Immigrants
- Jo Smith®<sup>J</sup> Using Recruitment Agencies Strategically
- Carol Stigley® What New Zealand Employers Want
- Francis Wevers® Employment Relations and Unions
- Lee Wilkinson® Thinking on your Feet – the Magic Three
- Rhys Barlow®: *Sport in NZ*
- Leigh Johnson®; Daniza Galinovic; Pia Buck: *Working with recruitment agencies*
- Amy Holtman: Developing your personal brand
- Youssef Mourra® Understanding Kiwis
- Lady Susan & Sir Anand Satyanand® The NZ Constitution and what it means to be a New Zealander
- Geoff Shaw® Getting from advertisement to interview
- Lynda Carroll® *Job Interviews*
- Nicki Wilford What NZ workers need to know
- Chris Scarrott ® Cullen Law *Employment Law*
- Robert Fisher® The Wellington Housing Market

### 18.4. Mentors (2005-2019)

All mentors are members of the Rotary Club of Wellington, spouses or contacts of members. Members of the club who have contributed to the programme as mentors, many on several occasions, include:

Alexandra Hare	Denis Kirkcaldie
Allan Fenwick	Denise Church
Allan Frost	Dennis McKinley
Amanda Ellis	Derek Gill
Andrew Miller	Donna Dentice
Anthony Scott	Duncan McDonald
Barbara Lewis	Elisa Mendzela
Bev-Ann Jennings	Euan Wright
Bill Butzbach	Francis Wevers
Brian Hassell	Geoff Atkinson
Brian Lynch	Geoff Bascand
Chris Gollins	Geoff Brown
Christine Hurley	Geoff Eades
Colleen Singleton	Geoff Shaw
Craig Goodall	George Fairbairn
David Mitchell	George Troup
David Montgomery	Gill Olifent
David Wells	Graeme Mitchell
Debbie Corney	Grant Foggo
Dequ Geddebo	Grant Uridge

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Gray Hughson	Lynn Mackenzie
Harry Pappafloratos	Marion Cowden
Heather Hayden	Mark Stephens
Helen Algar	Mark Wheeler
Helen Hatchard	Mark Woodard
Hewitt Humphrey	Marta Mager
Ian Fay	Michaela Draper
Ian Prisk	Mike Doig
James Austin	Murray Milner
Jane McCann	Neil Taylor
Janice Wilson	Nicola Airey
Jo Lake	Patrick McArdell
Joan Smith	Peter Sherwin
John Boshier	Peter Travers
John Cook	Rachel Tilghman
John Fletcher	Rhys Barlow
John Gibbons	Rob Davison
John Hickey	Roger Drummond
John McKinnon	Russ Ballard
John Melville	Ruth Bruce
John Rowe	Ruth Harley
Joy Tracey	Steph Casey
Karen Coutts	Stephen Brown
Karen Thomas	Stuart Brooker
Karin Callaghan	Sue Jury
Keith Manch	Susan Gill
Ken Fink-Jensen	Sven Schroeder
Kevin Bayliss	Tony Gibson
Klaus Dorbecker	Torin Kells
Lavina Edwin	Tracy Brown
Lee Wilkinson	Tricia Walbridge
Leigh Johnson	Youssef Mourra
Lesley Moffat	

## **19.Participants**

Participants come from a wide range of countries and share a similarly wide range of professional backgrounds. Most hope to re-enter their former profession, though they accept that they may have to begin at a lower level than they had enjoyed in their countries of origin. Some participants decide to take up related work. Other participants may find it necessary to change because there is no scope for their particular specialization in New Zealand. For example, several scientists have sought related or different roles.

### **19.1. Countries of origin**

The largest groups come from South Asia and East Asia. For a full list of individual countries of origin, see Appendix 1.

### **19.2. Occupations**

Course participants come from most professions and industry sectors. As well as their professional qualifications, a number of participants have extensive experience in businesses of one kind or another. For a full list, see Appendix 2.

## **20.Employers who have hosted interns**

A variety of employers have supported the programme by making places available for interns. As a generalization, most host employers are fairly large organizations. The public sector, the private sector, education, and the voluntary sector are all represented. As would be expected of internships in Wellington, there has been an emphasis on the first. For a full list of organisations involved 2005-2019, see Appendix 3.

## **21.Model**

This paper describes the implementation and refinement of a particular model of instruction for skilled people whose lack of communication and cultural knowledge prevents them from finding employment that calls on their professional skills and knowledge. The essential elements of the Victoria Model are:

- -INTERNSHIP. The internship module is crucial. It both gives participants on-the-job experience and acts as their first rung on the employment ladder. It is crucial for internships to be well planned and well supported. Chapter 12 describes the protocols that the Victoria Model has used.
- -CLASSROOM. The classroom module serves both as a preparation for internship and for future employment and as the organisational fulcrum of the course. Chapter 11 describes salient aspects of the syllabus.
- -AUTHENTIC LANGUAGE. For many participants, fluency is not a major problem. Their difficulty is that the communication style that they know is not the style of the New Zealand professional workplace. Ironically, the problem may not be so acute for non-fluent speakers, since interlocutors may make allowances for their obvious unfamiliarity with English. Nevertheless, they, too, need to discover customary usage. There seems to be no substitute for research to determine just what language people use and how and in what circumstances they use it. Fortunately, this research has been done by the Language in the Workplace Project and the results are available both within Victoria University and publicly.



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- -PERSONALISED INSTRUCTION. At least some one-to-one conversation and interview practice with native speakers experienced in the New Zealand workplace has a major impact on improving participants' performance.
- -VOLUNTEERS. Institutions that offer communication courses for skilled migrants will struggle to staff the courses fully. Partly it is a question of resources and funding. Internship organization and support require considerable resources. Personal instruction is expensive. Partly it is a question of the range of skills and knowledge needed among instructors. For instance, experts in teaching of pragmatics and workplace English may not be experts in current interview and selection practices. Volunteers working as conversation and interview tutors, visiting lecturers, and mentors, and helping to locate internships, add greatly to the success of the model. Fortunately, New Zealand has a large number of service clubs with members who have skills and knowledge appropriate to the tasks that are needed.

### **22. Conclusion**

Workplace Communication for Skilled Migrants ELIN 003, the Skilled Migrant Programme, is an enterprise that is heavily supported by the public, the private, and the voluntary sectors. It is probably true to say that there is no other programme at Victoria University where government funding and voluntary help are so heavily engaged. But there can be no doubt that the effort is worthwhile. Each course lasts only 12 weeks. And yet participants who for at least two years, sometimes much longer, have failed to make any progress in mounting the employment ladder are radically transformed. Many arrive at the course close to giving up hope. Yet within weeks of graduation most are in demanding employment that calls on their skills, experience, and education. Within months the larger part of the remainder are also employed. It is rare for any educational programme to see such dramatic and tangible results in such a short time. Furthermore, the draft results of a cost/benefit analysis suggest that for every dollar of government money that is spent on this programme, there is a \$70 return to the country. The success of the programme is a matter of great satisfaction to both Victoria University and the Rotary Club of Wellington.

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### Appendix 1 Participants' Countries of Origin 2005-2019

Algeria	Taiwan
Argentina	The Philippines
Azerbaijan	Thailand
Bangladesh	Ukraine
Belgium	Vietnam
Bhutan	Zimbabwe
Brazil	
Cambodia	
Chile	
China	
Colombia	
Eritrea	
Ethiopia	
France	
Germany	
Hong Kong	
Hungary	
India	
Indonesia	
Iran	
Iraq	
Italy	
Japan	
Jordan	
Korea	
Lithuania	
Malaysia	
Mexico	
Moldova	
Nepal	
Netherlands	
Pakistan	
Poland	
Portugal	
Romania	
Russia	
Serbia	
Singapore	
South Korea	
Somalia	
Spain	
South Africa	
Sri Lanka	
Syria	

The Victoria University of Wellington  
The Rotary Club of Wellington

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### Appendix 2 Participants' Occupations 2005-2019

Academic, University lecturer  
Account Manager/ Project Management, Consultant  
Accountant  
Accounting, Administration, Management, HR  
Accounting/ Accounts payable and receivable  
Accounting/ Finance  
Accounts assistant  
Accounts, Contract Management  
Admin assistant, office support  
Admin, Office Management  
Administration  
Administration, accounts  
Administrator, Legal Advisor  
Advisor, Compliance regulation and accreditation  
Analysis, Design, Development, Testing and Implementation of Web applications.  
Analyst/programmer  
Application Support Engineer  
Application Support Engineer  
Archaeologist, Heritage advisor  
Architect  
Banking  
Banking analyst, Assistant bank manager  
Banking, customer service  
Banking, Financial Services, Relationship Management  
Banking, International Trade  
Banking, Loan Officer  
Banking, State Prosecutor  
Banking/ Accounting/ Admin  
Biochemist – lab technician  
Broadcasting  
Business – Jewellery design and manufacture  
Business analysis/ Business Application Support/ CRM specialist  
Business Analyst  
Business Analyst (IT) in banking, finance  
Business Management  
Business planning, sales  
Chemical Engineer  
Civil Engineer  
Civil, Construction and Environmental Engineer  
Communications and marketing, advertising, public relations  
Communications, Content Writer, Editor  
Community management,  
Compliance and Investment accounting,  
Computer Engineer

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Computer Help Desk Technician  
Computer sales and maintenance  
Computer sales/technician  
Customer Service  
Data Analyst  
Database development, analysis and administration  
Development management  
Diplomatic Service  
District Court Judge  
Document controller  
Document management  
eBusiness operations  
Economic analyst  
Economic research  
Economist (Moscow International Bank)  
Education  
Electrical and Electronic Engineer  
Electrical Engineer  
Employment Law, Employment Relations, Human Resource Management  
Environmental Investigation/ Accounting  
Environmental Scientist  
Executive secretary/ Business support  
Export sales and marketing  
Finance  
Finance and Banking - Insurance  
Finance manager, Corporate secretary, Compliance manager, Customer Service and admin  
Finance Partner, Senior Accountant  
Finance, Auditing and Accounting  
Finance, Auditing and Accounting  
Finance/ Investment/ Risk management  
Financial admin  
Financial Analysis  
Financial analysis, data analysis, finance administration/Banking  
Financial management and accounting (own business)  
Governance, Justice  
Graphic design  
Group Manager, Business planning and training  
HR admin, recruitment, payroll  
HR Manager, recruiter  
Human Resource Management  
Industrial Designer  
Information Systems  
Instructional Design  
Insurance litigation  
Investment, financial services, banking, market development  
IT assistant, admin  
IT developer, programmer, trainer

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IT Management Assistant, Project Management, Sales  
IT Project Administration & Co-ordination, IT Operations, IT Service Delivery  
IT project management, systems analyst /programmer  
IT project specialist  
IT Solutions Architect  
IT systems administrator  
Java developer, software engineer  
Lab technician  
Language School founder and manager,  
Lawyer  
Lecturer and Coordinator Accounting  
Legal Advisor  
Legal secretary, legal advisor  
Logistics support  
Logistics, performance improvement consultant  
Management and Financial Accounting  
Manager – Import/Export  
Manager Finance and Accounts  
Manufacturing designer (clothing), Education  
Marine Biology  
Marketing, Business Analysis  
Marketing, sales, account management, online media  
Mechanical, Design & Project Engineer  
Medical company representative  
Medical Doctor  
Medical Services Coordinator, WHO Consultant  
Network Engineer  
Network engineer/architect  
Office admin  
Office and financial administration, technical writer  
Office management and payroll  
Organizational Psychologist, HR - Recruitment  
Own business, Marketing  
Pharmacist  
Physician, Medical Director, Health Programme Manager,  
Policy/regulatory analyst  
Procurement  
Project coordination, sustainability management  
Project management and coordination  
Project management and procurement  
Project management in IT, Business Analysis.  
Project management waste water treatment  
Project Manager, Operations Manager  
Public prosecutor  
Purchasing officer/ Cashier  
QA. Email marketing specialist (HTML)  
Recruitment consultant

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Research engineer  
Research, University teacher in Mathematics & Physics  
Resource Mobilisation and Partnership Advisor  
Sales and product marketing  
Senior Policy Analyst, Data Analyst  
Shipping and freight forwarding  
Social Worker  
Software Developer  
Software Engineer  
Software programming and testing  
Software test engineer  
Solicitor  
Solutions architect  
Statistical analysis  
Statistician  
Superintendent of Customs  
System and Network engineer  
Systems administrator  
Systems analyst, business analyst  
Systems Engineer  
Tax Inspector, Project Manager  
Teacher  
Technical writer  
Telecommunications engineer, IT infrastructure  
Test analyst  
Test Engineer  
Tourism  
Trade project manager  
Trainer in travel & Tourism  
University lecturer, researcher  
Video journalist, social media enthusiast and TV presenter  
Webmaster /developer

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### Appendix 3 Internship Organisations 2005-2019

Accident Compensation Corporation	Health Care New Zealand
Alcatel-lucent	Heritage NZ
Allen + Clarke	Housing NZ
ANZ	HPA
AsureQuality	HQSC
Awaroa Partners	Hutt Hospital
Barnardos	IDESI Legal
BDO	Institute of Environmental Science & Research (ESR)
Black Coffee Software Ltd	InterContinental
BPC	Intergen
CAA	IPONZ
Capacity	Kirkcaldie and Staines
Capital and Coast District Health Board	Kiwibank
Caritas	Land Transport New Zealand
Chamber of Commerce	MAF
CID	Maritime New Zealand
Cigna	Markit Enterprises
Cogent Communications Ltd	Massey University (Textile and Design course)
Council of Trade Unions	Master Glaziers
CRL Energy	MBIE
Crowe Horwath	MCH
Crown Law Office	MED
Department of Internal Affairs	Mercury IT
DHL Shipping	Ministry for the Environment
DIA	Ministry of Economic Development
DoC	Ministry of Education
DoL	Ministry of Health
Downstage	Ministry of Justice
Dulux New Zealand Ltd: Engineering Department	Ministry of Social Development
Education Payroll	MoT
EGL Eagle Global Logistics Ltd	MPI
Energys	MSD
Enterprise NZ	MSD W&I
EPA	National Association of ESOL Home Tutors
ERMA	National Bank of New Zealand (Private Banking)
Families Commission	NEC
Flagmakers	New Zealand Institute of Management
FSB4 Financial	New Zealand Post
GOODSON ARCHITECTS LTD	
Grosvenor Financial Services Group Ltd	
Hastie Services	



## The Skilled Migrant Programme

New Zealand Red Cross  
NHC  
NSAD  
NZFCU  
NZIER  
NZTA  
OCG  
Office of Ethnic Affairs  
Oxygen Finance Ltd  
Pharmac  
Porirua City Council  
PrintLink  
REANZ  
Red Cross  
Resene Paints  
Reserve Bank  
Retail Dimensions  
Retailers Association  
Royal NZ College of GPs  
Russell McVeagh  
Shell NZ  
SoLGM  
Spicers  
Springload  
Statistics New Zealand  
Stats NZ  
Steel and tube  
Suburban  
Sylsemanatics  
Te Kura  
Team Talk  
Telstra Clear  
The Contingent  
New Zealand Red Cross  
The New Zealand Stock Exchange  
The Treasury  
Travelex Worldwide Money Ltd  
UNICEF  
Upper Hutt City Council  
Victoria University (Careers Service)  
Victoria University (CEED)  
Victoria University (Facilities  
Management)  
Victoria University (Finance)  
Victoria University (Law Faculty)  
Victoria University (Library)  
Victoria University (Public Affairs)

Victoria University (Victoria International)  
Victoria University Ramen Laboratory  
Wellington City Council  
Wellington Zoo  
Wgtn Rugby Union  
Whitireia Polytechnic  
WorkSafe NZ  
Zealandia  
Zintel Enterprise (NZ)Ltd

The Victoria University of Wellington  
The Rotary Club of Wellington