



Youthfirst

EMPLOYMENT TOOLKIT

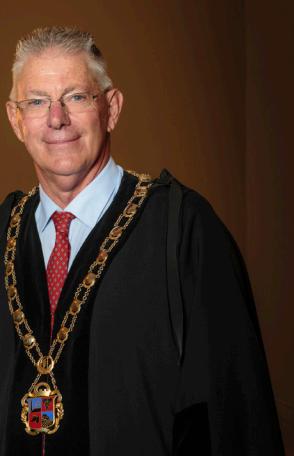


A youth employment toolkit for local Councils in Australia, to deliver structured mentoring, core skills training, personal development and employment opportunities for young people.

PROUDLY SUPPORTED BY



Mayoral Message



**Cessnock City Mayor
Councillor Bob Pynsent**

When we talk about youth unemployment we are talking about your children, your grandchildren, nieces and nephews – the stewards of your region's future.

I'm proud our Council has been pro-active and responsive in addressing this national issue.

In Cessnock City, we have a focus on nurturing and retaining a skilled workforce, and encouraging our next generation of workers through supporting programs for youth employment.

Our young people are our future and young people who have disengaged from work must become everyone's priority.

We are very pleased to provide a copy of the Youth First Program Toolkit for your consideration and application to your region.

Should you have any questions or concerns in implementing a Youth First Program of your own, please contact our Economic Development Unit below.

Contact us

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Acknowledgement

Cessnock City Council acknowledges the support provided by the NSW Department of Premier and Cabinet, Office of Regional Development, Training Services NSW and Yancoal in the development of this most important project.

Council also further acknowledges the hard work and support provided by the staff members of the Cessnock City Council who have worked tirelessly in trialling and developing the model and in the preparation of the Youth First Employment Toolkit.

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Introduction

Youth Unemployment – a national issue

Youth unemployment rates are more sensitive to economic cycles, rising higher than the average rate during downturns and decreasing less during upswings. The human costs of youth unemployment are counterproductive to sustainable and vibrant community growth.

Young people cannot possibly compete for jobs with more experienced candidates. It has also been established that low educational attainment and socio-economic status increases the prevalence of youth unemployment.

Jobs are increasingly hard to find, particularly in regional Australia. As the labour market contracts, traditional job opportunities decline, and the workforce becomes progressively casualised. Young people may find themselves underemployed or simply out of work altogether.

Background

Facing pressures of burgeoning youth unemployment in the Hunter region, Cessnock City Council prepared a discussion paper to explore and address the issue. At that time youth unemployment in the Hunter Valley (ex- Newcastle) was at 21 per cent. In the intervening months it rose to more than 22 per cent – the second highest in Australia and the highest in NSW.

Following the release of the discussion paper in November 2015, Cessnock City Council invited key stakeholders to come together at the Hunter Valley Youth Unemployment Symposium. Over 100 participants attended including representatives from both State and Federal Government Departments, local Councils, businesses, community and young people. The purpose of the Symposium was to develop a strategy and action plan to assist in mitigating youth unemployment in the Hunter Region. From this strategy the Cessnock City Youth First Project was born.

Cessnock City Youth First Program

The Cessnock City Youth First initiative has been a ground-breaking pilot program involving the NSW Government's Department of Premier and Cabinet – Office of Regional Development and Training Services NSW working in partnership with Cessnock City Council and Yancoal to support young people to be 'job ready'.

In partnership with key stakeholders of governments, businesses, youth and community, the Cessnock City Youth First Project developed and trialled an innovative model to mitigate youth unemployment in the Cessnock Local Government Area. The purpose of the Program for Councils was to utilise existing Council facilities and Council staff to mentor unemployed youths and assist them into employment.

Cessnock City Council took advantage of its region being home to Hunter Valley Wine Country and Council's unique business capability within the Economic Development Unit.

Under the Cessnock City Youth First Program, unemployed young people were recruited to volunteer at the Level 1 accredited Hunter Valley Visitor Information Centre. These

Volunteers were cross-trained across service areas such as visitor services, retail, wine sales and tasting, café and day to day administration, for a minimum 10-12 weeks as volunteers in the centre.

The Volunteers were provided training by Training Services NSW and mentoring and support from Council staff were provided to Volunteers as needed. The Economic Development Unit employed its comprehensive database of all businesses in the Cessnock region to promote the youths into work.

The Cessnock City Youth First model was prefaced on the Volunteers working up to 25 hours per week. This included training time. As the Volunteers were also volunteering at the Hunter Valley Visitor Information Centre which is a Level 1 Accredited visitor centre, they were also required to do the 25 hours on a rostering basis over 7 days a week.

The Volunteers quickly learned and adapted to what is acceptable in a workplace, they picked up a wide range of interpersonal and communication skills, and adopted better working behaviours via the program.

The Program immersed the Volunteers into a business unit of Council and delivered them an intense fast tracked program. Many of the skills acquired in the short period they volunteered are 'transferrable' and will help them adapt to changes within the industry of employment as well as across diverse industries.

Successful candidates finalised the program and were placed into a traineeship, employment or further training.

The completed and tested model has been proven to deliver positive results for youth employment where youths are battling the odds on socio-economic disadvantage.

About the Program

The Youth First Employment Program is designed to assist young jobseekers aged 18-25 years to gain ongoing employment by:

- developing core employability skills, aligned to their Vocational Goal;
- providing relevant work experience;
- delivering structured mentoring to develop the worker traits sought by employers;
- providing referees who can vouch for their work performance and attributes; and
- connecting participants with employers in their target industry, leveraging Council's wide business network.

Youth unemployment is a concerning social issue nationally. There are many underlying causes, and young jobseekers fall into several categories or cohorts. According to their eligibility, a range of different government-funded employment providers assist these young jobseekers to gain and maintain employment. These programs include Job Active, Transition To Work, and Disability Employment Services (see About Government Employment Programs, P.10).

The Youth First Employment Program does not replace, but complements the services offered by these providers. For the purposes of the Youth First Employment Program and to help explain eligibility, we have categorised young jobseekers as follows:

1. Jobseekers with significant non-vocational barriers (e.g. homelessness, drug and alcohol problems, criminal history, serious mental illness).
2. Jobseekers with other barriers that require expert intervention (e.g. non-stabilised health or mental health issues, unstable accommodation, poor literacy and numeracy, low education attainment, poor personal hygiene, very low motivation, history of program non-compliance).
3. Jobseekers without the above barriers, but who lack core employability skills or worker attributes, have little or no work experience, and/or no referees.
4. Jobseekers without any of the above issues.

Council staff are not trained or resourced to address the complex barriers that some young jobseekers face, therefore ***this program is not designed to assist jobseekers who fall within category 1 or 2 above***. While jobseekers who fall within category 4 will benefit from the program, of the 4 groups they are the most likely to gain employment independently, and therefore do not represent the most efficient use of the extra resources and funding associated with this program. Through experience in pilots run in other regions, ***jobseekers who fall within category 3 have gained the most from the program, and accordingly this is the preferred target group***.

It is vital that the extra resources allocated to this program are utilised in the most efficient way, delivering maximum social return on investment for the Government, tax payers and business sponsors who provide its funding. For this reason, an

Employment Provider must refer Applicants via the Application Process. The Application Process includes several questionnaires that must be completed by the Employment Provider to ensure that:

- The Applicant meets the eligibility criteria for the program;
- The Applicant has a viable Vocational Goal and Training Plan, before entering the program; and
- The Employment Provider has committed to providing support to the Applicant during the program, including post placement support once placed into employment.

Given that there are limited places in the program, the Application Process is competitive, and Councils reserve the right to select the Applicants it feels are most suitable, and will gain the most from the program.

Eligibility

To be eligible, an Applicant must:

- Be 18-25 years of age;
- Be unemployed;
- Be registered with a government Employment Provider, who has undertaken to provide support;
- Not have non-vocational barriers to employment;
- Have at least 1 Vocational Goal, which has been tested by the Provider using the Application Form;
- Have a Training Plan, provided by the provider; and
- Want to work.

Eligible applicants will be short-listed and interviewed by Council, with the most suitable applicants being invited to participate in the program as Volunteers.

The final decision will be based on the applicant's:

- Results in a basic literacy and numeracy test;
- Level of previous work experience, and capacity to benefit from the program; and
- Their enthusiasm and commitment to the program, and to accepting feedback.

Unsuccessful applicants will be provided with structured feedback to assist them to develop their job skills.

Elements of the Program

Each Volunteer will be matched with a Mentor. The Mentor will be a Council employee, who will act as a role model. The Mentor will help the Volunteer to refine and develop their worker traits by providing support, guidance, and structured feedback throughout the program.

The Program will provide initial training, covering essential generic skills for employment such as:



Specific training and/or accreditations may also be delivered, tailored to Volunteers Vocational Goal, and coordinated by their Employment Provider.

Council will provide 12 weeks of unpaid work experience, within various Council business units, structured in accordance with their Vocational Goal, e.g. visitor centre, library, customer service, works, recreation services.

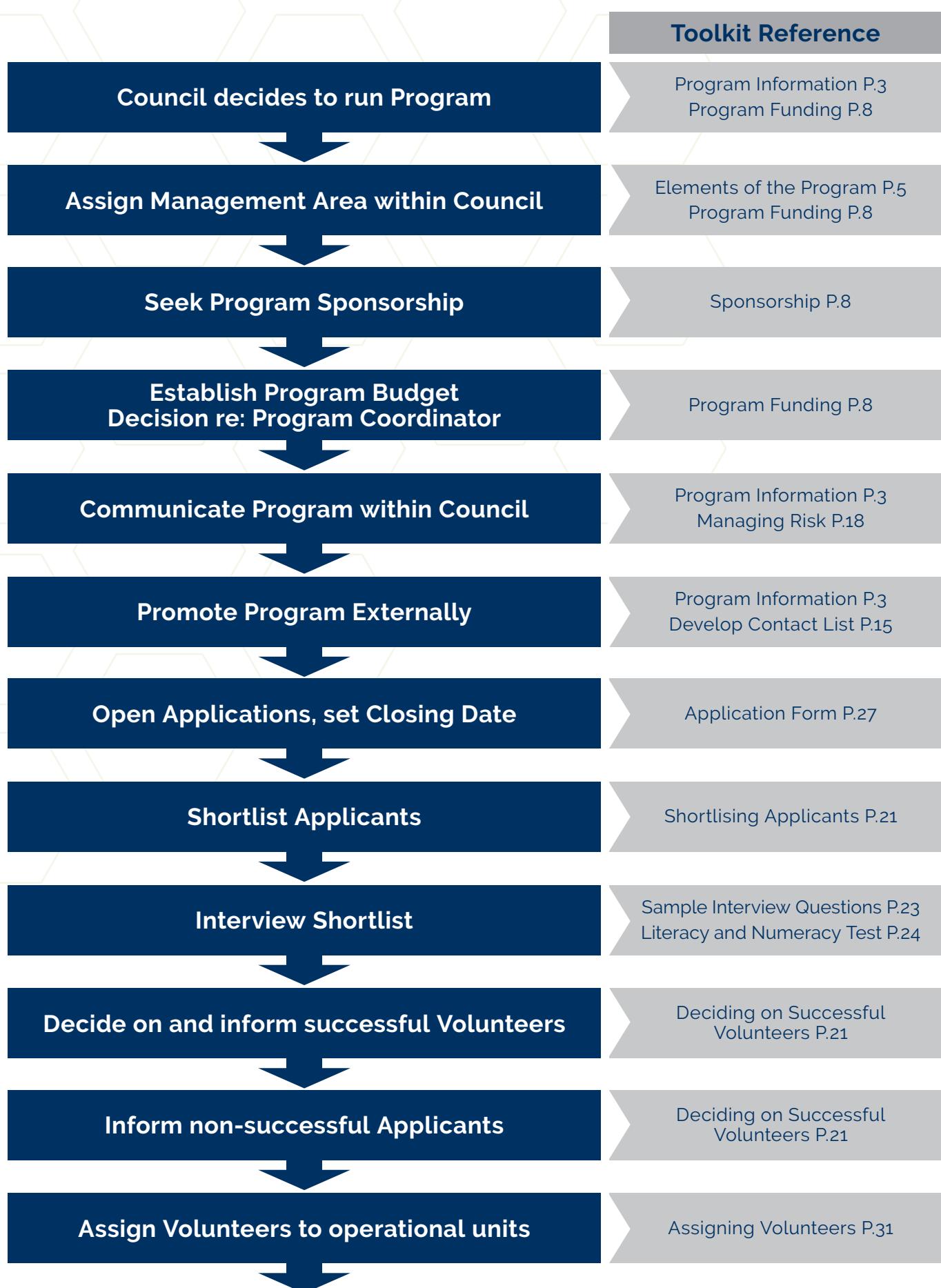
The operational area assigned responsibility to run this program is a matter for each Council, however it has been noted in programs run in other areas that there are close interactions with Economic Development and Visitor Services.

Volunteers will complete a fortnightly self-assessment of their own progress, to track their own perception of how their skills and confidence have improved during the Program. They may also record a Video Diary, if Council chooses this option.

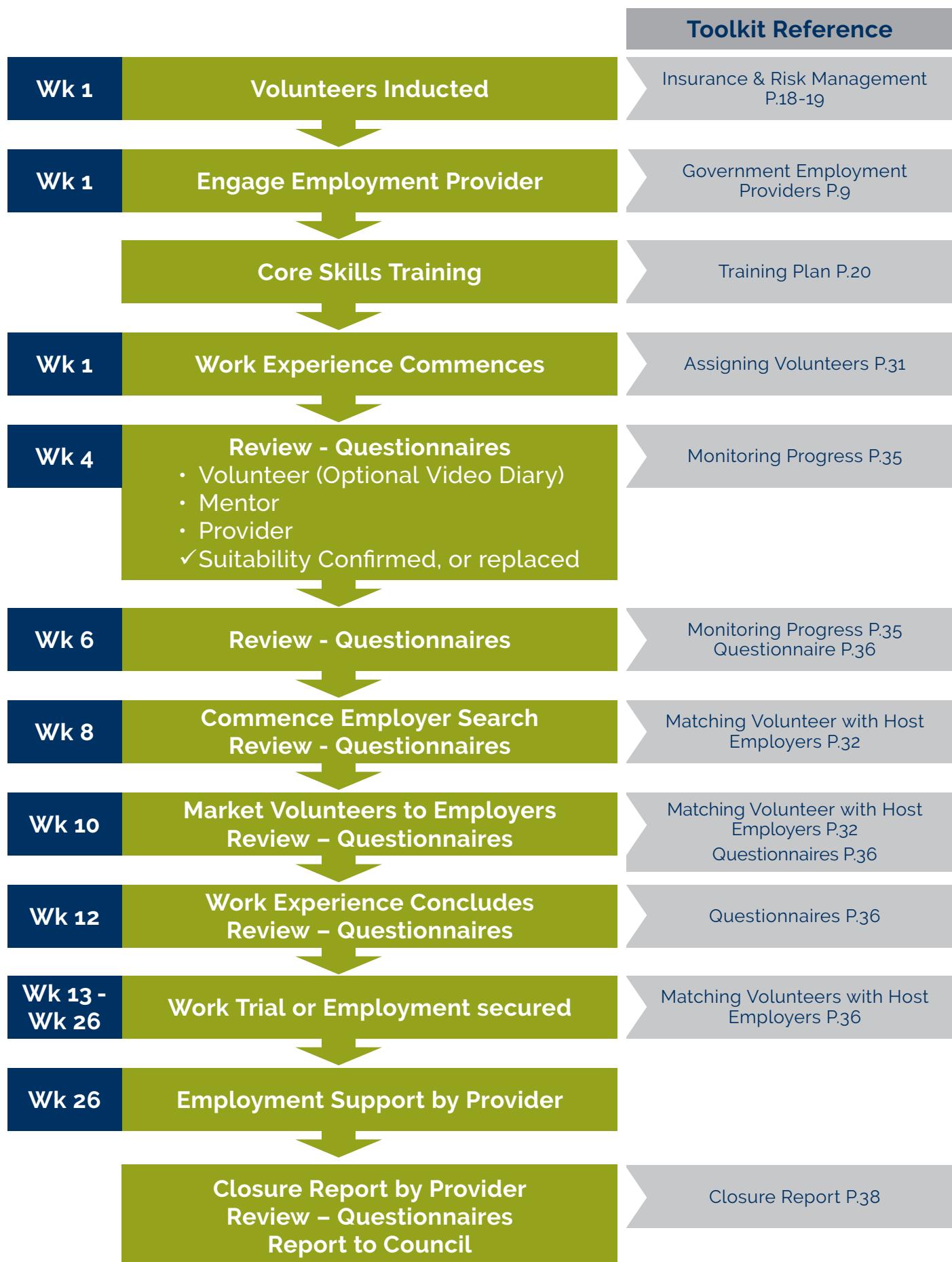
Council will promote and introduce Volunteers to local employers, who employ staff within their Vocational Goal.

Once placed in employment, Volunteers will be provided with post placement support by their Employment Provider, and have ongoing contact with their Mentor during the first 13 weeks of employment.

Preparing to run the Program



Program Timeline



Program Funding

Administration/Management

The resources and operational units involved in administering this program is a matter for each Council to decide on within its funding and available grants etc. For example, in pilot programs run in Cessnock LGA in 2016, Council funded the management and administration of the projects from within its own operational budget, and no extra staffing resources were allocated.

Sponsorship

In pilot programs run during 2016, Cessnock City Council secured some funding from Yancoal, a local mining company, and this funding was utilised for uniforms, shoes, belts, as well as other items required at times by the Volunteers such as food and transport.

Based on experiences and lessons learned during the Cessnock City Council's three pilot programs, it is recommended that Council approach local businesses regarding sponsorship. Sponsorship funding could be best utilised to fund a dedicated Coordinator to act as a conduit between Council and Employment Providers to provide support and assistance to Mentors and Managers when issues arise, and to assist with screening as part of the Application Process.

Other Funding

Council should pay close attention to Application Forms, and the undertakings by Employment Providers in relation to the support they are able to provide both in terms of service provision to the Volunteer, and the types of things they are willing to fund under their Employment Program funding (See About Government Employment Programs, P.10).

Funding for Training

During the pilot programs some funding was obtained via the State Government for vocational training. It should be noted that this type of funding can be quite rigid in its application, and may only be available for certain industries or skill shortage areas. Council should consider which pathway to take in terms of providing generic training within their program. This includes whether to utilise state-funded training, or to utilise other funding and make the internal core skills training more generic and/or tailored to suit job opportunities in the region and/or specific Vocational Goal that is deemed viable for each Volunteer, in consultation with their Employment Provider.

Government Employment Providers and how they can help you in this program

In delivering this program Council staff are not expected to be employment experts. The Commonwealth Government funds a range of different employment programs to help unemployed young people. Each applicant for your program will be referred by one of the expert providers funded under these programs (See About Government Employment Programs P.10)

We have outlined below the role of Council in the Youth First Employment Program, and a guide to the support you should expect from Employment Providers under the Model.

Council:

- Promote the Youth First Employment Program to Employment Providers, business, Chambers of Commerce, youth and community service providers, and the public in the local area;
- Accept applications from eligible young people, via their Employment Provider;
- Shortlist Applicants, and carry out interviews;
- Inform successful and non-successful Applicants;
- Work with Employment Providers to induct successful Applicants as Volunteers;
- Provide relevant work experience, helping Volunteers to develop core employability skills, aligned to their Vocational Goal;
- Facilitate generic core skills and other training, in conjunction with the Employment Provider;
- Deliver structured mentoring over a period of 12 weeks, to develop the worker attributes sought by employers;
- Provide referees who can vouch for the Volunteer's work performance and attributes; and

- Connect Volunteers with employers in their target industry.

Government Employment Provider Support:

- Work with Applicants and support them through the Application Process;
- Develop at least one Vocational Goal for each Applicant, which has been Tested and found viable;
- Develop a Training Plan for each Applicant, tailored to their Vocational Goal;
- Provide funding assistance available under their program to assist with the costs of training, work uniforms, and Personal Protective Equipment required for the Volunteer placement;
- A Contact Person, who will maintain regular communication with the Mentor and support the Volunteer throughout the program, including 13 weeks of post placement support once they are employed;
- Add-hoc support and advice, as needed to the assigned Mentor or Manager when issues arise;
- Assistance to source a replacement Volunteer, if the original Volunteer becomes unavailable, or is found to be unsuitable during the Induction Period; and
- Provide a feedback loop for Council by completing relevant feedback and closure forms.

Data collected on the performance and outcomes of the Youth First Employment Program, both quantitative and qualitative, will be used to enhance the program Model so that it can be more successful in the future.

About Government Employment Programs

There are a range of government funded employment programs that provide tailored assistance to young Job Seekers, including:

1. Jobactive, incorporating
 - Employment Fund
 - Youth Jobs PaTH
 - Work for the Dole
 - Green Army
 - Wage Subsidies System
 - Harvest Labour Services
2. Transition To Work (TTW)
3. Disability Employment Services (DES)
4. Empowering YOUTH Initiatives
5. Community Development Program (CDP), for Indigenous Job Seekers in remote communities.

Jobactive

Jobactive is the largest government employment program, and the program that most young unemployed people are engaged in to assist them to find work. Each Jobactive provider has a Star Rating from 1 to 5 Stars, provided by the Department of Employment, based on the provider's performance in placing Job Seekers into sustainable jobs (5 Stars being the highest performance and 1 Star being the lowest).

Star Ratings assess the performance of a Provider (relative to other providers nationally) and they are designed to help job seekers and employers choose a provider that is more likely to be successful. Star Ratings also help the department to decide on business allocation, with higher performing providers having the potential to win more business. Star ratings are released quarterly, and are available via the Provider Search Tool (refer to How to find Employment Providers in your area P.15)

A full explanation of how Star Ratings are calculated is beyond the scope of this document, however it is useful to understand that the measures used to calculate Star Ratings are weighted more heavily for Job Seekers who maintain employment for a longer period. Performance is also weighted very heavily according to the barriers faced by the Job Seekers for which the Provider has been able to achieve outcomes. A higher weighting applies to Job Seekers who are deemed more difficult to place because of their employment barriers.

The Jobactive caseload varies significantly. Job Seekers are placed into three service 'Streams' based on the complexity of their employment-related issues as follows:

1. **Stream A** – Job competitive
2. **Stream B** – Vocational issues
3. **Stream C** – Serious non-vocational issues.

The Application Process for the Youth First Employment Program includes questions to the Employment Provider regarding the vocational and non-vocational issues faced by the Applicant. The Decision-Making Tool supplied in this Toolkit will help you choose Volunteers that make the best use of the resources attached to this program.

As a general rule for Jobactive job seekers:

- Job Seekers from Stream A are most likely to be suitable for the Youth First Employment Program ;
- Job Seekers from Stream B may be suitable, if their vocational issues can be supported or addressed during the program (e.g. lack of work experience); and
- Stream C Jobactive Job Seekers are not suitable for the program, due to their non-vocational issues.

The Jobactive program also incorporates several sub-programs, and those that relate to youth are:

Employment Fund – The Employment Fund is a pool of funds that can be accessed by Jobactive Employment Providers to ensure Job Seekers build experience and skills to meet Employers' needs and get a job. The Employment Provider can use this money to pay for work related items, professional services, post placement support, and specific, targeted training that will assist the Job Seeker in obtaining employment¹. The amount of money allocated in the fund for a Job Seeker varies, and you should discuss this with the Employment Provider Contact listed on the Volunteer's Application Form.

Youth Jobs PaTH – Youth Jobs PaTH is a flexible new approach to youth employment. It is designed to support young people to gain the skills and work experience they need to gain and keep a job. It also supports employers to host internship placements and provides them with incentives when they take on a young person. Youth Jobs PaTH has three elements: 1) Prepare 2) Trial 3) Hire. Youth Job PaTH provides a financial incentive of up to \$10,000 (GST inclusive) paid over six months to employers who hire eligible young job seekers. As part of Hire, from 1 January 2017 the new Youth Bonus wage subsidy is available for employers who hire eligible job seekers 15 to 24 years of age, and all wage subsidies were made simpler to access and manage. Wage subsidies can be packaged with Australian Apprenticeships Incentives Programme payments to further encourage employers to create apprenticeship and traineeship opportunities.² You should discuss this program and incentives with the Volunteer's Provider; however, you will also find information about the subsidies and incentives that they have attached to them, on their Application Form, along with the name and contact details for each Volunteer's Provider.

Work for the Dole (WFD) – this is a work experience program which places job seekers in activities where they can gain skills, experience and confidence to move from welfare to work, while giving back to their community³. Most Stream A and B Jobactive Job Seekers under 30 years of age are required to participate in WFD for 6 months each year. If an Applicant is currently in this phase of the Jobactive program, you could discuss with the Provider whether the Youth First Employment Program might be accepted by the department as an alternative to WFD, to meet their participation requirements.

Green Army – The Green Army is a hands-on, practical environmental action program that supports local environment and heritage conservation projects across Australia⁴. Job Seekers between the ages of 17-24 are eligible to participate in Green Army projects, and they are paid to do so. It is unlikely that you will receive an Applicant that is currently engaged in one of these hands-on projects. However, someone exiting one of these projects could be suitable for the Youth First Employment Program. You can find a Green Army service provider in your area by visiting: <http://www.environment.gov.au/land/green-army/service-providers>. The Green Army Program will close on 30 June 2018.

¹ https://docs.employment.gov.au/system/files/doc/other/request_for_tender_for_employment_services_2015-2020.pdf

² <https://www.employment.gov.au/youth-jobs-path>

³ https://docs.employment.gov.au/system/files/doc/other/program_factsheet_for_wfd_w_track_changes_aug16_o.pdf

⁴ <https://www.humanservices.gov.au/individuals/services/centrelink/disability-employment-services>

Wage Subsidies System⁵ – From 1 January 2017, a range of changes came into effect to improve and simplify the process of applying for a wage subsidy. The wage subsidies and incentives that are attached to each Volunteer are included on their Application Form, along with the name and contact details for their Provider. These subsidies and incentives change regularly, and you should always discuss this with the Volunteer's Provider to ensure that you are giving employers all the information they need⁶. A summary of Jobactive Wage Subsidies at September 2017 can be found at: https://docs.employment.gov.au/system/files/doc/other/wage_subsidy_summary_table_update_may_2017.pdf

Harvest Labour Services – Harvest Labour Services link workers with seasonal harvest jobs in eleven rural and remote locations across Australia. These locations do not have adequate local labour supply to meet seasonal peaks in employer demand⁷. It is unlikely that Volunteers for your program will be referred by a Harvest Labour Provider, but if they are they should be treated as a Jobactive Job Seeker.

Transition To Work

Transition to Work (TTW) is a new service to support young people aged 15-21 on their journey to employment. The service provides intensive, pre-employment support to improve the work-readiness of young people and help them into work (including apprenticeships and traineeships) or education.

Transition to Work is focused on building a young person's skills, confidence and readiness to enter employment. To achieve this, Transition to Work providers help young people:

- develop practical skills to get a job
- connect with education or training
- find and complete work experience placements
- find job opportunities in the local area
- connect with relevant local community services.

Transition to Work providers have experience working with disengaged and disadvantaged young people and have strong links with employers, community

services and schools in their local community⁸.

TTW is an independent program, and Job Seekers are not usually engaged with a TTW provider and Jobactive Provider at the same time. As per Jobactive, TTW Providers service a wide range of Job Seekers, some of whom are more job ready than others. TTW Job Seekers are not classified or 'Streamed' in the same way that Jobactive Job Seekers are. For this reason, it is crucial that Managers coordinating the Youth First Employment Program consider each Applicant who is referred by a TTW provider to ensure that they are eligible, and suitable for the program.

The Decision-Making Tool will help you in this process, and it is important to have a conversation with the Employment Provider's nominated Contact Person or Consultant to ensure that there are no non-vocational barriers, and that any vocational barriers that exist, do not impact on the Job Seeker's suitability for the Youth First Employment Program.

⁵ <http://www.environment.gov.au/land/green-army>

⁶ https://docs.employment.gov.au/system/files/doc/other/wage_subsidies_factsheet_-_improvements_o.docx

⁷ https://docs.employment.gov.au/system/files/doc/other/wage_subsidy_summary_table_update_may_2017.pdf

⁸ <https://www.employment.gov.au/transition-work>

Funding Assistance

Unlike Jobactive, the TTW program does not include a separate 'Fund' that Providers can access to pay for products or services for their Job Seekers. Instead, the payments made to TTW Providers by the government include a component that they use to fund services or activities that will support a Participant to gain employment, participate in education and increase work readiness⁹. The amount of money that a TTW Provider will spend on a Volunteer will need to be negotiated directly with the Provider. The Volunteer's Application Form includes information on the types of things that the Provider has undertaken to provide financial assistance. You should contact the Provider Contact or Consultant to discuss this information for each Volunteer who has been referred by a TTW Provider.

Disability Employment Services

Disability Employment Services (DES) is a federal government program designed to assist people with a disability, illness, or injury to find and keep a job. There are 2 sub-programs within DES, and they each cater for people with different needs:

Disability Management Services (DMS) –

DMS is designed to assist Job Seekers with a disability, illness, or injury, who may need occasional support at work.

Employment Support Services (ESS) –

ESS is designed to assist jobseekers who have a permanent disability, illness, or injury, who will need long-term, regular support at work.¹⁰

Each Job Seeker within DES has unique circumstances, and whether they are within the DMS or ESS service does not determine their level of job readiness, or the vocational or non-vocational issues they might face. Many disabilities are not readily visible, however due to their episodic nature they may impact someone's job readiness more than a visible disability. The Decision-

Making Tool will help guide you in deciding whether a person is suitable for the Youth First Employment Program. However, your assessment should focus on vocational or non-vocational issues, the level of support that the Applicant is likely to need, whether this can be facilitated, and the commitment made by the Provider to offer this support. Disability should not be used as a criterion when assessing the suitability of Applicants for the Youth First Employment Program. Many people with a disability can function very well at work with the support of a DES provider, while others do not require ongoing support at all.

Like Jobactive, each DES provider has a Star Rating from 1 to 5 Stars, provided by the government, based on the provider's performance in placing Job Seekers into sustainable jobs (5 Stars being the highest performance and 1 Star being the lowest).

As per Jobactive, it is useful to understand that the measures used to calculate Star Ratings are weighted more heavily for Job Seekers who maintain employment for a longer period. Performance is also weighted very heavily according to the barriers faced by the Job Seekers for which the Provider has been able to achieve outcomes. A higher weighting applying to Job Seekers who are deemed more difficult to place because of their employment barriers.

Capacity

Job Seekers who are referred by a DES Provider are more likely to have a reduced work capacity (the hours per week they are expected to work) than those from other programs. The Provider should supply this information for you on the Application Form. This capacity is not binding, and DES Job Seekers can choose to work more hours. However, they should not be expected to work above their assessed capacity (e.g. 8, 15 or 30 hours per week) unless they choose to do so.

⁹ Request for Proposal for Transition to Work 2016-2020

¹⁰ <https://www.humanservices.gov.au/individuals/services/centrelink/disability-employment-services>

Funding Assistance

Like TTW, DES does not include a separate 'Fund' that Providers can access to pay for products or services for their Job Seekers. Instead, the payments made to DES Providers by the government include a component that they use to fund services or activities that will support a Job Seeker to gain employment, participate in education and increase work readiness. The amount of money a DES Provider will spend on a Volunteer will need to be negotiated directly with the Provider. The Volunteer's Application Form includes information on the types of things that the Provider has undertaken to provide financial assistance. You should contact the Provider Contact or Consultant to discuss this information for each Volunteer who has been referred by a DES Provider.

Other Assistance for DES Job Seekers

Workplace Modifications

DES Providers can work with Job Access Providers to help to eligible people with disability and mental health conditions and employers, to buy work related modifications and services (For example adaptive equipment, access ramps etc). This is available to people with disability who are about to start a job or who are currently working, as well as people who need help to find and prepare for a job. It is also available to people with disability who are self-employed, and jobseekers who need Auslan assistance, or special work equipment to look for and prepare for a job¹¹. If an Applicant is likely to require this type of assistance, it should be outlined on the Application Form completed by their Provider. This is something that you should talk to the Applicant's Provider about directly, to ensure that the required supports can be provided, and that potential employers are aware of the assistance that is available to them. Providers will liaise with Job Access and coordinate any required modifications once a Volunteer is employed.

including liaising with the employer.

For more information on workplace modifications, visit <https://www.jobaccess.gov.au/employment-assistance-fund-eaf>.

Wage Subsidy Scheme

DES has a less complicated wage subsidy scheme than Jobactive, with a set amount of up to \$1,500 (excl GST) payable to an employer after 13 weeks of employment. There are eligibility requirements, and you should discuss this with the Provider Contact for each Volunteer who has been referred by a DES Provider. The subsidy available should be indicated on the Application Form, however this should be discussed for each case as some Providers choose to pay higher subsidies to employers from their own funding, and this is usually negotiated on a case by case basis.

Empowering YOuth Initiatives

Empowering YOuth Initiatives support new, innovative approaches to help long-term unemployed young people aged 15 to 24 years to improve their skills and move toward sustainable employment¹². Under this pilot scheme, the government is partnering with not for profit organisations to trial innovative new approaches to assist long term unemployed Job Seekers, with programs being evaluated for effectiveness. Jobseekers who are participating in these new initiatives remain connected to their Jobactive provider, and therefore should be treated the same way as Jobactive jobseekers for the purposes of the Youth First Employment Model.

When assessing Applicants that are referred by a YOuth Initiative Provider, close consideration should be given to the duration that the Job Seeker has been employed, and any issues or barriers that have contributed to them becoming long term unemployed. Most long term unemployed Job Seekers present with significant vocational or non-vocational

¹¹ <https://www.jobaccess.gov.au/employment-assistance-fund-eaf>

¹² <https://www.employment.gov.au/empowering-youth-initiatives>

issues, and therefore Job Seekers that are referred by YOUTH Initiative Providers are unlikely to be suitable for the Youth First Employment Program, unless significant work has been done to address these issues. This is particularly important as Council staff will be mentoring the Volunteer and cannot be expected to have specialist skills beyond developing skills for work placement.

Community Development Program (CDP), for Indigenous Job Seekers in remote communities.

CDP Providers work with Indigenous Job Seekers in remote communities to ensure activities are meeting their needs and aspirations. They promote these opportunities to the CDP participants while helping them to understand what they need to do to continue receiving income support.

The CDP is delivered in 60 regions and

more than 1,000 communities across Australia. These regions, dispersed across around 75 per cent of Australia's land mass, are characterised by weak labour markets which make it difficult to find work or gain work experience and skills.

On 9 May 2017 the Government announced it will be undertaking a consultation process in the coming months on a new employment and participation model for remote Australia. To provide time for this consultation, the CDP has been excluded from most of the income support changes announced in the 2017-18 Budget¹³.

If Volunteers are referred by a CDP Provider, they should be treated as a Jobactive Job Seeker. A list of remote communities in Australia can be found at: <https://www.pmc.gov.au/sites/default/files/publications/cdp-regions.pdf>.

How to find Employment Providers in your area

The above employment programs are funded by various departments within the Commonwealth Government. The Government maintains a single web-based 'Find a Provider' tool, that allows you to search for Providers in your area, by program type. The below procedure explains how to use the search tool to develop a contact list of local Providers. The search tool can be found at: <https://jobsearch.gov.au/serviceproviders/search>

Diagram 1: Find a Provider search tool

The screenshot shows the 'Find a Provider' search interface. At the top, there is a header with the Australian Government logo, the jobactive logo (powered by JobSearch), navigation links for Employers and Job seekers, and buttons for Change contrast, Advertise a job, and Sign in / Register.

The main search area has two input fields: 'Suburb/Postcode' and 'Provider name/Keywords'. Below these fields are dropdown menus for 'All Provider Types' (set to 'All Provider Types') and 'Exact words' (unchecked). A large blue 'Search' button is located on the right side of this section.

Below the search bar, there is a 'Find a Provider' section with instructions for employers and job seekers. It also includes a note about other employment services providers.

At the bottom, there are two boxes: 'jobactive for Employers' and 'jobactive for job seekers'. Each box contains a small icon and a brief description.

¹³ <https://www.pmc.gov.au/indigenous-affairs/employment/community-development-programme-cdp>

Step 1 – To find Employment Providers in your area, simply start to type a suburb or postcode into the 'Suburb/Postcode' field, then select a suburb from the dropdown list.

Diagram 2: Suburb/Postcode field

The screenshot shows the jobactive website's search interface. At the top, there is a logo for the Australian Government and the jobactive brand, along with navigation links for Employers and Job seekers. On the right side, there are links for Change contrast, Advertise a job, and Sign in / Register. The main search area has a search bar containing 'cessnock'. Below it is a dropdown menu showing suggestions: CESSNOCK NSW 2325, ABERDARE NSW 2325, KEARSLEY NSW 2325, KITCHENER NSW 2325, NULKABA NSW 2325, and PELTON NSW 2325. To the right of the search bar are filters for 'All Provider Types' (with a dropdown arrow) and 'Provider name/Keywords' (with a search icon). There is also a checkbox for 'Exact words'. A large blue 'Search' button is located on the right. Below the search bar, there is a message: 'If you're an employer looking for staff, your local jobactive provider can find job-ready candidates that fit your needs, at no cost to you.' Another message below it says: 'If you're a job seeker, your local jobactive provider can help you get and keep a job.' A note at the bottom states: 'Other employment services providers offer different kinds of assistance and services, such as finding staff in remote regions and providing support to job seekers with disability, injury or health condition.' Two promotional boxes are visible: 'jobactive for Employers' and 'jobactive for job seekers', each featuring a magnifying glass icon and text about finding staff.

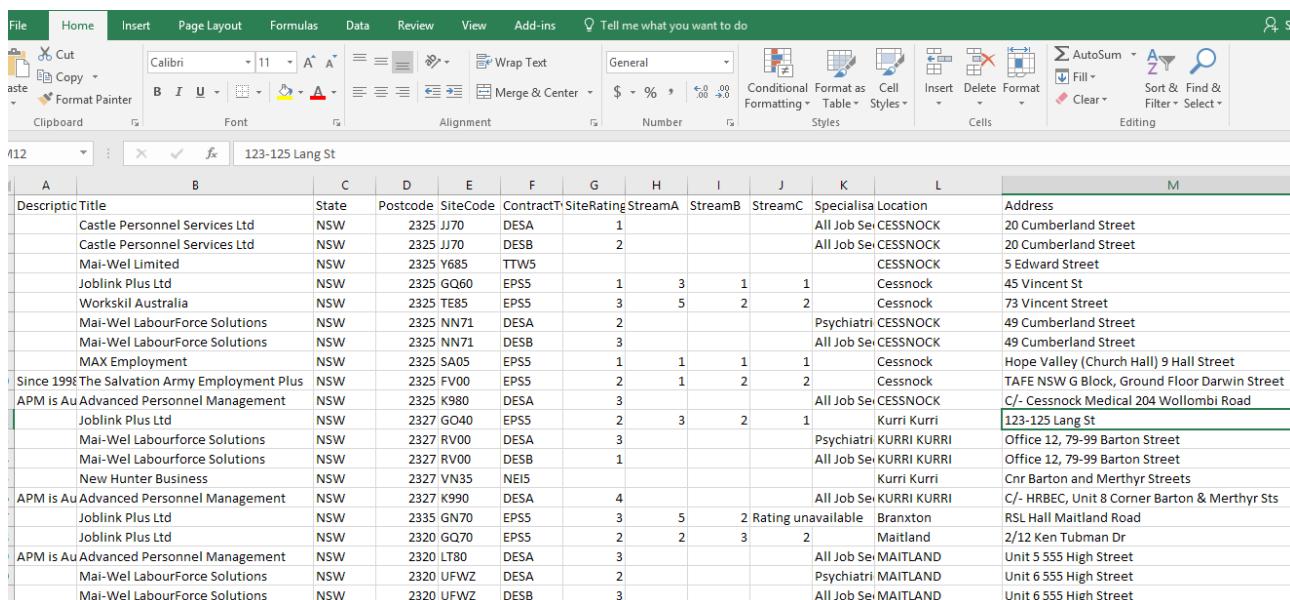
Step 2 – From here, you can either select a type of Provider from the dropdown list, or we suggest that you leave the default selection 'All Provider Types', hit enter or click on the 'Search Button'. You can then 'Filter' by Provider type using the hyperlinks on the left, as shown below in Diagram 3.

Diagram 3: Search Results

The screenshot shows the search results page for providers in Cessnock. At the top, there is a search bar with 'CESSNOCK' entered, a dropdown for 'Distance to Provider' set to '50 Km from CESSNOCK', and a 'Sort results' button. To the right are buttons for 'Star Ratings Information', 'Save results', and 'View results on map'. The results section starts with a heading 'Filter results by' with a dropdown for 'Services'. Under 'Services', there are categories: DES - Disability Management Service (33), DES - Employment Support Service (28), jobactive (43), Harvest Labour Services (0), New Enterprise Incentive Scheme (6), Community Development Programme (0), ParentsNext Programme (4), and Transition to Work (7). The main results area shows four entries: 1. Castle Personnel Services Ltd (within 10 KMS), 2. Castle Personnel Services Ltd (within 10 KMS), 3. Mai-Wel Limited (within 10 KMS), and 4. Joblink Plus Ltd (within 10 KMS). Each entry includes the provider name, location, phone number, specialisation, and star ratings (either Overall Site Star Rating or jobactive Star Rating).

Step 3 – Once you have filtered your list, you will see that local Providers are listed, with their Star Ratings (where applicable), location and contact details. You can now export your search results to an Excel spreadsheet by clicking the 'Save results' icon. This will provide a list that you can then format and sort as you wish to, and use as a contact list.

Diagram 4: Exported contact list



A	B	C	D	E	F	G	H	I	J	K	L	M
Descriptive Title		State	Postcode	SiteCode	Contract Type	Site Rating	Stream A	Stream B	Stream C	Specialisation	Location	Address
Castle Personnel Services Ltd		NSW	2325 JJ70	DESA		1				All Job Sei	CESSNOCK	20 Cumberland Street
Castle Personnel Services Ltd		NSW	2325 JJ70	DESB		2				All Job Sei	CESSNOCK	20 Cumberland Street
Mai-Wel Limited		NSW	2325 Y685	TTW5							CESSNOCK	5 Edward Street
Joblink Plus Ltd		NSW	2325 GQ60	EPSS	1	3	1	1		Cessnock		45 Vincent St
Workskill Australia		NSW	2325 TE85	EPSS	3	5	2	2		Cessnock		73 Vincent Street
Mai-Wel LabourForce Solutions		NSW	2325 NN71	DESA	2					Psychiatri	CESSNOCK	49 Cumberland Street
Mai-Wel LabourForce Solutions		NSW	2325 NN71	DESB	3					All Job Sei	CESSNOCK	49 Cumberland Street
MAX Employment		NSW	2325 SA05	EPSS	1	1	1	1		Cessnock		Hope Valley (Church Hall) 9 Hall Street
Since 1998 The Salvation Army Employment Plus		NSW	2325 FV00	EPSS	2	1	2	2				TAFE NSW G Block, Ground Floor Darwin Street
APM is Au Advanced Personnel Management		NSW	2325 K980	DESA	3					All Job Sei	CESSNOCK	C/- Cessnock Medical 204 Wollombi Road
Joblink Plus Ltd		NSW	2327 GO40	EPSS	2	3	2	1		Kurri Kurri		123-125 Lang St
Mai-Wel LabourForce Solutions		NSW	2327 RV00	DESA	3					Psychiatri	KURRI KURRI	Office 12, 79-99 Barton Street
Mai-Wel LabourForce Solutions		NSW	2327 RV00	DESB	1					All Job Sei	KURRI KURRI	Office 12, 79-99 Barton Street
New Hunter Business		NSW	2327 VN35	NEIS							Kurri Kurri	Cnr Barton and Merthyr Streets
APM is Au Advanced Personnel Management		NSW	2327 K990	DESA	4					All Job Sei	KURRI KURRI	C/- HRBEC, Unit 8 Corner Barton & Merthyr Sts
Joblink Plus Ltd		NSW	2335 GN70	EPSS	3	5	2	Rating unavailable				RSL Hall Maitland Road
Joblink Plus Ltd		NSW	2320 GQ70	EPSS	2	2	3	2			Maitland	2/12 Ken Tubman Dr
APM is Au Advanced Personnel Management		NSW	2320 LT80	DESA	3					All Job Sei	MAITLAND	Unit 5 555 High Street
Mai-Wel LabourForce Solutions		NSW	2320 UFWZ	DESA	2					Psychiatri	MAITLAND	Unit 6 555 High Street
Mai-Wel LabourForce Solutions		NSW	2320 UFWZ	DESB	3					All Job Sei	MAITLAND	Unit 6 555 High Street

Insurance and Risk Management: Information for Managers/HR/ Insurance Officer.

The Youth First Employment Program provides generic work skills training, mentoring and work experience for young unemployed participants for up to 12 weeks, who receive no remuneration from Council by way of pay or gift. In pilot programs run by Cessnock City Council, participants have been classified as volunteers, and dealt with under a Personal Accident Insurance Policy.

Each Council has its own insurance requirements and policies, and must manage its own risk. Therefore the following is provided only as a guide only, and it is recommended that each Council seek advice from their insurance broker to ensure that they have adequately managed the risk associated with hosting Volunteers.

Issues to consider

Adequate Induction and supervision

Participants should be inducted in the same manner as other volunteers, including specific WHS/safety inductions and record keeping required for each area in which they will volunteer. Council should seek advice from their insurance broker in relation to the level of supervision required for volunteers under Personal Accident Insurance.

Workers Compensation Considerations

Council should seek advice from their insurance broker in relation to Deemed Worker provisions, to ensure that coverage is clear.

Public Liability

Councils should ensure that proper inductions are carried out and that records are kept.

Personal Sick Accident Policy

Seek insurance advice relevant to how the program model is structured and run by each Council.

Motor Fleet Insurance

Review policy wording and seek insurance advice in relation to licence restrictions (vehicle weight, engine size, transmission etc), and requirements in relation to any inductions that might be required to use a vehicle. Consider record keeping, coverage of volunteers in Council vehicles, and requirements to check currency and validity of participant's licence if they drive a Council vehicle.

Work Health and Safety

Ensure that all required safety inductions are carried out, that all WHS record keeping requirements are met, and that Personal Protective Equipment (PPE) is provided as required.

Note: Consideration should be given to the use of 'Volunteer' badges, as opposed to any other term like 'Trainee'.

Risk Management Checklist for Managers

Please complete this checklist for each Volunteer participating in the Program For each business unit in which they volunteer, you should complete all sections. A copy should be held by each business unit manager who has responsibility for Volunteers under the program, along with copies of any Council records related to inductions completed. A copy of all these documents should then be sent to Human Resources, and the Council's Insurance Officer.

<input type="checkbox"/>	Volunteer Name:	Age:	
<input type="checkbox"/>	ICE ¹⁴ Contact:	Phone:	
<input type="checkbox"/>	Supervisor Responsible:	Contact:	
<input type="checkbox"/>	Business Unit:		
<input type="checkbox"/>	List Inductions Required: (General, WHS, etc)	<input type="checkbox"/> Completed Date:	
		<input type="checkbox"/> Completed Date:	
		<input type="checkbox"/> Completed Date:	
<input type="checkbox"/>	Drivers Licence	<input type="checkbox"/> No <input type="checkbox"/> Yes →: Lic No: →	Copied: <input type="checkbox"/> Date:
<input type="checkbox"/>	Licence Restrictions: (if applicable)	<input type="checkbox"/> N/A <input type="checkbox"/> No <input type="checkbox"/> Yes → List them here:	1.
		2.	3.
		4.	5.
<input type="checkbox"/>	PPE Supplied	<input type="checkbox"/> N/A <input type="checkbox"/> No <input type="checkbox"/> Yes → List them here:	1.
		2.	3.
		4.	5.
<input type="checkbox"/>	Copy kept on file:	Date:	Location:
<input type="checkbox"/>	Copy sent to 1. HR:	Date:	
<input type="checkbox"/>	Copy sent to 2. Insurance Officer:	Date:	
<input type="checkbox"/>	Signed:	Date:	

¹⁴In Case of Emergency (ICE) contact

Application Process

As part of the lessons learned in the pilot program, it is crucial that the young people selected as Volunteers in your program meet eligibility requirements, and that they do not have significant barriers that Council staff are not trained or resourced to deal with. For this reason, the Model includes an Application Process that is designed to help Council staff determine which Applicants will benefit most from the additional resources allocated to this program.

Vocational Goal Setting and Testing

As this program is to be administered by Council staff in their usual role and not employment or vocational specialists, it is essential that successful Applicants have a clear, viable Vocational Goal before they enter the program. In setting of a Vocational Goal, there are a wide range of factors that need to be considered such as the person's interests, skills, personal attributes, work experience, licenses, accreditations, and qualifications; in context with the demands of the local labour market. This is a task that is best completed by an employment expert.

To ensure consistency and aid Council staff in their decision-making processes, the toolkit provides some Tools to be utilised by Employment Providers. This information is presented to Council in a way that allows staff to facilitate appropriate training. It is a tool for providing prospective employers with the information they need to decide whether to employ your Volunteers (Refer Application Form – Youth First Employment Program, P.27).

The Tools aim to ensure that each Volunteer has at least 1 Vocational Goal that is:

- Realistic; given their experience, skills, attributes, qualifications;
- Within their functional capacity (e.g. lifting, bending etc);
- Relevant to a role that they will be competitive for, comparative to other applicants;
- Relevant to a role where there are current

vacancies, in the labour market within the Volunteer's reach.

Although this process may sound simple, it can be quite complex. Employers within different sub-industries and even geographic locations often have different expectations, and therefore we are asking Employment Providers to test each goal in a consistent way.

Training Plan

As stated previously, some qualifications and/or accreditations are mandatory for a given occupation (for example an OHS Induction or White Card for construction jobs), while other qualifications or accreditations are not mandatory, but will make a person more competitive amongst a field of applicants (for example, a heavy vehicle licence gives a road crew operator the flexibility to be a back-up driver). Employers will sometimes 'expect' a certain qualification, accreditation, or licence, and not usually employ someone without it, even if it is not mandatory (for example a Forklift licence in a stock control position).

Once again, Employment Providers are best qualified to provide this information, particularly the local context through their experience dealing with local employers. The Training Plan is a very simple document. It outlines the generic or 'core' skills that are relevant to the Vocational Goal for a Volunteer, and any mandatory or expected qualifications, accreditations, or licenses, along with a plan on how this can be provided, funded, supported, and completed during the program.

Decision Making Tools

There are three main points where Council will need to make decisions regarding a person's participation in the program: 1) shortlisting applicants, 2) deciding on successful volunteers, and 3) deciding whether a Volunteer has passed Induction (4 weeks). The tools that follow are designed to assist Council at each step in the decision-making process. As an overarching guide, decisions should be based on:

1. The person's Eligibility and suitability (See Eligibility, P.4, About the Program, P.3);
2. The person's enthusiasm and commitment;
3. The undertaking of support by person's Employment Provider (See Government Employment Providers and how they can help you in this program, P.7, P.25);
4. The person's capacity to benefit from the resources allocated to the program (over and above employment services provided by the federal government);
5. The Council's capacity to host the person, given any special support needs; and
6. The connection between the person's Vocational Goal, and the Council's business units and network of employers.

Shortlisting Applicants (Refer: P.27)

Is the person eligible? (See Eligibility P.4) <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → Do not interview, inform Applicant of outcome and reason.
Is the person suitable? (See P.27 and below) <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No ↑
Level of schooling - Those who have completed less than yr 10 schooling may have literacy and/or numeracy issues that will be difficult to address during the program. Pay close attention to the legibility and structure of their responses to the questions on the Application Form, and cross reference this with their literacy and numeracy results if they proceed to interview.
Year of work experience – Applicants with very little work experience will benefit most from this program. Those with more work experience are more likely to gain employment independently. Also take note of how many positions they have held, a very high number of jobs (>4 per year) may indicate non-vocational or reliability issues.
Drivers licence and vehicle – Pay close attention to the Vocational Goal for people who do not have a driver's licence and/or access to a vehicle. Particularly in regional areas, many employers require this to be confident that the employee can get to work reliably. In metropolitan areas the use of public transport is much more common and many people can work without access to a vehicle. This requires individual consideration.
Further training – Consider the level of external training commenced but not completed, this may indicate non-vocational, or reliability issues.
Enthusiasm – The Applicant's responses to the questions on the application will help you to understand their level of enthusiasm. Also consider the Employment Provider's response to the questions at the bottom of the first page relating to their participation and motivation. In pilot programs, it was found that people who were more motivated and enthusiastic gained the most from the program, while those who saw the program as part of their obligations had the highest rate of non-completion.
Program and Stream – Refer Employment Provider section of Application Form. If the Applicant is part of Jobactive Stream C, they will most likely not be suitable due to non-vocational issues. If they are looking good in other areas, speak to their Employment Provider Contact about their circumstances to help make your decision. Remember, you are not an employment specialist, and non-vocational issues can be difficult to manage and affect the productivity of others.
Length of unemployment – If someone has been unemployed since working age (15), pay close attention to any issues listed in the Barriers and Strategies section. If they are looking good in other areas, speak to their Employment Provider Contact about their circumstances to help make your decision. If there are non-vocational barriers, the Applicant will most likely not be suitable, unless you are confident that they can be supported and the Employment Provider has allocated a dedicated support resource.

History of non-compliance – Take note of the Employment Provider's response in relation to the Applicant's compliance with their employment program requirements. If the person has a significant history of non-compliance, has poor attendance, or requires a consequence to engage, they are most likely not suitable for the program.
English skills – Take note of the level of English skills noted by the Employment Provider, and consider the capacity of Council to support the person's communication needs.
Numeracy – Take note of the Employment Provider's assessment of the Applicant's numeracy skills. This should be considered in context with their Vocational Goal (i.e. does the desired vocation require numeracy skills), however someone with Very Limited or Limited numeracy skills is not likely to be suitable for the program.
Vocational Goal – Does the Applicant have a vocational Goal, and has it been tested? Review this part of the form, and contact the Employment Provider Contact Person if you have any questions.
Initiative – The pilot program found that Volunteers who took initiative and were self committed to the program performed better than those Volunteers recruited by their parent or guardian.
Is the person enthusiastic about, and committed to the program? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No ↑
Consider the Applicant's responses to the questions on the Application Form. In pilot programs it was found that those who were enthusiastic and committed gained the most from the program. Those who saw the program as part of their Centrelink obligations, rather than as an opportunity, were more likely to drop out or be unreliable. Also consider the Employment Provider's responses in relation to their non-compliance and motivation. In pilot programs, those with more intrinsic motivation had better outcomes and therefore made better use of the extra resources allocated to this program.
Has the Employment Provider undertaken to provide support, funding and follow through?
Review the Employment Provider Undertaking section of the Application Form, if the Provider has not nominated a Contact Person, or not signed the undertaking, the Applicant will not be suitable. This is a competitive process, so also consider the level of support that the Employment Provider has undertaken to provide, both in direct support and in financial terms. You are not an employment expert, and Applicants whose Employment Providers have undertaken to provide more support, should be given more consideration.
Will the person benefit from the program?
Consider the range of factors on the previous page, although this is a competitive process, it is important not to cherry pick the most employable Applicants. Consider each Applicant's circumstances, including their level of work experience, education, further training, referees etc. If the person seems as though they would be able to secure employment independently without this program, consider whether this is the best use of the extra resources allocated to the program, including industry sponsorship. Remember, the program is designed to assist: <ul style="list-style-type: none"> • Jobseekers without non-vocational barriers, but who lack core employability skills or worker attributes, have little or no work experience, and/or no referees.
Does Council have the capacity to host the Applicant?
Disability or NESB status is not a reason not to accept an Applicant. What needs to be considered is the Council's capacity to host any Applicant with special needs, be it mobility, access, or communication. Contact the Applicant's Employment Provider Contact to discuss any assistance that they might be able to provide.
Is there a correlation between the Applicant's Vocational Goal, the business units within Council, and the Council's network of employers?
Applicants' Vocational Goals will vary, and reviewing the Vocational Goal Test completed by the Employment Provider will help you to understand where there are correlations within Council, and within Council's business network. For example, an Applicant with a Vocational Goal of Receptionist, has correlations within Council's Customer Service area, there is likely to be an area within Council with a suitable work environment, and a suitable Mentor to help this Applicant develop. From a business network perspective, Council is also likely to deal with businesses who employ Receptionists, so there is a strong correlation that will improve that Applicant's chances of employment. Each Council will be different, and therefore this is a matter for each Council to consider, in relation to each Applicant. Applicants are more likely to benefit from the program and secure employment, when these correlations exist.

Deciding on successful Volunteers

Is the person suitable? (See , P.27, and below)	<input type="checkbox"/> Yes ↓	<input type="checkbox"/> No ↑
<p>Enthusiasm – The Applicant's responses to the Interview Questions will help you to understand their level of enthusiasm. Also make sure your cross-reference your Interview Question notes with the Applicant's Responses on their Application Form, consider whether they completed the form. In pilot programs, it was found that people who were more motivated and enthusiastic gained the most from the program, while those who saw the program as part of their obligations had the highest rate of non-completion.</p>		
<p>Literacy and Numeracy – Take note of the Applicant's Literacy and Numeracy test results. This should be considered in context with their Vocational Goal (i.e. does the desired vocation require numeracy skills). This is not a 'pass or fail' test, however should be used as a tool to rank Applicants.</p>		
Is the person enthusiastic about, and committed to the program?	<input type="checkbox"/> Yes ↓	<input type="checkbox"/> No ↑
<p>Consider the Applicant's responses to the Interview Questions. In pilot programs it was found that those who were enthusiastic and committed gained the most from the program. Those who saw the program as part of their Centrelink obligations, rather than as an opportunity, were more likely to drop out or be unreliable.</p>		
Will the person benefit from the program?	<input type="checkbox"/> Yes ↓	<input type="checkbox"/> No ↑
<p>Consider each Applicant's circumstances, including their level of work experience, education, further training, referees etc. If the person seems as though they would be able to secure employment independently without this program, consider whether this is the best use of the extra resources allocated to the program, including industry sponsorship. Remember, the program is designed to assist:</p> <ul style="list-style-type: none">• Jobseekers without non-vocational barriers, but who lack core employability skills or worker attributes, have little or no work experience, and/or no referees.		

Deciding whether a Volunteer has passed induction

Is the person suitable? (See , P.27, and below)	<input type="checkbox"/> Yes ↓	<input type="checkbox"/> No → EXIT
<p>Reliability – The Volunteer's attendance and reliability should be considered, along with their responses to the initial Questionnaire. In pilot programs, Volunteers who had consistently turned up late, had multiple days off, or who lacked motivation in the first 4 weeks of the program were more likely to drop out of the program.</p>		
Is the person enthusiastic about, and committed to the program?	<input type="checkbox"/> Yes ↓	<input type="checkbox"/> No → EXIT
<p>Consider the Volunteer's enthusiasm, attitude and interactions with staff and other Volunteers. In pilot programs it was found that those who were enthusiastic and committed gained the most from the program. Those who saw the program as part of their Centrelink obligations, rather than as an opportunity, were more likely to drop out or be unreliable.</p>		
Is the person willing to accept feedback and make changes?	<input type="checkbox"/> Yes ↓	<input type="checkbox"/> No → EXIT
<p>Consider the Volunteer's ability to accept feedback from their Mentor, and whether they have taken this feedback on, and changed their attitude, behaviours, or worker traits in response to this feedback.</p>		

Sample Interview Questions

The interview questions used are a matter for each Council, below are some example questions. Given the amount of information on the Application Form, it is recommended that there be no more than 6 questions at interview.

- Why are you here today?
- Can you tell me what you know about this program?
- Why do you want to participate in this program?
- What job can you see yourself doing in 12 months' time?
- What was your dream job when you were a child?
- Who is your favourite role model?
- What are the best things about having a job?
- Why should we choose you over other people who have applied?
- What single experience in life have you learned the most from?
- Can you tell me how you found out about this program, and what interested you?
- What types of things does the local Council do?

Literacy and Numeracy Test

QUESTION	ANSWER
1. 5 people go to the shop, each of them spend \$2.50, how much do they spend in total?	
2. 12 people each drink 500ml of water from a 20-litre container, how much water is left in the container?	
3. Frank goes to the shop with \$20 and buys: i. 2ltr Milk \$4.50 ii. Block of chocolate \$3.00 iii. Bar of soap \$2.50 How much change does Frank get from his \$20 note?	
4. What is 0.85 expressed as a percentage?	
5. What is 50% of 300	
6. Please complete the 2 and 5 Times Tables below:	

1×2	2×2	3×2	4×2	5×2	6×2	7×2	8×2	9×2	10×2	11×2	12×2
1×5	2×5	3×5	4×5	5×5	6×5	7×5	8×5	9×5	10×5	11×5	12×5

7. You have been asked to file 6 documents, alphabetically by surname in ascending order.
Please number them from 1 to 6 in the order that you would file them:

- Snipes
- Smith
- Aspen
- Gearing
- Gamble
- Able

8. Please write a short story, explaining what you did today before this interview. Be careful to use correct spelling, grammar, and punctuation.

Score: / 10

9. Please explain to us why you applied for this program, and what you hope to gain from completing it. Be careful to use correct spelling, grammar, and punctuation

9. Please explain to us why you applied for this program, and what you hope to gain from completing it. Be careful to use correct spelling, grammar, and punctuation

Score: / 10

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Application Form – Youth First Employment Program

Applicant Details (to be completed by the Applicant)

Council Use:	
Date Received:	
Reviewed by:	Date:
Interview: <input type="checkbox"/> No	<input type="checkbox"/> Yes
Date:	
Outcome Advised Date:	

Full Name:		Date of Birth:		Current age:	
Address:		City:		State:	Postcode:
Gender:		Highest level of schooling: <input type="checkbox"/> Yr 9 or less <input type="checkbox"/> Yr 10 <input type="checkbox"/> Yr 11 <input type="checkbox"/> Yr 12 <input type="checkbox"/> Completed HSC			
Have you worked before? <input type="checkbox"/> No <input type="checkbox"/> Yes			If so for how many years?		How many jobs held?
Could you confidently supply the contact details of at least 2 work-related referees? <input type="checkbox"/> No <input type="checkbox"/> Yes					
Have you completed any training or further education since leaving school? If so, please provide details here:					
Year	Qualification		Training Provider		Fully completed Yes/No
Do you have a current Drivers Licence? <input type="checkbox"/> No <input type="checkbox"/> Yes			Do you have access to a vehicle? <input type="checkbox"/> No <input type="checkbox"/> Yes		
Why do you want to undertake this program? (please provide a full response)					
What do you think you might gain by undertaking this program? (please provide a full response)					

Employment Provider and Support Details (must be completed by the Employment Provider)

Provider Name:					
Address:		City:		State:	Postcode:
Program: <input type="checkbox"/> Jobactive <input type="checkbox"/> TTW <input type="checkbox"/> DES <input type="checkbox"/> Other:				Applicant's Stream/Level	
How long has the Applicant been unemployed?					
Wage subsidy available? <input type="checkbox"/> No <input type="checkbox"/> Yes		Amount: \$		When is it payable?	
Does the Applicant have any non-vocational barriers? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, please list (attach more if required)					
Barrier		Strategies in place			Frequency of support

Continued – Employment Provider and Support Details (must be completed by the Employment Provider)

Does the Applicant have a history of non-compliance with their activity obligations? Yes No If Yes summarise:

How would you comment on their ability to accept feedback? Accepts openly Resists Ignores

Applicant's level of spoken English: Very limited Limited Basic Moderate High

Applicant's level of written English: Very limited Limited Basic Moderate High

Applicant's numeracy skills: Very limited Limited Basic Moderate High

In relation to the Applicant's motivation and participation in your program, which statement is most accurate:

- Acceptable attendance, turns up on time, is usually well presented, participates in activities pro-actively
- Has some unexplained non-attendance, not always on time, not always well presented, but participates
- Sometimes difficult to engage, dependant on life circumstances
- Has poor attendance, requires a consequence to engage.

Provider Undertaking

1. Please select below, the items you are prepared to provide financial assistance with via your program funding:

- Core skills training (customer service, first aid, teamwork etc)
- Recognised vocational training
- Required accreditations or licences
- Work uniforms
- Personal Protective Equipment (PPE)
- Top up Wage Subsidies (Over and above standard subsidies)
- Indication of funding assistance available for this Applicant \$

2. It is a requirement of participation in this program that the Applicant's Employment Provider assists by:

- Developing or advising a Vocational Goal and Training Plan for the Applicant
- Testing goals utilising the Tools provided in this Application
- Nominating a Contact Person for the Applicant, who can be contacted if they are accepted as a Volunteer
- Maintaining regular (fortnightly) contact with the Volunteer and Council Mentor
- Providing ad-hoc employment assistance when required by a Volunteer or Mentor,
- Providing 13 weeks of post placement support once the Volunteer is placed into employment, and
- Completing a Closure Report to Council following 13 weeks of employment.

Are you willing to provide this support to the Applicant? Yes No (if no please provide reasons below)

Provider Contact:	Position:
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Contact phone number	Contact email address:
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Signed:	Date:
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Preparation/Capacity (must be completed by the Employment Provider)

Does the Applicant have reduced work capacity, or wish to work part time, if so how many hours per week?

Does the Volunteer have a quality resume? Yes ↓ No → Develop resume during program, tailored to each goal

Is the Volunteer able to interview successfully? Yes ↓ No → Include Interview Skills training within program

Does the Volunteer have reliable referees? Yes ↓ No → Talk to Council about this during the program

Vocational Goal Test (must be completed by the Employment Provider for each goal)

Goal 1

Position/Role	Permanent/Part Time/Casual	Hours per week sought
Is the Applicant motivated by this goal? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → NEW GOAL		
Are there any direct conflicts with the position requirements (e.g. Criminal record) <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → NEW GOAL		
Able to reliably travel to this employment (if no licence research public transport) <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → NEW GOAL		
Is the goal within Volunteer's functional capacity (i.e. lifting, standing, bending, push/pull) <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → NEW GOAL		
Is the Volunteer competitive? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → why not? ¹⁵		
Is there a (new) specific licence/accreditation required <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → Include in Training Plan, or NEW GOAL		
Are there local vacancies, within reach of this Applicant? <input type="checkbox"/> Yes - Please list: ↓ <input type="checkbox"/> No → NEW GOAL		
Where is it advertised	Employer name & contact	Specific attributes sought

Goal 2

Position/Role	Permanent/Part Time/Casual	Hours per week sought
Is the Applicant motivated by this goal? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → NEW GOAL		
Are there any direct conflicts with the position requirements (e.g. Criminal record) <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → NEW GOAL		
Able to reliably travel to this employment (if no licence research public transport) <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → NEW GOAL		
Is the goal within Volunteer's functional capacity (i.e. lifting, standing, bending, push/pull) <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → NEW GOAL		
Is the Volunteer competitive? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → why not? ¹⁵		
Is there a (new) specific licence/accreditation required <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → Include in Training Plan, or NEW GOAL		
Are there local vacancies, within reach of this Applicant? <input type="checkbox"/> Yes - Please list: ↓ <input type="checkbox"/> No → NEW GOAL		
Where is it advertised	Employer name & contact	Specific attributes sought

Goal 3

Position/Role	Permanent/Part Time/Casual	Hours per week sought
Is the Applicant motivated by this goal? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → NEW GOAL		

¹⁵ Consider a new goal, or utilise feedback in the development of the Training Plan

Vocational Goal Test (must be completed by the Employment Provider for each goal)

Are there any direct conflicts with the position requirements (e.g. Criminal record) No ↓ Yes → NEW GOAL

Able to reliably travel to this employment (if no licence research public transport) No ↓ Yes → NEW GOAL

Is the goal within Volunteer's functional capacity (i.e. lifting, standing, bending, push/pull) Yes No → NEW GOAL

Is the Volunteer competitive? Yes ↓ No → why not?¹⁶

Is there a (new) specific licence/accreditation required No ↓ Yes → Include in Training Plan, or NEW GOAL

Are there local vacancies, within reach of this Applicant? Yes - Please list: ↓ No → NEW GOAL

Where is it advertised	Employer name & contact	Specific attributes sought

Training Plan (must be completed by the Employment Provider)

Core Skills: based on employer feedback, please indicate below the most important core skills to be developed for this Applicant to be more competitive for their Vocational Goal. We have listed 2 as examples.

1 – Customer Service	2 - Communication	3 -
4 -	5 -	6 -

Required Training, Accreditations, or Licenses: based on employer feedback, please list any qualifications, accreditations or licenses that are mandatory or expected for their Vocational Goal, including the funding you can contribute.

Licence/Accreditation/Qualification	Mandatory?	Training Provider	Cost	Contribution?
			\$	\$
			\$	\$
			\$	\$
			\$	\$

Attributes: based on employer feedback, please list any specific attributes that would make the Applicant more competitive for their goal.

1 - Reliability	2 - Honesty	3 -
4 -	5 -	6 -
7 -	8 -	9 -

¹⁶ Consider a new goal, or utilise feedback in the development of the Training Plan.

Assigning Volunteers

The business units that Volunteers are assigned to is a matter for each Council to decide. Council should consider the correlation between the services offered, job roles, and experience within the business unit, that will be useful to the Volunteer, in accordance with their vocational goal. For example, if a Volunteer has a Vocational Goal of Receptionist, a placement within Customer Service would have a strong correlation, in terms of the skills and experience that the Volunteer would gain during their placement, and the relevance of this to their Vocational Goal. If a Volunteer had a Vocational Goal of Plant Operator, then you may consider other areas with a stronger correlation, for example Waste Services. When considering placement, also consider core skills that are relevant to all jobs, for example in pilot programs, it was found that some experience in Visitor Services helped the Volunteers to gain valuable customer service training, and exposure to customers from a wide range of cultures, and that this experience was valuable to every Volunteer, regardless of their Vocational Goal.

Experience/Duties Correlation

When deciding which business unit/s within Council has the best Experience/Duties Correlation, consider:

- The Volunteer's Vocational Goal, and how the duties and responsibilities within that goal correlate with staff in a business unit;
- The attributes that employers look for in Applicants for the Vocational Goal, as listed in the Vocational Goal Test section of the Application Form, P.27, and how this correlates with staff within the business unit;
- The qualifications held by the Applicant, and how these correlate to the core skill requirements or roles within Council business units;
- The availability of strong role models, who can model relevant worker traits to the Applicant, provide them with feedback and assist them to grow.

Business Network/Employer Correlation

When considering Business network/Employer Correlation, consider:

- The business relationships that the business unit has, who these businesses employ, and the correlation between this and the Volunteer's Vocational Goal;
- The size and scale of the businesses that a business unit has relationships with, including the number of staff, and the likelihood that they might have vacancies that match the Vocational Goal of the Volunteer;
- For businesses that work directly with Council, the capacity of the business to host part of the Volunteer's placement, so they get a better sense of the Volunteer's possible fit in their organisation.

Mentor Selection

Selecting Mentors

As a general statement, not all Council employees will make good Mentors. This does not mean that the person is not a good or effective worker, it just means that some workers do not have some of the attributes that allow them to share or 'model' their knowledge and experience as effectively as others. The following Tool is designed to guide you in selecting an appropriate Mentor for each Volunteer.

Would you say the potential Mentor has a strong work ethic? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → May not be suitable
Is the potential Mentor currently under performance management? <input type="checkbox"/> No ↓ <input type="checkbox"/> Yes → May not be suitable
Is the potential Mentor intrinsically motivated? That is, do they pro-actively take on tasks using their own internal motivation, without the need for an external consequence or reward? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → May not be suitable
Has the potential Mentor shown the ability to self-reflect, to change their own behaviour based on feedback or suggestions? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → May not be suitable
Would you say that the potential Mentor has the courage to be honest with people when things need to be said? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → May not be suitable
Would you say that the potential Mentor has the discretion to give feedback in a meaningful and thoughtful way? To say the right thing, at the right time? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → May not be suitable
Would you say that the potential Mentor has the generosity to share their skills and knowledge? <input type="checkbox"/> Yes ↓ <input type="checkbox"/> No → May not be suitable

Matching Mentors with Volunteers

Once you find suitable Mentors, it is important to match Volunteers with Mentors so that the Volunteer gains the most from the program, risk is managed and Council staff are not over-burdened. In pilot programs, Mentors sometimes found themselves being inadvertently drawn in to personal issues that the Volunteer may have been experiencing. It is important that Mentors understand what they are responsible for, and where they can go if they need assistance or advice.

When matching Volunteers with Mentors, consider:

- Age/generation gap: this is not a hard rule; however, you should consider how the Volunteer may relate to the Mentor;
- The placement of young female Volunteers, to ensure that the Volunteer is comfortable and that Council has managed its exposure to risk;
- The number of Volunteers assigned to a Mentor, to ensure that they are not overburdened and are still able to meet the core requirements of their job.

Information for Mentors

It is not necessary to provide formal, structured training to Mentors. The Mentors you have selected have been chosen because of their strong worker traits, their experience, moral judgement, and their ability to share or model this for other people. The following information should be provided to your Mentors, to help them understand what is expected of them, and to guide them where to go if they need help.

What is the role of a Mentor

It is the Mentor's responsibility to model what it is to be a good worker. A Mentor is defined as 'an experienced and trusted advisor', and for the Volunteer to listen to and look up to you, you will need to build their trust, so they understand you are trying to help them. At the same time, you will need to stretch them, to help them push beyond what is comfortable, so that they grow. Most adults can reflect on their youth and remember a person that they looked up to, that they admired, that they respected, that quite often told them things they did not want to hear at the time, but are now thankful for. You can now be that person for someone else; your Volunteer.

You have been chosen as a Mentor because your manager sees you as someone who is a strong role model, someone with traits that are developed over many years, traits that we would like you to pass on to your Volunteer. Strong worker traits is another term for 'strong work ethic', and these are some of the attributes that you may not learn by completing a training program, they are however crucial to being successful in the labour market and having a long and successful career. Research suggests that strong worker traits, are considered much more important by most employers than qualifications or experience. With great power comes great

responsibility, and we are asking you to be generous enough to share what you have learned over your years of work, so that your young Volunteer has the best chance possible of having a successful career.

Worker traits

For the purposes of this program, worker traits are defined as the core, non-tangible traits that employers seek when they are looking for staff. For example:

- Belief in the importance and moral benefit of work
- Self-motivation and enthusiasm
- Reliability
- Open communication
- Passion
- Humility
- Positivity
- Honesty
- Focus, keeping busy
- Action-orientation
- Confidence
- Leadership qualities

The young people in this program are still in their formative years of late adolescence and early adulthood. Research suggests that young people are still forming ideas and core traits well beyond the age of 18, where society considers them to be an adult. It is widely accepted that traits are more difficult to change after the age of 25. The aim is to help them to understand why worker traits are so important, and how developing these traits will help them to be more competitive for jobs, get promoted and have a long and successful career. Effective mentoring, praise, patience, self-reflection, and courage is required on both sides of the equation, over the full 12 weeks to see results.

Steps in the Mentoring Model

The following tool is designed to guide you in selecting an appropriate Mentor for each Volunteer, so that the Volunteer gains the most from the program, risk is managed and Council staff are not over-burdened. In pilot programs.

Mentoring Model

Step 1:

Mentor completes a task while the Volunteer observes. The Volunteer watches the Mentor and observes their actions, posture, communication, manner etc. Mentor discusses the task with the Volunteer, the Volunteer asks questions, Mentor provides answers and discusses moving to the next stage.

Guidance

Be yourself, don't do things that you would not usually do. It is important that you are yourself, go about your job as you normally would, and make sure that you mention important things along the way.

Step 2:

Volunteer completes the same task, while the Mentor observes. The Mentor does not intervene unless required. Once the task is complete, the Mentor praises the Volunteer for parts of the task done well and provides structured feedback where needed. Discuss Volunteer's readiness to move to the next stage.

Try not to be too critical, but if you see the Volunteer do something that they need to work on, be courageous enough to discuss this with them, after you have first praised them for what they did well. Behaviours or actions you praise will be repeated, so make sure that you only praise the Volunteer when they do something well, otherwise you are not helping them. Make sure they are ready to step to the next level, but also make sure it stretches them.

Step 3:

Volunteer completes the task independently. The Volunteer discusses their perception of their performance, Mentor provides praise or feedback as required.

Let the Volunteer explain how they feel about their performance. Make sure you deliver feedback in a meaningful and thoughtful way. Help them to understand why your feedback is important.

Monitoring Progress

It is important that you monitor each Volunteer's progress in the program, both for the Volunteer and the Mentor. In pilot programs, Mentors found it important that there was a structure to measure progress, both quantitative and qualitative so that they had a benchmark to measure progress. Progress is best monitored by responses to questionnaires, however Council may also choose to use video diaries or other multi-media measures to track Volunteer's perception of their progress longitudinally in the program.

Measuring Program Outcomes

Quantitative Outcomes

Key Performance Measures for the program include:

Measure	Performance Area
The percentage of Volunteers that proceed beyond Induction	Program efficiency
The percentage of Volunteers who gain employment	Program effectiveness
The percentage of Volunteers still employed at 13 weeks	Program effectiveness

Qualitative Outcomes

Measure	Performance Area
The percentage of Volunteers who record increased confidence	Program quality
The percentage of Volunteers who feel they are more employable at week 12	Program quality
The percentage of Volunteers who feel the program made a positive change in their life	Program quality

Matching Volunteers with Host Employers

Council should consider when they choose to engage employers, the flowchart suggests that employers be engaged at week 8, however if there is an opportunity to engage employers earlier and possibly involve them in hosting the Volunteer for part of the program, this should be seriously considered.

Managers and Mentors should work with the Volunteer's Employment Provider, who can liaise directly with employers if required to negotiate the placement. The relevant assistance, incentives, and subsidies applicable to each Volunteer are listed on their Application Form, however the Employment Provider is best placed to discuss this with the employer, to ensure that all eligibility requirements are met and that the employer is paid when required.

Also consider having employers come to the Council workplace to see the Volunteer working, especially in a customer service or hospitality context. This is a great way for the employer to see the Volunteer in action and decide whether they might be a good fit in their team.

While Council may have a role in 'setting up' the employment, the tracking, support and administration of incentives, wage subsidies, workplace modifications etc should be left to the Employment Provider.

Questionnaires

The following questionnaires are designed to track progress in a 360-degree way, at week 4, week 6, week 8, week 10, week 12, and then following 13 weeks of employment. The scores should be selected quickly, don't think too deeply about your response, or compare your response to your last questionnaire, as this may skew the results.

Volunteer

Name:	Date:	Interval:			
Please respond quickly to the following statements, by ticking the most correct response here and now:					
Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My level of confidence has improved					
I feel like I am more employable					
This program is making a positive change in my life					
I have made new friends					
I feel more motivated					
This program has tested my strength					
I feel like I can complete the program					
I feel like I want to leave					

Mentor

Name:	Date:	Interval:			
Please respond quickly to the following statements, by ticking the most correct response here and now:					
Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The Volunteer appears more confident					
The Volunteer is more employable					
The Volunteer appears more positive					
The Volunteer is reliable, turns up on time					
The Volunteer listens and makes changes					
The Volunteer is more motivated					
The Volunteer extended their potential					
This program has expanded my mentoring skills					

Manager

Name:	Date:	Interval:			
Please respond quickly to the following statements, by ticking the most correct response here and now:					
Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
This program has been good for my staff					
The Volunteer appears more positive					
The Volunteer is reliable, turns up on time					
The Volunteer listens and makes changes					
The Volunteer is more motivated					
The Volunteer has been stretched					
This program has tested my strength					
This program has tested my staff					

Closure Report – Youth First Employment Program

This Closure report is to be completed by the Employment Provider following 13 weeks of employment.

Volunteer Name:

Provider Name:

Provider Contact Details:

Employer Name:

Role:

Date of Commencement:

Still employed at 13 weeks: No Yes → Same Employer Yes No

New Employer Details:

New Role:

Details of Subsidies paid:

Please outline the types of supports that were required: to maintain employment, including frequency:

Please explain how the Youth First Employment Program helped this person to gain and maintain employment:

Questions and Answers

What does the program include?

The program is designed to assist young jobseekers with work experience, core skills development, mentoring and the development of worker traits that will make them more competitive for employment. It also utilises Council's vast business network, to connect participants with local employers, who employ people in the Vocational Goal that they have chosen.

Elements of the program:

- The Participant will be matched to a Mentor, who is a Council employee, who will act as a role model and help them to refine and develop their worker traits by providing support, guidance, and structured feedback throughout the program
- The program will provide initial training, covering generic skills for employment such as:
 - Communication
 - Teamwork
 - Customer service
 - First Aid
 - Occupational Health and Safety.
- Specific, training and/or accreditations, tailored to their Vocational Goal, and coordinated by their employment provider (if required)
- 12 weeks of unpaid work experience, within various Council business areas, structured in accordance with their Vocational Goal
- Regular self-assessment of their own progress, to track their own perception of where their skills and confidence has improved during the program
- Personal promotion and introduction to local employers, in accordance with their Vocational Goal
- Post placement support once employed, and ongoing contact with their mentor during the first 13 weeks of employment.

The operational area assigned responsibility to run this program is a matter for each Council, however in pilot programs run in 2016, there were close interactions with Economic Development and Visitor Services.

Why does the program target 18-25-year olds?

This program is designed to help young people develop core employability skills and traits while they are still in their formative years of late adolescence and early adulthood. Research suggests that young people are still forming ideas and core traits well beyond the age of 18, where society considers them to be an adult. It is widely accepted that traits that develop in late adolescence and early adulthood are more difficult to effect after the age of 25. This program aims to put the young person in a structured working environment, and partner them with a mentor that will help them to understand why worker traits are so important, and how developing these traits will help them to be more competitive for in the labour market, as well as helping them to grow in their career, get promoted and hold a job for the long term. Further, youths aged 18 years and older means that Council staff do not require Working With Children Checks, or needing parental or guardian approval.

What are worker traits?

For the purposes of this program, worker traits are defined as the 'core', often 'non-tangible' traits that employers seek when they are looking for staff. For example:

- Belief in the importance and moral benefit of work
- Self-motivation and enthusiasm
- Reliability
- Open communication
- Passion

- Humility
- Positivity
- Honesty
- Focus, keeping busy
- Action-orientation
- Confidence
- Leadership qualities

Successful employees are often referred to as having a 'strong work ethic'. While some young people clearly have these traits, they usually develop over time, and for various reasons, they do not naturally develop in everyone. During pilot programs, mentors found that in most cases the attributes and behaviours needed to be nurtured and modelled, so that a young person understood why these traits were so important. Each generation is different, and the millennial generation doesn't always naturally value things that were valued by previous generations. Effective mentoring, praise, patience, self-reflection, and courage is required on both sides of the equation, over the full 12 weeks to see results.

Why is the local Council running this program?

The Youth First Program model was developed and piloted by the Economic Development Unit within Cessnock City

Council, in the NSW Hunter region in 2016. The project was part of a multi-faceted, whole of government response to youth unemployment, well above national averages. The development of this program was one of the key recommendations of a Youth Unemployment Symposium held in 2015, attended by a wide range of employment providers, federal, state, and local government representatives, and community groups in response to the growing youth unemployment issue in the region. 3 pilot programs were run, each achieving a high level of employment outcomes. In 2017, the program was reviewed in line with the lessons learned in the 3 pilot programs, and the Model was documented and developed into this Toolkit for use by other Councils where youth unemployment was an issue.

While unemployment as a portfolio is managed at a federal level, the social impacts associated with youth unemployment, and the ramifications for future generations are a major social issue for all levels of government, business, and society in general. The aim is to have this Toolkit available to all councils nationally, so that it can be utilised as part of an overall strategy to improve employment outcomes and future employment prospects for young people.

Other Learnings from Cessnock City Council

1. Up front, ensure that the Volunteers understand Council is not providing a baby-sitting service, but a professional workplace that they will be expected to meet the requirements of.
2. Be prepared to provide such items as deodorant and shoe polish at the work site for any personal hygiene and/or dress and appearance issues.
3. Ensure that any Volunteers in the program who smoke, clearly understand the Council's policy on smoking. Provide breath fresheners or other solutions should they be working in a customer facing role.
4. Set aside time each week for Volunteers to undertake job-searching after initial job training period. Certain Volunteers may require some training in interviewing.
5. It is recommended that Council review the resumes of the Volunteers and assist in updating the information and the presentation.
6. Ensure Mentors do not delve into the personal lives of the Volunteers, or allow Volunteers to delve into their personal lives. This can include close contact with Volunteers outside of work hours being discouraged.
7. Certain Volunteers may lack personal self-confidence, Mentors should highly encourage and recognise good work and provide supportive extra training for Volunteers who may struggle with some tasks.
8. As is expected when you place unemployed young people into 25 hours per week voluntary work, there may be some attitudinal shifts and learnings. Peers and family pressures may begin to cast doubt in the participant's mind after a few weeks of volunteering their time for free. Working life may not necessarily afford the young person the same freedoms they may have enjoyed unemployed.
9. All mobile phones should only be allowed to be used by Volunteers during prescribed breaks.
10. Ensure all Volunteers bring food for lunches and tea breaks, each day, or have the means to purchase food. Explain that this helps with energy levels during the work day. This also stops Volunteers from asking for additional breaks due to tiredness.
11. Ensure Volunteers are completely appraised of their hours of work, rosters etc, as Volunteers may get anxious if they don't understand or are unsure about what time they should begin, what time they will finish, and on what days.
12. Ensure all Volunteers understand that they must be accessible for any communication from Council in work hours e.g. by facebook, mobile phone, email etc.
13. Research shows that the longer the history of unemployment, the lower the probability of being employed within

future periods. The risk is undoubtedly higher for young people who fall into disengagement from work or training as long term outcomes equal ongoing unemployment.

Ensure the Volunteers understand that being selected for the program is, in itself, a special opportunity. The young people must want to be a part of and commit to the program, to improve their chances of being supported and finding ongoing employment. The mere fact that they are engaging in an extended work placement as a volunteer overcomes the history of unemployment

and provides them a range of new skills and experiences for their resumé.

14. It is critical that Volunteers know that they are in a safe environment where they can ask any question at any time without fear of being judged.
15. Check that the Volunteers have transport each day to get to work and home. From time to time Council may need to assist with transport.
16. Council should be upfront with any expectations they may have of the Volunteers, particularly in relation to the above issues, or any other expectations Council may have.

A Key Learning - Millennials

Millennials (Gen Y) aged between 18 to 35. Right now, millennials are the largest generation in Australia. There is no doubt that a changing labour market has also left millennials out in the cold compared to previous generations.

Millennials make great workers

- Millennials are to date, the most highly educated generation in Australia.
- Across the board millennials are highly social, highly connected and globally oriented.
- Millennials tend to be collaborative, team oriented and interested in contributing to their workplace.
- They are more likely than previous generations to want to work for a company whose values align to their

own. Millennials want to have a sense of purpose in their work, and for their work to be meaningful in improving society and the environment.

- Millennials tend to want jobs where they can learn and grow. They tend to be interested in their own development.
- Millennials show an increasing trend toward job stability and company loyalty.
- The ability to adapt to technological change means that millennials have embraced working remotely, and that can mean a reduction in business costs for employees who are able to take this type of work structure on board.
- Not only do Millennials have a constant finger on the pulse of connectivity, they know how to find information and they expect to be able to contribute to the information available.

Lessons on Millennials – what you need to know

- Millennials realise information changes so rapidly that in-depth learning for the future can be considered counter-productive when they can just "Google it".
- Millennials tend to have a shorter attention span and skim information.
- A large proportion of millennials are always connected to the digital world. That constant connection affects the way they engage with other people, their social skills and the way that they learn.
- The tendency toward digital connectivity has meant many Millennials struggle to know how to communicate effectively face-to-face. Growing up where they can converse fluently in a digital world means sometimes this generation may not have yet acquired conflict management, negotiating differences, or learning to work effectively with people that they may not like.
- Contrary to popular belief, Millennials don't want to walk in and immediately be the boss; they just want the boss to be a better leader.
- They also prefer plain language, and don't respond well to jargon or dazzle.

Youth Unemployment – Why is it harder for Millennials?

- Traineeships or apprenticeships are scarce, and advertised jobs are few and far between.
- Baby boomers are staying in their jobs longer or participating in a semi-retired state, meaning jobs are not always vacant or available for the next generation.
- Casualisation of the workforce, automation and outsourcing of work to offshore employment agencies means an increasingly difficult future for young workers.
- Traditional industry (and thus traditional jobs) are declining
- Added barriers such as high socioeconomic disadvantage.
- Some young people lack socialisation and soft skills which may inhibit them acquiring high expectation hospitality or service positions.
- Most employers would give a job to someone with proven customer service and experience over the young person who needs time and commitment to develop these skills.

