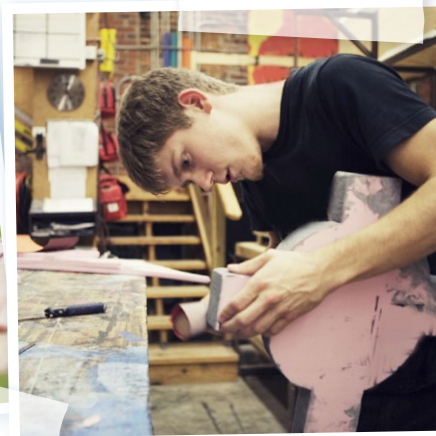


Just WANT TO WORK!

Start here

Supporting people to achieve economic participation and social inclusion



A RESOURCE KIT
for Community Service Organisations

'I JUST WANT TO WORK'

'We crave the self-respect that comes from being self-supporting and the fulfilment that comes from being able to support those we love. We long for opportunities to express personal ability, to show creativity and initiative. At work we can cooperate and share companionship with co-workers. Work gives a structure to our day and our life. It gives a feeling of competence. It enhances self-esteem. Work is crucial to our whole identity as a person.'
- Hugh O'Sullivan

Published in 2013 by:



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Acknowledgments

This Resource Kit was developed by the O'Sullivan Centre in partnership with Good Shepherd Youth & Family Service and with the support of St Luke's Anglicare. The O'Sullivan Centre was founded to further the vision of the late Hugh O'Sullivan who was a passionate advocate for the rights of young workers and the centrality and dignity of paid work. The Centre is funded from membership subscriptions, grants, fundraising and personal financial contributions.

Funding for this Resource Kit has been received from Sidney Myer and Mazda Foundations.

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Editorial production management by Innovative Resources (www.innovativeresources.org)

Design, layout and DVD production by Greengraphics (www.greengraphics.com.au)

Selected photographs on pages 2, 11, 35, 44, 60, 68 and 80 are reproduced from *Picture This*, *Signposts* and *Choosing Strengths*, three card sets published by St Luke's Innovative Resources (www.innovativeresources.org). The photographers are: Brent Seamer, Tim Lane, Michael Wilson, and Karen Inkster.

Contents

Acknowledgements

i

Introduction

1

What is the purpose of the Resource Kit?

What does the Resource Kit contain?

Why do we need the Resource Kit?

How do we proceed?

Overview of the workshops

5

Part One: Workshop one—Managers

9

1.1 Purpose

1.2 Outcomes

1.3 Agenda

1.4 Facilitator's notes

1.5 Handouts

Part Two: Workshop two—Workers

28

2.1 Purpose

2.2 Outcomes

2.3 Agenda

2.4 Facilitator's notes

2.5 Handouts

Part Three: Workshop three—Workers

42

3.1 Purpose

3.2 Outcomes

3.3 Agenda

3.4 Facilitator's notes

3.5 Handouts

Part Four: Workshop four—Managers

54

4.1 Purpose

4.2 Outcomes

4.3 Agenda

4.4 Facilitator's notes

4.5 Handouts

Part Five—Further reflection & reading

66

5.1 Background to the development of the Resource Kit

5.2 Rationale for the Resource Kit

5.3 Outcomes you can expect for the agency and the client

5.4 The Resource Kit and the methodology

5.5 Feedback from workers who have participated in the workshops

5.6 Additional resources and reading material



INTRODUCTION

This Resource Kit has been developed by the O'Sullivan Centre in partnership with Good Shepherd Youth & Family Service and with the support of St Luke's Anglicare. It arises from the belief that community service organisations have a role in supporting clients to achieve vocational outcomes (i.e. education, training, paid and unpaid work); and belief in the importance of economic participation and work in establishing the identity, wellbeing and social inclusion of the individual.

The Resource Kit aims to support community service organisations who wish to build practical responses to unemployment among clients and to increase vocational outcomes, thereby contributing to the creation of a more holistic service culture. It will enable and empower workers to investigate the broader needs of their clients, and to incorporate these needs in service planning and delivery.



What is the purpose of the Resource Kit?

This Resource Kit supports the presentation and facilitation of two workshops for managers and two workshops for workers using Participatory Action Research methodology. The workshops assist workers and managers to reflect on the issue of vocational outcomes for clients, to develop a greater understanding of the needs and aspirations of clients, and to build a responsive and practical action plan with a focus on vocational outcomes.

The Resource Kit is designed so that the workshops can be delivered and facilitated within an organisation using internal or external facilitators. However, in either case it is critical that each facilitator has a strong appreciation of service delivery and key issues in the community service sector.

What does the Resource Kit contain?

The Resource Kit contains:

- > Four workshops—two for managers and two for workers.
- > Purpose and outcomes statements for each workshop.
- > A timed agenda for each workshop.
- > Facilitator's Notes for each workshop.
- > Handout masters for each workshop.
- > Further reflection and reading—including background to the development of the Resource Kit and the methodology used.

Why do we need the Resource Kit?

If we want to use a social and holistic model in the delivery of community support services we cannot exclude economic participation.

As at May 2013, there were 660,300 people who are unemployed in Australia of which over 506,000 have been unemployed for four weeks or more. Over 122,000 people are considered to be very long term unemployed, because they have been out of the workforce for more than a year. Since May 2008 there has been a steep increase in the length of time people are out of work once they become unemployed.

(Department of Education, Employment and Workplace Relations 2013 http://lmip.gov.au/default.aspx?LMIP/LFR_LFR_LM_UnemploymentDuration)

Many clients of community service organisations are amongst this cohort of highly disadvantaged job seekers. For example, research by St Luke's Anglicare (Victoria) and work completed by Good Shepherd Youth & Family Service (Victoria) as part of the development of this Resource Kit has identified that over 85% of parents who are accessing family support in their agencies are unemployed and/or not participating in any education/training programs, with many unemployed for over twelve months. These studies also showed that many parents aspire to be employed and/or in training but require additional supports to achieve this goal.

It is clear that a significant number of community service clients are over represented amongst the long-

term unemployed and are increasingly being socially excluded due to a lack of opportunity to participate in employment and/or education/training. This situation presents a considerable challenge for community service organisations and raises questions about the role and work of support agencies. Are community service organisations just the providers of support services or do they also have a role in ensuring vocational outcomes for clients? Whilst many agencies and services support vocational outcomes there are barriers that agencies face in embracing this role.

In particular, services are often designed to focus on one particular issue rather than responding to all their clients' needs and their experience of social exclusion.

The tension between funding pressure aimed at highly focused goals and the desire to embrace a broader view can represent a

blockage for agencies. A firm resolve is required to move workers from responding solely to the client's presented need (through funded services) for example, their drug problem, their mental health issue, their lack of money - to a more holistic service response.

Increasingly, Government policy is focusing on the need for support services (both government and non-government) to become more holistic in approach including supporting vocational outcomes, and to develop more efficient links within and between programs. This Resource Kit supports all levels of an agency to view their contribution as part of a much bigger picture, resulting in a client-centred focus rather than a problem- or program-centred focus.

'Are community service organisations just the providers of support services or do they also have a role in ensuring vocational outcomes for clients?'

How do we proceed?

To help achieve cultural change within organisations and establish practical actions to support vocational outcomes, the Resource Kit has employed a Participatory Action Research approach. Participatory Action Research provides the opportunity to look at the big questions, often missed in the course of constant service provision. It is also enables an exploration of underlying values and attitudes. The Participatory Action Research process is a constantly evolving one; it is dynamic and yet it has simple structure and methodology. The same four steps are constantly repeated: Observe, Reflect, Plan and Act.

The Resource Kit offers a process which supports movement towards a more holistic approach via a series of four workshops using the Participatory Action Research methodology. This involves two workshops with managers and two with workers.

The workshops have the following themes:

- Exploring vocational outcomes for clients through workers reflecting on their own experiences.
- Exploring the significance of vocational outcomes in improving wellbeing, health and social connection.
- Analysing current vocational outcomes for clients.
- Seeking feedback from clients and colleagues.
- Developing actions which help promote vocational outcomes.
- Building a 'whole of agency' response to achieving vocational outcomes.

The workshops and the process have been trialled and validated within Good Shepherd Youth & Family Service with positive and encouraging results. Key learnings which emerged from the trial included:

- An agency response to achieving vocational outcomes must include all levels of the organisation.
- There is a need for workers and managers to reflect on the meaning and role of work; and that an understanding of the importance of work in their own lives will better inform their understanding of client needs.
- There are practical actions that workers and agencies can take which enhance vocational outcomes for clients.
- Whilst current service specifications for many programs do not include responses to vocational issues facing clients, workers and agencies can incorporate vocational outcomes as part of everyday service delivery.

The Resource Kit is not designed to finalise a completed strategic plan around achieving vocational outcomes. Rather, it is designed to initiate a process which is the start of building a strategic long-term plan. This onward process may challenge existing thinking and will inevitably require restructuring of some aspects of agency thought processes, procedures and service delivery.

Information on the background to the development of the Resource Kit, a more detailed examination of the rationale behind it, an outline of the methodology used in it and expected outcomes for agencies can be found in 'Part Five: Further Reflection and Reading'.



OVERVIEW OF THE WORKSHOPS



Outline of the workshops

This Resource Kit contains four workshops designed to support a process for workers, managers and the community service organisation as a whole to reflect on the issue of vocational outcomes for clients and on how workers and the agency can develop practical actions to achieve this goal. The focus of the workshops is on what we think our role is in achieving vocational outcomes, what barriers we face, what barriers our service designs create, what we are doing—and could be doing—as individual workers and as a whole agency to support clients to achieve their aspirations for employment and economic participation.

The workshops are not about analysing the issues and barriers facing clients in achieving a vocational outcome. We are aware of these issues in our day-to-day work and we are already working with clients on those issues. A premise underlying the Resource Kit and the workshops is that we can inadvertently be part of the problem in the way we work, and we can create our own set of barriers in addressing this issue. The workshops are designed to help us reflect on our roles, our work and how we can be a part of the solution.

The workshops are designed so that they can be conducted internally by an agency. However, they do require a facilitator. The facilitator could be an external person arranged by the agency or they could come from within the organisation. Each workshop is designed to be completed in three hours. Facilitator's Notes accompany each workshop to support the facilitation process.

Whilst the workshops and accompanying Facilitator's Notes can be used as outlined, they are intended to be a guide. Agencies are encouraged to adjust the workshop content and design to suit their needs.

The following is a summary of each workshop:

Workshop one: Managers

Workshop One is designed for managers of an agency or community service organisation. To enable a whole of agency response to this issue (or any issue for that matter) it is critical that managers start the process of reflecting on the issues for themselves and the agency. Managers play a critical role in establishing work culture and priorities for workers and the agency. If managers see achieving vocational outcomes as a critical issue then this will permeate the agency.

Workshop One covers the following:



- Why focus on vocational outcomes for clients?
- The significance of work in improving wellbeing and health.
- Reflection on personal experience of work and its significance.
- Reflection on the role of the workers and the agency in building vocational outcomes.
- Deciding on actions that managers could take to start building an agency response.

Workshop Two: Workers

Workshop Two is designed for workers in the agency or community service organisation. It is similar to Workshop One in its content and purpose, but from a worker perspective. This workshop gives workers the opportunity to reflect on the issues from their standpoint given they are at the frontline of working with clients. The key outcome from Workshop Two is the setting of two important actions that workers can undertake as a beginning point of building their response to the issue. These actions are:

- Seeking advice from five clients on how the agency could support clients in achieving vocational outcomes.



- Analysing the current profile of clients with regards to participation in employment and education/training, identifying how many clients have vocational outcomes as part of the client support plan, and identifying the aspirations of clients with regards to participation in employment and education/training.

The actions discussed in Workshop Two will form the basis of Workshop Three with workers.

Workshop Two covers the following:

- Why focus on vocational outcomes for clients?
- The significance of work in improving wellbeing and health.
- Reflection on personal experience of work and its significance.
- Reflection on the role of the workers in building vocational outcomes.
- Discussion on two actions that workers will undertake over the coming weeks.

Workshop Three: Workers

Workshop Three is designed for workers in the agency or community service organisation. The content and focus of the workshop is on reflecting on the action undertaken by workers as a result of Workshop Two. The workshop will cover:



- Presenting the profile of clients and analysing the results. What does this tell us?
- Sharing the discussions with clients on their advice to the agency. What does this tell us about what we can do as individual workers and as an agency as a whole?
- Developing an action plan that workers can undertake and discuss with teams and managers.

Workshop Four: Managers

Workshop Four is designed for managers of the agency or community service organisation. The focus on the workshop is to reflect on the actions undertaken by managers and workers, and will begin the development of an agency action plan for achieving vocational outcomes for clients. In particular, the workshop will cover:

- What have we and the workers learnt from the actions undertaken and the previous workshops?
- What is our vision for achieving vocational outcomes for clients of the agency?
- What are the immediate decisions or commitments that can be made?
- Are there short-term and long-term goals that we wish to commit to?
- How will these goals be evaluated?



A woman with dark hair, wearing a red baseball cap and a red polo shirt, stands in a store aisle. She is smiling at the camera with her arms crossed. Behind her are shelves filled with numerous gift boxes of various colors and patterns, including stripes and polka dots. The lighting is bright and even.

PART ONE: WORKSHOP ONE—MANAGERS

1.1 Purpose of workshop one

The purpose of this workshop is to begin a process of exploring how an agency that focuses on supporting people with multiple and complex needs can also contribute to vocational outcomes for clients. In particular, the workshop aims to explore:

- Why do we need to build an agency response to achieve vocational outcomes for our clients?
- What is the significance of work in enabling health and wellbeing, and achieving social inclusion?
- What are our personal experiences of work and its significance for us? How do our personal experiences relate to our work with clients?
- What is our role as managers, and the role of the agency as a whole, in increasing vocational outcomes?
- What actions can we take as managers that could start building an agency response to the poor vocational outcomes for our clients?

1.2 Outcomes of the workshop

The outcomes of the workshop are:

- Learning from each other about the importance and meaning of work and how this relates to our work with clients.
- Building an understanding of the barriers that may exist in our agency in supporting vocational outcomes for clients.
- Identifying current actions that workers and the agency are undertaking to support vocational outcomes for clients.
- Identifying future actions that we can undertake to start the process of building an integrated agency response to achieving vocational outcomes.

1.3 Workshop one agenda

The agenda for the workshop is:

Session 1: Introduction (20 mins)

- Outline of the context for the workshops and the development of an agency strategy that contributes to achieving vocational outcomes for clients.
- Outline of the purpose of the workshop.
- Outline of the outcomes to be achieved in the workshop.
- Outline of the agenda for the workshop.

Session 2: The role and significance of work (50 mins)

- > Brief presentation by facilitator (and/or workers member) on the significance and role of work in building social inclusion.
- > Small Group Discussion: The significance of work in my life.
- > General Group Discussion
 - * Feedback from small groups.
 - * What are the links between our experiences and the experiences of our clients?

Session 3: The role of managers and the agency in building vocational outcomes (50 mins)

- > Small Group Discussion
 - * The role of managers and the agency in building vocational outcomes, and barriers and pathways to vocational outcomes that exist within the agency.
- > General Group Discussion
 - * Feedback from small groups.
 - * What are the opportunities and the issues that exist for us as an agency if we incorporate vocational outcomes as an integrated component of service delivery?

Session 4: Where to from here? (40 mins)

- > General Group Discussion
 - * The resources and initiatives that currently exist within the agency to support vocational outcomes for clients.
 - * Actions for managers. These actions include having discussions with workers about supporting vocational outcomes, and profiling the current situation for clients regarding vocational outcomes. Each manager is asked to meet with two colleagues in the community service sector to discuss how they address the vocational issues of their clients.
 - * Outline of the future workshops for workers and managers.



1.4 Facilitator's notes for workshop one

Session One: Introducing the workshop

- > Outlining the context for the workshops and the development of an agency strategy that contributes to achieving vocational outcomes for clients.
- > It is recommended that the context for the workshops is presented by a senior manager and/or CEO of the agency. The presenter can use the following points to outline the workshop context:
 - * The importance of achieving vocational outcomes for clients and the role that a community service organisation can play in achieving this goal.
 - * Clients of community service organisations are amongst the disadvantaged in the community and increasingly they are being socially excluded due to a lack of opportunity to participate in employment and/or education/training.
 - * We need to ask ourselves if there is a lack of vocational outcomes from the services our agency provides and if there is an overall lack of attention by the agency towards this goal. Despite an increase in a range of services offered by many agencies, vocational outcomes are minimal and the issue remains separate to many community agency programs.
 - * Is the situation of poor vocational outcomes for

'Could it be that a client's contact with our agency disempowers them from entering the workforce by the way we deliver services?'

people accessing community service organisations caused in part by the fact that service delivery for clients sits in 'silos' irrespective of any funding partnership arrangements or intensive case work plans. A person could be seeing a drug and alcohol worker, welfare worker, housing worker, community corrections officer and Centrelink and still have no meaningful employment or vocational pathway. Is this the situation for our agency?

- * Many workers in the community service sector are well aware that they are not making an impression on vocational responses. Many say that employment is a complicated issue to address and not part of the role of welfare and support services due to the way service funding is constructed. We need to ask ourselves what role we see our agency playing in achieving vocational outcomes?
- * We need to be asking the question whether, as workers and agencies, we create our own barriers due to a lack of critical thinking. Could it be that a client's contact with our agency disempowers them from entering the workforce by the way we deliver services?
- * Welfare agencies and community support organisations have a significant network and influence that does contribute to the empowerment of many disadvantaged individuals and groups. How can we use our partnerships and

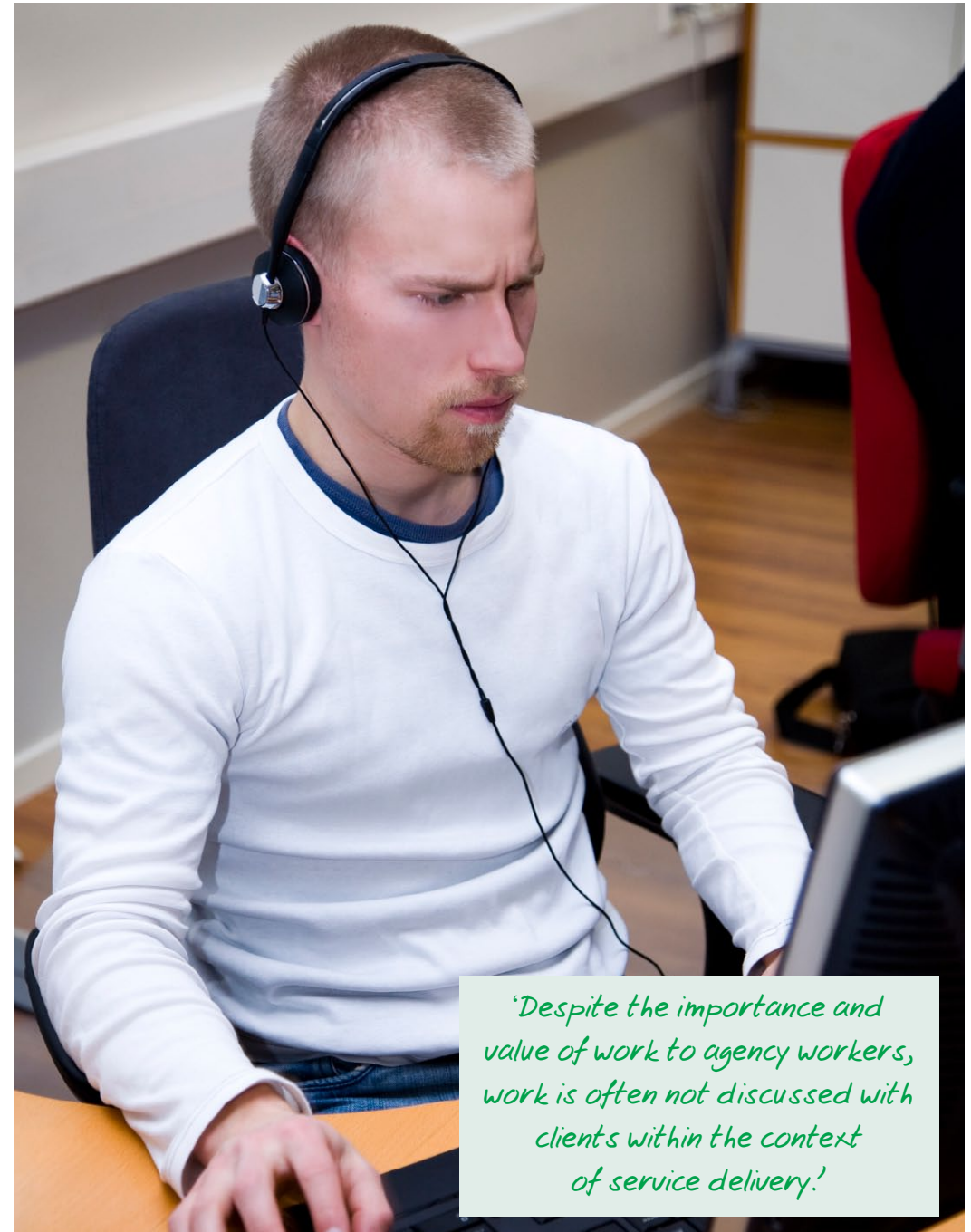
resources to achieve vocational outcomes for our clients?

- * The workshops are a process for us as an agency to consider these questions and to look at practical actions that we can undertake to achieve better vocational outcomes for our clients.
- Outlining the purpose of the workshop and outcomes to be achieved.
 - * Facilitator to outline the points as detailed in the sections 1.0 and 1.1.
- Outlining the workshop agenda.
 - * Facilitator to outline agenda as detailed in the previous section The agenda for participants is in Workshop One Handout One.

Session Two: The role and significance of work

This is an important section of the workshop. The discussion on the role and significance of work allows workshop participants to reflect on their own experiences of work and the importance of work to them. This discussion allows the opportunity for participants to compare their own experiences with that of their clients. Despite the importance and value of work to agency workers, work is often not discussed with clients within the context of service delivery. Often what workers gain from their work life is not available to their clients and this contradiction needs to be explored.

The introduction to this session should outline the value and importance of work for individuals, families and



'Despite the importance and value of work to agency workers, work is often not discussed with clients within the context of service delivery.'

communities and the need to reflect on the role of work in our lives. The point of this session is that we wish to enhance vocational outcomes for our clients then it is important that we reflect on the meaning and purpose of work. Using our own experiences is an important starting point. In introducing this section the facilitator may wish to use some of the following points and quotes.

'Without work all life goes rotten.'

(Albert Camus)

'Work, like love, is a vital necessity to the development of the individual and of democratic society. Its scope is material, social, economic, psychological, psychic and biological. It is time to take a serious interest in work and what work activity means to the existence of individuals.'

(Sigmund Freud)

The UN Declaration of Human Rights states:

'Everyone has the right to work, to just and favourable conditions and to protection against unemployment.'

'Worklessness, which includes but is broader than unemployment and economic inactivity, can be destructive to self-respect, brings risks of poor physical and mental health, thwarts the pursuit of happiness, and profoundly handicaps the achievement of wellbeing. Economic, social and moral arguments are advanced which advocate work as the most effective means to improve wellbeing of individuals, their families and their communities.'

(Professor Aylward Director, Unum Centre for Psychosocial and Disability Research, Cardiff University)

'We crave the self-respect that comes from being self-supporting and the fulfilment that comes from being able to support those we love. We long for opportunities to express personal ability, to show creativity and initiative. At work we can cooperate and share companionship with co-workers. Work gives a structure to our day and our life. It gives a feeling of competence. It enhances self-esteem. Work is crucial to our whole identity as a person.'

(Hugh O'Sullivan, Making Monday the Best Day of the Week, IYCW Hong Kong 1997)

- Small Group Discussion: The significance of work in my life
 - * Ask the group to work in small groups and provide them with the questions in Workshop One Handout 2.
 - * Outline the questions you are asking participants to explore and allow 20 mins for the small group discussion. These questions include:

What is the meaning of work for me?

How important is work for me?

How does my work contribute to my wellbeing?

Have you or a member of your family experienced unemployment? If so what has been the impact for you and/or for them?

'How can we use our partnerships and resources to achieve vocational outcomes for our clients?'

- Ask each group to report back and write up on butcher's paper or whiteboard the common responses from the groups.

In the small groups it is likely that participants will raise the following points about their work:

- Work enables them to feel they are contributing to the community and helps them feel part of the community.
- Work enables them to be financially secure and to have the economic resources to live a comfortable life.
- Work provides the opportunity to build friendships and connections.
- Work provides meaning and a sense of purpose.

- When workers have experienced unemployment they have felt isolated and have experienced a loss of confidence.
- Education provides a pathway to meaningful employment and workers place a high value on both education and a strong work ethic.
- Work provides structure to everyday life.

Following the report back from each of the small groups ask the main group to provide reflections on the common points that emerge from the small group discussions.

As a facilitator it is important to link the feedback from the workers to the experience of clients and the questions this raises for the way we work with and support clients.

For example, a number of common themes will emerge about the importance of work i.e. work provides connection, purpose, meaning, sense of achievement. These positive outcomes for workers are many of the issues which clients struggle with in their lives and we need to ask ourselves how much importance we place on vocational outcomes in day-to-day service delivery.

Session Three: The role of workers and the agency in building vocational outcomes

This session focuses on the role of workers and agencies in building and supporting clients to achieve vocational outcomes.

In introducing this session it is important to set out the reasons for reflecting on the role of workers and the agency in building vocational outcomes. The key issue for consideration is whether community service organisations have a responsibility for supporting vocational outcomes for clients given that traditionally this role and responsibility has not necessarily been seen as an integral part of the work of community support services.

Points to consider in the introduction of the session include:

- The community service field comprises of many specialist workers i.e. family support workers, alcohol and drug workers, housing workers, etc and given the specialist nature of their roles many workers can be tied to a narrow view of their role driven by service specification and funding requirements. This can drive service delivery into silos where we deal just with one aspect of a person's life. However, given community support workers play a critical role in supporting people and have a close relationship with clients should a worker's role be extended to include supporting vocational outcomes?
- Community service organisations and many workers

in the field can often feel ambivalent about taking on a role which falls outside the purpose of the service. Service specifications in the welfare field are very specific in the outcomes to be achieved and rarely do they identify vocational outcomes as a goal of the service. For example, the service specifications for family support services in Victoria have no mention of vocational outcomes for parents. The focus of the service is on improving parenting skills and addressing safety issues for children. However, families accessing family support services have extremely high rates of unemployment and non participation in education/training. Many families suffer from intergenerational unemployment. It could be argued that increasing the vocational outcomes for parents would enhance the family's connection to community, build self esteem and confidence and sense of purpose in daily life and in doing so build family capacity to provide a safe and caring environment for children. So is there a need to reflect on the role of workers in the community service field and provide a more holistic approach to the total range of needs and issues facing clients.

- Also some workers would argue that vocational outcomes cannot be achieved until personal barriers are addressed. These barriers can include mental health issues, substance misuse, lack of housing etc. Clients would express that as a result of their issues and barriers what they are feeling in their life is often a sense of no purpose, no sense of achievement, no sense of connection to people and feeling isolated from the community. But we know that participation

in employment and/or education/training can and does create connection, purpose, meaning and structure in daily life. Again, do we need to ask ourselves, 'Should supporting participation in employment and/or education/training activities be integrated with day-to-day service delivery?' and 'Does our lack of attention to vocational outcomes compound the personal barriers and issues that people face?'

- Many workers in the community service field do extend their role to support the vocational aspirations of their clients. Linking people to TAFE, vocational programs at neighbourhood houses, supporting links to a Job Service Network are among the many activities workers undertake to support people. What opportunities already exist to enable the small steps along the vocational pathway?
- Small Group Discussion: The role of workers and services
 - * Ask the group to work in small groups and provide them with the questions in Workshop One Handout 3
 - * Outline the questions you are asking participants to explore and allow 20 mins for the small group discussion. These questions include:
 - * As a manager, do you see employment and/or participation in education/training as an integral outcome of your service?
 - * What do you see as the role of your workers in exploring vocational aspirations with clients and supporting clients to develop a pathway plan?

- * How would the role of your workers change if vocational outcomes were a focus of your service model?
 - * Does and/or should the service specifications for your service have vocational outcomes as a key component of service delivery?
 - * Does and/or should the agency's strategic plan include a focus on achieving vocational outcomes for clients?
 - * Are there any barriers you would face as a manager, within your team or within the agency as a whole, if vocational outcomes were to be a focus of the work?
 - * Are there opportunities for you, your team and the agency as a whole to enhance vocational outcomes for clients?
- Ask each group to report back and write up on butcher's paper or whiteboard the common responses from the groups.
 - In this session it is likely that you may find some resistance to 'extending the role of workers to include vocational outcomes'. Some workers may say, 'This is not my job', 'I would like to but it is not the purpose of the service', 'We don't have the resources or time to do this work', 'This is the role of the Job Service Network' and 'It is not my role to raise vocational issues if this is not the presenting issue of the client.' It is important



to give the group the opportunity to explore these views if they arise as these views go to the heart of the challenge facing community service agencies in supporting vocational outcomes.

Session Four: Where to from here? Building a response

Session 4 is a plenary session with all the workshop participants. The focus of this session is on:

- * Identifying current resources and initiatives that exist within the agency to support vocational outcomes.
- * Discussion on the future actions.
- * Outline of the future workshops for workers and managers.

➤ General Discussion: Resources

This discussion aims to unlock current resources and initiatives that are occurring within the agency that are supporting vocational outcomes.

Questions to pose to the group and recorded on butcher's paper or whiteboard.

- * What are our experiences/actions that have worked, or could work, in achieving vocational outcomes?
- * What have we learnt through these experiences/actions?
- * What resources do we have that would help create vocational outcomes?

- * What networks do we have that could help support us in achieving vocational outcomes?

It is important that this discussion is captured and written up. Explain to the group that this discussion will be written up and distributed to the group and shared with workers. The ideas from this session will be used in later workshops particularly workshop 4 when there is a focus on developing an action plan for the agency.

➤ Manager's actions and homework

As outlined in the Resource Kit, the process for building an agency response to vocational outcomes is based on an action and reflection process. Often there is no follow up from workshops and no practical actions put in place to further the ideas that have emerged in the workshop discussions. This creates frustration for staff and a feeling that it was just a talkfest.

The purpose of 'manager's actions and homework' is twofold. Firstly, it creates momentum for managers in working on the issue and secondly, the actions enable new learnings to emerge and opens further actions and possibilities.

Managers are asked to complete the following actions:

1) Complete a profile of education, training and employment participation in their services.

The format for completing the profile is contained in Workshop One Handout 4.



'If we want to use a social and holistic model in the delivery of community support services we cannot exclude economic participation.'

The profile enables the agency to capture current participation in education, training and employment, the number of clients who have a pathway plan and the number of clients who would welcome the opportunity to gain employment and/or participate in further education and training. The profile is completed by workers given they know their clients, their current circumstances and often their aspirations. The profile is not meant to be a definitive answer to these key questions but it will give a snapshot of the current circumstances and will raise issues for further discussion in the future. Good Shepherd Youth & Family Service and St Luke's Anglicare have completed this profile amongst sections of their agencies and the results highlighted some key issues for further discussion. In particular it showed the high levels of unemployment and non-participation in education and training but also there were a high number of clients who wanted to gain employment and or get back into education. Managers will need to brief workers on the reasons for the profile or ask workers to complete the profile after the first workers workshop (Workshop Two) as this workshop will give workers context for this audit.

2) During supervision, discuss with staff members the role of workers in supporting vocational outcomes for clients.

The purpose of this action is to promote discussion within the agency on the issue of vocational outcomes and to gauge interest and opportunities that exist amongst the workers group. It also enables managers to assess barriers and concerns that may exist for workers.

Whilst some managers may not supervise on-the-ground workers, it is important for managers to at least have the discussion with those who report to them.

Ask managers to write a summary of their discussions with those they supervise, and to share this in managers' meetings. This information will also be used in the next workshop with managers.

3) Discuss with two colleagues in the community support sector the issue of vocational outcomes for clients.

The purpose of the action is to start building links with other agencies around this issue. The issue of vocational outcomes is a challenge for all community support organisations. Many agencies are tackling this issue and have started to build positive responses and plans to support vocational outcomes. For others the issue has not been considered. Contact with other agencies will open up ideas, identify the challenges faced, and provide information to the agency that can be used in building a future action plan on this issue.

The question to raise with sector colleagues is:

- * Has their agency looked at the issue of vocational outcomes for clients, what actions/strategies have they put in place and what has worked/not worked for them?

Again, ask managers to write a summary of their discussions with colleagues and to share this information in managers' meetings. This information will also be used in the next workshop with managers.

An outline of the manager's actions is contained in Workshop One Handout 5

Summary and evaluation

In closing the workshop seek direct feedback from participants on the achievements of the workshop and any learnings that emerged from the sessions.

Ask participants to complete the evaluation form (use Workshop One Handout 6) or an agency evaluation form, if preferred.

Outline the future workshops and their purpose.

Christine is a youth worker.

She runs a program that works with young people not at school or work. Christine worked with a group of young men aged 15 – 19 who were not at school and did not have work. Some of them were going in and out of juvenile detention. Some wanted to work but had been unsuccessful in finding work.

Christine organised for the young people to do Certificate II in Metal Fabrication. She picked them up each morning to ensure they got to the course. She participated in the course herself to ensure those with literacy issues got the help they needed. She organised a life skills training course which included a work preparation course and an anger management workshop. Christine also worked with them on a bicycle project where they rode their bikes 250 kilometres as a physical and fitness challenge and to raise money for charity. Slowly some of them were linked into work or training with a lot of assistance from Christine. She got to know their parents/carers. In some cases she assisted their parents to find work.

Christine also worked with a group of Aboriginal young women, four of whom became pregnant during the time that Christine was working with them. Christine encouraged them to link into the community antenatal care program and provided education on drugs and pregnancy.

‘Christine’

She assisted them to complete their education. She befriended their families and assisted one young woman's aunt to enroll in a course to become a youth worker. This woman became an important support to the young women and assisted them to establish an Aboriginal young mums group that began meeting weekly to offer support to one another.

Christine has an emphasis on young people within the family and community settings and takes account of the significance and meaning of family to the young people. Young people can't be seen in isolation from this most important part of their lives.

‘Is there a need to reflect on the role of workers in the community service field and provide a more holistic approach to the total range of needs and issues facing clients?’

‘Christine’

WORKSHOP 1 HANDOUT ONE

Workshop One Agenda

Session 1: Introduction (20 mins)

- > Outline of the context for the workshops and the development of an agency strategy to achieving vocational outcomes for clients
- > Outline of the purpose of the workshop
- > Outline of the outcomes to be achieved in the workshop
- > Outline of the agenda for the workshop

Session 2: The role and significance of work (50 mins)

- > Brief presentation by facilitator (and/or staff member) on the significance and role of work in building social inclusion
- > Small Group Discussion: The significance of work in my life
- > General Group Discussion
 - * Feedback from small groups
 - * What are the links between our experiences and the experiences of our service users

Session 3: The role of workers and the agency in building vocational outcomes (50 mins)

- > Small Group Discussion
 - * Discussion on the role of workers and the agency in building vocational outcomes and on barriers and pathways to vocational outcomes that exist within the agency
- > General Group Discussion
 - * Feedback from small groups
 - * What are the opportunities and the issues that exist for us as an agency if we incorporate vocational outcomes as an integrated component of service delivery?

Session 4: Where to from here? (40 mins)

- > General Group Discussion
 - * Discussion on the current resources and initiatives that exist within the agency that support vocational outcomes for clients
 - * Discussion on actions for managers. These actions to include discussion with staff members in supervision on the role of workers in supporting vocational outcomes, profiling the current situation for clients regarding vocational outcomes and each manager to meet and discuss with two colleagues in the community welfare sector the issue of vocational outcomes for clients
 - * Outline of the future workshops for staff and managers

WORKSHOP 1 HANDOUT TWO

Small group discussion: The significance of work in my life

> What is the meaning of work for me?

> How does my work contribute to my wellbeing?

> How important is work for me?

> Have you, or a member of your family, experienced unemployment? If so what has been the impact for you and/or for them?

WORKSHOP 1 HANDOUT THREE

Small group discussion: The role of workers

> As a manager, do you see employment and/or participation in education/training as an integral outcome of your service?

> What do you see as the role of your workers in exploring vocational aspirations with clients and supporting clients to develop a pathway plan?

> How would the role of your workers change if vocational outcomes were a focus of your service model?

> Does and/or should the service specifications for your service have vocational outcomes as a key component of service delivery?

> Does and/or should the agency strategic plan have a focus on achieving vocational outcomes for clients?

> Are there any barriers you face as a worker, or your team or the agency if vocational outcomes were to be a focus of the work?

> Are there opportunities for you, your team and the agency as a whole to enhance vocational outcomes for clients?

WORKSHOP 1 HANDOUT FOUR

Economic and educational participation snapshot template

Name (initials only)	Age	Male/ Female	Employment goals part of client plan (yes/no)	Not on client plan but employment aims verbally stated (yes/no)	Currently employed (yes/no)	Hours worked per week	Client linked with employment agency (yes/no)	Participating in education and / or training (yes/no)	Client goal to participate in education/ training (yes/no)

Worker name:

WORKSHOP 1 HANDOUT FIVE

Actions from workshop one

1) Complete a profile of education, training and employment participation in their services.

The format for completing the profile is contained in Workshop One Handout 4.

The profile enables the agency to capture current participation in education, training and employment participation, the number of clients who have a pathway plan and the number of clients who would like the opportunity to gain employment and/or participate in further education and training. The profile is completed by staff members given they know their clients, their current circumstances and often their aspirations. The profile is not meant to be a definitive answer to these key questions but it will give a snapshot of the current circumstances and will raise issues for further discussion in the future.

2) During supervision, discuss with staff members the role of workers in supporting vocational outcomes for clients.

The purpose of this action is to promote discussion within the agency on the issue of vocational outcomes and to gauge interest and opportunities that exist amongst workers. It also enables managers to assess barriers and concerns that may exist for workers.

Managers are asked to write a summary of their discussions with those who report to them, and to share this in managers' meetings. This information will also be used in the next workshop with managers.

3) Discuss with two colleagues in the community service sector the issue of vocational outcomes for clients.

The purpose of the action is to start building links with other agencies around this issue. The issue of vocational outcomes is a challenge for all community support agencies. Many agencies are and have tackled this issue and have started to build positive responses and plans to support vocational outcomes. For others the issue has not been considered. The contact with other agencies will open up ideas, identify the challenges faced, and provide information to the agency that can be used in building a future action plan on this issue.

The questions to raise with sector colleagues is:

- * Has their agency looked at the issue of vocational outcomes for clients? If so, what actions/strategies have they put in place, and what has worked/not worked for them?

Managers are asked to write a summary of their discussions with colleagues and to share this information in managers' meetings. This information will also be used in the next workshop with managers.

WORKSHOP 1 HANDOUT SIX

Evaluation of workshop

> How has the workshop assisted your thinking and your work in a practical way?

> What changes, if any, would you suggest to the workshop format?

> What was valuable for you overall?

> Any further comments?



PART TWO: WORKSHOP TWO—WORKERS

2.1 Purpose of this workshop

This workshop is similar in its content and purpose to Workshop One but with a focus on gaining the perspective of service delivery workers on achieving vocational outcomes for clients.

As with Workshop One, the purpose of this workshop is to begin a process for exploring how an agency that focuses on supporting people with multiple and complex support/welfare needs can also contribute to, and support, vocational outcomes for clients. In particular, the workshop aims to explore:

- From a workers perspective why do we need to build an agency response to achieve vocational outcomes for our clients?
- What is the significance of work in enabling health and wellbeing, and achieving social inclusion?
- What are our personal experiences of work and its significance for us and how do our personal experiences relate to our work with clients?
- What is our role as workers and the role of the agency as a whole in building vocational outcomes for clients?
- What actions can we take as workers that could start building an agency response?

2.2 Outcomes of this workshop

The outcomes for the workshop are:

- Learning from each other about the importance and meaning of work and how this relates to our work with clients. In particular the workshop will focus on:
 - * the role and significance of work for workers
 - * the unique role that workers have with the client
 - * long-term goals in working with clients and the meaning of holistic case management
 - * the place of vocational outcomes for clients
 - * the meaning of economic activity for clients.
- Building an understanding of the barriers that may exist in our agency in supporting vocational outcomes for clients.
- Identifying current actions that workers and the agency are undertaking to support vocational outcomes for clients.
- Identifying future actions that we can undertake to start the process of building a response to achieving vocational outcomes.

At the completion of the workshop workers will be asked to:

- conduct an interview with five clients about economic and vocational goals
- compile the data from these interviews and develop a database with other staff members
- comment on the agency response and list examples of holistic case management.

2.3 Workshop two agenda

The agenda for the workshop is as follows:

Session 1: Introduction (20 mins)

- Outline of the context for the workshops and the development of an agency strategy that contributes to achieving vocational outcomes for clients.
- Outline of the purpose of the workshop.
- Outline of the outcomes to be achieved in the workshop.
- Outline of the agenda for the workshop.

Session 2: The role and significance of work (50 mins)

- Brief presentation by facilitator (and/or workers member) on the significance and role of work in building social inclusion.
- Small Group Discussion: The significance of work in my life
- General Group Discussion
 - * Feedback from small groups
 - * What are the links between our experiences and the experiences of our service users?

Session 3: The role of workers and the agency in building vocational outcomes (50 mins)

- Small Group Discussion
 - * Discussion on the role of workers and the agency in building vocational outcomes, and on barriers and pathways to vocational outcomes that exist within the agency.
- General Group Discussion
 - * Feedback from small groups.
 - * What are the opportunities and issues for us as an agency if we were to incorporate vocational outcomes as an integrated component of service delivery?

Session 4: Where to from here? (40 mins)

- General Group Discussion
 - * Discussion on the resources and initiatives that already exist within the agency to support vocational outcomes for clients.
 - * Discussion on actions for workers. These actions to include discussion with clients about vocational outcomes and profiling the current situation for clients regarding vocational outcomes.
 - * Outline of the future workshops for workers and managers.

2.4 Facilitator's notes for workshop two

Session One: Introducing the workshop

- Outline the context of the workshops and the development of agency strategy to achieving vocational outcomes for clients.

As in Workshop One it is suggested that the context for the workshop is presented by a senior manager and/or CEO of the agency. The presenter can use the points detailed in the Facilitator's Notes for Workshop One (Section 1.4 Session One: Introducing the workshop).

- Outline of the purpose of the workshop and outcomes to be achieved
 - * Facilitator to outline the points as detailed in the sections 2.1 and 2.2
- Outline the workshop agenda
 - * Facilitator to outline agenda as detailed in section 2.3 (Agenda for participants is in Workshop Two Handout 1).

Session Two: The role and significance of work

This is an important section of the workshop. The discussion on the role and significance of work allows workshop participants to reflect on their own experiences of work and the importance of work to them. This discussion allows the opportunity for participants to compare their own experiences with that of their clients. Despite the importance and value of work to agency workers, work is often not discussed with clients within

the context of service delivery. Often what workers gain from their work life is not available to their clients and this contradiction needs to be explored.

The introduction to this session should outline the value and importance of work for individuals, families and communities and the need to reflect on the role of work in our lives. The point of this session is that if we wish to enhance vocational outcomes for our clients then it is important that we reflect on the meaning and purpose of work, and using our own experiences can be an important starting point. In introducing this section it is suggested that the facilitator could use some of the points and quotes that were outlined in the Facilitator's Notes for Workshop One (Section 1.4 Session Two: The role and significance of work).

Small Group Discussion: The significance of work in my life

- Ask the group to work in small groups and provide them with the questions in Workshop Two Handout 2.
- Outline the questions you are asking participants to explore and allow 20 mins for the small group discussion. These questions include:
 - * What is the meaning of work for me?
 - * How important is work for me?
 - * How does my work contribute to my wellbeing?
 - * Have you or a member of your family experienced unemployment? If so what has been the impact for you and/or them?

➤ Ask each group to report back and write up on butcher's paper or whiteboard the common responses from the groups.

In the small groups it is likely that participants will raise the following points about their work:

- * Their work enables them to feel they are contributing to the community and helps them feel part of the community.
- * Work enables them to be financially secure and to have the economic resources to live a comfortable life.
- * Work provides the opportunity to build friendships and connections.
- * Work provides meaning and a sense of purpose.
- * When workers have experienced unemployment they have felt isolated and have experienced a loss of confidence.
- * Education provides a pathway to meaningful employment and workers place a high value on both education and a strong work ethic.
- * Work provides structure to everyday life.

Following the report back from each of the small groups ask the main group to provide reflections on the common points that emerge from the small group discussions. As a facilitator it is important to link the feedback from the workers to the experience of clients and the questions this raises for the way we work with and support clients. For example, a number of common themes will emerge about the importance of work i.e. work provides connection,

purpose, meaning, sense of achievement. These positive outcomes for workers are many of the issues which clients struggle with in their lives and we need to ask ourselves about how much importance we place on vocational outcomes in day to day service delivery.

Session Three: The role of workers and the agency in building vocational outcomes

This session focuses on the role of workers and agencies in building and supporting clients to achieve vocational outcomes.

In introducing this session it is important to set out the reasons for reflecting on the role of workers and the agency as a whole in building vocational outcomes.

The key issue for consideration is whether community service organisations have a responsibility for supporting vocational outcomes for clients given that traditionally this role and responsibility has not necessarily been seen as an integral part of the work of community support services. Refer to Section 1.4 Session Three: The role of workers and the agency in building vocational outcomes for points to consider in the introduction of the session.

➤ Small Group Discussion: The role of workers

- * Ask the group to work in small groups and provide them with the questions in Workshop Two Handout 3
- * Outline the questions you are asking participants to explore and allow 20 mins for the small group discussion. These questions include:
- * As a staff member do you see employment and/or participation in education/training as an integral outcome of your service?

- * What do you see as your role in exploring vocational aspirations with clients and supporting the client to develop a pathway plan?
 - * How would your role change if vocational outcomes were a focus of your service model?
 - * Does and/or should the service specifications for your service have vocational outcomes as a key component of service delivery?
 - * Are there any barriers you face as a worker, within your team or within the agency if vocational outcomes were to be a focus of the work?
 - * Are there opportunities for you, your team and the agency to enhance vocational outcomes for clients?
- > Ask each group to report back and write up on butcher's paper or whiteboard the common responses from the groups.
- > In this session it is likely that you may find some resistance to 'extending the role of workers to include vocational outcomes'. Some workers may say 'This is not my job', 'I would like to but it is not the purpose of the service', 'We don't have the resources or time to do this work', 'This is the role of the Job Service Network' and 'It is not my role to raise vocational issues if this is not the presenting issue of the client'. It is important to give the group the opportunity to explore these views if they arise as these views go to the heart of the challenge facing community service agencies in supporting vocational outcomes.

Session Four: Where to from here? Building a response

Session 4 is a plenary session with all the workshop participants. The focus of this session is on:

- * Identifying current resources and initiatives that exist amongst the workers and within the agency to support vocational outcomes.
- * Discussion on the future actions.
- * Outline of the future workshops for workers and managers.

> General Discussion: Resources

This discussion aims to unlock current resources and initiatives that are being undertaken by workers and within the agency that are supporting vocational outcomes.

Questions to pose to the group and feedback to be recorded on butcher's paper or whiteboard:

- * What are our experiences/actions that have worked or could work in achieving vocational outcomes for clients?
- * What have we learnt through these experiences/actions?
- * What resources do we have that would help create vocational outcomes?
- * What networks do we have that could help support us in achieving vocational outcomes?

It is important that this discussion is captured and written up. Explain to the group that this discussion will be written up and distributed to the group and shared with managers.

The ideas from this session will be used in later workshops particularly workshop four when there is a focus on developing an action plan for the agency.

➤ **Worker's actions and homework**

As outlined in the Resource Kit the process for building an agency response to vocational outcomes is based on an action and reflection process. Often there is no follow up from workshops and no practical actions put in place to further the ideas that have emerged in the workshop discussions. This creates frustration for workers and a feeling that it was just a talkfest.

The purpose of 'worker's actions and homework' is twofold. One, it creates momentum for workers in working on the issue and secondly, the actions enable new learning's to emerge and opens further actions and possibilities.

Participants are asked to complete the following actions over the coming month.

1) **Seeking feedback from clients**

Client feedback is crucial to an agency wishing to develop services that respond to client needs and issues. Client feedback enables clients to gain a sense of contributing to the development of an organisation and having their ideas and experiences listened to by the organisation. It is within this context that this action is planned. Workshop participants are asked to:

- * Discuss with 5 clients the work being done by the agency in reflecting on how it can support

employment and educational outcomes for clients of the agency. In doing this work the agency is seeking input from clients on this issue. The agency would like to know from clients the following:

- * What is their advice to the agency on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- * The feedback from clients is to be gathered by teams and each team is to nominate one person to collate this feedback from team members. The feedback from clients will be presented at the next workshop.

2) **Seeking feedback from colleagues**

The purpose of the action is to start building linkages with colleagues from other agencies around this issue. The issue of vocational outcomes is a challenge for all community service agencies. Many agencies are and have tackled this issue and have started to build positive responses and plans to support vocational outcomes. For others the issue has not been considered. The contact with other agencies will again open up ideas on the challenges faced, and provide information to workers that can be used in building a future action plan on this issue.

The questions to raise with sector colleagues are:

- * Have they looked at the issue of vocational outcomes for clients? If so, what strategies have they put in place and what has worked/not worked for them?

- * How do colleagues see this issue in the context of the scope and role they have as people working with clients?

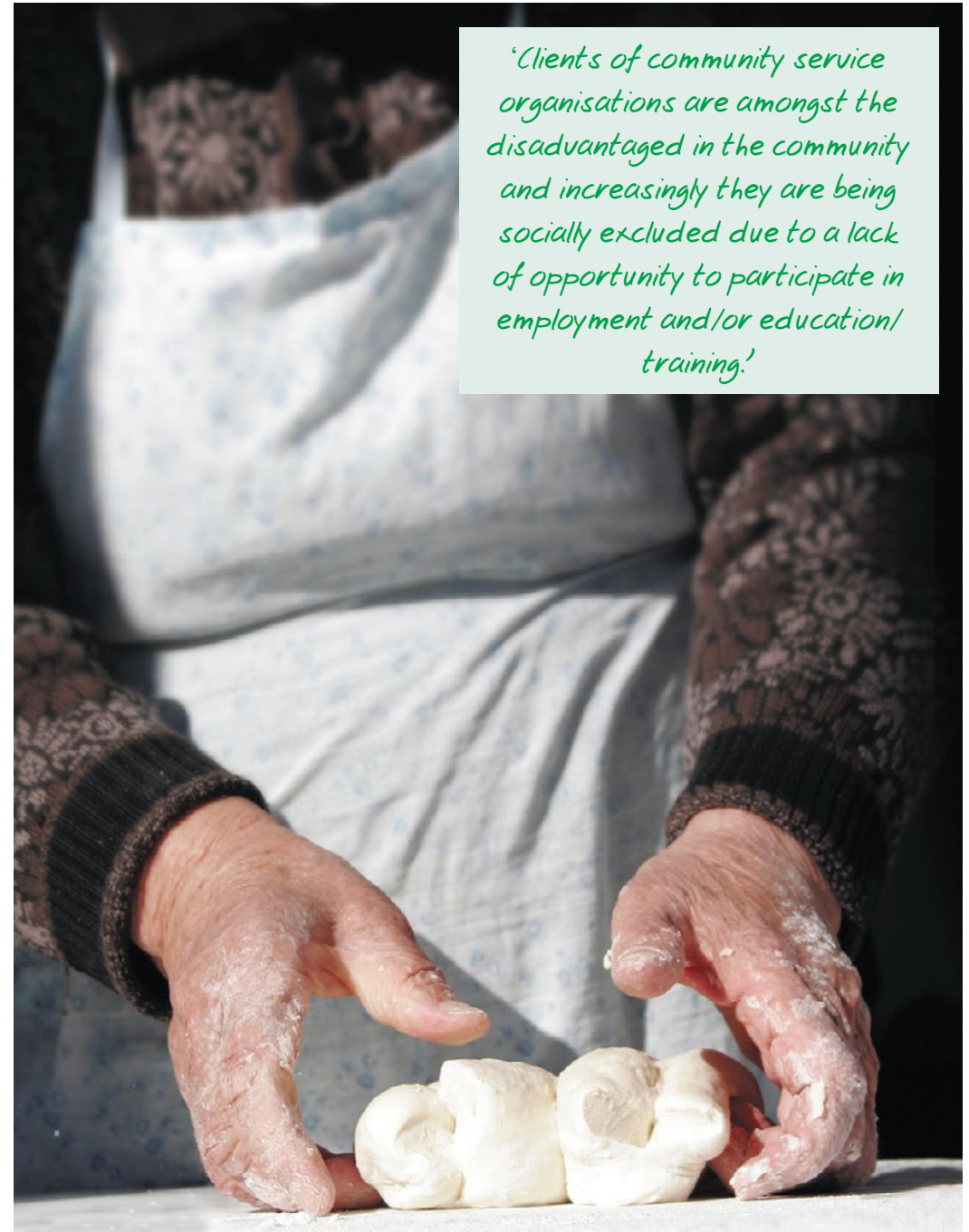
Again, ask workers to write a summary of their discussions with colleagues and to share this information in team meetings. This information will also be used in the next workshop with workers, and workers are asked to bring this information to the next workshop.

An outline of the worker's actions is contained in Workshop Two Handout 4

Summary and evaluation

- In closing the workshop seek direct feedback from participants on the achievements of the workshop and any learnings that emerged from the sessions.
- Ask participants to complete the evaluation form (use Workshop Two Handout 5) or agency evaluation form
- Outline the future workshops and their purpose

'Clients of community service organisations are amongst the disadvantaged in the community and increasingly they are being socially excluded due to a lack of opportunity to participate in employment and/or education/ training.'



Bob had an accident at work

which left him traumatised and consequently unable to work. He ended up on a disability support pension and after his marriage failed he lived alone in a public housing unit. He became socially isolated and started drinking heavily. The local community health centre started a community development project in Bob's housing area and initiated a range of projects in the area including a community garden, walking group, and community BBQs. The Health Centre also began an employment project to support people to get back into work. A worker from the Health Centre connected with Bob through the community projects.

The worker listened to Bob's story and Bob was able to talk about the trauma he had been through. Bob also expressed he wanted to get back to work in a new field of work but could not afford the training. The worker worked with the local Job Network and together they organised training for Bob. Bob also started to get involved in the community projects. Through this support Bob's drinking decreased and he felt ready to get back into the workforce. Bob got a job and was a lot happier with life. His change of circumstances enabled him to make a real contribution to the housing estate – he takes initiative and gets people involved in the community projects.



'Bob'

Dean had been involved with a

youth agency for a considerable period of time through its youth support services. Dean had previous involvement with Youth Justice and experienced long-term substance abuse issues. Dean also has a slight intellectual disability.

Dean had been disengaged from training and vocational opportunities for a considerable period. Dean was linked to the employment worker at the youth agency by his support worker. The workers worked with Dean on creating some employment opportunities and through establishing contact with employers who would support young people like Dean. Dean commenced a part time work placement with a Recycling company in the local area. Dean displayed a commitment to the work placement and from this was able to secure ongoing work with the company. In securing this job, Dean was informally placed in a position to supervise the work placements of other young people. Dean has been found to be a natural leader.



'Dean'

'Dean'

WORKSHOP 2 HANDOUT ONE

Workshop Two Agenda

Session 1: Introduction (20 mins)

- Outline of the context for the workshops and the development of an agency strategy to achieving vocational outcomes for clients.
- Outline of the purpose of the workshop.
- Outline of the outcomes to be achieved in the workshop.
- Outline of the agenda for the workshop.

Session 2: The role and significance of work (50 mins)

- Brief presentation by facilitator (and/or workers member) on the significance and role of work in building social inclusion.
- Small Group Discussion: The significance of work in my life
- General Group Discussion
 - * Feedback from small groups.
 - * What are the links between our experiences and the experiences of our service users?

Session 3: The role of workers and the agency in building vocational outcomes (50 mins)

➤ Small Group Discussion

- * Discussion on the role of workers and the agency in building vocational outcomes; and on barriers and pathways to vocational outcomes that exist within the agency.

➤ General Group Discussion

- * Feedback from small groups.
- * What would be the opportunities and issues for us as an agency if we were to incorporate vocational outcomes as an integrated component of service delivery?

Session 4: Where to from here? (40 mins)

➤ General Group Discussion

- * Discussion on the resources and initiatives that already exist within the agency to support vocational outcomes for clients.
- * Discussion on actions for workers. These actions to include discussion with clients about vocational outcomes and profiling the current situation for clients regarding vocational outcomes.
- * Outline the future workshops for workers and managers.

WORKSHOP 2 HANDOUT TWO

Small group discussion: The significance of work in my life

> What is the meaning of work for me?

> How does my work contribute to my wellbeing?

> How important is work for me?

> Have you, or a member of your family, experienced unemployment? If so what has been the impact for you and/or for them?

WORKSHOP 2 HANDOUT THREE

Small group discussion: The role of workers

> As a staff member do you see employment and/or participation in education/training as an integral outcome of your service?

> Does and/or should the service specifications for your service have vocational outcomes as a key component of service delivery?

> What do you see as your role in exploring vocational aspirations with clients and supporting clients to develop a pathway plan?

> Are there any barriers you would face as a worker, within your team or within the agency as a whole, if vocational outcomes were to be a focus of the work?

> How would your role change if vocational outcomes were a focus of your service model?

> Are there opportunities for you, your team and the agency as a whole to enhance vocational outcomes for clients?

WORKSHOP 2 HANDOUT FOUR

Actions from workshop two

1) Seeking feedback from clients

Client feedback is crucial to an agency wishing to develop services that respond to client needs and issues. Client feedback enables clients to gain a sense of contributing to the development of an organisation and having their ideas and experiences listened to by the organisation. It is within this context that this action is planned.

Workshop participants are asked to discuss with 5 clients the work being done by the agency in reflecting on how it can support employment and educational outcomes for clients. In doing this work the agency is seeking input from clients on this issue. The agency would like to know from clients the following:

- What is their advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?

The feedback from clients is to be gathered by teams and each team is to nominate one person to collate this feedback from team members. The feedback from clients will be presented at the next workshop.

2) Seeking feedback from colleagues

The purpose of the action is to start building links with colleagues from other agencies around this issue.

The issue of vocational outcomes is a challenge for all community service organisations. Many agencies are already tackling this issue and have started to build positive responses and plans to support vocational outcomes. For others, the issue has not been considered. Contact with other agencies will open up ideas; identify the challenges faced, and provide information that can be used in building a future action plan on this issue.

The questions to raise with sector colleagues are:

- Have they looked at the issue of vocational outcomes for clients? If so, what strategies have they put in place and what has worked/not worked for them?
- How do colleagues see this issue in the context of the scope and role they have as case managers?

Again, ask workers to write a summary of their discussions with colleagues and to share this information in team meetings. This information will also be used in the next workshop with workers, and workers are asked to bring this information to the next workshop.

2.5 HANDOUTS FOR WORKSHOP TWO

WORKSHOP 2 HANDOUT FIVE

Evaluation of workshop

> How has the workshop assisted your thinking and your work in a practical way?

> What changes, if any, would you suggest to the workshop format?

> What was valuable for you overall?

> Any further comments?



PART THREE: WORKSHOP THREE—WORKERS



3.1 Purpose of this workshop

This workshop builds and follows on from the previous workshop with workers. Its focus is reflecting on, and gathering, the learnings from the actions undertaken by workers as discussed in Workshop Two. The workshop also has a focus on developing priorities and practical actions that the agency can undertake. These priorities and actions identified by workers will also be used in Workshop Four with the managers as part of the workers input into building an agency plan to increase vocational outcomes for clients.

In particular, the purpose of this workshop is to:

- share information and feedback from clients about the question:
 - * What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- reflect on the experience of discussing vocational outcomes with clients.
- reflect on the results from the audit conducted within the agency. This audit focused on building a profile of education, training and employment participation by clients.
- identify practical actions that workers can undertake to improve vocational outcomes for clients.
- identify actions that the agency can undertake to improve vocational outcomes for clients.

3.2 Outcomes of the workshop

The outcomes for Workshop Three are to:

- gain an understanding of how clients see the role of the agency in supporting vocational outcomes.
- gain an understanding of how clients see the meaning and importance of vocational and economic participation in their lives and their aspirations.
- develop an understanding of the current situation with regards to client participation in work, education and training.
- provide an opportunity for workers to reflect on their role in supporting vocational outcomes.
- develop practical actions that can be undertaken by workers both individually and within their teams to progress the work of supporting vocational outcomes for clients.
- provide input into the next manager's workshop (Workshop Four) on how the agency can progress its work in supporting vocational outcomes and to identify how the agency can support workers in achieving this goal.



3.3 Workshop three agenda (3 hours)

The agenda for the workshop is as follows:

Session 1: Introduction (20 mins)

- Outline of the link between Workshop Two and Three.
- Outline of the purpose of this workshop.
- Outline of the outcomes to be achieved in the workshop.
- Outline of the agenda for the workshop.

Session 2: Feedback from audit of clients (40 mins)

- Presentation of data from the economic and education participation audit.
- General group discussion on this information and the learnings that emerge from the audit.

Session 3: Client Feedback (40 mins)

- Report back from workers on client's response to the question: What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- Small group discussion on client feedback.



- General group discussion on the learnings that emerge from this feedback.

Session 4: Feedback from colleagues (20 mins)

- Report back from workers on discussions with colleagues.
- General group discussion on the learnings that emerge from this feedback.

Session 5: Action Plan (50 mins)

- Small group discussion on development of individual and team action plan.
- General group discussion on sharing and identifying actions that workers would like the agency to consider in Workshop Four.

Session 6: Summary (10 mins)

- Discussion on learnings that emerge from the workshop.
- Outline of next steps for the agency and the role of Workshop Four in building an agency plan.

3.4 Facilitator's notes for workshop three

In preparation for Workshop Three it is critical that workers are well aware that they need to bring the results of their work from Workshop One. This consists of a team summary of their consultations with clients and the results of any discussions with colleagues in the sector.

It is also critical that the results from the client profile are completed (as arranged in Workshop One) and are able to be presented to the workshop.

Workshop Three is based on the actions and work done by workers and the agency following Workshops One and Two.

The focus of this workshop is to utilise the work done by workers following Workshop Two and for this work to be the basis for further reflection and action.

Session 1: Introduction

➤ Outlining the purpose of the workshop and outcomes to be achieved.

The following points need to be covered in the introduction:

- * This workshop forms an important part of the 'action reflection process'. This process underpins the development of an agency response. The workshop is based on reflecting on the actions completed by workers.
- * The workshop will reflect on the results of the consultations with clients and colleagues and

from these reflections the workshop will identify learnings and possible directions for future actions.

- * The workshop will reflect on the audit of client participation in employment, education and training and again identify learnings and possible directions for future actions
- * Key outcomes of the workshop are to plan further actions at a personal and team level, to identify how the agency can support these actions, and to identify actions that the agency as a whole could consider. These plans and actions will be presented to managers in Workshop Four and are an important contribution to the development of an agency plan.
- * Note: Some of the data presented and personal reflections may be contentious and it is important to allow comments to be recognised as this is part of the process of building an agency analysis of the issue.

➤ Outlining the workshop agenda.

- * Facilitator to outline agenda as detailed in the previous section (agenda for participants is in Workshop Three Handout One)

Session 2: Feedback from audit of client participation in employment, education and training.

The audit was conducted to gain a profile of the participation of clients in education, training and employment, to identify the vocational aspirations of clients and to identify the level of planning with clients around their participation in vocational opportunities.

As workers may not be aware of the audit being conducted, it is important to outline the nature of this audit and why this was conducted. The audit was part of the actions for managers from Workshop One. The purpose of the audit is outlined in the Facilitator's Notes for Workshop One.

It is important that the results are compiled as arranged in Workshop One. Either the facilitator or a manager involved in Workshop One could present the results.

This audit forms an important part of the workshop. The presentation of the vocational and economic participation audit can be both revealing and challenging. It is important for the facilitator to be well informed of the results of the audit. It may be necessary to spend some time with the workers who have prepared it and clarify any points of confusion. It is likely that there will be a number of questions asked in this session and the role of the facilitator will be to encourage points of clarification.

The data is limited but it will most likely be revealing. It will possibly indicate that clients want more assistance with their vocational pathways and employment aspirations. While the Job Service agencies are set up for this purpose, there is also an expectation from clients that community service organisations have a role. The facilitator should keep the discussion focused on the unique position of agency workers and support agencies to assist clients in building vocational pathways.

'We need to ask ourselves what role we see our agency playing in achieving vocational outcomes?'

Following a presentation of the audit, facilitate a discussion with the whole group about the results of the audit. Some questions for discussion include:

- What do the results of the audit tell us?
- Are there any surprises in the results?
- What do the results tell us about the aspirations of our clients and what does this mean for us as workers and as an agency?
- Should vocational outcomes form a part of the planning process with clients?
- How should the agency respond to the results of the audit?

The notes from the discussion should be recorded and any learnings and further actions identified by workers written up and made available for the next managers' workshop.

Session 3: Client Feedback

This session focusses on reflecting on the discussions workers have had with clients using the question:

- What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?

Again, this is a critical part of the workshop. This is direct feedback from clients on the issue of vocational outcomes for clients and the role of the agency in supporting them. This feedback provides an opportunity for further reflection and action.

It is preferable that the results from this feedback have been compiled team by team as arranged in Workshop Two. Ask each team to present the results from their team.

Following the presentations ask participants to get into small groups with the purpose of reflecting further on the feedback. The small groups should be of 3-5 people so that workers have the opportunity to speak about their experiences. It may be appropriate to form groups of team members to assist with commencing ongoing discussion and planning.

The small group discussion has two purposes: Firstly, to explore how workers felt asking about raising the issue of vocational outcomes with the client and secondly, to identify learnings and further actions from this client feedback. It will be helpful to have a leader for each group who is able to prompt the discussion by asking the questions identified below, and who can report back on the small group discussion. You need to allow about 20 minutes for the small group discussion.

Ask the small groups to reflect on the following questions:

- * What was your experience of asking clients about vocational outcomes?
- * What did you learn? What surprised you?
- * Were you comfortable in exploring this issue with clients? Why?
- * What actions do you think your team and your agency could take as a result of this client feedback?

In the feedback session ask each group to present

a summary of their discussion. In particular focus on the learnings that have emerged from this client feedback, possible issues that require further exploration and possible future actions.

It is also important to raise with the groups how they felt about exploring this issue with clients. Were there any issues which arose for workers in seeking this feedback? If it was a positive experience for workers, this will lead well into the action section of the workshop. If there is a concerning level of negativity about the consultation with clients on this issue, then this will need to be explored as it will impact in the future on work with clients regarding vocational outcomes.

Session 4: Feedback from colleagues

This session focusses on the consultations workers have had with colleagues in the sector. Workers were asked in Workshop Two to talk with two colleagues in the community service sector about the following questions:

- * Have they looked at the issue of vocational outcomes for clients? If so, what strategies have they put in place and what has worked/not worked for them?
- * How do colleagues see this issue in the context of the scope and role they have as case managers?

In general, this session seeks feedback from workers who explored these questions with colleagues. Some questions to explore with the group are:

- * What is being done in other agencies to support

vocational outcomes for clients?

- * What learnings emerged from these discussions with colleagues?
- * Were there issues emerging about the role of community support workers in supporting vocational outcomes for clients?
- * Are there any links with other workers or agencies that should be explored further?

Session 5: Action Planning

This session brings together the two workshops for workers and commences an ongoing plan of action. The workshops are only the beginning. The action planning session focusses on:

- * Identifying what each worker and/or their team can do to enhance vocational outcomes for clients.
- * Identifying areas of action that could be undertaken by the agency.

Arrange for the participants to break into small groups and to use the two worksheets (Workshop Three Handout 2 and Workshop Three Handout 3).

The first worksheet is for workers to identify an action or actions that they could take as an individual as a follow up to these workshops. Ask participants to complete this worksheet individually and to share with the rest of the group. Ask participants to focus on the following question:

- * What would I like to do, or continue to do, in the next month to follow on from the workshop?

- * In what way can the agency and/or my team assist me?

The second worksheet is for workers to identify what they think the agency could do to enhance vocational outcomes. Ask participants to complete the worksheet as a group, listing their ideas and numbering them in order of priority in the left-hand column. A comment can be made in the right-hand column, if participants wish. Encourage individuals to also list programs or ideas that already occur at the agency to assist with vocational outcomes.

A summary of the second worksheet will be presented to managers in Workshop Four.

Allow 25 mins for the small groups

Ask the small groups to share the key ideas from the second worksheet. Ensure that the second worksheets are collected so that can be collated. Ask participants to share the first worksheet (which identifies their individual actions) with their teams at their next team meeting.

Session 6: Summary and evaluation

In closing the workshop seek direct feedback from participants on the achievements of the workshop and any key learnings that emerged from the sessions.

Ask participants to complete the evaluation form (Workshop Three Handout 4) or agency evaluation form.

Outline the next steps for the agency and the role of Workshop Four in building an agency plan.

Vocational program for people with a mental illness

An outreach mental health service was reflecting on the needs of their clients—in particular, the issues clients face in getting into training and employment. The workers started talking with their clients about vocational training and employment. Many expressed a desire to get back into training or employment but they needed a program that would help them make this step.

The service worked with the local TAFE and a Job Service provider and together they designed a program that would support the clients to begin the journey of getting back into training and employment. The course provided a 'stepping stone' for participants to explore employment and training options. The course proved to be highly successful. Comments from the participants about the course included:

- > 'I got a lot of confidence and self-esteem.'
- > 'I don't feel stressed out anymore. I feel relaxed.'
- > 'Each week you went you felt better about yourself.'
- > 'It was a day out of my house so I wasn't in a prison cell.'
- > 'I can leave my house and not worry about my security blanket.'
- > 'Linking me into what the next steps are (for me) was very helpful.'
- > 'Opened doors for everyone.'
- > 'Made me want to get back into the workforce.'



'Work, like love, is a vital necessity to the development of the individual and of democratic society. Its scope is material, social, economic, psychological, psychic and biological. It is time to take a serious interest in work and what work activity means to the existence of individuals.'

(Sigmund Freud)

Vocational Program

WORKSHOP 3 HANDOUT ONE

Workshop Three Agenda

Session 1: Introduction (20 mins)

- Outline of the link between Workshop Two and Three
- Outline of the purpose of this workshop.
- Outline of the outcomes to be achieved in the workshop.
- Outline of the agenda for the workshop.

Session 2: Feedback from audit of clients (40 mins)

- Presentation of data from the economic and education participation audit.
- General group discussion on this information and the learnings that emerge from the audit.

Session 3: Client Feedback (40 mins)

- Report back from workers on client's response to the question: What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- Small group discussion on client feedback.
- General group discussion on the learnings that emerge from this feedback.

Session 4: Feedback from colleagues (20 mins)

- Report back from workers on discussions with colleagues.
- General group discussion on the learnings that emerge from this feedback.

Session 5: Action Plan (50 mins)

- Small group discussion on the development of individual and team action plan.
- General group discussion on sharing and identifying actions that workers would like the agency to consider in Workshop Four.

Session 6: Summary (10 mins)

- Discussion on learnings that emerge from the workshop.
- Outline next steps for the agency and the role of Workshop Four in building an agency plan.

3.5 HANDOUTS FOR WORKSHOP THREE

WORKSHOP 3 HANDOUT TWO

Identify an action or actions you can take as workers that will enhance vocational outcomes for your clients.
Comment, if you wish, to explain further what assistance you would need.

Your ideas (be bold!)	Comment
> What would I like to do or continue to do in the next month as a follow-on from the workshop?	> In what way can the agency and/or my team assist me?

3.5 HANDOUTS FOR WORKSHOP THREE

WORKSHOP 3 HANDOUT THREE

Make a list of priorities and actions you think the agency could pursue to enhance vocational outcomes for clients. Include any programs and initiatives that currently have a focus on vocational outcomes. Comment, if you wish, to explain further.

Your ideas (be bold!)	Comment

WORKSHOP 3 HANDOUT FOUR

Evaluation of workshop

> How has the workshop assisted your thinking and your work in a practical way?

> What changes, if any, would you suggest to the workshop format?

> What was valuable for you overall?

> Any further comments?



PART FOUR: WORKSHOP FOUR—MANAGERS



4.1 Purpose of this workshop

This workshop builds and follows on from the previous workshop with managers and also incorporates input from the workshops with workers (Workshops Two and Three). Its focus is reflecting on, and gathering, the learnings from the actions undertaken by workers and managers. The workshop has a strong focus on beginning the process of developing an action plan for the agency that centres on building vocational outcomes for clients.

In particular, the purpose of this workshop is to:

- reflect on the results of workers' consultations with clients about the question:
 - * What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- reflect on the results from the audit conducted within the agency. This audit focussed on building a profile of education, training and employment participation by clients.
- reflect on the results of consultations with colleagues on the issue of vocational outcomes for clients of community support agencies.
- reflect on the discussions with workers on their role in supporting vocational outcomes for clients.
- reflect on the suggestions of workers on how the agency can address the issue of vocational outcomes for clients.

- To start a process of building an agency action plan to improve vocational outcomes for clients.

4.2 Outcomes of the workshop

The outcomes for Workshop Four are:

- gain an understanding of how clients see the role of the agency in supporting vocational outcomes.
- gain an understanding of clients' aspirations and how they see the meaning and importance of vocational and economic participation in their lives.
- develop an understanding of the current situation regarding client's participation in work, education and training.
- provide an opportunity for managers to reflect on their role in supporting vocational outcomes.
- develop an action plan to be undertaken by the agency to progress the work of supporting vocational outcomes for clients.

4.3 Workshop four agenda (3 hours)

The agenda for the workshop is as follows:

Session 1: Introduction (10 mins)

- Outline of the link between Workshop One, Two and Three.
- Outline of the purpose of this workshop.
- Outline of the outcomes to be achieved in the workshop.
- Outline of the agenda for the workshop.

Session 2: Feedback from audit of clients (20 mins)

- Presentation of data from the economic and education participation audit.
- General group discussion on this information and the learnings that emerge from the audit.

Session 3: Client feedback (20 mins)

- Report on the workers consultation with clients response on the question: What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- General group discussion on the learnings that emerge from this feedback.

Session 4: Feedback from colleagues (20 mins)

- Report from managers on discussions with colleagues.
- General group discussion on the learnings that emerge from this feedback.

Session 5: Feedback from workers (20 mins)

- Report from managers on discussions with workers on their role in supporting vocational outcomes for clients.
- Outline of workers' suggestions and ideas that were proposed in the workshops with workers.
- General group discussion on the learnings that emerge from this feedback.

Session 6: Action plan (80 mins)

- Small group discussion on sharing ideas for the agency action plan.
- General group discussion on identifying actions to be incorporated into agency action plan.

Session 6: Summary (10 mins)

- Discussion on learnings that emerge from the workshop.
- Outline of next steps for the agency.

4.4 Facilitator's notes for workshop four

In preparation for Workshop Four it is critical that managers are well aware that they need to bring the results from their work that was arranged in Workshop One namely, a summary of the consultations with workers and the results of any discussions with colleagues in the sector.

It is also critical that the results from the client profile are completed (as arranged in Workshop One) and are able to be presented to the workshop.

Workshop Four is based on the actions and work done by workers and the agency following Workshops One, Two and Three.

The focus of this workshop is to utilise the work done by workers and managers to help formulate an agency action plan.

Session 1: Introduction

➤ Outlining the purpose of the workshop and outcomes to be achieved.

The following points need to be covered in the introduction:

- * This workshop is the completion of the action reflection process that has underpinned the three previous workshops conducted within the agency. The intention of this workshop is to reflect on the actions completed by workers and managers, and for these learnings and actions to inform the development of an agency action plan.

- * The workshop will reflect on the results of the consultations with clients, workers and colleagues. From these reflections the workshop will identify learnings and directions for future actions.
- * The workshop will reflect on the audit of client participation in employment, education and training and again identify learnings and possible directions for future actions
- * A key outcome for the workshop is to begin the process of building an agency action plan that will be implemented across the organisation.

➤ Outlining the workshop agenda.

- * Facilitator to outline agenda as detailed in the previous section (agenda for participants is in Workshop 4 Handout One)

Session 2: Feedback from audit of client participation in employment, education and training.

The audit was conducted to gain a profile of the participation of clients in education, training and employment, to identify the vocational aspirations of clients and to identify the level of case planning with clients around their participation in vocational opportunities.

The audit was part of the actions for managers from Workshop One. The purpose of the audit is outlined in the notes for Workshop One.

It is important that the results are compiled as arranged from Workshop One and either the facilitator or a manager involved in Workshop One could present the results.

This audit forms an important part of the workshop. The presentation of the vocational and economic participation audit can be both revealing and challenging. It is important for the facilitator to be well informed of the results of the audit. It may be necessary to spend some time with the manager(s) who prepared it to clarify any points of confusion. It is likely that there will be a number of questions asked in this session and the role of the facilitator will be to encourage points of clarification. The data is only limited but it will most likely be revealing. It will possibly indicate that clients want more assistance with their vocational pathways and employment aspirations. While the job service agencies are set up for this purpose, there is also an expectation from clients that community service organisations have a role. The facilitator should keep the discussion focused on the unique position of agency workers and community service organisations to assist clients in vocational pathways.

- Following a presentation of the audit, facilitate a discussion with the whole group about the results of the audit. Some questions for discussion include:
- What do the results of the audit tell us?
- Are there any surprises in the results?
- What do the results tell us about the aspirations of our clients and what does this mean for us as workers and as an agency?
- What are the implications of the audit for the role of workers and the agency in supporting vocational outcomes?

- How should the agency respond to the results of the audit?

Session 3: Client feedback

This session focuses on reflecting on the discussions workers have had with clients on the question: What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?

Again this is a critical part of the workshop. This is direct feedback from clients on the issue of vocational outcomes for clients and the role of the agency in supporting clients. This feedback provides an opportunity for further reflection and action.

A summary of the results of these consultations will have been prepared for Workshop Three and this report can be presented by the facilitator or a manager. It is also important to present the workers reflections on these consultations with clients.

In the general group ask managers to reflect on the results from the consultations with clients and to identify learnings for the organisation. In particular are there any issues raised by clients that we as an agency need to address in the development of an agency action plan.

Session 4: Feedback from colleagues

This session focusses on the consultations managers have had with colleagues in the sector. Managers were asked in Workshop One to talk with two colleagues in the community service sector about the following question:

- * Has their agency looked at the issue of vocational outcomes for clients? If so, what actions/strategies have they put in place and what has worked/not worked for them?

Seek feedback from managers who explored this question with colleagues. Some questions to explore with the group are:

- * What is currently being done in other agencies to support vocational outcomes for clients?
- * What learnings emerged from their discussions with colleagues?
- * Were there issues emerging about the role of community service workers in supporting vocational outcomes for clients?
- * Are there any links with other workers or agencies that should be explored further?

Session 5: Feedback from workers

This session focusses on the discussions managers have had with individual workers about the role of workers and the agency as a whole in developing vocational outcomes for clients. It also focuses on the feedback from workers that was developed in Workshop Three.

In the general group, ask managers to provide feedback on the discussions with workers in supervision. In particular, ask managers to comment on:

- > What has been the response of workers to incorporating vocational outcomes as part of day-to-day service delivery?

- > Are there any issues raised by workers in taking on this role? How can these issues be addressed?
- > How do managers support workers in supporting vocational outcomes for their clients?

In Workshop Three workers focussed on ideas and suggestions that the agency should consider in responding to the vocational needs of clients. Present a summary of the workers' ideas and suggestions. Ask the managers to respond to these suggestions and ideas.

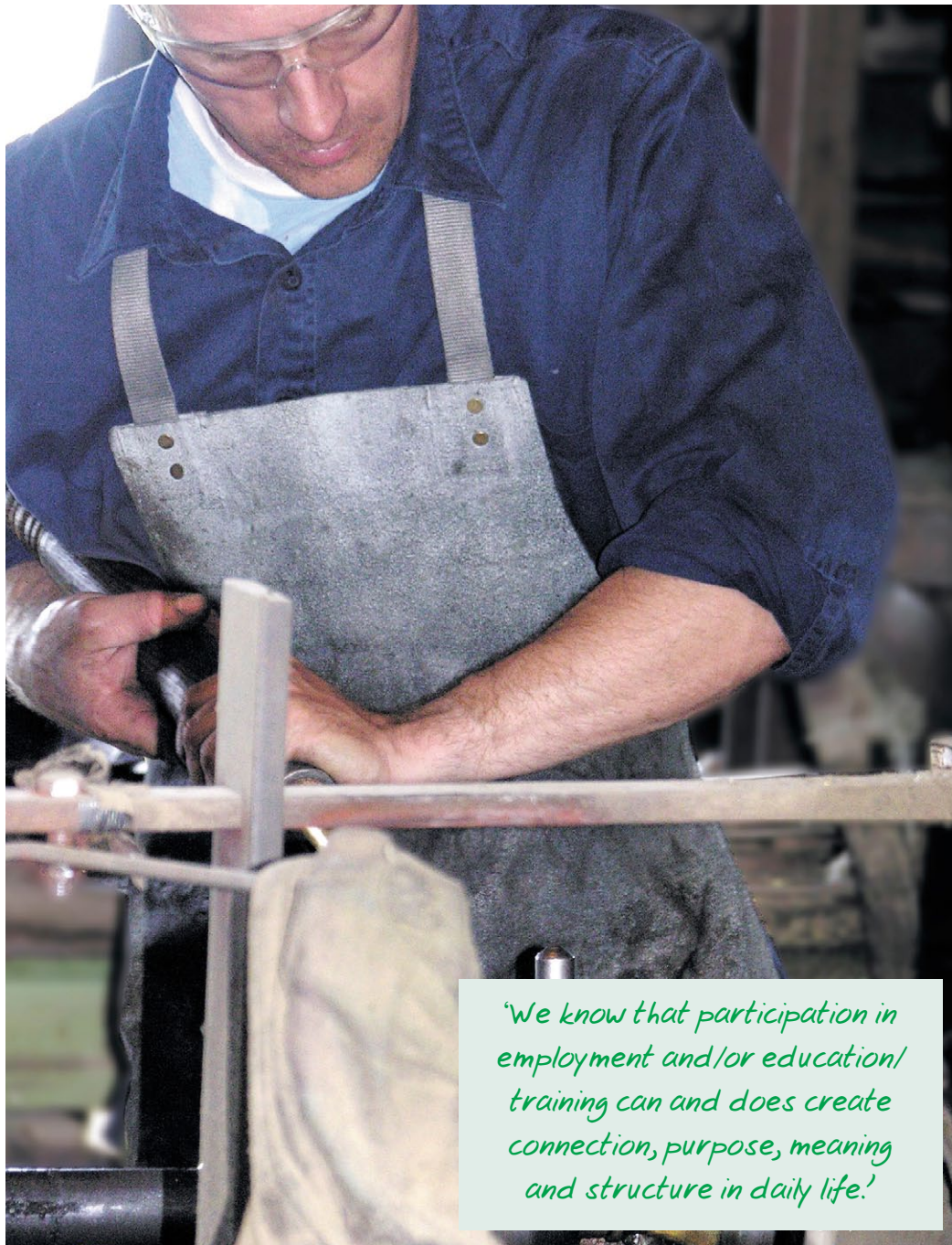
Session 6: Action plan

This session brings together the three workshops and begins the process of developing an agency action plan. It is important that the group understands that this is the start of a process for building an agency action plan and further work will be required to complete the plan.

Arrange for participants to break into small groups and to use the action plan worksheet (Workshop Four Handout 2). Outline the action plan worksheet and the sections to be completed. The action plan format is based on the strengths-based five column planning process.

The small groups should use this planning tool taking into account the profile report of client participation in employment and education, the feedback from clients on what they think the agency should be doing to support vocational outcomes and the ideas and suggestions of workers as identified by workers in Workshop Three.

The action plan worksheet is divided into five sections namely:



'We know that participation in employment and/or education/ training can and does create connection, purpose, meaning and structure in daily life.'

> Picture of the future

Questions for managers to look at in this section are:

- * What outcomes do we want to see and achieve in responding to the vocational aspirations of clients?
- * What would we like to see happening in our organisation to improve vocational outcomes for the clients we work with?

> Actions so far

Questions for managers to look at in this section are:

- * What have we been doing that has helped our vision and picture of the future?
- * What have we learnt through these actions?

> Resources and strengths

Question for managers to look at in this section is:

- * What strengths and resources do we have as an agency that can help us achieve our vision?

> Goals

Question for managers to look at in this section is:

- * What specific goals do we want to set ourselves?

> Actions and next steps

Questions for managers to look at in this section are:

- * What are the next steps to achieve this goal(s)?
- * Who can take responsibility?
- * Who can help us?
- * What timelines do we want to set?

Provide 40 mins for the managers to work through the planning sheet and ensure there is a person appointed to report back on behalf of the group. It is likely that the allocated time will not be enough for the groups to complete the planning tool but it is important to make a start and to identify the key issues that managers see should be included in an agency action plan.

Ask each small group to report back to the whole group on the key points to emerge from their discussions.

Following the small group reports, ask the general group to identify the key priorities and actions that will enable the agency to build a better response to achieving and supporting vocational outcomes for clients.

It is important to identify what the next steps for the agency will be in finalising the action plan. Points for the group to consider include:

- * Who can write up a collation of the action plan worksheets?
- * Who will take responsibility to complete a final write-up of the action plan?
- * What immediate steps and actions do we need to take from here?
- * How do we inform clients, and workers of the results of this final workshop?
- * What will we be asking of workers as a result of the workshop and how we will support them?

Session 7: Summary and evaluation

- > In closing the workshop seek direct feedback from participants on the achievements of the workshop and any key learnings that emerged from the workshops and the sessions.
- > Ask participants to complete the evaluation form (Workshop Four Handout 3) or if preferred, they can use an agency evaluation form.
- > Summarise the next steps for the agency.

Parenting course with a difference

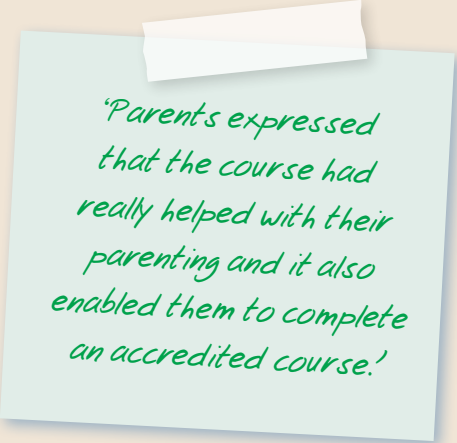
A family support service worked with families where there were serious concerns for the wellbeing and safety of children. Some of the families have had their children taken from them and placed into care. The workers identified two key issues facing the parents. One was the need to address the parenting skills of the parents and second, was the high level of unemployment amongst the parents, and lack of participation in any vocational training.

The service worked with the local TAFE to develop a course that would address both the issues. A course was designed that used the Certificate II in Community Services (Child Care) as its basis. Parents were invited and encouraged to participate in the course. Many parents took up the offer. The course was delivered off campus at a children's centre and parents were encouraged to bring their children as child care was provided within the program.

The TAFE college provided teachers for the course and the family support service ensured parents were well supported throughout the course. The results from the

course were outstanding. Parents expressed that the course had really helped with their parenting and it also enabled them to complete an accredited course. A number of parents went onto other courses at the local TAFE. Many felt proud they could return to education, something they believed they could never do.

The course is now run regularly by the family support service in partnership with TAFE.



'Parents expressed that the course had really helped with their parenting and it also enabled them to complete an accredited course.'

Parenting

WORKSHOP 4 HANDOUT ONE

Workshop Agenda

Session 1: Introduction (10 mins)

- Outlining the link between Workshop One, Two and Three.
- Outlining the purpose of this workshop.
- Outlining the outcomes to be achieved in the workshop.
- Outlining the agenda for the workshop.

Session 2: Feedback from audit of clients (20 mins)

- Presentation of data from the economic and education participation audit.
- General group discussion on this information and the learnings that emerge from the audit.

Session 3: Client feedback (20 mins)

- Report on the workers consultation with clients response on the question: What is their (i.e. the client's) advice on how the agency could support clients to get into work (paid and/or unpaid) and/or into education/training?
- General group discussion on the learnings that emerge from this feedback.

Session 4: Feedback from colleagues (20 mins)

- Report from managers on discussions with colleagues.
- General group discussion on the learnings that emerge from this feedback.

Session 5: Feedback from workers (20 mins)

- Report from managers on discussions with workers on their role in supporting vocational outcomes for clients.
- Outline of workers' suggestions and ideas proposed by workers in Workshop Three.
- General group discussion on the learnings that emerge from this feedback.

Session 6: Action plan (80 mins)

- Small group discussion on sharing ideas for the agency action plan.
- General discussion on identifying actions to be incorporated into agency action plan.

Session 7: Summary (10 mins)

- Discussion on learnings that emerge from the workshop
- Outline next steps for the agency.

WORKSHOP 4 HANDOUT TWO — Planning Tool

Developing an agency action plan to support vocational outcomes for clients

Picture of the Future	Actions So Far	Resources and Strengths	Goals	Actions and Next Steps
<p>What outcomes do we want to see and achieve in responding to the vocational aspirations of clients?</p> <p>What would we like to see happening in our organisation to improve vocational outcomes for clients?</p>	<p>What have we been doing that has helped our vision and picture of the future?</p> <p>What have we learnt through these actions?</p>	<p>What strengths and resources do we have as an agency that can help us achieve our vision?</p>	<p>What specific goals do we want to set ourselves?</p>	<p>What are the next steps to achieve this goal(s)?</p> <p>Who can take responsibility?</p> <p>Who can help us?</p> <p>What timelines do we want to set?</p>

WORKSHOP 4 HANDOUT THREE

Evaluation of workshop

> How have the workshops assisted your work and the agency's in a practical way?

> What changes, if any, would you suggest to the workshop format and processes?

> What was valuable for you overall? For the agency?

> Any further comments?



PART FIVE: FURTHER REFLECTION AND READING



5.1 Background to the development of the Resource Kit

This Resource Kit is designed to support community service organisations in building a response to the unemployment experienced by many of their clients. The Resource Kit has been developed by the O'Sullivan Centre for Action Analysis and Training (O'Sullivan Centre) in partnership with the Good Shepherd Youth & Family Service, and with the support of St Luke's Anglicare.

The O'Sullivan Centre was established by former youth workers from the Young Christian Workers Movement (YCW). The YCW focussed on building actions that addressed social injustice experienced by young people within the context of their workplace and community. The YCW used an action/reflection process to educate young people and to build actions that addressed issues of social injustice that exist in the day-to-day lives of young people. The O'Sullivan Centre is named after Hugh O'Sullivan who was a chaplain to the YCW in the 70s and 80s. Hugh was a passionate believer in the dignity and rights of young people and a champion for social justice and equality.

The activities of the O'Sullivan Centre focus on building responses to social injustice within Australian society. A key tenet of the O'Sullivan Centre's philosophy is a belief in the importance of economic participation and paid work in establishing the identity and wellbeing of the individual and as a critical means to social inclusion.

The O'Sullivan Centre also believes that:

- Social inclusion and empowerment of those who are marginalised in our community is linked to having meaningful vocational opportunities and access.
- Achieving social inclusion for people experiencing homelessness, substance misuse, mental health issues and other barriers must include addressing economic participation in addition to providing support services.

Many members of the O'Sullivan Centre currently work in the community service sector and this includes the areas of mental health, community health, financial counselling, youth services, family services, educational support and policy development. Through members reflecting on their work in this sector, it was of increasing concern to the O'Sullivan Centre that vocational outcomes were not being achieved for clients or being addressed enough by community service organisations. This is despite the critical role these agencies play in the lives of the people they support and that achieving vocational outcomes can help address the very reasons people access community support services.

The O'Sullivan Centre formed the view that community service organisations can play an important role in

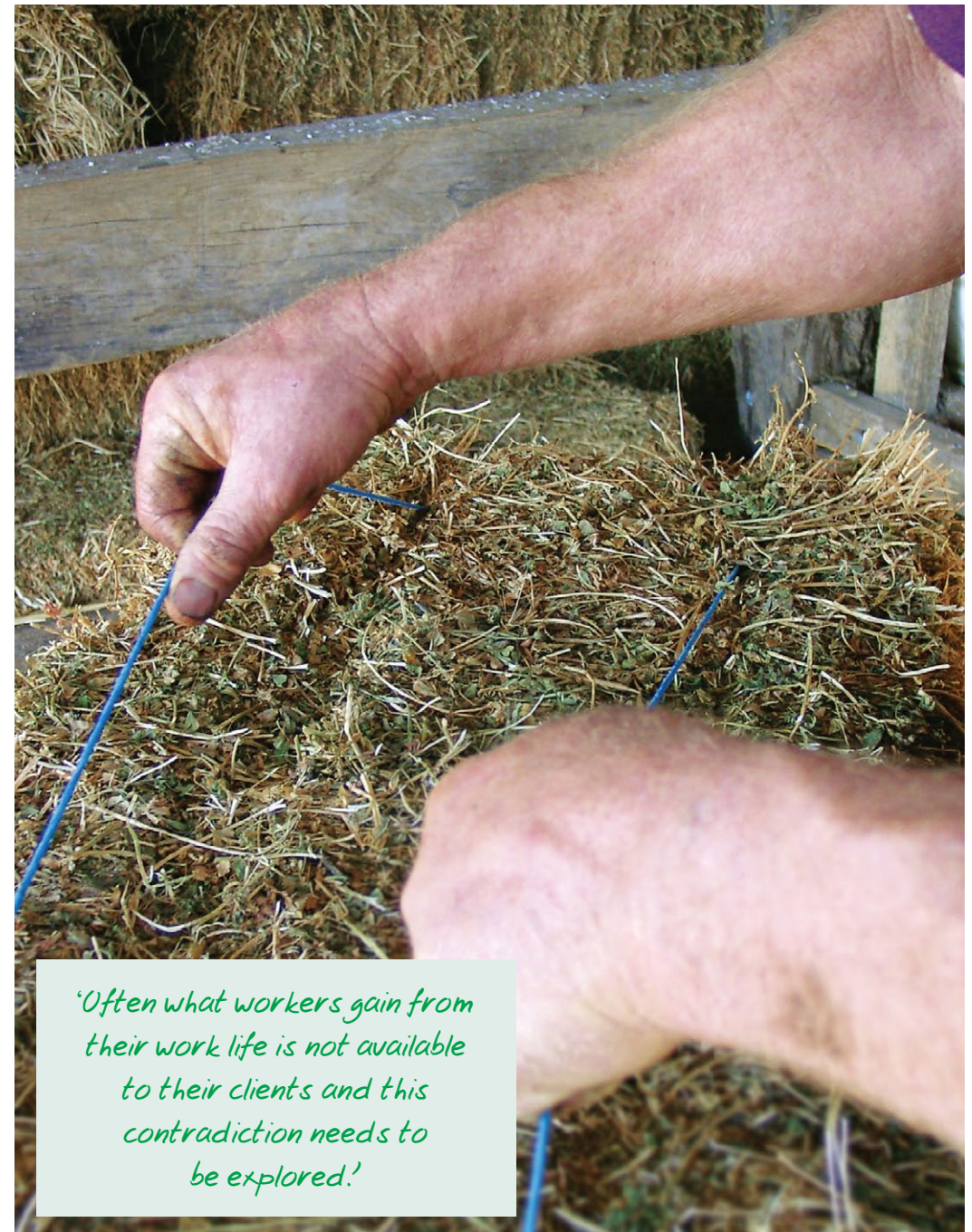
achieving and supporting vocational outcomes for clients. However, a question for the O'Sullivan Centre was how agencies can develop responses to the high unemployment amongst clients given funding constraints, current service models that have been determined by external funding bodies, and the traditional view of the scope and role of community support services.

It is within this context that this Resource Kit, with its focus on building an agency response to unemployment, was initiated and developed.

The Resource Kit was developed through a partnership between the O'Sullivan Centre and Good Shepherd Youth & Family Service and through Good Shepherd trialling the tools and processes that underpin the Resource Kit. Good Shepherd have also acted as a financial auspice for the development of the Resource Kit and provided practical administrative support.

Key learnings that emerged from the trialling of the Resource Kit included:

- > An agency response to achieving vocational outcomes must include all levels of the organisation.
- > There is a need to reflect on the meaning and role of work by workers and managers.
- > There are practical actions that workers and agencies can take that enhance vocational outcomes for clients.
- > Whilst current service specifications for many programs do not include responses to vocational issues facing clients, workers and agencies can incorporate vocational outcomes as part of everyday service delivery.



'Often what workers gain from their work life is not available to their clients and this contradiction needs to be explored.'

5.2 Rationale for the Resource Kit

Even though the unemployment rate of 5.3 per cent in July 2013 is low by international standards, there are many people who do not have employment, or enough hours of work.

(DEEWR <http://lmip.gov.au/default.aspx?LMIP/EmploymentData>)

In September 2012, there were just over 6 million people aged 15 years and over who were not in the labour force. This represents 33 per cent of the population aged 15 years and over who are neither employed nor looking for work. Many of the clients of community welfare and support services are represented within this 6 million cohort.

(www.abs.gov.au)

In 2011-12 Australian Government spending on social security and welfare amounted to \$126,879 million with an estimated increase to 150,354 million by 2015-16 - approximately one third of total government spending. Whilst the directions of Government policy is to support people into employment, it also needs to be recognised there is considerable debate and concern about moving away from a rights based welfare system to one based on obligations and compulsory requirements. However, the reality remains that this is the current policy context that community support organisations are working in and how agencies support clients within this context is critical.

Research has found that the most common reason why people are unable to get work is lack of qualifications and education, which is compounded by additional factors including: poor physical and mental health, homelessness,

age, gender, disability, race and ethnicity. Therefore, certain sectors of the population experience higher levels of labour market disadvantage, including women, Aboriginal people, early school leavers, recent migrants, older workers and those who do not have post-school qualifications.

The underlying premise of this Resource Kit is that community service organisations do have, and must take, a role in supporting clients to achieve vocational outcomes. The purpose of this Resource Kit is to support community service organisations in developing practical responses and actions to address unemployment and to increase vocational outcomes for their clients. The rationale for the development of this Resource Kit includes the following:

➤ To support holistic responses to client needs.

Of ongoing concern within the community service sector is the tendency for community support services to work in isolation from one another. This is due to the service system having multiple service models that each focus on a single client issue and Government funding structures that supports program and service separation. Outside the community service system this is further complicated with the separation of the health system and employment services from community support services. As a result, support for those who are vulnerable and disadvantaged can be fragmented and can be a difficult system for clients to negotiate and engage. Clients can end up with a number of case managers who have a focus on a single client issue not the whole person and their circumstances. Vulnerability and disadvantage are the result of a complex set of interacting circumstances that are not single issue based.

This Resource Kit emphasises the importance of focussing in a holistic way on the range of reasons why people face disadvantage and vulnerability, of which unemployment and lack of social inclusion are key factors. It addresses the tendency for government and non-government programs and services to focus on providing one particular service, e.g. housing or mental health rather than linking their clients to all the supports they need to address their needs.

Case workers and managers of services who have participated in the training piloted by this project have strongly acknowledged the importance of addressing a client's personal, social and financial needs so that she or he can move into employment, or focussed preparation for employment.

➤ **To address the increasing levels of social and economic exclusion of people who access community support services.**

Australia is a wealthy country and yet we are falling behind in levels of social inclusion. A report from the Social Inclusion Board formed by the Commonwealth Government compares Australia with 25 EU nations. The report titled 'A Compendium of Social Inclusion Indicators' finds that the percentage of Australians at risk of poverty is greater than the EU25 average, with only five member states matching or exceeding the Australian vulnerability rate. The report also states that Australia has the fourth highest proportion of children living in jobless families in the OECD.'

This report can be viewed at <http://www.socialinclusion.gov.au/australian-social-inclusion-board>

Unemployment and lack of opportunity for economic participation is at the very heart of many of the ongoing issues faced by individuals and families. Employment leads to social inclusion and opportunities for developing a wider network of relationships and support. Employment is central to health and wellbeing and achieving social inclusion.

➤ **To address intergenerational and long-term unemployment amongst community service clients.**

Centrelink data for March 2013, published by Department of Education, Employment and Workplace Relations (DEEWR), shows that 788,000 people are receiving the Newstart and Youth Allowance. This represents a 5.5% unemployment rate. Of this figure, 443,000 people have been on the allowance for more than a year. This is a 37% increase in long term joblessness rate since late 2008. This data information can be viewed at:

(http://foi.deewr.gov.au/system/files/doc/other/labour_market_and_related_payments_march_2013.pdf)

It is also clear that a significant number of community service clients are over-represented amongst the long-term unemployed. Analysis by the Good Shepherd Youth & Family Service and St Luke's Anglicare has identified that over 85% of parents who are accessing family support in their agencies are unemployed and/or not participating in any education/training programs with many unemployed for over 12 months. These studies also showed that many parents aspire to be employed and/or in training but require additional supports to achieve this goal.

➤ **To ensure a social model of health underpins community service delivery.**

The World Health Organisation identifies that the social determinants of health are the conditions in which people are born, grow, live, work and age, including the health system. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels, which are themselves influenced by policy choices. The social determinants of health are mostly responsible for health inequities - the unfair and avoidable differences in health status seen within and between countries. (World Health Organisation (2008) *Report of the Commission on Social Determinants of Health*)

The WHO definition of the social determinants of health identifies that there is an interrelationship between health and the social and economic situation of people. This interrelationship is well recognised internationally and one which is locally practiced. State Government health bodies including VicHealth highlight that there is a link between better health and high levels of participation in the community. People who are socially isolated and excluded are more likely to experience low self-esteem, psychological distress and be more at risk of coronary heart disease. Research suggests that social relationships are as significant in determining health as exercise and diet.

A key factor underpinning the social determinants of health is the opportunity for people to participate economically within society through employment. Employment builds

'What is the significance of work in enabling health and wellbeing, and achieving social inclusion?'

connection and social relationships. As VicHealth identifies, employment has psychological benefits, provides a recognised role in society and contributes to a sense of personal and social identity.

Building a response to unemployment and lack of vocational opportunities for clients of community support agencies can enable agencies to extend the service frameworks and models they operate within and incorporate the social model of health within everyday service delivery.

➤ **To address family joblessness.**

Peter Whiteford writing in the Social Policy Research Centre (SPRC) newsletter identified that a lack of paid employment is the most important cause of child poverty in Australia, and is associated with problems like poor health, higher disability, lower educational attainment and skills, elevated financial stress and increased risk of violence for lone parents. In Australia around 70 per cent of poor children live in jobless families – the highest share in the OECD – making joblessness the main cause of childhood poverty. ('Family joblessness in Australia', Peter Whiteford, SPRC Newsletter, Number 102, May 2009)

The Department of Families, Housing, Community Services and Indigenous Affairs also has identified that 'There is a large and increasing number of families in which neither parent is in paid employment. For example, some 860,000 Australian children are in households with no adult in paid work. Workless families face increased risks of long

term income support reliance and associated economic and social disadvantage.’ (Department of Families, Housing, Community Services and Indigenous Affairs (2013) <http://www.fahcsia.gov.au/about-fahcsia/publications-articles/corporate-publications/budget-and-additional-estimates-statements/2000-01-budget-and-additional-estimates/b-welfare-reform>)

Given that community service organisations work with the most vulnerable and disadvantaged families, it is imperative that pathway planning and vocational support is integral to service delivery within the community service sector.

> To build a learning culture in community service organisations.

Through using an action reflection process to develop responses to the vocational issues facing clients, the Resource Kit seeks to use worker experience, worker knowledge and critical reflections. Through this process the Resource Kit can help promote a learning culture within agencies around this critical issue. This Resource Kit aims to develop what Paulo Friere called the ‘self-conscious practitioner’. That is ‘practitioners who learn from each other, research and find resources about what they need to know, and reach out to learn from and teach others who are like themselves’. (Suzi Quigley 1999 and 2008 (revised) Participatory Action Research: A Brief Outline of the Concept.)

Our failure to document, learn, share or replicate what works especially in enabling vocational outcomes is often a barrier to finding solutions. The trialling of the Resource

Kit highlighted the capacities of workers to find and implement plans and to identify the actions that can be implemented to achieve vocational outcomes for clients.

> To ensure people have access to meaningful work.

The UN Declaration of Human Rights states that everyone has the right to work, to just and favourable conditions and to protection against unemployment.

Employment and vocational opportunities provides people with a sense of purpose, identity, a feeling of contributing to the community and builds social connections and relationships. As Vic Health identifies, employment is closely linked to health outcomes and social inclusion. (Vic Health, (2005) *Access to Economic Resources*, Research Summary 4 <http://www.vichealth.vic.gov.au/Publications/Economic-participation/Access-to-Economic-Resources-as-a-determinant-of-mental-health-and-wellbeing.aspx>)

> To build on current approaches to achieving vocational outcome.

Job Services Australia (JSA) is the Government designated network of support and assistance for jobseekers. The JSAs play an important role in supporting people to move into employment and training. However, the JSA system cannot alone address the high levels of social disadvantage caused by unemployment. This is demonstrated by the current results being achieved by JSAs with highly disadvantaged people. The model used by JSAs is to group jobseekers from Stream 1 to 4 with Stream 4 being the most disadvantaged. The result for Stream 4 clients in finding a vocational pathway has been variable.

Community service organisations can play an important role in complementing the work of JSAs through building stronger partnerships with JSAs and developing models of joint work that increase vocational outcomes for their clients.

➤ **To extend and build the role of the community support agencies in achieving vocational outcomes.**

A key issue that community service organisations must consider is whether they have a responsibility for supporting vocational outcomes for their clients given that traditionally this role and responsibility has not necessarily been seen as an integral part of the work community support services.

It is also crucial that agencies reassess their role in supporting vocational outcomes given that participation in employment, training and education can have considerable impact on addressing the welfare issues facing clients.

Factors that have worked against community service organisations taking on this role of building vocational outcomes include:

- * Current funding agreements and service specifications do not include vocational outcomes as an integral part of service models and day to day service delivery. These specifications drive practice and what workers and agencies consider priorities in service delivery. Consequently, working on pathway planning with clients and building an agency response to vocational issues does not become a priority. However, social

policy and economic conditions are changing and evolving and this requires agencies and funding bodies to rethink current service designs and models.

- * The specialist nature of community support services does not lend itself to workers developing a holistic approach to supporting clients. Often workers and agencies see their role as being contained to the expressed purpose of the service i.e. family support, drug and alcohol counselling. This has resulted in workers and services working in silos and working outside of the expressed purpose of the service is not seen as the role of a specialist worker.

The processes in this Resource Kit promote reflection on the role of community service organisations in supporting vocational outcomes and allow the opportunity for agencies to assess current actions and plans to achieve this goal.

5.3 Outcomes you can expect for the agency and the client

This Resource Kit is seeking to build the capacity of an organisation to respond to the employment and training needs of its clients. This focus will enable a range of outcomes for clients, the agency and workers.

> Outcomes for the organisation.

This Resource Kit will contribute to building a holistic culture among the workers in an agency. It will enable agencies to look at the total picture of the needs of their clients and to include all their needs in service planning and delivery. This does not mean that an agency is taking over the work of employment agencies i.e. Job Service Providers but that agencies are ensuring all the needs of clients are at the forefront in the planning and delivery of services.

It will enable agencies to build an analysis of the community in which the agency is seeking to be relevant and responsive and to know that the agency has looked at the whole picture facing clients and not limited its analysis of social disadvantage.

> Outcomes for clients.

This approach will enable agencies to build a picture and response that will assist clients to take steps that will not only provide them with increased economic and social opportunities but also in many instances increased confidence and self esteem. The approach will support clients to become social and economic contributors

within their own community through increased vocational opportunities and outcomes.

Using this Resource Kit will enable clients to engage with an agency knowing that all their needs will be considered and that they can progressively deal with them and move towards greater personal and financial independence.

> Outcomes for workers.

Funding is made available to agencies for particular and targeted programs, e.g. drug diversion or emergency assistance funding. This often has the effect that the work of the agency workers is focussed on one particular aspect of people lives, e.g. their drug problem, their mental health issue, and their lack of money. Workers are therefore often responding to the presented need rather than the total needs of their clients.

This Resource Kit enables all workers in an agency to see their own contribution as part of a much bigger picture. This then gives agency workers a client centred focus rather than a problem or program centred focus.

> Development of practice framework.

Some current practice frameworks that underpin service delivery in the community service sector are limited in their approach and can just focus on addressing specific or single issues facing clients. The Resource Kit will enable agencies to reflect on current practice frameworks and models. Moving towards a holistic response to client needs across the range of life domains including social, personal, health/wellbeing, and vocational needs requires thinking about and reflecting on current practice approaches.

5.4 The Resource Kit and the methodology

As outlined in section 5.3, the purpose of this Resource Kit is to enable cultural change within an organisation. This cultural change centres on the following:

- Building within workers a focus on exploring vocational aspirations and issues in their day-to-day interactions with clients.
- Building an organisational approach to achieving vocational outcomes for and with clients through strategic planning and review processes.

Building cultural change within an organisation to achieve vocational outcomes for clients requires the following elements:

- * The goal is part of, and aligned to, the strategic plan of the organisation.
- * Workers need to own this goal and are involved in the process of establishing it as part of their day-to-day work, and as a key element within service delivery.
- * The issues and barriers to establishing this goal within the organisation are discussed and actions are put in place to address these barriers.
- * Attitudes and values of both the workers and the organisation to achieving this goal are reflected on and explored.
- * Workers input and ideas to achieve this goal is promoted and recognised.
- * All levels of the organisation and senior managers

‘walk the talk’ of this goal and ensure this goal is integral to the purpose of the organisation.

To help achieve cultural change within your organisation and establish practical actions to support vocational outcomes, the Resource Kit has employed a participatory action research approach. Participatory Action Research provides the opportunity to look at the big questions, often missed in the course of constant service provision. It also enables an exploration of the underlying values and attitudes that underlie the organisation and amongst workers.

The Participatory Action Research process is a constantly evolving one, it is dynamic and yet it has simple structure and methodology. The same four steps are constantly repeated Observe, Reflect, Plan and Act.

The Participatory Action Research process can be seen in the structure of the workshops with workers and managers. The following are examples of the process:

- * Workers are asked to talk with their clients about vocational aspirations. These answers are compiled and reflected upon.
- * Workers are asked to seek the advice of clients on how best the organisation can support vocational outcomes.
- * Workers are asked to explore their own experiences of work and its value to them, the changing nature of work and the ‘casualisation’ of the workforce.



'Employment leads to social inclusion and opportunities for developing a wider network of relationships and support. Employment is central to health and wellbeing and achieving social inclusion.'

- * Workers and managers are encouraged to talk with other stakeholders to seek their ideas and opportunities for joint work in achieving vocational outcomes.

The O'Sullivan Centre believes that a key to an organisation achieving this goal of improving vocational outcomes is to ensure that clients are involved in the process and contribute to the development of practical actions that the organisation can employ. As stated in 'Participatory Action Research: a Brief Outline of the Concept' (Suzi Quigley 1999 and 2008) 'Participatory Action Research provides optimum opportunities for disadvantaged community members to become collectively empowered and to have a genuine experience of ownership of developments affecting their lives'.

We hope that the workshops and the process contained in this Resource Kit support the building of a value set that is shared by the agency with regard to vocational outcomes. The process will challenge, and inevitably it will require some restructuring of aspects of the agency and its client service delivery.

We believe that the process must be driven by the management if it is to be realised. The Resource Kit is designed as a stand-alone package of four workshops that begin with management ownership of the model and can be delivered by the agency internally.

Trained facilitators from the O'Sullivan Centre are available to assist your management team to shape the workshops and establish the process within your agency.

5.5 Feedback from workers who have participated in the workshops

The following is a range of comments by workers who participated in the trial workshops. These comments highlight the value of the workshop process and questions that the workshops raised for workers.

5.5.1 Feedback from pilot workshops

➤ How have the workshops assisted your thinking and your work in a practical way?

- * 'It highlighted the importance of employment. How we perceive it on an agency and individual level. It has brought it to my conscious thought more prominently. It increased my knowledge and perspective. I enjoyed it.'
- * 'It got me reflecting about the importance of work, its significance and how not working affects people in the community even mothers who choose to not work may feel excluded in various social groups.'
- * 'We have dropped FAHCSIA expectation for 'linking to work opportunities' from our main focus. HOWEVER I will endeavour to reframe our thinking and re visit this aim.'
- * 'Challenged me to think more deeply about possibilities for clients and how I can facilitate this. Highlighted importance of making links with other organisations re work and training.'
- * 'The workshop encouraged thinking both at a micro as well as at a macro level regarding how my work as a family worker contributes to finding employment and thus contributes to ensuring the needs of the children are met.'
- * 'It really made me think about how I can incorporate the unemployment issue within my role.'
- * 'From the workshop I feel more confidence in helping women in Vietnamese community to have job. I did do their work for many years before, now with the new policy I think I will get more support in the future in encouraging them to get jobs.'
- * 'Being more analytical about economic participation. Looking at different levels of the organisation, how economic participation be incorporated at each level – individual, St Albans agency, Good Shepherd organisational and community response – partnering with other agencies to address the issue of enhancing economic participation with clients.'
- * 'Reinforced my work practice, but challenged me to look more outside the square – to be creative.'
- * 'Clarified the structural issues around Good Shepherd being more involved in employment issues.'
- * 'As a manager, to discuss with my team how they work with their clients. It's an opportunity to review how they work with clients and whether there is a holistic approach.'

> What was valuable for you overall?

- * The knowledge approach to looking at employment with my clients. The discussions with presenters and co-workers.'
- * 'The group talks, hearing other people's views, ideas on employment/unemployment.'
- * 'We have a plan! It will be very useful to gather our data and use it to reflect on what our clients want and how we can better support them. It was also useful to reflect on how important employment is for me.'
- * 'Discussion about meaning of work for me. Also where 'FINDING WORK' as a goal would come in your case planning.'
- * 'Open discussion about value of work, training in peoples/clients lives.'
- * 'The opportunity to hear how others include employment goals in their client work. Opportunity to discuss diverse ideas and experiences related to employment as a group.'
- * 'The analysis of what 'works' was the most valuable, as most of the time we focus on what does not work and how we can fix it. By focusing on what works, we can expand our thoughts and ways in which we work.'
- * 'Homework ideas e.g.: gathering information from clients and participation with other agencies excellent practical tools.'
- * 'It was valuable to have this workshop with all

workers to get some thinking happening about how the location works with clients and identify difference in our approach. Generally, the discussions throughout were valuable.'

5.5.2 Diploma of community welfare students on placement

> How has the workshop assisted your thinking and your work in a practical way?

- * 'It helped me think outside the square. What are the client's immediate needs? Are these creating barriers to vocational education/employment? How can we remove these barriers?'
- * 'Understanding and giving bigger picture was one of the great things of the workshop.'
- * 'It has been a little challenging to shift thinking towards the area I generally would not have thought of with clients.'

> What was valuable for you overall?

- * 'It reminded me of the importance of work in terms of increasing mental and physical wellness (provided the work is meaningful).'
- * 'The whole workshop was valuable for me especially the case scenarios as it showed determination of some clients.'
- * 'Understanding that the community sector is a very large sector with so many different departments.'

5.6 Additional resources and reading material

There is a range of reading material available on the issues and topics raised in this Resource Kit. The following list of resources provides additional reading material and background to the Resource Kit.

1) **'Bringing Services Together to Tackle Family Joblessness' by Toni Wren**

This article focuses on strategies for family services to help improve pathways to education and employment for jobless families

The article can be viewed at <http://www.toniwren.com/attachments/Ourclientsareyourclients.pdf>

2) **'Participatory Action Research: An Outline of the Concept'**

This article outlines the principles and practice of Participatory Action Research.

The article can be viewed at:

http://www.suziqconsulting.com.au/free_articles_files/CD%20-%20PAR%20Detailed%20Overview%20-%20Aug08.pdf

3) **'Breaking Cycles of Disadvantage' by the Australian Social Inclusion Board**

This document outlines the results of research conducted by the Australian Social Inclusion Board

into how people manage to break cycles of disadvantage.

The document can be viewed at:

<http://www.socialinclusion.gov.au/publications/breaking-cycles-disadvantage>

4) **'Pathways that Work' (Brotherhood of St Laurence)**

This document outlines the lessons learnt from the Brotherhood of St Laurence's Youth Employment Project (YEP) in Caroline Springs.

The document can be viewed at: http://www.bsl.org.au/pdfs/Bodsworth_Pathways_that_work_2012.pdf

5) **'Improving employment participation for welfare recipients facing personal barriers' by Daniel Perkins (University of Melbourne/Brotherhood of St Laurence)**

This paper was presented at the Social Policy Association Conference, University of Birmingham in 2006. The paper explores the issues relating to improving employment participation for welfare recipients.

The document can be viewed at: http://www.bsl.org.au/pdfs/Perkins_improving_employt_particpn_SPAconf06.pdf

6) **'Innovative employment approaches and programs for low-income families' by Karin Martinson and Pamela Holcomb (Urban Institute Center on Labor,**

Human Services, and Population, Washington)

This research report explores innovative approaches and programs that could potentially improve employment outcomes for low-income populations.

The report can be viewed at: http://www.urban.org/UploadedPDF/411467_employment.pdf

7) 'The Australian Public Service Social Inclusion policy design and delivery toolkit'

This toolkit focuses on how Australian Government programs can and need to include social inclusion within their design.

The document can be viewed at: http://www.socialinclusion.gov.au/sites/default/files/publications/pdf/social-inclusion-toolkit_0.pdf

8) 'Social Inclusion in Australia: How Australia is faring'

This report highlights that around 5% (or 640,000) of working age Australians continue to experience multiple disadvantage, and income inequality has grown steadily since the mid-1990s. The report can be viewed at:

<http://www.socialinclusion.gov.au/sites/default/files/publications/pdf/haif-report-2012.pdf>

'How would the role of your workers change if vocational outcomes were a focus of your service model?'

