



14 May 2021

Disability Employment Policy
GPO Box 9820
Department of Social Services
Canberra ACT 2601

Submitted Online

Dear Departmental Representatives,

Submission on National Disability Employment Strategy

The Centre for Social Impact at Swinburne University of Technology (CSI-S) thanks the Department for the opportunity to make this submission.

CSI-S is a multi-disciplinary research centre established in 2014, and is a part of the national CSI Network. Our research strives toward positive social change through improving the systemic and organisational conditions that shape communities.

Our submission is attached. We would welcome the opportunity to discuss the research raised in this submission with the Department further.

In this regard, please do not hesitate to contact Professor Erin Wilson, Uniting Kildonan Chair in Community Services Innovation, on (03) 9214 8477 or ewilson@swin.edu.au.

Yours sincerely

A handwritten signature in black ink, appearing to read "Jo Barraket".

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National Disability Employment Strategy: Response from the Centre for Social Impact

Are there barriers or concerns for jobseekers with disability (jobseekers) not covered in this consultation paper?

Barriers to jobseekers are located at many levels within an employment ecosystem (for example at the level of the individual, their family or household, the services around them, employers, the community, government policy and community and employer attitudes). It is essential to understand this ecosystem and the connections between barriers across ecosystem levels. Previous studies for the NDIS (Crosbie, Murfitt, Hayward & Wilson, 2019) identify the barriers in the ecosystem, and recent PhD research by J. Crosbie has further identified the barriers for young people with intellectual disability (discussed below). Additionally, barriers for people with intellectual disability have been identified via a [literature review](#) conducted by CSI (Wilson and Campain, 2020). While there is no single factor that explains why people with intellectual disability have lower rates of economic participation than others, research suggests that it is a result of the broader environment of negative attitudes, lack of supports for employers, the policy environment, as well as the aspirations and skills of people with intellectual disability, limited expectations of their parents and supporters, and a lack of supports available to assist them customize and undertake a job (Wilson and Campain, 2020).

The PhD research ('An investigation of the factors that promote economic participation of young people with intellectual disability', underway) of Jennifer Crosbie at CSI confirms this range of barriers. In particular, young people with ID lack a focus on job readiness from an early age and the system supports (largely inside schools) have limited understanding of options available for this group or how to include them in mainstream economic participation activities. A major barrier is the lack of information and the lack of programmatic supports. Individuals, or their families, are expected to source and fund their own employment supports, using NDIS packages. In particular, there is a lack of information about options to the few programs available post school. While SLES is a funded item in some NDIS packages, it has no comprehensive intervention design or logic and is operationalised variously by different, usually disability, services often with no clear outcomes. There is a significant gap in employment supports available to this group that targets their needs and are focused on open employment outcomes, including those who desire only a small number of hours per week. Thus a major barrier for this cohort is the lack of evidence-based, programmatically supported employment interventions and information about these. For some people with intellectual disability, especially those with significant disability or additional medical issues such as fatigue etc, they seek engagement in employment (frequently open employment) for a small amount of hours per week (e.g.3-8) which makes them ineligible for existing employment supports through DES or jobactive, which results in them being funnelled into ADEs and day services.

Are there barriers or concerns for employers not covered in this consultation paper?

The concept of employer confidence is mentioned in the Discussion Paper. Along with Dr Kevin Murfitt of Deakin University, CSI (Prof Erin Wilson and Dr Joanne Qian) has been researching the concept of employer disability confidence. In particular, we are interested in why measures of disability confidence are not good predictors of employment behaviour, despite often being used as a proxy for increased employment opportunities made available by employers.

Part of this problem is that employer disability confidence is generally a poorly conceptualised term and is used to describe many things. The definition of employer disability confidence spans broad descriptions, including:

- understanding about disability;
- knowledge and actions demonstrated by organisations to create a workplace or culture of inclusion for employees, job seekers, customers and other stakeholders with disability (Suter, Scott-Parker & Zadek, 2007; Waterhouse, Kimberley, Jonas & Glover, 2010),
- mappings of the developmental stages required for organisations to become confident. For instance, the Australian Network on Disability (AND) has highlighted three areas for an organisation to be disability confident:
 1. knowing how to make **workplace adjustments** to retain employees with disability,
 2. knowing how to make changes to **recruitment process** to engage skilled and talented job seekers with disability, and
 3. delivering accessible **customer services** for those who may have a disability (Waterhouse et al., 2010, p.8).

An example of the developmental approach to disability confidence is the United Kingdom Government's Disability Confident scheme where employers sign up progressively to three levels of disability confidence. The first level is 'disability confident committed' where an organisation signs up to becoming disability confident and doing one thing to improve inclusion of people with disability in their organisation, such as including welcoming wording on job advertisements that encourages people with disability to apply. To gain level 2 accreditation an organisation needs to do a self-assessment of their policies, practices, and facilities to identify barriers or areas for improvement for employing or retaining people with disability; and gains level 3 'leader' status when the organisation has addressed those barriers or areas for improvement and been externally validated (Department for Work and Pensions, ND). A developmental approach is facilitated in Australia through the National Disability Recruitment Coordinator (NDRC), and the Diversity Field Officer (DFO) Service (Murfit, Crosbie, Zammit & Williams, 2018).

Along with the conceptual fuzziness associated with the concept of disability confidence, there is an over reliance in intervention design on building disability confidence with little attention to the factors affecting actual employment practice. Put another way, the existing definitions and frameworks for employer disability confidence do not have the explanatory power to conceptualize how change in knowledge, awareness and attitudes can lead to change in behaviours toward people with disability, in particular regarding employer's actual hiring practice. To address this, CSI is keen to research the Theory of Planned Behaviour as an explanatory framework to guide intervention design with employers.

The Theory of Planned Behaviour (TPB) posits that behaviour is a function of intentions, which are in turn a function of a person's attitude (that is, positive or negative evaluation of a behaviour), subjective norms (that is, the relative weight given to the views of important others regarding a behaviour), and perceived behavioural control (that is, beliefs about what may help or hinder the person performing the behaviour). TPB has been used in some international research studies to explore employer behaviour regarding the employment of people with disability. While in its early stages (and not supported by specific funding), our work suggests that intervention design has placed strong attention on changing employer attitudes, frequently with positive attitudinal change, with little attention paid to perceived behavioural control and the barriers to behaviour (i.e. actions

to employ people with disability). We propose a much stronger emphasis on identifying the perceived barriers to the desired behaviour of employing people with disability within workplace contexts. Adding this element to intervention design may yield increased employment outcomes, whereas changes to employer attitudes alone has often failed to generate such outcomes, despite an intent to employ.

Evaluation work conducted by CSI (embargoed) has identified the difficulty of creating change within workplaces despite interventions focusing on employer confidence and capability. A finding in common with other evaluation research in employer contexts (such as Murfitt, Zammit, Bryant, Strachan & Williams, 2017), is that a 'slow burn' is needed. That is, interventions with employers are often short term when longer term mentoring and intervention is needed in order to fully embed and actualise change beyond making recruitment policies inclusive. Longer interventions also provide scope to fully uncover the recruitment decision makers and barriers to recruitment of people with disability. For example, in larger organisations, decision makers may be departmental heads, rather than HR departments, and budgeting may be required to institute broad accessibility changes to car parking, building and facilities access etc.

Dealing with intersectionality and competing diversity agendas has been raised as a barrier by employers within evaluation work CSI has conducted (embargoed). A focus on disability frequently sits within, and sometimes competes with, other diversity agendas related to gender, culture/ethnicity, carer responsibilities. Of course, for many people, these diversity elements intersect in a single circumstance. It is unlikely that this issue has a single solution. For example, in one evaluation conducted by CSI of an intervention dealing with three large employers, a success factor was identified as the prioritising of the diversity focus on disability within organisational policy and governance mechanisms. However, this runs the risk of overly essentialising disability and runs counter to a narrative of individuality and personhood where intersectional elements can be recognised. Organisations are likely to need support to navigate the, sometimes competing, diversity agendas in their approach to human resources.

Finally, employers take many forms and include large, medium and small employers, including social enterprises of various sizes. Social enterprises are organisations that trade to fulfil a social mission, and for approximately one third of Australia's estimated 20,000 social enterprises, this social mission is to create meaningful employment opportunities ([Barraket, Mason & Blain, 2016](#)). Despite significant outcomes in relation to the employment of people with disability, the role of social enterprises is often overlooked as an employer of choice for people with disability, and they are not frequently included in the policy and program thinking about employers. This is a significant oversight, as social enterprises can offer workplaces with a range of health and wellbeing promoting benefits such as increased income, sense of capability, confidence, purpose and social connection ([Elmes, 2019](#); [Farmer et al., 2019](#); [Barraket et al., 2020](#)). People with disability comprise 20% of the Victorian social enterprise workforce, which is a higher rate of disability employment than that found within the mainstream economy ([Castellas et al., 2017](#)).

Work Integration Social Enterprises (WISE) provide a range of employment supports, including bespoke support, training, work experience, and paid job opportunities (Wilton & Evans, 2018; [Barraket et al., 2020](#)), and there is evidence that social enterprises can produce comparable or better employment outcomes to other employment programs such as Individual Placement and Support (Ferguson, 2018) and Disability Employment Services ([Elmes, 2020](#)). People with disability comprise 20% of the Victorian social enterprise workforce, which is a higher rate of disability employment than that found within the mainstream economy ([Castellas et al., 2017](#)).

Social enterprises are frequently hybrid organisations relying on a mix of income including philanthropic and government funding, private investment, as well as earned income. While there is limited available published evidence on how their provision of additional training and employment supports affects the cost structure of WISE (as a business), anecdotally, we know the range is between 15 and 25 percent additional cost, depending on cohort(s) assisted, industries in which the WISEs operate and geography (which affects market density) ([Barraket, Eversole, Luke & Barth, 2019](#)). However, there is currently limited government recognition of the contribution of WISE to employment outcomes for people with disability, and limited eligibility for WISEs to formally participate in the employment services system. Both this lack of formal recognition and limited access to appropriate forms of finance does inhibit the ability of social enterprise organisations to grow and to provide support to larger numbers of people ([Barraket et al., 2020](#)).

Do you have any feedback on the proposed vision or priority areas?

Overall, the priority areas cover both the supply and demand side of the employment topic, and attend to broader societal barriers.

However, we recommend a broadening of priority area 2: ‘Building employment skills, experience and confidence of young people with disability: ensuring young people with disability are supported to obtain meaningful work and careers of their choice’. This priority area identifies ‘young people’ as the primary focus area and we believe this is too narrow. Due to an absence of appropriate policies and programs for people with disability over a long period of time, many people have not had opportunities to pursue employment goals. For example, the PhD research of J. Crosbie identifies that, due to an absence of options, young people with intellectual disability typically choose either disability day services or ADEs as the transition destination from school, and remain there. Indeed, our literature review ([Wilson & Campain, 2020](#)) identifies that less than 1% of those employed in an ADE transition to employment in the mainstream labour market and less than 5% of people with disability transition to open employment from day services or supported employment settings in Australia. This highlights a substantial need to address the ‘system capture’ of people with disability of all ages who, like young people, seek to expand their employment opportunities. This is an urgent priority as these people with disability continue to age, within disability services, without the opportunity to engage in open employment. Within this cohort caught in the system are older ‘young people’, for example over 25 years of age, whose efforts to seek employment have been unsuccessful to date. Crosbie’s PhD research reveals that they and their supporters are worn out by the effort of employment-seeking since leaving school. Opportunities to build skills, gain experience and explore employment preferences and capabilities are urgently needed for all cohorts and should not be prioritized by a narrow age band. Such prioritization is likely to merely extend the ‘cliff’ that young people and their families identify, that relates to the time period of support provision, beyond which there are few options.

Similarly, while we support the focus on priority area 3: ‘Improving systems and services for jobseekers and employers: making it simpler for job seekers with disability and employers to navigate and utilise government services, and driving better performance from service providers’, we encourage a wider view of the service system. Page 20 of the Discussion Paper lists only a few of the relevant government programs in this arena. Scoping work undertaken by CSI, including that which has been undertaken for the Collaborative Partnership to Improve Work Participation, has shown a wider set of government programs across multiple departments. A full review of programs is needed, along with a system redesign, as many programs have overlapping elements and it is difficult to determine which is most appropriate. Even a limited review highlights that there are

considerable gaps in eligibility, particularly for those seeking or able to work only a small number of hours per week. Additionally, receipt of various forms of income support coupled with the presence of Mutual Obligation requirements are criteria for entry into many programs, which exclude some people with disability. In addition, and in relation to point 1 below (range of actions), a significant barrier for people with disability is the lack of information about non-government employment services and supports (other than jobactive and DES providers).

Which actions or initiatives would best create positive change for people with disability and employers?

A range of actions or initiatives have been suggested through our research, summarised below:

1. Employment interventions such as customised employment or individual placement and support (IPS) have substantial evidence to document their efficacy (see [Wilson & Campaign, 2020](#)). Similarly, local initiatives such as the Diversity Field Officer program (AFDO), the Integrated Practical Placement Program (Royal Children's Hospital and Holmsglen TAFE) and the Ticket to Work program (NDS) also have an emerging evidence base as to their efficacy. These models are well matched to demand from people with disability, especially young people, and their families (PhD research by J. Crosbie) but there is currently no programmatic, clear policy or funding support for such programs. While the NDIS offers a capacity to purchase needed employment supports, for those who are eligible, there is not a mechanism to foster and underpin the delivery of these supports, other than as part of a private marketplace. Our conclusion is that support is needed to develop ongoing *programs* of evidence-based employment supports. This is currently the case for the IPS component trialled and now being included within headspaces nationally through a DSS coordinated program. Employment service/support initiatives require a programmatic infrastructure rather than the ad hoc grants via the ILC (NDIA and now DSS).
2. A range of research highlights the need for customised job 'creation' or identifying of latent job opportunities through direct engagement with employers. This approach needs to be seen as complementary to but different from a focus on response to job vacancies. Customised employment literature (summarised in [Wilson & Campaign, 2020](#)), identifies the potential to unlock job opportunities, especially for people with significant disability, and including employment opportunities with very low number of hours per week matched to the incumbent's need and preference. Social enterprises too play a significant role in creating job opportunities and in matching opportunities to incumbents ([Barraket et al., 2020](#); [Barraket, Qian & Riseley, 2019](#); [Elmes, 2019](#); [Wilton & Evans, 2019](#)). Attention to and support for these types of employment supports is essential if we are to support ALL people with disability who want employment into a job that suits them. Without this attention and support, governments will fail to meet the needs of the diversity of people with disability and will not tap into latent employment opportunities within industry.
3. The project 'Improving Health Equity of Young People? The role of social enterprise' studied Work Integration Social Enterprise (WISE) in Australia to explore how they affect the social

determinants of health (SDOH) equity for young people experiencing disadvantage ([Barraket et al., 2020](#)). The 3-year project found that effective WISE are able to:

- Increase young people's access to employment and/or their employability
- Improve young people's self-reported mental health and wellbeing
- Positively influence healthier behaviours, including healthy eating, reduced smoking, and drug use
- Significantly improve young people's confidence and social skills in professional and personal contexts
- Foster positive new relationships and connections.

How WISE produce these benefits is captured in the 'WISE Wellbeing model' documented in the project report ([Barraket et al., 2020](#): 43), and in the paper 'Designing inclusive workplaces for wellbeing: learnings from work integration social enterprise' (Joyce et al, in-press). The Policy Guide ([CSI, 2020](#)) produced by the research team suggests that investment in work integration social enterprises can help WISE to scale their business activities and related capacity to assist more young people.

How Disability Services can take a 'WISE'/social enterprise approach to shaping work conditions for young people with disability is currently being explored through two CSI research projects: 'ADEs as a pathway to open employment for young people with disability. Implementation of the Work Integrated Social Enterprise (WISE) model' (Information, Linkages and Capacity Building program, DSS); and 'WISE Workplace Inclusion Model for Well-being' (Lord Mayor's Charitable Fund). These projects will work with ADEs in Victoria to implement the WISE model to develop employment opportunities in the mainstream labour market for people with intellectual disability. The WISE model utilises a partnership approach to embed Work Integrated Learning (WIL) alongside a range of complementary supports to develop broad work readiness.

4. We note that procurement has been identified as a strategy for employers to increase the employment of people with disability. Our work with some ADE's has highlighted the largely unrealised opportunities for industry to make ADEs part of their supply chains and thereby meet social procurement requirements in competitive tendering. Case studies of this kind could incentivise employers/businesses. Additionally, support for ADEs to include such strategies in their business planning should be provided or funded by government in order to increase ADE viability and range of work activity.
5. Approaches to addressing stigma and negative attitudes towards people with disability are often overly generalised. Our research on the experience of negative attitudes about disability by people with disability, highlighted the need for differentiated approaches to attitude change ([Tan, Wilson, Murfitt & Campaign, 2019](#)). Attitudes to disability differ according to disability type and severity of disability. In this way, the target of change differs and ranges from seeking to change levels of knowledge about disability, to changing attitudes about the level of capability and competence. If undertaking public campaigns, it is important to consider the underlying attitudes held toward specific groups and frame the message accordingly (see [Tan et al. 2019](#) for details). A strong finding of this and of other research focusing on the need to build capacity among mainstream services, is that of lack of knowledge of disability ([Wilson, Campaign and Hayward, 2019](#)). In this research, mainstream

service providers (and employers) lacked knowledge about specific disabilities as well as knowledge about how to make reasonable accommodations. This focus on knowledge about 'solutions' to exclusion or barriers affecting inclusion and performance, is critical if employers are to know how to respond positively. Consistent with the noted theme of not objectifying people with disability or of contributing to 'inspiration porn', examples used in public campaigns should focus on the knowledge and 'solutions', as well as positive attitudes, of employers which allow diverse people with disability to get on and 'do the job' as carved out and modified to best suit their strengths and overcome barriers.

6. While there is a deep field of research about employment interventions and barriers to employment, there is a shallow focus on documenting the details of the practices and interventions that work. Frequently 'catch all' terms are used, such as 'vocational counselling' or 'mentoring' with no explanation of the intensity, duration, and practice ingredients of these activities. This makes replication impossible. Similarly, employment interventions are funded via a range of government funding and including the Information, Linkages and Capacity Building grants program (NDIA now DSS). There is little evaluation focus on these interventions, and where it does occur it again lacks specificity as to the practice model and causal factors of success, or is not made public. Overall, this leads to a lack of detailed knowledge development about intervention design and little progress in replication of programs that work or innovative new designs. Overall, employment supports and services are a 'black box'. The National Disability Employment Strategy provides an opportunity for an explicit focus on the identification of intervention program logic and the building of an evidence base of the specific (not general) ingredients of what works. The quasi market of service provision enables providers to refuse to disclose intervention design, on the grounds of 'commercial in confidence' arguments. Regulation of this arena is needed to secure this disclosure and instead focus the competitive edge on quality of service.

How do we measure success of the Employment Strategy?

In our experience, measures of outcomes related to employment are overly gross and focus at the level of population change, for example, measuring labour market participation. These measures are often replicated when judging the efficacy of employment interventions and their effect on individuals. At this level, they do not capture either the sorts of changes (short term outcomes) that are necessary to build toward the long term impact on labour market participation rates, nor do they focus on employer or business capacity and behaviour.

Over the past two years, the Centre for Social Impact, via its Uniting Kildonan Chair in Community Services Innovation and her team, have been developing a generic approach to outcomes measurement to capture the changes experienced by users of community services and community interventions. The framework, known as the Community Services Outcomes Tree, has twelve domains (a simplified diagrammatic version is provided at Appendix A). It is expected that most community services address outcomes across multiple domains, even when their dominant focus is in a single domain such as Employment. Both the domains and outcomes have been identified through an extensive literature review including domestic and international outcomes frameworks, outcomes literature, literature pertaining to each sector (e.g. employment) and various measurement instruments. This broad literature set has been thematized, generating domains and

outcomes related to each, and sub thematized generating descriptors of concepts routinely captured within each outcome area. Literature reviews have continued until saturation has occurred, that is, where concepts are repeatedly found and endorsed, or have been targeted to address emerging areas of community service provision for which there is not yet an established consensus (for example, outcomes related to 'choice'). Our approach has been to disaggregate existing outcome statements (that often combine multiple outcomes), so that we can make transparent the outcome components of any intervention, enabling identification and collation of multiple discrete outcomes related to specific intervention design.

The Community Services Outcomes Tree includes the domain of 'Employment' capturing 10 outcomes for individuals receiving service and supports targeting employment:

- career planning/knowledge
- relevant job skills
- relevant work experience
- job seeking skills
- positive work attitudes and appropriate behaviours
- gain employment
- reasonable accommodations and related supports
- maintain employment
- secure and sufficient work
- job satisfaction.

All of these include self employment in their outcome dimensions. There is also potential cross-over to other domains such as Education and Choice and Empowerment or Social Inclusion. This highlights the notion that measuring outcomes is complex.

This list of outcomes, and the sub themes that sit within each outcome, helps articulate the many focuses needed in employment supports and interventions, and the varied outcomes across individuals and contexts. The attainment of employment (i.e. getting a job), in this light, is too gross a measure and does not fully address the outcomes aspired to by people with disability. For example, even for those who have employment, they advise that this employment may not be in a position they are satisfied with or that their career progression is blocked. At the other end of the spectrum, young people with disability need to build skills and understanding about the world of work, careers available to them matched with interests and capabilities. Simply gaining employment does not fully address the outcome of 'career planning/knowledge' which addresses longer term job suitability, satisfaction and maintenance which the evidence shows is enhanced when the match between interest and job is high.

The Community Services Outcomes Tree work also addresses mechanisms to collect data, particularly oriented to the pragmatics of data collection by under-resourced community agencies running employment-related interventions. While the Outcomes Tree has been developed to be compatible with diverse measurement instruments or link to indices in use in other systems, we have also developed a lean and pragmatic approach to data collection that can be used for each outcome. This approach asks two questions for each outcome (or for domain level), one pertaining to level of outcome achievement or change since participation in an intervention, and the second reflecting on the level of contribution that the intervention has made to this change (with a focus on contribution as a more accurate measure of attribution). These can be found at Appendix A. It should be noted that as the outcomes represent concepts that largely require subjective rather than objective measurement, they require self report, with all the limitations of subjective interpretation.

Similarly, objective measures (such as 'has a job') also have limitations as they reduce complex outcome experiences to singular dimensions that can miss critical ingredients of outcome (e.g. is the job suitable, of sufficient hours, ongoing etc).

Outcomes can also be measured in regard to employers and businesses and, in such cases, generally relate to capacity building outcomes. In a previous project ([Wilson, Campain & Hayward, 2019](#)), we explained that the literature on capacity building defined capacities as including knowledge, skills, attitudes, behaviours / actions, networks, infrastructure / resources, policies / legislation, and culture. If capacity building is the targeted outcome in regard to employers, then it is important to make clear which capacities are in focus as each demands different measures. It is also important to critique the link between any of these capacities and the longer term impact on employment of people with disability. As discussed above, concepts like 'employer disability confidence' are increasingly being used to anticipate or predict actual behaviour though the link between them is not proven. Rather, just as the outcomes for people with disability seeking employment are multiple and varied, so too are the outcomes for employers. Again, a focus on the gross measure of number of people with disability employed, undervalues or makes invisible the requisite changes needed by employers and in workplaces towards this goal. We are keen to work on outcomes identification and measurement methodologies at this level.

The importance of nuanced and gradated outcomes definition is made clear when we consider approaches to incentivising or funding employment interventions and supports. Where interventions are linked to gross outcomes like increase in employment, activities drive to single outputs regardless of appropriateness (e.g. high volume but insecure or inappropriate placement or placement of people with lower levels of disability or fewer barriers to employment). Additionally, as factors external to the intervention also effect outcomes, some co-investors will be disincentivised to participate, for example in an outcomes-based payment project, where it is clear that the only outcomes measured are gross in nature and thereby unduly effected by market forces beyond the control of the program implementer.

Finally, a nuanced and gradated approach to outcomes measurement is essential to support the development of detailed program logic in the design of employment interventions. A common element of literature related to employment of people with disability or of return to work of injured employees, is that barriers to employment need to be identified and addressed. This requires the design of activities and interventions to address these barriers, each of which lead to different short term outcomes on a gradated scale. Current work for the Collaborative Partnership to Improve Work Participation is identifying that the design logic of some employment supports is not clear. We believe a clearer articulation of both barriers and different outcomes will improve the design and therefore the efficacy of these programs.

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Appendix A

This document is an excerpt from the larger Community Services Outcomes Framework, developed by CSI (Wilson, Campain, Brown). It describes the outcomes identified within the Employment domain, the sub themes in the literature that are captured within the ‘descriptor’ of this outcome, and two potential data collection questions that could be used by community and government services to collect data. While a wide range of instruments and methods can be aligned with each of the outcomes listed and used to generate data, the data collection questions offered below are based on a ‘lean’ methodology, seeking the simplest way to generate data directly from community service users (job seekers).

| EMPLOYMENT | | | |
|---|---|--|--|
| Domain | Descriptor | Question 1 | Question 2 |
| Employment (concept at whole-of-domain level encompassing all outcomes within domain) | For example, career planning / knowledge; relevant job skills; relevant work experience; job seeking skills; positive work attitudes and appropriate behaviours; gain employment; reasonable accommodations and related supports; maintain employment; secure and sufficient work; job satisfaction | <p>Think about your employment circumstances.</p> <p>For example, career planning / knowledge; relevant job skills; relevant work experience; job seeking skills; positive work attitudes and appropriate behaviours; gain employment; reasonable accommodations and related supports; maintain employment; secure and sufficient work; job satisfaction</p> <p>How has this changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to your employment circumstances?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Outcome | Descriptor | Question 1 | Question 2 |
| Career planning / knowledge | For example, getting career advice and information, identifying meaningful career goals, and making plans to achieve them. | <p>Think about your career planning/knowledge.</p> <p>For example, getting career advice and information, identifying meaningful career goals, and making plans to achieve them.</p> <p>How has this changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed | <p>Do you think [the service] made a positive contribution to your career planning/knowledge?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |

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|--------------------------|--|--|--|
| | | <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | |
| Relevant job skills | For example, having the necessary technical skills including literacy, numeracy, communication, problem solving, and job-specific skills including skills for self-employment. | <p>Think about your job skills.</p> <p>For example, having the necessary technical skills including literacy, numeracy, communication, problem solving, and job-specific skills including skills for self-employment.</p> <p>How has this changed for you since coming to the service?</p> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to your job skills?</p> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Relevant work experience | For example, having the relevant level of work experience that has resulted in general preparation for work and job-specific skills and know-how; building experience of work, work history and work success. | <p>Think about your level of /access to work experience.</p> <p>For example, having the relevant level of work experience that has resulted in general preparation for work and job-specific skills and know-how; building experience of work, work history and work success</p> <p>How has this changed for you since coming to the service?</p> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to your level of /access to work experience?</p> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Job seeking skills | For example, job search skills including having a current CV, finding suitable jobs via internet or other media and making direct contact, having interview and presentation skills (communication and appropriate clothing for interviews). | <p>Think about your job seeking skills.</p> <p>For example, your job search skills including having a current CV, finding suitable jobs via the internet or other media and making direct contact, having interview and presentation skills (communication and appropriate clothing for interviews).</p> | <p>Do you think [the service] made a positive contribution to your job seeking skills?</p> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |

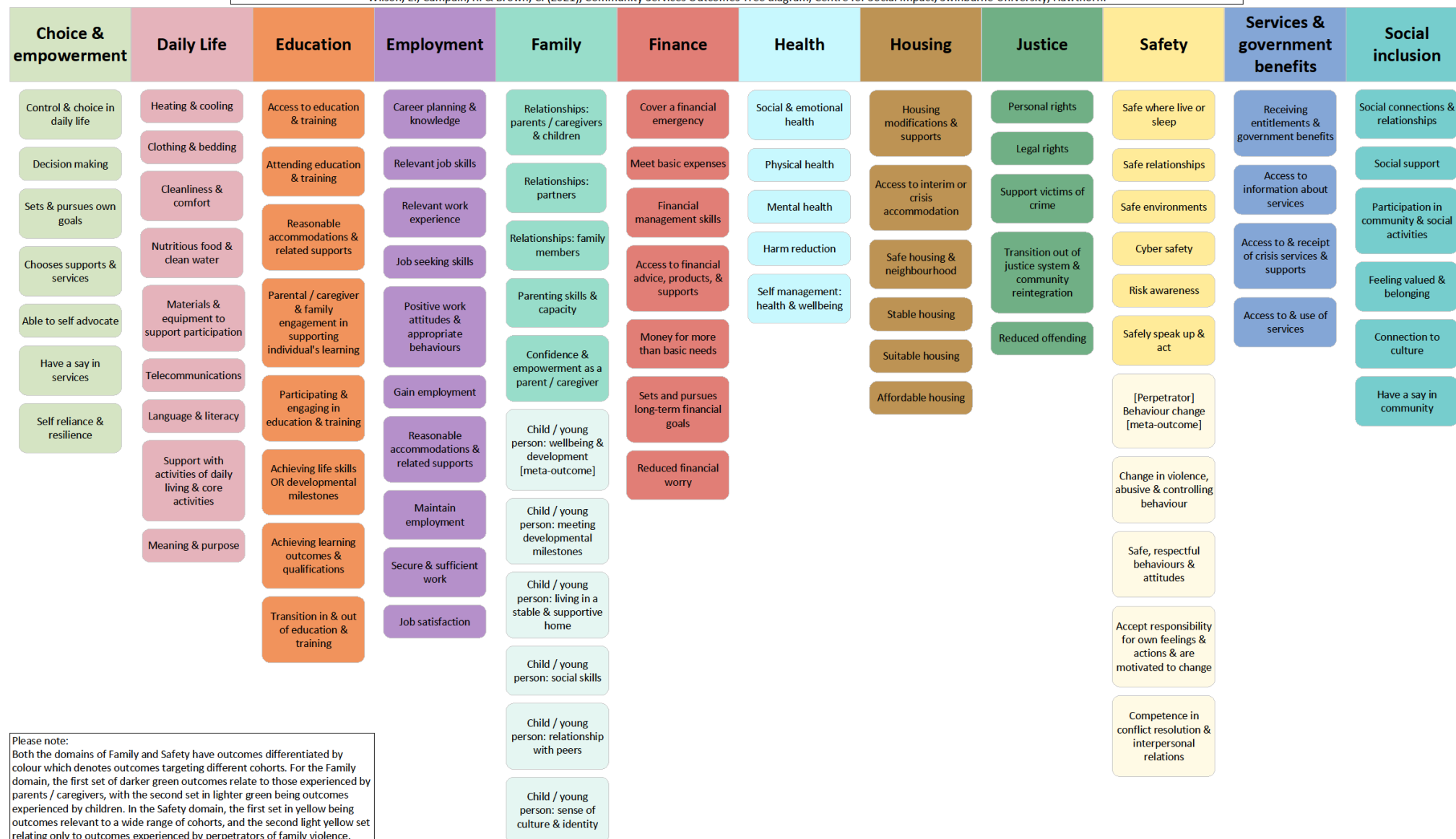
| | | | |
|--|--|---|--|
| | | <p>How have these changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | |
| Positive work attitudes and appropriate behaviours | For example, positive attitudes to work, motivation and aspirations around work, confidence, interpersonal and social skills relevant to the workplace. | <p>Think about your work-related attitudes and behaviours.</p> <p>For example, positive attitudes to work, motivation and aspirations around work, confidence, interpersonal and social skills relevant to the workplace.</p> <p>How have these changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to your work-related attitudes and behaviours?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Gain employment | For example, being able to gain paid employment including part or full time, casual or subsidised employment or through self employment | <p>Think about whether you have gained employment.</p> <p>For example, being able to gain paid employment including part or full time, casual or subsidised employment or through self employment.</p> <p>Have you got a job since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Already had a job <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to you getting a job?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Reasonable accommodations and related supports | For example, access to specialist supports in the workplace and workplace adaptations; access to social networks and community supports, including mentoring, to assist with employment. | <p>Think about your access to work-related adjustments and supports.</p> <p>For example, access to specialist supports in the workplace and workplace adaptations; access to social networks and community supports, including mentoring, to assist with employment.</p> | <p>Do you think [the service] made a positive contribution to your access to work-related adjustments and supports?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |

| | | | |
|----------------------------|--|--|---|
| | | <p>How has this changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | |
| Maintain employment | <p>For example, having the skills to keep a job, managing changes to employment or career advancement, and maintaining self employment.</p> | <p>Think about your ability to maintain employment.</p> <p>For example, having the skills to keep a job, managing changes to employment or career advancement, and maintaining self employment.</p> <p>How has this changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to your ability to maintain employment?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Secure and sufficient work | <p>For example, having ongoing or secure work, having a secure income (including sick pay or holiday pay), feeling secure in your employment or self employment.</p> | <p>Think about your job security.</p> <p>For example, having ongoing or secure work, having a secure income (including sick pay or holiday pay), feeling secure in your employment or self employment.</p> <p>How has this changed for you since coming to the service?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | <p>Do you think [the service] made a positive contribution to your job security?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |
| Job satisfaction | <p>For example, liking the job role and being satisfied with salary, conditions and advancement opportunities, enjoying work, and having work-life balance.</p> | <p>Think about your job satisfaction.</p> <p>For example, liking the job role and being satisfied with salary, conditions and advancement opportunities, enjoying work, and having work-life balance.</p> <p>How has this changed for you since coming to the service?</p> | <p>Do you think [the service] made a positive contribution to your job satisfaction?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not at all <input type="checkbox"/> Yes, to some extent (a little) <input type="checkbox"/> Yes, to a large extent (a lot) |

| | | | |
|--|--|---|--|
| | | <input type="checkbox"/> Got a lot worse <input type="checkbox"/> Got a bit worse <input type="checkbox"/> Not changed <input type="checkbox"/> Got a bit better <input type="checkbox"/> Got a lot better <input type="checkbox"/> Not relevant to me | |
|--|--|---|--|

Community Services Outcomes Tree v.11/05/21

Wilson, E., Campain, R. & Brown, C. (2021), Community Services Outcomes Tree diagram, Centre for Social Impact, Swinburne University, Hawthorn.



Please note:
Both the domains of Family and Safety have outcomes differentiated by colour which denotes outcomes targeting different cohorts. For the Family domain, the first set of darker green outcomes relate to those experienced by parents / caregivers, with the second set in lighter green being outcomes experienced by children. In the Safety domain, the first set in yellow being outcomes relevant to a wide range of cohorts, and the second light yellow set relating only to outcomes experienced by perpetrators of family violence.