

# Creating Career Pathways to Employment for Australian Youth into the Agriculture and Manufacturing Sectors

Interactive Qualifying Project Report completed in partial fulfillment of the  
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# Abstract

Youth unemployment in Australia persists and has been exasperated by the coronavirus pandemic. In particular, the agricultural and manufacturing sectors can benefit from youth employment. To bridge the gap between young people and employment, we worked with the Brotherhood of St. Laurence to develop a self-reflection tool, informational videos and a website, accessible [here](#), to identify pathways to employment in both sectors. We engaged with young people in focus groups and interviews with employers and employees from each sector.

# Acknowledgements

The Brotherhood of St. Laurence and Worcester Polytechnic Institute acknowledge the Traditional Custodians of the land and waterways of Australia on which the organization and institution operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging.

We would like to thank Courtney Green, Jessica Brown, Marianna De Liseo and Zeina Zogheib from the Brotherhood of St. Laurence, our sponsor, who helped to make this project a success. Their valuable insight and network of connections enabled the team to hold focus groups with the young people and interview employers and employees from the agriculture and manufacturing sectors. This project would not be complete without their proactive support.

We would like to thank Hugo Otalora from the Brotherhood of St. Laurence for his advice on the logistics of running our focus groups with the young people. This enabled the team to make the most out of our limited time with the young people.

We would like to thank our advisors, Professor Stephen McCauley and Professor Fabio Carrera, from Worcester Polytechnic Institute for the time they took into providing their meaningful feedback on this report and final presentation. Their guidance really helped shape this project.

Finally, we would like to thank the Brotherhood of St. Laurence and Worcester Polytechnic Institute. This project would not be possible without the collaboration between the organization and institution.

# Executive Summary

The employment gap between employers and people trying to enter the labor market has been widened by the inequality of opportunity associated with disadvantages and poverty, particularly in young people. This problem has been exacerbated by the COVID-19 pandemic, which has made it even harder for disadvantaged youth populations to access programs that facilitate occupational advancement through the building of relevant skills and long-term career support. In June of 2020, amidst the global coronavirus pandemic, unemployment rates for young people in Australia aged 15 to 24 reached 16.4%, its highest level in history (Australian Bureau of Statistics, 2022). Despite the pandemic's widespread impact, occupationally inexperienced young people were hit the hardest since they were unable to find reliable employment during the volatile economic times.

The COVID-19 pandemic only served to highlight and intensify these issues; four times the number of young people aged 15 to 24 did not qualify for the higher Australian Government's COVID-19 relief response wage subsidy as compared to people over 25 (Churchill, 2021). One of the requirements was to have been employed 12 months prior. This meant that any young person who failed to secure regular employment a year prior was disqualified from accessing the support initiative. This demonstrates why it is necessary to create and implement career pathways programs that will enable disadvantaged young people to secure more stable employment and have access to various resources which will enable them to have the same opportunities as more advantaged groups.

## Project Goal and Objectives

This project was intended to assist the Brotherhood of St. Laurence in mitigating youth unemployment across Australia by expanding their successful youth pathways program into the agriculture and manufacturing sectors, and creating tools and resources to help young people identify more opportunities in these sectors. The objectives for this project were as follows:

1. Identify existing skills and understand the goals and desired outcomes of the young people entering the pathways program.
2. Determine the desired traits and skills from employers in the manufacturing and agriculture sectors to enter the workforce.
3. Create tools and resources for the young people who will enter the pathways program for the agriculture and manufacturing sectors

The “young people” considered for this project was anyone aged 15 to 29, but we mainly focused on those above the age of 18 in Broadmeadows, which is located in Melbourne,

Australia. The groups of young people that we worked with were provided to us by the BSL and had been a part of BSL’s pathways program for the aged care and disability sectors.

## Methodology

In order to address the wants and needs for the young people that we worked with, it was crucial to understand their occupational and personal goals, as well as desired career outcomes. There were two main facets to this process.

First, we held focus groups designed to outline the young people’s expectations and informed them on how our pathways tool was designed and oriented for them. The young people were consulted and empowered to voice their thoughts and concerns about the two sectors we focused on for this project.

The second facet was developing follow-up sessions that leverage the young people’s feedback to provide them with the ends that they desired to identify and build upon their current skill sets. This entailed tailoring an informational workshop session that directly addressed and engaged the young people in an interview style discussion that had concrete and beneficial competency based outcomes.

The team used the advantaged thinking approach advocated and implemented by BSL as a way to connect with the young people. In the first focus group, our team used the analogy of our culture shock going to Australia from the United States for the first time and comparing it to entering a new job/working environment. This was done to give the young people real, first-hand examples and get them thinking about themselves in a way they had not thought of before. The young people then came up with a pros and cons list of culture shock based on their own life experiences.

<b>Culture Shock</b>	
<b>Pros</b>	<b>Cons</b>
Different/new perspectives	Difference in communication norms
Learn new things from doing/experience	Language Barrier
Asking questions “No such thing as a bad question”	Different behavior/conduct expectations ex) Casual vs Discipline

To help bridge the gap between the young people and employers, we determined the specific traits and skills that the young people will need to possess in order to be successful in the respective sectors. The establishment of employer and employee contact was aided by BSL and their existing connections in the manufacturing and agriculture sectors. A total of 8 meetings were held interview-style on Zoom while the team was in Australia to provide the greatest

possible availability with their busy schedules, and were recorded to be used for creating inspirational videos. A list of sample of questions are show below:

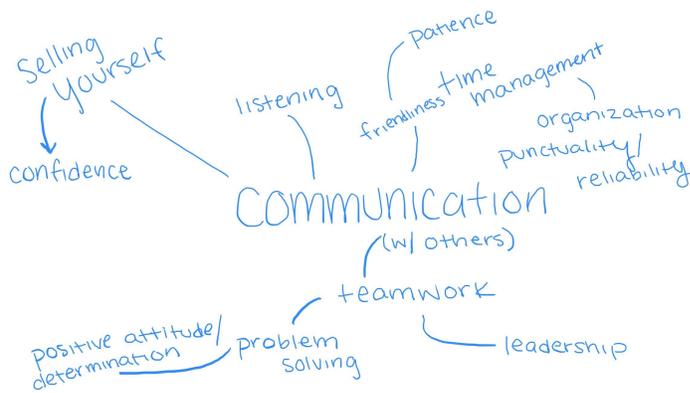
- What diverse roles and key areas of work are available in each sector?
- What skills/training are needed to gain an entry level job into the sector?
- What are some key attributes in order to succeed in this sector?

## Findings

**Information is readily available to young people.** From the young people’s feedback from the focus groups, the team learned that resources related to the aged care and disability pathways program were readily accessible to them. Most of the information could be found online and in one place which they found very useful. One young person mentioned that the resources do a “pretty good job, they really do help.”

**Young people want more tools and resources.** Young people prefer to have different tools in addition to the self-reflection tool they have been using. They found the tool to be bland and wanted to have something more appealing and interactive. Similarly, the young people wanted an improved “rainbow” tool from the one they were using for the aged care and disability sectors, since they wanted to know more about the options available to them after entry level positions and the skills required at each level in the tool. They mentioned videos related to this would be useful and informative to them as well.

**Young people have valuable skills.** One-on-one conversations between young people and our team revealed that the young people have useful skills, they just had never acknowledged them as skills before. One young person realized that although they are not great at public speaking, they are really good at listening to others, which is something they never considered as a skill before. When the team pointed this out the young person stated “I didn't even know that was a skill!” All of the young people our team met stated that they wanted to improve their communication skills. Having sessions or workshops related to building soft skills would help make them feel more confident in themselves. One young person stated “I enjoy getting hands-on experience.” Image below shows the skills that the young people from the focus group workshop have.



**There are common perceptions among young people about the agriculture and manufacturing sectors.** Meetings with employees and focus groups with young people showed that there are common misconceptions they initially had about the agriculture and manufacturing sectors. Frequent responses when asked about initial impressions of agriculture were “farms”, “cows” and “tractors.” Similarly, for manufacturing they were “factories”, “assembly lines” and “boring”.

**Employers are looking for the same skills that young people already have.** By demonstrating attention to detail, mechanical aptitude, written and oral communication they will be able to present themselves as valuable assets to the company. In addition to these skills, having a positive attitude, work ethic, the willingness to learn and being a team player are the best ways for casual workers to become full time employees and be promoted to higher positions. An employer stated “All employers are looking for someone that shows up everyday on time. They can teach you the rest. Accountability, responsibility, and time management are key.”

**Current employees in the agriculture and manufacturing sectors were all in consensus that these impressions on the sectors were not accurate.** One employee from the manufacturing sector stated “don't judge a book by its cover”. Another employee from the agriculture sector said “it's not all about pushing lawn mowers, there's so much more”. With many diverse career options for each sector there are plenty of opportunities to learn new skills and gain a broader mindset in each sector. Entry-level positions can be very hands-on, but upper-level positions can be more office-based and technically oriented.

**Agencies can be used to find employment.** Employers from agriculture and manufacturing sectors stated that 70% of jobs aren't advertised online. The best way to discover these jobs would be through agencies that supply casual labor. These agencies would then assign workers roles suitable for them. This is a typical path for workers to get their foot in the door at manufacturing companies. Workers hired through agencies are not expected to have knowledge on how to do everything. Companies provide on the job training for entry level positions. Young

people can even be employed through multiple agencies at different companies so long as there are no conflicting schedules and they can manage it. An employer stated that an important first step is that people understand that they can contact these agencies.

**Reverse marketing is a great strategy to approach employers and find jobs.** Another method to find entry level jobs is through reverse marketing. Reverse marketing is taking the initiative and approaching businesses and directly asking if they are hiring. An employer emphasized that this is a key strategy when finding entry level jobs since it puts the person at the front of the line to be interviewed and saves the business time searching for workers and gives both parties the opportunity to skip the application process. By directly contacting businesses shows that the person has an interest and is putting in the effort to be hired. It may even be possible to get a tour of the business as well. The next step is all about properly selling oneself as a good candidate during the interview process and tailoring their resume to match the job description.

**Networking with people can help find higher-level positions.** Entry level positions can also be found through networking with people from organizations and the local community. In an employee interview, we learned that they got their first entry level job as a pick packer with the help of one of the coaches from BSL. Another employee we spoke with said that they were able to move up from a pick packing position to a more management/logistics position by networking with their coworkers; they stated “the more networking practice you have the better.”

**Raising awareness about different strategies to find jobs is important.** From the information we gathered, our team concluded that young people aren't aware of some of the strategies discussed above when looking to find jobs. The young people we spoke with mentioned that the first place they would go to look for jobs would be online. This is a good first step, however, there are plenty of other ways to find jobs as we discussed. Although BSL coaches give advice related to these approaches when finding jobs, this information is not widely known to young people in general.

**Employer advice from the agriculture and manufacturing sectors.** The first step is to get a resume to the company, either through reverse marketing or networking, and let them know that the person is interested; “See if they’re looking for somebody”. According to an employer from the manufacturing industry, it is important for young people to understand that they are starting at the bottom of the ladder when hired for an entry level role. The employer went on to state “... they are not even on the ladder. They need to work very hard to get through their probation period. Employers need no reason to let them go.” Demonstrating the skills described previously are the best ways to secure a position and move up to higher roles.

**Employee advice from the agriculture and manufacturing sectors.** Make the most of the time working in entry level positions. Learn from fellow coworkers, take the opportunity to connect with them and be friends with them. People from many different backgrounds work in these

sectors. Maintain a good relationship with the company and agencies. An employee stated “Being understandable and kind to everyone goes a long way”. Try branching out and taking on diverse roles to improve one’s knowledge and skills. Don't be fixated on having a low level position, one can definitely move up to higher positions. When things get tough or overwhelming in life it's ok to take a step back; “Take the good days and the bad, keep your head up and keep the ball rolling”.

**Providing encouragement to young people.** From this the team concluded that young people should be encouraged to try out each sector since we learned previously that they have the skills that employers desire. An employee from the agriculture sector said it best: “Only way if you like it if you go do it. There’s nothing wrong with a little bit of hard work ... it really depends on what you want to do.” Even if entry level jobs don't seem enticing at first, the experience gained can be used as a foundation to take on higher, more interesting roles.

## Conclusions and Recommendations

Based on our findings and conclusions, this section provides recommendations regarding how the Pathways to Employment website could be expanded in the future and how future teams can further address the gap between young people and finding employment. These suggestions are derived from our experience and project limitations.

**The young people will find our project deliverables useful.** The evidence presented validated the team’s idea of creating a website. Keeping the young people’s feedback in mind, the website was designed to to be self-explanatory for first-time users and be easily accessible. The young people also confirmed that the online self-reflection tool and inspirational videos our team developed for the two sectors will be of use to young people in the program.

**We recommend holding more focus groups with young people who are entering or are in BSL’s pathways program.** This will allow for a greater sample size and enable the future team(s) to make more accurate conclusions regarding the skills and desires of young people and the misconceptions they have about the agriculture and manufacturing sectors.

**We recommend having educational workshops tailored to developing skills that employers look for since it would be beneficial for young people.** These workshops could be in the form of casual activities in which both the young people and project team would participate in or interview style where the team members could meet one-on-one with young people and ask questions similar to what one would expect to encounter in professional interviews.

**We recommend holding more interviews with employers and employees.** More interviews with employers and employees from the entry-, mid- and advanced-level jobs that our team researched and identified would also expand the work that’s been done. Information from these

interviews can be used to provide more job-specific descriptions and information for young people.

**We recommend scheduling meetings with young people who have successfully completed BSL's pathways program.** Presenting their success stories would be first-hand information and serve as inspiration for young people entering BSL's pathways program. This would show that other young people have been in similar situations but were able to discover new interests in their respective sectors and pursue a career path. The inspirational stories would also validate the work the BSL and our team has done and provide evidence to continue efforts to expand the pathways program.

**We recommend integrating the two "rainbow" tools that BSL created for the aged care and disability sectors into the Pathways to Employment website in a similar format as the agriculture and manufacturing sectors.** Currently, the two "rainbow" tools only provide a brief description about entry level roles and list mid and advanced level positions. Further refining the two "rainbow" tools into the website will provide young people with more in-depth information about the two sectors while also making it more interactive.

**We recommend expanding our work into other sectors of employment.** Research can be done into other sectors as well, such as the transportation and logistics sectors. A similar methodology as what our team had done for the agriculture and manufacturing sectors can be used for the new sectors of interest.

**We recommend advertising each sector to address misconceptions young people may have about them.** This will enable young people to acknowledge that there is more to other sectors than the stereotypical impressions that may have. Doing so will help young people open up to the idea of entering these other sectors and pursuing career paths which they might not have previously ever thought about.

# Authorship

Conner Christensen, Marisa Lamprey, Deep Patel, and Gabrielle Tims all contributed to the research and writing of this report. A breakdown of how each contributed to this report is as follows:

Conner Christensen contributed to this report by writing section 3.1 of the methodology chapter and a portion of Appendix A, Appendix G, and Appendix H. The three informational videos were developed by Mr. Christensen as well. The links to the videos are found in Appendix F.

Marisa Lamprey wrote sections 2.1 and 2.3 of the background chapter and section 3.2 of the methodology chapter. Ms. Lamprey wrote Appendix C, developed the self reflection tool found in Appendix E, and contributed to a portion of Appendix G and Appendix H.

Deep Patel wrote the abstract, acknowledgements, and executive summary. Mr. Patel also wrote section 2.4 of the background chapter, a portion of section 3.3 of the methodology chapter, Appendix G and Appendix H. Chapters 4 through 7 were all written by Mr. Patel.

Gabrielle Tims was responsible for section 2.2 of the background chapter and a portion of section 3.3 of the methodology chapter and Appendix A. Ms. Tims developed the Pathways to Employment website. The link to the website can be found in Appendix F.

In addition to writing individual sections of this report, Conner Christensen, Marisa Lamprey, Deep Patel, and Gabrielle Tims contributed to the introduction chapter. Final edits were made by all members to make a more cohesive report.

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# 1.0 Introduction

The employment gap between employers and people trying to enter the labor market has been widened by the inequality of opportunity associated with disadvantages and poverty, particularly in young people. This problem has been exacerbated by the COVID-19 pandemic, which has made it even harder for disadvantaged youth populations to access programs that facilitate occupational advancement through the building of relevant skills and long-term career support. In June of 2020, amidst the global coronavirus pandemic, unemployment rates for young people in Australia aged 15 to 24 reached 16.4%, its highest level in history (Australian Bureau of Statistics, 2022). Despite the pandemic's widespread impact, occupationally inexperienced young people were hit the hardest since they were unable to find reliable employment during the volatile economic times.

In Australia, teenagers are required by law to stay in school until the age of 15, after which, from ages 15 to 17, they have the option to further continue their education, take up an apprenticeship or enter a training program. After the age of 17, young adults are no longer required to be enrolled in schooling, be active in any training programs, or be a part of the workforce. This system allows young people to pursue their desired career path on their own timeline; however, there is a fundamental lack of flexibility that is associated with poverty, especially in youth populations. Disadvantaged young people are hindered by economic, geographic, and age-related barriers that make accessing the proper education and occupation resources a virtual impossibility, resulting in underqualified and ill-prepared young people. The disparity young people face is illustrated by the fact that, compared to the national average, most socioeconomically disadvantaged 24 year olds in Australia are twice as likely than the general population to not be engaged in any employment or education (32.3% compared to 15.0%), unemployed (9.4% compared to 5.0%), or not in the workforce (22.9% compared to 10.0%) (Center for International Research on Education Systems, 2020).

The COVID-19 pandemic only served to highlight and intensify these issues; four times the number of young people aged 15 to 24 did not qualify for the higher Australian Government's COVID-19 relief response wage subsidy for as compared to people over 25 (Churchill, 2021). One of the requirements was to have been employed 12 months prior. This meant that any young person who failed to secure regular employment a year prior was disqualified from accessing the support initiative. This is why it is necessary to create and implement career pathways programs that will enable disadvantaged young people to have access to various resources which will enable them to have the same opportunities as more advantaged groups.

Extreme economic disparity and the rise in youth unemployment rates amidst the coronavirus pandemic prompted organizations, such as the Brotherhood of St. Laurence (BSL), to combine labor market access and sustained building of skills to provide financial security and long-term career mobility for young people. BSL was founded as a social justice organization to alleviate

poverty and work towards creating social reforms in communities across Australia. By combining research with the voices of people experiencing disadvantages firsthand, BSL has been developing practical solutions that address the fundamental causes of poverty (Brotherhood of St. Laurence, n.d).

In collaboration with partner organizations, BSL established programs such as Transition to Work (TtW) and Youth Transitions Support Pilot Program to help prepare and enable young people to become trained and find employment. For the aged care and disability sectors, BSL created a tool to illustrate pathways from entry-level jobs that lead into higher-level, more desirable careers. This tool was designed with the intent to keep the young people's aspirations in mind by training them to be suitable workers in the aforementioned sectors.

Building off of these successful pathways programs, we assisted BSL in developing additional resources for young people to access and identify more employment opportunities in other sectors. More specifically, we focused on developing pathway tools for young people to gain employment into the agriculture and manufacturing sectors. By expanding the sectors in which we developed resources for pathways to employment, we created more opportunities for young people, giving them more options to choose possible career paths from. These tools are in the form of a website, self-reflection assessment and inspirational videos that will address the unemployment gap in a more sustainable way. The team collaborated with BSL and the National Youth Employment Body (NYEB) and held focus groups with young people, as well as online interviews with employers and employees from each sector.

## 2.0 Background

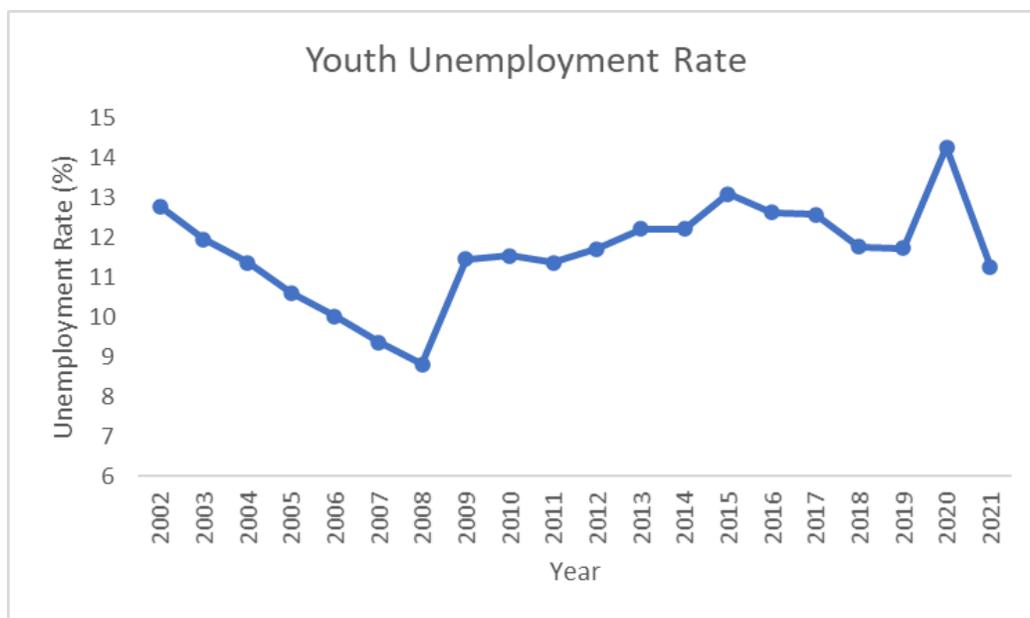
The issue of youth unemployment is prevalent in Australia and is exasperated by many different factors. This chapter contributes a review of background research on topics relevant to this project and highlights the importance of why this problem should be addressed. The COVID-19 pandemic has affected Australia nationally and has had a corresponding impact on young people. The presence of the Brotherhood of St. Laurence and their continued contributions have helped combat youth unemployment across the country. The chapter concluded by providing general insight into the agriculture and manufacturing sectors, along with the different levels of employment in Australia.

### 2.1 Factors Affecting Youth Unemployment in Australia

Youth unemployment is a persistent area of focus in Australia and global economic crises have exacerbated the scale and urgency of the problem. As shown in Figure 1, the percentage of unemployed young people in Australia increased significantly after the Global Financial Crisis in 2008, and again during the COVID-19 Pandemic in 2020 .

**Figure 1**

*Youth Unemployment Rate in Australia from 2002 to 2021*



*Note:* From *Labour force status for 15-24 year olds by State, Territory and Educational attendance (full-time)* [data], by Australian Bureau of Statistics, 2022. Available for download from

<https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release>). CC BY 4.0

Government restrictions and lockdowns in response to COVID-19 changed the way that we approach education and employment. This impact was especially significant in the lives of young people. Schools across Australia transitioned to online learning, forcing students to learn and interact in an entirely new way. Young people were not provided the same level of support for lost jobs compared to their older counterparts, which put them at even further disadvantage. The following sections expand on the large impact of the pandemic on Australia.

### 2.1.1 The Effects of Covid-19 on Education

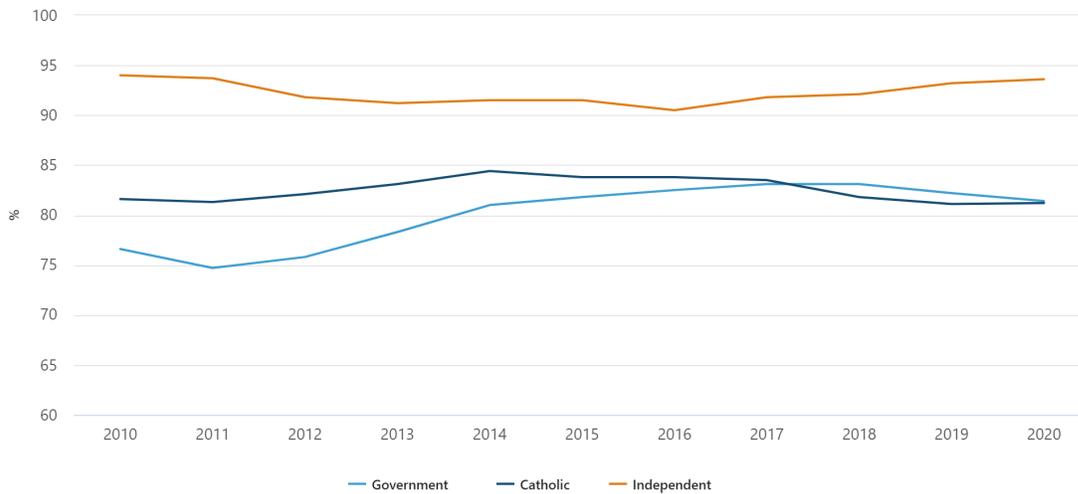
Children in Australia are mandated to attend school from ages 6 to 16 or 18, depending on their state of residence. State requirements vary, but most young people must complete approved education and training, work full time, or do a combination of both if they are under 17 years old and complete year 10 schooling. If any of these laws are broken, the student's parents could face fines or be taken to court, depending on severity of offense (Youth Law Australia, 2021). Once students age out of this framework, they are no longer required to adhere to their requirements.

The problem is that between the ages of 15 and 17, many of the disadvantaged young people tend to fall behind or lose resources to continue their education or find jobs. With the pandemic, resources became more scarce, and four times the amount of young people aged 15 to 24 did not qualify for the Australian Government's wage subsidies as compared to people over 25 (Churchill, 2021). One of the requirements for this subsidy included holding a job for over 12 months prior, which became increasingly difficult for young people due to their limited work experience.

As positive COVID-19 cases rose, Australia transitioned to national lockdown which led to the implementation of online or remote learning for several school programs. Although some schools were temporarily shut down, the majority were able to stay open. Based on the retention rate data of students from year 7 to year 12, COVID-19 did not have a large impact on dropout rates. In 2019, the full-time apparent retention rate was 84.0%, while in 2020 it had only dropped to 83.6%, following the trend from years prior (Australian Institute of Health and Welfare, 2021). This can be seen in Figure 2 below.

## Figure 2

*Year 7-12 full-time apparent retention rates by school affiliation, Australia, 2010-2020*



Source: Australian Bureau of Statistics, Schools 2020

*Note:* From *Year 7-12 full-time apparent retention rates by school affiliation, Australia, 2010-2020* [graph], by Australian Bureau of Statistics, 2020, accessed 9 February 2022. (<https://www.abs.gov.au/statistics/people/education/schools/2020>). CC BY 4.0

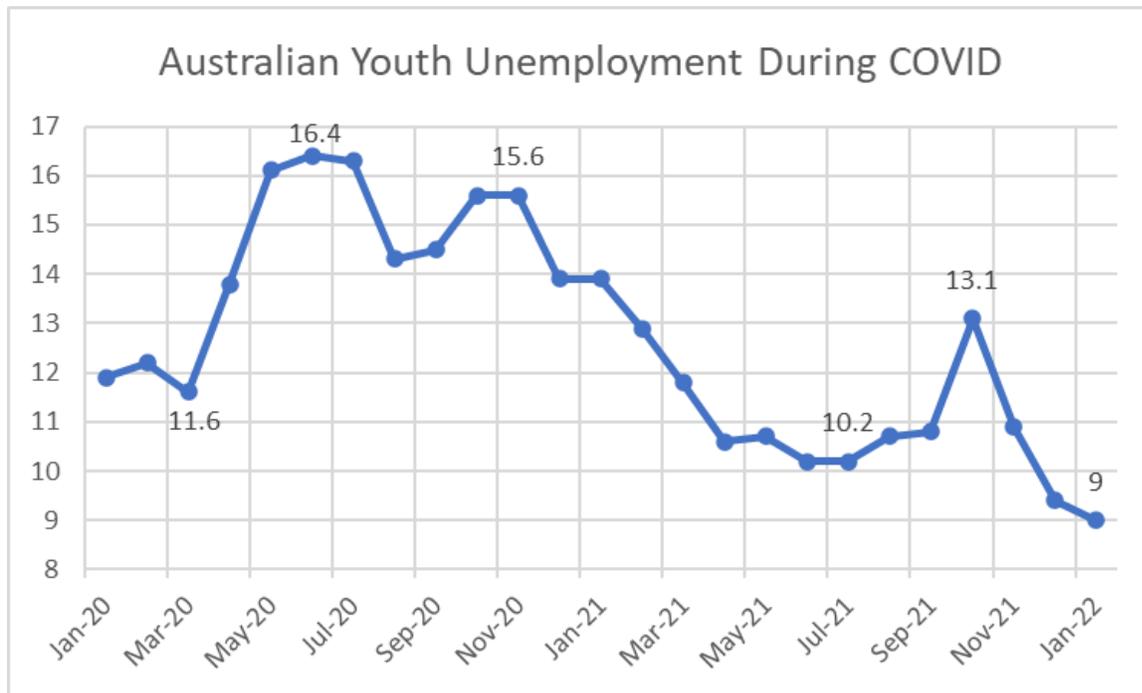
### 2.1.2 Impact of COVID-19 on Youth Unemployment

With many education and employment services transitioning to remote work, those unable to access necessary technology, or without the proper training with the technology, were further disadvantaged. Although the government invested in training and temporarily passed legislation for a wage subsidy, there is still a need for job creation and access for young people. Introducing and implementing innovative solutions are pivotal in addressing youth unemployment in Australia, more specifically, in a COVID-19 recovery context.

Amidst the economic recession, national youth unemployment rates skyrocketed in Australia. As shown in Figure 3, prior to 2020, youth unemployment rates were roughly 11.6% and drastically increased to approximately 16.4% midway through 2020, its highest level ever. By the end of 2020, one out of three youth workers were either under-employed or unemployed.

**Figure 3**

*Youth unemployment rates in Australia from January 2020 to January 2022*



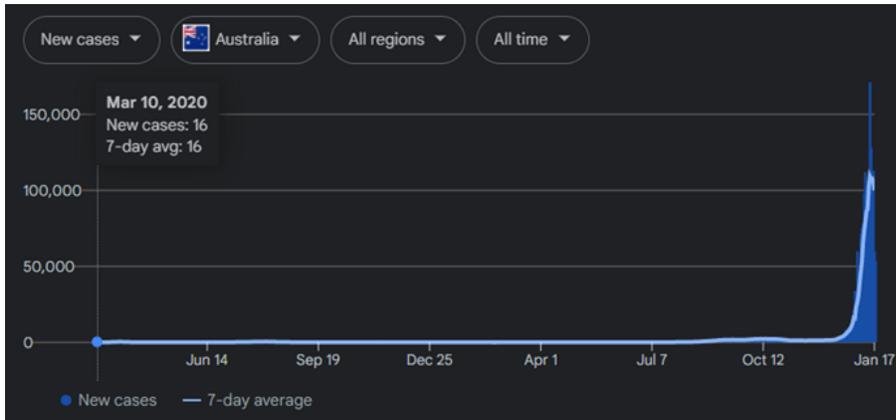
*Note:* From *Labour force status for 15-24 year olds by State, Territory and Educational attendance (full-time)* [data], by Australian Bureau of Statistics, 2022. Available for download from

<https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release>). CC BY 4.0

The most notable cause for the surge in youth unemployment rates was Australia’s immediate, containment focused response to COVID-19. Possessing the geographic advantage as an island nation, Australia implemented international border lockdowns and travel restrictions. Initially, Australia effectively halted the spread of the virus as seen in Figure 4. Sectors that relied heavily on exports suffered as they struggled to sell goods with minimal domestic and international demand. These sectors also depend on imports from abroad and with lockdowns worldwide, accessing the diminishing supply became increasingly difficult. With this supply chain disruption, businesses faced unprecedented challenges. As a result, strategies changed and businesses downsized, letting go of employees in historic volumes. This resulted in a spike in unemployment as companies had to make these tough decisions.

**Figure 4**

*COVID-19 Cases in Australia from March 2020 to January 2022*

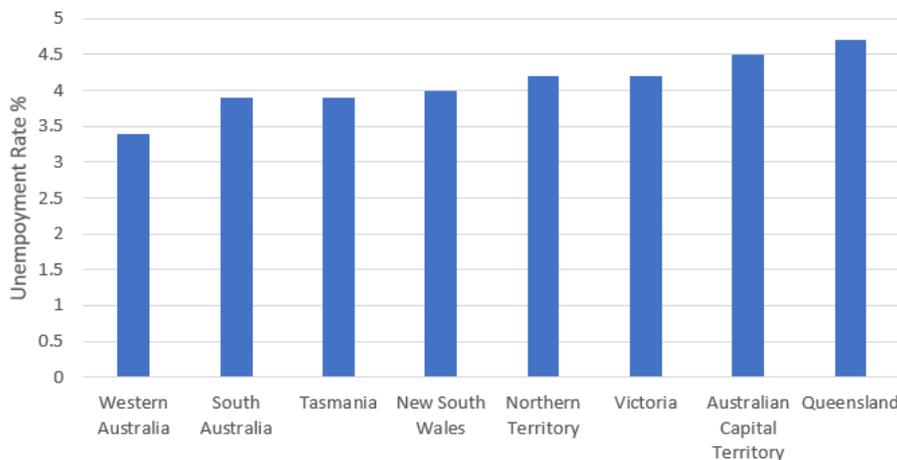


Note: From *COVID-19 Data Repository by the Center for Systems Science and Engineering (CSSE) at John Hopkins University*. (2020). Available for download from <https://github.com/CSSEGISandData/COVID-19>.

Although this was a logical approach to mitigate the threat of the coronavirus, it had adverse effects on youth employment. Figure 5 shows unemployment rates of people ages 15+ as of December 2021 by state and territory.

**Figure 5**

*Unemployment Rates (15+) by State and Territory, December 2021 (%)*



Note: From *Unemployment Rates (15+) by State and Territory, December 2021 (%)* [data], by Australian Bureau of Statistics. (2020). Available for download from <https://lmip.gov.au/default.aspx?LMIP/Copyright>. © Commonwealth of Australia.

## 2.2 The Brotherhood of St. Laurence and Youth Unemployment

In 1930, Australia experienced a Great Depression similar to that in the United States, with overall unemployment rates exceeding 10%. In order to help combat poverty and set up alleviation projects, Father Gerard Kennedy Tucker created the Brotherhood of St. Laurence as part of an order of priests in the Anglican parish of St. Stephen in Adamstown, New South Wales (NSW). BSL started off as a way to help the unemployed secure housing and accommodations. In 1933, BSL moved its headquarters to Fitzroy, one of the most financially depressed neighborhoods in Melbourne, Victoria at the time, where they are located to this day.

Entering the 21st century, BSL shifted to fighting for social reforms through programs, hiring researchers, activism, and developing many divisions, mainly pertaining to addressing poverty. Some of these issues pertained to family planning, single mothers, living conditions and job security. Today, BSL's mission is "working towards an Australia free of poverty" in which they continue to create programs in partnership with governments and other community organizations (Brotherhood of St. Laurence, n.d).

One of BSL's previous initiatives is their "Creating Futures for Youth" program, which is pertinent to this project. It focuses on inspiring young people to build upon their skills and lay a foundation for their future occupational endeavors. This program offers career planning, workshops, experience, and support to young people in Melbourne's northern and western regions.

### 2.2.1 Organizations Affiliated with the Brotherhood of St. Laurence

With a focus on developing career pathways for young people to combat unemployment, BSL established the National Youth Employment Body (NYEB) in 2018, initiating collaborative efforts to bring young people into secure and sustainable livelihoods while maintaining a diverse workforce. The NYEB works with experts, policy makers, employers and "real time community knowledge" to cater to what is needed from employers and from the young people across Australia to help them secure jobs. The NYEB has succeeded in establishing Community Investment Committees (CIC) across the nation to bring in people from key sectors at each site and obtain direct information on what is needed in those areas, and to work together towards bringing in and training young people based on those needs.

The Transition to Work (TtW) program was established separately by BSL in 2016 with the intention of engaging with local community agencies using "advantaged thinking". Advantaged thinking, adopted from the UK Foyer Movement, focuses on creating a real job and education connection based on what each individual has to offer, highlighting their strengths rather than weaknesses. Figure 6 presents BSL's advantaged thinking model. The TtW is partnered with many organizations across 13 regions of Australia, helping them bring a more positive approach into their own programs.

Figure 6

BSL's Advantaged Thinking Model



Based on Colin Falconer's principles of Advantaged Thinking

Note: This image was provided to the team by BSL.

## 2.2.2 BSL Employment Pathways Established for the Aged Care and Disability Sectors

Through the NYEB, BSL has been actively working to improve the Vocational Education and Training (VET) system in Australia because the use of apprenticeships as a model for training has been underperforming. Youth VET completion rates have been declining, even before the COVID-19 pandemic. Statistics from the National Center for Vocational Education Research for 2016 (the most recent year for which comprehensive completion data is available) show that only 56.1% of apprentices completed their courses, a 1.5% decrease from 2015. Furthermore, 33% of young people who participate in an apprenticeship either do not complete it or have it terminated by employers. Youth participation rates in VET programs are as low as 40%, with only 9.1% being aged 15-19 and 7.1% aged 20-25 (Brotherhood of St. Laurence, n.d.).

Bridging the gap between youth training and labor demand is also of importance. The establishment of the NYEB helped BSL in identifying that connecting local communities, coaches, and employers is critical in order to make VET more effective. This will assist the young people in developing valuable skills and finding employment. In the COVID-19 context, it is essential for young people to have access to pathways programs that will prepare them to obtain the necessary skills to find employment while also continuing their training to become more specialized in their chosen career path.

Mid-2020, after local NYEB Community Investment Committees identified a high demand for care sectors, BSL began developing materials and resources for occupational coaches to support young people taking part in the trial pathways program aimed at finding meaningful work in the aged care and disability sectors (Brotherhood of St. Laurence, n.d.). Based on early outcome findings in a 2022 unpublished NYEB report, of the 58 total participants in the National Skills Trial Model/Entry to Care Roles Skill Set (ECRSS), 47 participants completed the ECRSS. Of these 47 participants, 17 transitioned to related training to obtain higher certifications, such as Certificate III in individual support or Certificate III in community services, and 18 participants became employed (Myconos et al., 2022). This 81% completion rate was a result of young people who were able to feel empowered and capable of shaping their futures from participating in the ECRSS program, which showed that the National Skills Trial Model has great potential for addressing youth unemployment in Australia. As part of the ECRSS, various resources were created and made available for all participants.

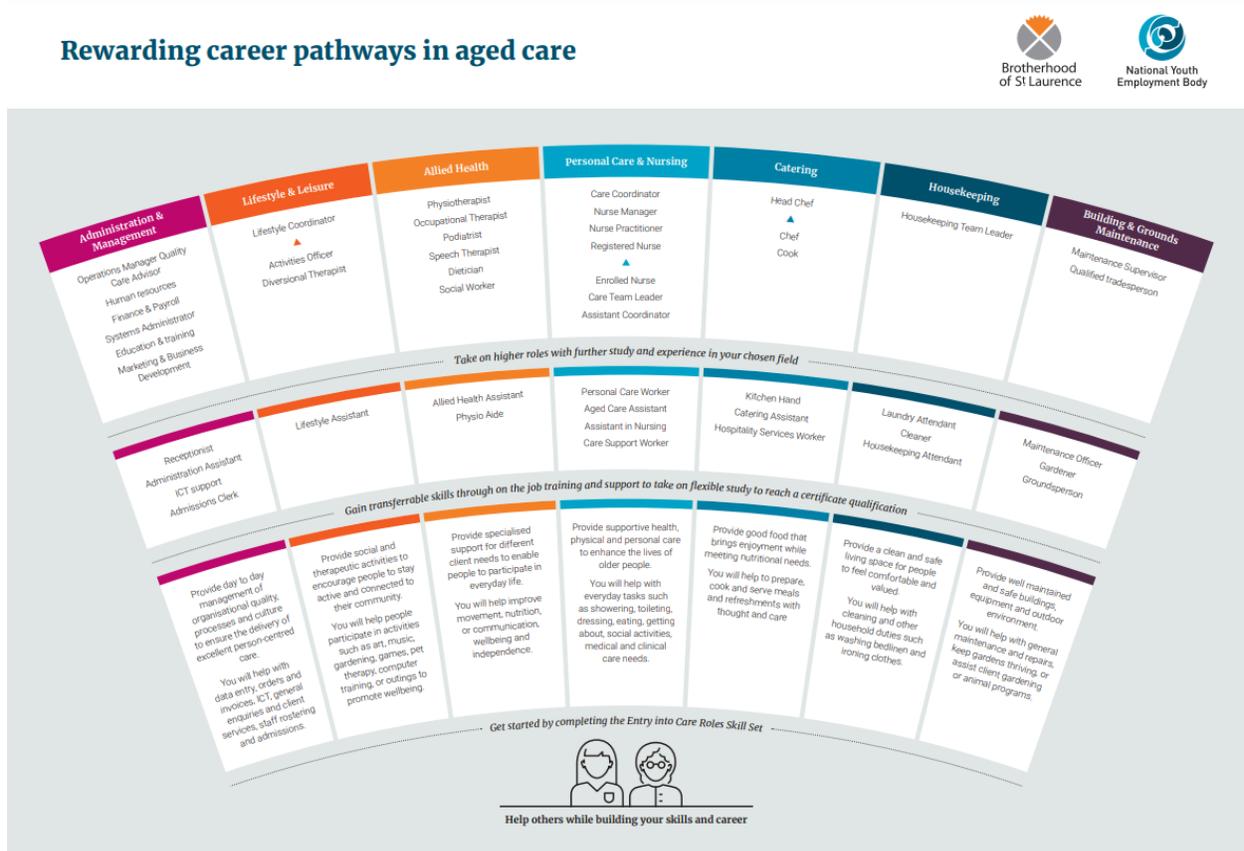
The first tool that was made available for young people is a carefully designed self-reflection tool for the aged care and disability pathways program. This tool is intended to help young people determine if either of the two sectors would be a good fit for them. The tool is divided into three sections. The first section is labeled “My Personal Experience”. Here, the user is asked 14 questions aimed at identifying whether their skills and past experiences match the basic values and qualifications for each sector. The second section, labeled “My Working Style”, asks

a set of 13 behavioral questions to find out if their actions and responses to certain situations align with what is expected from employees in the two sectors. Finally, the last section is where the user is asked to tally up their responses from the three options that were available to them: ‘Often/mostly’, ‘Sometimes/at times’, and ‘Never/not often’. From these summarized responses, the self-reflection tool is then used as a guide when meeting with a BSL coach to determine if the young people would be a good fit to work in the aged care and disability sectors.

The “rainbow” tool is another key resource developed by BSL and NYEB and used by coaches in determining what various career pathways would look like for young people in the aged care and disability sectors. The “rainbow” tool for the aged care and disability sectors can be found in Appendix B. Figure 7 shows the “rainbow” tool for the aged care sector. Each career pathway is color coded from left to right, and the different levels represent the levels of employment. A young person would start off at the bottom of the rainbow at an entry level job. These entry level jobs don’t require any specific set of skills but rather transversal skills that would be a good fit for the job description. From there they would move up the “Rainbow Tool” by gaining transferable skills through on the job training and support to gain the skills and experience to become qualified for specific certifications. This will enable them to take on higher, more desirable career roles and continue to gain valuable experience in their chosen field.

**Figure 7**

*Rewarding career pathways in aged care*



*Note: From Rewarding career pathways in aged care [unpublished], by Brotherhood of St. Laurence, 2022, accessed 18 February 2022.*

Snapshot videos were also showcased of stories from young people working in the sector as well the perspectives of employers. These first hand testimonies are proof of young people finding the ECRSS program resourceful. This will allow for further development of the program.

The results of the collective efforts from BSL and all involved organizations in creating this well-planned program is shown by the success of the participants who completed the ECRSS. Looking forward, there are still many challenges and issues that need to be addressed, however, this initial work has set up a framework for all future efforts to build and improve upon. The continued commitment towards the program and its future successes will make it a successful model on a national scale. This foundation created by the BSL and its peripheral organizations is to be built upon by this project for the agriculture and manufacturing sectors.

## 2.3 Current Job Outlook for Agriculture and Manufacturing Sectors

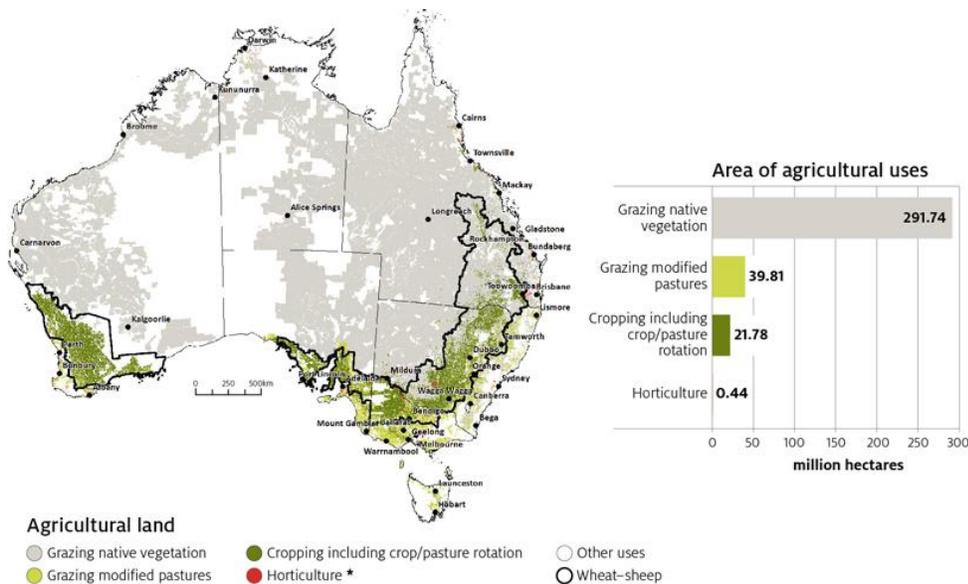
Sectors are large areas of the economy in which businesses share related business activities, products, or services. These sectors are used to analyze overall economic activity in the country. Throughout this project, the agriculture and manufacturing sectors will primarily be focused on since these are the areas BSL is looking to advance employment opportunities for young people. Each sector is constantly changing, so it is important to look at the current state of each sector. A brief overview of each sector is provided in this section.

### 2.3.1 Agriculture

Fifty-five percent of Australia’s land is used for the agriculture industry. The agriculture sector is involved with cultivating plants and livestock. In Australia’s large economy, agriculture accounted for 11% of its goods and services exports in 2019-2020. The agriculture sector in Australia includes growers of crops, growers using indoor or covered growing techniques and technology, livestock farmers and nurseries (Business, 2021a). The breakdown of the locations is shown in Figure 8.

**Figure 8**

*Agricultural production zones*



*Note:* From *Agricultural production zones* [graph], by Australian Bureau of Agricultural and Resource Economics and Sciences, 2022, accessed 9 February 2022.

(<https://www.awe.gov.au/abares/products/insights/snapshot-of-australian-agriculture-2022>)

. CC BY 4.0

Although Australia is ranked 12th in the world for food security, with only 11% of their food being imported, weaknesses in their self sufficiency were highlighted amidst the global pandemic. The agriculture sector depends greatly on imports from multiple other sectors to supply equipment, oil and gas, chemicals, and production materials, making the sector susceptible to import disruptions. For example, the supply of crucial pestilence control and fertilizer chemicals quickly began to diminish as the demand increased and as China began their lockdown. Along with import issues, the sector is also facing major labor shortages as a result of the border closures. An Australian Bureau of Agricultural and Resource Economics (ABARES) survey states that the number of total workers used by horticulture farms in Australia declined by about 8 percent from 2019-2020 to 2020-2021 (Parliament of Australia, n.d.). Key attributes for youth entering the agriculture sector include being a team player, enthusiasm for agriculture, and someone who enjoys working outside.

### 2.3.2 Manufacturing

The manufacturing sector is a very important sector in Australia's economy. About six percent of the GDP is from the manufacturing sector. The manufacturing industry provides 862,200 jobs. Manufacturing companies played an important role across the globe in the response to COVID-19, and Australia was no different. They were able to adapt and transform their work into developing and providing Personal Protective Equipment (PPE) and other essential equipment. Even with their ability to adapt, the industry is in decline. Australia is behind the curve in terms of manufacturing growth. The Australian government has a plan to make themselves a "globally recognized, high quality and sustainable manufacturing nation" (Department of Industry, Science, Energy and Resources, 2020). This large growth in manufacturing would lead to more jobs, including more jobs for young people.

The manufacturing sector includes a broad range of businesses, including manufacturers that produce a small quantity of goods and businesses with large scale production of goods. Key skills and attributes needed for youth to enter the manufacturing industry include being physically fit, strong communication skills, ability to demonstrate initiative, good time management, and enthusiasm.

The manufacturing sector was also affected greatly by the changes the pandemic made to the supply chain. According to the Export Council of Australia, some of the main challenges that manufacturing exporters in Australia are facing are higher freight costs, problems with supply chains, market access issues caused by lockdowns, and export documentation problems. With a small Australian market, the industry is dependent on crucial imports from overseas, putting the sector at risk of disruption. As stated by the Australian Manufacturing Workers Union, many of the more complex goods made in Australia are reliant on imported components particularly from China, where factories were shut down during the pandemic. The Australian Manufacturing Growth Centre (AMGC) spoke to several businesses, a quarter of whom were struggling to

source necessary production supplies, putting them behind customers' demand. AMGC noted that the lockdowns around the world also made acquiring raw materials much more difficult. Even when the companies could get the materials, it would be at an increased price. One of the manufacturing companies surveyed by AMGC found that their suppliers in China are increasing their prices by 60 percent (Business, 2021b).

## 2.4 Employment Types and Conditions in Australia

There are a variety of employment options for job seekers of all kinds in Australia. Before employment begins, employers have to tell employees in writing what they're employed as: full-time, part-time, fixed-term, casual, shift-worker, daily or weekly hire, probational, apprentice or trainee, or outworker. Depending on the type of employment, employees receive different entitlements and awards. In order to ensure all workers receive minimum working conditions and entitlements, various rules and regulations have been established. Some of these employment conditions include the number of hours an employee is set to work and the length of their breaks. These rules can be found in employment contracts, registered agreements and awards.

### 2.4.1 Entitlements

The minimum entitlements employees must receive is set by the National Employment Standards (NES) and the national minimum wage. All employees in the national workplace relations system are covered by the NES regardless of the award, registered agreement or employment contract that applies. The NES is a set of 11 minimum entitlements that every worker must receive (Fair Work Ombudsman, n.d.-h):

- Maximum weekly hours
- Requests for flexible working arrangements
- Offers and requests to convert from casual to permanent employment
- Parental leave and related entitlements
- Annual leave
- Personal/carer's leave, compassionate leave and unpaid family and domestic violence leave
- Community service leave
- Long service leave
- Public holidays
- Notice of termination and redundancy pay
- Fair Work Information Statement and Casual Employment Information Statement

It is important to note that all entitlements, awards, employment contracts, enterprise agreements or other registered agreements can't exclude the NES or provide employment conditions less

than the set minimum. Employment contracts also can't reduce someone's entitlements under the NES, award or registered agreement (Fair Work Ombudsman, n.d.-f)

## 2.4.2 Awards

Awards are legal documents that outline the conditions of employment and minimum pay rates. Most people in Australia are covered by more than 100 industry or occupation awards. If an employee is covered by an award, then the entitlements can't be less than the award. Awards apply to both employers and employees depending on the industry and the type of job. Information about who is covered by an award can usually be found in clause 4, and job classifications are usually found in the pay clause or a schedule. Awards don't apply if an employer has a registered agreement in place (Fair Work Ombudsman, n.d.-c).

## 2.4.3 Registered Agreements

A Registered agreement is a document between an employer and their employees regarding employment conditions. An agreement must be approved by and registered with the Fair Work Commission (FWC). The FWC creates awards and approves agreements. Registered agreements include: enterprise agreements, collective agreements, and greenfields agreements to name a few. The base pay rate in the registered agreement can't be less than the base pay rate in an award, the NES still applies, and any terms about outworkers in the award still applies. Registered agreements are valid until they are terminated or replaced (Fair Work Ombudsman, n.d.-a).

## 2.4.4 Full-Time Employment and Fixed-Term Contracts

Full-time employment requires the most experience out of all of the employment types and often requires some sort of qualification(s). Full-time employees are often hired from within the company and are provided with necessary training. Full-time employment status provides the highest job security compared to other employment types as well. Employees work about 38 hours per week on average, with regular weekly hours. The actual number of workday hours are agreed upon between the employer and the employee, or are set by an award or registered agreement. A full-time employee is entitled to paid leave such as: annual leave, sick leave and carer's leave. In addition to this, they are usually entitled to a written notice when their employment ends, or payment instead of a notice. It is also possible for full-time employees to change to part-time or casual employment if an agreement is made with the employer.

Full-time employees can also be employed on a fixed-term contract. The contract is agreed upon by both employer and employee for a specific period of time. Fixed-term employees are generally entitled to the same wages, penalties and leave as permanent full-time employees. An award or registered agreement may also include additional terms and conditions for a fixed term employee. The employer has the option to offer a full-time position at the end of the contract

term (Fair Work Ombudsman, n.d.-g).

#### 2.4.5 Part-Time Employment and Fixed-Term Contracts

Part-time employees are employed on a permanent or fixed-term contract. They work less than 38 hours per week, but still have regular hours. The same minimum entitlements apply for part-time employees as full-time, however, it is decided on an individual basis depending on the job description and hours worked. It also comes with high job security as well (Fair Work Ombudsman, n.d.-j).

#### 2.4.6 Casual Employment

A person is a casual employee if there is no commitment or regular work schedule when accepting a job offer. This means that weekly hours are dependent on the employer's needs. This is defined under the Fair Work Act. Casual employees can refuse or swap shifts as well. Being casual is a great way to get one's foot in the door when looking to gain experience in an industry/job since it requires little to no experience.

As defined under the NES, casual employees are entitled to pathways to permanent employment, 9 days of unpaid leave: 2 for carer's leave, 2 for compassionate leave per occasion, and 5 for family or domestic violence leave per year, plus unpaid community service leave. If a casual employee has been employed on a regular, systematic basis for at least 12 months, and is expected to continue to do so by the employer, then casuals can request flexible working arrangements and take unpaid parental leave. However, even if a person has been working as a casual on a regular basis for a long time, they still won't receive paid days off, a notice of termination or redundancy pay. Casual employees are eligible for long service leave in some states and territories.

As part of agreements and awards, casual employees are paid a "casual loading", which is a higher pay rate for being a casual employee, or a specific pay rate for being a casual employee. An employee stops being casual when they stop being employed or when they are offered a full-time or part-time position by the employer (Fair Work Ombudsman, n.d.-d)

#### 2.4.7 Other Employment Types

A shiftworker is an employee who works shifts and gets an extra payment for working shift hours. Shifts include morning, afternoon or night depending on the industry/job (Fair Work Ombudsman, n.d.-l).

Outworkers are contractors or employees who perform their work at home or at a place that wouldn't normally be thought of as a business premises. Outworkers are common in the textile, clothing or footwear industries. If an award or agreement doesn't contain outworker terms, then the outworker gets the same conditions as any other employee (Fair Work Ombudsman, n.d.-i).

Probationary employees are typically hired for about 3-6 months. The probation period is usually determined by the employer. During this time, employers are able to determine if the employee is a good fit for the role. If that is the case, then the employee can be offered a part-time or full-time position. The employee will receive the same entitlements as someone who isn't in a probation period (Fair Work Ombudsman, n.d.-k).

Daily hire employees are similar to full-time and part-time employees. They still get entitlements such as annual leave and sick leave. Daily hire employees can work full-time or part-time hours (Fair Work Ombudsman, n.d.-e).

Weekly hire employees can be full-time or part-time employees or apprentices. Full-time weekly hire employees work an average of 38 hours per week while part-time workers work less than 38 hours. Both have regular working hours (Fair Work Ombudsman, n.d.-e).

Apprenticeships allow one to study for a trade qualification while working. This can take about 3-4 years, but it varies between states (Fair Work Ombudsman, n.d.-b).

Traineeships allow one to study for a certificate level qualification to work in a particular industry/job. This can take about 1-2 years (Fair Work Ombudsman, n.d.-b).

## 3.0 Methodology

This project was intended to assist the Brotherhood of St. Laurence in mitigating youth unemployment across Australia by expanding their successful youth pathways program into the agriculture and manufacturing sectors, and creating tools and resources to help young people identify more opportunities in these sectors . The objectives for this project were as follows:

1. Identify existing skills and understand the goals and desired outcomes of the young people entering the pathways program.
2. Determine the desired traits and skills from employers in the manufacturing and agriculture sectors to enter the workforce.
3. Create tools and resources for the young people who will enter the pathways program for the agriculture and manufacturing sectors

The “young people” considered for this project was anyone aged 15 to 29, but we mainly focused on those above the age of 18 in Broadmeadows which is located in Melbourne, Australia. The groups of young people that we worked with were provided to us by BSL and had been a part of BSL’s pathways program for the aged care and disability sectors. Our work was done in Worcester, Massachusetts, USA for the first two weeks of the project term from March 14th, 2022 to March 28th, 2022, after which we worked in Melbourne, Australia for the rest of the term from April 1st 2022 until May 3rd, 2022.

### 3.1 Identifying Existing Skills and Understanding the Goals and Desired Outcomes of the Young People

In order to address the wants and needs for the young people that we worked with, it was crucial to understand their occupational and personal goals, as well as desired career outcomes. There were two main facets to this process.

First, we held focus groups designed to outline the young people’s expectations and informed them on how our pathways tool was designed and oriented for them. The young people were consulted and empowered to voice their thoughts and concerns about the two sectors we focused on for this project.

The second facet was developing follow-up sessions that leverage the young people’s feedback to provide them with the ends that they desired to identify and build upon their current skill sets. This entailed tailoring an informational workshop session that directly addressed and engaged the young people in an interview style discussion that had concrete and beneficial competency based outcomes.

### 3.1.1 Assessing Current Youth Skill Sets and Passions Through Focus Groups

The tool we used to facilitate a dialogue with young people to empower them to have their opinions heard as it pertains to their professional future was focus groups. In the two focus groups that were held, preliminary knowledge about the young people's current skill sets and passions were determined. A selection of discussion questions asked in these focus group include:

- What is your current perception of the Agricultural sector? Manufacturing?
- What are some motivations or hesitations you have for finding work in these sectors?
- How can we better provide resources and opportunities to you that will help you attain your goals?

The goal of these questions was to find out the young people's perception of the sectors of agriculture and manufacturing, align their passions with the programs they will get the most out of, and allow us to tailor their pathway experience to their wants and needs. The first focus group was held on April 6, 2022 at BSL's office in Broadmeadows with 3 young people and the second on April 7, 2022 at the same location with 2 young people. A BSL occupational coach was present at each focus group.

The team used the advantaged thinking approach advocated and implemented by BSL as a way to connect with the young people. In the first focus group held, our team began the session with a discussion about culture shock. It was the young people's first time ever hearing about culture shock so it was a new experience for them. The goal of this was to use the analogy of our culture shock going to Australia from the United States for the first time and comparing it to entering a new job/working environment. This was done to give the young people real, firsthand examples and get them thinking about themselves in a way they had not thought of before. From the experiences the team shared, the young people came up with a pros and cons list of culture shock based on their own life experiences as shown in Table 1.

**Table 1**

*Pros and cons list of culture shock created by young people during focus group 1*

<b>Culture Shock</b>	
<b>Pros</b>	<b>Cons</b>
Different/new perspectives	Difference in communication norms
Learn new things from doing/experience	Language Barrier
Asking questions “No such thing as a bad question”	Different behavior/conduct expectations ex) Casual vs Discipline

### 3.1.2 Building Youth Skills through an Educational Workshop

Using the data collected from the young people in the first focus group, an educational workshop was implemented as part of the second focus group. The workshop was designed to be activity based so as to encourage the young people to interact with the material and each other on a more experiential and immediate basis. This helped the young people identify and build upon their current skills and knowledge to succeed in the job market.

## 3.2 Determining Desired Traits and Skills from Employers

To help bridge the gap between the young people and employers, we determined the specific traits and skills that the young people will need to possess in order to be successful in the agriculture and manufacturing sectors. Contacting employers from each sector was the best way to access information on the different pathways and learn how we could help aim the young people in the right direction.

### 3.2.1 Interviewing Employers and Employees to Obtain Information About Each Sector

The establishment of employer and employee contact was aided by BSL and their existing connections in the manufacturing and agriculture sectors. A total of 8 meetings were held interview-style on Zoom while the team was in Australia to provide the greatest possible availability with their busy schedules. The meetings were recorded to be used for creating the inspirational videos. Similar questions were asked for each sector, with minor adjustments to maximize the information obtained. The questions asked during the meetings can be found in Appendix H. A list of sample of questions are show below:

- What diverse roles and key areas of work are available in each sector?

- What skills/training are needed to gain an entry level job into the sector?
- What are some key attributes in order to succeed in this sector?

These interviews were also opportunities to learn about how employees started at the entry-level jobs and worked their way up to higher positions. The information we learned from both the employers and employees was vital in producing successful deliverables for this project. The employer and employee responses to the interview questions can be found in Appendix H.

### 3.3 Creating Resources for the Pathways Program for each Sector

As a way to allow the young people to better understand each sector to help them to choose which pathway they want to pursue, materials were created that promote the agriculture and manufacturing sectors. These materials will also allow the young people to be inspired to enter the career paths offered in each sector.

#### 3.3.1 Filming and Producing Promotional Videos

To better communicate what each sector is and how one could advance a career in it, three videos, similar to what BSL has done for the aged care and disability sectors, were created for the agriculture and manufacturing sectors. These videos consist of inspiring, positive factlets about each sector and leverage the information obtained from our meetings with the employers and employees.

The goal of these videos was to create a more engaging resource that will inform the young people of what each pathway has to offer and how they can achieve the best outcome. There are individual videos for each sector that have a duration of about 1-3 minutes and are posted on the team's Google website for easy access. The software used to create these videos was Vimeo and was provided to us by BSL. Links to the videos can be found in Appendix F as well.

#### 3.3.2 Developing a Self Reflection Tool to Help Young People Assess Their Skills

The self-reflection tool created by BSL in the past is a sheet that is filled in like a common test. This idea was expanded upon by creating a similar test but in an online, easily accessible and more interactive format. With the information obtained from focus groups with the young people and meetings with the employers, a self-reflection tool was developed using Google Forms. It is meant to help the young people assess their skill sets and passions to see what career path is best for them. The tool is divided into 3 sections. All parts of the tool can be found in Appendix E.

#### 3.3.3 Re-envisioning the Career Pathways “Rainbow” Tool

With the success of the ECRSS program and the positive feedback from participants, employers and employees, we created a career pathways to employment website for the agriculture and manufacturing sectors. This tool is a visual representation of what pathways look like for young people entering in each of the sectors. The website showcases entry-level career paths and what

skills are needed at each level as one progresses through the pathways program. This will give young people in the future more options and help them identify their interests when choosing career paths.

The website also includes the inspirational videos and self reflection tool that were discussed previously. In addition to this, the “rainbow” tool that BSL created for the aged care and disability sectors is available to access as well.

Our team chose to develop a Google website in order to keep all this information contained, easily accessible and updateable. This website allows users to easily navigate through each sector and find the skills required for each specific job level. Information from focus groups, meetings with employers, networking with employees, and additional research enabled the team to create this deliverable. A walkthrough and more in depth description about the website can be found in section 5.0.

## 4.0 Findings and Conclusions

This chapter summarizes and highlights important aspects from the focus groups and feedback from employers and employees from their respective sectors. This section begins with a summary of the skills and desires of young people from each focus group, followed by the key findings from the interviews.

### 4.1 Skills and Desires of Young People in Broadmeadows

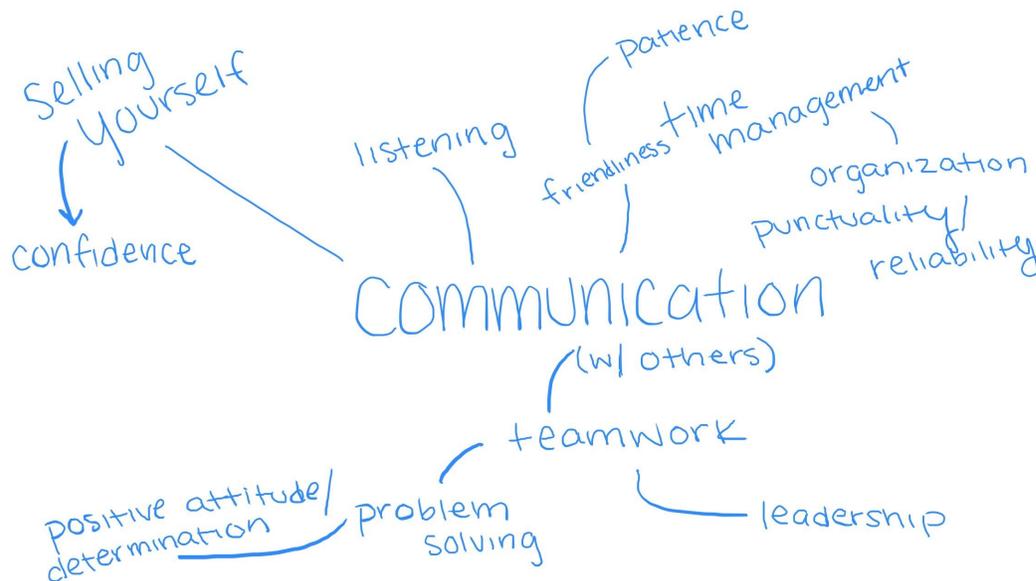
**Information is readily available to young people.** From the young people's feedback from the focus groups, the team learned that resources related to the aged care and disability pathways program were readily accessible to them. Most of the information could be found online and in one place which they found very useful. One young person mentioned that the resources do a "pretty good job, they really do help."

**Young people want more tools and resources.** Young people prefer to have different tools in addition to the self-reflection tool they have been using. They found the tool to be bland and wanted to have something more appealing and interactive. Similarly, the young people wanted an improved "rainbow" tool from the one they were using for the aged care and disability sectors, since they wanted to know more about the options available to them after entry level positions and the skills required at each level in the tool. They mentioned videos related to this would be useful and informative to them as well.

**Young people have valuable skills.** One-on-one conversations between young people and our team revealed that the young people have useful skills, they just had never acknowledged them as skills before. One young person realized that although they are not great at public speaking, they are really good at listening to others, which is something they never considered as a skill before. When the team pointed this out the young person stated "I didn't even know that was a skill!" All of the young people our team met stated that they wanted to improve their communication skills. Having sessions or workshops related to building soft skills would help make them feel more confident in themselves. One young person stated "I enjoy getting hands-on experience." Figure 9 shows the skills that the young people from the focus group workshop have.

**Figure 9**

*Skills that Young People Have*



*Note:* These are the skills the young people have/would like to improve from the focus group workshop that our team held.

**The young people will find our project deliverables useful.** This evidence validated the team’s idea of creating a website. Keeping the young people’s feedback in mind, the website was designed to be self-explanatory for first-time users and be easily accessible. The young people also confirmed that the online self-reflection tool and inspirational videos our team developed for the two sectors will be of use to young people in the program.

**A greater sample size of young people is required.** It is important to note that a limitation of the focus groups held with the young people was that it was a very small sample size: 3 young people in focus group 1 and 2 young people in focus group 2. To truly determine if all current young people in the BSL pathways program have similar skills and desires, additional focus groups or individual sessions must be held, not just in Broadmeadows but at BSL locations across Australia.

## 4.2 Young People Have Common Misconceptions About the Agriculture and Manufacturing Sectors

**There are common perceptions about the agriculture and manufacturing sectors.** Meetings with employees and focus groups with young people showed that there are common misconceptions they initially had about the agriculture and manufacturing sectors. Frequent responses when asked about initial impressions of agriculture were “farms”, “cows” and “tractors.” Similarly, for manufacturing they were “factories”, “assembly lines” and “boring”.

**Current employees in the agriculture and manufacturing sectors were all in consensus that these impressions on the sectors were not accurate.** One employee from the manufacturing sector stated “don't judge a book by its cover”. Another employee from the agriculture sector said “it's not all about pushing lawn mowers, there's so much more”. With many diverse career options for each sector there are plenty of opportunities to learn new skills and gain a broader mindset in each sector. Entry-level positions can be very hands-on, but upper-level positions can be more office-based and technically oriented. An employer from the agriculture sector pointed out that people really care where food/produce come from, which opens up many career possibilities such as organic farming, gardening and transportation.

**There is a lack of proper advertisement of the agriculture and manufacturing sectors.** By selling these sectors as more than just “cows” and “factories” young people will acknowledge that there is more to these sectors than they initially thought. An employee from the manufacturing sector stated “My days are not boring... I still have challenges everyday. I love working with people.” Providing a better image of these two sectors will encourage more people to pursue career paths in them.

## 4.3 How Young People Can Find Entry Level Jobs

**Agencies.** Employers from agriculture and manufacturing sectors stated that 70% of jobs aren't advertised online. The best way to discover these jobs would be through agencies that supply casual labor. These agencies would then assign people roles suitable for them. This is a typical path for workers to get their foot in the door at manufacturing companies. Agencies introduce factory concepts to potential hires and provide site tours.

Most companies, especially small businesses, use agencies to find workers since it saves them time, money and resources. Workers hired through agencies are not expected to have knowledge on how to do everything. Companies provide on the job training for entry level positions. Young people can even be employed through multiple agencies at different companies so long as there are no conflicting schedules and they can manage it. An employer stated that an important first step is that people understand that they can contact these agencies.

**Reverse Marketing.** Another method to find entry level jobs is through reverse marketing. Reverse marketing is taking the initiative and approaching businesses and directly asking if they are hiring. An employer emphasized that this is a key strategy when finding entry level jobs since it puts the person at the front of the line to be interviewed and saves the business time searching for workers and gives both parties the opportunity to skip the application process. By directly contacting businesses shows that the person has an interest and is putting in the effort to be hired. It may even be possible to get a tour of the business as well. The next step is all about properly selling oneself as a good candidate during the interview process and tailoring their resume to match the job description.

**Networking.** Entry level positions can also be found through networking with people from organizations, like BSL, and the local community. In an employee interview, we learned that they got their first entry level job as a pick packer with the help of one of the coaches from BSL. Another employee we spoke with said that they were able to move up from a pick packing position to a more management/logistics position by networking with their coworkers; they stated “the more networking practice you have the better.”

**Raising Awareness.** From the information we gathered, our team concluded that young people aren't aware of some of the strategies discussed above when looking to find jobs. The young people we spoke with mentioned that the first place they would go to look for jobs would be online. This is a good first step, however, there are plenty of other ways to find jobs as we discussed. Although BSL coaches give advice related to these approaches when finding jobs, this information is not widely known to young people in general.

#### 4.4 Entry Level Jobs and Valuable Skills Employers Look For

**Manufacturing sector entry-level jobs.** Working on a packing line is the lowest level job one can find that requires no experience in the manufacturing sector. This job requires performing quality checks on food products which are then packaged and then shipped away. Although this is a simple task, it is very manual oriented. From this position, workers can then progress to becoming machine operators. Both employers and employees from the sector stated that lots of employees move up from these factory floor positions to higher level management, supervisor and office roles. It is common for manufacturing companies to promote workers from within. Longevity is a key factor for workers looking to move up the ladder, since companies want to retain valuable workers. The longer a worker stays at a company the more diverse skills they will acquire.

**Desired skills.** Most permanent workers start off as casuals in the manufacturing sector. By demonstrating attention to detail, mechanical aptitude, written and oral communication they will be able to present themselves as valuable assets to the company. In addition to these skills,

having a positive attitude, work ethic, the willingness to learn and being a team player are the best ways for casual workers to become full time employees and be promoted to higher positions. An employer stated “All employers are looking for someone that shows up everyday on time. They can teach you the rest. Accountability, responsibility, and time management are key.”

**Agriculture sector entry-level jobs.** An entry level job in the agriculture sector would be working with a typical crew of 3-6 people. Schedules are made every week for each crew at various locations such as parks and private/company grounds. The work would include preparing soil for turf renovations, fertilizing soil, planting, harvesting, spraying for weeds and picking up leaves. Daily jobs are adjusted according to the weather. By demonstrating the same skills as for the manufacturing sector, a person in the agriculture sector can be promoted to team leader, breed plants, design plans for landscape or even run their own nursery.

**Providing encouragement to young people.** From this information the team concluded that young people should be encouraged to try out each sector since we learned previously that they have the skills that employers desire. An employee from the agriculture sector said it best: “Only way if you like it if you go do it. There’s nothing wrong with a little bit of hard work ... it really depends on what you want to do.” Even if entry level jobs don't seem enticing at first, the experience gained can be used as a foundation to take on higher, more interesting roles.

## 4.5 Advice to Young People From Current Employers and Employees

**Employer Advice.** The first step is to get a resume to the company, either through reverse marketing or networking, and let them know that the person is interested; “See if they’re looking for somebody”. According to an employer from the manufacturing industry, it is important for young people to understand that they are starting at the bottom of the ladder when hired for an entry level role. The employer went on to state “... they are not even on the ladder. They need to work very hard to get through their probation period. Employers need no reason to let them go.” Demonstrating the skills described previously are the best ways to secure a position and move up to higher roles.

**Employee Advice.** Make the most of the time working in entry level positions. Learn from fellow coworkers, take the opportunity to connect with them and be friends with them. People from many different backgrounds work in these sectors. Maintain a good relationship with the company and agencies. An employee stated “Being understandable and kind to everyone goes a long way”. Try branching out and taking on diverse roles to improve one’s knowledge and skills. Don't be fixated on having a low level position, one can definitely move up to higher positions. When things get tough or overwhelming in life it's ok to take a step back; “Take the good days and the bad, keep your head up and keep the ball rolling”.

## 5.0 Pathways to Employment Website for the Agriculture and Manufacturing Sectors

After synthesizing the information obtained from the focus groups, employer interviews and employee interviews, we designed and published a Google website to present the career pathways to employment for the agriculture and manufacturing sectors. The promotional videos and self-reflection tool were integrated into the website to make them easily accessible and in one place. The link to the website can be found [here](#) or in Appendix F. This chapter will present an overview of the different features in our website and how to easily navigate through it. Note that the website was provided to BSL to be further developed and implemented into their pathways program. This website is active and may be modified by BSL or integrated to their own website, subject to their own discretion.

### 5.1 Website: Home Page

The link to the website will direct you to the homepage as shown in Figure 10 below. A brief introduction is provided below the title which is meant to help the user easily navigate through the website. The tabs on the upper right half of the website are available on every page to allow the user to easily access different parts of the website.

The homepage showcases a short, inspirational video compiled from the recorded interviews with employers and employees in both the agriculture and manufacturing sectors. The video is meant to motivate the user, more specifically young people, through the following: emphasizing how fulfilling work can be in each sector, entry level job outcomes, looking towards the future, and tips for success. The video is located below the introduction at the top of the home page as shown in Figure 10. The link to the video can be found [here](#) or in Appendix F.

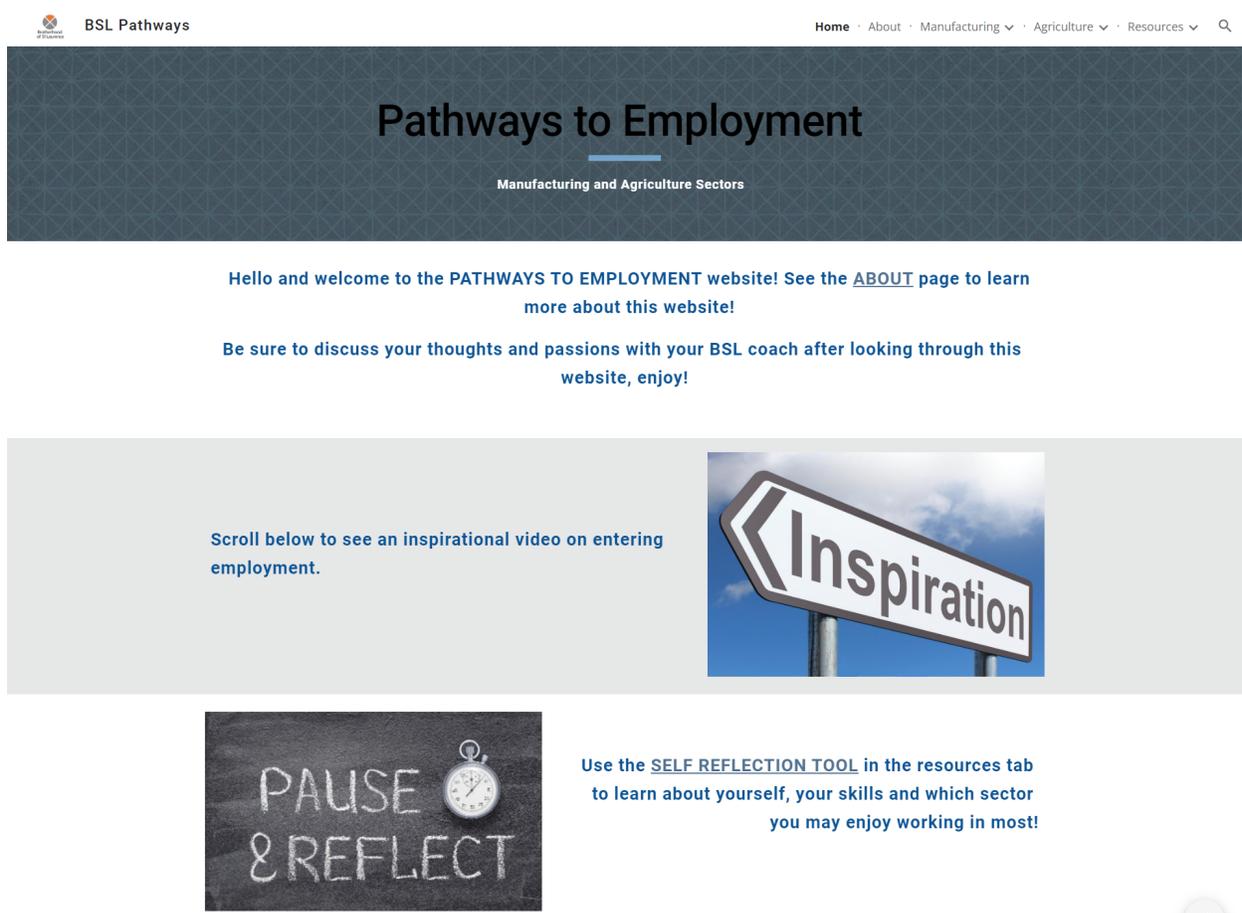
Below the inspirational video is where the user can find two links that will direct them to the introduction page for the agriculture and manufacturing sectors respectively, as shown in Figure 10. By clicking on the ‘Agriculture’ and ‘Manufacturing’ buttons or the corresponding images below them, the user can begin to dive deeper into the different career pathways in the agriculture and manufacturing sectors. See section 5.3 and 5.4 to view each respective sector.

A link to the self-reflection tool is located below the two images as shown in Figure 10. The tool can be accessed at the top right of the page under the ‘Resources’ tab as shown in the figure below. A link to the tool can be found [here](#) or in Appendix F. See section 5.6 for more information. This tool can be used at any time by the user. We recommend taking this after one has surfed our website and has learned more about the agriculture and manufacturing sectors and what each has to offer.

At the bottom of the homepage, and all other pages of the website, our team acknowledges the Traditional Custodians of the land and waterways on which the Brotherhood of St. Laurence and Worcester Polytechnic Institute operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging. This acknowledgement is shown at the bottom of Figure 10 and all preceding website figures.

## Figure 10

### *Website Home Page*



Use the **MANUFACTURING** and **AGRICULTURE** buttons and tabs to learn about each sector and click through the tool.



Click below to discover more about each sector! Click through each sector to view the pathways from entry-level to advanced career level jobs.

Agriculture



Manufacturing



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## 5.2 Website: About Page

Information about our project, website, team, BSL and NYEB can be found in the “About” page as shown in Figure 11. The “About” tab is located next to the “Home” tab on the top right half of the website. The link to this page can be found [here](#) or in Appendix F. Below the description the user will find an image of our team and logos of WPI, BSL and NYEB. By clicking the “Aged Care and Disability Pathways” button located at the bottom of the page the user will be directed to the career pathways “rainbow” tool for the aged care and disability sectors previously created by BSL and NYEB, see section 5.5 for more information. This was included to allow users to see what pathways look like in these sectors and to compare them with our sectors of focus to give the user more options when deciding which sector/career pathway they would like to pursue.

Figure 11

Website About Page



### 5.3 Website: Agriculture Sector Home Page

The “Agriculture” introductory page can be found by either clicking the button and image shown in Figure 10 or by scrolling over the “Agriculture” tab located at the upper right of the website and clicking the “General Info” tab in the drop-down shown in Figure 12. The page provides a brief description about different aspects about the sector to motivate the reader. Below this, the

user will find a short video discussing the following aspects from employers and employees from the sector: various career pathways/opportunities available, finding employment, work life, the interviewee’s favorite parts of their jobs and personal advice for people looking to enter the sector. The link to the video can be found [here](#) or in Appendix F. The “Entry Level Jobs” button below the video will direct the user to the first level in the pathway.

**Figure 12**

*Website Agriculture Page: Introduction and Video*

BSL Pathways Home · About · Manufacturing · Agriculture · Resources

**Agriculture**

General Info  
Entry Level Jobs in Agr...  
Mid-Level Jobs in Agric...  
Advanced Jobs in Agric...

**Welcome to the agriculture/horticulture sector!**

Scroll down to see the main aspects of working in this sector. Scroll even further to see the video below to hear from real employees and employers in this sector about what agriculture and horticulture is and what skills and passions are useful for obtaining jobs. After watching the video click on the "Entry level jobs" button at the bottom of the page to learn where to start!

**Be in touch with NATURE**

Something you will notice about the pictures that go with the job descriptions is that they are all very green and colorful, that's because this sector has a lot to do with nature! So if you love being outdoors, animals and taking care of plants this sector might be a great industry to work in!

**Explore your POTENTIAL**

You can start from an entry-level gardening job and work your way up to creating your own plant species! And MORE!

**Be on the MOVE**

The jobs in this sector also require you to move around to different locations and depend on the seasons so you won't be working in the same place and doing the same thing all of the time!

**Agriculture Sector**

Entry Level Jobs

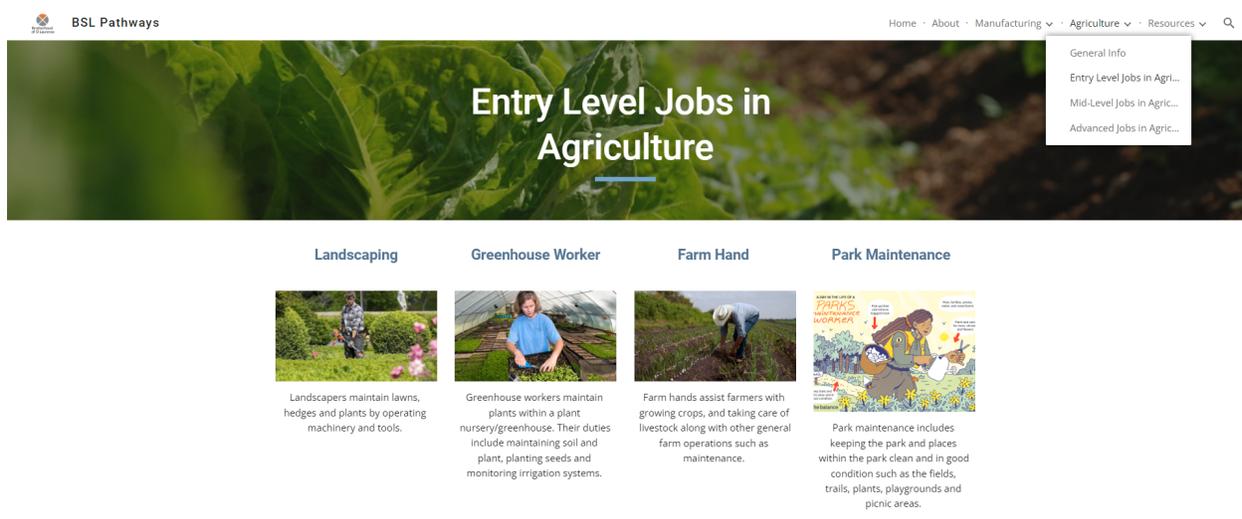
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### 5.3.1 Agriculture: Entry-Level Jobs Page

The “Entry Level Jobs” button below the video in Figure 16 will direct the user to the page shown in Figure 12. The page shown in Figure 13 can also be accessed by scrolling over the “Agriculture” tab and clicking the “Entry Level Jobs” tab in the drop-down. The page first introduces 4 areas of entry level positions (landscaping, greenhouse worker, farm hand and park maintenance) for the sector, along with a description of what the jobs entail. Scrolling further down the page are the skills that employers look for in the entry level jobs. These skills were determined based on answers from interviews with employers and employees from the sector. To the right of the skills are several areas where anyone interested in entering the sector can find the jobs, which include, but are not limited to: online platforms such as Seek and LinkedIn, organizations like BSL or Hume City Council, TAFEs and networking.

**Figure 13**

*Website Agriculture Page: Entry Level Jobs*



Here are a few main examples out of the many opportunities in the entry level job positions for the agriculture/horticulture sector! The skills, passions and ways to achieve obtaining these jobs are:

**Important skills and passions to have:**

- Enjoy nature and the outdoors (passion for the work!)
- Working with hands (Don't mind getting messy!)
- The ability to transport to different locations  
(a drivers license is helpful)
- Good work ethic
- Punctuality (be on time and get things done on time!)
- Open mindedness (be open to learn new things!)

**How to obtain these jobs:**

- Seek, LinkedIn or another online search base
- BSL or Hume city council programs
- Networking in TAFEs
- Networking with those around you!

Click below to see what careers you can achieve next in this sector!

Mid-Level Jobs



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### 5.3.2 Agriculture: Mid-Level Jobs Page

By clicking on the “Mid Level Jobs” button shown at the bottom of Figure 13 or by scrolling over the “Agriculture” tab and clicking the “Mid Level Jobs” tab in the drop-down, the user will be directed to the page shown in Figure 14. This page is designed in a similar format as the entry level jobs page. Four mid-level jobs (animal technician, irrigation installer, tree surgeon and groundskeeper) are displayed along with a description of what each role has to offer. This is followed by an explanation on what mid-level jobs are, the type of people who might be interested and requirements for those types of jobs. At the bottom of the page, the button labeled “Advanced Level Jobs” will direct the user to the final agriculture pathway level.

Figure 14

Website Agriculture Page: Mid-Level Jobs

BSL Pathways

Home · About · Manufacturing · Agriculture · Resources

## Mid-Level Jobs in Agriculture

- Animal Technician**  
An animal technician preforms daily check ins on the health and behavior of animals. This includes taking care of them by providing food, water and grooming.
- Irrigation Installer**  
Irrigation installers preform maintenance and repairs of irrigation systems. This includes replacing and fixing valves, pipes and other irrigation parts.
- Tree Surgeon**  
A tree surgeon maintains and cares for trees by physically manipulating the branches, removing dead parts of the trees and applying fertilizing treatment to keep the trees in good and healthy care.
- Groundskeeper**  
A groundskeeper is someone who keeps the grounds and landscapes around buildings and landmarks presentable and functional. This comes with a design and hands on aspect.

**Here are a few examples of the mid- level job positions for the agriculture/horticulture sector!**

These level jobs are typically the **stepping stones** to the advanced career level jobs. These jobs are achieved by doing well in the entry-level positions and tuning into what you liked most about that work. Showing a **good work ethic** and **passion** in your entry-level job can help you **network** well in the industry to then obtain this level of work!

**For example:** If you enjoyed **gardening** and making things look aesthetically pleasing, becoming a **groundskeeper** is a great next step!

If you enjoyed being around **animals**, becoming an **animal technician** might be best for you!

**At this level the job requirements are:**

- previous experience achieved from the entry level positions
- Gaining some form of education through employee trainings or through TAFEs
- Operating equipment and tools specific to each job

Click below to see what careers you can achieve in this sector as the final step!

Advanced Level Jobs

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### 5.3.3 Agriculture: Advanced-Level Jobs Page

The “Advanced Jobs in Agriculture” page can be accessed by clicking the button labeled “Advanced Level Jobs” at the bottom of the page shown in Figure 14 or or by scrolling over the “Agriculture” tab and clicking the “Advanced Level Jobs” tab in the drop-down as seen on the

top right of Figure 15. Advanced jobs in the agriculture sector include: landscape designing, agricultural engineering, nursery management and being a botanist. A description of each job is provided below the image of each respective role. An explanation on how advanced level jobs can be attained and the skills required can be found on the bottom half of the page.

**Figure 15**

*Website Agriculture Page: Advanced Level Jobs*

**BSL Pathways** Home · About · Manufacturing · Agriculture · Resources

## Advanced Jobs in Agriculture

- Landscape Designers**  
  
 Similar to an architect, as a horticulture expert landscape designers use their knowledge to create and implement functional and appealing outdoor areas. This is a very creative and intuitive career!
- Agricultural Engineer**  
  
 If you are passionate about climate change this is a great career for you! Agriculture engineers design and research technologies that improve products, land use and practices of agriculture to be more sustainable and efficient.
- Nursery Manager**  
  
 A nursery manager oversees the day to day operations of a nursery and are horticulture experts. They hire workers, design displays, grow plants and ensure operations are running smoothly.
- Botanist**  
  
 A botanist is a plant biologist! They study differing forms of plant life in a laboratory setting and in nature. This is to understand the effect of pollutants and other issues on each plant specie and how to mitigate these issues. Some botanists even develop new plant species!

**Here are a few examples of the Advanced Level job positions and careers for the agriculture/horticulture sector!**

The advanced level jobs are the **career** level jobs.

**Experience and Education and most of all Passion are what is needed to obtain these careers.**

As mentioned for the mid-level jobs, doing well and advancing your skills through the lower level jobs is how you network your way up to these careers! By gaining experience in the field and going through specific education programs, **you will learn** what you like best and what career you may want!

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## 5.4 Website: Manufacturing Sector Home Page

Information about the manufacturing sectors follows the same format as described for the agriculture sector. To avoid repetition, only the figures in these sections will be displayed to show what each page of the manufacturing sector career pathways look like.

**Figure 16**

*Website Manufacturing Page: Introduction and Video*

BSL Pathways

Home · About · Manufacturing · Agriculture · Resources

# Manufacturing

General Info  
Entry Level Manufactur...  
Mid-Level Jobs in Manu...  
Advanced Jobs in Manu...

## Welcome to the manufacturing sector!

Manufacturing is the production and creation of goods through labor and different forms of processing! Scroll down to see the main aspects of working in this sector. Scroll even further to see the video below to hear from real employees and employers in this sector about what manufacturing is and what skills and passions are useful for obtaining jobs. After watching the video click on the "Entry level jobs" button at the bottom of the page to learn where to start!

**Work alongside peers!**  
In the manufacturing sector you work closely with your boss and peers! It is typical to be surrounded by many people and work alongside them.

**Have a regular schedule!**  
This sector depends heavily on set shift work. There are specific quotas to be met at specific times!

**Be your own boss!**  
This sector allows a close opportunity to work your way up from within and become manager one day! You can even learn how to start your own business one day!

## Manufacturing Sector

Entry Level Jobs

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Note: the link to this page can be found [here](#) or in Appendix F.

## 5.4.1 Manufacturing: Entry-Level Jobs Page

Figure 17

Website Manufacturing Page: Entry Level Jobs

BSL Pathways

Home · About · Manufacturing · Agriculture · Resources

# Entry Level Manufacturing Jobs

- General Info
- Entry Level Manufactur...
- Mid-Level Jobs in Manu...
- Advanced Jobs in Manu...

### Assembly Line

A production process that breaks the manufacture of a good into steps that are completed in a planned out sequence

### Pick Packing

The 'pick' a title means that you will go around the warehouse picking out the items that are required to fulfill the order on the 'picking slip'. Typically in a warehouse or distribution center

**Here are a few main examples out of the many opportunities in the entry level job positions for the manufacturing sector! The skills, passions and ways to achieve obtaining these jobs are:**

**Important skills and passions to have:**

- Ability to work in a team!!!
- Ability to do physical work
- Good work ethic
- Be pleasant to work with (keep a good attitude!)
- Punctuality (be on time and get quotas done on time!)
- Open mindedness (be open to learn on the job and from peers!)

**How to obtain these jobs:**

- Seek, LinkedIn or another online search base
- BSL or Hume city council programs
- Agencies
- Networking with those around you! (Reverse-marketing)

**These jobs are indoors and you will work directly with peers and your boss as the relationship between managers and employees is a very close one, making it very easy to network, learn from others and move your way up in the company! These jobs are also shift-based, typically probation period or casual, and easy to do if you're looking to pursue schooling at the same time or have other obligations.**

**In order to obtain these entry level jobs one could use an online base such as Seek or LinkedIn but employers suggest either going through agencies or programs with BSL and the Hume City Council. The latter process will allow you to "reverse market" yourself and obtain a more personal relationship with the employer, putting you in a position to see their company while they see who you are, rather than just being another resume on a screen. If you showcase the skills mentioned above when going through these programs where you visit the manufacturing companies, you will be set up well to enter a job in this sector!**

**Click below to see what careers you can achieve next in this sector!**

[Mid-level Jobs in Manufacturing](#)



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## 5.4.2 Manufacturing: Mid-Level Jobs Page

Figure 18

Website Manufacturing Page: Mid-Level Jobs

**BSL Pathways** Home · About · Manufacturing · Agriculture · Resources

# Mid-Level Jobs in Manufacturing

- Machine Operator**  


Machine operators specify in the use of heavy machinery that undertake manufacturing tasks.
- Quality Assurance**  


Quality assurance professional ensure that the final product is up to the company's specified standards. They take on inspections and detection/resolution of problems.
- Sales Representative**  


A sales representative in the manufacturing sector is responsible for selling and promoting the companies' products to businesses or individuals.
- Production Control**  


A production controller ensures that the staff and processes involved with the production of goods is running efficiently.

**Here are a few examples of the mid-level job positions for the manufacturing sector!**

**These level jobs are typically the stepping stones to the advanced career level jobs. These jobs are achieved by doing well in the entry-level positions and tuning into what you liked most about that work. Showing a good work ethic and willingness to learn in your entry-level job can help you network well in the industry to then obtain this level of work!**

**If you enjoyed seeing how the processes worked and keeping up with the quotas, pursuing a job production control may be best for you!**

**If you enjoyed being hands on and working with the machinery, becoming a machine operator could be the best option for you!**

**At this level the job requirements are:**

- previous experience achieved from the entry level positions
- Gaining some form of education through employee trainings (Reach out/be approached by higher level employees. This is why its important to showcase good work in the entry level positions as this is the main way to work up to career level jobs in this sector!!! )
- Operating equipment and machinery

**Click below to see what careers you can achieve in this sector as the final step!**

[Advanced Jobs](#)

  
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## 5.4.3 Manufacturing: Advanced-Level Jobs Page

Figure 19

Website Manufacturing Page: Advanced Level Jobs

The screenshot shows the BSL Pathways website. The header includes the logo and navigation links: Home, About, Manufacturing, Agriculture, Resources. The main heading is "Advanced Jobs in Manufacturing". Below this, there are four columns representing different job roles:

- Supervisor/Manager:** A supervisor or manager in the manufacturing sector will take on the role of being the boss! They oversee and work closely with those working in the factory to ensure everything is running on time and properly.
- Engineer:** An engineer in the manufacturing sector works to design new equipment, machines, processes and procedures to improve the process and efficiency of making goods and products.
- Business Owner:** A business owner starts their own company, hiring employees and connecting with other companies to grow, stabilize and create the direction of the business.
- Upper Management:** Upper management positions include human resources, CEO, financial officers and other manager positions to name a few. They are responsible for making the primary decisions in the company.

Below the job descriptions, there is a section titled "Here are a few examples of the Advanced Level job positions and careers for the manufacturing sector!". It states: "The advanced level jobs are the career level jobs." and "Experience and Education and most of all Passion are what is needed to obtain these careers." It provides an example: "For example if you enjoy science and math the engineering career is best suited for you but if you like overseeing people and operations a management position would be best!"

At the bottom, there is an "Acknowledgement of Country" section with the text: "The Brotherhood of St. Laurence and Torricaster Polytechnic Institute acknowledges the Traditional Custodians of the land and waterways on which the organization and institution operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging."

## 5.5 Website: Aged Care and Disability Support Page

The “Aged-Care and Disability” page can be accessed either by clicking the link shown in the bottom of Figure 11 or by scrolling over the “Resources” tab and clicking the “Aged Care and Disability” tab located at the top right of the website. An image of the page is shown in Figure 20. The two “rainbow” tools displayed on the website can also be found in Appendix B and a description of the tools can be found in Section 2.2.2 of this report. These tools were incorporated into the website so it can be viewed and compared with the career pathways for the

agriculture and manufacturing sectors. This addition was made based on feedback from young people from our focus groups.

**Figure 20**

*Website About Page: Aged-Care and Disability Support*

The screenshot shows the BSL Pathways website. At the top, there is a navigation bar with 'Home', 'About', 'Manufacturing', 'Agriculture', and 'Resources'. The main heading is 'Aged-Care and Disability'. Below this, a text block states: 'Here is the previous work BSL and NYEB have done for creating the pathways "rainbow tool" in the aged-care and disability sectors! Take a look at the jobs and careers offered in these!'

The first section, 'Rewarding career pathways in aged care', features a circular diagram with the following job roles and descriptions:

- Administration & Management:** Quality Improvement, Care Manager, Human Resources, Training & Payroll, Systems Administration, Education & Training, Learning & Support, Leadership.
- Leadership & Liaison:** Lifestyle Coordinator, Activities Officer, Dementia Therapist.
- Allied Health:** Physiotherapist, Occupational Therapist, Podiatrist, Speech Therapist, Dietician, Social Worker.
- Personal Care & Nursing:** Care Coordinator, Nurse Manager, Nurse Practitioner, Registered Nurse, Enrolled Nurse, Care Team Leader, Assistant Coordinator.
- Cleaning:** Head Chef, Chef, Cook.
- Housekeeping:** Housekeeping Team Leader.
- Building & Grounds Maintenance:** Maintenance Supervisor, Qualified Electrician.

The second section, 'Rewarding career pathways in disability support', features a circular diagram with the following job roles and descriptions:

- Support Plan:** Case Officer, Childhood Early Intervention, Coordinator, Case Manager, Support Worker, Social Support Coordinator, LAC Community Connections Officer, BSL Support Coordinator, Local Area Coordinator.
- Learning:** Specialist Education, Training, Behavior Analyst, Tertiary Student, Early Childhood Teacher, Teacher Aide, Learning Support Officer.
- Working:** Disability Employment, Job Development Officer, Employer Liaison, Employment Facilitator or Coordinator, Job Coach.
- Intensives & Skills Co:** Community Incentive, Intensive Specialist, Recreational Therapist, Occupational Therapist, Life Skills Activities Assistant, Disability Support Worker.
- At Home:** Supporter, Living Manager, Home Manager, Community Support Worker, Home Care Worker, Residential Care Worker, Disability Support Worker.
- Personal Care:** Disability Care Coordinator, Advanced Disability Support Worker, Residential Care Worker, Personal Care Worker, Disability Support Worker.
- Specialist Therapy & Care:** Physiotherapist, Occupational Therapist, Podiatrist, Speech Therapist, Dietician, Social Worker, Behavioral Support Practitioner, Registered Nurse, Allied Health Aide, Assistant in Nursing.
- Administration & Management:** Disability Services Manager, Quality Care Advisor, HR Administrator, Finance Officer, Planning Officer, Learning Designer, Business Consultant, IT Network Engineer, Recruitment, Administration Officer, ICT Support.
- Facilities Support:** Chef/Cook, Maintenance Supervisor, Housekeeping Team, Cleaning, Cleaning Assistant, Change, Housekeeping for Laundry, Maintenance Officer, Customer, Groundskeeper.

At the bottom of the page, there is an 'Acknowledgement of Country' section and a page number '58'.

## 5.6 Website: Self Reflection Tool

After the user has navigated through the website and learned about the agriculture and manufacturing sectors, we recommend taking advantage of the self reflection tool. The tool can be found on the website home page as shown in Figure 10 or on the upper right corner of the website by scrolling over the “Resources” tab and clicking the “Self Reflection Tool” tab. The user will be directed to the page shown in Figure 21. The link to the self reflection tool can be found [here](#) or in Appendix F. A description on the tool can be found in section 3.3.2.

**Figure 21**

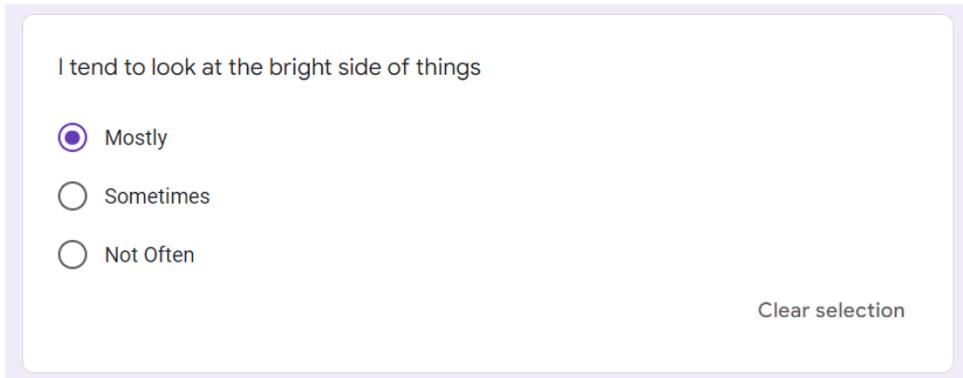
*Website Self Reflection Tool Page*

The screenshot shows the 'Self Reflection Tool' page on the BSL Pathways website. The page has a dark header with the BSL Pathways logo on the left and navigation links (Home, About, Manufacturing, Agriculture, Resources) on the right. A search bar is also present. The main content area is white and features the title 'Self Reflection Tool' in a large, bold font. Below the title is a brief introduction: 'Use this tool to reflect on your own experiences and preferences to help decide whether you would be a good fit in the sectors of interest. Take the time in the first section to think about a time where you may have experienced this or something similar. Once completed, you will receive feedback on how these experiences can be used to benefit you! In the second and third sections, answer the questions to help you think of ways you could be a fit for each sector!'. Below this is a user profile section showing the email 'dp437427@gmail.com' with a 'Switch account' link and a 'Draft restored' indicator. A red asterisk indicates a required field. The 'Email' field contains 'dpate14@wpi.edu'. Below the email field is a text input field with the text 'I tend to look at the bright side of things'. At the bottom of the page, there is an 'Acknowledgement of Country' section with a small flag icon and text: 'The Binnetwood of St. Laurence and Worcester Polytechnic Institute acknowledges the Traditional Custodians of the land and waterways on which the organization and institution operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging.'

The first section of the tool was designed to make the user aware of the skills they currently have. The tool presents a series of situations where they may have used such skills or experienced something similar. The user can record their answer by selecting one of the three options available: “Mostly”, “Sometimes” or “Not Often”. A sample of the first part of the self reflection tool is provided in Figure 22.

## Figure 22

### *Sample Situations for First Section of Self Reflection Tool*



I tend to look at the bright side of things

Mostly

Sometimes

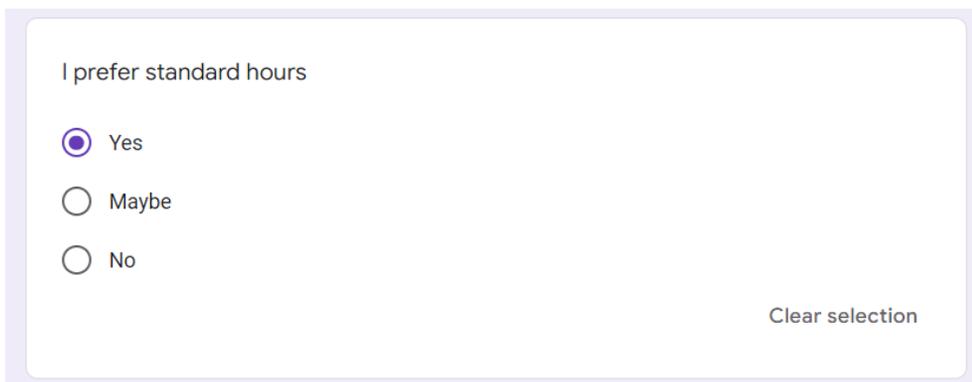
Not Often

Clear selection

The second section of the tool is used to determine the user’s preferences that correspond to the job descriptions of entry level jobs in the manufacturing sector. The user can answer to the different preferences presented by selecting one of the three multiple choice options: “Yes”, “Maybe”, or “No.” A sample of the second section of the tool is shown in Figure 23. If “Yes” is selected for all or most of them, an entry-level role in the manufacturing sector might be a good fit for the user. If “Maybe” is selected for most preferences, then there is a chance the user might not be interested in an entry-level position in the manufacturing sector. Even if the user does not have an interest in this sector, the tool might help them learn more about themselves.

## Figure 23

### *Sample Preferences for the Manufacturing Sector in Self Reflection Tool*



I prefer standard hours

Yes

Maybe

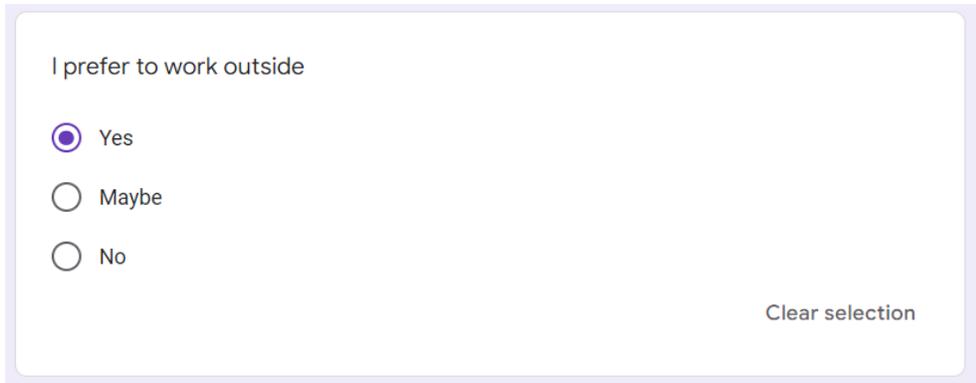
No

Clear selection

The third section was designed with a similar logic and format as section two, but with the preferences presented being geared towards the agriculture sector. A sample of the third section of the tool is shown in Figure 24.

**Figure 24**

*Sample Preferences for the Agriculture Sector in Self Reflection Tool*



I prefer to work outside

Yes

Maybe

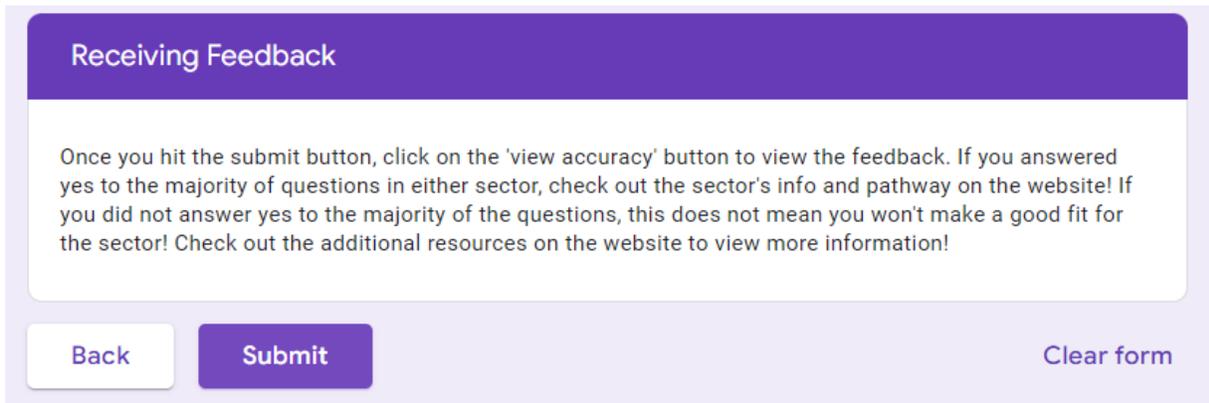
No

Clear selection

Once the three sections of the tool are completed, the user will receive the “Receiving Feedback” message shown in Figure 25. This message explains where/how the user can find instant feedback on their responses and how their experiences can be beneficial. This allows the tool to be interactive to the user while also providing meaningful information. Figure 26 shows a sample response and the corresponding feedback.

**Figure 25**

*Submission Section of Self Reflection Tool*



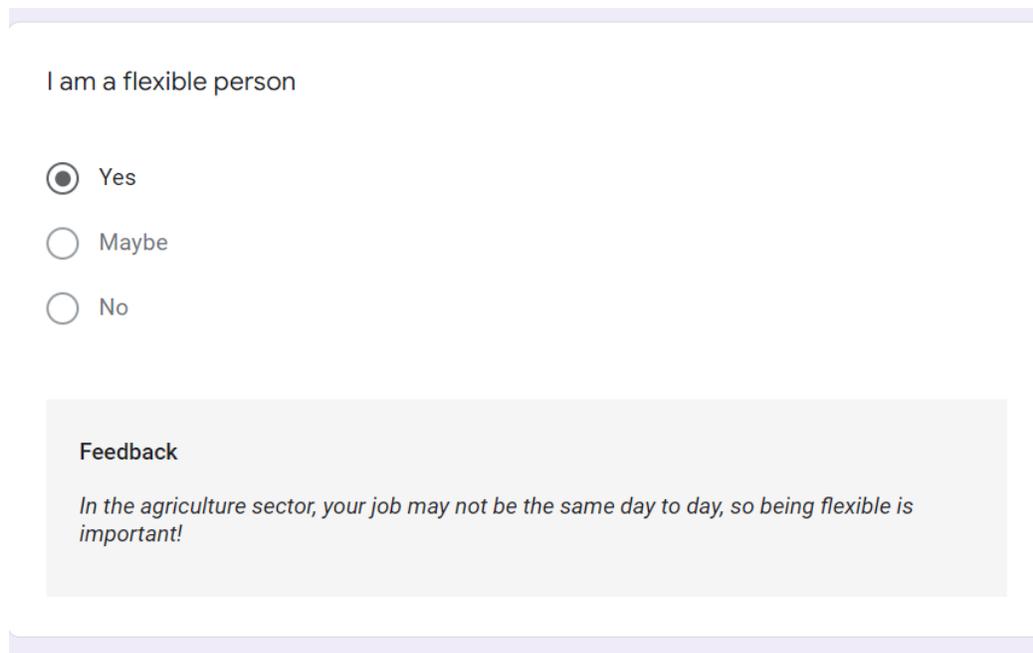
**Receiving Feedback**

Once you hit the submit button, click on the 'view accuracy' button to view the feedback. If you answered yes to the majority of questions in either sector, check out the sector's info and pathway on the website! If you did not answer yes to the majority of the questions, this does not mean you won't make a good fit for the sector! Check out the additional resources on the website to view more information!

Back Submit Clear form

## Figure 26

### *Sample Response and Feedback of Self Reflection Tool*



I am a flexible person

Yes

Maybe

No

**Feedback**

*In the agriculture sector, your job may not be the same day to day, so being flexible is important!*

It is important to note that the self-reflection tool is solely meant to be a *tool* and is not meant to be the deciding factor for young people when looking into which sector to enter and which career pathway to follow. We recommend using the tool as a resource when meeting with an occupational coach from BSL in order to help provide more meaningful insight about the two sectors during the session and to further discuss which sector and pathway would be a good fit for the young person.

## 6.0 Recommendations

Based on our findings and conclusions, this chapter provides recommendations regarding how our Pathways to Employment website could be expanded in the future and how future teams can further address the gap between young people and finding employment. These suggestions were derived from our experiences and project limitations.

### 6.1 Holding More Focus Groups and Employer/Employee Interviews

The biggest limitation the team faced during our project was time constraint, since the team only had approximately 5 weeks to conduct this project in Melbourne, Australia. It also took time to coordinate with BSL to contact employers and employees from the agriculture and manufacturing sectors to schedule meetings. In addition to this, the team was only able to hold two focus groups with just a handful of young people.

**We recommend holding more focus groups with young people who are entering or are in BSL's pathways program.** This will allow for a greater sample size and enable the future team(s) to make more accurate conclusions regarding the skills and desires of young people and the misconceptions they have about the agriculture and manufacturing sectors. Based on our experience from holding the two focus groups, holding small, in-person focus groups would be more effective as opposed to larger groups since they are more interactive and will allow the team to connect to the young people on a more personal level. This follows the advantaged thinking model that BSL advocates and practices.

**We recommend having educational workshops tailored to developing skills that employers look for since it would be beneficial for young people.** These workshops could be in the form of casual activities in which both the young people and project team would participate in or interview style where the team members could meet one-on-one with young people and ask questions similar to what one would expect to encounter in professional interviews. Interviews focused on learning more about the young people will allow the young people to practice their communication skills in a formal setting as well. These would be some approaches that can be taken to bridge the gap and address some of the desires young people expressed to our team during the focus groups.

**We recommend holding more interviews with employers and employees.** More interviews with employers and employees from the entry-, mid- and advanced-level jobs that our team researched and identified would also expand the work that's been done. Information from these interviews can be used to provide more job-specific descriptions and information for young people. Meetings with employers and employees from other areas of the agriculture and manufacturing sectors would also identify more pathways for young people to choose from.

**We recommend scheduling meetings with young people who have successfully completed BSL's pathways program.** Presenting their success stories would be first-hand information and serve as inspiration for young people entering BSL's pathways program. This would show that other young people have been in similar situations but were able to discover new interests in their respective sectors and pursue a career path. The inspirational stories would also validate the work the BSL and our team has done and provide evidence to continue efforts to expand the pathways program. These stories could be in the form of videos similar to what our team has created for the agriculture and manufacturing sectors, since the young people we spoke with stated it would be useful.

## 6.2 Expanding Our Work Into Other Sectors

**We recommend integrating the two "rainbow" tools that BSL created for the aged care and disability sectors into the Pathways to Employment website in a similar format as the agriculture and manufacturing sectors.** Currently, the two "rainbow" tools only provide a brief description about entry level roles and list mid and advanced level positions. Further refining the two "rainbow" tools into the website will provide young people with more in-depth information about the two sectors while also making it more interactive.

**We recommend expanding our work into other sectors of employment.** Research can be done into other sectors as well, such as the transportation and logistics sectors. A similar methodology as what our team had done for the agriculture and manufacturing sectors can be used for the new sectors of interest. Preliminary background research into the transportation and logistics sectors has been done by our team, which can be found in Appendix C. An addition to the methodology that the team used in this report would be to reach out to industry peak bodies along with employers and employees because they possess broad knowledge about each sector.

## 6.3 Advertising Other Sectors to Address Misconceptions

**We recommend advertising each sector to address misconceptions young people may have about them.** One of our major findings was that young people have common misconceptions about the agriculture and manufacturing sectors. This was made apparent from the feedback the team received from young people, however, the employee interviews confirmed that the misconceptions are not true. This is why there is a need to address this issue by properly advertising these sectors, as well as all other sectors. This will enable young people to acknowledge that there is more to other sectors than the stereotypical impressions that may have. Doing so will help young people open up to the idea of entering these other sectors and pursuing career paths which they might not have previously ever thought about.

An approach would be to work closely with industry peak bodies and employers from each sector. "Rebranding" each sector and spreading the proper information about them, either

through online platforms or information sessions, can help to address common misconceptions young people may have. Communicating this information across Australia is likely to be one of the biggest challenges of this undertaking. Connecting with young people through schools and organizations, such as BSL, and collaborating with employers by providing tours of companies could help to address this. Having young people in the industry along on the tours to talk about the sector, their own personal experiences and achievement would be very beneficial.

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# Appendix A: Existing Initiatives Addressing Youth Unemployment Unaffiliated with BSL

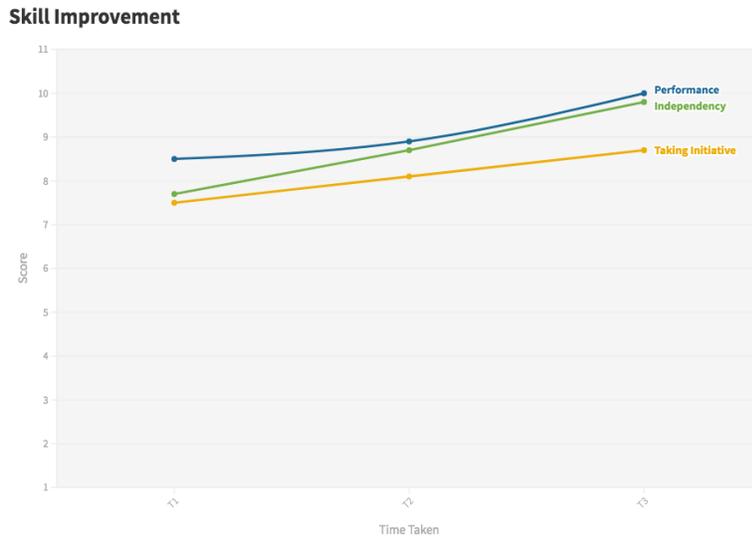
To better understand the programs we are helping to form as pathways tools for employment, it is important to look to programs that did similar in Australia and elsewhere. This research explanation helps set the stage and introduce ideas that could be useful to our project as a context for existing, non-BSL related, initiatives addressing youth unemployment.

## **Successful Pathways to Employment for Youth at Risk (SUPER)**

A successful initiative outside the Brotherhood of St. Laurence is the Successful Pathways to Employment for Youth at Risk (SUPER) program. This program was developed in the United States and was held in three high schools in Israel as part of their curriculum for over 18 weeks. It was developed out of the concern for the issue that schools tend to not focus on helping the youth transition into the workforce. The program was also catered to youth at risk (YAR), similar to the youth we will be working with in our project as they are a group that is more susceptible to dropping out of school and not having the proper resources to achieve higher education or obtain any reliable employment. The program consists of after school lessons, meetings with employees, visiting workplaces and access to internships. The model of human occupation (MOHO) is the main frame of reference for SUPER as it “Describes and explains how occupational adaptation processes occur and affect participation through changing life circumstances, such as the transition to employment.”, thus taking into consideration the factors that cause risk to youth entering the workforce. Comparing the pre and post program evaluations of how the students' skills improved proves that there is success in improving their job performance, independence on the job and taking initiative. These skills were scored on a scale of 1-10 by the supervisors of the program and taken before, during and after the program, T1, T2 and T3 respectively, as shown in Figure 27 below.

**Figure 27**

*Skill Improvement of youth involved in SUPER program*

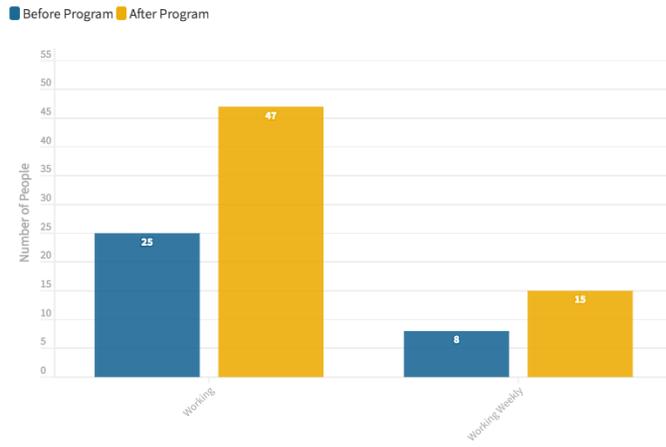


*Note:* From Supervisors' perceptions of students' work performance over time as measured by the Performance Capacity Card. \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$  [graph], by Ivzori ([Munawar et al., 2021](#)) (2020) accessed 9 February 2022. (<http://dx.doi.org/10.3390/ijerph17113904>).

The success of the program was also proven by taking a survey of 57 people involved in the program asking if they worked and/or worked weekly before and after the program. It is shown in Figure 28 that after the program the amount of people working and working weekly nearly doubled.

## Figure 28

*People employed before and after the SUPER program*



*Note: From Supervisors' perceptions of students' work performance over time as measured by the Performance Capacity Card. \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$  [table], by Ivzori ([Munawar et al., 2021](#)) (2020), accessed 9 February 2022. (<http://dx.doi.org/10.3390/ijerph17113904>).*

Based on the statistics showing the success the SUPER program as a study can be reliable as a model for similar programs, such as the pathways tools we will be working on with the Brotherhood of St. Laurence for this project and be held as proof that similar programs were successful (Ivzori et al., 2020).

## Vocational Education and Training in Australia

Australian government institutions, called Technical and Further Education (TAFE) institutions, work in partnership with private industry leaders to provide training and qualifications in order to deliver skilled candidates to the workforce. Federal and state level governments provide funding, guide policy, and implement regulatory legislation that ensure the quality and sustainability of these Vocational Education and Training (VET) qualification sectors. These programs offer varying levels of certificates and diplomas based on desired time commitment and career outcomes and provide resources that connect people with courses, training providers, and tools that match skills with jobs.

**Figure 29**

*Panel A. Major programme level (number of students, in thousand)*

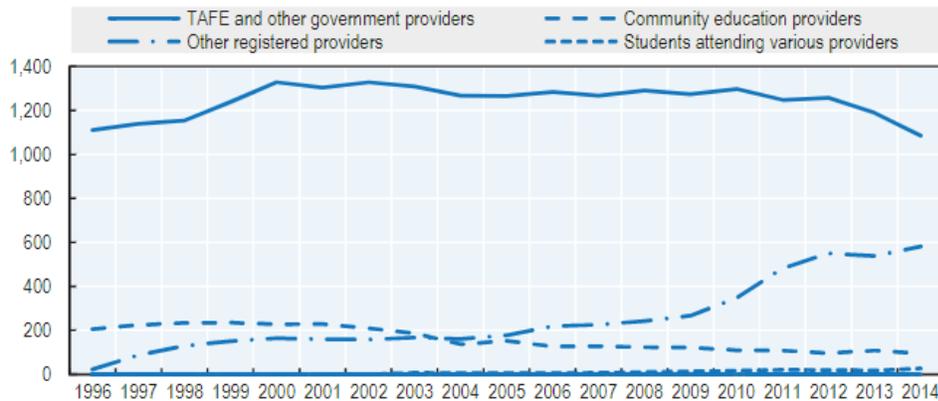


Note: From Panel A. Major programme level (number of students, in thousand) [graph], by OECD, 2016, accessed 9 February 2022. (<https://doi.org/10.1787/9789264257498-en>). ©OECD

The above graph from Investing in Youth: Australia demonstrates that, over the last three decades, the number of students that do not meet Australian Qualifications Framework (AQF) level education steadily declined, while the number of students earning TAFE Certificates grew compared to that of a traditional diploma or higher education.

**Figure 30**

*Panel B. Provider type (number of students, in thousand)*



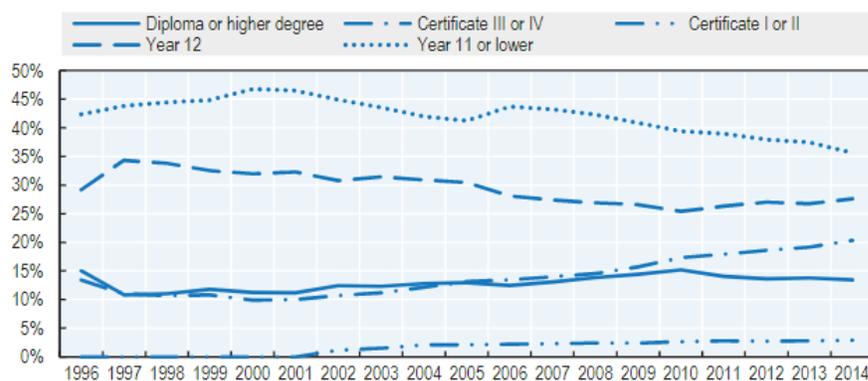
Note: From Panel B. Provider type (number of students, in thousand) [graph], by OECD, 2016, accessed 9 February 2022. (<https://doi.org/10.1787/9789264257498-en>). ©OECD

This graph, also from Investing in Youth: Australia shows the success of TAFE program providers in reaching large numbers of students compared to other provider types in past decades. The gradual separation in numbers by “Other registered providers” speaks to the recent success seen by organizations like BSL.

Historically, TAFEs and other similar vocational education and training provider types are especially effective in youth populations of Australia who possess an education of Year 11 or lower.

**Figure 31**

*Panel C. Previous education (percentage of students for which education level is known)*



*Note: From Panel C. Previous education (percentage of students for which education level is known) [graph], by OECD, 2016, accessed 9 February 2022. (<https://doi.org/10.1787/9789264257498-en>). ©OECD*

This final graph from Investing in Youth: Australia speaks to this success, showing how there is a direct correlation between the previous level of education possessed for youth and their participation in programs of this nature.

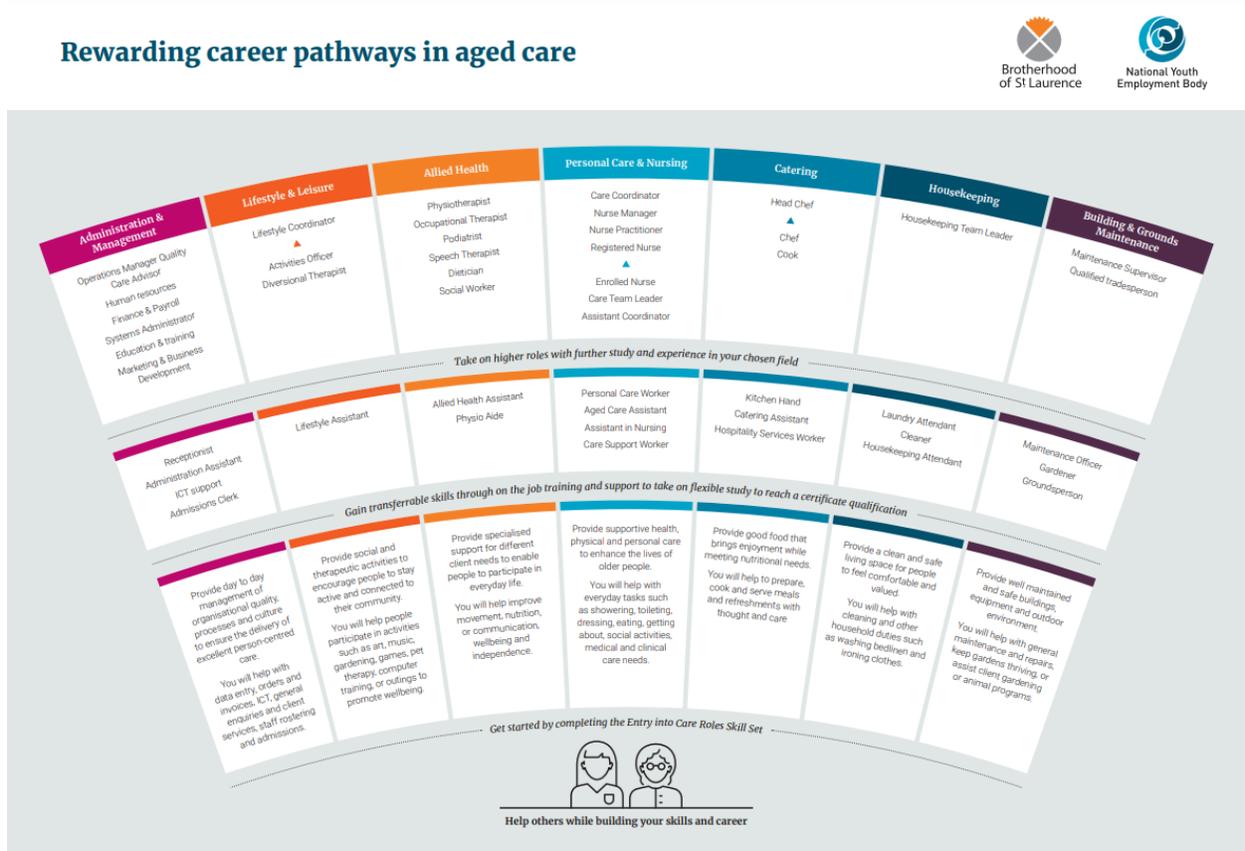
Quality vocational education and training that leverages a focus on practical training based on relevant skill sets in the familiar classroom-based environment are an attractive option for young people in search of employment, especially those who struggle in academic settings. However, there is still room for growth with these programs. An area of improvement that could increase the visibility and success of VET is to link TAFEs and other similar providers with schools to integrate vocational education and training into curriculum in the form of after school programs or additional courses that students can sign up for, potentially modeled after vocational technical high schools or community colleges in the United States. This would improve both student

retention in schools (a major factor in youth unemployment), and directly address the skills gap that exists in employment sectors such as agriculture, transport, logistics, and manufacturing.

# Appendix B: BSL Rainbow Pathways Tools

Figure 32

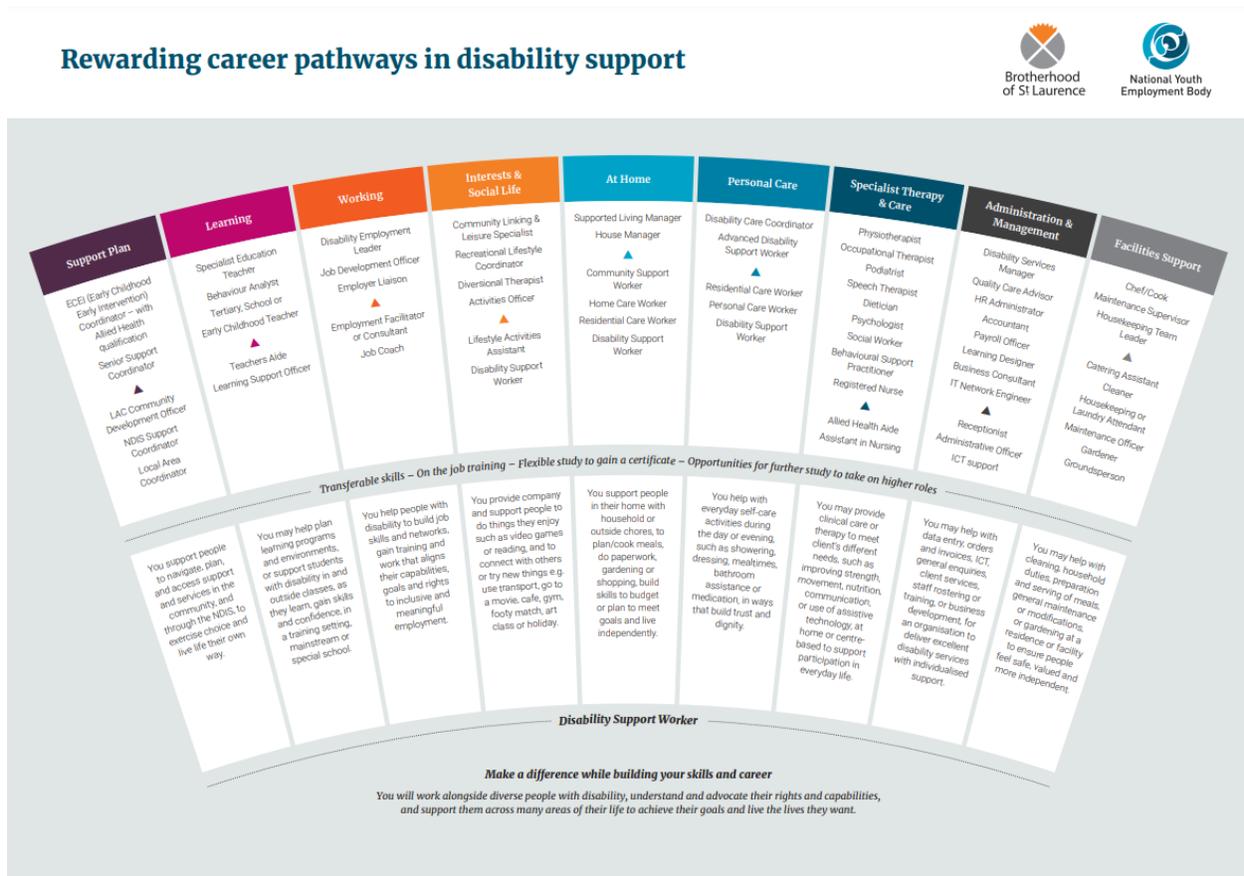
*Rewarding career pathways in aged care*



Note: From *Rewarding career pathways in aged care* [unpublished], by Brotherhood of St. Laurence, 2022, accessed 18 February 2022.

**Figure 32**

*Rewarding career pathways in disability support*



*Note: From Rewarding career pathways in disability support [unpublished], by Brotherhood of St. Laurence, 2022, accessed 18 February 2022.*

# Appendix C: Background On the Transportation and Logistics Sectors

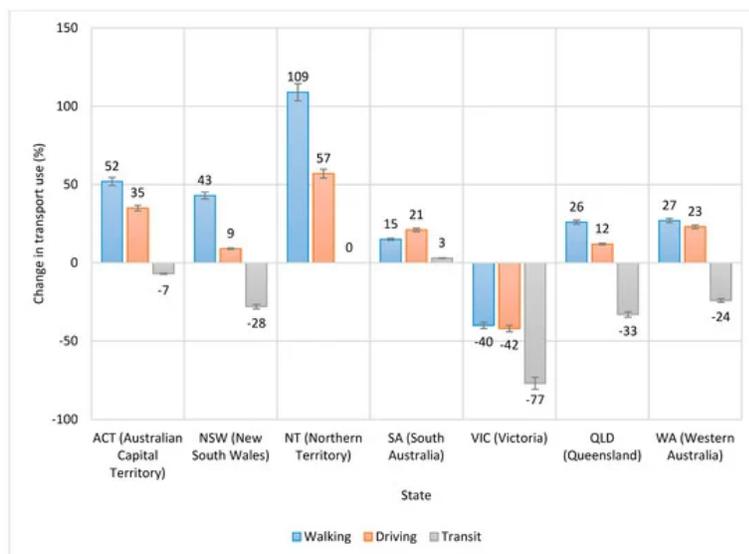
## Transportation

Transportation is defined as the movement of people and products. The transport and logistics sectors in Australia have an annual revenue estimated at about \$102.87 billion combined and employ over half a million people.

Due to the COVID-19 pandemic, many countries such as the United States, Canada, Spain and Australia, integrated air-travel bans, which has severely affected the transportation system around the world. Along with travel bans, with businesses shutting down, the use of public transport, such as buses and trains, has been significantly reduced. In March 2020, the Australian Government imposed strict travel restrictions and advised its citizens to reduce unnecessary travel. This caused a severe decrease in the use of both private and public transit. In April 2020, the use of public transport was 80% lower than before the pandemic. The use of public transport is well below pre-pandemic baseline use, as shown in Figure 34.

**Figure 34**

*Percentage of changes in transport use during January–October 2020 (Apple Mobility Trends)*



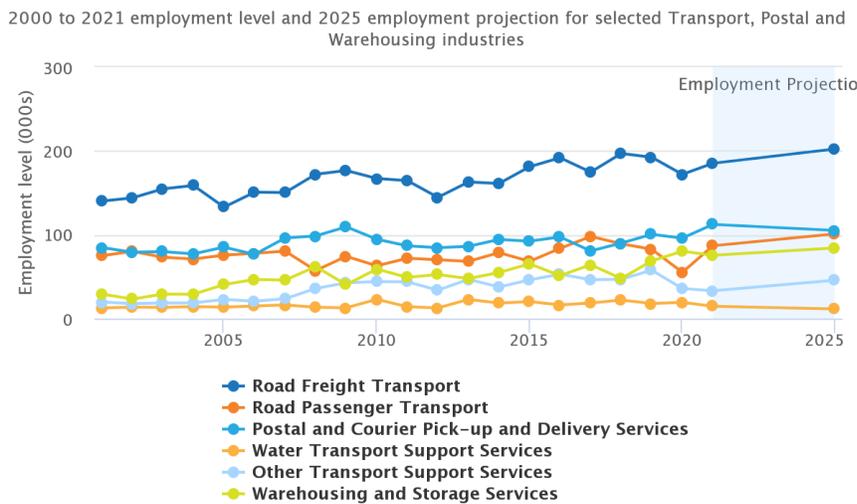
*Source:*Note: From *Percentage of changes in transport use during January–October 2020 (Apple Mobility Trends)* [graph], by (Munawar et al., 2021) (2021), accessed 9 February 2022.

(<https://doi.org/10.3390/su13031276>). CC BY 4.0

Due to the closure of schools and businesses, people began to work from home, resulting in reduced traffic on roads. This reduced traffic made the travel of freight vehicles more predictable and faster. This aided in the freight industry in keeping up with the supply chains during the pandemic. The number of commercial flights was reduced at the beginning of the pandemic. Airfreight relies heavily on the use of these flights to transport goods. In January 2020, 84.8 million kilograms of goods were transported via these flights, whereas in April 2020 this number had dropped to 54.5 million kilograms (Parliament of Australia, n.d.). The amount of jobs in the transportation sector are increasing overall as shown in Figure 35. Essential qualities of people entering this sector include a good attitude, work well under pressure, team players, reliability, and friendliness.

**Figure 35**

*Employment level and projection*



Source: Note: From *Employment level and projection* [graph], by Department of Education, Skills and Employment, 2022, accessed 9 February 2022.

(<https://nationalindustryinsights.aisc.net.au/industries/transport/transport-and-logistics#:~:text=The%20Transport%20and%20Logistics%20sector%20in%20Australia%20has%20an%20estimated,%2C%20Logistics%2C%20Warehousing%20and%20Stevedoring>). CC BY 4.0

## Logistics

Although they are often mentioned together, the logistics sector is much broader than the transportation sector. The logistics sector refers to the whole “flow management”, which unlike the transportation sector is not limited to the movement and delivery of goods, but also storage, handling, inventory, and packaging of these goods. The logistics sector focuses on implementing the processes and procedures.

The transport and logistics sectors include businesses that transport passengers via road, rail, water and/or air, postal and delivery services, sightseeing transport, and warehousing and other storage activities. In the logistics sector, the youth should have strong communication skills, high attention to detail, good physical health, a positive attitude, willingness to learn, and be a team player.

The logistics sector in Australia has been flexible in the midst of the pandemic. With the lockdowns, and more people transitioning from work to home, the year-on-year online sales grew 80 percent in the 8 weeks following the declaration of the pandemic. This caused an increase in delivery expectations and a change in the way businesses operate. In response to the increased demand, the Australian Post employed over 600 people by adding 16 parcel processing facilities. The pandemic highlighted the importance of the logistics sector in everyday life as more people began to rely on eCommerce deliveries (*COVID-19's Impact on Australian Logistics*, 2021).

# Appendix D: Focus Group Exit Survey

## BSL/WPI Focus Group Exit Survey - [date/topic]

---

\* Required

1. Have your feelings changed about this sector having attended this focus group? \*

*Mark only one oval.*

Yes

No

2. If so, how?

---

---

---

---

---

3. Was there a certain part of the discussion that was especially impactful to you? \*

*Mark only one oval.*

Yes

No

4. If so, what was it?

---

---

---

---

---

5. What topics/skills do you wish were touched upon more in this focus group? \*

---

---

---

---

---

6. What other topics would be beneficial to touch upon for you in your employment journey that weren't discussed? \*

---

---

---

---

---

7. Is there anything we can do to improve future focus groups?

---

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---

---

---

# Appendix E: Self Reflection Tool

## Self Reflection Tool

Use this tool to reflect on your own experiences and preferences to help decide whether you would be a good fit in the sectors of interest. Take the time in the first section to think about a time where you may have experienced this or something similar. Once completed, you will receive feedback on how these experiences can be used to benefit you! In the second and third sections, answer the questions to help you think of ways you could be a fit for each sector!

---

\* Required

1. Email \*

\_\_\_\_\_

2. I tend to look at the bright side of things

*Mark only one oval.*

- Mostly  
 Sometimes  
 Not Often

3. I talk the most in my friend group

*Mark only one oval.*

- Mostly  
 Sometimes  
 Not Often

4. I enjoy keeping things clean and organized

*Mark only one oval.*

- Mostly  
 Sometimes  
 Not Often

5. People tend to come to me with their problems

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

6. If I have a conflict with friends, I can come up with a resolution

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

7. I put my best effort into everything that I do

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

8. I enjoy planning things for my friends and I to do

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

9. I am on time and reliable

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

10. I am good at listening and can understand and follow instructions

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

11. I am good at working with others

*Mark only one oval.*

- Mostly
- Sometimes
- Not Often

Manufacturing

Answer these questions to see if you would be a good fit in the manufacturing sector. Even if you don't have an interest in this sector, answer the questions to learn more about yourself and the sector.

12. I prefer standard hours

*Mark only one oval.*

- Yes
- Maybe
- No

13. I prefer to work inside

*Mark only one oval.*

- Yes
- Maybe
- No

14. I enjoy working alongside others

*Mark only one oval.*

Yes

Maybe

No

15. I would prefer to work in one place

*Mark only one oval.*

Yes

Maybe

No

16. I can see myself managing a company/people one day

*Mark only one oval.*

Yes

Maybe

No

17. I enjoy working with my hands

*Mark only one oval.*

Yes

No

Maybe

Agriculture

Answer these questions to see if you would be a good fit in the agriculture sector! Even if you don't have an interest in this sector, answer the questions to learn more about yourself and the sector.

18. I prefer to work outside

*Mark only one oval.*

Yes

Maybe

No

19. I enjoy working alone

*Mark only one oval.*

- Yes
- Maybe
- No

20. I would enjoy working in multiple locations

*Mark only one oval.*

- Yes
- Maybe
- No

21. I enjoy nature

*Mark only one oval.*

- Yes
- Maybe
- No

22. I would consider myself an animal person

*Mark only one oval.*

- Yes
- Maybe
- No

23. I am a flexible person

*Mark only one oval.*

- Yes
- Maybe
- No

24. I'm passionate about climate change

*Mark only one oval.*

- Yes
- Maybe
- No

25. I like working with my hands

*Mark only one oval.*

- Yes
- Maybe
- No

26. I enjoy making things look presentable

*Mark only one oval.*

- Yes
- Maybe
- No

Receiving  
Feedback

Once you hit the submit button, click on the 'view accuracy' button to view the feedback. If you answered yes to the majority of questions in either sector, check out the sector's info and pathway on the website! If you did not answer yes to the majority of the questions, this does not mean you won't make a good fit for the sector! Check out the additional resources on the website to view more information!

# Appendix F: Website and Video URLs

## **Website Home Page/General Video:**

<https://sites.google.com/view/pathway-rainbow-tool/home?authuser=0>

## **Agriculture Sector Page/Video:**

<https://sites.google.com/view/pathway-rainbow-tool/agriculture/general-info?authuser=0>

## **Manufacturing Sector Page/Video:**

<https://sites.google.com/view/pathway-rainbow-tool/manufacturing/general-info?authuser=0>

## **Self Reflection Tool:**

<https://sites.google.com/view/pathway-rainbow-tool/resources/self-reflection-tool?authuser=0>

# Appendix G: Focus Group Notes

## G.1 Focus Group 1

### Session 1:

We started off by brainstorming about culture shock

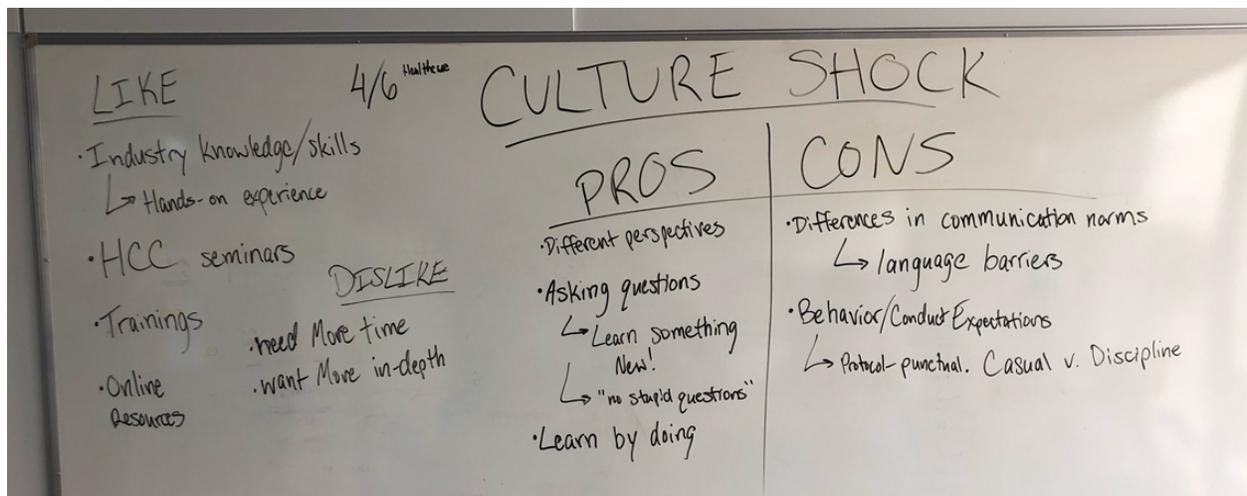
- The group wasn't entirely sure what it was, but once explained, they agreed upon the following pros and cons list
- It is hard to open up, get out of comfort zone

Culture Shock- change in culture to the professional world

- Using the analogy of our culture shock coming to australia to compare to entering a new job/working environment
- Each job has different jargon and sometimes it is hard to adjust to using/understanding it
- Hugo mentioned some behavior differences, such as punctuality and politeness among different cultures, discipline, etc.

We transitioned this into talking about how it is okay to ask questions and explore curiosity

- "There is no such thing as a bad question" - one of our young participants



Coming from another country-

- saying sorry all the time- politeness
- Being more aware of other people
- Deep-born in india- speaking different languages- 2 languages - difficult to communicate
- Ask for help- different

- Its ok to ask questions
- Ready to learn-asking questions
- Behavior differences-punctuality- etc. casual discipline
- Migrants use backyards as farming
  - Many parts of melbourne, planting in backyard
  - Sustainable farming

We then asked them about the program they are currently in and what they liked/disliked about it

- They liked gaining general knowledge such as first aid training
- They enjoyed the Hume city council session, said it was very informative and gave them overall industry knowledge
- They would have liked more on the first aid hands on training, said it glanced over the head trauma/spinal injuries sections, liked the idea of maybe splitting it up into different days or making it longer
- They said they were annoyed by surveys, but don't mind the online learning since a majority of what they are doing is in person
- They said the online training was more informative (they learned more) but enjoyed the in person session

Are resources easily accessible?

Most of it is online-easy to access

All in one place-easy to find

Perspective on sectors

- has changed significantly, more jobs opportunities

Agriculture- Farms, cows

Manufacturing- factories, assembly line

Transportation- public transport

## Session 2:

Failure is always an option

We discussed our failures

- Failure gives you just as much info as success
- Question from hugo- how do you keep motivation high
  - Journaling, using failure as motivation, take it one day at a time, don't compare yourself to others
- Environment that we construct for yourself
  - Surround yourself with good people
- Look at what you can control

Skills that could be improved:

- Communication skills
- Selling yourself, learning how to use your experiences to benefit you

Young person 1:

- likes to listen more than he does talk and finds it hard to interject into conversation

Young Person 2:

- had to drop out of school to take care of nephew, other one mentioned how they didn't really know what to say/ wanted to work on confidence when speaking

## G.2 Focus Group 2

Participants varying degrees of time with BSL ~1 month to 1 year

Varying interests

Transportation:

- Driving a bus
- “Boring”

Accessibility of resources:

- “Pretty good job, they really do help”
- Good suggestions from coaches

How did arrive at sector of interest:

- “Lost” at beginning of BSL, slowly narrowed down interests and options through coach suggestions

Self-Assessment tool:

- Different resources would be helpful

BSL initiatives:

- More experiential learning programs in future
- Visits to business

Rainbow Tool:

- Would like to know what you can do after entry-level and different certifications/trainings
- Ability to work forwards and backwards.

Videos:

- Would be useful

Feelings on program:

- “Excited”

Building on skills:

- Communication skills
  - “Always room for improvement”, going to sessions help practice
- Confidence

- Option Paralysis - too many options to choose from, do nothing

“Culture Shock”:

- Imposter Syndrome

# Appendix H: Employer and Employee Interview Q&A

## H.1 Interview Questions

1. Tell us about how you got to where you are today. What position did you start in/ progress from?
2. What types of entry level jobs are available in the agriculture/manufacturing sector? No experience necessary/ What types of skills/training are needed/ be beneficial to entering these roles?
3. What is the best way to discover these jobs?
4. What types of careers can be achieved starting in these positions/ how can the young people work their way up in the company?
5. What do you believe are the most beneficial soft skills/ transversal capabilities in this sector?
6. What has been your favorite part about working in this sector?

## H.2 4/14/22 Employer Interview

1. Tell us about how you got to where you are today. What position did you start in/ progress from?

### Employer 1

- Started in food industry at 17
- Left school, worked in dairy factory school holidays, father was supervisor
- Sweeper, packing line, operator, dairy technology school, worked jobs around factory
- First management position at 28/29, moved to get position
- Moved between AUS and NZ
- Been with Scalzo for just over 8 years
- Ran three sites initially at Scalzo

### Employer 2

- HR/Lawyer at Scalzo
  - Started in safety role during school
  - Moved to Legal after school
  - Works closely with George and his employees on floor
  - Representing employees with regards to Union, value worker to employer relationship.
2. What types of entry level jobs are available in the manufacturing sector? No experience necessary/ What types of skills/training are needed/ be beneficial to entering these roles?
    - Manufacturing-working on packing line-pack items into boxes. Very manual oriented
    - Go through to operator level
    - If good skills shown, move into supervisor role
    - Then to middle/junior management roles
    - People frequently promoted within, moving from manufacturing to office roles
    - Limited roles in manufacturing leads to more moving to office roles
    - Provide courses to move into these roles if they are seen as fit
    - Lots of employees move up from factory floor
    - First point of contact for hire/promotion is within company
    - Works well for company and employees
    - It was common for manufacturing companies to promote/hire from within
    - Longevity- higher ups know everyone on first name basis from being legacy hires
    - Recruitment is through casual labor, more flexible for quiet times
    - Most permanents start as casuals, opportunity to show your stuff

- Attention to detail, mechanical aptitude, written and oral communication is important as well.
  - Make people permanent to retain them, struggling to get casuals-labor shortage.
  - Longevity is a benefit (have been casual for 3 years), diversity of skills also good (operating machines but also packer)
  - Agencies introduce factory concepts to potential hires and site tours. On job training follows upon being in the Scalzo books based on positional need.
    - General safety, food quality assurance
  - Retraining frequently and with problems arise
3. What is the best way to discover these jobs? (skip if running out of time)
    - Work with two agencies that supply casual labor
    - Best way to discover these jobs is through these agencies
    - Scalzo doesn't advertise themselves, agencies do though
    - Understanding that people can contact these agencies and the agencies will sign them to roles that suit them.
    - Typical path is through these agencies and working within the company.
  4. What types of careers can be achieved starting in these positions/ how can the young people work their way up in the company?
    - This is sort of answered in other answers, go through again to see
  5. What do you believe are the most beneficial soft skills/ transversal capabilities in this sector?
    - Teach from hiring, pick best of casuals to go full time
    - Work ethic and attitude are huge, willingness to learn and grow.
    - Common for internationals to have other qualifications that aren't recognized by AUS, untapped talent that Scalzo looks at.
    - People who work well with others, team player
    - Ticking these boxes, everything else figures itself out
  6. What has been your favorite part about working in this sector?
    - Manufacturing gives you a broader view of everything, being responsible for so many management focuses
      - "My days are not boring... I still have challenges everyday" - employer 1
      - "I love working with people" - employer 1
    - Working with people, multicultural, from all over the world
      - Learn from these people
      - Respectful, funny
      - Manufacturing environment is unique, great working relationship
    - International Food Day, people bring food into work and it's all good and diverse
    - Not stuck in a cubicle, very interactive environment.

## H.3 4/19/22 Employer Interview

### Employer Role

- Engagement lead, frankston
  - Very different dynamic, industries different
  - North-first gen manufacturing transport logistics
  - There-more green-horticulture trade
  - Works with youth development coaches and employers
  - Come up with recruiting solutions
1. What types of entry level jobs are available in the sector? No experience necessary/  
What types of skills/training are needed/ be beneficial to entering these roles?
    - a. Work to advantage thinking model
    - b. Create career pathways, not just jobs
    - c. Entry level jobs that can evolve
    - d. Hospitality- work in real life cafe, gain certificates on the job
    - e. Meet with employers- find out how to ready these young people
    - f. Do the pre screening
    - g. Young people were displaced during covid
    - h. Working for funding for specific short skill sets
    - i. Different things for different sets of young people
  2. What is the best way to discover these jobs?
    - a. Exploration, not having the fear of needing to know what you're doing for the rest of your life
    - b. Skills shortage/ what skills set do you need
    - c. Marketing the industry differently-working together
  3. What is the agriculture sector
    - a. Very diverse
    - b. Hort-large scale propagation nurseries
      - i. Grow seedlings into wholesale
      - ii. Medicinal marijuana
    - c. Landscape gardening
    - d. Planting plants
    - e. Property maintenance
    - f. Facility management
    - g. Parks and gardens
    - h. Playground installation/maintenance
    - i. Ag- farming, fruit picking, wine making, dairy farming, chicken farming, plant cultivation
    - j. Agriculture- employers are poor, relied on internationals, backpackers

4. Is the perception of a sector (agriculture) an influence on employment in that sector for young people?
  - a. Employers are community minded only because they have to be in the current job market/climate.
5. How to break/change that perception?
  - a. Better advertisement/representation for sector
  - b. Showing young people how they will step them through their career in that sector.
  - c. Industries working together to rebrand their industry
  - d. Focusing communication to young people in young people friendly mediums
  - e. Take young people out to employers for a tour. Have young people in industry along on tour to talk about industry and achievement first hand.

Jobs required a lot of qualifications on job ads, – community minded employer

## H.4 4/19/22 Employer Interview

1. Tell us about how you got to where you are today. What position did you start in/ progress from?
  - a. Started in manufacturing at 16
  - b. Worked from manu to IT dept
  - c. Tried different jobs, went to job agency
  - d. Used this to start working to help others find employment as a vocational trainer. Help others get exposure to employment.
  - e. Moved to a managerial role, managing employment series sites, then to regional development.
  - f. Skilling Queenslanders for work program
  - g. Logan City Council now works with local businesses to find out what staff they need and help community find what they need
    - i. Allows them to communicate with employees to set/assess their expectations
  - h. Works on programs for the signage industry where there exists a skills shortage.
  - i. Help young people gain practical skills.
2. What types of entry level jobs are available in the manufacturing sector? No experience necessary/ What types of skills/training are needed/ be beneficial to entering these roles?
  - a. Manufacturing started as very basic tasks. Which are now automated. Employees need to be able to use these machines for entry levels now.
    - i. This comes along with being able to measure, cut, and use tools.
    - ii. No certifications needed
    - iii. Usually on for a trial training, then if they do well, they get picked up for further training.
  - b. Manufacturing very broad
  - c. Advice- get a resume to the company to let them know you're interested. Reverse marketing. Looking for jobs where there are no jobs available (basically cold calling/approaching). "See if they're looking for somebody"
  - d. Soft skills- understanding that going into the bottom of the ladder/not on the ladder yet. You're not really helping them make money initially, you're costing them money. You need to work very hard to get through your probation period. Employer needs no reason to let you go. Once you get the position, it is harder to get let go.
  - e. All employers are looking for someone that shows up everyday on time. They can teach you the rest. ability/responsibility/time management.
  - f. Getting into good habits and avoiding bad ones is crucial.

3. What is the best way to discover these jobs?
  - a. See above
4. What types of careers can be achieved starting in these positions/ how can the young people work their way up in the company?
5. What do you believe are the most beneficial soft skills/ transversal capabilities in this sector?
6. What has been your favorite part about working in this sector?

### Reverse Marketing

From the small business perspective. Fulfilling orders/responsibilities is chief concern. If the company experiences a loss of one employee. The number of applications that they receive will take away from the time needed to fulfill the needs of the company. It's a numbers game for how much time you can afford for a new hire while short staffed. So in a way, it is more beneficial at that point to continue at short staff.

The whole reverse marketing thing works to this benefit because it puts you at the front of the line and saves company and prospective employee time by giving the opportunity to cut out the application time and just hire the role.

Small business resources are limited and precious and need to be allocated thoughtfully.

Everyone has a different idea of how a resume is supposed to look.

- personal details about yourself at top (name, phone #, address)
- 4 to 5 bullet points that match job description at top third of sheet
- use keywords in application on resume to beat electronic screening of resume
- Copy and paste the job description at bottom and make really small and clear text.

## H.5 4/20/22 Employer Interview

1. How did you get to where you are today? What do you do with HCC?
  - a. Employer 1
    - i. Worked in a communications company, opening envelopes, sorting mail.
    - ii. Worked towards a psychology degree, shifted towards a government job.
    - iii. Throughout career, competed with people with good qualifications. Use personal skills in place of qualifications.
    - iv. Husband has always worked in manufacturing, and offered for him to undertake qualification.
    - v. Never too late to get qualifications.
    - vi. Career quizzes
    - vii. Social media use- using everyday skillset to transfer to job world
2. Opportunity for young people in manufacturing.
  - a. Employer 1
    - i. Food manufacturing
    - ii. Caravan production/manufacturing (formerly)
    - iii. Showing young people the company to show them what they do.
    - iv. Pick-Packing>Trade specific/Team leader/health and safety
    - v. Emphasize the bigger picture of a company to show different types of people and give them options for aspiration for further development.
    - vi. Everything in manufacturing has an element of administration.
    - vii. More about getting past the first six months of a job than finding the right job off the bat. Takes more than six months to figure out what you're doing, for opportunities to arise.
3. Casual vs Part time as entry level
  - a. Employer 2
    - i. Post lockdown, job seekers market right now.
    - ii. More companies are willing to provide full time work.
    - iii. Still shortages that cause businesses to skip right to full time basis.
    - iv. Being able to visually see the company helps with enticing potential employees.
  - b. Employer 1
    - i. Prior to covid, it is common to start off in a casual role.
    - ii. Now, offering a three month probationary period. Opportunity to become permanent after this period.
    - iii. Young people don't understand that the dollar amount is the same between casual and permanent. It evens out with paid time off/benefits.
4. How can young people know to check out certain businesses? Best approach to securing employment.
  - a. Employer 2

- i. 70-80% of jobs aren't posted online.
    - ii. Searching outside online space is a huge advantage to finding a job.
    - iii. HCC has the unique capacity to engage with businesses and provide certain resources to residents. Provides opportunity
  - b. Employer 1
    - i. Industry tours- meet 10-15 people willing to work to show them what they do.
    - ii. HCC works with local businesses to promote jobs/tours to the community.
    - iii. Networking, through local government and community centers.
      - 1. The more practice the better.
- 5. Pathways in agriculture sector
  - a. Employer 2
    - i. Driver license/car is a big barrier for young people, particularly in agriculture due to varying locations (finish one job, go to another site).
    - ii. Bullseye posters expand the target for young people.
  - b. Employer 1
    - i. landscaper/laborer (qualifications required for higher roles), residential planning, construction,
    - ii. Majority of agriculture entry level roles require various qualifications.
    - iii. “Do you like working indoors or outdoors?” “Working with people?”
      - 1. Industry tours help answer these questions
    - iv. Urban Planning
    - v. Dept of Ed. - bullseye poster, shows growth options for sectors.

Southeast area for agriculture- Frankston, Mansfield, Camberfield, Sudbury,

Tools for advantage thinking model used by coaches to gain direction in what industries young people might be interested in.

- “What are your goals for education?”
- My Vision tool

When young people succeed, they are more likely to help other young people

## H.6 4/18/22 Employee Interview

### Warehousing/Logistics/Supply Chain Management

1. Tell us a bit about your role and how you got there.
  - a. Afghanistan and came to 2015 in Aussie as refugee
  - b. Wanted to initially be a journalist but she wasn't good at english
  - c. English is 3rd language, eldest child
  - d. Met courtney in BSL through TAFE, helped motivate her to be in in the community sectors to help others in the same boat as her to find employment
  - e. First job was packing of nut and second was food factory
  - f. BSL helped with resume cover letter, submitted with help from BSL
  - g. BSL helped get her into Uni and gave her useful advice and supported and encouraged her
  - h. BSL has connections to help people get connected to the right job positions they would be a good fit for
  - i. Whole family was able to find jobs through BSL!
  - j. Got job in 2019
    - i. When she got into Uni she was offered a part time job
2. What is the best advice you would give someone entering your industry?
  - a. Take advantage of connections/resources that BSL provides
  - b. After getting the first job it's much easier to find jobs in the future
  - c. Talk and make friends
  - d. Mindset of learning, curiosity.
  - e. Get involved with people and make connections
    - i. Very useful as a refugee and as someone who is not a native speaker
  - f. Learn from others
    - i. Observe their skills
    - ii. Following others work, and using that to help her in what
3. What is your favorite part about working in the logistics sector?
  - a. Able to learn english
  - b. Likes the environment
  - c. Work is not difficult
  - d. Opportunities to learn/branch out/try new things. Diverse role.
  - e. Accessible for women
  - f. Diverse backgrounds, easy to make connections with coworkers
4. What are some things you have learned while working in this sector?
  - a. Improve english and communication skills
  - b. Self confidence
  - c. Use machines, hands on
  - d. Proper food quality checks

- e. Reporting to chain of command
  - f. Business practices/mindset. Management skills.
5. Have your perceptions of the sector changed since you've started working there?
- a. Not boring
  - b. Opportunities to learn and get new skills/mindset

## H.7 4/21/22 Employee Interview

1. Tell us a bit about your role and how you got there
  - a. Pick packing role but offered role in customer experience team
  - b. Warehouse assistant role, make sure online orders were done correctly, casual basis was what she needed
  - c. Make sure customers get their correct orders
  - d. Was a student and someone told her about the job and seemed casual and not demanding
  - e. HCC person sent HR resume and had interview and got the job
  - f. Currently full time student
  - g. Will be looking into as a legal assistant
2. What is the best advice you would give someone entering the industry?
  - a. Time management skills
  - b. Take step back when needed to
  - c. Keep open mind, know jobs are flexible
  - d. Don't be fixated on having a low level, you can definitely move up to higher positions
3. What is your favorite part about working in the \_manufacturing\_\_\_\_\_ sector?
  - a. Not mentally exhausting job
  - b. Hands on, nice little workout
4. What are some things you have learned while working in this sector?
  - a. flexible and open minded
5. Have your perceptions of the sector changed since you've started working there?
  - a. Jobs are very KPI (targets for each employee to meet per hour) (ex. 110 boxes per hour)

## H.8 4/21/22 Employee Interview

1. Tell us a bit about your role and how you got there
  - a. Been part of council for 2 years
  - b. Been gardening for while whole like
  - c. Parks in gardens council initially, now does gardens and designs
  - d. Pastry chef for many years, but always enjoyed gardening
  - e. TAFE online or in person courses for horticulture
    - i. Need to be in industry to do exams
    - ii. Need to be working gardening or cutting grass while taking online classes, makes things much easier
    - iii. Need to surround yourself with people who bring you up
  - f. Starting job
    - i. Contacting a local garden business
    - ii. Learning how to use equipment
    - iii. Basic understanding on gardening
    - iv. Learned everything on the job and read a lot of gardening books to get knowledge
2. What is the best advice you would give someone entering the industry?
  - a. Need to have an interest for it, not for everyone
  - b. A Lot of work so people are willing to give it a start
  - c. “Only way if you like it if you go do it. There's nothing wrong with a little bit of hard work”
  - d. Might take some time to figure out what you enjoy doing, don't be disheartened if it doesn't work out in one area
  - e. It's great if you enjoy working in different environments
3. What is your favorite part about working in the \_agriculture/horticulture\_\_\_ sector?
  - a. The seasons, seeing things change
  - b. Seeing things grow from nothings, very pretty
  - c. Always finds new things to be fascinated by
4. What are some things you have learned while working in this sector?
  - a. Picked up skills on the job
  - b. There's so much to learn, never stop learning
5. Have your perceptions of the sector changed since you've started working there?
  - a. Horticulture and nursery are two complete parts
  - b. Very diverse careers to choose from
  - c. Lower level is very hands on, but upper level can be more office based/computer/technical aspects
  - d. Agriculture - livestock
  - e. Horticulture - flowers

- f. People really care where food/produce comes from which open up many career possibilities (organic farming, gardens, food)
- g. Not all about pushing lawn mowers, there's so much more
- h. Can do cert free in agriculture but need to be working while studying

Team leader

Designing plans for landscapes

Run own nursery

Breed plants

Bush regeneration(restore local ecosystems, maybe uni), a lot of volunteering

Really depends on what you wanna do

Regenerative agriculture/horticulture

Day to day

- Crew of 4 guys
- Pulling summer annuals that were planted in spring and harvest in summer
- Prepare soil for
- Turf renovations
- Planting, spraying for weed, fertilizing
- Job adjusts to what the weather is like
- Have a schedule every week (infrastructure and parks)
- Winter is picking up leaves

## H.9 4/22/22 Employee Interview

1. Tell us a bit about your role and how you got there
  - a. Found job thru agency
  - b. Different agencies within warehouse
    - i. Found about about agency b/c of her family
    - ii. Family or friends or Seek/online can help people find out about agencies
    - iii. Have to go thru different agencies to get foot in the door
    - iv. They book apt w/ you and ask for the right credentials and fill out forms, and health and safety forms
    - v. Will do test to make sure you can lift certain weights, make sure you fit the criteria
    - vi. background/police check (some agencies do it for you)
    - vii. Call you after about how the shift
    - viii. Certain time of the year they hire more than others, like major holidays
    - ix. Need to show you are a reliable employee so they will keep them
    - x. Her agency did not take money from her pay, but they can under pay too
  - c. Agencies will sent roster of warehouses that match her position
  - d. She was a pick packer initially
  - e. "Pick packing is definitely the way to start"
  - f. Agencies don't take portion of her pay
  - g. Can be part of multiple agencies at once as long as the schedule is manageable (more options and opportunities/wages)
2. What is the best advice you would give someone entering the industry?
  - a. Good to have relationship w/ agency and company, keep them informed if have to leave early (school/assignments...), do job properly
  - b. "Do job to best of your ability regardless of stuff around you"
  - c. When things get tough, maintain good relationship with workers around you, especially longer term workers
  - d. Learn from coworkers, they teach you the things the right way/easy way
  - e. Be understandable and kind, it goes a long way
  - f. Take the good days and the bad, just have to keep your head up and keep the ball rolling"
3. What is your favorite part about working in the manufacturing sector?
  - a. See above
4. What are some things you have learned while working in this sector?
  - a. See above
  - b. Connections can be built/networking that can be done to find roles outside the manufacturing job
5. Have your perceptions of the sector changed since you've started working there?
  - a. "Don't judge a book by its cover"

- b. It's not a straightforward position
- c. Many different roles