A PSYCHOSOCIAL STAGE OF CHANGE APPROACH TO UNEMPLOYMENT

A Psychosocial, Stage of Change Approach to Improve Employment Outcomes for the Unemployed

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Certification of the Thesis - Declaration

This thesis contains no material that has been extracted in whole or in part from a thesis that I have submitted towards the award of any other degree or diploma in any other tertiary institution.

No other person's work has been used without due acknowledgment in the main text of the thesis. As a PhD by publication, the contribution to and review of papers by my supervisors (Professor Joseph Ciarrochi and Professor Baljinder Sahdra) and work colleague (Dr David Rosete) have been acknowledged and contribution proportion noted in the Appendices.

All research procedures reported in the thesis received the approval of the relevant Ethics/Safety Committees (where required).

Darren Coppin   13th December 2018

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The thesis solidified my relationship with my wife, when the relationship might have been expected to become more strained. Laura was supportive and encouraging when it mattered most. She worked to allow me the immense time and space to complete this PhD at a time of starting our family and dealing with her own work pressures.

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Abstract

Unemployment has been found to have a detrimental impact on an individual's well-being and mental health. This thesis aims to enhance our understanding of whether all jobseekers are truly jobseeking and explore what can be done to support behaviour changes in those who are not initially committed to returning to work. A first study tested the predictive validity of a stage of change measure on the re-employment success of 1,247 unemployed Australians. The study evidenced that different stages of commitment to jobseeking exist, and re-employment success rates corresponded to the predictions of the transtheoretical model of change. The stages are *precontemplation* (not considering getting a job), *contemplation* (not yet trying to get a job), *preparation* (wanting a job, but lacking confidence) and the *action* stage (actively seeking a job). This study uncovered a new stage of change, labelled *unauthentic action* (going through the motions of seeking a job without genuine commitment or confidence in gaining one).

A second study tested the hypothesis that interventions focused on building well-being, resilience and self-efficacy may be packaged into a single psychosocial workshop (PS) to improve re-employment rates in a treatment group of 16- to 25-year-old unemployed Australians (N=75) versus a comparison group who received treatment as usual (TAU. N=257). The treatment group achieved significantly higher re-employment and sustained employment (13 weeks+) outcomes. A third study applied this PS intervention on a larger scale to adult jobseekers (N=2,459, with 549 randomly assigned to the PS program and 1,910 to TAU), measuring responses to the treatment corresponding to different stages of change. An important focus of the study was evaluating the extent to which the PS intervention effects were moderated by key variables in addition to the jobseeker's stage of change. These variables included gender, age, location and length of time unemployed. As hypothesised, the PS intervention had varying effects corresponding

with different stages of readiness to change. It was more effective than TAU among people

classified as being in the *precontemplation*, *contemplation*, *unauthentic action* and

preparation stages. However, the PS intervention added no value above TAU for those

classified in the *action* stage (actively seeking a job).

Study IV sought to build on Studies II and III by adding a customised one-to-one

coaching program that was stage-matched to a jobseeker's readiness for change, in

addition to the group workshops. Given the ineffectiveness of the PS intervention for those

in the *action* stage, and for pragmatic reasons, this group was provided only with the stage-

matched coaching treatment. Variables were tracked to establish whether demographics

such as age, gender, region, government jobseeker classification ('stream') and ethnicity

impacted the efficacy of the intervention. This study involved 20,057 jobseekers who were

randomly assigned to either the PS intervention (N=8,028) or TAU (N=12,029). The

intervention, comprising both the PS intervention and stage-matched coaching, was more

effective than TAU regardless of stage of change, age, gender and ethnicity (e.g.

indigenous versus non-indigenous). The intervention was not effective for those living in

remote areas and may have even had a negative influence. In this thesis, we discuss the

importance of considering stage of change and context when utilising positive PS

interventions to improve re-employment rates for the unemployed.

Keywords: unemployment; stage of change; psychosocial interventions; well-being;

segmentation

Unemployment has been found to have a detrimental impact on an individual's

well-being and mental health. This thesis aims to enhance our understanding of whether all

jobseekers are truly jobseeking and what can be done to support behaviour changes in

those who are not initially committed to returning to work.

Study I tested the predictive validity of a stage of change measure (see Appendix IV for scale items) on the re-employment success of 1,247 unemployed Australians. The study evidenced that different stages of commitment to jobseeking exist, and re-employment success rates corresponded to the predictions of the transtheoretical model of change.

Study II tested the hypothesis that interventions focused on building well-being, resilience and self-efficacy may be packaged into a psychosocial workshop intervention to improve re-employment rates in a treatment group (N=75) versus a comparison group who received treatment as usual (TAU. N=257). The treatment group achieved significantly higher re-employment and sustained employment (13 weeks+) outcomes.

A third study applied the psychosocial intervention on a larger scale to adult jobseekers (549 randomly assigned to the treatment and 1,910 to TAU), measuring responses to the treatment corresponding to different stages of change. An important focus of the study was evaluating the extent to which effects were moderated by key variables such as gender, age, location and length of time unemployed and stage of change.

Study IV built upon Studies II and III by adding to the group workshops a customised one-to-one coaching program that was stage-matched to each jobseeker's readiness for change. Variables were tracked to establish whether demographics such as age, gender, region, government jobseeker classification ('stream') and ethnicity impacted the efficacy of the intervention. 8,028 jobseekers were randomly assigned to the intervention, with 12,029 receiving TAU. The intervention was more effective than TAU regardless of stage of change, age, gender and ethnicity (e.g. indigenous versus non-indigenous), but not remoteness. The thesis may contribute to government re-employment policy, particularly in terms of effective jobseeker segmentation and intervention.

A Psychosocial, Stage of Change Approach to Unemployment

Chapter 1- Introduction

Unemployment has well-documented detrimental impacts on individuals' economic, social and psychological well-being. As such, governments spend significant sums to alleviate unemployment and support jobseekers. In 2015-16, the Australian government spent $9.9 billion on unemployment benefits (AIHW, 2017). The government will spend another $7.3 billion between 2015-20 on its largest 'jobactive' program to support 750,000 jobseekers in returning to work at any given time (ANAO, 2017). The assistance provided by these employment programs includes support with interview skills, job search skills and résumé-writing as well as vocational training. The programs assume that participants are proactively attempting to return to work (DOJ, 2018; Liu, Huang, & Wang, 2014b; Morris & Wilson, 2014). However, research has not conclusively determined whether all unemployed citizens are actually jobseeking. Additionally, for long-term unemployed citizens (>12 months), the primary barrier to finding a job is 'health or disability, including mental health' (17%) in addition to a lack of 'necessary skills or education' (13%) (Henderson, 2012; NESA, 2012).

This thesis seeks to address three substantial gaps in previous literature by addressing the following questions:

i) Can we segment jobseekers into varying levels of commitment to return-to-work, and then use this classification to inform more effective, person-centric interventions?

ii) Can a psychosocial (PS) intervention, addressing the primary barrier/resource of mental health, improve return-to-work rates?

iii) Are the PS intervention effects moderated by key variables such as gender, indigenous status, readiness to change, age, and location (urban, regional, rural, remote)?

Contextual Factors of Unemployment

Work is an essential component of a thriving life. Employment provides meaning, purpose and relationships and is overwhelmingly evidenced as being positive for an individual's well-being and recovery from mental illness (Borg & Kristiansen, 2008; Jahoda, 1982; Shepherd, Boardman, & Slade, 2008). Conversely, unemployment has been found to damage mental health, well-being and life satisfaction (Lucas, Clark, Georgellis, & Diener, 2004b; Murphy & Athanasou, 1999; Waddell & Burton, 2006).

Substantial literature has demonstrated that unemployment has detrimental effects on one's well-being and mental health (Ezzy, 1993; Frisina, Borod, & Lepore, 2004; Lucas et al., 2004b; Spera, Buhrfeind, & Pennebaker, 1994; Stolove, Galatzer-Levy, & Bonanno, 2017a). A meta-analysis of 324 studies on mental health and unemployment concluded 'the result is a clear and unequivocal warning that unemployment is a severe risk for public mental health that must be fought with all possible means' (Paul & Moser, 2009a, p. 280), with an effect size of $d = 0.51$. The very definition of welfare is 'the state of doing well especially in respect to good fortune, happiness, well-being, or prosperity' (Merriam-Webster, 2018). A thorough literature review was undertaken to understand the specific psychosocial implications of being unemployed. This literature review is detailed in the three papers included within this thesis.

To further contextualise the impact of unemployment on mental health and well-being, Feldstein noted that it is wrong to regard unemployment as either without cost (because the unemployed enjoy the opportunity for job search and leisure) or as having a cost equal to lost output' (Feldstein, 1978). Jahoda noted that:

> "even with redundancy payments or adequate unemployment allowances...the
>
> unemployed do not enjoy their "leisure"; they become disheartened, lose their self-
>
> respect and their sense of time, and fell on the scrap heap." (Jahoda, 1981, p. 189).

Additionally, Henry and Short (1954), Breed (1963), and Brenner (1973) found that suicide rates are positively correlated with an increase in unemployment (Schapiro & Ahlburg, 1982, p. 276). The long-term unemployed may be 'demoralized and stigmatised in the eyes of employers' (Jackman & Layard, 1991).

Research suggests that employment helps drive well-being. In her book, 'Employment and Unemployment: A Social-Psychological Analysis' (1982), Jahoda argues that the benefits of employment include enlarging relationships, time structure, a sense of shared purpose and accomplishment. These are widely recognised as helping improve well-being and closely reflect four of Seligman's five key components of well-being in his 'PERMA' model, specifically engagement, relationships, meaning and accomplishment, with the "P" in PERMA standing for Positive Emotions (Seligman, 2012). Although there appears to be a correlational link between well-being and employment, this thesis aims to argue the reverse as well. Improving well-being in the unemployed may increase re-employment rates. Studies have evidenced that low well-being drives poor return-to-work outcomes. Low well-being has been found to reduce interest, performance and social functioning and increases one's sense of helplessness and inadequacy (APA, 2013; Association, 2013; Hayashi et al., 2016; Hirschfeld, Montgomery, Keller, Kasper, Schatzberg, Möller, et al., 2000; Lerner & Henke, 2008; Mani, Mullainathan, Shafir, & Zhao, 2013). These elements inhibit one's ability to return to work. Psychological intervention programmes that explicitly aim to improve well-being have demonstrated increases in job search intensity and re-employment success (Van Ryn & Vinokur, 1992; Vinokur & Price, 2015; Vinokur & Schul, 1997).

Governments fund jobseeker interventions with the aim of reducing the direct and indirect costs of unemployment to national economies. 'In a purely economic sense, unemployment in the Australian community is extremely costly' (Hunter, 2004). In addition to the costs of benefits, payments and employment services, other direct costs include

subsidised health services, housing and childcare benefits, increased crime and poorer health (Lin, 2008; Raphael & Winter-Ebmer, 2001).

Finally, it is worth pointing out that common terminology in previous literature related to an individual successfully gaining a job placement includes 'return-to-work', 're-employment' and 're-entering employment'. These terms can be misnomers as many jobseekers, particularly young unemployed adults, may have never held employment in the first place. Nonetheless, to remain consistent with accepted terminology, the above three phrases also reference first-time job placements.

Arrangement of Chapters

This PhD thesis is arranged around three papers on four studies. One study (Chapter 2) has been published (April 2017), another study (Chapter 3) has been peer-reviewed, substantially revised and resubmitted on 1st October 2018, whilst the third paper (Chapter 6) contains two studies and was submitted for peer-review on 26th October 2018.

Chapter 2 – Paper 1, Study I. Validating a Stage of Change Tool to Predict Employment Outcomes.

This chapter is a peer-reviewed and published paper (Journal of Rehabilitation, (Coppin, 2017). This paper aims to identify whether a jobseeker's attitude relating to their genuine commitment and readiness for employment, impacts his or her actual success in gaining employment. An adapted *transtheoretical model of change* (TTM) measure was developed and used to identify job-readiness. The TTM's originators stated that,

'Probably the most obvious and direct implication of our research is the need to assess the stage of a client's readiness for change and to tailor interventions accordingly. We have determined that efficient self-change depends on doing the right things (processes) at the right time (stages)' (Prochaska, DiClemente, & Norcross, 1992, p. 1110).

Thus, knowing a jobseeker's intrinsic, attitudinal job-readiness might serve as a

foundation for better engagement options and interventions for jobseekers that aim to enhance their jobseeking behaviour and success. Attitude has long been identified as having a major influence on intention achievement (Avey, Reichard, Luthans, & Mhatre, 2011; Gollwitzer, 1993). Study I tested the hypothesis that a TTM measure can be adapted for use with unemployed participants. A version of such a measure had been developed by Prochaska's colleagues at the University of Rhode Island to target 155 workers who were aiming to return to work following injuries. This assessment tool (University of Rhode Island Change Assessment for Vocational Counselling (Gervey, 2010) was adapted for use online among unemployed adults who were receiving government welfare payments both with and without disability, and among a significantly larger number of participants (N=1,213). The 12-item Assessment of Work Readiness (AWR) supported TTM literature clusters (*precontemplation*, *contemplation*, *preparation* and *action*). However, we found an additional cluster, which we termed *unauthentic action,* that reflected a distinctly different attitude and likelihood of returning to work compared to the other clusters (uniquely scoring highly in both *action* and *precontemplation* dimensions, a contradictory response). The assessment's segmentation of jobseekers based on their attitude, or intention, was highly accurate in predicting an individual's likelihood of entering full-time employment or education six to nine months after the assessment. Jobseekers in the *action* stage were twice as likely (47%) as those in the *precontemplation* stage (23%) to enter full-time employment or education.

This study's confirmation that a jobseeker's attitude is an accurate predictor of re-employment is an important addition to literature on unemployment-related behavioural change. It provides evidence that informs large-scale government programs, which allocate support to jobseekers. The Australian government uses a Jobseeker Classification Instrument (JSCI) to analyse demographic data and factors to determine a jobseeker's distance from employment (McDonald, Marston, & Buckley, 2003) and what support they should be

offered to improve re-employment rates. This JSCI predictive tool does not consider a jobseeker's attitude (Carter & Whitworth, 2015). However, this paper makes a compelling argument that attitude, as measured by the AWR, is an accurate predictor of re-employment and should be considered a complement and component of similar government assessments.

Chapter 3 – Paper 2, Study II. Creation of a Psycho-social Intervention and Piloting with Young Jobseekers.

This paper contends that a psychosocial intervention for jobseekers can have a positive impact on their re-employment. The paper reviews i) the impact of unemployment on jobseekers' mental health, particularly young jobseekers and ii) literature on interventions that have proven to improve re-employment outcomes. We describe the creation of a psychosocial intervention (PSI) workshop and the impact upon re-employment rates resulting from its delivery to 75 young jobseekers (age 15-25) in South East Queensland, Australia. Re-employment and sustained employment outcomes over 13 weeks were tracked and evaluated against a comparison group of 247 young jobseekers from the same region.

Unemployment has a detrimental impact upon a young person's well-being and social inclusion, whilst well-being, self-efficacy and resilience interventions have been found to have a positive effect on re-employment outcomes. A PSI workshop was designed for delivery to young jobseekers in addition to employment service treatment as usual (TAU). The psychosocial intervention (PSI), a 15-hour workshop containing thirty-one exercises, was delivered through group training. The treatment group achieved a placement rate of 64% compared to the comparison group's 43%, with 72% of the treatment group achieving a 13-week sustained job outcome, compared to 57% of the comparison group. The study was undertaken during the same period as Study I. As such the first study had no bearing Study II, but the two were consolidated under Study IV.

Despite limitations, this study supports the hypothesis that interventions targeted at

building well-being, resilience and self-efficacy display promise as effective support strategies for improving unemployed citizens' re-employment rates.

Chapter 4 – The PS Intervention.

This section details the content of the PSI workshop that was delivered to 75 young jobseekers in Study II, 549 adult jobseekers in Study III, and 5,179 adult jobseekers in Study IV. All thirty-one exercises comprising the 15-hour workshops are set out in this Chapter, as well as the content that contextualises key concepts and learning points for jobseekers. There is empirical support that the workshop exercises and techniques augment well-being, self-efficacy and resilience.

Chapter 5 - Development of a Stage-matched Coaching Intervention.

Based on Study III's evidence that jobseekers at different stages of change respond at different rates to the PS intervention, content for stage-matched coaching interventions to be used by jobseeker case managers was researched. A one-page coaching guide was created for each stage of change (*action*, *contemplation*, *unauthentic action*, *preparation* and *precontemplation*) to be used by case managers during one-to-one interventions in Study IV. This chapter details the theoretical framework, TTM (or 'Stage of Change Model') and sources of content for the coaching guides. The TTM is an empirically-based method of assessing an individual's readiness to change behaviours (J. O. Prochaska & DiClemente, 1991). The model suggests that interventions to change behaviours are more effective when they are timed according to an individual's 'stage' of change. For example, stage-matched interventions for smokers more than doubled rates of smoking cessation (J. O. Prochaska, DiClemente, Velicer, & Rossi, 1993).

Chapter 6 – Paper 3, Study III & IV: A Jobseeker Segmentation and Intervention Model.

This paper examines how effective a PSI is in improving re-employment rates for

welfare-receiving jobseekers who differ in ethnicity, length of unemployment, physical location, gender and readiness for change. The PSI program comprises thirty-one evidence-based exercises that have been found to build self-efficacy, resilience and well-being. Study I involved 2,459 jobseekers randomly assigned to either the PS program (549; males = 265; females = 285) or a government-funded re-employment TAU service (1,910; males = 1,008; females = 902). As hypothesised, the PS intervention had varying effects in correspondence with distinct stages of readiness to change. The program was more effective than TAU among people classified as being in the stage of precontemplation (belligerently not thinking about getting a job), contemplation (not yet trying to get a job), unauthentic action (going through the motions of seeking a job without genuine commitment or confidence in gaining one) and preparation (wanting a job, but lacking in confidence). However, the PS intervention added no value above TAU for those classified as being in the action stage (actively seeking a job). Study II sought to build on Study II by adding a customised coaching program that was stage-matched to each jobseeker's readiness for change. Given the ineffectiveness of the PS intervention for those in the action stage, and for pragmatic reasons, this group was provided only with the coaching treatment. Study II involved 20,057 jobseekers who were randomly assigned to either the PS program (8,028; male = 4,560; female = 3,189; unknown gender = 311) or TAU (12,029; male = 6,508; female = 4,985; unknown gender = 544). The PS intervention in addition to stage-matched coaching intervention was more effective than TAU regardless of age and ethnicity (e.g. indigenous versus non-indigenous). The intervention was relatively less effective for those living in remote areas and those experiencing the most external barriers. In this text, we discuss the implications of these findings for the development of segmented jobseeker interventions.

Chapter 7 – Discussion & Conclusion.

This chapter integrates the significant findings of the thesis, notes the limitations of

the research and makes recommendations for future research. This section also addresses the

strengths and contributions of the thesis' three key studies and concludes with a discussion of

the thesis' overall contribution to academic literature.

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Chapter 2 – Paper 1.

Validating a Stage of Change Tool to Predict Employment Outcomes: Are Jobseekers

Jobseeking?

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Abstract

This study aims to determine a jobseeker's commitment to finding employment and measure jobseekers' subsequent success in entering the workforce. The University of Rhode Island Change Assessment for Vocational Counseling (URICA-VC) (JOR Vol 68 No.3) was adapted for use online, with unemployed adults in receipt of government welfare payments both with and without a disability, and with a large number of participants (1,213 vs 155). The 12-item assessment corresponds to the stage of change model, results supporting that model's clusters (*precontemplation, contemplation, preparation and action*), with the addition of a significant new cluster termed *unauthentic action*. The assessment was highly accurate in predicting an individual's likelihood of entering full-time employment or education 6-9 months after the assessment. Jobseekers in the *action* stage were twice as likely (47%) as those in the *precontemplation* stage (23%). The measure could have application in guiding the timing of interventions to support the unemployed, which may help to maximize jobseeker engagement and effectiveness. The measure shows promise in enhancing government jobseeker assessment tools with an intrinsic, attitudinal weighting to add to current measures that generally only assess extrinsic barriers to employment.

Keywords: unemployment, stage of change, jobseeker segmentation, assessment.

Validating a Stage of Change Tool to Predict Employment Outcomes: Are Jobseekers

Jobseeking?

Governments spend a significant proportion of their budget on reemployment and rehabilitation services to help unemployed citizens return to work. In Australia, the budget for 2016-17 was AU$6.861bn (Australian Government Departments of Social Services & Employment Budget, 2016), while the Obama administration spent over $270.5bn of the Federal budget in 2015 on Income Security, Welfare and Social Services (U.S. Bureau of Economic Analysis, 2016). Employment and rehabilitation services generally refer to unemployed citizens as "jobseekers" in the UK and Australia. Question: do all of these jobseekers actually *want* a job? Are they *really* jobseeking?

Whether a jobseeker is truly ready and willing to seek employment could be of critical importance to the cost-effectiveness of considerable sums of "public purse" expenditure. Yet there is a dearth of academic literature addressing this fundamental question. The UK House of Commons Work and Pensions Committee Report stated that,

"Neil Couling, the Department of Work and Pensions' Director of Work Services, believed that a jobseeker classification tool which could accurately assess claimants' likelihood of long-term unemployment was the "holy grail" of employment support" (Begg, 2014, p. 9 Section 19).

The transtheoretical model (TTM), or stage of change model, is an empirically-based method of assessing individual's readiness to change behaviors (Prochaska & DiClemente, 1991). The researchers suggest that interventions to change behaviors are more effective when timed to that individual's "stage of change": their commitment to change. Such a premise could have compelling implications for informing more effective government-funded re-employment programs. To date the stage of change model has been adapted for very specific cohorts of unemployed participants (Gervey, 2010; Lam, Wiley,

Siu, & Emmett, 2010; Mannock, Levesque, & Prochaska, 2002). This study adapts the model for general unemployed cohorts (both with and without a disability), in receipt of Australian government welfare payments (rather than work injury cover insurance), and for use on a considerably larger scale.

Prochaska and DiClemente developed the stage of change model to consider the underlying structure of behavior change, and the processes that individuals go through while changing (Prochaska & DiClemente, 1982) in order to address and somewhat formalize "the unprecedented pace at which new therapies are being placed on the market" (Prochaska & Coyle, 1979).

> "Probably the most obvious and direct implication of our research is the need to assess the stage of a client's readiness for change and to tailor interventions accordingly. We have determined that efficient self-change depends on doing the right things (processes) at the right time (stages)." (Prochaska et al., 1992, p. 1110)

Literature Review

Several discreet stages of change or "clusters of intent" were identified, exhibited and self-reported by clients and therapy outpatients (DiClemente & Hughes, 1990; Lam, McMahon, Priddy, & Gehred-Schultz, 1988; McConnaughy, DiClemente, Prochaska, & Velicer, 1989; McConnaughy, Prochaska, & Velicer, 1983; Prochaska & DiClemente, 1982, 1991; Prochaska et al., 1992; Prochaska, DiClemente, & Norcross, 1993; Prochaska, DiClemente, Velicer, & Rossi, 1993). The description of stages has remained consistent since the initial publication of Prochaska, DiClemente and Norcross' 1993 paper, and may be directly applied to attitudes towards jobseeking.

Precontemplation

G. K. Chesterton describes those in the *precontemplation* stage: "It isn't that they can't see the solution. It is that they can't see the problem" (Chesterton, 1935). There is no

intention to change behavior, and if they present for interventions, it is often because of pressure from others. This "coercion" is a key concept relating to jobseekers that we shall address later in this paper. *Precontemplation* jobseekers may have no desire to attain a job, or no belief that they can find and sustain employment.

Contemplation

Contemplation jobseekers are aware that a problem exists, are seriously thinking about overcoming it, but have not yet committed to taking action. Employment service advisors have described *contemplation* jobseekers as follows: "They're "gonnas" – going to do something about it…maybe in six months' time. Mañana." *Contemplation* jobseekers know that they should find employment, but they are not fully committed to taking action just yet.

Preparation

Preparation jobseekers are intending to take action soon – perhaps in the next month – and may have unsuccessfully tried to make changes in the last year. They may have made some small reductions in their problem behavior and wish to take action. *Preparation* jobseekers might benefit from support and take an interest in activities such as good résumé writing, interview skills, job search, perhaps even a vocational course.

Action

Action individuals are committed to behavioral change and have successfully altered their behavior for between one day and six months. Prochaska and DiClementé argue that

"People, including professionals, often equate action with change. As a consequence, they overlook the requisite work that prepares changes for action and the important efforts required to maintain the changes following action" (Prochaska, DiClemente, & Norcross, 1993, p. 1104). Relapse and recycling through the stages may

occur, and that it often takes three to five attempts at action before clients become long-term "maintainers" (Norcross & Vangarelli, 1989; Schachter, 1982). Jobseekers taking action are undertaking job search, applying for positions in employment or full time education, and attending interviews etc.

When vocational counseling and rehabilitating clients with or without a disability back into employment, counsellors generally rely upon their experience, a client's personal history and clinical judgement to assess their clients' physical, practical and mental readiness to change (Bolton, Bellini, & Brookings, 2000; Strohmer & Leierer, 2000). However, it has been suggested that such judgement is prone to biases and errors, and has more of a focus upon negative issues (i.e. client barriers) over positive client factors (Spengler, Strohmer, & Prout, 1990; Strohmer & Leierer, 2000). As such "a valid assessment of clients' readiness to return-to-work would help counsellors to more effectively help their clients' transition to employment and independence." (Mannock, Levesque, & Prochaska, 2002)

Since the 1990s, studies of the TTM across various behaviors where change is desirable (such as for personal, health, social or economic reasons) have taken place. Results have been encouraging and many were summarized in the meta-analysis by Hall and Rossi across 48 health behaviors with almost 50,000 participants (Hall & Rossi, 2008; Marcus et al., 1998; Prochaska, Redding, Harlow, Rossi, & Velicer, 1994; Prochaska, Rossi, & Wilcox, 1991; Prochaska, Velicer, et al., 1994; Rakowski et al., 1998). The effectiveness of the TTM may be argued to involve an element of the "Hawthorne Effect" which suggests that counsellors might feel more enabled and positive towards their client due to their greater confidence in believing that they "understand" their client better (Houlihan, 1999). The primary aim of this study to validate a measure of jobseekers' genuine commitment to jobseeking. Can the 'University of Rhode Island Change

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Assessment – Vocational Counseling' (URICA-VC) be adapted to accurately ascertain the stage of change of general unemployed jobseekers on a much larger scale than previous studies? It aims to confirm whether a measure of jobseekers' stage of change does predict their likelihood of being in employment or remaining unemployed in 6-9 months' time, the "Holy Grail" of government welfare departments. (Begg, 2014)

Method

Item Generation

Three papers have applied the TTM to unemployed adults: Lam et al., 2010 (n = 149), Mannock et al., 2002 (n = 155) and Gervey, 2010 (n = 296). In all three studies, participants were clustered into categories of commitment to jobseeking (stages) in both studies utilizing either a 14 or 12-item questionnaire where participants rated their answers on a 5-option Likert scale. To generate survey items, Mannock et al. reviewed 96 client quotes from unemployed adults' case notes. Three senior rehabilitation counseling experts grouped the quotes into categories based upon the conceptual definitions of the stages of change and devised questions based upon those quotes. The counseling experts removed similar questions to eventually refine the URICA-VC survey to 12 questions. Gervey (2010) utilized the Mannock et al. question set with unemployed persons with mental illness. Similarly, the Lam Assessment on Stages of Employment Readiness (LASER) took 24 questions representing the key stages of change (taken from Prochaska and DiClementé's studies) and asked rehabilitation case managers to refine them, resulting in 14 items.

Mannock et al's URICA-VC measure showed that those assessed as being in the *participative* cluster (i.e. *action* stage of change) were three to four times (39%) more likely than other clusters (13%, *reluctant*/*precontemplation* and 10% *reflective/ contemplation*) to have returned to work during the 13-month study period. The LASER

survey indicated that 6 months after program exit, 25% of those assessed as mostly *indifferent/precontemplation*, 38% of those mostly *ambivalent/contemplation* and 56% of those in the *readiness/action* category had found competitive employment. Gervey applied the URICA-VC in a rehabilitation setting to 296 persons with mental illness, and confirmed a fourth cluster, *preparation,* from participants' relative scores across the three factors (*precontemplation, contemplation and action).* "Compared to the general population norm, this cluster group showed average T-scores on Pre-contemplation (M= 47.84) and Contemplation (M= 48.20), and moderately high scores on Action (M= 56.88)." (Gervey, 2010, p. 137)

The three studies are encouraging in suggesting the accuracy of a stage of change measure in predicting an individual's jobseeking commitment and likelihood of success. However, the three studies were very specific in their participant profile and all survey items could not be directly applied to general unemployed cohorts on a large scale, which was the focus of this study. Specifically, the URICA-VC focused upon those injured at work and who are attempting to return-to-work with the support of a rehabilitation counselor, while the LASER was almost entirely female (98.3%) and dominated by a single ethnicity (83% African-American). Thus, this study needed to amend a number of items to investigate the use of a contextualized form of the measure with general unemployed adult populations.

We utilized the URICA-VC 12 questions (Mannock et al., 2002) as a starting point for the items to be included in our survey, labelled the Psychological Assessment of Work Readiness (AWR) for unemployed adults. As the URICA-VC questions are directed at adults unemployed due to injury at work and covered by insurance, a number of the questions were inappropriate for use with participants in countries who are receiving government social security/welfare payments. For example, one question refers to chances

a financial "legal settlement" being affected by finding alternative employment. Consultation with 32 professional employment advisors from an employment services provider resulted in directly relevant alternatives which were then refined and agreement reached for an effective item. In the case of the above financially-pertinent, *precontemplation* question, "I believe that I might be worse off financially if I start employment" was used instead.

Examples of other items include: "I am really working hard to find a job" (an "*action*" question) and "I have started to consider my career and employment options" (a "*contemplation*" question). Dr. Prochaska and Dr. Levesque at the Pro-Change Behavior Systems Inc. were directly consulted to ensure that the amended items, selected by experienced employment consultants in the same manner as their original item generation process, would be appropriate and consistent with the scoring methodology.

Pilot Studies

As this was to be such a large scale study (over 1,000 participants) that might have an impact upon real jobseekers via commercial employment service companies, it was considered appropriate to undertake two small pilot studies to ensure ethical standards and the scalability of the survey. Initially 105 participants responded to the paper-based questionnaire when attending sessions with employment services providers in Queensland and Victoria, Australia. Forty-seven participants were male, 46 female, and 12 did not indicate their gender. All were aged between 18 and 63 years old, and unemployed between 1 month and 30 years (M = 41.74 months, SD = 64.66 months).

In accordance with the URICA-VC developed by Mannock, Levesque and Janice Prochaska, employment services advisors manually reviewed completed questionnaires to ascertain the jobseeker's total "score" for each of the *precontemplation, contemplation* and *action* questions. These three scores were plotted on a graph and a line drawn to join the

three dots. The four common 'patterns' formed by the graph determined which of the stages of change a client is in. For example, high *precontemplation,* low *contemplation* and low *action* scores indicate a *precontemplation* jobseeker.

Sample graphs for *precontemplation, contemplation, preparation and action* enabled advisors to compare their client's chart with the four "patterns" to enable an allocation of stage of jobseeking commitment to each jobseeker. Advisors recorded the completed survey scores and client's stage of change and posted surveys back to the researcher for double checking and compiling results. However, upon reviewing all scores and the employment advisors' interpretation, an issue became apparent. Advisors reported an average of 26 minutes for completion and scoring. This is an impractically long time for an employment services provider to incorporate into their operations as they usually only have 20-30 minutes for each jobseeker meeting and need to undertake many other activities.

A second pilot of the Psychological Assessment of Work Readiness survey involved 84 unemployed adults attending sessions with an advisor at a government-run employment organization in the United Kingdom. This second pilot aimed to determine whether a "public sector" environment impacted upon results. This pilot suggested three further issues: 1. Advisors misinterpreted 27 of the 84 surveys (32%). Following feedback, this seemed to be because of uncertainty when the result graphs did not form patterns as distinctive as suggested by the four model graphs. More highly-trained psychologists might have been able to interpret each answer and come to an overall conclusion on the correct "diagnosis" of readiness to change/work readiness. Additionally, they might have less susceptibility to bias. 2. Sixty-two per cent of clients were in the *action* stage of change, plus a further 15% in *preparation*. This is inconsistent with previous studies (Coppin, 2011; Curtis, Gibbon, & Katsikitis, 2016; Lam et al., 2010;

Mannock et al., 2002). It could indicate that jobseekers respond in a much more *action*-biased manner when sitting in a government environment, with advisors that have the power to remove their benefits if the jobseeker is not actively searching for employment.

3. 15% of jobseekers presented as scoring very highly in *precontemplation* as well as very highly in *action*. This is a contradictory score and there is no such pattern in the URICA-VC published scoring model.

The question of the contradictory *action – precontemplation* scores needed to be addressed. In reviewing responses, it appeared that some clients were genuinely conflicted in their answers. They might be applying for interviews and taking *action*-oriented steps, while other responses suggested that they lacked the belief, desire or confidence to obtain employment. We conjectured that this unusual profile might result from peer pressure into "going for jobs", or the threat of sanctions if they do not attempt to find employment. Dr. Levesque at Pro-Change Behavior Systems, Inc., and co-author of the Mannock et al paper, concurred with us, elaborating in email correspondence (April 2012) as follows:

"There's a relatively rare URICA profile, *"Unreflective Action"* that I've found among workers with a disability and in other populations I've studied using the URICA (e.g., domestic violence offenders, psychotherapy patients). Participants with an *Unreflective Action* profile score relatively high on *Precontemplation* and *Action*, and relatively low on *Contemplation*. They've either been coerced into taking action, or have leapt into action without doing enough preparatory work - e.g., without building knowledge and motivation that would be required to sustain change. For intervention purposes, I would praise them for the steps they are taking, but also deliver early-stage [*precontemplation*] interventions (raising awareness, increasing the pros, working on self-image, etc.)."

From discussion with employment consultants to the jobseekers that provided

"*unreflective action*" responses, it became apparent that the jobseekers may be actually very reflective and thoughtful, but conflicted in taking action to obtain and sustain a job. Exactly as Dr. Levesque suggested, this seemed to be due to a lack of motivation, confidence and self-efficacy. As a result, and with such a significant proportion of the jobseekers appearing to be in this stage of change, we termed it *"unauthentic action"*.

It was apparent that electronic automation of the survey was necessary to facilitate its roll-out to a much larger participant sample and employment provider locations, as well as to remove the possibility of advisor bias/misinterpreting the stage of change chart. A highly-experienced database programmer created an online survey that reduced the scoring time from an average of 26 minutes to under 1 second and removed inconsistency in scoring by assessors with an accuracy of 100%. The resulting scoring algorithm allocated a stage to each of the 244,140,625 possible response strings (i.e. *precontemplation, contemplation, preparation, action*), including where contradictory high *action* and *precontemplation* scores existed (*unauthentic action*). The online survey also incorporated a section to record ethically-approved participant demographics (age, location, gender, months unemployed, jobseeker ID number. Despite this researcher's request, the participating Australian employment service providers did not consider ethnicity key data to record). The survey included an ethics-informed statement emphasizing that "answers will not impact your benefits payments", to help ensure that responses were more likely to be true and less likely to be impacted by the fear of "sanctions" from the government. (Sanctions include the removal of monetary and other welfare benefits.)

Participants

An Australian government-funded employment services provider was engaged to take part in the study. They had direct access to general unemployed adults including a variety of age, disability-status, length of unemployment and geographical locations. The

provider had an interest in seeing if the AWR survey might prove valid for jobseekers. If it did prove valid, the central hypothesis of the TTM (tailoring and timing interventions to a client's stage of change will result in more effective behavior change), would be extremely beneficial to employment service providers' aim of improving sustainable employment and education outcomes for their jobseekers.

Jobseekers visited the employment service offices every 2-4 weeks with the aim of receiving support in their efforts to re-enter the workforce. As such, questions and surveys are a familiar part of the employment advisor's intervention with their client. On their next visit, regardless of how long the individual had been unemployed, jobseekers were shown an ethics-approved Research Project Information Sheet, stressing that their responses will have no impact upon benefits payments. Jobseekers acknowledged consent to participate and completed the 12-item survey on a PC screen. Employment advisors were on hand to help jobseekers to complete the survey, in case of literacy issues. To help minimize bias in responses, advisors were warned not to complete the survey for the jobseeker, nor stand over their shoulder and watch jobseekers input answers. Advisors were group-trained during a one-hour workshop on the theory and ethical implementation of the survey.

Sample Characteristics

The 1,213 adult participants were all from Queensland, Australia. The age range was 16-70 with a mean age of 33.4 years. Forty-seven point seven per cent were female (578) and 52.3% male (635), indicating a very slightly higher percentage of males in the sample than the 2013 Queensland average for unemployed adults of 55.8% male, 44.2% female (ABS, 2014a). The average length of unemployment was 19.75 months (1 year, 7 months, 23 days), with the range from 1 month to 26 years. 27.3% (331) of the sample were unemployed adults with a disability. Participant ethnicity data were not collected.

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No participants refused to take the survey, ostensibly because they are familiar with undertaking surveys as part of their session with their employment advisor.

Results

Three Factor Solution - Exploratory Factor Analysis

To explore the presence of a 3-factor solution, a factor analysis using Maximum Likelihood extraction and Direct Oblimin rotation was explored on the dataset (n=1,213), with three factors fixed for extraction. We tested the assumptions of sphericity and sampling adequacy using Bartlett's test of sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO). Bartlett's Test was significant (χ^2=5144.20, df=66, p<.001) and the KMO value of 0.88 indicates that a factor analysis is appropriate for the 12items. To support the extraction of 3-factors, eigenvalues, scree-plot and parallel analysis (see Table 1) were used as criteria for factor extraction. All criteria provided initial support for the 3-factor solution. A clear "elbow" is present at factor four, indicating that a three-factor solution is appropriate. As shown in Table 1, all sample eigenvalues were greater than randomly generated eigenvalues, using permutations of the raw dataset to create random eigenvalues.

From the factor loadings in Table 2, a three-factor solution was a good representation of the underlining factors of the AWR. Using a cut-off factor loading of 0.3, all 12 items loaded on a single factor, forming a simple solution. The three extracted factors explained 47.61% of the total variation in the data, with all showing communalities >0.20. To further demonstrate the good fit of a 3-factor solution, a CFA was performed on the test dataset (n=1,213). Results of the CFA further indicated the 3-factor solution of the AWR Assessment to be a good fit of the data: χ^2(51)=246.01, *p*<.001, CFI=0.96, GFI=0.97,TLI= 0.95, RMSEA=0.06, *p*close=.058.

Having generated the items and refined the process and administration, initial

results indicate a high correlation between an individual's stage of change, as assessed by the AWR survey, and their likelihood of re-entering employment or full time education. It is worth reiterating that the relative position of the three factors to each other determine *five* discreet stages of change, where *preparation* scores between *action* and *contemplation*, and *unauthentic* a*ction* shows a contradictory high score on both *action* and *precontemplation*.

Results Summary

Between March and May 2013, 1,213 jobseekers were assessed. The employment service provider was able to cross-reference the Jobseeker ID with a government database to establish which of the participants had returned to full time employment or education (the Australian Department of Employment's definition of an "outcome") by 30th November 2013, which was 6 to 9 months post-AWR survey. The data demonstrate a correlation between work placement and education outcomes and a jobseeker's stage of change. Only 23% of *precontemplation* jobseekers were in employment/education 6-9 months after completing the AWR survey. Employment/education outcomes increased to 31% amongst those in *contemplation*, 36% for *unauthentic action* jobseekers, 43% of *preparation* and 47% of *action*. Proportions of the sample in each stage of change were as follows: 29% of jobseekers in *action;* 20% in *preparation*, 23% in *unauthentic action*, 12% in *contemplation* and 15% in *precontemplation*. Overall, 49.7% indicated an earnest willingness to enter employment or education (*action, preparation*), while 50.4% of the survey responses indicated a low intention or belief in returning to employment or education (*precontemplation, contemplation, unauthentic action*) (Curtis et al., 2016; Mannock et al., 2002).

Discussion

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Our study indicates progress in validating a stage of change tool for use in jobseeker rehabilitation and support into employment. Data from the online, 12-item psychological Assessment of Work Readiness (AWR) tool suggest that the survey is a highly accurate predictor of a person's likelihood of entering employment or education. The data predict that *precontemplation* jobseekers are highly likely (77%) to remain long term unemployed. The URICA-VC's 12-items (4 questions for each of the three factors) identified distinct but correlated constructs (*precontemplation, contemplation, action)*. The AWR survey builds upon this and reinforces five distinct clusters – the most significant new finding being the cluster termed *unauthentic action*. It is essential to identify this distinct group in order to provide appropriate interventions to prevent the jobseeker cycling in and out of employment, and to enable the rehabilitation and employment industry to achieve more sustained employment outcomes. One might conjecture that *unauthentic action* jobseekers are not completely committed to re-entering employment or education, and are likely to drop out of interviews or employment early.

Notwithstanding the fact that *unauthentic action* jobseekers have conflicting beliefs in terms of re-entering employment, there might be a Pygmalion effect for some members of this group. Once in an interview or employment, they actually fully commit to believing that they actually can hold the job down, and it is not so daunting (Rosenthal, 1973).

Limitations of the Study

The issue remains that jobseekers may answer the survey in terms of what they think their advisors (or the benefits-paying government/insurer) want them to say. Nonetheless, the scoring algorithm appears effective in allowing for this as job placement data suggest that their stage of change is indeed an accurate predictor of returning to employment or education. Opposition by Littell & Girvin (2004) to the use of the stage of change model by child welfare workers could be extended to jobseekers. The fundamental

consideration being that many causal issues in child welfare are not behavioral where the locus of control vests in the child or caregiver, but rather there are considerable external and uncontrollable adverse circumstances impacting upon that child's situation. This study was also unable to ascertain ethnicity, which needs to be addressed in further study.

Further Research

The usefulness of a modified TTM for rehabilitation and employment services and government funders is significant. It was important to establish the application of the model to behaviors that are not addictive (such as the initial TTM studies that addressed smoking, drug abuse etc.). Additionally, our straw poll of 42 unemployment advisors suggests that 72% of interventions with jobseekers are "*action*-oriented", such as résumé writing, interview skills, vocational qualifications and job-search skills. Our data suggest that only 29% of jobseekers are in the *action* stage of change. This is a significant and costly mismatch of resources and interventions that could be further investigated.

While the validity of the stages in predicting employment outcomes appears strong, further study is certainly required to address the efficacy of delivering stage-matched interventions. It is advised that rehabilitation counselors retain a flexible approach as there may be a range of jobseekers that do not "fit" the stage-matched interventions. A new study of 5,000 unemployed Australians, both with and without disabilities, is planned. Participants will undertake the AWR survey, be referred to stage-matched interventions and employment outcomes and jobseeker feedback tracked. Application of the AWR survey to specific unemployed and rehabilitation cohorts such as young people not in employment, education and training, those experiencing mental illness and so on, might prove valuable. While the data assert that different attitudes to employment do indeed predict jobseeking outcomes, we are not sure exactly which psychological constructs are most relevant. For example, are jobseekers' levels of well-being, resilience or

psychological flexibility correlated to their stage of change or successful employment outcomes? This understanding could help to refine more appropriate and effective interventions. An attitudinal assessment such as the AWR is not considered by the researcher as a replacement for other government-administered assessment tools that account for extrinsic barriers to employment. Such barriers (which might include educational attainment, macro-economic conditions, driving license etc.) clearly have a significant impact upon employability. The AWR assessment might, however, add a very relevant intrinsic component to those extrinsic assessments.

As a final thought, a specific pattern of data emerged from this study and the initial pilot studies that directly relate to considerations of "control" and "adversity" in behavioral change. We found that, consistently, one-third of those unemployed due to disability or considered furthest from employment (termed "Stream 4" by the Australian system) were in the proactive *action* or *preparation* stages of change, and two-thirds were in *precontemplation/contemplation/unauthentic action*. This figure mirrors learned helplessness studies across several animal species which consistently suggest that, in the face of repeated adversity over which one appears to have no control, two-thirds of participants learn helplessness (and conserve energy by not trying to escape the adversity) while one-third remain "optimistic" and continue to try to change their circumstances (Seligman, 1975). Investigation into the causation or correlation of this pattern, if confirmed, could have profound implications for rehabilitation and employment services. Four decades of research since the initial "learned helplessness" studies have uncovered interventions that counter learned helplessness and depression. Whether such well-being and resilience interventions are highly effective in supporting jobseekers to progress through the stages of change and into sustained employment is certainly worthy of further investigation.

Appendix

Table 1. Comparison of Sample Eigenvalues to Random Data Eigenvalues

Factor	Sample Eigenvalues		Random Data Eigenvalues	
	Initial	Extracted	Mean	95th Percentile
1	4.47	4.03	0.17	0.21
2	1.76	1.13	0.13	0.16
3	1.06	0.66	0.10	0.12

Note: Random eigenvalues were generated from random permutations of the raw dataset.

Table 2. Item Loadings for 3 Factor Solution

	Factor Loadings			Communality
	1	2	3	
Item 7	0.89	-0.02	-0.03	.78
Item 3	0.83	-0.08	-0.02	.71
Item 10	0.70	0.06	0.01	.49
Item 5	0.67	0.03	0.16	.58
Item 8	0.36	-0.04	0.20	.26
Item 9	0.09	0.60	-0.06	.34
Item 11	-0.16	0.57	-0.02	.42
Item 6	0.10	0.54	-0.01	.28
Item 2	-0.14	0.53	0.08	.33
Item 1	0.15	-0.10	0.68	.64
Item 4	0.26	-0.05	0.62	.65
Item 12	-0.05	0.03	0.53	.25
Eigenvalue	4.03	3.78	0.66	
Cronbach α	0.85	0.65	0.70	

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Chapter 3 – Paper 2

A Resilience-Well-being Psychosocial Intervention Pilot with Young Jobseekers.

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Abstract

The aim of this study was to test the hypothesis that a psychosocial (PS) intervention comprising exercises demonstrated to facilitate a sense of well-being, self-efficacy and resilience would increase employment outcomes for unemployed young people. The design of the intervention (five 3-hour workshops) is detailed, as well as delivery to 75 unemployed young people (aged 16 to 25 years) in South East Queensland, Australia. A comparison group of 246 young jobseekers (aged 15-25) was established in the same region through the same employment services provider at the same time, who received only Treatment as Usual (TAU, such as job search, interview and resume-writing training). Job and education placement and 13-week sustained outcomes were tracked as measures of efficacy. PS intervention participants were 2.5 times (OR = 2.56) more likely to achieve an education or employment placement than the treatment as usual comparison group, and 2.4 times (OR = 2.48) more likely to achieve a sustained placement outcome of 13 weeks. Despite limitations, this finding supports the hypothesis that a PS intervention containing well-being-, resilience- and self-efficacy-building exercises shows promise as an effective support strategy for unemployed young people.

Keywords: well-being, youth unemployment, psychosocial intervention.

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Introduction

Despite emergence from the global financial crisis or 'Great Recession' of 2007-2009, unemployment rates for the long-term (>12 months) unemployed and youth remain higher than the pre-recession rates. While Australia did not officially enter this century's economic recession, Australia's pre-recession (2007) youth unemployment rate was ~9%. It rose to ~12% during the recession (2009) and remains at ~12% in 2018. By comparison, Australia's pre-recession (2007) general unemployment rate was ~4.5%. It rose slightly to ~5.5% during the recession (2009) and remains at ~5.5% in 2018 (ABS, 2018). This higher youth unemployment rate relative to the general unemployment rate appears to be a worldwide trend, with youth unemployment rates generally double the overall unemployment rate in many regions (Bell & Blanchflower, 2009, 2011; O'Higgins, 2001; Parodi, Pastore, Tanveer Choudhry, Marelli, & Signorelli, 2012), including middle-income countries such as Mexico, South Africa and Bulgaria (Cho & Newhouse, 2013). The reasons for the general increase in youth unemployment in Western nations remain unclear. It could be due to a combination of issues, including changes in young people's attitudes, evolving employer requirements, increased demographic competition from returning mothers and later retirement (Clark & Summers, 1982; Scarpetta, Sonnet, & Manfredi, 2010).

Young people face specific challenges during the transition from compulsory school education to employment and/or further education. From a developmental perspective, the transition to employment occurs during a crucial period, between late adolescence and young adulthood, a phase in which young adults are continuing to undergo rapid cognitive, emotional and physical changes (Choudhury, Blakemore, & Charman, 2006). Coupled with this, young people are required to adjust physically and psychologically to their newfound adult social roles and responsibilities, which requires

elements of resilience and mental toughness that might not have been developed during the course of their school education or in their family environments (Burt & Paysnick, 2012). Ultimately, the manner in which this stage of development is navigated can strongly influence the future direction and success of their adult lives (Allen & Miga, 2010). While many thrive and adapt successfully, those who are disadvantaged are likely to be more at risk of becoming totally disconnected, to suffer a decline in mental health and be less psychologically prepared for workforce participation (McKee-Ryan, Song, Wanberg, & Kinicki, 2005).

Many unemployed young people come from a place of disadvantage and are often marginalised, with little or no education. Furthermore, their backgrounds are often characterised by norm-based multi-generational unemployment, family violence, abuse, poverty or homelessness (Cull & Citymission, 2011; Roberts, 2011; Thern, de Munter, Hemmingsson, & Rasmussen, 2017). Moreover, the negative mental health impact of unemployment is present and possibly compounded in young unemployed adults (Bryer, Torres Stone, Kostova, & Logan, 2017; Paul, 2018; Paul & Moser, 2009b; Tonelle, Davies, Rich, & Perkins, 2017). Many find the transition between school and work a huge challenge, particularly those who leave school at the earliest opportunity or lack a positive parental role model for successful transition (Kalil & Wightman, 2010; Sissons & Jones, 2012).

Research has shown that young adults who have greater psychological well-being are more likely to transition to full time employment or education successfully (Kerr, Johnson, Gans, & Krumrine, 2004). Indeed, studies have suggested that interventions to address the negative mental health issues generally experienced during unemployment may help to drive re-employment. Higher levels of well-being, self-efficacy and resilience have been shown to be a predictor of successful return-to-work. In light of this, the aim of

this study was to investigate the effectiveness of a PS intervention programme that aimed

to support and build well-being, self-efficacy and resilience in unemployed citizens. The

researchers hypothesised that the PS intervention would improve education and

employment placement and outcomes over 13 weeks for the treatment group versus a TAU

only cohort. Thus, the primary research question was: would delivering interventions to

boost these three elements of psychological capital (well-being, self-efficacy and

resilience) *before* re-employment improve employment outcomes?

A youth cohort was selected for three reasons: i) Employment Services Queensland

was willing to participate and make a group of their young unemployed participants

available; ii) it has been demonstrated that unemployed youth constitute a difficult target

group, both in terms of mental health complexities and higher rates of unemployment

(Hammarström & Janlert, 2002; Thern et al., 2017); and iii) it was considered a good pilot

group of tough but classroom familiar participants for the classroom-based PS intervention

workshops. If the PS intervention worked for young jobseekers, then the likelihood of

success when rolled-out to a larger sample of unemployed participants from the general

population would have been reinforced (Higgins, Hall, Wall, Woolner, & McCaughey,

2005; Larson, Walker, & Pearce, 2005; Mangum & Walsh, 1978). As such, this paper has

three components. The first is a literature review of the psychological impact of

unemployment and drivers of re-employment, which identifies well-being, self-efficacy

and resilience as psychological constructs to focus upon. The second part addresses the

context and content of the PS intervention. The third applies the PS intervention to young

jobseekers, after which the results (job or education placements and 13-week outcomes)

are evaluated against a comparison group that did not receive the PS intervention.

The High Mental Cost of Unemployment

Disadvantage and exclusion from the labour market could present significant

problems for the well-being of young citizens. Unemployment has been shown to have a detrimental effect on a young person's psychological well-being (McKee-Ryan et al., 2005; Waddell & Burton, 2006; Wanberg, 2012). McKee et al. (2005) reported in their meta-analysis of 104 studies that long-term unemployment has 'significant negative impacts on well-being'. In cross-sectional and longitudinal studies, unemployment was linked to stress, anxiety and depression, decreased life-satisfaction, suicide, financial strain, lower self-esteem and sense of identity, and a disruption to their significant relationships (Paul, Hassel, & Moser, 2018; Paul & Moser, 2009a; Paul, Vastamäki, & Moser, 2016a). Notably, it has been found that a school leaver's psychological well-being is more impacted by unemployment than an adult's due to the 'extra burden of establishing their occupational identity' (Hammarström & Janlert, 1997, 2002). The link between depression and unemployment was further evidenced in a longitudinal study of social support and depression in unemployed men' that found that:

> The…20 originally unemployed men [who] were still without work…were significantly more depressed than the employed. Five of these 20, but no employed men, had become clinically depressed. (Bolton & Oatley, 1987a, p. 453)

An international study found that unemployment leads to depression, perhaps due to financial strain and a loss of status, isolation, time structure and collective activities, indicating that there is a need for psychological interventions for the unemployed (Jefferis et al., 2011). Other studies also provide evidence that unemployment raises levels of psychological distress (Graetz, 1993; Morrell, Taylor, Quine, Kerr, & Western, 1994; Murphy & Athanasou, 1999). Further, a longer duration of unemployment is reported to have a negative impact upon subsequent mental health (Hämäläinen et al., 2005; Mossakowski, 2009; Stankunas, Kalediene, Starkuviene, & Kapustinskiene, 2006).

In a 15-year longitudinal study on the impact of unemployment on a life

satisfaction 'set point', the reaction and adaptation to unemployment was examined among more than 24,000 individuals living in Germany (5,184 of whom were unemployed at some stage during the study). The data suggested that, in the case of men, it takes longer to return to a set-point of life satisfaction from unemployment than it does from becoming widowed (Lucas et al., 2004b).

Specific to young people, several scholars have found evidence that unemployment while young has harmful effects that might extend for many years, including impacting job satisfaction, wages, happiness and health (Gregg & Tominey, 2005; Mroz & Savage, 2006).

School-leavers who were unemployed were found to be more depressed and more anxious than those in work and showed a higher incidence of minor psychiatric morbidity. Unemployed young people had lower self-esteem than their employed peers and poorer subjective well-being. They were also found to be less well socially adjusted. (Donovan & Oddy, 1982).

It has been noted that disadvantage and a lower sense of well-being before leaving school predisposed some young people to disadvantage in the labour market (Creed, Machin, & Hicks, 1999; Creed, Muller, & Patton, 2003). It was found that adolescents who do not find work directly after leaving school did not struggle with psychological issues to the same extent as adults. They are familiar with living at home and they might have greater financial support than an independent adult (Broomhall & Winefield, 1990; Rowley & Feather, 1987). Morrell et al found that young people who were initially psychologically "normal" experienced significant psychological disturbance when they became unemployed (Morrell et al., 1994).

Participation in work can play a vital role in recovery for many people with mental health problems. It is vital for recovery from mental health problems (Borg & Kristiansen,

2008; Shepherd et al., 2008). There appears to be consensus that 70-90% of people with mental health problems say that they want to work (Grove, 1999; Secker, 2001).

Influential psychologist Marie Jahoda (Jahoda, 1981, 1982) theorised that employment improves well-being by providing a time structure (leisure is valued only when scarce), enlarging relationships (beyond just family), providing meaning (through the shared purpose of a group) and assigning social status (does not have to be high but offers the prospect of accomplishment). Seligman and his colleagues at the University of Pennsylvania further identified five contributors to long-lasting well-being, namely positive emotions, engagement, relationships, meaning and accomplishment (Seligman, 2012).

Potential Drivers of Re-employment

Interventions to support unemployed citizens, including young adults (15-25 years old) predominantly address practical job search skills such as interview techniques, résumé writing, assisted job searches and application writing (DOJ, 2018; Krueger & Mueller, 2011). However, these vital and practical activities do not directly address the psychological issues that the unemployed citizen might be facing. Moreover, the above interventions are *action*-oriented, and it has been shown that only a 32% of jobseekers are actually in the *action* stage of change in terms of proactively seeking employment and wanting to implement the job search skills identified above (Coppin, 2017). A number of studies have demonstrated improved jobseeking intensity and success as a result of implementing workshops and exercises with jobseekers that aimed to build self-efficacy, inoculation against setbacks, resilience, well-being and a sense of control (Audhoe, Hoving, Sluiter, & Frings-Dresen, 2010; Van Ryn & Vinokur, 1992; Vinokur & Price, 1999, 2015; Vinokur & Schul, 1997).

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Well-being.

Studies have demonstrated that jobseeking activity may increase well-being in unemployed citizens (Vuori & Vesalainen, 1999), but relatively few have explicitly found that improving well-being in jobseekers correlates with improved re-employment rates. The promise of the above Vinokur-led studies relating to the Michigan JOBS intervention programs have been reinforced by relatively small-scale studies (N<100) that found that higher well-being and mental health, was related to the likelihood of jobseeking success (Taris, 2002). This study aimed to add to the modest volume of evidence that well-being interventions may enhance re-employment.

Self-efficacy.

A meta-analysis of job search interventions indicated that those including self-efficacy-boosting activities positively moderated employment outcomes (OR 3.25, *p<.01*) (Liu et al., 2014b). Self-efficacy has been shown to be the most quoted word in well-being- and positive psychology-related papers (Rusk & Waters, 2013). Bandura set-out the definition of self-efficacy and how the construct might be improved (Bandura, 1977b, 1997). Dweck suggests in her book *Mindset* (2012) that self-efficacy may be built through the development of belief in one's own capabilities. Self-efficacy is commonly defined as belief in one's ability to achieve a goal or deal with challenges in life. In light of the importance of self-efficacy in the literature, a number of evidence-based ways of building self-efficacy were included in the structure and function of the PS intervention that was developed for this study, including teaching specific improvement strategies, capitalising on an individual's strengths and encouraging accurate attributions (Bandura, 1990; Margolis & McCabe, 2006).

Resilience and Positive Psychology.

Resilience has also been shown to play a significant role in supporting the mental

health of the unemployed and in terms of a successful return to work (Jackson & Warr, 1987; Moorhouse & Caltabiano, 2007; Silva, 2016; Stolove et al., 2017a). Resilient adults 81.4% are more likely to return to work after losing their jobs (Stolove et al., 2017a). The work of Shatté (who formerly worked in Australia's Commonwealth Employment Service), Gillham and Reivich identified seven pillars of resilience. The first, *emotional regulation*, is largely supported by the cognitive behavioural therapy work of Beck and Ellis (Beck, 1991; Ellis, 1980, 1991). *Causal analysis* and *impulse control* were identified by of Shatté, Gillham and Reivitch's research on an individual's ability to accurately attribute the causes of good and bad things that happen to an individual (Gillham, Shatte, Reivich, & Seligman, 2001). Further elements of resilience, each of which can be taught and enhanced in individuals were *reaching out, realistic optimism, empathy* and *self-efficacy* (Gillham, Reivich, Freres, Chaplin, Shatté, et al., 2007; Reivich, Gillham, Chaplin, & Seligman, 2013; Reivich & Shatté, 2002; Reivich, Seligman, & McBride, 2011). These publications included explorations of imparting the resilience skills and qualities through PS interventions to the US Army. This initiative, Comprehensive Soldier Fitness, is a source of pragmatic resilience exercise delivery techniques for classroom settings to deal with potentially resistant attendees (Cornum, Matthews, & Seligman, 2011).

Studies in 'positive psychology' provide many exercises and positive psychological interventions (PPIs) that have been demonstrated to improve well-being, resilience and self-efficacy. The term was championed by Professor Martin Seligman (University of Pennsylvania) (Seligman, 2004). While having a great many factors in common with ancient Greek stoicism (Irvine, 2008), the scientific approach to improving many of the facets of resilience was applicable to working with unemployed citizens (Seligman, 2004; Seligman & Csikszentmihalyi, 2014; Seligman, Steen, Park, & Peterson, 2005). One of Seligman's early scientific studies included the systematic identification of

a condition known as *learned helplessness* and his association of this condition with unemployed citizens (Miller & Seligman, 1975; Seligman, 1975). Learned helplessness investigations across many animal species, including humans, indicate that in the face of repeated adversity over which one seem to have no control, a natural response for approximately two-thirds of participants is to give-up and conserve energy. One-third of participants remained optimistic. When an opportunity to escape the adversity was available, two-thirds of those in the learned helplessness condition did not take the opportunity. Research on unemployed jobseekers' intent to proactively try to return to work suggested a correlation, with the same proportions existing. One-third of jobseekers were proactively seeking reemployment, while two-thirds were not proactive, perhaps lacking the desire or confidence to enter employment (Coppin, 2017).

Waters led a meta-analysis of PPIs with school children and found an overwhelmingly positive impact upon educational, emotional and psychological outcomes (Waters, 2011). Another meta-analysis of PPIs demonstrated a significant enhancement of well-being and a decrease in depressive symptoms. The effectiveness of the PPIs was enhanced in younger participants (Sin & Lyubomirsky, 2009b).

Methodology

A quasi-experimental design was used to evaluate the effect of the PS intervention on job placement and sustained job outcomes among young unemployed Australians. The independent variable was the type of intervention, in this case a PS intervention, in addition to TAU, versus TAU-only. The dependent measures were job placements and sustained employment (13-week) outcomes. As part of standard operating procedures, data on participants are collected by employment service providers on their reporting systems to facilitate funding from the Department of Employment. Each participant has a Jobseeker ID number, and the employment service provider's secure data system includes

some demographic data and outcome tracking (employment or education placement, sustained placements for 13 weeks). Employment outcomes of the experimental group was collected from each employment office branch approximately 12 months after the first programmes were completed. Data were captured and transferred on Excel spreadsheets, anonymised (identification and address data removed), password protected, and stored on secure servers, in accordance with the set ethics approved standards. Data analysis was undertaken through the R software for statistical computing. Chi-square and logistic regressions were used to explore the relationship between PS intervention and job/education placement and sustained outcomes (the participant was still in employment/education at the 13-week point).

Rationale of the Psychosocial Intervention Design

A great deal of literature indicated promising interventions to alleviate the depressive symptoms associated with unemployment and to build self-efficacy and proactivity. However, I cautiously noted that many of the above studies and meta-analyses were undertaken with compliant groups such as military personnel, school children, students and even paying corporate customers. These samples may be more likely to do what they are told to do or are already invested in the theory and process. By contrast, in the current study an attempt was made to undertake interventions with young adults who were under no obligation to remain within the intervention setting. They could simply stand up and walk out of the group sessions if they wished to do so. We were particularly conscious of potentially higher levels of embarrassment and awkwardness in coaching young people (Gulliver, Griffiths, & Christensen, 2010; Noonan, 2002). As such, the interventions were labelled 'Resilience Workshops' due to the challenge of defining well-being (Dodge, Daly, Huyton, & Sanders, 2012).

Eighteen months was spent researching, contextualising and trialling a variety of

interventions that purported to improve well-being, lower depressive symptoms, build self-efficacy and enhance resilience among employment service staff and jobseekers. As an applied study, there were several practical factors to be considered. These included the time permitted (in light of funding limitations) to work directly with each young unemployed adult. This resulted in grouping unemployed young adults into workshops to complement their TAU one-to-one sessions with their case manager. Ideally a single intervention might be sufficient to help move the young unemployed clients into proactive and successful job searching, but the literature suggests that no such 'golden bullet' exists. It also appears that a 'shotgun' approach, in which individuals practice multiple PPI activities, may be more effective than engaging in only one activity (Fordyce, 1977; Seligman et al., 2005). Accordingly, practitioners may see the most benefit in their clients when assigning multiple and different positive activities (Sin & Lyubomirsky, 2009b, p. 483).

The participating, government-funded employment service organisation, Employment Services Queensland (ESQ), facilitated 15 hours of group workshops, delivered over five 3-hour sessions across three weeks. The focus of the workshop content was on what appeared to be the most logical and efficacious exercises to build well-being, resilience and self-efficacy. They were categorised into five distinct 'chapters' to reflect the five sessions available: *strengths, positivity, mental toughness, mindset* and *character & goals* (detailed in this thesis under Chapter 4 and Appendix 1 on page 248). The aim of the study was to determine the scalability of the PS intervention. This meant the ability to deliver to many thousands of general unemployed participants. Government funding for such activities does not usually facilitate the use of qualified psychologists, so a general trainer, with no mental health training, was trained in the delivery of the PS intervention, supported with scripts, PowerPoints and handout content. 'The Harkness Methodology' of

delivery was encouraged in this environment of young adults. This methodology often sees students sitting around a table and interacting through discussion. They reason among each other and do not follow a teacher's lead. The teacher's role is to facilitate and guide the discussion (Tisch, 2016).

The intervention-facilitating organisation, ESQ, was conscious of the dangers of using 'positive affect as [a] coercive strategy' (Friedli & Stearn, 2015). In other words, the workshops were to enhance the clients' existing personalities and strengths, rather than promote a possibly false ideal of a working citizen (Gorz, Handyside, & Turner, 1989).

Participants

A total of 75 unemployed young adults participated in the PS Treatment (PS) in addition to the usual interventions, with a comparison group of 247 young adults who received only TAU. There was stronger female representation in the PS Treatment group, with 67% female and 33% male, compared to the TAU group with 45% female and 55% male participants. The ages of the participants ranged from 15 to 25, with a mean age of 19.2 years old, (SD = 1.84) in the PS group and 18.8 (SD = 1.67) in the TAU cohort. The participants were existing clients of an employment services provider, Employment Services Queensland (ESQ) in Queensland. The PS Treatment participants came from two sites in Southeast Queensland, approximately 30 kilometres from the city of Brisbane. The comparison group also came from towns close to the city of Brisbane, as well as regional centres such as Toowoomba, Ipswich and Rockhampton.

The participants were also categorised by jobseeker 'stream'. The Australian government utilises a Jobseeker Classification Instrument (JSCI), a largely demographic assessment of 18 to 49 questions, through which jobseekers are referred to one of four streams of support. Those jobseekers identified as most 'job-ready' are allocated to Stream 1, while jobseekers with increasing needs are allocated to Streams 2, 3 and 4.

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Stream 4 refers to those jobseekers with the greatest need of assistance. Employment service provider payments are higher for more disadvantaged jobseekers, reflecting both the additional effort required to obtain job placements for these jobseekers and the policy of encouraging services providers to give intense support to disadvantaged jobseekers. The JSCI is a form of unemployed citizen segmentation to help inform more personalised and efficient jobseeker support and employment service provider payments (the more difficult the jobseeker, the higher the payments for supporting successful return-to-work) (Jarvie & Mercer, 2018). There were differences in the PS Treatment vs TAU groups, as seen in Table 1, that were likely to have an impact upon jobseeking success.

Table 1. Jobseeker Stream, Treatment as Usual vs PS Treatment

Jobseeker Classification	Treatment as Usual (N = 247)	PS Treatment (N = 75)
Stream 1	10.5%	5.3%
Stream 2	59.5%	57.3%
Stream 3	10.1%	8.0%
Stream 4	19.8%	29.3%

Table 1 indicates that the TAU group contained nearly twice the proportion of Stream 1 participants, those most job ready, compared to the PS treatment group. Additionally, the PS treatment group comprised significantly more Stream 4 youths, those least job ready, compared to the comparison group. One might conclude that the PS Treatment group were a 'tougher' cohort to work with than the comparison group, which might suppress the results from the PS Treatment.

Sampling Procedure

The 'Resilience Workshop' PS intervention was delivered in August and September 2013 in two outer suburbs of Brisbane, Southeast Queensland. All young adults who were scheduled to start a support programme with Employment Services Queensland in August and September at those two locations, who met the age,

unemployed status and location (Australian resident) criteria were invited to attend a programme launch day, where they were provided with information about the Resilience Workshops. Participation was voluntary and the young adults were given a choice whether to participate in the programme or not. None declined and there was no reported drop-off in attendance. Participants attended the PS intervention, five half-day group workshops, in training rooms at their respective unemployment offices. Competent facilitators, trained by the researcher, delivered all of the workshops, with no particular psychology or mental health background. The theory was presented via PowerPoint presentations (images and text) with matching narrative facilitator notes and handouts for some exercises. Following the PS intervention, participants met with their employment advisor for treatment as usual, comprising weekly or fortnightly one-on-one sessions and soft skill workshops, both covering typical employment interventions, including interview techniques, marketing oneself, employer ethics, résumé/cover letter writing, etc.

The comparison group were young unemployed participants referred to Employment Services Queensland under exactly the same employment support programme. They attended throughout June to September 2013, with the only one overlap site, with eight participants attending in June and July (the PS intervention groups attended in August and September). The profile of the comparison group was similar in age, and more evenly balanced in gender (PS Treatment group was 33% female while the TAU group was 45% female). The gender difference did not reflect the overall profile of the cohort at the treatment locations; it was simply a coincidence that more females started with ESQ in August and September in the two Southeast Queensland sites.

Results

The chi-square test found the relationship between psychosocial intervention (PS) and job/education placement to be statistically significant, χ^2 (1, N = 322) = 9.86, p < .01.

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The observed frequencies for the four cells can be found in Table 2. As indexed by Cramer's V statistic, the strength of the relationship was .18. This indicates that the jobseekers who attended the PS workshops were more likely than the jobseekers who participated in standard job seeking activities to obtain either an employment or education placement.

Table 2. Employment or Education Placement

Placement	Treatment as Usual	PS Intervention	Total
No	140 (88.0%)	27 (12.0%)	167
Yes	107 (69.0%)	48 (31.0%)	155
TOTALS	**247 (76.7%)**	**75 (23.3%)**	**322**

Similarly, the chi-square test found the relationship between the psychosocial intervention (PS) and sustained job outcomes after 13 weeks and was statistically significant, χ^2 (1, N = 322) = 11.78, p < .01. The observed frequencies for the four cells can be found in Table 3. As indexed by Cramer's V statistic, the strength of the relationship was .19. This indicates that the jobseekers who undertook the PS workshops were more likely than those who participated in TAU only to continue in a job after 13 weeks.

Table 3. Sustained Placement Outcome

13-Week Outcome	Treatment as Usual	PS Intervention	Total
No	186 (75.3%)	41 (54.7%)	227
Yes	61 (24.7%)	34 (45.3%)	95
TOTALS	**247 (76.7%)**	**75 (23.3%)**	**322**

We next looked at the percentages of jobseekers who participated in the PS intervention and those jobseekers who participated in standard job seeking activities, and how they were classified into streams. The PS intervention group included 5.3% of individuals in Stream 1, those most job ready, compared to 10.5% of the TAU group.

Additionally, the PS Treatment group comprised 29.3% Stream 4s, those least job ready, compared to 19.8% in the comparison group. A chi-square test was used to examine the relationship between the PS intervention and job streams, and found the relationship to be non-significant, χ^2 (3, N = 322) = 4.33, $p > .05$. A chi-square test of the relationship between job Streams and employment/education placement was non-significant, χ^2 (3, N = 322) = 3.90, $p > .05$. Similarly, a chi-square test of the relationship between job Streams and sustained job outcomes (13 weeks) was found to be non-significant, χ^2 (3, N = 322) = 0.36, $p > .05$.

Table 4 below details the full breakdown of jobseekers across gender, age and JSCI Stream. We found no significant differences between Stream and treatment groups, nor gender and treatment groups. Age was also a non-significant factor in explaining both job placement and job outcomes after 13 weeks. Both the experimental and comparison group interventions revealed employment outcomes (work placements). However, the proportion of participants in the Resilience Workshop programme progressing into employment was higher. We undertook further analysis below to determine any significance by examining the odds ratios of the interactions.

Table 4. Characteristics of Participants. PS Intervention Treatment vs Treatment as Usual (N = 322)

| | | TAU Comparison (N = 247) | | | | | | PS Intervention (N = 75) | | | | | |
| | | RTW | | 13 Wk Outcome | | Not RTW | | | RTW | | 13 Wk Outcome | | Not RTW | |
Characteristic	TOTAL	N	%	N	%	N	%	TOTAL	N	%	N	%	N	%
All	247	107	43.3%	61	24.7%	140	56.7%	75	48	64.0%	34	70.8%	27	36.0%
Gender														
Male	136	54	39.7%	36	66.7%	82	60.3%	25	16	21.3%	11	68.8%	9	81.8%
Female	111	53	47.7%	25	47.2%	58	52.3%	50	32	42.7%	23	71.9%	18	24.0%
Age														
15-17	52	22	42.3%	9	40.9%	30	57.7%	11	6	54.5%	5	83.3%	5	45.5%
18-21	188	82	43.6%	52	63.4%	106	56.4%	54	34	63.0%	25	73.5%	20	37.0%
22-25	7	3	42.9%	0	0.0%	4	57.1%	10	8	80.0%	4	50.0%	2	20.0%
Stream														
Stream 1	26	15	57.7%	6	40.0%	11	42.3%	4	4	100.0%	3	75.0%	0	0.0%
Stream 2	147	63	42.9%	37	58.7%	84	57.1%	43	29	67.4%	21	72.4%	14	32.6%
Stream 3	25	11	44.0%	6	54.5%	14	56.0%	6	3	50.0%	2	66.7%	3	50.0%
Stream 4	49	18	36.7%	12	66.7%	31	63.3%	22	12	54.5%	8	66.7%	10	45.5%

RTW = Return to Work (employment/education placement). Not RTW = Did not achieve a placement.

TAU = Treatment as Usual (usual employment support activities). PS Intervention (5 3-hour Resilience Workshops)

Using logistic regression analyses, we next examined the intervention effects whilst controlling for key covariates (gender, age and stream). The results suggest that when controlling for other variables, the intervention was effective. Young jobseekers who undertook the psychosocial interventions were 2.5 times more likely to gain a job placement, regardless which stream, gender or how old they were (OR = 2.56, 95% CI: 1.48-4.49, $p < 0.01$). Controlling for covariates (gender, age and Stream), youth receiving the psychosocial intervention were more likely to be employed after 13 weeks (OR = 2.48, 95% CI: 1.43-4.31, $p < 0.01$). The results suggest that youth who undertook the psychosocial interventions were 2.4 times more likely to stay employed after 13 weeks, regardless of Stream, gender or how old they were.

Discussion

We set out to evaluate a PS program for improving employment and education placements in a youth cohort that is extremely vulnerable to issues associated with disadvantage, disengagement, poor school to work transitions and mental health problems, among other challenges (Cull & Citymission, 2011; Roberts, 2011; Sissons & Jones,

2012). It is suggested in the literature that not every young adult is psychologically ready to work, especially those from disadvantaged backgrounds and affected by low self-esteem, self-efficacy and mental toughness, depression, intergenerational employment norms and learned helplessness (Creed et al., 2003; Donovan & Oddy, 1982; Hammarström & Janlert, 1997). Perhaps young adults are more susceptible than unemployed citizens over the age of 25 to responding positively to interventions that aim to build psychosocial life skills.

The data in this study support the notion that young adults, if provided with the tools to help build their own self-efficacy, resilience, well-being and desire to improve their lives, are more successful in their job search than young adults who had not been provided with the theory and tools (Reivich & Shatté, 2002; Sin & Lyubomirsky, 2009b). Paul and Moser noted that job searching was linked to higher psychological distress (Paul & Moser, 2009a). The PS intervention might help to mediate the negative impacts of such a period. The higher employment outcomes effect of this PS intervention is consistent with the findings of a recent meta-analysis, which revealed that educational outcomes improved following the application of positive psychology interventions (PPIs) that were designed to teach students how to build positive emptions, resilience and character strengths (Waters, 2011). PPIs are defined as interventions that aim to build positive factors rather than focus only upon negative factors (Sin & Lyubomirsky, 2009b).

Previous research indicates the substantial negative impact on well-being from being unemployed (McKee-Ryan et al., 2005). This paper provides evidence that interventions to build well-being while unemployed might significantly improve the likelihood of gaining sustained employment. This paper has encouraging implications for the future direction of youth reemployment initiatives.

The implication of this study for young adults, despite the limitations, is

significant, particularly given the vulnerability of the cohort and youth unemployment statistics. Stimulating well-being means that young adults might be more psychologically ready to work, they can negotiate the school-to-work transition more smoothly and perhaps break down any multi-generational norms of unemployment. From a mental health perspective, the now-employed young participants involved in this study will continue to reap improvements in terms of their psychological and financial well-being due to the participation in work and social inclusion (Borg & Kristiansen, 2008; Jahoda, 1982; Shepherd et al., 2008).

Limitations

This study was limited by the fact that a perfect, randomised and controlled trial environment was not provided. The key issue with non-random assignment is that there might be pre-existing differences between groups driving the observed changes, making it hard to absolutely attribute changes to the intervention. This was due to the real-world application of the study and operational practicalities. The researcher attempted to ensure that the groups were "equalized" at the beginning of the study to mitigate this concern to some degree. The treatment and comparison cohorts were very similar in terms of age (PS treatment mean age 19.2 years vs TAU mean age of 18.8) and did not differ in the criteria of employment programme and location. In addition, we controlled for gender, age, and stream, so that these differences could not account for the intervention effects. Even so, cohorts were allocated on the basis of time (i.e. all the participants in August and September at two locations), rather than perfectly random allocation to treatment and comparison groups. The researchers acknowledge that in the absence of random assignment, confounding factors such as attitudes towards employment, gender (the PS intervention group comprised 33% Female participants, whilst the TAU group consisted of 45% Female participants), and education level could have the potential to skew the

employment outcomes.

The impact of each of the 31 individual interventions that made up the PS intervention was not measured. It could be the case that one or two exercises accounted for all of the impact, making it hard to attribute the observed changes to specific "ingredients" in the intervention. Also, the content mix of interventions vary from one source study to another, making it difficult to identify key processes driving observed changes. Measuring the pre- and post-intervention levels of well-being, self-efficacy or resilience would help to identify whether interventions that purported to build those psychological assets did actually improve individual's levels of well-being etc, and would help establish the extent to which each of those constructs moderated return-to-work outcomes.   Such measurement of well-being, resilience and self-efficacy was not available to the researchers as the participating employment service company did not wish to "over-assess" participants in this real-world study where participants would have recently undertaken the extensive government jobseeker classification instrument (JSCI) assessment. This is certainly an area for further research, as is further study applying the psychosocial intervention to over 25-year-old adults and a wider geographical area.

Sin & Lyubormirsky's suggestion of a "shotgun approach" to positive psychological interventions (Sin & Lyubomirsky, 2009) somewhat contradicts the developing trend of "precision medicine" and the rationale of stage-matched interventions. As discreet stages of change have been identified in jobseekers (Coppin, 2017), this is an area for further research into person-centric interventions.

Conclusion

This study comprised an investigation of whether a psychosocial intervention comprising well-being, self-efficacy and resilience interventions delivered in group workshops could improve young adults' progress into employment. The relative efficacy

of the intervention was compared to employment services as usual (résumé-writing, interview skills and job search skills) for the young jobseekers. The impact of the intervention was measured purely in employment outcomes (work placements and sustained employment) rather than any specific change in behaviour or psychological construct.

The hypothesis that well-being interventions would increase an unemployed young person's likelihood of successfully entering employment is supported by this study's results. Young adults who undertook the PS intervention were 2.5 times more likely to progress into sustainable employment than those who did not. From a welfare policy-informing perspective, this study evidences the efficacy of psychosocial interventions, delivered by non-mental health professionals, to facilitate re-employment for a vulnerable cohort which will in turn deliver fiscal returns to government. While the researchers acknowledge the importance of practical job search interventions to help unemployed young people gain employment, undertaking such action-oriented activities *before* psychological resilience and well-being is addressed, might be a case of 'putting the cart before the horse'.

Chapter 4 – The Psychosocial Intervention

Introduction

This chapter provides the exercise activity and intervention scripts that were created over an 18-month period. The source literature and academically-evidenced exercises are detailed in Chapter 2. During this period, content was trialled with small groups of jobseekers and adjusted according to the concerns and considerations that emerged. The created PowerPoints that accompany the Workshops are available. Initially the researcher delivered the five three-hour workshops directly to jobseekers, but as the studies scaled-up to deliver to over 1,200 jobseekers (Study III) and over 8,000 (Study IV), employment services staff were trained in the delivery of the workshops over two to three in groups of five to twenty-five. Following this training, before employment services staff were permitted to deliver the workshops to jobseekers, they were required to log in to an online narration of the PowerPoints and pass a 50-question multiple choice test in the key content elements (pass mark 70%).

Design of the PS Intervention 'Resilience Workshops'

Thirty-one exercises were selected due to their purported building of self-efficacy, resilience and well-being. The content was structured to ensure a good flow and building of concepts, while ensuring minimal-awkwardness of interaction for the participants at the beginning. The five three-hour sessions that comprised the PS intervention *(strengths, positivity, mental toughness mindset* and *character and goals)* and their literature sources are detailed below.

Strengths Workshop

Although non-academic, Dale Carnegie's 1937 message from *How to Win Friends and Influence People* suggests that in order to change people without giving offence or arousing resentment, 'begin with praise and honest appreciation' (Carnegie, 2017, p. 157).

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To achieve this, we took a strength-based approach. A study in which 255 students completed a strengths identification survey and shared the results with family and 'experienced statistically-significantly benefits in the areas of academic efficacy, expectancy, positive academic behaviours and extrinsic motivation' (Austin, 2005, p. iii).

Austin used the Gallup's Strengthfinder survey in the above study, which provides a number of activities, principles and key messages that may be used in a strengths workshop. A further source of workshop activities was found in *'Smart Strengths'* (Yeager, Fisher, & Shearon, 2011). Yeager, Fisher and Shearon are all graduates of the University of Pennsylvania's Master of Applied Positive Psychology programme (MAPP).

The Strengthfinder programme is cost-prohibitive for many government-funded initiatives. However, a free positive psychological tool that has been used by over three million people and is largely constructed through academic evidence is the VIA Character Strengths Survey. The Education Director of the VIA Institute on Character, Ryan Niemiec, provided suggestions for proven and practical workshop exercises that may extend the apparent six week increase in well-being from simply identifying one's strengths, to nearer six months (Niemiec, 2013; Park, Peterson, & Seligman, 2004; Rashid et al., 2013). Exercises to 'strengths spot' for oneself and in others were added. Discussions with Robert Biswas-Diener (Biswas-Diener & Dean, 2010; Diener et al., 2010; Parks & Biswas-Diener, 2013) added a pragmatic approach to help prioritise interventions to use, along with advice on reducing participant embarrassment and enhancing engagement. The strengths also covered the concept of 'flow' (Csikszentmihalyi & Csikzentmihaly, 1991) to help participants to identify activities that utilise their strengths and get them into a state of 'flow'. This offered a sense of control in choosing what sorts of careers might help them to experience 'flow' at work. Increasing a sense of control has been shown to enhance self-efficacy (Bandura, 1997; Judge & Bono,

2001) with further exercises included to continue to reinforce self-efficacy and resilience such as visualising being at work, performing well, stress inoculation and being valued (Boniwell & Ryan, 2012; Liu et al., 2014b; Meichenbaum, 2007; Sheridan, Chamberlain, & Dupuis, 2011).

Positivity Workshop

Exercises and resilience-specific content was informed by *'The Resilience Factor'* (Reivich & Shatté, 2002), which has also informed initiatives such as the Penn Resiliency Programme, Comprehensive Soldier Fitness and the aforementioned MAPP programme. The Positivity Workshop session of the PS intervention aimed to build the participants' self-efficacy through enhancing a belief in their skills, while aiming to improve their capacity for positive and problem-solving thought through and the use of Barbara Fredrickson's Broaden & Build theory (Fredrickson, 2001, 2004; Fredrickson & Branigan, 2005; Fredrickson & Losada, 2005) which purports that an individual experiencing positive emotions is better able to use broader regions of the brain, and thus better succeed at problem-solving. Exercises and measurement of the *positivity ratio* aimed to help enhance proactivity and serve to diffuse tension while seeking ways out of stressful situations.

The participants were asked to consider the *Harvard Business Review's* 'Failure Issue' (HBR, April 2011) and discuss the trait of bouncing back from failures in respect of job applications and interviews. A quiz identifying 'famous failures' was created by the researchers to emphasise academic points with real-life examples of popularly famous people who persevered in the face of repeated setbacks was used to emphasise the resilience message in relation to accessible reality.

Michelle McQuaid is a MAPP graduate who sits on the board of the Reach Foundation. Reach is an Australian organisation that undertakes workshops with more

than 30,000 young people each year. One of their exercises that purports to help build resilience is derived from Joseph Campbell's book *The Hero's Journey* (Campbell's, 1987). The activity emphasises that an individual usually hits a 'wall' in the course of his or her life story, where everything seems hopeless and they feel helpless, but one pushes through. It is often at this point that one finds the support of a mentor or advisor and seeks help. One of the seven pillars of resilience, according to Reivich and Shatté (2002) is 'reaching out'. The curious observation is made that the mentally tough are the ones that are resilient enough to ask for help, and those at the lowest ebb rarely do so.

The workshop discussed the *positivity ratio* (Fredrickson & Losada, 2005). While some of the science behind the mathematics used to arrive at the ratio have been challenged (Brown, Sokal, & Friedman, 2013), the importance of positivity and its impact on social functioning remain valid (Fredrickson, 2013; Gottman, Markman, & Notarius, 1977; Gottman & Levenson, 1992). It is stressed that positive emotions are not 'happy clappy' and have an evolutionary benefit. A 'What Went Well' or 'Hunt the Good Stuff' exercise was undertaken (Reivich et al., 2011) under the title 'TGBs: Today's Good Bits'. The workshop finished by highlighting Sonia Lyubomirsky's equation for what impacts upon happiness, to emphasise the point that we have a significant element (40%) of control in how we interpret events and progress in life (Lyubomirsky, 2008). It concluded with practical ways to diffuse arguments in order to reduce tension in participants' households and encourage thinking about responding, rather than knee-jerk reacting to provocation (Jackson & McKergow, 2011; Jackson & McKergow, 2007).

Mental Toughness Workshop

An exercise was devised to incorporate several facets of building self-efficacy by evidencing examples of resilience throughout the participants' lives ('Gone in 60 Seconds'). A brief Resilience Survey (StressStop) that can be undertaken in workshop

conditions aimed to help embed in participants the impression that they already possess resilience in varying degrees and opens the conversation to discuss academically-approved tools, strategies and circumstances that participants might employ to build resilience further (Alcorta, 2006; Gillham, Reivich, & Shatté, 2002; Gillham, Reivich, Freres, Chaplin, Shatté, et al., 2007; Kashdan & Rottenberg, 2010; Meredith et al., 2011; Pulla, Shatte, & Warren, 2013). We then explained, in a contextualised manner, the principles of the Cognitive Model (adversity, beliefs, consequences and disputation) developed by Albert Ellis, Aaron Beck and Martin Seligman (Beck, 1967; Beck, 1991; Ellis, 1962, 1980, 1991; Seligman, Abramson, Semmel, & von Baeyer, 1979). Some considerable time was spent on exercises to identify real life thinking traps (Creed, Reisweber, & Beck, 2011), explanatory styles (Satterfield, 2000; Satterfield, Monahan, & Seligman, 1997) and putting things in perspective' (Gillham, Reivich, Freres, Chaplin, Shatté, et al., 2007). Finally, 'mindfulness' was introduced with accessible exercises such as 'Raisin' Hell', identifying 'cool' movie characters who respond rather than overreacting to stressful situations, and '7/11' breathing (Kabat-Zinn, 2003; Stanley, Schaldach, Kiyonaga, & Jha, 2011; Weber et al., 2010).

Mindset Workshop

This workshop was greatly influenced by the work of Carol Dweck and Carol Diener (Blackwell, Trzesniewski, & Dweck, 2007; Diener & Dweck, 1978; Diener & Dweck, 1980; Dweck & Molden, 2005), sharing learnings from studies detailed in the book '*Mindset'* (Dweck, 2012). Several exercises linked the strengths and 'flow' concepts from the Strengths Workshop to reinforce the concept that the participants were in control of what they were good and bad at. The difference between a growth and fixed mindset is set out in the explanation of a key experiment with 373 7th Grade children (Blackwell et al., 2007). Discussion and exercises to cover myelin and its function in the brain were

informed by 'Brainology' activities to develop a growth mindset, persistence and resilience in school children (Donohoe, Topping, & Hannah, 2012; Hutchinson, 2011). Further exercises were influenced by scholar Ilona Boniwell's work to help instil a sense of well-being in participants (Boniwell & Ryan, 2012).

The participants undertook an expressive writing exercise, which has been shown to deliver strong return-to-work outcomes (Spera et al., 1994). Finally, an exercise applied workshop learnings to consider improving the likelihood of sustained employment outcomes through visualisation and stress inoculation exercises (Luria, 1968; van Beurden et al., 2015; van der Klink, Blonk, Schene, & van Dijk, 2003).

Character and Goals Workshop

The last of the five workshops consolidated learning from the previous four, while offering practical tips and next steps to take into the one-to-ones that participants would continue to undertake with their advisors. We again performed a visualisation exercise, as such activities have been found to make the individual more likely to achieve the visualised goal (Lyubomirsky, 2008; Morgan & Corbin, 1972).

Goals were addressed in this last session. In qualitative discussions with case managers and jobseekers, we were informed that the participants were often too embarrassed or demotivated to express goals or commit to action plans at the start of the workshops. Goal statement and setting can generally be an extremely difficult activity, because young people are often reluctant to state goals and aspirations to relative strangers, or fear that they will embarrass themselves in front of peers and be mocked. There are also, counter-intuitively, poor outcomes from revealing or declaring public goals to someone deemed to have some authority over the goal-setter (Gollwitzer, 1999; Gollwitzer, Sheeran, Michalski, & Seifert, 2009). However, the 'Big Hairy Audacious Goals' and the 'Circle of Life' exercises helped to break down such resistance in a light-

hearted manner, producing useful plans of action in small steps, a fundamental element of building self-efficacy, that help to set goals and implement a form of scaling (Boniwell & Ryan, 2012; Carpente, 2018; Greif, 2007).

According to stage of change theory, an issue for those not achieving goals can simply be that the 'pros' do not outweigh the 'cons' (Pro-Change Behavior Systems Inc, 2002; Prochaska, DiClemente, Velicer, et al., 1993; Prochaska et al., 1991). Thus, a 'pros vs. cons of employment' exercise was undertaken. The evidence that most jobs come through 'weak ties', which are likely to be friends of friends, ex-work colleagues and distant relatives, was examined (Granovetter, 1973, 1995). We looked at the practical ways of maximising these networks and the importance of conversation skills. It has been shown that unemployed individuals significantly reduce social contact, which is the source of most employment opportunities (Gallie, Paugam, & Jacobs, 2003; Reininghaus et al., 2008). The final two exercises helped to develop the participants' 'constructive conversation' skills to help improve their engagement with others and their likeability (Gable, Reis, Impett, & Asher, 2004; Passmore & Oades, 2014).

The participants left the final workshop of the PS intervention with i) a Certificate of Completion in 'Resilience Workshops' (itself a tool to reinforce the participants' self-perception of resilience and proactivity), ii) a 'Circle of Life' list of key goals with steps to achieve them and iii) an opportunity to connect and remain in touch with the other course participants, as this peer group might help to counter the 'in groups' of their unemployed families and friends, who might undermine efforts to enter employment (Curtis et al., 2016).

The Workshop manual and content is provided below.

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The PSI "Resilience Workshop" Content

These notes provide guidance and a script for your first couple of times delivering this psychosocial intervention, labelled as "Resilience Workshops" for jobseekers. You will develop your own style, which will make you more authentic and effective, although the basic content must remain consistent, as they're scientifically- evidenced exercises.

You will see a considerable difference in your participants. Some might not reveal this until one-to-ones, but you are kick-starting their self-control and confidence.

GOOD LUCK!

Darren Coppin, PhD Research Student, Australian Catholic University

KEY PRINCIPLES

- You can describe your own experiences a little – it builds trust and credibility.

- Build an expectation of success and draw out customers' strengths.

- Believe in your customers' capacity to learn and achieve goals.

- You will maximise group discussion, interaction and examples rather than teaching subject matter.

- You, as the facilitator, need to be highly skilled in noticing when someone wants to speak, drawing out examples at the right time from customer participants and harnessing talkative participants to help you encourage the quiet ones.

- The five workshops will be followed by solutions-focused 1-to-1 sessions for mastering job search techniques, goals and role plays.

- The 1-to-1s will provide your customers with specific instructions on what to do.

- You will reinforce what customers do correctly, rather than correct what they do wrong.

- ENJOY the workshops – it's infectious!

2-DAY WORKPLACE RESILIENCE TRAINING: OVERVIEW

A Psychosocial, Stage of Change Approach to Unemployment

INTRODUCTION
- Science behind the Assessment of Work Readiness
- Interpreting and using the stage-matched Coaching Guides

WORKSHOP I: Resilience - Strengths

o Strengths Explanation
- Ex1: Sticky Strengths
- Ex2: Strengths Spotting
- Ex3: Shadow Sides & Buttons Discussion
- Ex4: Shona & Vicky
- Ex 5: Heroes & Heroines Discussion
- Ex6: Using Your Strengths
- Ex7: Job Match

WORKSHOP II: Resilience - Positivity

o Resilience Explanation
- Ex1: Famous Failures
- Ex2: The Hero's Journey
- Ex3: Positivity Ratio
- Ex4: Today's Good Bits
- Ex5: Where Does Well Being Come From?
- Ex6: Turning Negatives into Positives

WORKSHOP III: Resilience - Mental Toughness

o Mental Toughness Explanation
- Ex1: Gone in 60 Seconds
- Ex2: Resilience Survey
- Ex3: Anagrams
- Ex4: ABCDs - Dispute for Resilience
- Ex5: Putting it in Perspective
- Ex6: ABCDs & PiiP at Work (Stress Inoculation Therapy)

WORKSHOP IV: Resilience - Mindset

o Mindset Explanation
- Ex1: Are We Born Smart?
- Ex2: Word Pairs
- Ex3: Building Myelin
- Ex4: Expressive Writing
- Ex5: Building Myelin at Work
- Ex 6: Gratitude

WORKSHOP V: Resilience – Character & Goals

o Character Explanation
- Ex1: Timelining
- Ex2: Big Hairy Audacious Goals
- Ex3: The Circle of Life
- Ex4: Pros & Cons of Working
- Ex5: Conversation Skills
- Ex6: Active Constructive Conversations

A Psychosocial, Stage of Change Approach to Unemployment

Workshop 1: STRENGTHS

Objectives:

- To identify and know YOUR strengths
- To describe how you can develop your strengths in your everyday life and at work
- To recognise how your strengths can be overplayed or challenged
- To demonstrate how you can identify strengths in others

Pretask:

- For this workshop to be most effective, it is ideal if you can have participants complete the following task prior to the workshop:
- "Go onto www.viacharacter.org and complete the VIA Character Strengths Profile survey. Print out and bring along your top 5 strengths to Workshop 1."

Overview of Exercises:

- Exercise 1 – Sticky Strengths
- Exercise 2 – Strengths Spotting
- Exercise 3 – Shadow Sides & Buttons
- Exercise 4 – Shona & Vicky
- Exercise 5 – Heroes & Heroines Discussion
- Exercise 6 – Using Your Strengths
- Exercise 7 – Job Match

Materials Required:

- "Workshop 1 – Strengths" PowerPoint presentation
- Projector & Laptop
- VIA Character Strengths Profiles
- Blutac (or similar)
- Sticky notes (for Exercise 1) (3 per person)
- Resource: Strengths posters x 24 (laminated if possible) (for Exercise 1)
- Resource: Strengths strips (see resource sheet to cut into strips) (for Exercise 7)
- Envelope/hat/bag (for Exercise 7)
- Pens & paper

Let's start with a definition of Resilience. It is:

The ability to grow and thrive in the face of challenges
The ability to bounce back from adversity

And, most importantly, the ability to bounce forward when there is opportunity.

Explain further:

This part of the definition that has been added in recent years is the last statement – ie. to bounce forward when there's opportunity.

When we've been faced with adversity over and over, we often miss opportunity when it's there or don't spot it because we're so conditioned to adversity so it's about building up the mental toughness to spot opportunity when it's presented.

The basic idea of resilience is: Building mental toughness and reducing stress.

Here is an overview of the Strengths Workshop.

Today we will cover how to:

- Identify your strengths

- Learn how to use your strengths more often Spot strengths in others

- Apply your strengths to work And how to enjoy life more!

Why are strengths important?

Read the question off the screen to the group. Elicit some responses from the group.

Let's look at some other reasons:

- Something you're genuinely good at.

- Something to put on your resume.

- Helps you decide on career paths.

- Helps you enjoy life more!

Ben Franklin: "The real tragedy is not that each of us doesn't have enough strengths, it's that we fail [to know] and use the ones we have."

We added the 'to know' part to this quote – how can you use your strengths if you don't know what they are? The beauty of the Viacharacter.org survey is that you can find out your strengths through their free online assessment. Once you know your strengths, you can then use them more in your everyday life.

The VIA Institute on Character allows you to undertake a free survey online that will tell you your unique character strengths.

www.viacharacter.org - on this website you are able to take a questionnaire that computes and identifies your top 5 strengths, your 'character strengths profile' – it is a free

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assessment.

This was something we asked you to do as a pretask for today's workshop and we will use your strengths results in some of the workshop activities.

Don't worry if you didn't get a chance to complete the VIA Character survey, you can still participate.

There are 24 strengths we all have; the free online survey outlines how the 24 different strengths measure in your (everyone is different!)

You can learn how to apply your strengths to you personally, your relationships, your work, your social life, etc and also to understand how to achieve your potential.

TIP/NOTE: The 24 strengths covered on the VIA Character Strengths Profile assessment are: Bravery, Self-Regulation, Gratitude, Spirituality, Humour, Kindness, Judgment, Leadership, Teamwork, Creativity, Fairness, Honesty, Curiosity, Forgiveness, Hope, Love of Learning, Perseverance, Perspective, Social Intelligence, Zest, Appreciation of Beauty & Excellence, Love, Prudence, Humility.

viacharacter.org reveals YOUR strengths, YOUR virtues.

You can identify your own strengths by taking the ViaCharacter survey online.

Your individual character strengths = your personality characteristics and what makes you, you!

These characteristics make up your personal strengths or virtues – it's what makes you unique and what makes you feel engaged.

Where do these strengths come from?

They come from 2,500 years of writing from the Greeks, Old Testament, New Testament, Buddhist sayings, the Koran, etc.

What we value in others has remained remarkably consistent across 2,500 years, and across all cultures.

What do we value? What is virtuous?

Using your strengths will bring you enjoyment and 'flow'.

Let's look further now at what 'flow' is all about.

'Flow' is a book written by this psychologist the name is pronounced 'CHEEK-sent-me-hi-ee'

Has anyone heard of this 'FLOW' concept?

Explain further:

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The concept of 'flow' was written about in this book, "Flow" by pscyhology professor Mihaly Csikszentmihalyi [Hungarian psychology professor, born 1934; emigrated to the US when he was 22 years old; noted for his work in the study of happiness and creativity; best known for creating the notion of 'flow' and his research on the topic].

So, what is 'flow'…??

It's when you're involved in an activity and you're:

- focused and engaged
- living in the moment
- absorbed in the activity
- you feel challenged
- *time passes quickly*

On this slide, you can see some activities that get people into flow:

Whole body movement activities such as yoga, swimming, judo Creative interests such as fishing, gardening, painting

Games, puzzles, books, movies, apps Team sports

Explain further:

The concept of 'flow' explains that when we're engaged in an activity that we enjoy,

time passes quickly, we are challenged, absorbed and thus we in a state of 'flow'. Have a think about activities that get you into 'flow'.

What activities get you into flow?

Elicit any immediate responses from the group on what activities get them into 'flow' and how / why.

Give the group a moment to think.

Ask around the group and elicit responses again for the question:

What activities get you into 'Flow'?

Prompt if necessary using examples (eg. cooking, playing basketball, swimming, surfing, reading crime novels, playing guitar, etc):

You can also relate activities that get you into 'flow' back to your strengths, for example:

If 'teamwork' was a strength then team sports or team related work tasks may be get you into 'flow'

If 'creativity' was a strength then painting, music, cooking or even problem solving / troubleshooting activities at work may be your 'flow'

What activities get you into "flow" and how do they relate to your top 5 strengths?

Consider this as you think also:

- There has to be a balance between challenge and skills

- If it's too difficult it will lead to stress and anxiety

- If it's too easy it will cause boredom or will be done mindlessly.

So – what are YOUR top 5 Signature Strengths? What do they say about you? How can they help you to decide upon a successful life?

Elicit responses from the group for the question. Have customers refer to their VIACharacter survey results and share their top 5 strengths and their thoughts.

Have the group take out their VIACharacter results (if they haven't already) and have them ready to use for the next activity.

TIP: Remind customers to read the blurb associated with their strengths to better understand its meaning.

Exercise 1: Sticky Strengths

	Strengths Exercise 1: Sticky Strengths	

Timing: 10 mins (approx.)
Materials: Slides, sticky notes, pens, 24 x Strengths A4 posters, blutac or similar, VIA Character strengths profiles

Slide #s	Facilitator Content & Instructions	TIPS!
Strengths A4 posters (24), blu-tac	Before starting this exercise: Stick up the 24 Strengths posters on the walls of the room *TIP: Get customers to help you stick up the 24 posters so they will get more familiar with the different strengths too!* *TIP: Do this before you start the workshop if you can!* *TIP: If you use the training room regularly, leave the posters up all the time!*	*Do this before you start the workshop if you can!* *If you use the training room regularly, leave the posters up all the time!*
SLIDE CLICKS **CLICK** **CLICK**	**Intro:** **This exercise will highlight your top 3 strengths as identified through the VIA Character strengths profile assessment** Hand out sticky notes and pens. **INSTRUCTIONS:** **Write your name on 3 sticky notes.** **You will notice the 24 strengths around the room.** [point them out] **Put your sticky notes on the strengths posters that match your top 3.** *TIP: If clients have not completed the Via Strengths survey have them complete the activity by CHOOSING what they believe are their top 3 strengths from the 24. Or if they think they have other strengths that aren't identified here, don't worry. Have then write on a new sheet and tell them we'll uncover them in our next activity called "Strengths Spotting".* After giving the instructions: Go around the room as the customers do the activity Help anyone out who is not sure of the instructions If customers have not completed the VIA Character strengths profile, they can simply choose their own, or make-up their own on the blank sheets. You can hand out sheets describing the VIA Character 24 strengths profile to help people complete the activity or come up with their own. Give the customers a few minutes to complete the activity.	

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	82	
	CLICK TO NEXT SLIDE	
Sticky notes (3 p/person) Pens Strengths A4 posters (24) Viacharacter strengths profiles	**DISCUSSION:** **What do your strengths say about you: Any surprises or comments?** Elicit responses from the customers. Go round the group for a few examples, prompt by asking some questions if no one is willing to speak. To prompt discussion: *Tip: Comment on any clusters of sticky notes* *Comment on any blank strengths posters* *Read out some names on sticky notes from different strengths and ask how they see that strength in themselves* **CLICK TO NEXT SLIDE**	
CLICK **CLICK**	**Key Point** **Remember your top strengths as we're going to refer to them in this workshop.** **The VIA strengths profile is a free assessment tool that allows us to identify our top Character strengths (out of 24 altogether).** **During this workshop, we will look at some techniques that will allow us to use your strengths to your advantage in your everyday lives.** **It is also interesting to note that:** **Research has proven that by identifying and knowing your strengths it has been shown to increase mood and resilience for several <u>weeks</u>.**	
	End of Exercise 1	

Strengths - Exercise 2: Strengths Spotting

Timing: 5-10 mins (approx.)
Materials: Slides

Slide	Facilitator Content & Instructions	TIPS!
Slide 22 **CLICK** **CLICK** **CLICK** **CLICK**	**Intro:** **The VIA Assessment is good at naming 24 strengths…but are there just 24 strengths? OR are there just 34 as the Clifton Assessment names….Or 60 as identified in the R2 Strengths assessment?** **How do we move beyond the confines of such an assessment?** **So – turn to the person beside you and in pairs, number yourself "1" and "2".** **Number 1, you will ask the other person the following question-** **"What are you really looking forward to in the next month?"** **If they cannot think of anything, try…What was the best job you ever did? OR What did you really enjoy doing last week?** **You can keep asking more questions if you like, but when you think you see a strength in them, such as bravery or honesty etc you can say , "Got one!"** **Even if it's not right…it will enable Number 2 to tell you what they felt was their actual strength in that situation!** Additional Instructions for Number 1. **Look for the enthusiasm… spikes in energy in a conversation that shows where strengths might lay.** **The physiological clues are: speaking faster, gesticulating, raised eyebrows, smiling, rising inflection of speech.** **Label the Strength, and discuss it. Its sometimes hard to name a strength…but give it a try.** **Remember, we already do this all the time, but we're not that conscious of it. But what on earth is it called. Again, don't just spot the obvious. But you're all hard-wired to do this. Easy to learn & hard to master.** **You have to stand for this exercise.**	Handouts Pens *TIP: Customers can undertake This with an advisor in a 1-to-1 session.*

	I'll give you about 30 seconds each… Time it, and help out those that are struggling, as it can feel quite awkward. **CLICK TO NEXT SLIDE**		
Slide 23 **CLICK** **CLICK** **CLICK**	**Key Points:** **OK Time is up…. Let's discuss:** **What did we learn from that exercise?** Await any responses. **We learned what Empathy is.** **Others can see and value our strengths – even if we've forgotten we have them!** **Children do this all the time. In their mind they label some kids as the sporty one, or the thoughtful one, the mischievous one, the one that comes up with ideas, the one that makes us laugh.** **We lose this skill as we get older…and we lose the skill to even identify strengths in ourselves.** **That's because it's socially awkward to be proud or boastful of your strengths, so we bury them…But we need to re-recognise them to succeed in life.** **Remember that question, "what are you looking forward to in the next month?" and try it on your family. You might be surprised at their strengths that you spot.** **They'll definitely be surprised when you compliment them!**		
	End of Exercise 2		

Show slide and say:

One way to understand how our strengths work further was devised by one of the great philosophers, Aristotle (refer to slide). He came up with a concept called

The Golden Mean.

The Golden Mean was devised by Aristotle – he said that everyone has virtues and strengths and the perfect way to use strengths is not to underplay them and not to overplay them – but to find a happy m edium , the 'Go lden M ean' . (Mean as in "average".)

The example that Aristotle used was bravery: to underplay the strength of bravery would be cowardly, but to overplay it would be recklessness or stupidity – so you want to be somewhere in the middle

This applies to all strengths

Have a think about your top 5 strengths and how you might overplay or underplay them. Give an example of your own here.

Elicit any further examples from the group.

The next exercise will highlight this for us too…

Exercise 3: Shadow Sides & Buttons

Strengths - Exercise 3: Shadow Sides & Buttons		

Timing: 5 mins (approx.)
Materials: Slides only

Slide #s	Facilitator Content & Instructions	Tips!
CLICK CLICK	**Intro:** **This is a discussion exercise and will highlight two key points:** **1) We all have a tendency to overplay our top strengths - otherwise known as the "Shadow Side" to our strength.** **2) BUT, when someone does the opposite of our top strength…we can really get upset quickly and over-react! They "push our buttons"!** **DISCUSSION POINT 1** Trainer reads questions off the intro slide: **What are examples of 'shadow sides' to your top strengths?** **Do you sometimes overplay them?** *TIP: Give your own personal example here if you like!* Pick someone from the group, and ask: **What was one of your top strengths?** Let them answer: **And has overplaying that top strength ever got you into trouble? Has anyone ever called you on over-using it?** For example: Curiosity can become nosiness! Humour can become inappropriate. Kindness can mean you're taken advantage of. Bravery can be reckless etc. **CLICK TO NEXT SLIDE**	
CLICK	**DISCUSSION POINT 2** Trainer says: **Your strengths are also a fast track to getting upset** **What pushes your buttons?** **At times or in certain situations, you may notice that your 'buttons'**	*TIP: For discussion time: If you have a large group or want people to open up a bit*

are being pushed – these are your strengths being challenged.

When this happens, you may lose your cool, get angry or upset.

For example, if one of your top strengths was Honesty – do you get upset very quickly when you know someone is being dishonest or lying?

Thinking about your top Strengths, what pushes your buttons?

Pick someone from the group, and ask:

What was one of your top strengths?

Let them answer:

And has anyone doing the opposite of that really annoyed you?

To encourage further discussion, you can try the following if you like:

Give an example from your own strengths to get the ball rolling or ask people directly using the names on the Strengths posters from Exercise 1 (Sticky Notes).

After some discussion time, continue and sum up.
CLICK TO NEXT SLIDE

more, you may like to put your customers into pairs or small groups to have a short discussion about their own strengths and shadow sides or what pushes their buttons.

TIP: Give your own personal example if you like too to get conversation started!

Key Points

CLICK

Knowing your top Strengths means that in certain situations we are able to understand why we might Respond a certain way or maybe over react.

CLICK

We understand now that we have a tendency to overplay our strengths and feel our buttons being pushed that gets us angry.

CLICK

CLICK

By knowing this we are able to respond more appropriately in everyday situations in the future.
We can be CALMER AND COOLER AND TAKE MORE CONTROL OF OUR LIVES.
We can also suspect that our family and friends might be overplaying their strengths or their buttons are being pushed.
This allows us to better understand situations and calm things down.

End of Exercise 3

Strengths - Exercise 4: Shona & Vicky

Timing: 10-12 mins (approx.)

Materials: Slides only

Slide #s	Facilitator Content & Instructions	TIPS!
CLICK	**INTRODUCTION:** I'm going to read you a scenario about two girls at school called, Shona and Vicky. This exercise will highlight how you can use your Strengths in certain situations. It will also show you how identifying strengths in *others* can help you with your dealings with them too. **INSTRUCTIONS:** In small groups or in pairs I want you to discuss how best to deal with the situation. Ready? Here's the scenario: Shona and Vicky are both 14 years old and are friends at school. Teachers are wondering if they might be better off in different classes. Teachers say that Shona is too impulsive, too energetic and disruptive in the classroom. She is likely to joke at someone else's expense, and engage in risky behaviour. Her grades are suffering. The consequences system the school uses is not working. Vicky, on the other hand, is often too nice, too tolerant, too likely to get hurt repeatedly and likely to have "broken wing" friends. She is easily led and was recently caught cheating when she let Shona look at her answers in a test. **QUESTION: What should be done about the girls?** Trainer says: I'll give you a minute to discuss. After a minute: What suggestions did you come up with in your pairs? Elicit responses from the customers. Go round the group for a few examples, prompt by asking some questions or saying an example of what you heard from the pairs if no one is willing to speak. Trainer says: Did any of you notice your top Strengths coming out when you were talking about the situation and how you would deal with the situation? For example, if you had Fairness in your top strengths, your buttons may have been pushed and you may have felt angry at the girls cheating. Or did you notice in the girls some of your own Strengths that they were overplaying? We tend to more easily recognise our own top Strengths in others. Elicit responses from the customers.	

	CLICK TO NEXT SLIDE	
CLICK	Trainer reads off slide and says: **Say you've asked Shona and Vicky to take the VIA Character strengths survey at viacharacter.org and it reveals the following…** Trainer reads off the slide: **Shona has the top 5 strengths of: Humour, Zest, Honesty, Bravery and Social Intelligence**	
CLICK	**And Vicky has the top 5 strengths of: Love, Forgiveness, Hope, Perspective and Kindness** **So, seeing both of their top 5 strengths now, how does this change your understanding of the situation and approach this situation differently?** Go round the group for a few examples, prompt by asking some questions if necessary. **EXPLANATION:** [Point to the strengths on the slide as you mention them]:	
CLICK	**You can see that Shona's top strengths of Zest, Humour and Bravery are getting the better of her at the moment – she is overplaying these strengths and her shadow sides are coming out in her misbehaviour.** **In this situation, you could point this out to her and appeal to her Social Intelligence and Honesty to correct things. Using strengths to discuss the situation can be much more effective.**	
CLICK	[Point to the strengths on the slide as you mention them]: **As for Vicky, she is clearly overplaying her strengths of Love, Forgiveness and Kindness. However in the long term this isn't going to help her friend, Shona.** **Appealing to Vicky's strength of Perspective (or looking at the bigger picture) is likely to enable her to change more effectively.**	
CLICK	**By using and appealing to both girls' strengths in this scenario a much stronger and more effective solution can be achieved.** **This is also known as _empathy_ – being able to read and understand other people.** **CLICK TO NEXT SLIDE**	

CLICK
CLICK
 	
CLICK
	Key Points:
	Your top strengths can enhance your life.
	Considering what other's top strengths might be can help you:
	    deal with situations more effectively and
	    get more buy-in from others to change.	

	End of Exercise 4	

Strengths - Exercise 5: Heroes & Heroines		
Timing: 5 mins (approx.)		
Materials: Slides only, pens & paper		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
CLICK CLICK CLICK	INSTRUCTIONS: Think of someone you look up to or admire. It can be anyone – but preferably someone that you admired when you were younger growing up. It can be a fictional character, a historical figure, a famous person, a family member, anyone… You might have had their poster on your wall, or books on them…or just knew them in your everyday life. These are people that we look up to, someone we admire or aspire to be like. For example, you may have aspired to be as good a singer as Beyoncé or as good a businessman as Virgin Airlines -Richard Branson. I'll give you a moment to think of your 'hero'. In this exercise we will talk about our heroes and heroines and why we aspire to be like them - and then how that relates back to us and our strengths. Give customers a moment to think of and write down their hero. Trainer says: Now write down or think about <u>two reasons</u> why you have chosen that hero or aspired to be like that person. I'll give you a minute to think of or write down those reasons. After a minute, Trainer says: Now look at your top Strengths and look at the reasons you wrote for the hero you chose. Do they reflect each other in *any* way? Give customers a moment to consider this, then elicit responses from the customers. Go round the group for a few examples, prompt if necessary. **CLICK TO NEXT SLIDE**	Pens & paper *TIP: To encourage further discussion if customers are quiet, try the following:* *Give an example of your own to get the ball rolling;* *Ask people directly using their names;* *Have customers tell the person sitting next to them who their hero is and why and how that matches their own strengths.*
CLICK CLICK CLICK	**Key Points:** We *often* choose heroes because we feel an affinity to them: they reflect our own strengths and virtues. We usually do it without even realising we're doing it. This can work in a positive way for us. Because we admire our heroes, we try harder to be like them. It becomes an upward positive cycle of strengths development.	
	End of Exercise 5	

Show slide and cover the following:
Successful people (eg. business people, sports stars, etc) are often dragged into schools and say:
You can be just like me!
But actually this isn't necessarily so. This system can breed the mentality that unless you get A+, you're deficient!
Successful people start with a talent (or strength), and go from there. This is from Gallup – possibly the world's largest research group.
You can relate this to successful sports people, business people etc; These people became successful because they first identified what their strength was and really worked at it, enjoyed it, it got them into 'Flow', and they became successful.

This is what YOU can do but with your own strengths and what gets you into your own state of flow. So you can't be just like someone else, you have to first identify your own individual strengths and then work at it and find your own state of flow!

You need to maximise YOUR particular strengths.
And this is a fascinating insight:
Read quote off slide:
Although people are often told they have learning disabilities or lackmotivation…
I found that they learn and are highly motivated when the situation suits their interests and gifts.
In other words when it appeals to your Strengths!
This quote is by Christine Duvivier, an academic in the USA.

A lot of people are written off early in life…
BUT if it's not stimulating to your strengths you won't engage; however when you find what your strengths are, you are more likely to excel.
Show slide, say:
So all this leads to this question…
Can you develop your strengths?
Yes, you can, and we'll go through some different ways to do that now.
Show text, say:
To develop your strengths, you can…
Use them in a different way each day.
Be aware of how you use your strengths in your everyday life.
For example: if your strength is 'Kindness', use it in a different way, eg. help someone onto the bus, etc.
It is scientifically proven if you use your strengths each day you will develop them and this will also lead to much higher levels of mental toughness, well-being and success.
Show text, say:
Another way to develop your strengths is to…
Write down and journal how you use them.
You can also relate this back to Exercise 2 (Knowing and Using Your Strengths) where you wrote down or discussed your strengths and thought about how you already use them in your everyday life, how you could use them more often, etc.
Show text, say: You could also:
Look up www.viacharacterblog.org for more ideas!

Strengths - Exercise 6: Using Your Strengths		
Timing: 5 mins (approx.)		
Materials: Slides only		

Slide #s	Facilitator Content & Instructions	TIPS!
CLICK	**INSTRUCTIONS:**	
	Look at these tricky situations, and in small groups or in pairs.	
CLICK	Use ONE of your strengths to get out of ONE of them.	
CLICK	Your wife/ girlfriend walks in the door with an HORRENDOUS haircut!	
CLICK	You see some kids being picked on by the local bully.	
CLICK	A family member asks you to go somewhere you REALLY don't want to go.	
	Give customers a minute to discuss how they'd use one of their Top 3 Strengths to address the situation.	
	Trainer says:	
	OK…time is up(Choose a group and ask)	
	How did you use your top Strengths to address this situation?	
	Encourage the workshop attendees to share their stories…It's probably best to start with those that might have been laughing at their own responses.	
	CLICK TO NEXT SLIDE	
CLICK	**Key Points:**	
	Believe it or not, you are at your best when using your Strengths.	
	You can usually address even really tricky situations – at home, in town or in jobs – using your top Strengths.	
	End of Exercise 6	

Read the headline off the slide;

Don't have the skills for the job? We'll have you anyway!

This was a headline in a report on research done by Hays Recruitment in 2012 of 20,000 new hires found that:

Employers are mainly looking to align the candidate with the cultural values of the company.

If the candidate has the right attitude and is a cultural fit with your company...the rest can be learned.

Ask the following question to the group to draw out further in depth discussions: What is cultural fit?

Elicit responses from the group. Highlight:

Before you apply for a job or speak to a company, have a look at their website and company information.

See where your strengths align with the company's values…their cultural fit.

Explain further:

Cultural fit is really important to employers and interviewers; they are looking for someone who will 'fit in' and will get on with others in their company.

TIP: Ask

customers if they understand the concept of 'cultural fit' and talk about this if people aren't sure what it means.

Before an interview, prepare by identifying and understanding your strengths. Then look at the company's website and their mission statement and relate your strengths to the company's values; e.g. leadership, teamwork, honesty, etc. In your response to interviewer questions, actually state how your strength/s matches or are compatible with the company's values, beliefs, outlook and behaviours.

CLICK TO NEXT SLIDE

Read slide and cover the following points:

Not using your strengths is energy-sapping.

Think of tired children, how whingey they are…

We're exactly the same as adults…we've just learned to cover up our frustration better!

If we're not using our strengths at work, this is how we'll feel (and look!).

Work needs to be energising!

CLICK TO NEXT SLIDE

Read slide and cover the following points:

Studies show that only 17% of people use their strengths at work!

Using your strengths at work means that time goes quickly and you feel energised;

If you're not using your strengths at work, then you will feel tired, frustrated…

CLICK TO NEXT SLIDE Show slide and say:

Strengths at Work:

Think now:

How you can apply your top strengths to a job or workplace? How valuable they will be to an employer?

And what sort of work will you excel at?

Before a job interview now: research the company or the job to see where your strengths align.

CLICK TO NEXT SLIDE

Strengths - Exercise 7: Job Match	
Timing: 5 mins (approx.)	
Materials: Slides only	

Slide #s	Facilitator Content & Instructions
CLICK	**Intro:** **This exercise will highlight how you can see strengths at work in different types of jobs. This will help you understand how you can use strengths at work to help create more flow in your life!** **INSTRUCTIONS:** **Okay, all 24 strengths are printed on pieces of paper and I have them in my hand.** **In a moment, we'll randomly select one and read it out.** **In your small groups or pairs, you need to come up with as many jobs as you can where you could use that strength – write them down as you go. You will have 30 seconds to do that!** Have a group member pull a strength out and call it out. (eg. **"Perseverance"**) Give everyone 30 seconds to come up with as many jobs as possible where this strength could be used. Have them write them down on paper. **Okay, time's up!** **Let's go around each pair/group and see how many you all got!** Go around each pair/group and elicit responses. Have customers give examples of why they chose a particular job for that strength or how that strength would be used in a job. **Repeat the activity for 2-3 turns (as time permits).** **CLICK** to next slide
CLICK **CLICK** **CLICK**	**Key Points:** **As we've seen earlier, only 17% of people use their strengths at work; so it's important to understand how we can begin to use strengths for ourselves at work.** **By thinking about the strengths and how they match to different jobs you can see how certain strengths can be applied to certain jobs.** **This could also be a good activity idea for you to try on your own, for matching your own top 5 strengths, to find the type of work you may enjoy.**

Read off slide:
When you know your strengths:
- You can make better choices
- You feel valued...and believe in yourself
- You feel more in control – you respond, not overreact.

Explain further:

This relates back to everyone.

Often we'll be surprised at our own strengths after doing the VIACharacter Strengths Profile survey but our friends or family aren't and notice these strengths in us everyday. Knowing your own strengths allows you to be more in control of your life and your reactions and allows you to take a moment before overreacting.

Knowing your own strengths, you know what buttons are being pushed in you.

And you know what buttons might be being pushed in other people if you know their strengths and it allows you to be aware why they may be overreacting too.

CLICK TO NEXT SLIDE

Show slide and say:

Let's recap what we have covered in the Strengths workshop today:

Read off slide:
- People rarely know or use their strengths.
- You can identify your strengths through www.viacharacter.org.
- When do you overplay or underplay your top strengths?
- Are your buttons being pushed?
- Recognising your strengths give you an edge in going for jobs and enjoying life with family and friends.

Here are some things you may like to do to follow up on today's workshop:
- Maybe get your family/friends to do the www.viacharacter.org strengths profile online.
- What is your favourite film or story growing up? We'll reveal why at the next workshop!
- Keep using your 5 top strengths in a new way each day!

Thank all the participants for their time and for attending this workshop. Wish the participants well and that you look forward to seeing them at the next workshop (Workshop 2 is Positivity)!

Workshop 2: RESILIENCE – POSITIVITY

Objectives:
- To identify the basic definition of resilience
- To recognise the need to experience failure and overcome failure
- To assess your positivity ratio for today and how to improve it
- To explore the elements that determine happiness and how happiness can be enhanced through outlook
- To practice turning negative statements into positive statements

Overview of Exercises:
- Exercise 1 – Famous Failures
- Exercise 2 – The Hero's Journey
- Exercise 3 – Your 5 Nearest and Dearest
- Exercise 4 – Your Positivity Ratio
- Exercise 5 – Today's Good Bits
- Exercise 6 – Where Does Well Being & Happiness Come From
- Exercise 7 – Turning Negatives into Positives

Materials Required:
- "Workshop 2 – Positivity" PowerPoint presentation
- Projector
- Laptop
- Prize (for Exercise 1) (optional)
- Calculators (or use mobile phone calculator function) (for Exercise 4)
- Handout: Positivity Ratio survey (for Exercise 4), (one per person)
- Pens & paper

A Psychosocial, Stage of Change Approach to Unemployment

Many of the exercises in this session are based upon the 'Comprehensive Soldier Fitness' scheme. This has worked so well for the US Army that they are now putting soldiers' families through this program too.
Additionally, education systems and schools are putting this research into practice too. The same theory is used as a basis for strengths-based 'positive education'.
A lot of schools in the US are already doing this and it is spreading throughout Australia, (such as Geelong Grammar) the UK and the rest of the world. (shown on the slide).
CLICK TO NEXT SLIDE
Show slide and say:
In this workshop on Positivity we will cover:
o   Accepting and overcoming failure
o   How positivity can help your personal resilience
o   Your positivity ratio for today
o   And how to improve your positivity ratio
o   Applying positivity to various life situation

As with the first workshop, there will be a mix of theory and interactive exercises. You will again be expected to participate in the workshop exercises as they come up and this will help you get the most out of the workshop too!

CLICK TO NEXT SLIDE
46   **Show slide** and say:
The Harvard Business Review is a very well-regarded journal in the business world.
A whole issue of the Harvard Business Review was dedicated to 'failure' – it was called 'The Failure Issue'.
This in itself was surprising as failure is usually such a taboo topic and why would they bother covering a whole issue on failure…?
However, the research in the publication concluded that…
More than experience, more than education or training, resilience determines who succeeds and who fails.
CLICK TO NEXT SLIDE
Show slide and say:
Of course this is not a new concept – Confucius said...
Our greatest glory is not in never failing, but in rising every time we fall. [Confucius]
Explain further:
You might have heard other similar sayings or quotes. Many other great people have said similar things about bouncing back from failure and adversity.
What we're doing here is just giving it some different names and presenting it in a different way for you.
CLICK TO NEXT SLIDE
Show slide and say:
But how does failure relate to the job market now and why is positivity and resilience important to us in looking for jobs.

According to research…
In the US there can be up to 250 applications per job with 1 in 50 interviewed.
This is for corporate, big name company jobs.
Similar research in the UK has shown that…:
In some parts of the UK there are up to 27 interviews per job.
Good news though:

In Australia, it's nearer an average of 16 interviews per job.

Explain further:

So what does this all mean to us?

It means the odds are better here in Australia than in the UK or the US – we really are in the lucky country!

The fact is you are likely to fail around 15 interviews before you actually get a job! So for most of us, failure is highly likely – it's just a numbers game.

We have to be ready for failure and cope with it. Experiencing failure increases our resilience and performance. And you need resilience to bounce back when faced with adversity.

CLICK TO NEXT SLIDE

Positivity Exercise 1: Famous Failures

Timing: 15 mins (approx.)
Materials: Slides, small prize (optional/if available), pens & paper

Slide #	Facilitator Content & Instructions	TIPS!
	Intro: In this exercise you will see 8 famous people that were all thought of as failures at some point in their lives They all overcame some adversity to become successful in their own right. **INSTRUCTIONS:** Give instructions for the exercise: This exercise is a game. (You may want to provide the winner with a small prize)! In a moment, I'm going to show you some pictures. They are all photos of famous people who were thought of as failures earlier in their lives. I want you to work out who they are – DO THIS ON YOUR OWN. Write down the numbers 1 to 8 on a piece of paper, then list your answers next to the numbers. I'll give you 2 minutes. Here are the pictures…Go! After 2 minutes, Trainer says:	
CLICK	Okay, time's up, let's see how you all went! Score yourself as we go through them. I'll stop after number 7 to see if we need the Chicken as a tie-breaker!	
Slide 14	Point to each picture and elicit responses from the customers. **ANSWERS** (& interesting facts!):	
CLICK	1. Did anyone get this? Believe it or not, it's Russell Brand (**Click** to reveal current photo, then **Click** back to screen)	
CLICK	2. What about this one? Richard Branson: has always thought big and says that he has lost count of the times he heard that his new ideas would not succeed. He believes that making mistakes is an essential part of an entrepreneur's life. His dyslexia embarrassed him as he had to memorise and recite talks word-for-word in public.	
CLICK	3. The Beatles: several record companies turned them away. They were told, "We don't like their sound. Guitar music is on the way out."	
CLICK	4. Michael Jordan: this great basketball player was cut from his high school basketball team. He wished he could be even half as good as his brother (number 45…hence Michael's number 23!).	
CLICK	5. JK Rowling: She wrote the Harry Potter book whilst an unemployed single mother, sitting in a coffee shop. She said, "Had I really	*TIP: If you like you can use*

CLICK CLICK CLICK	succeeded at anything else, I might never have found the determination to succeed…my greatest fear had been realised, and I was still alive. And so rock bottom became the solid foundation on which I rebuilt my life." 6. Walt Disney: Walt Disney was fired by a newspaper editor because "he lacked imagination and had no good ideas." He went bankrupt several times before he built Disney. 7. Oprah Winfrey: sacked because she was 'unfit for TV'. Obviously went on to become the most well-known talk show host and now owns her own television network! 8. OK, we'll stop there and see how you've done. We'll use this one as a tie-breaker if we need it. Let's go around and see your scores…anything over 3 is great!! **CLICK** to next slide	*the final picture (the chicken/Brad Pitt pic) as a tie breaker if you have a really competitive group!*
	OK, onto the tie-breaker. Those tied for the lead…shout out the name as soon as you think you know who it is. This person gave up his Journalism degree in the last semester to go to Hollywood to try and become a famous actor. His first acting role was standing outside in 42 degree Celsius heat dressed as a chicken handing out flyers for "El Pollo Loco" (the "Crazy Chicken")! Has anyone got it yet? Anyone want to guess who it is…? Elicit responses from the group and provide more current news clues until someone guesses correctly! **CLICK** to next slide	*Optional (ie. if you have a prize available!)*
	And the answer is….Brad Pitt! Award a prize to the winner! (Optional) **CLICK** to next slide	
 CLICK CLICK CLICK	**Key Points:** As you can see, many – in fact nearly all – famous people have overcome failure, adversity and negativity to go on and to become successful. Overcoming failure is necessary to succeed. You can achieve even when people tell you that you can't. Learning from failure makes you stronger and more resilient. This workshop will provide you with techniques to develop your resilience and positivity to help you and your family to overcome adversity.	
	End of Exercise 1	

Positivity Exercise 2: The Hero's Journey		
Timing: 15 mins (approx.)		
Materials: Slides, paper, pens, hat/cup/box/bag (or similar)		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
CLICK CLICK	**This exercise will highlight how a simple story or movie can show us two of the key areas of building resilience – those two key areas are:** **Perseverance and** **Asking for help.** Trainer says: **Okay, before we go any further – I would like each of you to write down the name of YOUR FAVOURITE STORY OR MOVIE OR FAIRY TALE GROWING UP on a piece of paper. We will then collect them.** Give customers a moment to write down. Pass around a bag or just to collect all the pieces of paper. Trainer says: **Joseph Campbell wrote 'The Hero's Journey'. He found that almost every story in history has exactly the same structure. It was a huge influence on Steven Spielberg and George Lucas.** **In a group we are now going to explore Joseph Campbell's theory on how all stories and movies have a heroic journey in their structure…** **CLICK** to next slide	*TIP: Before the activity, rip up A4 paper into small pieces – hand out for the clients to write on.* *TIP: Some ideas to shout out for those who can't think of anything:* *The Lion King Cinderella Star Wars Finding Nemo Wizard of Oz Karate Kid Batman movies Die Hard etc!!*
CLICK CLICK CLICK CLICK CLICK CLICK	**EXAMPLE:** Trainer says: **Here's the diagram from the book that apparently, all stories follow.** **We'll go through it first with the movie example: 'Star Wars and then you might go through it with your example!** Point to each section as you read these out…. **<u>Ordinary World</u>: this is the character's normal life. Luke Skywalker living with his Aunt and Uncle.** **<u>Call to Adventure</u>: Luke buys R2D2 who has a message for Ben Obi Wan Kenobi from Princess Leia. Luke meets Obi Wan Kenobi and first learns of the force. He returns home to find his Aunt and Uncle murdered by the evil Empire.** **<u>Special World</u>: Luke leaves his home planet with Obi Wan Kenobi, Han Solo and Chewbacca to return R2D2 and find the Princess.** **<u>The Well</u>: This is where things seem really desperate. They find and rescue Leia from the Death Star, but Obi Wan Kenobi is killed by Darth Vadar in the process.** **<u>Test, Allies & Enemies</u>: This is where the character endures Tests and only gets through them with help. In Star Wars, Luke takes Princess Leia back to**	

CLICK **CLICK** **CLICK** **CLICK**	the rebel base, finds like-minded allies against the Empire. And his mentor Obi Wan Kenobi even speaks to him after death! Slaying the Dragon: the character overcomes the major ordeal and/or survives death. The Death Star is blown up – along with the help of his ally, Han Solo. The Reward: the character accomplishes their goal and earns their reward (which might just be a realisation of their own strength & confidence). In this case there's a big award ceremony. The Return: Often the character returns to their ordinary world – but with new knowledge, strength or a lesson learnt. Now it's your turn! **CLICK to next slide**	
	Trainer picks a piece of paper out of [bag] and reads out the story title written on it. Ask who's choice it was, and then invite them to take you through the diagram with the story. Point to each part of the diagram and ask other attendees to help them where necessary. Repeat for 1 or 2 more story/movie titles (if time permits). Trainer says: So, what do you think the main lessons from this are? Elicit responses from the customers. Go round the group for a few examples, prompt by asking some questions if no one is willing to speak. **CLICK** to next slide	*TIP: Use your discretion when picking titles out of the hat/bag – if they are inappropriate or illegible, don't read them out and just choose another one.*
CLICK **CLICK** **CLICK** **CLICK**	**Key Points:** One of the main points to take from this is 'The Well'. Everyone - every story – enters into a "Well" or low point at one stage or another in their lives, but no matter how awful things become, you can battle on and get through it. This is about PERSEVERANCE and trying new approaches. Another important point is to expect to be 'TESTED'. You will have 'Enemies' and 'Allies' in your life or even 'FRENEMIES'! Who's got your back and who is holding you back? Know who you can ask for help or seek advice from. Identify your 'ALLIES' and 'MENTORS'. Every hero in every story has someone to turn to. ASKING FOR HELP is being resilient – research surprising shows that only the most resilient and strong people actually ask for help.	
	End of Exercise 2	

Positivity Exercise 3: Your 5 Nearest & Dearest		
Timing: 5 mins (approx.)		
Materials: Paper, pens.		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
CLICK	Trainer says: Take a moment and write down the names of the 5 people you spend the most time with at the moment. It might be family, friends, colleagues even pets! I'll give you a minute to do that. Give customers a minute to write these down.	
CLICK **CLICK** **CLICK** **CLICK** **CLICK**	Trainer says: OK, now you have those, I'd like you to write a "plus" or "minus" next to that name depending upon whether that person contributes positively or negatively to your life. By that we mean, do they make you happy? Do they say positive things? Do they motivate you? Are they successful and inspire you? Or Do they take the mickey out of everything you do? Do they moan to you all the time without you feeling empowered by that? Do they drag you into their problems? You have a minute to do this. **CLICK** to next slide	
	Key Points: Trainer says: This is quite a confronting exercise. What if those with a negative are your parents? What if they're the friends you've had since school? It is said that we are the average of the 5 people closest to us. If you surround yourself with happy and successful people, you will be happier and more successful. The opposite is true too.	
CLICK	You cannot just dump some of the people closest to you…but you must be aware of their impact upon your life.	
CLICK **CLICK**	Try to get more + than – people in your life. Watch out for "Frenemies". (But remember, genuine feedback can help to build your mental toughness.)	
End of Exercise 3		

Read off slide:
The Bad News is:
Most people are more negative than positive. We have a "negativity bias".
Think of the voice inside your head ['gee, I'm stupid' 'I can't believe I failed again' etc]…or when you're driving ['get off the road you idiot!']…or emails and how we need 'emoticons'.
It's an evolutionary trait.
Focusing on the problem results in narrow mindedness.

People often look outside themselves at material possessions and escapism, which can make matters worse.
Explain further, cover the following (if time permits):
With emails and text messages etc, emoticons (eg. smiley faces) were invented to smooth the tone – emails are often interpreted more negatively than they're intended.

It is our evolutionary trait to be more negative than positive. For example, in the Ice Age we wouldn't have headed south after the first couple of cold spells and failed crops and avoided dying out if we hadn't been pessimistic and believed the cold spell would continue.

Also this evolutionary trait links back to hunter-gatherer days. For example, imagine you are sitting around the fire, you hear a rustle in the bushes, you think it's a sabre tooth tiger – if you were being overly optimistic, you'd do nothing; if you're being pessimistic, you'd get up, throw some fire or try to spear it. By being pessimistic, you're more likely to survive.

When negative or under stress, people will often go into fight or flight mode; meaning they will either react (usually overreact) or run away or detract from the situation.

People often look to escapism and material possessions. For example, some UK research has shown that people on lower incomes, have a higher ownership and take up of smart phones and plasma TVs ☐☐it's a status symbol and a short term fix ☐ but long term it can make matters worse and can make you more depressed (eg. loans, debt, comparing yourself to others/celebrities, etc).
CLICK TO NEXT SLIDE
Read off slide:
The Good News…
Our inner voice might be negative, but human nature is positive and altruistic. Think of: volunteering, giving gifts, keeping pets.
Compassion and cooperation have been 'naturally selected'.
When we are positive and mentally tough it creates 'open mindedness'; we can find better ways out of hard times and tough situations.

Explain further, cover the following (if time permits):
In considering how human nature is actually positive – we naturally feel good about giving (eg. a present or donation); and we give pets unconditional love without a second thought.

You can also relate human characteristics of altruism, compassion and cooperation to the hunter/gatherer days again. For example, if you didn't cooperate as a group, you wouldn't have enough food and shelter which was necessary for survival.

We all have inner strengths as we found out in Workshop 1 that we can draw on.

It has been found that resilience and positivity can be learned – and when people do learn these skills, they thrive and their lives become full of growth and creativity.
They have resilience in hard times.
CLICK TO NEXT SLIDE
Read slide:
It's no wonder we're so negative.
In the news / journalism world, there is a saying: 'If it bleeds, it leads'.

Basically it is saying if it's a story about murder, war, a hostage drama, etc it will be front page or headline news.
However it is a fact: There are relatively fewer deaths now from war and murder than there has ever been in recorded history.

But – from reading or watching the news, you would think it is much more and a big, bad, terrible world and this leads to negativity in our lives.
CLICK TO NEXT SLIDE
Your Positivity Ratio
Marcial Losada is a well known psychologist who has done a lot of research in the area of positive psychology, positivity and high performing business teams. One such research study conducted by Losada and his team went to 60 companies that were on about the same level profitability-wise and performance-wise.

They studied 60 business teams:
The researchers went to the corporate project teams and recorded every conversation that was happening on the project – ie. in offices, meetings, on the phone, around the water cooler, etc – everywhere.

They then interpreted each conversation and determined it as either a positive / neutral / or negative conversation.

Researches noted positive and negatives statements in every interaction.

Then they gathered all the data and worked out a ratio based on positive to negative conversations.

The findings were: the project teams that went on to be successful and profitable were the ones that had higher than a 3:1 ratio of positive to negative conversations (ie. they spoke more positively to each other more often).
Successful teams had a ratio higher than 3:1 Those teams that were below 3:1:
kind of plateaued off in terms of performance. And the teams that were much lower went downhill altogether… Remember – all these teams were on the same level initially.
CLICK TO NEXT SLIDE
65   Cover the following:
Following on from that, they applied this same study to marriages and also individuals; for example, they recorded conversations and comments in marriages.
From all this research, they found that there was a 'tipping point'. That tipping point was 3:1 (ie. 3 positive comments to 1 negative comments).

In marriages, if you were below that tipping point of 3:1 it was more likely that the marriage would fail or end in divorce.

So if you go home and the first thing you do when you get in the door is say 3 negative things, such as: 1) Why didn't you clean up? 2) The washing up's not done either 3) This dinner looks boring – then you'll need to say 9 positive things quickly to save your marriage!

This may change how you look at your own relationships!

CLICK TO NEXT SLIDE

Read off the slide:

At approximately 3 positive expressions to 1 negative, individuals and groups begin to experience life differently.

Patterns of relationships and problem solving emerge that were not there before. Goals were reached, solutions appear, and efficacy surges because the brain works differently when 'positive'.

Explain further:

The 'tipping point' as discovered in the study by Losada is 3:1.

This is because by being positive you are not being narrow minded – you are being more open minded. Negativity leads to narrow-mindedness.

You use different neurons in your brain when you're open- minded.

CLICK TO NEXT SLIDE

Show slide and cover the following:

Research conducted by Barbara Fredrickson, a psychologist in the area of positive psychology, shows there are 10 positive emotions.. to harness in our lives that contribute to positivity, so the more you can harness these emotions, the better!

They are: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, love.

HOWEVER

Saying, "you must experience more of these positive emotions to improve your mental toughness" might feel a bit…

…fluffy or 'airy fairy' but…

there are reasons for all of these emotions in our lives.

CLICK TO NEXT SLIDE

All these positive emotions have an evolutionary benefit…

Cover the following:

Here are some examples of these positive emotions and how their evolutionary basis can improve our chances of survival:

Gratitude: Someone's shown that they care about you. It's worth nurturing that relationship.

Joy: You're getting what you desire, feel safe, satisfied and have an opportunity for growth.

Another example is Admiration: Someone's displayed skill or talent. You can learn from them and develop a skill.

The other emotions were: serenity, interest, hope, pride, amusement, inspiration and love – they all sound happy clappy but actually they can all improve our chances of survival and enhance our resilience.

CLICK TO NEXT SLIDE

Positivity Exercise 4: Your Positivity Ratio		
Timing: 10-15 mins (approx.)		
Materials:		
Slides, Handout – Positivity Ratio, pens, calculators (use phones or provide calculators)		
Slide	**Facilitator Content & Instructions**	**TIPS!**
CLICK	**Introduction:** **In this exercise you will assess your individual Positivity Ratio.** **This ratio shows those who merely get by in life from those who truly flourish.** Trainer says: **PLEASE NOTE THAT YOUR POSITIVITY RATIO SCORE CAN CHANGE DAILY. So, whilst your score may be low or high today, it might be the opposite tomorrow – it really depends on what is going on in your life on any given day.** **This is an individual activity and you do not need to share your scores unless you want to.** Hand out the "Positivity Ratio" survey and pens, ensuring each customer has a copy. **INSTRUCTIONS:** Give instructions to the customers for completing the survey: **On the handout, answer each question considering <u>the last 24 hours only</u>.** **Answer the questions by scoring yourself 0 (not at all) – 4 (extremely).** **Once you have answered all of the questions, add up the numbers in the shaded boxes and the unshaded boxes and write them here in the box at the bottom.** **Then with those scores you divide A by B.** **I'll give you 5 minutes to complete the survey.** Give customers time to complete the survey and to calculate their ratio. For some customers with lower literacy, you will need to help…OR read through the questions one at a time, and get clients to write down their score…then	*TIP: Ensure customers understand this survey is for the last 24 hours only; repeat if necessary!* *TIP: Highlight to the customers that they do not need to share their scores to the group. It is for their own personal benefit only* *TIP: Go around the group and assist with calculations as necessary.*

	help to calculate their end ratio.	
CLICK **CLICK**	Trainer says: As stated earlier, this survey is good to do on a daily basis for two weeks to see how your ratio may change from day to day. So, a positivity ratio of 3:1 is the tipping point to being mentally tough and thinking clearly. If you find you are consistently below 3:1 there are some techniques for improving your positivity ratio that we'll cover. **MORE THAN 80% OF ADULTS IN THE US FALL BELOW THE 3:1 RATIO** If you would like to do this activity in your own time or with your family, you can find the survey online at **www.positivityratio.com**. Doing it online also automatically calculates your score! Sooooo…..How can you improve your ratio? There are a number of ways to improve your positivity ratio. **CLICK** to next slide	*TIP: You may also read out aloud from page 2 of the handout to sum up this activity.*
	Key Points: There are proven ways to increase your positivity ratio. BE MINDFUL OF THE GOOD THINGS IN LIFE. MAKE TIME TO CELEBRATE. As soon as you have a little success, your brain usually moves on to the next thing and you don't take time to celebrate, so it important to do this. For example, if you finish a chore, take a short break or get a coffee as a small reward. RANDOM ACTS OF KINDNESS. There are increasing examples of this in society too: there is a movie about this, passing on coffees for homeless, etc. Thank people – show GRATITUDE. This is proven to hugely improve your own well-being! And do your TODAY'S GOOD BITS…. This is a little activity that we're going to do right now!	
	End of Exercise 4	

POSITIVITY RATIO

How have you felt in the last 24 hours?
Think back, and insert your score in the box corresponding to the following:
0 = Not at all   **1** = A little bit   **2** = Moderately   **3** = Quite a bit   **4** = Extremely

What is the most amused, fun-loving, or silly you felt?	▓
What is the most angry, irritated, or annoyed you felt?	
What is the most ashamed, humiliated, or disgraced you felt?	
What is the most awe, wonder, or amazement you felt?	▓
What is the most contemptuous, scornful, or disdainful you felt?	
What is the most disgust, distaste, or revulsion you felt?	
What is the most embarrassed, self-conscious, or blushing you felt?	
What is the most grateful, appreciative, or thankful you felt?	▓
What is the most guilty, repentant, or blameworthy you felt?	
What is the most hate, distrust, or suspicion you felt?	
What is the most hopeful, optimistic, or encouraged you felt?	▓
What is the most inspired, uplifted, or elevated you felt?	▓
What is the most interested, alert, or curious you felt?	▓
What is the most joyful, glad, or happy you felt?	▓
What is the most love, closeness, or trust you felt?	▓
What is the most proud, confident, or self-assured you felt?	▓
What is the most sad, downhearted, or unhappy you felt?	
What is the most scared, fearful, or afraid you felt?	
What is the most serene, content, or peaceful you felt?	▓
What is the most stressed, nervous, or overwhelmed you felt?	

A: Add up the total from the shaded boxes:

B: Add up the total from the unshaded boxes:
    (if you have "0" in *this* box, enter "1" instead)

Divide A by B =   **to 1**

Your Target *minimum* is a 3:1 Ratio!

Dr. Fredrickson's research indicates that a positivity ratio of 3 to 1 is a tipping point. This
ratio divides those who merely get by in life from those who truly flourish. If you scored

below 3-to-1, you've got plenty of company! With more than 80% of U.S. adults falling short of *Positivity's* 3-to-1 prescription, there's immense room for improvement in the ways many of us live. *Positivity* shows you how to tap into your hidden emotional potential to achieve a flourishing life.

Keep in mind that – by nature's design – your emotions change moment-by-moment in step with how you make sense of your ever-changing circumstances. This means that the ratio you obtain for today may or may not represent your life more generally.

To gain a more reliable picture of your positivity ratio, Dr Fredrickson recommends you take this same short survey each evening for two weeks. She created this cost-free, hassle-free website to help you do just that. It will log your data and compute your ratio with just a few mouse clicks. Open your own confidential account at www.positivityratio.com to learn more.

Positivity Exercise 5: Today's Good Bits		
Timing: 5-6 mins (approx.)		
Materials: Slides, pens, paper		
Slide	**Facilitator Content & Instructions**	**TIPS!**
CLICK	**Introduction:** This is a simple exercise that has lasting effects for improving people's overall resilience. This activity is used every day across some military forces and at an increasing number of schools. **INSTRUCTIONS:** Trainer says: Write down 3 GOOD THINGS that have happened in the last 24 hours. It can be anything – big or small, significant or insignificant – anything in your daily life. Finding a parking space, waking up, a nice meal, phone call….. I'll give you 1 minute. Repeat the statement above highlighting: "*in the last 24 hours*" Trainer says: Time's up! Now, let's go around the room and find out what good things have happened to everyone. When I come to you – <u>just tell me 1 of the good things</u> on your list. You may want to ask for more than one depending on your client cohort. Okay, let's start with (name of one of the group). *NOTE: Highlight that the customers only need to say 1 of the things off their list; not all 3!* Go around the room and ask so each client can share <u>1 good thing</u> off their list *NOTE: Thank each customer after they say their statement.* **CLICK** to next slide	*TIP: As you go around the room, if a customer does not want to say anything or says they haven't written anything down, just move onto the next person without fuss. Come back to that client near the end and ask again if they'd like to share something. If not, no problem, just carry on.*
CLICK	**Key Points:** Trainer says: As you can see, this is quite a simple exercise and we all had something	*TIP: This is also great activity to*

CLICK **CLICK** **CLICK**	to share / smile about / you could feel the mood in the room improving. The reason we do this activity is to highlight that good things happen every day, even if they are only small things in our lives. Due to our negativity bias, we forget them. But we all have something to be grateful for. And as we said at the very start of the exercise, it is also a great way to improve your daily Positivity Ratio. This is an activity you may like to try on your friends and family at home too. It is particularly good for kids or teenagers at the dinner table or in the car. Instead of asking 'How was your day?' - which usually only gets a one word response – you can ask them to name one GOOD thing about their day. This exercise is surprisingly effective and very productive and has been proven to have surprisingly long-reaching benefits to our well-being, resilience and success.	*use with your customers when you see them in a 1-to-1 session or to start off your next workshop!*
	End of Exercise 5	

Slides	Facilitator Content & Instructions	Tips
	Positivity Exercise 6: Where Does Well-being & Happiness Come From?	
	Timing: 10 mins (approx.)	
	Materials: Slides only	

Slides	Facilitator Content & Instructions	Tips
CLICK **CLICK**	**Introduction:** This exercise compares various factors in our day to day life that make us happier, unhappier and those that make no difference to our happiness at all. Where Does Well-being & Happiness Come From? **INSTRUCTIONS:** Trainer gives instructions for the exercise: I'm going to read out these factors that were researched by Gallup. They asked over 150,000 people across 150 countries to see if these factors, overall, make us 'Happier', 'Unhappier' or if they make 'No Difference'. The results show us where THE MAJORITY OF responses lay. YOU might have a different opinion…there is no wrong or right answer, but we show you what overall 150,000 people said. So, look at this chart. I'll read each item out. Then you tell me if you think it makes us humans 'Happier', 'Unhappier' or 'No Difference'. Point to the factor (eg. 'Optimism', etc). Get attendees to shout out their answers. Then click to reveal the answer and read out the explanation.	
Slide 37	**FURTHER EXPLANATION / EXTRA INFO:** Whizz through the first three: Optimism, Feeling Good About Yourself and Being Nice…which all make you feel happier. Then for each of the other results, you can read the explanations below: *Living in a warm climate* – the study found this one 'makes no difference' – that may surprise you, but remember the research survey covered more than 150 countries and many of those in hot climates don't have air conditioning etc so it really depends on where people lived as to how they responded and in the end it made no difference. *Old age* – surprisingly, the older you get, the happier you get – perhaps you are more settled and content with life as you grow older.	TIP: *Depending on time constraints choose to discuss all or just a few of these points*

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Money – the study found it 'makes no difference'; money does improve well being, but only up to a certain level. Once you have the basics such as food, shelter, transport, decent clothes etc – then the benefit diminishes and money has no further affect.

Marriage – Long term relationships improve well-being. This also goes for having a number of close friends.

Work – It is proven that work improves well-being – perhaps due to social contact, routine and money…and being out of work increases depression and stress.

Children – this was a funny one – it was found in the research that in the first year or so it 'makes you unhappier' but then after that it 'makes you happier'.

Religion – a belief in something 'bigger than yourself' was found to 'make you happier'.

Watching TV – 'makes you unhappier' – this is an interesting one too – in the USA, you can track an increase in crime and divorce as cable TV spread across the US in the 1950s and 60s. Similarly, Bhutan recently allowed satellite TV for the first time and the same thing is happening there!

Being Beautiful – overall it 'makes no difference' but perhaps it is the pressure of being good looking or maintaining good looks over time.

The Lottery – winning the lottery sees an initial lift in well-being, but people usually return to their pre-lottery win "set point" after the initial lift – so 'makes no difference' in the long run.

CLICK to next slide

	Key Points:
	Trainer says:
CLICK	As you can see from doing this questionnaire and from the results of this research, there are various factors that make us happy.
CLICK	Well-being and happiness factors are common to people all over the world.
CLICK	Identifying and improving these happiness factors in your life can be key to building your positivity and overall well-being.
	End of Exercise 6

A Psychosocial, Stage of Change Approach to Unemployment

There is a scientific equation for how happy you are!

This is the happiness equation: $H = SP + C + O$

What do you think 'H' is? [Repeat for 'SP', 'C' & 'O']

Elicit from the participants what H / SP / C / O could stand for – have them shout out their thoughts.

Note: H = Happiness, SP = Set Point, C = Circumstances, O = Outlook

Happiness = Set Point + Circumstances + Outlook

Explain further:
SP, Set Point, is your genetics (ie. whether you were born a happy person or not). It was originally thought that Set Point contributed at least 90% to your happiness; however then further theories concluded that C had more influence than Set Point and so it was thought that Circumstances had more weight (for example: being brought up in the slums in India compared to a penthouse and luxury lifestyle in New York); then there was another theory around Outlook (for example: you could have 2 brothers/twins in exactly the same circumstances and basically the same genetics and one is a happy person and thrives in life, while the other is depressed and not getting anywhere).

In the last 10 years, the proportions have become even more specific for each of Set Point, Circumstances and Outlook and now there is a measure.
Note: H = Happiness, SP = Set Point, C = Circumstances, O = Outlook
The current formula for Happiness is: 50% is from Set Point (or genetics)

It's kind of reassuring to know that Set Point or genetics is only 50% as it means as humans we can change our own happiness through a further 50%, ie. Circumstances and Outlook.

Circumstances, surprisingly, only make up 10% of happiness – so this will only affect your thriving in life by 10%.

What's great to know is that Outlook is something that we can change and influence ourselves.

And that 40% of Outlook is what we're focusing on. This is what can change your resilience and mental toughness.

So, how can we improve our Outlook?
CLICK TO NEXT SLIDE
Show slide and cover the following:
Proven ways of improving Outlook can be summed up in this '5-a-day for improving outlook and well-being':
   o   Connect with people – make good friends and be kind to them
   o   Be active
   o   Be curious
   o   Keep learning

       o   Give

This is your recipe for a happier life! This is what changes your Outlook and improves things in your life immensely!
CLICK TO NEXT SLIDE
Show slide and cover the following:
This next section is going to focus on coping with everyday frustrations and solution focused conversations.

To recap quickly, a lot of the information we have covered so far isn't just about getting a job; it's about putting you more in control of your life.

Being 'Solutions Focused', turning negatives into positives in your everyday life, can help you with this too.

What reaction do you get from asking someone, 'Why are you always late?

Elicit responses from the participants, prompt if necessary (eg. answers might include: defensive, shrug, excuses, etc)
"Umm, just cause." / "I'm just a late kind of person…" / "No reason really…"

Explain further:
Why is that?
The issue with this is that you're giving them a label. It is almost like permission to be like that.
By continuously asking or saying 'You're always late / your room is never tidy / etc' makes them think 'Okay then, I'm a late person'.

It makes them more likely and less frightened to be late again in the future. It means they take no responsibility for changing this behaviour either, as they have been labeled that way and they know it's expected of them.

By going on at them and labeling them as someone who is 'always late' ☐☐it becomes part of their personality ☐☐then they lose all responsibility for that going forward in their lives.

CLICK TO NEXT SLIDE
Read slide and cover the following:
It's scientifically proven that people behave in the manner expected of them.

Focusing on problems and issues creates helplessness and anxiety – reducing the likelihood of improving things.

You're late / you're messy / you're lazy / you're a loser
These statements become a label: you become a 'late' person.
CLICK TO NEXT SLIDE
Read slide and cover the following:
How do we fix this?
- Focus on positives, not negatives.
- Use 'labelling' to your advantage.

- Think about what has worked well before.

It's proven to get better results! It's not being weak or avoiding confrontation or the issue – but it's about getting someone to be able to come up with their own solutions to their problems or behaviours.

CLICK TO NEXT SLIDE

Positivity Exercise 7: Turning Negatives into Positives

Timing: 10-12 mins (approx.)

Materials: Slides only

Slide #'s	Facilitator Content & Instructions	TIPS!
CLICK	**Intro:**	*TIP: Customers may need some help to get going with this activity; walk around and help them.*
	Exercise 6 is about 'Turning Negatives into Positives' and creating change.	
	Or…. How to win arguments!	
	CLICK to next slide	
	EXAMPLE:	
	Let's practice: an old person can be described as...	
	Grumpy, Weak and Feeble.	
	Let's turn this around….	
	If we look at the old man in a different, more positive way – he may be described as:	
	CLICK to next slide	
	Wise, knowledgeable and experienced.	
	He is someone we could ask questions of and learn from.	
	Now, let's try doing this ourselves.	
	EXPLANATION:	
	Trainer says:	
	In this exercise we'll be looking at how we can turn negative thoughts and responses around to focus on the positives. (IT GETS BETTER RESULTS IN CHANGING BEHAVIOURS).	
	This is something that we can apply to our everyday lives to help us move to a solutions focused approach.	
	As humans, we're pessimistic and tend to focus on the negatives in our life,	
	However, by continuing to be negative or arguing with our loved ones, the more narrow-minded our brain patterns become, we're less able to think our way out of situations and the worse our relationships become.	
	So – let's look at a way to change this outlook and to turn this negativity around. By turning negatives into positives we start finding solutions and helping things to change for the better.	
	CLICK to next slide	
	INSTRUCTIONS:	**ADDITIONAL**
	Now it's your turn. In pairs, choose one of the following negatives…	*If pairs couldn't come up with a*
	In your pairs, come up with a new, positive way to approach this and to	

CLICK	change attitudes and behavior. There are no wrong or right answers. Okay, so these are the scenarios. 1. Your room is always messy! 2. Why are you always late? 3. You never listen to me. 4. I'm scared about a job interview. Now this is a really tough exercise. Choose one or two of these scenarios, and turn it around. Remember that the techniques in the middle help. For example, to turn it into a positive, or you can say things that you *want* rather than accuse people of *not* doing things. Remember, labelling people as 'messy', 'late' etc makes them more likely to act in that manner. This approach is *not* about avoiding confrontation but about finding solutions and getting results. I'll give you a few minutes to complete this in your pairs. Give the customers 2 minutes to complete the activity. Trainer says: Okay, time's up! Let's go through them and see what you came up with. (Name and name), what did you come up with? Customers respond. Repeat for each scenario on the slide. Use the examples on the side here if their responses won't convincing. **CLICK** to next slide	*positive you can provide some examples.* Instead of **'Your room is always messy'**, how about: "Your room looks great when it is tidy" or "I'm really proud of you when you make your bed" or "Let's invite your friends around…you'd better tidy your room first!" Instead of **'You never listen to me!'**, use labelling in a positive way: 'I love it when you listen' Suddenly, they start to listen! Instead of **'You're always late'**, try: "What was different when you arrived here on time…?" or "If you get here early I'll get the first two drinks in!"
CLICK **CLICK** **CLICK** **CLICK**	**Key Points:** Remember – a to reach solutions and change behaviours: Focus on positives, not negatives. Use 'labelling' to your advantage. Think about what's worked before. This approach is scientifically proven to get results!	
	End of Exercise 7	

Show slide and recap the workshop:
So in this workshop on Positivity, you've learned:

- Humans are naturally selected to be PESSIMISTIC but also ALTRUISTIC. Everyone hits "The Well" in their own Hero's Journey.
- Your Positivity Ratio for today.
- How to improve your positivity ratio – remember Today's Good Bits.
- Focusing on positive instead of negatives gets results! Also try using positive labeling
- and talk about what's worked well before to get results.

Finish up the workshop:
Thank all the customers for their time and for attending this workshop.
Ask that customers leave the room tidy and to hand in any unused handouts or resources.
Wish the customers well and that you look forward to seeing them at the next workshop (Workshop 3 is Mental Toughness)!

A Psychosocial, Stage of Change Approach to Unemployment

Workshop 3: RESILIENCE – MENTAL TOUGHNESS

Objectives:
• To calculate your individual resilience score
• To recognise your underlying beliefs are individual
• To explore and practice how to respond more appropriately when faced with adversity
• To identify 'thinking traps'
• To practice tools to enhance mental toughness

Overview of Exercises:
• Exercise 1 – Gone in 60 Seconds
• Exercise 2 – Resilience Survey
• Exercise 3 – Anagrams
• Exercise 4 – ABCDs – Dispute for Resilience
• Exercise 5 – Putting It In Perspective
• Exercise 6 – ABCDs & PiiP at Work

Materials Required:
• "Workshop 3 – Mental Toughness" PowerPoint presentation
• Projector
• Laptop
• Stopwatch (for Exercise 1)
• Handout: Resilience Survey (for Exercise 2), (one per person)
• Pens & paper

Before starting the workshop:
• Set up laptop and PowerPoint presentation before customers arrive
• Welcome customers/participants as they arrive

Cover the following:
• Thank all customers for attending
• Welcome to Resilience Workshop #3 on Mental Toughness! Let's recap what we've covered in the previous workshops so far: In Workshop 1 on Strengths:
• You identified your strengths
• You learned what you have to offer an employer.
• You worked out what gets you into 'flow'.
• You recognised 'shadow sides' and 'buttons' in yourself and others.

In Workshop 2 on Positivity:
• You found out about failure and the Hero's Journey [e.g.: remember we might have 23 interview 'fails' before succeeding in getting a new job].
• You uncovered your Positivity Ratio for that day and how to improve it; this can change daily – do it for a week or two and see where you go up and down.
• You did the 'Today's Good Bits' exercise.
• And we looked at solutions focused interactions and how they're much more effective in conversation than 'labeling' someone as 'messy' or 'late' by turning negative statements or thoughts into positives.

Today's workshop is on developing your Mental Toughness. Then the next two in the series will be Mindset AND Character

CLICK TO NEXT SLIDE
Show slide and cover the following:

First though, let's recap a quick exercise from the last workshop: Today's Good Bits (TGBs)

Everyone think of 1 good thing that has happened in the last 24 hours.

Give customers a moment to think of something. Then go around the room quickly and ask each customer to say their 1 good thing that happened in the last 24 hours. Thank each person for their response before moving to the next.

Great – so once again, you can see you can lift the mood just by thinking of things in our life that are good on a daily basis (rather than focusing on the negatives).
Remember good things happen everyday to be grateful for.
Did any of you try this at home or with family or friends? How did it go?

Elicit any responses from customers.
CLICK TO NEXT SLIDE
Show slide and cover the following:
Mental Toughness workshops overview. In this workshop we'll cover:

- Your resilience score.
- How your subconscious influences your reactions and how to recognise your underlying beliefs.
- How we fall into 'thinking traps'.
- tools to improve your mental toughness: Disputing, distraction and mindfulness.

In this workshop, we will also explore and practice how to respond more appropriately when faced with adversity.

As with the other workshops, there will be a mix of theory and interactive exercises. You will again be expected to practice and participate in the workshop exercises when they come up.

But first, let's do a quick activity!
CLICK TO NEXT SLIDE
Use Exercise Scripts Exercise 1: Gone in 60 Seconds

Mental Toughness Exercise 1: Gone in 60 Seconds		
Timing: 5 mins (approx.)		
Materials: Slides, stopwatch		
Slide #'s	Facilitator Content & Instructions	TIPS!

CLICK	**Introduction:**
	
	OK…are you all ready for this?
	
	Turn to the person beside you and in pairs, decide who is going to go first….Done that?
	
	You will EACH have 60 seconds to describe your life, one at a time.
	
	You must describe your life FROM BIRTH, UP TO NOW - today!
	
	So turn to your partner.
	Describe your life for 60 seconds.
	I will be timing and will let you know when you have 10 seconds left.
	Then when you've finished the other person will have 60 seconds.
	
	You must <u>not take notes</u>!
	I will tell you when the second person is to have their 60 seconds.
	
	Ready person number 1? GO! (start stopwatch!)
	
	After giving these instructions:
	
	Go around the room as you time the activity
	Prompt any pairs to get started as necessary
	<u>Listen and observe</u> – As you go around the pairs, make sure you listen to what the customers are saying. Listen out for where they have achieved, shown resilience and mental toughness (eg. moved house / town / interstate /country, relationship break up, left school, changed jobs, etc). And observe how in the second pair in particular, the listener is smiling and nodding inanely.
	
	At 50 seconds, trainer says:
	    You have 10 seconds left!
	
	At 60 seconds, trainer says:
	    Time's up
	
	Now swap over in your pairs. I will time you again for 60 seconds.
	Ready…go!
		Stopwatch
		
		TIP: If you have an odd number, have one group of 3 or pair up with a customer yourself
		
		TIP: You may need to go around the room and encourage some pairs to get started.

		After both people in the pairs have had their turn, continue on. **CLICK** to next slide	

		Key Points: Trainer reads off slide:
		    So. What did we learn?
		
		Elicit responses from the customers. Inevitably they'll think this is a test of their memory…which it isn't. But let them speak. Go round the group for a few examples, prompt by asking some questions if no one is willing to speak.
		
		Trainer reads off slide and says:
		    Whilst you might think the question was a test of memory, the two key lessons are totally different and quite profound:	

CLICK		**WE ARE ALL UNSELFISH AND KIND SOCIAL ANIMALS** **In conversation, we do this by: nodding, putting others at ease, being nice for no reason!** **Once you got started, did you notice how your partner was listening and encouraging you? For example, by making eye contact, smiling, nodding.** **If you didn't notice, don't worry – I noticed, and you were all doing it!** **There is absolutely no reason for us to have nodded etc. except that, as humans, we are social animals. We're being nice. We're putting the other person at ease and encouraging them. It's a nice thing to do and it proves that, as an animal, we're naturally kind and 'altruistic' [al-true-istic].**	

CLICK		Trainer reads off the slide and says:
		    RESILIENT
		    You've been through a lot of change and tough situations
		
		The things that you described in your 60 seconds show that you have all displayed great resilience in your past to get through big or tough changes. Such as: growing up, changing schools, moving house/town, relationship break-ups (some of you more than others!), changing jobs, etc.
		
		Whatever situation you find yourself in now, think back to this activity and realise that you've been through change and overcome it before…
		 and you can do it again!	

		End of Exercise 1	

Mental Toughness Exercise 2: Resilience Survey		
Timing: 12 mins (approx.)		
Materials: Slides, Resilience Survey handout (1 per person), pens		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
CLICK CLICK	**Introduction:** **EXPLANATION:** We've uncovered your strengths… but you possess other inner resilience strengths that determine your mental toughness, success and happiness. **CLICK** to next slide	
CLICK	Trainer says: Research suggests that you have 7 inner resilience skills: the "7 pillars of resilience". See if you recognise these in yourself or your family and friends: Emotional regulation: the ability to identify what you are feeling and the ability to control your feelings when necessary. Impulse control: highly resilient people are able to *think* before acting – not "knee-jerk" react. Causal analysis: the ability to correctly identify the causes of any good or bad things that happen to you. You don't fool yourself and others e.g. you didn't get a job because you were "over-qualified", when the real reason was something else. Self-efficacy: the belief that you can change your own future. Having the confidence in YOUR ability to solve problems that you face. Realistic optimism: as opposed to 'blind' optimism. Optimism needs to be linked to reality; not pie in the sky optimism! Empathy: the ability to read and understand the emotions of others. It helps build relationships with others and gives social support. Reaching out: being prepared to try new things and asking for help when necessary. It turns out that only mentally tough people ask for help! **INSTRUCTIONS:** No one scores highest on all of those 7 pillars of resilience… you can see how you are stronger in some areas than others. In this activity, you will work out your own overall Resilience Score.	*Highlight to the customers that this is considered an individual exercise - they do not need to share their scores to the group. It is for their own personal benefit only.* *TIP: If you have customers that aren't confident in reading and filling out the handout, read out each statement and give the customers time*

	Whereas your Strengths remain fairly similar for life, and your Positivity Ratio changes daily, your Resilience score might remain the same over several weeks or months, depending upon your circumstances.
	
	THIS IS AN INDIVIDUAL ACTIVITY AND YOU DO NOT NEED TO SHARE YOUR SCORES
	Now, let's get onto the survey.
	Give out the "Resilience Survey" handout and pens, ensuring each customer has a copy.
	Give customers time to complete the survey and to calculate their score. You may need to explain how to calculate the score or help some customers read this.
	Trainer says:
	
	Okay, so now each of you has worked out your resilience score.
	
	If you haven't already, turn to the next page of your handout.
	
	You will see a scoring chart on this page.
	
	Take a look at the paragraph that relates to your score…does it make sense?
	NOTE:
	Some people will complain about the "belief in god" question, which knocked their score down. This is where you can explain the importance of:
	1) We have to use validated surveys – this one is from the US.
	2) Being Religious is PROVEN to increase resilience due to:
	    a. Having a group of friends to turn to,
	    b. Being someone that supports others in that group,
	    c. You can place good or bad occurrences as part of a "greater scheme".
		to decide and rate their response
		
		TIP: If some people finish earlier than others, have them read the resilience tips at the bottom of page 2 of the handout.
		
		TIP: Use your discretion with your group of customers as to whether they may or may not want to discuss their results.

	Trainer says: **There are skills for improving your resilience score.** **We'll practice some of these skills in these workshops.** **Plus there are some other techniques written at the bottom of your handout.** **You can look through these now, or go through them in one-to-ones later.**	
CLICK **CLICK**	**Key Points:** **But you CAN boost your resilience skills, which we'll do in these workshops.** **This will give you a huge advantage in dealing with your family, friends and future.**	
	End of Exercise 2	

Mental Toughness Exercise 3: Anagrams		
Timing: 5-8 mins (approx.)		
Materials: Slides only		
Slide #s	**Facilitator Content & Instructions**	**TIPS**

	Intro:
	
	Trainer says:
	    Okay, so I'd like everyone to look at the screen.
	
	    On the screen you will see some anagrams.
	    Anagrams are words with all the letters mixed up.
	    I want you to work out what these words are.
	    I'll give you 2 minutes – go!
	
	Give customers 2 minutes to work out the anagrams. Bear in mind that some customers hate reading and will not like the initial part of this exercise.
	
	Trainer says:
	    Okay, time's up!
	    How did you all go?
	
	CLICK to next slide
		TIP: *Listen to customer reactions, murmurs or comments as they start or are trying to complete this activity. See if they match any of the thoughts on the next slide.*

CLICK
 	
CLICK
	Trainer says:
	    Did any of you think any of like these thoughts as you were doing the activity…?
	
	Read out the thoughts in the text bubble on screen:
	    I'm not good at anagrams.
	    I'm not as smart as other people.
	    I'm just not good at word games.
	
	Tip: **repeat some of the things you heard people saying around the room** as they were trying to do the activity.
	
	Trainer reads off slide:
	    If you have any of these beliefs, you're WRONG.
	
	    IT'S A TRICK!
	    Only one is solvable!
	
	    What do you think about that?
	
	    Did anybody get the only solvable anagram on the slide?
	
	TIP: *Click back to the previous slide to show the anagrams again if necessary.*
	The correct answer is **'resilience'** *– in the middle of the bottom row*
		.

CLICK **CLICK**	Elicit responses from the customers. Trainer reads off slide: **It simply shows that we might read a situation wrongly and that can affect our outlook for the rest of our lives.** **For example, if you think you're not good at word games, then you'll avoid these sort of puzzles all the time.** **This is what we want to highlight by this activity and hopefully turn around some of this thinking.** Trainer says: **The research that proved this showed that:** **After doing this anagrams activity (and not yet being told it was a trick), 66% of Ivy League students at a top University (Wharton) couldn't even complete a simple crossword!** **They'd let failure at one word game impact upon their effort on another.** **We do this ALL THE TIME as we grow up. We try a strawberry that's bitter, and we think all strawberries are bitter for our whole life.** **Or maybe A red-headed kid bullied us at school – so we're wary of ALL red heads for life!**	
   CLICK **CLICK**	**Key Points:** Trainer says: **What did we learn?** **Previous experience** **Past experience dictates our current beliefs.** **Beliefs** **Our beliefs can be wrong, we need to challenge them.** **This sort of misinterpretation happens hundreds of times as we grow up. Whilst our learning is usually correct – bull ants bite, honey tastes sweet etc. - OUR INTERPRETATIONS OR REACTIONS TO CERTAIN SITUATIONS COULD BE INCORRECT, AND THEN REMAIN INCORRECT FOR THE REST OF OUR LIVES. We fall into "Thinking Traps".** **Mastering how we interpret situations is key to developing mental toughness.**	
	End of Exercise 3	

Show slide and cover the following:
Look at this next picture very quickly. How many planks of wood are there?
Take only a moment to look at it.
CLICK TO NEXT SLIDE
Show slide quickly (for a few seconds only) Then click to the next image [question mark].
What do you think the answer is? Elicit answers from the participants.
Click to show image again (ie. planks of wood pic).
Let customers have another look at the picture before moving onto the next slide.
CLICK TO NEXT SLIDE
Show slide and cover the following:
Those who learned to read from left to right, or read lots of magazines/ newspapers tend to say 3.
Those who learned to read from right to left think 4.
(for example Arabic, Hebrew, Mandarin, Japanese)
Our interpretation all depends on our previous experience, in this case how we learnt to read.
CLICK TO NEXT SLIDE
The correct answer is….
CLICK TO NEXT SLIDE
2
One here at the top
and one here at the bottom
CLICK TO NEXT SLIDE
Show slide and cover the following points:
Our 'beliefs' can be wrong…To get by in life we've evolved two brains: a "fast track" System 1
Explain further:
Your fast track system 1 brain is like a knee jerk reaction brain, a small brain, things you don't really have to think about, small things that happen immediately, or things that you learnt a long time ago;
e.g. 2 x 2 = 4; What colour is the sky? Blue; What's your name? Bob; How do you react when you see a spider? Scream; etc.

You can also think of it like this…your Homer Simpson brain! and we also have … a "think about it" System 2.
Explain further:
You use this brain when you have to think about things a little more, eg. with the anagram activity, how many sticks there were in the picture, etc.

And it's not necessarily for much longer, sometimes it can just be a moment.

People who are resilient and mentally tough are able to accept failure and move on, have a better System 2 and use their System 2 brain just that little bit more.
The exercises throughout these workshop have been designed to help you use your System 2 brain more often.
CLICK TO NEXT SLIDE
Read slide and cover the following:
People think, feel and react differently to the same situation:

For example, if we see this dog running towards us Different people seeing this would

react differently.
This is based on what has gone on in our past and what makes up our underlying beliefs and experiences. Often this happens subconsciously without us even realising.

For example, the person one person may remember their own little fluffy fur ball puppy when it was very young and remember many great times together; but another person who had been bitten when they were young or witness a bad dog attacking another person or another dog fighting in front of them before mat see a Game of Thrones Wolf coming towards them and fear for their life!
CLICK TO NEXT SLIDE
Read slide and cover the following: This can also be described as:
Iceberg Beliefs – thoughts that float beneath the surface of your awareness.
They can lead people to react disproportionally to situations and lead them to over reacting and upsetting people.

Explain further:
For example: Have you ever said something to someone and they have reacted terribly and out of proportion to what you just said? They are probably reacting to something else, to something that has happened to them in the past. This may be happening subconsciously too because it's deep inside their thought process and belief system.
Let's have a look at this infographic example.
CLICK TO NEXT SLIDE
Show slide and cover the following:
We can look at resilience further and build our resilience skills by being aware of and disputing our beliefs.
First, let's identify our thinking, our ABCs:
A = Adversity – What happens. The problem, issue or adversity.
B = Belief – How you think of what happened, often pessimistic
We saw this in Workshop 2, we often do this to protect ourselves.
C = Consequences – How you feel and react
The Consequence is often the emotion that we feel or how we react; we want to use our System 2 here more, rather than reverting to our System 1 knee jerk reaction all the time.
When faced with Adversity, one of the Beliefs on this slide may be being challenged.

Our deep seated Beliefs take us to an almost immediate Consequence, usually a very strong emotion. This is how we react – without even realizing it!

If you felt any of these consequences, these are the deep-seated beliefs in your mind that are being challenged:

  o   Anger – a lot of us might feel this way, they are violating your rights!
  o   Depression – perhaps taken a big sigh / self worth goes down / feel deflated
  o   Anxiety – you may get anxious
  o   Guilt – worried you'd upset.

This happens quickly without you even realising most of the time!

What usually happens is we fast track to a System 1 response… We don't think, we just react!

Thinking about an Adversity we faced – what would you really do in the situation? Most of us would maybe get angry
Our 'System 1' would kick in immediately, you would knee jerk react and go straight to being angry.

Initially there are no thoughts, we just react.

Today, however, sitting here thinking about a tough situation, your System 2 is actually kicking in – you may be thinking of ways to get out of it or what you think you would say, etc.

Explain further:
So that's the ABCs; A = the adversity or problem; B = the beliefs, your underlying beliefs based on your past experiences when faced with the same or similar adversity; C = the consequences: how you feel or react.

After we hear/see the A (Adversity) will usually go straight to the C (Consequences) without even thinking about it.

In reality we have that knee jerk response or reaction.
So, this will make you more aware of how your System 1 kicks in without you even thinking about it!

There's not a sure fire way of avoiding this, but by being aware of this happening you can try to react more appropriately in the future.

Now that you know this is happening, perhaps you can try and use your System 2 more often or think about what beliefs are being challenged in certain situations.

CLICK TO NEXT SLIDE
108   **Show slide and cover the following**:
And think back to your strengths from Workshop 1 – are your buttons being pushed?
        Are you overreacting to something because your button has been pushed?
If your strengths are begin violated you immediately fast track to being angry as well.

For example, if your strength is fairness and you see someone being unfair to someone, you immediately fast track to being angry; or if your strength is prudence and you see someone spending frivolously, you immediately fast track to being angry.

By knowing your strengths, you can actually learn to understand some of your own underlying beliefs and control yourself a bit more appropriately instead of overreacting.
CLICK TO NEXT SLIDE
Show slide and cover the following:

Short cutting to "System 1" thinking… can lead to "Thinking Traps".

There are a number of different thinking traps that we sometimes get into because of our underlying beliefs and fast-track System 1 thinking.
We're going to go through some of those soon and also see how we can avoid them.

Further explanation:
Humans are incredibly intelligent, but our brains are finite.
We have to short cut our thinking to 'System 1' which can lead to thinking traps. For example, e.g. when driving, you need to cut to System 1, you can't just drive
while looking at the side of the road, things on the footpath, etc.

So sometimes it is better to use our System 1 brain, especially when we need to shut a lot of that out.

But, this kind of thinking can lead us into 'thinking traps'.
CLICK TO NEXT SLIDE
Show slide and cover the following:
Here are some thinking traps, let's go through these now and you might recognise some of these in yourself or in others you know!

Go through each thinking trap one by one and give an example (or have customers give examples):

- Jumping to Conclusions: jump to conclusions before asking people or having all the facts
- Tunnel Vision: can't see the wood for the trees / focus on something too much.
- Magnifying: only focus on the problem / whole world has gone wrong as a result / exaggerating the problem
- Minimising: not focusing on the problem enough or downplaying a problem (e.g. have a massive phone bill debt and do nothing about it).
- Personalizing: taking it to heart / it's all my fault / e.g. got made redundant and think it's all their fault, actually it's the recession and the company is losing money
- Externalising: 'nothing to do with me' / blame other people or circumstances / don't take any responsibility
- Over Generalising: something happens and they apply it to everything in
- the world (e.g. 'all women are bad drivers')
- Mind Reading: think they know what you are thinking so they react to what they think you're thinking which is not actually what you're thinking at all!
- Emotional Reasoning: you let your emotions take over / react based on emotions only, not thinking through the situation clearly or objectively

All of these are 'thinking traps' which are not effective ways of thinking. It may be we overreact to situations because of how we've been conditioned to react to things in the past without properly considering the real causes of the problem.
CLICK TO NEXT SLIDE

Mental Toughness Exercise 4: ABCDs – Dispute for Resilience

Timing: 10 mins (approx.)

Materials: Slides only

Slide #s	Facilitator Content & Instructions	TIPS
	Intro: Trainer says: So we've just learnt about some different THINKING TRAPS that we may get into and we've also learnt about disputing our underlying beliefs. Now, let's actually try doing this for ourselves. **CLICK** to next slide	
CLICK **CLICK** **CLICK**	**EXAMPLE:** Trainer says: For example: two friends have met up and one says: 'My friend must hate me, she hasn't invited me to her wedding, she must hate me!' What thinking trap/s is this person falling into? Elicit responses from the participants: Perhaps they are jumping to conclusions and personalizing the situation. The other friend tries to dispute this thinking by coming up with alternatives to their friend's thoughts What types of alternatives could the friend say? Elicit responses from the participants. eg. 'The invitations probably haven't been sent out yet.' / 'Your friend might have eloped and no one was invited.' / 'There isn't a wedding: they've broken off the engagement.' / 'They got married already in Vegas!' / etc. **INSTRUCTIONS:** Okay, so now it's your turn. In small groups or in pairs, go through the scenarios on the screen or come up with ones of your own! One person in the group/pair has the problem. The other person in the group/pair is your friend and has to DISPUTE your interpretation of the problem and then think of alternatives. I'll give you 3 minutes – go! After giving the instructions: Go around the room as the participants do the activity. Help anyone out who	*TIP: Read the scenarios out loud to the group as you click them onto the screen* *TIP: If you have an odd number, have one group of 3 or pair up*

	is not sure of the instructions or has any questions. Keep an eye out for anyone who's really laughing as you can pick on that example in a moment. Trainer says: **Time's up!**	*with a participant yourself*
CLICK	Trainer says: **How did you all get on?** **Let's hear some of your scenarios, the thinking traps your friend was falling into and how you disputed alternatives.** **(Name) and (name), let's start with you.** Elicit responses from the customers. Go round the group for a few examples. **This way of taking a moment to think before reacting is otherwise known as 'cognitive behavioural therapy'. It sounds frightening, but it's actually a superb inner resilience skill that prevents us from knee-jerk reacting and falling into System 1 Brain Thinking Traps!**	
CLICK **CLICK** **CLICK**	**Key Points:** Trainer says: **What did we learn?** **Thinking Traps** **We can stop ourselves falling into Thinking Traps** **Dispute!** **Think about the situation another way before knee-jerk reacting.**	
	End of Exercise 4	

Mental Toughness Exercise 5: PiiP – Put it in Perspective!		
Timing: 10-12 mins (approx.)		
Materials: Slides only		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
	Intro: Have you ever had a scenario when someone's over-reacted? Is there someone in your life who totally overeacts in certain situations? This irrational thought is known as: Catastrophising! (CAT – ASS – TRO – FIZING) Catastrophising is when you imagine the worst possible outcome of a situation and always make a mountain out of a molehill. Does anyone have any examples? Elicit any examples from the customers. Let's look at a way of dealing with catastrophising. **CLICK** to next slide	*TIP: Elicit* ***catastrophising*** *examples from the group to get people talking and thinking about this activity*
CLICK CLICK CLICK CLICK	**EXPLANATION & EXAMPLE:** Trainer reads out the scenario on the slide: My 18 year old daughter has been out all night. She was supposed to call me on the last train home, it's past the time the last train left and she still hasn't called me! She's probably lying unconscious in a gutter somewhere!! Thinking about it this way can help: Read through the table using the scenario example: Worst Case Scenario When something bad happens, we often go straight to thinking and reacting as if the worst case scenario has actually happened. For example: Daughter is lying unconscious in a gutter somewhere. But, what are the odds of that actually happening: how likely is that really? Perhaps about 1 in a million! Now, think about the 'Best Case Scenario' – something just as unlikely and 1 in a million… For example: Daughter has hit it off with a millionaire, they've won big at the casino and he's flying her home in his private helicopter!	

CLICK **CLICK**	**You are much better off coming up with LIKELY ALTERNATIVES and reacting to those rather than reacting to the worst case scenario.** **Examples: Her phone battery died / She lost her phone / She didn't want to call in front of her friends / The train was delayed because of night works.** **This is "putting it in perspective" – or PiiPing it!** **Act on likely alternatives until you have more information and know the facts!** **Because of humans' negativity bias we often act as if the worst case scenario *has* happened, rather than the *likely* scenario! We get flustered, our heart-rate increases, we go red, we can't think straight….** **You are much better off reacting to the likely alternative and coming up with actions or solutions for this.** **CLICK** to next slide	
CLICK **CLICK** **CLICK**	**INSTRUCTIONS:** **Now it's your turn to Piip it! (ie. put things into perspective). In small groups or pairs, come up with the worst case / best case / likely alternatives for each of these scenarios:** **You walk out of the toilet with toilet roll hanging out of your pants.** **You're on a first date. As you open your mouth to say something funny, you burp in your date's face.** **You have an interview for the perfect job. Your alarm doesn't go off and you wake 10 minutes before you're due at the interview.** **Or one of your own embarrassing situations!** Trainer says: **Now, in your group, come up with the WORST CASE SCENARIO, the BEST CASE SCENARIO and then discuss likely alternatives.** **Off you go! You have 2 minutes and then I'll ask you for your thoughts.** Give the pairs time to discuss. After time up, go around the pairs asking for their responses to the scenarios and what their best cases, worst cases and likely alternatives were. **CLICK** to next slide	*TIP: Remind your customers to have a bit of fun with this exercise!* ☺ *TIP: Alternatively – do as a whole group and have people shout out all different answers – this is good when building interaction across the whole group/room.*

CLICK

CLICK

<div align="center" style="color:red">

Key Points:
</div>

What did we learn?

Catastrophising: Don't overreact and panic

PiiP (Put it in perspective): Think of the likely scenarios and react to that first.

Hopefully you had a bit of fun with that activity. However, this is a *very serious* skill that will save you from overreacting many times in your life.

Being able to hold back from panicking, taking a moment to think about the most realistic outcome, and preventing the natural human instinct to overreact is a great skill to develop.

Think about this exercise the next time you're suddenly faced with a situation – don't overact, Piip It and respond appropriately to the most likely scenario.

End of Exercise 5

Mental Toughness Exercise 6: ABCDs & PiiP at Work		
Timing: 10 mins (approx.)		
Materials: Slides, paper, pens, (optional: small prize)		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
	Intro: In this exercise you're going to look at how you can put the resilience and flexible thinking skills we've just learnt into practice some more. **EXPLANATION:** We've looked at some ridiculous or embarrassing situations (like the toilet roll in your trousers, etc) – but now let's think about another situation that can be quite stressful: your first week in a new job. From research we know the hardest time in a new job is the first week or so. In this activity we're going to think about how you can apply the skills you have learnt so far to this type of real life scenario. **INSTRUCTIONS:** Have a look at the guy on the screen and what he is thinking: 'It's my first week at my new job, but I'm not sure it's for me…' In pairs, I want you to think of and write down as many reasons as possible that he may be thinking this in his first week at work. Okay, I'll give you a couple of minutes to do that – go! Give pairs time to do this. Trainer says: Okay, time's up! Let's go around and find out what you got. Go around and have the pairs read out their reasons. These are all reasons why people may drop out of work after a month, a week or maybe even one day! We shall look at them more closely in a minute. But first… **CLICK** to next slide	*TIP: To lighten the activity, you may like to make this competitive and see who can get the most number of reasons! Award a small prize.*
	Trainer says: Here are the research results of why people drop out of work early – you got most of them!: Reasons people may drop out of work early: *Social skills* – Not knowing how to deal with customer or manager demands or awkward comments. *Role confusion* – this is the core one where people feel like they've made a mistake in taking the job, don't "get" what they're supposed to be doing *Unsure of informal rules* – such as coffee, lunch breaks, toilet breaks, being asked to do overtime etc. *Family demands* – inability to balance work and life *Job beneath them* – embarrassment *Lack of interest* – monotonous work or conditions *Lack of challenge* – no match to strengths	

	Interferes with social life – rather be at the pub! *Lack of social support* – family and friends not supportive ***Boredom*** Trainer says: So how can we use the resilience and flexible thinking skills we've been practicing to help us get through these stressful situations…?	
CLICK	**INSTRUCTIONS:** **In your small groups or pairs you are going to choose just <u>one of the reasons</u> that you wrote down on your list and decide on how you could use your ABCD and/or PiiP skills to think about that differently.** **Let's do an example on the screen together first:** **EXAMPLE:** **Problem/Reason:** **Your workmates don't talk to you.** **Dispute alternatives:** **Perhaps they're new too / they may be very shy / they may have English as a second language / they think you have nothing in common / etc.** **Finding solutions (how could you try to act on these things more constructively or find solutions?):** **Say hello to them each morning / ask them a question about themselves / ask for their help or to show you how to do something / find out about their interests / etc.** Trainer says: **Now it's your turn!** **Choose just one of the reasons from your own list and work out how you could think through or get over the problem.** **Okay, I'll give you a couple of minutes to work through that – go!** Give clients time to do this. Go around the group to assist as necessary. Trainer says: **How did you all get on?** **Let's hear one of your own examples.** Elicit responses from the customers. Go round the group for a few examples. **CLICK** to next slide	
CLICK	**Key Points:** **Remember the resilience skills you are practicing can be applied to many of your own situations.** **Everyone feels like throwing the job in for a couple of weeks – probably even the Prime Minister!** **This can really help you come up with alternatives and even solutions and new ways to react.**	
	End of Exercise 6	

Show slide and cover the following:
We're going to look at another resilience boosting technique now – Mindfulness. Name the coolest movie characters…
Did any of them overreact, fly off the handle, scream..?
No – they were cool, calm and collected.
When you practice mindfulness, you can trick you mind into being cool, calm and collected.
Have a think about this…:
CLICK TO NEXT SLIDE
Show slide and cover the following:
How do you cope with stress, let downs, fear and failure?
- This is really what Mental Toughness is all about – coping with failure and adversity!
- We experience remarkable distraction and stress in our modern world.
- In a modern world, we are bombarded with information and time demands, we're constantly on a 7 or 8 out of 10 on the stress scale.
- it only takes another little thing to tip us over the edge and make us blow our top!

CLICK TO NEXT SLIDE
Show slide and cover the following:
This is a really interesting slide that really visualises what is happening in our brain when we are stressed or narrow minded.

The brain on the left will show what it looks like when stressed neurons are firing.
As you can see in the highlighted section…

The parts of the brain firing up literally look 'narrow minded'; your brain is in fight or flight mode.

This isn't necessarily a bad thing and is very useful in life or death situations or if there is a threat.
eg. The car in front of you suddenly brakes – you should brake immediately!
However, we also do this when we stress about little things over and over. So let's see what our brain looks like when it's more mindful.
The brain on the right shows mindful neurons firing.
As you can see it actually looks quite messy! You can clearly see more areas of the brain are being accessed.

When you're mindful, you use more regions of the brain and you can be more creative in your problem solving and find more solutions to problems. This is the "Broaden and Build" theory covered in the Positivity Ratio exercise.

It is useful for problem solving and also in interpersonal situations (ie. talking to other people).
CLICK TO NEXT SLIDE
Show slide and cover the following:

Mindfulness is useful in helping to trick the body into thinking it is cool, calm and collected.
It is used by big corporate companies, health professional and even the military.

Another 'Did you know?'' for you!
Did you know? – Mindfulness physically 'thickens' the brain in areas associated with emotional regulation, empathy and perspective – areas that are otherwise 'thin' when suffering depression and PTSD (post traumatic stress disorder). (Hazel, Lazar et al 2011)
CLICK TO NEXT SLIDE
Show slide and cover the following:
Why be mindful?

- We are so distracted and impatient, we don't give our brains a chance to 'untangle' and become productive.
- We even use our smartphones whilst in the loo or at traffic lights!'' We're often too busy taking 'selfies' to enjoy the moment.
- We're constantly 'wound-up'.
- We forget people's names right after they've been introduced to us!

Any other examples?
Elicit any responses from the group.

Science has a solution!

CLICK TO NEXT SLIDE
Show slide and cover the following:
7/11 Breathing is one technique you can do to practice mindfulness.
We're going to talk through this now. You don't have to do it, but you can try it out if you like!
The idea of 7/11 breathing is to trick your brain. You breathe out for longer than you're breathing in.
Take a breath in for a count of 7:
Feel the air going in your nostrils, feel your belly expand…
Now, breathe out for a count of 11:
Feel your brain unwind and calm down…
As you breathe and count, your buzzing brain is forced to calm and slow down.
CLICK TO NEXT SLIDE
Show slide and cover the following:
The bottom line to this whole workshop on Mental Toughness is:
Dispute your 'beliefs'. Fast. Respond. Don't overreact!
CLICK TO NEXT SLIDE
Show slide and cover the following:
If you think it's not possible to change your emotions quickly consider this:

Studies have shown that you can change your mind / your emotions / your reaction very quickly – in fact, it is…

in 0.33 of a second!

Further explanation / examples:
For example: a parent is having an argument with their daughter, they are both yelling and very angry; the daughter's boyfriend calls on her phone, and
immediately she answers with 'hello' in a lovey dovey voice – it took 0.33 seconds to change her emotions.

Another example: a husband and wife are having a dinner party, wife is angry at the husband because he didn't buy dessert from the nice new shop, she is fuming, doorbell rings, she answers it, 'hello, great to see you' and all happy again. Later on during dinner, she excuses yourself, get something out of the freezer to defrost for dessert; she wonders why they had that argument in the first place but at the time stress levels were really high – but taking 0.33 of a second changed it!!

So you can change your emotions and respond better.
CLICK TO NEXT SLIDE

That's it for the Mental Toughness workshop.

This is what we've covered:
- Be aware of Thinking Traps.
- Know your ABCs (Adversity, Beliefs, Consequences)
- Dispute! – and we know now that you can do this in 0.33 of a second! Practice Mindfulness techniques to calm and slow down your brain.
- Now you can understand yourself and others better so that you can RESPOND more appropriately, not OVERREACT.

Finish up the workshop:
Thank all the customers for their time and for attending this workshop.
Ask that customers leave the room tidy and to hand in any unused handouts or resources.
Wish the customers well and that you look forward to seeing them at the next workshop (Workshop 4 is Mindset)!

Workshop 4: RESILIENCE – MINDSET

Objectives:
• To identify and understand the difference between fixed mindset and growth mindset
• To explain how to develop a growth mindset
• To discuss how myelin in the brain assists in building skills
• To identify the exercise that has great back-to-work outcomes

Overview of Exercises:
• Exercise 1 – Are We Born Smart?
• Exercise 2 – Word Pairs
• Exercise 3 – Building Myelin
• Exercise 4 – Expressive Writing
• Exercise 5 – Growth Mindset at Work

Materials Required:
• "Workshop 4: Mindset" PowerPoint presentation
• Projector
• Laptop
• Whiteboard & whiteboard marker
• Pens & paper

Note: There are no handouts required for this workshop

So let's get started with the Mindset workshop!
CLICK TO NEXT SLIDE
Show slide and say:
So, what is "Mindset"?

Elicit some responses from the group.
The dictionary definition of mindset is:
"a set of beliefs or a way of thinking about your abilities that determines your behaviour, outlook and attitude."
CLICK TO NEXT SLIDE
Show slide and cover the following:
James Reed owns Reed Recruitment – one of the biggest recruitment agencies in the UK and Europe. They did a huge survey of employers.

In the research they wanted to find out 'What Employers Really Want'.
[Read out this quote from their research]:
"We asked thousands of top employers, including many of the world's best, about what they really look for in their employees. Their answers will have profound implications for your entire career."
Let's see what they found out:
Show slide and cover the following:
The Reed survey found the following:
96% of employers would pick someone with the desired Mindset who lacks the complete skill set, over someone with the complete skill set who lacks the desired Mindset.

We were astonished by these results.

Explain further:
The findings undermined the fact that you need the right skill set to get a job which is what is covered in job advertisements, job descriptions, etc.

We saw this a little in the Strengths workshop too – i.e. if you match your strengths to the culture of the business then you're more likely to fit in with the company.

It's about having the mindset and attitude that you're adaptable. If you are adaptable to an employer, if you can get on with people and you're a good learner – this may be more important to the employer than having all the necessary qualifications for the job and/or not being adaptable or flexible.
CLICK TO NEXT SLIDE
Show slide and cover the following:
But, more important than job relevance, mindset research has a profound impact on how you – and your children – are brought up.

During this workshop, we'll do some exercises and go through some research to support this too.
CLICK TO NEXT SLIDE

Mindset Exercise 1: Are We Born Smart?

Timing: 10 mins (approx.)

Materials: Slides, pens, paper

Slide #s	Facilitator Content & Instructions	TIPS!
	Intro: This simple exercise will show that you've all used a "Growth Mindset" in your lives so far. We'll investigate how our strengths come into play when we want to become good at something. **CLICK** to next slide	
CLICK **CLICK**	**INSTRUCTIONS:** Trainer says: Okay – let's start: I want you to write down 3 things you are good at ……and 3 things you are bad at. Think of activities, sports, hobbies, playing an instrument, etc. For example: cooking, playing tennis, knitting, playing guitar, etc. Keep it clean! I'll give you some time to do that. Trainer says: Okay, time's up! **CLICK** to next slide	*TIP: It doesn't matter if people only have one or two things on their lists. You can give some of your own examples to help people get thinking.*
	DISCUSSION POINT 1: Trainer says: Let's go around the room and find out what you're all good at. When I come to you – TELL ME JUST 1 of the GOOD things on your list. Go around the room and ask each customer for 2 things they are good at from their list *(note: they mustn't tell you all 3 as they'll need to keep one secret for a later exercise).* After all Participants have had their turn, Trainer says: **[Choose one of the participants]:** Okay, so (name), did you have to work hard to be good at (insert their activity)? Participant responds 'yes' or 'no'. We have a response for both: If Participant responds *'yes'* – trainer says: So, you started off not so good, but because you kept on making an effort, practicing and practicing, you got better and better…is that right? If Participant responds, *'no'* – trainer says: So, you had a natural talent for (activity)? Therefore you enjoyed it and so you spent more time at it and you got better and better as you spent more	*TIP: As you go around the room, if a customer does not want to say anything or says they haven't written anything down, just move onto the next person without fuss. Come back to that customer near the end and ask again if they'd like to share something. If not, no problem, just carry on.*

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	time doing it… is that right? Repeat with 2-3 more Participants, clarifying with the responses above. **CLICK** to next slide	
CLICK	Trainer reads off slide: **The likelihood is the things that you are good at play to your strengths.** **This gives you the enjoyment and 'Flow' to persist at them.** **If you had 'Teamwork' as a strength and one of your activities you're good at is 'playing soccer', then your strength may have helped you be part of a team.** *Tip: if you need to clarify further:* *Another example is, if you had 'Creativity' as a strength and one of your activities was 'painting' – then your strength has helped in developing your skill and enjoyment.* *If KINDNESS was one of your top strengths and you enjoy baking cakes, it's likely that the thought of giving them to someone is why YOU really like baking.* **What do you think about that?** **Do you think that is true for the activities you've listed?** **How have your strengths been used in making you good at your activities?** Elicit responses from the customers. Go round the group for a few examples, prompt by asking some questions if no one is willing to speak. To prompt discussion: Comment on strengths you recognise in your customers and their activities. Call on some customers by name and ask them directly. **CLICK** to next slide	
CLICK	**DISCUSSION POINT 2:** Trainer says: **Okay, now have a look at your 'bad at' list** **When I come to you – just tell me 1 of the bad things on your list.** **I want you to think if it has always been this way? Have you always been bad at this activity? Do you believe you can get better at them?** Repeat for 2-3 more customers. **CLICK** to next slide	
CLICK **CLICK** **CLICK**	**Key Points:** This is quite a simple exercise. We did it to highlight that: **We develop skills through practice. Practice improves your ability to do something.** **Failure or being bad at something provides you with a learning opportunity.** **It's entirely up to you what you're good and bad at.** **BUT, REALISTICALLY** **When certain activities play to your Strengths, you enjoy them and get into "Flow" with them" you are more likely to persist and practice to get better and better.**	
	End of Exercise 1	

A Psychosocial, Stage of Change Approach to Unemployment

Show slide and cover the following:
Let's have a look at what fixed mindset and growth mindset is all about:

Fixed Mindset: you think intelligence and talent are fixed at birth. You think you CANNOT change what you are good and bad at.
Growth Mindset: you think intelligence and talent can go up and down. You think you CAN change what you are good and bad at.
This is the key point of this workshop and in the area of mindset – we want to develop a growth mindset in as many areas of our life as possible.

And whilst it may seem obvious that having a growth mindset is key – it is estimated that up to 70% of the population have a fixed mindset to some degree at any point in time!
CLICK TO NEXT SLIDE
Show slide and cover the following:
Many kids today are brought up 'bubble wrapped'.

There are many theories for this but the main point is that it starts to draw them into a fixed mindset from an earlier age.
The mollycoddling of children and not telling them 'how it is'…
This results in a fixed mindset…see if this sounds familiar:
CLICK TO NEXT SLIDE
Show slide and cover the following:
This is embedded at school: we don't want to put our hand up or say answers out loud because we don't want to get questions wrong.

We're scored and put in class streams.

We start with a 'growth mindset' but this gets conditioned out.

Example:
For example, look at a baby or a toddler learning to crawl or walk – they try over and over again, fall over, get up and try again – a great example of using a 'growth mindset'!
However we don't always do this with new activities as we get older.

We become defined by one test or 'self' praise and a fixed mindset is embedded as we saw in the study we went through earlier with the kids.

The action of trying and failure becomes an adjective – we might become described as a 'failure' or a 'loser', etc.
CLICK TO NEXT SLIDE
Show slide and cover the following:
Someone with a fixed mindset believes that intelligence is static and fixed at birth – this leads to a desire to look smart at all costs.

We'll go through a more in depth explanation of fixed mindset now, see if this sounds familiar:
Someone with a fixed mindset will:
- o   Challenges: avoid challenges
- o   Obstacles: give up easily
- o   Effort: see effort as fruitless and an indication of low intelligence

- o   Criticism: ignore useful negative feedback
- o   Success of others: feel threatened.

Someone with a fixed mindset may plateau early and not achieve their full potential.

You see this sort of behaviour all the time and most of us do it at some point or other in our lives, particularly as adults. For example, the family goes ice skating or to some new activity and you decide not to participate, you don't want to do it, you don't want to look stupid or be seen to fail.
CLICK TO NEXT SLIDE
Show slide and cover the following:
I'm going to go through an interesting research study with you now that illustrates fixed mindset and growth mindset really well.

In the research study 400 ten year old students were given a simple puzzle.

It was a simple puzzle, meant to be fairly achievable for their age group and the majority of them got it correct.
After they completed the puzzle they were given two different pieces of praise. Half of the kids (ie. 200 of them) were told:
Wow, you must be smart at this!
And the other half were told:
Wow, you must have worked really hard!

Remember those two phrases!

Next…
CLICK TO NEXT SLIDE
NOTE: If you want to look into this further, look up Carol Dweck and her book "Mindset: the New Psychology of Success" (2006).
Show slide and say:
After the first test, the students were given a choice of whether to take a hard or an easy test.
CLICK TO NEXT SLIDE
Show slide and cover the following:
Of those that were told 'Wow, you must be really smart':
Only one third (33%) of students praised for being 'smart' chose the hard test. They did not want to risk losing their 'smart' label.
Two thirds of this group chose the easy test!
They did not want to risk losing their 'smart' label.
Compare that to those that were told, 'Wow, you must have worked really hard'.
90% of the effort-praised group chose the hard test. They wanted to prove just how 'hard working' they were.

This was very interesting and this was all done in a relatively short space of time in the same sitting.

But there was still more to the study…
CLICK TO NEXT SLIDE
Show slide and cover the following:

Finally, they undertook a test the same difficultly as the first one.

Remember with the first test, pretty much all of them passed the first time as it was relatively easy / achievable for their age group.
CLICK TO NEXT SLIDE
Show slide and cover the following:
In this test, those that were initially told 'Wow, you must be really smart' –
their scores went down by 20%!

However, those that we told, 'Wow, you must have worked really hard' –
their scores went up 30%!

These 3 tests were all done in the space of about 15 minutes!

CLICK TO NEXT SLIDE
Show slide and cover the following: And another interesting fact:

When they were asked to report their scores…
CLICK TO NEXT SLIDE
This graph shows how the students misrepresented – or lied about their scores and said they did better than they really did – when they were asked to report back on their scores. There are always going to be some kids that lie!
Just over 10% who were told they were 'hard working' still lied about their scores.
However, compare that to those that were told 'You must be really smart' –
40% who were told you must be really 'smart' lied about their results to protect their 'smart' label.
CLICK TO NEXT SLIDE
You can see in the study, those that were told they were really smart developed a 'fixed mindset' almost immediately.
Looking at the description on the slide again, you can see that:
- they avoided challenges,
- they gave up easily, saw effort as fruitless,
- they wanted to stay looking smart,
- they even lied to look better than they really were and it was important to stay looking smart.

CLICK TO NEXT SLIDE
It all came down to a couple of words difference:

'You must be really smart' Vs 'You must be hard working'.

CLICK TO NEXT SLIDE
How often do we praise kids, partners or colleagues for their sense of 'self' (eg. you're a good boy, you're a clever girl)

Instead of their sense of 'strategy' or how they did it? (eg. you used good manners, you tried very hard)

Explain further:
For example praising using words about their **self** such as smart / pretty / etc, compared to praising based on **strategy** or the process of how they did it – i.e. how you did it / what

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they've actually done.

Praising based on how they look creates a fixed mindset and that person wants to look good rather than actually doing anything to be good.

In the end, they may give up and grow up to be 'approval addicts'.
CLICK TO NEXT SLIDE
So, it has to be the RIGHT kind of praise
CLICK TO NEXT SLIDE
Or we might grow up being 'self esteem junkies' or 'approval addicts'.
Needing constant reassurance with empty, hollow praise (or looking for 'likes' on facebook!).
CLICK TO NEXT SLIDE
Read through chart and cover the following:
Thinking about the study we just went through, those that were told they were hard working developed a growth mindset.

Here's the definition of a 'growth mindset'.

Someone with a growth mindset believes that intelligence can be developed which leads to a desire to learn:
o   Challenges: embrace challenges
o   Obstacles: persist in the face of setbacks
o   Effort: see effort as their path to mastery and failure as sign of poor effort or strategy
o   Criticism: learn from criticism
o   Success of others: find lessons and inspiration
Example (if time permits):

For example: one kid is told that they are 'clever' over and over but not why or what they've done to achieve it; another kid who doesn't initially look to be as smart as that kid but was told they are 'hard working'; At school, the first kid will eventually plateau whereas the other kid who initially seemed 'less smart', will eventually move past and continue to succeed based on their growth mindset.
CLICK TO NEXT SLIDE
The BBC News reported a Guardian article in 2011 that noted that many studies have found:
That high achievers – in whatever subject – learn no faster than those who do not become as good – over time they improve at almost identical rates. The difference was simply that top performers practiced for more hours!

Another example:
An American study on ethnicity that was done many years ago also backs this up. The study was conducted to find out why Eastern Asian kids did better at school than white or black kids.

The study simply found that the Asian children on average spent 2.5 hours per day doing extra study or practice at home.

It was a cultural difference; that was the only reason, there was no racial or ethnic reason.

CLICK TO NEXT SLIDE

Taking time to study and practice physically makes us smarter – it's not necessarily all preset.

This is Lang Lang, a world famous classical pianist. He was asked: When did you start playing?
He said: *2 ½ years old.*
Then he was asked: And how often did you practice?
What do you think he said?
Elicit some responses from the customers.
For the first 15 years, 8 hours a day.

Explain further:
You can be forced to be good at something; but you won't necessarily carry it on if it doesn't appeal to your natural strengths or talents and you don't get into a state of flow with it.

Knowing what your strengths are and what flow is can help you become really good at what you do – even turn you into a virtuoso!
CLICK TO NEXT SLIDE
Mindset is the key – it leads to persistence, resilience and success.
And we can change our (and our friends'/family's) mindsets too!
CLICK TO NEXT SLIDE
In this next section of the workshop, we're going to get into a bit of neuroscience to help explain what's going on in our brains.

These are the neurons, the electrical impulses, the axioms and synapses in our brain – the things that fire up in our brain when we're involved in activity.

We're not going to go into more detail than that, but what is interesting for us is that you can develop your brain.
So let's look at what's going on in our brains…and how you can use this to your advantage.
CLICK TO NEXT SLIDE
You Can Grow Your Brain: New Research Shows the Brain Can Be Developed Like a Muscle.

Explain further:
This article was written about 10 years ago now and it was quite new and interesting at the time – before this, we didn't know what a lot of the brain did, it was a mystery – there was the saying that "we only use 10% of our brains". However we now know what approx. 90% of the brain does, so it is not such a mystery anymore. So this article may seem like old news now but it is still interesting to review.

The 2004 article said:
Many people think of the brain as a mystery [ever heard the phrase we only know what 20% of our brain does?]…we're born smart, average or dumb – either a maths person or not – and that we stay that way for life.

New research shows that the brain changes and gets stronger when you use it. Use it or lose it!

The article also went onto liken the brain to any other muscle in our body – that by using it more, we can make it stronger – like going to the gym and pumping weights!

Of course today, with Nintendo Brain Training and Lumosity, it's not such hot news anymore…!

However it was big research at the time and has helped develop more in the area of dementia and Alzheimer's research and about the benefits of keeping the brain active for longer.

CLICK TO NEXT SLIDE

Mindset Exercise 2: Word Pairs		
Timing: 10-15 mins (approx.)		
Materials: Slides, pens, paper, whiteboard, whiteboard marker		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
	Exercise 2: Word Pairs **<u>DO NOT</u> TELL PARTICIPANTS THAT THIS IS** **'A MEMORY GAME' OR 'TO REMEMBER THE WORDS'** **AS THIS REVERSES THE RESULT!** **Intro:** **Okay, so I'd like everyone to look at the screen.** **CLICK** to next slide	TIP: *Read straight from the script below when setting up this exercise so you don't make this mistake!*
	INSTRUCTIONS: **On the screen you can see some lists of words.** **Read through both lists.** **Make sure you read through both lists- 1, 2 or even 3 times.** **I'll give you 1 minute or so to do that – go!** Give customers a minute to read through the word lists on the slide. It will feel like a very long time…but remain disciplined. The longer you wait, the bigger the success of the experiment. Maybe play music in the background so it's less awkward. DO NOT WRITE UP COLUMN A & B ON THE WHITEBOARD, AS THIS WILL GIVE PEOPLE A CLUE WHAT TO DO! Trainer says: **Okay, time's up!** **CLICK** to next slide	
	Trainer says: **Now, write down as many word pairs as you can remember!** **I'll give you 2 minutes. NO conferring! Don't worry about how many you get – most people just remember a couple - just try to remember what you can. Go.** After 2 mins Trainer says: **Okay time's up! Let's see how you did.** **In a moment, I'm going to show you the word pairs again.** **I want you to add-up how many word pairs you had from list A and how many word pairs you had from list B.** **Don't worry about how many you have or don't have, the interesting part is still to come!** **CLICK** to next slide	TIP: *Ensure each customer has pen and paper and is actually writing them down.* TIP: *An alternative for lower literacy customers is available utilising images with parts missing.*

Give customers time to tally up how many word pairs they had from each list.

While the customers are doing this, draw a simple table on the whiteboard with 2 columns – head the columns with 'A' and 'B'.

Check that customers have finished tallying up their results, and then continue on.

Go around all customers and ask:

Okay, so (name), how many did you have from list 'A'? And how many from list 'B'?

Customer responds with results for list A and B.
On the whiteboard, trainer puts a tally of the result in column 'A' and a tally of the result in column 'B'.
(e.g. for 2 write, 'II', for 4 write, 'IIII', for 5 write ⵘ, etc).

Repeat for all of the customers.

Once you have gone through all the customers, tally up the total score for each column. CHEAT if you need to, to get more Bs than As!!

Okay, so the total for 'A' is (xx).
And the total for 'B' is (xx).

You can see we clearly remembered more word pairs from list B than list A.
CLICK
Why do you think this is?

Elicit responses from the customers. Go round the group for a few examples, prompt by asking some questions if no one is willing to speak. Then say:
CLICK
If you said you thought it had something to do with the letters missing and the gaps in the words in list B then you're right – it does.

It is down to a substance in our brains called 'myelin'.

Our brains had to work a little bit harder to read through the words in list B with the letters missing. This meant we kind of tripped over those words in our brain while we were reading them and had to fire that neuron more than once…a bit like engaging our System 2 brain instead of System 1.
We practiced the word in our brain a little more than with list A.
CLICK
Note: If your customer group ends up with more from list A than list B – it is because they cleverly anticipated that this would be a memory test and used up their brain bandwidth on column A. By the time they got to column B their brain was full of the first list!
CLICK to next slide

Key Points

TIP side column:

TIP: When putting the scores on the whiteboard, use tally marks (e.g. IIII = 4, etc.) instead of numerals to make it easier to add up at the end.

Note: If your customer group ends up with more from list A than list B – you will need to explain that usually this is not the case and continue to go through the explanation here.

TIP:

	Trainer says: **By working a little harder, our brain remembered something better because it tripped over it and "practiced" it more.**	*"Myelin" is pronounced "my-a-lin"*
CLICK	**When your brain has to learn something, it forms new pathways.**	
CLICK	**When it does it again, it sends more electrical impulses down those same neurological pathways.**	
CLICK	**And what that does is build MYELIN around those pathways!** **We'll explore MYELIN some more, next. You've probably never heard of it, yet it's one of the most important things in your life!**	
	End of Exercise 2	

Show slide and cover the following:
Myelin is like insulation for these electrical impulses in our brain.
Myelin is white-grey matter in the brain that surrounds the nerve cells in our neurons.
Similar to the plastic around electrical wiring.

Point to picture on the screen:
Here is a picture of myelin. You can see the myelin is the blue part – like a sheath or electrical insulation around the impulses.

Explain further:
The purpose of myelin insulation is: (i) protection and (ii) it improves the amount of information that gets through and the speed at which it travels.

So when you use that neuron again in the future, the electrical impulses passing through, doesn't go all over the place, it is more focused and is much quicker; so you able to 'think' things more quickly the second, third or fourth time you do it.
TIP:
"Myelin" is pronounced "my-a-lin

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When you have to learn quite hard things or stumble over things to learn them, more myelin is created more quickly; every time you fire that neuron, a little more gets built up.

So doing something over and over again, builds up more myelin, then you become better and better at it.
Myelin improves the speed, accuracy and strength of the signal.

The more we fire that circuit, the more fluent our movements and thoughts become.

Doing deep practice increases your myelin.
Things that are really difficult the first few times you do it, become easier and easier because you have built more myelin insulation.
CLICK TO NEXT SLIDE
Everything You are good at is because of Myelination!

Another way to think of it is: 'Building myelin is building skill'.
The skill is in that insulation.
CLICK TO NEXT SLIDE
Albert Einstein – known as a genius throughout the world…

However, Einstein himself supports the theory that he built his skill through practice over and over too:

I know that I myself have no special talent. Curiosity, obsession and dogged endurance have brought me to my ideas.

Albert Einstein's brain was actually smaller than the average brain. However, after research and the purpose of myelin was discovered, scientists looked into Einstein's brain (literally! Pieces of his brain are kept in a museum in America). In studies done through

pictures of his brain and also on the brain itself, it has been found that in the 'frontal left inferior parietal' area of his brain there was lots of white stuff – now known to be myelin – that area of his brain was hyper-myelinated! This is the area of the brain associated with logic, numbers, etc – so he obviously fired those neurons in that area of his brain a lot!
CLICK TO NEXT SLIDE
So You really are in Control of what you are good at!

Myelin needs electrical impulses from repeated trying (not dreaming of doing).

Once a circuit is myelinated, it can't be undone.*

Most hate practice, so to do it right: be willing to do it wrong. To be good, it's helpful to be willing to be bad!

Going back and fixing your mistakes helps you to build myelin and skill in that area of your brain (however repeatedly doing something the wrong way won't help you do it properly in the long run – you need to go back and try to do it right!!).
*NOTE – the information in this workshop is generally speaking – so it should be noted that while we say a circuit can't be undone here, the loss of myelin does occur in the cases of neuro-degenerative autoimmune diseases such as multiple sclerosis (MS).

CLICK TO NEXT SLIDE

Mindset Exercise 3: Building Myelin		
Timing: 8 mins (approx.)		
Materials: Slides only		
Slide #s	Facilitator Content & Instructions	TIPS!

CLICK
 	
CLICK
	Introduction:
	    In this exercise, you'll learn about how you can build your myelin and how you can get better at activities by building myelin through increased practice.
	
	DISCUSSION:
	    So, we've said that myelin is in our brains and can be built through practice.
	
	    Which foods help to build and repair myelin?
	
	Encourage responses from the customers for a while.
	
	    And the answers are…
	
	    Answers: Almonds / Avocado / Fish (Omega 3 oils) / Eggs / Beans
	
	    Remarkably, many of these have been known as "brain foods" since medieval times...
	    Yet it is only in the last decade that their actual impact on the brain has been scientifically evidenced.
	
	CLICK to next slide	

	We also said earlier that we can build myelin through 'deep practice' – which is what we did on a small scale in Exercise 2 with the word pairs.
	
	    Once a circuit is myelinated, it can't be undone. Let me explain:
	
	    Often when someone hasn't done something that they used to be good at for a long time and they try and do it again, they'll be rusty.
	    But once the electrical impulses find the old myelinated neurons, they suddenly (annoyingly!) become really good again.
	
	    For example, someone who used to be good at playing golf, may be bad for the first few holes, and then will become good again during the game.
	    You never forget how to ride a bike!
	
	INSTRUCTIONS:
	    Okay, now you know what myelin does and how you can build it.
	    I want you to think of an area where you once had low skill but are now good. Something that you possibly didn't reveal from your "Good At"
		NOTE –the information in this part of the workshop is generally speaking – it can be noted that LOSS OF MYELIN DOES OCCUR IN THE CASES OF NEURO-DEGENERATIVE AUTOIMMUNE DISEASES SUCH AS MULTIPLE SCLEROSIS (MS).

	list earlier.	
CLICK	**How did you build each layer of myelin? For example: How did you learn to drive, or read, or play a sport, or use a computer, etc?**	
	How did you practice? What did you do? Don't answer yet…as	
CLICK	**In pairs or in a small group, I want you to ACT OUT – mime - the practice you did to get good.**	*TIP: Do a demonstration yourself first to get everyone started!*
	We'll see if your partner can guess what you're now good at!	
	Give the pairs a few minutes to undertake the mimes.	
	Go around the room as the customers do the activity. Help anyone out who is not sure of the instructions or has any questions.	*TIP: Encourage customers to have fun with this activity!* ☺
	Then after a couple of minutes ask:	
	Did any of you struggle or get it easily?	
	Pick on a couple of pairs to ask them what their mimes were and see if the rest of the group can guess the "good at" things. (Have fun with this exercise, but don't focus on people who are clearly embarrassed or shy).	
	That was a little bit of fun but still has a serious point to doing it.	
	CLICK to next slide	
	Key Points	
	Trainer says:	
CLICK	**Myelin can be built through 'brain foods' and deep practice.**	
CLICK	**Getting good at anything is simply a matter of putting your mind to it: (perfect) practice makes perfect!**	
CLICK	**Your Myelinated circuits remain with you forever!**	
CLICK	**But again, you have to enjoy doing something to become a virtuoso at it!**	
	IF THERE IS TIME ONLY: here are some examples to explain myelination further. Read your favorite:	
	Here are some examples of people who were great but had to practice hard at something to get there.	
	They had to use their 'think about it System 2 brain' and practice over and over again to get it into their 'fast track System 1 brain'!	
	<u>*Winston Churchill*</u> – he was Prime Minister in the UK in the 1940s and 50s. He was known as a great orator or public speaker. However it was also known that he had to overcome a speech impediment to get there.	

He used to practice his speeches over and over late into the night to get them right.

Michael Jordan As a boy he wasn't an exceptional basketball player but after practice he would stay back and practice over and over again so it became second nature. Obviously he also has some natural sporting ability and physique for the sport, but he still had to practice hard to make it.

The Renaissance [from 14th Century Florence] is a period in history that we can also use as an example of 'myelination'. It was the greatest flourishing of art and science that Europe had ever seen and it was because it was also the first time the apprenticeship system was seen in the world. The apprentices (9-11yrs old) would work with a craftsman until 20-21yrs old – so they 'myelinated' the basics of everything and the complex stuff got more natural to them and they could extend themselves even further at a young age compared to their masters – which then saw the arts flourish as hadn't been seen before.

End of Exercise 3

Mindset Exercise 4: Expressive Writing

Timing: 15 mins (approx.)
Materials: Slides, pens, paper

Slide #s	Facilitator Content & Instructions	TIPS!
Slides **CLICK**	**Introduction:** This is a slightly strange exercise called: Expressive Writing or Drawing. Please bear with us, as towards the end, we'll reveal some remarkable research data about why we asked you to do this activity – and ask you to voice your opinions on it. SO, We have all been through a lot of adversity and change: we saw it in our 'Gone in 60 Seconds' activity. **CLICK** to next slide	
	Trainer says: Research shows that one of the hardest things to recover from is being made redundant…not getting a job in the first place…or not working at all Now think about this example of being laid off, or not getting a job after really trying and how you felt about that happening to you. *TIP: While the scenario above should be suitable for most customers and is most effective for this exercise; if a customer says this scenario doesn't apply to them, then ask them to think of another time in their life when they faced (or are currently facing) a major obstacle or adversity (e.g. no job after many interviews, sacked from job, not being able to work because of injury or illness, marriage or relationship breakdown, being kicked out of school/home, addiction, etc).* **CLICK** to next slide	
CLICK **CLICK** **CLICK**	**INSTRUCTIONS:** Take 2 minutes to write a few sentences or think about your deepest thoughts and feelings on being laid off or not working. Think about how it has affected your life, personally And with family, socially and professionally. Don't worry: **THIS WILL BE COMPLETELY ANONYMOUS AND NOT SHARED.** This is meant to be a quiet activity on your own. It may feel a bit uncomfortable, but give it a go. What you write about *will not be shared* or handed in, so don't worry about spelling or what you say. And at the end of this time you can do whatever you want with the writing: keep it, throw it away, burn it – that's up to you. Off you go! *TIP: You might want to play music in the background during this activity. TIP: It may take some time for some to get started, so try to encourage people not to*	*TIP: For lower literacy groups, you might wish to provide the option of drawing pictures or faces, writing only words or the odd word, cutting out images from magazines, etc., to put together a*

	talk or distract others etc so they have a better chance of getting started or at least letting others complete the task. Let the customers know when time is up. **CLICK** to next slide	*page with their expressions of how they feel or felt.*
	Trainer reads off the slide: **Okay, what did you think of that exercise?** **What thoughts and feelings were most obvious?** Elicit responses from the customers and agree with them. **As I said earlier, don't worry, you don't have to read out your own writing, but I do have an example here written by a previous customer.** **EXAMPLE:** Read out the example on the screen (on the next slide...substituting "Jobcentre" for "Centrelink" as appropriate). **CLICK** to next slide and read off the screen to the group!	
	"I was made redundant from my job 5 years ago. It was a middle management administrative office job. I felt that I was at least as good as a number of the other people in a similar role, but some of those people kept their job. This led me to think that I was inadequate. I felt unsure of myself, betrayed and – if being honest – a little bitter. It was an embarrassment to tell my family. I felt that I'd let them down. I wasn't performing the most basic of human instincts: to be the provider for the family. Going to Centrelink was embarrassing. In one way I felt 'above' everyone else, in another I realised that the others were just like me. I was ashamed of myself, and also of my previous opinions of unemployed people. Most of my friends were from work….and only a couple of those friends had also been made redundant… so we drifted apart. I was too embarrassed and awkward to see those still in work, and didn't want to meet the others as, perhaps subconsciously, I didn't want to be seen as part of a 'band of losers'. Financially things got harder and some members of the family seemed to look down on me. I say 'seemed', but that was how I started to react to everything – as if everyone was looking down on me. So I became snappy and relationships became strained. After getting used to the situation for a while, despairing, then determined, then despairing again… things are at a manageable level now… but generally I'm much less social with both family and friends."	

	CLICK to next slide	
CLICK **CLICK** **CLICK**	Trainer says: **Any immediate comments or thoughts?** Trainer reads off slide: **There is a good reason why we asked you to do this awkward exercise...** **In a study* a group of jobseekers were asked to do this writing task 5 times for 20 minutes over a 2 week period.** **Of jobseekers who DID NOT undertake the writing exercise:** **only 27% of them were in work within 8 months.** **But the jobseekers who DID undertake the writing exercise:** **68% of them had a job within 8 months!** **From an academic search, this is the single most effective intervention we can find – IN THE WORLD - that helps people to get back into work!!**	**conducted by Spera et al.*
	Trainer says: **Why do you think this is?** Elicit responses from the customers. Let customers discuss their thoughts and thank them. Then move on: **At this point in time, there is no right or wrong answer why this is such an effective exercise – mostly because researchers cannot look at what was written!** **But what you said makes a lot of sense...** **And whatever <u>YOU</u> think may be the reason for this exercise working might also be the reason it can work for you – it can be "self-fulfilling".** **CLICK** to next slide	
CLICK **CLICK**	**Key Points:** **This tough activity is proven to have a great impact on getting back into work.** **You get the best results from doing it 5 times for 20 minutes over 2 weeks.**	*TIP: Remind customers of this activity in 1-1s!*
	End of Exercise 4	

Mindset Exercise 5: Growth Mindset at Work

Timing: 5-7 mins
Materials: Slides only

Slide #s	Facilitator Content & Instructions	TIPS!
CLICK **CLICK**	**Introduction:** This exercise will show you another way of thinking about difficult situations. You will look at how you can think differently in these situations, turn around your thinking and apply your Growth Mindset. Trainer says: **INSTRUCTIONS:** Imagine you are at work, you find your job a bit stressful and difficult at times; on the left of the slide are some fixed mindset responses that you may be thinking. In small groups or pairs, I want you to try and turn those responses around – come up with a 'growth mindset response' you could think instead. Fixed Mindset Responses: I'm not good at this. This is too hard. I'm too nervous for this interview. I made a big mistake. She's so good at this job, I'll never be that good. I just let one go. It's bad. Let's have a look at one example before you start: The fixed mindset thought on the left is: 'I'm not good at this'; You can turn this into a growth mindset response by thinking: 'I can always improve, so I'll keep trying …?' This type of thinking can also lead to solutions or ways to get out of the problem as you search for answers to help yourself improve. Trainer says: Okay, in your small groups, you have a couple of minutes to do this – go! Give customers time to do this activity. Go around the room; help any pairs to get started as necessary. Trainer says: Okay, time's up! What responses did you come up with?	*TIP: You may like to do this activity as a whole group (instead of in pairs) to encourage whole group interaction or if you have a lively bunch and have people shout out their ideas for the growth mindset response*

Elicit responses for each statement from the group.

If necessary – there are some examples written below to prompt for ideas or to add to the responses.

EXAMPLES: [Only use these if people didn't come up with a good answer.]
Here are some example growth mindset responses for the scenarios on the screen:

CLICK

I'm not good at this → I can always improve, so I'll keep trying

CLICK

This is too hard → I'm on the right track / I'm going to train my brain in learning how to do this!

CLICK

I'm too nervous for this interview → My nerves will bring in my adrenaline, I can overcome it and everyone else is nervous too!

CLICK

I made a big boo-boo. I'm going to sneak out before anyone notices → This may take some extra time and effort / Mistakes help me to learn better

CLICK

That's good enough → Is it really my best work?

CLICK

I just let one go. It's bad → Quick – where's the air freshener!

CLICK to next slide

Key Points:

Trainer says:

CLICK

With a little extra thinking you can change a fixed mindset response into a growth mindset response, the sort of mindset an employer values.

CLICK

With your growth mindset you will:
- **embrace challenges**
- **persist in the face of setbacks**
- **learn from criticism and**
- **be inspired by the success of others.**

CLICK

Having a growth mindset in any situation enhances your likelihood of success and happiness.

End of Exercise 5

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Mindset Exercise 6: Gratitude, Dude!

Timing: 4 mins

Materials: Slides only

Slide #s	Facilitator Content & Instructions	TIPS!
CLICK	**Intro:**	
	This exercise has proven to be one of most effective ways of improving life satisfaction & reducing depression…and it's one of the easiest of our Workshops!	
	CLICK to next slide	
	Trainer says:	
CLICK **CLICK** **CLICK** **CLICK** **CLICK**	This is an individual exercise. You have ONE minute. Write down someone you're really grateful to. Not just someone obvious…think of the cashier who always smiles…. Someone who helped you years ago. You can write it on your phone or a blank text if you like.	
	Give them 30 seconds or so to do that.	
	CLICK to next slide	
CLICK	OK, now you've thought of that person, Quickly write down: WHY you're grateful to them? What did they do? How did it make you feel? Be detailed. Think of all the qualities about this person and how they've personally affected your life for the better. I'll give you a minute for that.	
	Allow a minute, and then say.	
CLICK	Right. In the next 12 hours I want you to Email, text, hand deliver a note or something say directly to them. Even if it's just a quick "thanks for brightening my day". Got it? Thinking about sending it? Does it make you feel a little weird or nervous? Good. That's because we hardly ever do this…and it's why the impact on the person you're grateful to will be great….but the impact on you for being responsible for making them feel great…will be even greater! No key learning points just yet….I just want you to let me know how you got on tomorrow!	
	End of Exercise 6	

So to recap the Mindset workshop, you've learnt:

Mindset is the root of resilience.

- To succeed we must have a GROWTH mindset – accept challenges and learn from setbacks.

A Psychosocial, Stage of Change Approach to Unemployment

- We must deep practice to build myelin and develop our skills.
- The expressive writing exercise we practiced delivers great outcomes!

Finish up the workshop:

Thank all the customers for their time and for attending this workshop.
Ask that customers leave the room tidy and to hand in any unused resources.
Wish the customers well and that you look forward to seeing them at the next workshop
(Workshop 5 is Character and Goal Setting)!

CLICK TO NEXT SLIDE

Workshop 5: CHARACTER

Objectives:
- To understand the concept of character
- To identify why setting goals is important
- To be informed of how to set goals
- To identify areas in your life in need of improvement where goal setting can be used
- To explore the benefits of working
- To identify the concept of 'weak ties' in your job search
- To practice and develop your conversation skills

Overview of Exercises:
- Exercise 1 – Timelining
- Exercise 2 – Big Hairy Audacious Goals
- Exercise 3 – The Circle of Life
- Exercise 4 – Pros & Cons
- Exercise 5 – Conversation Skills
- Exercise 6 – Active Constructive Conversations

Materials Required:
- Workshop 5: Character PowerPoint presentation
- Projector & Laptop
- Footsteps posters x 5 (for Exercise 2)
- Prize (for Exercise 2) – optional
- Handout: Circle of Life (for Exercise 3), (one per person)
- Handout: Goal Writing (for Exercise 3), (one per person)
- Instruction Cards (for Exercise 5), (one per person)
- Whiteboard & whiteboard marker
- Pens & paper

Before starting the workshop:
Set up laptop and PowerPoint presentation before customers arrive.

Welcome customers/participants as they arrive
Welcome to Resilience Workshop #5 on Character!
This is the final workshop in this series of workshops.
Let's do a quick recap of what we done and learnt so far from the previous workshops.

In Workshop 1 on Strengths we covered:
- Your strengths – how to identify and use them and see them in others.

In Workshop 2 on Positivity we covered:
- The Hero's Journey [that we all have ups and downs in our lives and that it is necessary
- to find our allies and mentors and to ask for help];
- the Losada/Positivity Ratio – 3:1; we found our own positivity ratio; and how to improve it;
- Turning negatives into positive and how to use labeling to help us achieve results.

In Workshop 3 on Mental Toughness we covered:

- Your ABCs [how we react to Adversity through our underlying Beliefs which lead to different emotional Consequences or reactions.
- How we get into thinking traps;
- Disputing is the key to finding appropriate alternatives and how to react appropriately; Remember it only takes 0.33 of a second to change your mind and mood – so dispute before you knee jerk react!
- And we introduced you to mindfulness.

In Workshop 4 on Mindset we covered:
- The difference between a fixed mindset and growth mindset. What myelin is and how we can build myelin through practice.
- The expressive writing task that had great outcomes when continued over a 2 week period.

CLICK TO NEXT SLIDE

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Today's workshop is on Character. In this workshop we'll cover:
- What is Character?
- The best version of yourself
- How to develop your Character through:
  - o   Goal setting
  - o   Identifying the benefits of work
  - o   Discovering where jobs are really found
  - o   Developing your conversation skills

CLICK TO NEXT SLIDE
So what is Character…?
Aristotle's view of 'Character' was about leading a fulfilling life using your virtues and strengths.
He theorised we are all born 'brutish' and are only concerned with ourselves. (Think of newborn babies!)

And that we develop into a 'Heroic' Character, or the best version of ourselves, through self-control and progress.

As we grow and age, we continually develop our own 'heroic' character as we live, learn and have new experiences.

Think about this concept as we go through this workshop and how you can develop into your own 'heroic' character.

CLICK TO NEXT SLIDE

Character Exercise 1: Timelining		
Timing: 6-8 mins (approx.)		
Materials: Slides, pens, paper		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
CLICK	**Intro:** **In this exercise you will practice an activity that has been proven in research to improve your chances of success in future.** **This exercise will help you think about how you can develop your own 'heroic' character.** **INSTRUCTIONS:** Trainer says: **Imagine:** **It is 5 to 10 years from now.** **Everything in your life has gone really well and you now have your dream job…maybe even your own business.** **Things have gone as well as you could have hoped for and you are in the best possible situation you could have dreamed of for yourself.** **Consider this scenario for a moment.** Give customers a few moments to ponder this scenario. Then continue: **Now, spend a few minutes and write, think about, or sketch what you have imagined for your future self.** **Be as creative and imaginative as you desire.** **Remember to imagine your ideal life in the FUTURE.** **Use as much detail as you want.** **Some further things to think about and write about and consider:** **What is the dream job or business?** **What do you see yourself doing?** **What do you do each day?** **What are you wearing?** **Who are you spending time with?** **What are you doing in your daily routine?** **What's different in your life?** **Go through a day in your life from waking to sleeping and note what is different.** Give the customers a few minutes to write or sketch their ideas of their future self. Trainer says: **Okay, time's up.**	*TIP:* *Give other ideas to write about their 'future self' if customers can't think of a job or career idea; eg. simply how they would like to see themselves in the future; others areas of their life such as family, sport, travel, etc.* *TIP: it's okay if no one wants to share*

	So… anyone brave enough to share some ideas of their best possible future self? Give customers time to share any of their ideas. **CLICK** to next slide	*their ideas, just move on. But you may have some that are happy to share.*
CLICK **CLICK**	**EXPLANATION:** Trainer says: **Research has shown that imagining the future version of your self is proven to make it much more likely to happen.** **But, it is not always easy and it can seem awkward or even like we are daydreaming.** **It helps you spot things that are different about yourself: what you're wearing, who you're hanging out with, etc. You are suggesting to yourself the things you KNOW you need to change to make this best possible future *real*.** **Most successful people do this exact exercise, and it makes their ambitions happen.** **It's a great thing to do with the kids in your life, too.** We like this quote from – **Abraham Maslow: *'If you plan on being anything less than you are capable of being, you will probably be unhappy all the days of your life'.*** **CLICK** to next slide	
CLICK **CLICK**	**Key Points:** **So, What did we learn?** **Heroic character.** **This activity can help you** **work out how to develop your own heroic character.** **Realising YOUR Potential** **Provides clues and a focus to help you Become the best possible version of yourself.** **You can try this activity again in your own time: you can think about how you would like to see yourself in the future; think about not just a job or career, but also other areas of your life such as family, sport, travel, fitness, your home, etc.** **Then "timeline" backwards from that future image, and work out what you need to change and achieve along the way.**	
	End of Exercise 1	

You can develop 'Heroic Character' by setting goals.

But what response do you have for the question: 'What is your goal or purpose?'
Elicit any responses from the group.

CLICK TO NEXT SLIDE
Often people will just shrug or say 'I don't know' to this question.

Some employment programs start with this question, which is commendable. However, it is not effective, as often people don't have a clear goal in mind, they've given up on even having goals, or they may be too embarrassed to tell someone they've just met.

And it's not just young people. You will often find 65 year olds saying "I don't know what I want to do when I grow up!"

Identifying goals is actually quite difficult so it's not worth starting off a session or conversation by asking what someone's goals are.
And that's why we don't do that in this training, however…
CLICK TO NEXT SLIDE

Possibly through the workshops you have attended so far – where you've learnt about strengths, solution focused conversations, Today's Good Bits, growth mindset, disputing, etc.
From all that information, you might have started thinking about things you would like to do with your life. You might have some 'goals' emerging from those thoughts.

From these workshops, you may have some ideas for goals emerging.

For example, from Workshop 1 about Strengths, you might have started thinking about some things to work on in your life or have uncovered some ideas for immediate goals, such as…

'What is something I really enjoy and would love to do more of?' / 'What can I do to make this happen?' / 'What else do I need?' / 'Who can help me with this?'

These are all the types of questions or thoughts that will lead to goals taking shape.
CLICK TO NEXT SLIDE
Nobody can set goals for you.
It needs to be something that you want to do yourself.
This is not a new concept – almost all famous philosophers, scientists, etc have said so in one way or another.
For example, have a look at the following quotes:
Socrates said: 'I cannot teach anybody anything, I can only make them think. Galileo said: 'You cannot teach people anything. You can only help them discover it within themselves.'

And Oprah has said: 'It doesn't matter who you are, or where you come from. The ability to triumph beings with you. Always.'

So as you can see, it's got to be from you and other people can't impose goals onto you.
CLICK TO NEXT SLIDE
There are so many self help books out there – some are fantastic, some aren't.

Some people even become 'self help book addicts'; they buy one, read it, feel great, then nothing happens, they need to go out and buy another one and read it to get that feeling

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back!

Some self help books tell you there is a 'secret message' – but usually it's no secret, it's actually quite obvious – and most of them are actually saying the same thing.

In our research of over 70 self help books we found that there were really only 4 main "keys to success" that these books make.
CLICK TO NEXT SLIDE
So, to save you thousands in buying these self help books, here is what most of them said:

> #1. Have a set purpose, and an absolute drive and desire to achieve that purpose;

> #2. Have complete faith and belief in yourself that you will succeed;

> #3. Organise a definite plan of action and follow that plan;

> #4. Persevere – see setbacks as learning points to help you towards your purpose.

[Point to #1 on slide]: BUT – how do you have a set purpose when most people go into things without knowing their goal or purpose. And how will you put a plan of action in place and have belief when you haven't got any set goals or purpose?

The exercises we do today will help with identifying our goals or purpose and from there you can put a plan of action in place.

CLICK TO NEXT SLIDE
There are many other famous sayings and phrases that you may have heard of too. For example:

You cannot wait for things to change around you. You must change.
CLICK TO NEXT SLIDE Trainer says:
Okay, so what is the point of goals?

Elicit responses from the customers.

Scientists have found that:
- The brain redirects itself towards what you focus on…
- For example, think of red cars and you'll suddenly see them everywhere! (Here's one now!)
- Setting goals will increase performance by an average of 19%.
- A famously quoted Harvard/Yale research atory states that 3% of students set themselves goals. 10 years later those 3% were earning ten times the other 97%.

CLICK TO NEXT SLIDE
Show slide and cover the following:
Big Hairy Audacious Goals!
This is not just some phrase we have made up – it is actually a term from strategic business management research by Collins & Porras (1996).

They said: "A true BHAG is clear and compelling, serves as a unifying focal point of effort, and acts as a clear catalyst for team spirit. It has a clear finish line, so the

organisation can know that it has achieved the goal."

We're going to take this concept and have a bit of fun with our own BHAGs!
We are going to approach 'goals' in the same way that big, successful corporations do!
CLICK TO NEXT SLIDE

	Character Exercise 2: An Outrageous B-HAG	
**Timing:** 10-12 mins (approx.)
**Materials:** Slides, footsteps posters (x5), small prize (optional/if available)
Slide #s	**Facilitator Content & Instructions**	**TIPS!**
CLICK CLICK CLICK CLICK CLICK	**Introduction:** **This exercise is all about having a bit of fun using the B-HAG idea that consultants to big firms use.** Trainer says: **Okay, let's put this B-HAG idea into practice.** **I want everyone to think of an OUTRAGEOUS goal – your Own outrageous Big-Hairy Audacious Goal!** **It must be really crazy ridiculous and fun – (not your real goal)- such as:** **Winning X Factor,** **Live on the moon,** **Marry a movie star,** **Build a dream mansion,** **Win a gold medal at the next Olympics!** **You've 20 seconds to write down or think up something ridiculous.** Give customers a minute to think of an out-there, fun, 'fantasy' goal. Choose a few customers from the group, and ask: **Okay, (select a name), what's your outrageous B-HAG?** After hearing a few, ask your attendees which one to choose. **Great! Now, please come up and stand on this footstep.** Direct the customer to stand on the first footstep. **CLICK** to next slide	*TIP/NOTE: While customers are thinking of their goals, lay out the printed footsteps posters on the floor at the front of the room, maybe with a prize just in front of the last footstep.*
	Trainer says: **Now, you're going to tell me 4 steps to bring you closer to your outrageous B-HAG…one at a time.** **If you get stuck, your colleagues here can help you.** **So, what is your first step – what is one thing you could do to move you closer to your outrageous B-HAG?**	*TIP: Get the whole group involved – for example, if the customer can't think of what to do for one of the steps, get the other customers*

	Customer responds (encourage the whole group to get involved here to help the customer out). Once the customer responds, have them step forward onto the next footstep.	*to help come up with ideas and shout them out.*
	So, what is your second step – what is one more thing you could do to move you closer to your outrageous B-HAG?	
	Repeat until the customer reaches the last footstep and a small prize if you have one.	
	Congratulate the customer and lead a round of applause.	
	Repeat with 1 or 2 more customers as time permits to finish this activity.	
	CLICK to next slide	
CLICK **CLICK**	**Key Points:** Trainer says: **What did we learn?** **B-HAGS** **Even outrageous B-HAGS can still be broken down into smaller steps!** **Goal Setting** **Setting goals and the steps to get there doesn't have to be a drag.** **In this exercise we had a bit of fun with our big outrageous B-HAGs!** **We'll talk more about goal setting in this workshop so keep this activity in mind as we go through the next slides!**	
	End of Exercise 2	

Okay…
Back to the real world now…!
CLICK TO NEXT SLIDE
Trainer reads off slide:
Which type of goals work best?
Which goals do you think work best of the 3 words on the screen here:
Slack, Stretch or Scary?

Character Exercise 3: The Circle of Life		
Timing: 10-15 mins (approx.)		
Materials: Slides, Circle of Life & Goal setting steps handout (2 pages), pens		
Slide #s	**Facilitator Content & Instructions**	**TIPS!**

CLICK
 	
CLICK
 	
CLICK
 	
CLICK
	Introduction:
	    This exercise will show you how you can assess different areas of your life and how you can use goal setting to improve areas of your everyday life.
	EXPLANATION:
	Trainer points to pie chart/circle on screen and says:
	    There are 6 key areas in your life for YOU to consider when setting goals.
	
	    In this activity you will consider and rate how satisfied you are with each of these areas in your life using a rating from 1 to 10.
	    So, let's go look at each area before going into the activity.
	    Think about how you'd score YOURSELF on each of these aspects of your life.
	
	Point to each section on the screen as you go through the points below:
	    <u>**Friends**</u>**: Do you have time for your friends? Do you have a variety of friends?**
	    <u>**Fitness**</u>**: Are you treating your body well? Do you exercise regularly?**
	    <u>**Fun**</u>**: Do you make time for fun? Are you enjoying your social life?**
	
	    <u>**Family**</u>**: Do you get on with your family? Do you stay in touch with your family?**
	    <u>**Flow**</u>**: Do you have 'outside' interests and hobbies? Are you absorbed in activities that engage your attention?**
	    <u>**Financial**</u>**: Are you good with your money? Do you spend everything or do you save?**
	
	    So, those are the 6 key areas in our life to consider when setting goals.
	
	INSTRUCTIONS – HANDOUT (p1):
	Distribute the handout and give instructions for the first page of the Handout (Circle of Life). Trainer says:
	    On this handout you will see the same chart as on the screen.
	    I want you to rate each of the 6 key areas in your life.
	    Rate how satisfied you feel with them by scoring yourself from 1 to 10.
	    1 means 'very unsatisfied' and 10 is 'very satisfied'.
	    If you need a reminder of what to consider for each area, look at the explanations below the pie-chart.
	    I'll give you a couple of minutes to complete this.
	
	Go around the room as the customers do the activity. Background music is handy. Help anyone out who is not sure of the instructions or who may need assistance.
	
	Give the customers 2-3 minutes to complete the chart.
	
	INSTRUCTIONS – HANDOUT (p2):
		TIP: You can also read these sections directly off the handout.

CLICK	When you see that most have finished scoring the Pie Chart, say: **Okay, once you've finished scoring on the circle…choose ONE AREA where you had a lower score.** **For example, it may be Fitness.** **Now, consider:** *What would improve things for you in that area? For example, Exercise more? Lose weight?* **Start thinking about a specific, positive Goal for this key area and the little steps that will genuinely get you there.** **CLICK** to next slide	
CLICK **CLICK** **CLICK** **CLICK**	Many participants will have already started, so simply say whilst they're writing: **Use small steps: think about and write down <u>SMALL STEPS</u> you could take to achieve it.** **Remember PREP as you set your goal too – ie. Personal, Realistic, but especially it has an END POINT AND POSITIVE.** **<u>Start your goal with 'I'</u> (eg. I want to…, I'm going to…) to make it really personal and so it is yours.** **Make sure you're PREP'd!** **I'll give you a few minutes to complete this task.** Go around the room as the customers do the activity. Help anyone out who is not sure of the instructions or who may need assistance. **Okay, time's up! Would anyone like to share their goal with the group?** Elicit some responses from the customers to this question. **CLICK** to next slide	*TIP: This is a very useful activity that you can repeat and/or continue with your customers in 1-to-1 sessions too*
CLICK **CLICK** **CLICK** **CLICK**	**Key Points:** **Did you see that we suddenly DO have some clear goals, whereas previously we might have just said "I dunno!"** **By giving each area of our life a score, it makes it easier for us to identify which area of our life may need some improvement.** **When setting goals, it's important to think about the small steps you will need to take to achieve that goal.** **Setting goals this way makes it easy for you to remember, it's clear and it's achievable!** **Now, the next time someone asks 'What's your goal?' or 'What are you up to?', instead of giving them a blank look, you can give them a clear, realistic and achievable answer!**	
	End of Exercise 3	

180

Character Exercise 4: Pros & Cons		
Timing: 10 mins (approx.)		
Materials: Slides, paper, pens, whiteboard, whiteboard marker		
Slide #'s	Facilitator Content & Instructions	TIPS!
CLICK	**Introduction:** **In this exercise you will discuss the POSITIVES AND NEGATIVES of looking for work and how these impact your decision when considering work.** **CLICK** to next slide	
CLICK **CLICK** **CLICK**	**SCENARIO EXPLANATION:** Trainer says: **Okay so the real life scenario is this:** Read out the scenario below: **A farmer needed 50 pickers for his farm for harvest and replanting work. The job itself was for 6 months. He thought that it was a fairly tough job, so he offered double the minimum wage to attract applicants and he decided to start recruiting a few months early to find all the people in time. He advertised in the local paper and at Centrelink.** **But after 2 months, he had only managed to recruit a few people! He was devastated.** **However when he went into town, this is what he saw:** **CLICK** to next slide	
CLICK **CLICK** **CLICK**	**People hanging around and queues outside Centrelink/the Jobcentre! He couldn't understand it, especially as he was offering guaranteed work for 6 months at double the minimum wage.** **So he asked some of them why they would or wouldn't take the job.** **INSTRUCTIONS:** Trainer says: **Okay, so we're going to think about the reasons now of why you WOULD OR WOULDN'T take the farmer's job.** **First, split into 2 groups.** Split the customers into two groups – e.g. two sides of the room. Trainer says to first group: **Group 1 you're going to work on the PROS, THE POSITIVES, OF TAKING THIS JOB.**	*TIP: Remember having two groups is good as there's competition and it really makes people think more.* *TIP: If you have a very large group, consider breaking up into 4 groups (ie. 2 groups of Pros & 2*

CLICK	To second group:	*groups of Cons)*
	Group 2 you're going to work on the CONS, THE NEGATIVES, OF TAKING THIS JOB.	
	In your groups, come up with as many ideas as you can of why you would or wouldn't take this job. One of you in each group will need to be the notetaker – write down all of your group's ideas as you go.	
	I'll give you 2 minutes to do that – go!	
CLICK	While the customers are doing this, draw a simple table on the whiteboard with 2 columns – head the columns with 'Pros' and 'Cons' [or 'Positives' / 'Negatives']. After 2 minutes, Trainer says:	*TIP: If customers in one of the groups aren't doing anything, encourage that group by working with them, prompting with questions, asking what they think, being the notetaker for them, etc.*
	Okay, time's up!	
	Now, let's hear from the first group – the Cons, the negatives – tell me your ideas for not taking the job	
	As the customers tell you their ideas, put a tally up on the board or write what they say *in abbreviated form* to keep the pace of the exercise going.	
	Repeat for the Pros group.	
	Once you have heard from both groups, add up the tallies in each column to make a total, hopefully pretty equal, so be strict when accepting simiar answers to ensure this is so! Then continue. Trainer says:	*TIP: For lower literacy groups, you may wish to write their thoughts for them; or do as a spoken exercise only.*
	Okay, so you can see for the Cons, the negatives, that group came up with [XX] reasons not to take the job.	
	And the Pros, the positives, group came up with [XX] reasons to take the job.	
	As you can see it is *fairly* evenly weighted between pros and cons – this is quite usual when this exercise is conducted and it indicates that there are real reasons and concerns in people's lives to work or not to work.	
	Trainer says:	
	Just out of interest for you, the farmer did end up recruiting enough people for his jobs – but he had to do it himself in person at Centrelink and at employment service providers and he also recruited a lot of keen new migrant workers – so it took him a lot more time and effort than he was initially expecting!	
	CLICK to next slide	
CLICK **CLICK** **CLICK**	**Key Points:**	
	As you can see from this activity, being realistic, there are often almost equal pros and cons, to working…or for any other situation in our lives too.	
	Doing this exercise highlights that we are not blind to the concerns that you face in looking for work or in the challenges in your everyday lives.	
	However, we will learn some compelling additional facts in this workshop that show some unexpected benefits of working.	
	End of Exercise 4	

Work enlarges relationships beyond family and neighbours

[humans are social animals, so it's good for us to mix with other people].\
Work provides meaning through a shared purpose of a group.
The others in the top 5 in this research were:
o   Work requires regular activity [similar to time structure and routine]
o   Work assigns social status [even in a lower level job, people have higher levels of well-being because they can see something they can aspire to e.g. stacking shelves at supermarket, there are other jobs at the supermarket to aspire to]

Some other interesting facts from the research:

Money didn't even come in the top 5!

And yet it was [almost certainly] top of your "Pros" in the last exercise.

Also, there was one common element in the research that participants said when they were asked to elaborate and that was:

It sets a good example if you have children.

Working sets a good example for their kids and they didn't want their kids to be embarrassed when school friends asked 'What does your Mum or Dad do?' etc.

So, yes, as in Exercise 3 sometimes the cons outweigh the pros – but we need to be realistic about this:

Work really is better for our overall well-being.
CLICK TO NEXT SLIDE
This is an article from the New York Times.

This research was carried out by Monster.com (similar to SEEK in Australia). It was horrified that many job ads were actually saying in the ads that applicants must 'b e currently employed' or 'the un employed need not apply'.

Please note – this is illegal in Australia and the UK so you won't see that in job ads in Australia; and it is starting to be banned in the US.

The interesting point to take from this though is this: if hundreds of employers are actually saying that in job ads, imagine how many managers are really thinking it?

From that we can assume that you are much more likely to get a job if you are already employed, no matter what you're actually employed doing. The fact is that you're seen to be employable.

IT IS EASIER TO GET A JOB ONCE YOU'RE IN ONE!

Extra information from the research article (if time permits):
A recent review of job vacancy postings on popular sites like Monster.com, CareerBuilder and Craigslist revealed hundreds that said employers would consider (or at least "strongly prefer") only people currently employed or just recently laid off.

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Unemployed workers have long suspected that the gaping holes on their résumés left them less attractive to employers.

I feel like I am being shunned by our entire society," said Kelly Wiedemer, 45, an information technology operations analyst who said a recruiter had told her that despite her skill set she would be a "hard sell" because she had been out of work for more than six months.

From this we can assume that you are much more likely to get a job if you are already employed, no matter what you're actually employed doing. The fact is that you're seen to be employable.

In this research study, 4800 fictitious (made up) resumes were sent out to 600 job vacancies.
3600 of those resumes were for people unemployed for varying amounts of time. Here are the call back for interview rates:
The green dot indicates those 'with industry experience'.
16% of those with 'industry experience' and 'short term' unemployment on their resume got a call for an interview.

The yellow dot indicates those with 'no industry experience'.
9% of those with 'no industry experience' and 'short term' unemployment on their resume got a call for an interview.
Compare this to those resumes with 'long term' unemployment (ie. 6 months or more).
The data is absolutely clear: if you've been unemployed for more than 6 months, your likelihood of getting an interview PLUMMETS from around 16% to 3% if you have relevant industry experience and from 9% to almost 0% if you have no industry experience!

You increase your chances of getting a job in the industry you know by 471% by working in any role. It is a remarkable finding.
CLICK TO NEXT SLIDE
So, since we're on the topic of jobs…
Where can you really find jobs?
Elicit some responses from the customers to this question.
We're going to look at some real, practical ways that you can use to find job leads.
CLICK TO NEXT SLIDE
A recent Swedish study revealed:

Only 1 in 70 jobs was gained via the 'traditional route'.
The 'traditional route' is: applying to an advertisement, send in a cover letter and resume/CV, invited to interview, etc etc.

Rather, the vast majority of jobs were found through word of mouth!
This is depressing – it's what we always thought: 'jobs for the boys', 'best friends get the jobs', 'it's who you know…', etc. However, it's not all bad news.
Show slide and cover the following:
Weak Ties
In research undertaken by Granovetter, he found that 'weak ties' was the key way to get a job. His research found….

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84% of "Word of Mouth" jobs came through a relationship they meet with only occasionally or rarely.
The surprising conclusion is: people usually don't find their new jobs through formal channels nor through close friends.
Instead they find them through weak ties. [e.g. irregular contacts, friends of friends of friends, etc].
So this is information we can use for ourselves. But where do you find these weak ties?
We'll look at 2 tricks to uncover 'weak ties'.
Show slide and cover the following:
One of those ways is through: Social media and emails
You may be familiar with the icons on the screen – the first one is for Facebook and the other is LinkedIn.

Facebook – most of you will have heard of this one and probably even be a member – it is a social networking site where you can link up to friends, acquaintances and friends of friends – some people have hundreds of 'friends' on Facebook but actually only talk to a few of them!

LinkedIn is the only worldwide professional social networking site – this can be a great networking tool – particularly for you to link up with potential employers or ex-colleagues.

So, how can you use this 'weak ties' idea with Facebook and/or LinkedIn?

One way that you can use the 'friends of friends' idea on LinkedIn or Facebook is through this idea:

Basically, make an email template that you can cut and paste and adapt (e.g. change name, details, etc) and send out to people who are your friends of friends or ex work colleagues etc on Facebook or LinkedIn through the email or private message functions.

EXAMPLE:
Read out the email template below (or make up a similar one of your own to read out):
Dear John,
How are you? Hope you're well.
It's been a while since we've seen each other, but I wanted to ask you a quick question.
Last time I saw you I remember you said you were working in a logistics company.

I'm currently looking for something new and am interested in forklift driving. I was wondering if you knew of anyone I could talk to about this…?

I've also attached my resume for more information about my experience.
Thanks in advance, Peter.

Explain further:
Notice how the email is asking the question indirectly. And does this approach really work?
When people write an email and then sent it out to 100 'Facebook friends' or people they barely know, it is estimated that you'll only get about 10 responses.
Of that 10 – 5 will say they can't help; but the other 5 were real leads.

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So even though it sounds like a lot of emails to send with not many responses – actually that is 5 leads that could turn into a job and that is 5 leads that you didn't have last week when you started this activity!

Many of those 'weak tie' jobs came through ex-work colleagues.

Now you try 'friending' some of your 'weak ties' and old colleagues on Facebook and LinkedIn.

You don't just have to use Facebook or LinkedIn either – you could go through your email address book or your mobile phone contacts also.
And ex-colleagues are much happier to refer an old workmate to a job that appears in their department than a complete stranger.
So find old colleagues on social media, add them, exchange messages – at some point they'll ask what you're up to, and you can simply say you're looking for a new position – things will lead on from there, and it is not at all awkward!
This is a useful way to use modern technology to give you a better chance.
CLICK TO NEXT SLIDE
But, how comfortable do you really feel doing this? Sending off random emails might feel awkward.

With emailing, one key thing is that you're not asking directly so it takes some of the fear factor away, it's not as embarrassing as asking someone the same thing face to face.
But it can still be embarrassing or not feel right.

When we've asked jobseekers, some expressed concerns about 'seeming weak'
For example:
'I'm embarrassed to admit that I'm looking for work.' Or:

'I don't want people think that I'm taking advantage of them'.

So it's not uncommon if you still feel awkward about using this social media or email technique.
However, you might want to consider some of these findings:

- When we asked them, the people who received emails and conversations about jobs
- available commonly said that…

- People change jobs every 5 years or less these days! – and this statistic changes all the time too!

- Contacts are much more sympathetic than you think. Looking for your next 'project'
- does not carry the stigma that it did in the past.

- You actually look proactive, positive and dynamic. And people are generally willing to
- help proactive people…but just don't be too in their face!

- Also, if done correctly, you can make them feel vindicated and valued by being interested in them, their job and their industry: you're doing them a favour! [For example, when you note something that you remember about that person or acknowledge the kind of work they do, the other person feels like they are interesting and valued].

CLICK TO NEXT SLIDE

BUT, it still takes Courage to send out random emails.
Making direct contact take great courage – but remember this is an element of 'heroic excellence'
and developing your 'heroic character'.

In this next section of the workshop, we're going to look at another way to develop your 'heroic character' through developing your conversation skills and getting people to remember you just a little more!

We'll practice some activities now that will help to make you more comfortable in conversations. **CLICK TO NEXT SLIDE**

Character Exercise 5: Conversation Skills

Timing: 8-10 mins (approx.)
Materials: Slides, Instruction cards

Slide #s	Facilitator Content & Instructions	TIPS!
Instruction Cards (for Person A & Person B) – see TIP in column! **CLICK**	**Introduction:** **In this exercise you will learn how to build a rapport with someone using *specialist* conversation skills.** **INSTRUCTIONS – Round 1:** Trainer says: **Okay, turn to the person beside you and get into pairs.** **Decide on who will be Person A and who will be Person B.** **Person A: here are your instructions** [pass out instruction card for all Person As] **Person A read your instructions for Round 1.** **Person B: here are your instructions** [pass out instruction card for all Person Bs] **Person B read your instructions for Round 1.** **Please keep your instructions to yourself.** **Does everyone understand what they need to do for Round 1?** Give customers a few moments to read through their instructions before starting. Trainer says: **Okay, Person A, tell your story to Person B – off you go!** Time the pairs for 30 seconds. Assist any that don't understand the instructions. It's pretty excrutiating! Trainer says: **Time's up!** **INSTRUCTIONS – Round 2:** Trainer says: **Okay, let's do that again.** **Person A read your instructions for Round 2.** **Person B read your instructions for Round 2.** **Please keep your instructions to yourself.** **Does everyone understand what they need to do for Round 2?**	*TIP:* *Use the handout provided to make instruction cards to give to each person in the pair – photocopy onto different coloured card/paper for Person A & Person B.* *(If you don't have instruction cards ready, 'privately brief' all the Person Bs in a corner of the room in a huddle and whisper the*

	So, Person A tell either the same or another story to Person B for another 30 seconds. Okay, go!	*instructions).*
	Time the pairs for 30 seconds. Assist any that don't understand the instructions.	
	Okay, time's up!	
	CLICK to next slide	
CLICK	Trainer says:	
	Person A: when did you like person B more?	
	Elicit responses from customers who were in the Person A role.	
	(Responses aren't right or wrong; but customers in the Person A role will usually indicate that Round 2 was better for them).	
CLICK	**Do you know why this is?**	
	Elicit responses from the customers. (Hopefully one or two would have noticed the "Mirroring"! but you'll be amazed how few do. So explain what just happened).	
	And this question is for the Person Bs: Did you feel awkward mirroring?	
CLICK	Elicit responses from the customers who were in the Person B role.	
	CLICK to next slide	
	Read text off screen:	
	Mirroring is incredibly powerful and quite easy to do!	
	FURTHER EXPLANATION:	
	Trainer says:	
	As you have now heard, what Person B practiced in Round 2 of this activity is called 'mirroring'.	
	Mirroring it is a great way to build rapport with someone.	
	However you need to be subtle and appropriate in doing this – not too over the top!	
	You can mirror the other person's body language, tone of voice, volume of voice, the speed at which they speak, facial expressions etc.	
	When you Mirror, it's a subconscious way to make the other person feel like they've known you for years.	
	This technique can help you to build really fast relationships with people.	
CLICK	Trainer says:	
	This technique is useful when meeting people for the first time. It helps create a good first impression eg. on a date, at a job interview, etc.	
CLICK **CLICK** **CLICK**	**Key Points:**	
	It's really off-putting when the other person doesn't really seem to be listening to us – which is really common!	
	When you are fully engaged in a conversation, mirroring and asking questions, the other person will really like you more…without even knowing why!	
	Aim to be an 'active' listener and try mirroring for a good first impression.	
	End of Exercise 5	

Final Activity
In this section, we're going to look at some different conversation response styles.

Did you know there are four types of conversation responses? And only one of those gets you liked?!

We'll have a look at the four different conversations response styles now…
CLICK TO NEXT SLIDE
Here's a scenario, you've just got home, you're all excited and you say to your partner / roommate:

I've just got an interview for a job!

Let's take a look at the different ways your partner / roommate could respond…
CLICK TO NEXT SLIDE
#1. Active Destructive
For example: 'Oh and what am I supposed to do all day. You'll only get sacked.'
#2 is Passive Destructive
For example: 'Oh right, I got a funny email from my friend today. Listen to this…'
#3 is Passive Constructive
For example: 'That's nice'

CLICK TO NEXT SLIDE
All those responses leave you feeling like this! [point to pic on slide]

You feel down, totally deflated, you think 'What's the point?', it's energy sapping. That's why you need to be strong and resilient on your own!

So, what's the best style to use…?
CLICK TO NEXT SLIDE
#4 is Active Constructive – this is the best response style to use.
For example: 'That's great news. How did you get it? When's the interview?'

What was different about that response?
Elicit responses from the trainees [e.g.: more positive, questions, prompted for more information, kept the conversation going, seemed interested, etc]

Explain further / follow up:
The main difference was that your partner commented directly and then asked a question about it too.
This is key: as social beings, this really makes a difference. So make sure you listen and ask relevant questions!
CLICK TO NEXT SLIDE

So, let's review what we have covered in this workshop on Character.

Character Exercise 6: Active Constructive Conversations

Timing: 10-12 mins (approx.)
Materials: Slides only

Slide #s	Facilitator Content & Instructions	TIPS
	Introduction: **Now, in Exercise 6 we're going to put all these conversation styles into practice.** **CLICK** to next slide	
CLICK	**INSTRUCTIONS:** **Listen carefully to these instructions!** **Get into groups of 3, 4 or 5 people.** Give customers time to move into these groups. **In your group, one of you is going to tell the others something good that has happened. Don't worry, we'll give you a selection of good news statements to choose from in a moment. The others in the group will respond using the different conversation response styles.** **Number yourselves from 1 to 5 (depending on how many there are in your group!)** Give customers time to do this, or help them number themselves 1, 2, 3…(and 4, 5 if there are that many in the group. **CLICK** to next slide	
CLICK	Trainer says: **Okay, all number 1s, put your hands up.** **You are to choose a statement of good news from this slide. Keep it to yourself, and don't state it to the others in your group until I say so.** **So – for number 1s – *secretly* choose you statement of good news from the screen without telling anyone.** Give customers a moment to do this. **CLICK** to next slide	
CLICK **CLICK** **CLICK** **CLICK**	Trainer says: **Now, the rest of the team, you respond in the ways corresponding to your number. Not *exactly* the same as the example of screen, but you *can* use that if you wish.** **Number 2 – you respond "Active Destructively"** **Number 3, you respond "Active Constructively",** **Number 4, you respond "Passive Destructively"** **Number 5 (if you have a number 5 in your group), you respond "Passively Constructively".** **I'll give you a moment to think about it.** **When I say "Go!" number 1s, you state your piece of good news, and the others take it in turns to respond according to your number.** **Ready…..GO!** Give customers a few minutes to complete the activity. Then go around each team and ask: **What statement did you choose and how did your team members respond?**	*TIP: Encourage the groups to have a bit of fun with this activity!* ☺

	CLICK to next slide	
CLICK **CLICK** **CLICK**	Trainer asks: **How easy was it to respond 'Actively Constructively'?** **But How often do we *actually* do this?** **We use passive or destructive response styles more often than we think - particularly when we're busy doing our own things.** **For example, your daughter comes home and tells you something about her day and because you're busy cooking dinner you just say 'that's nice' or 'sounds good' without really listening! [You can ask them for more examples if you wish.]** **Remember, it doesn't have to be over the top, you don't need to overdo praise and positive feedback but…** **It will make a HUGE difference to your popularity and relationships and how people remember you. So try it today!** **THE *ONLY* GOOD CONVERSATION STYLE IS ACTIVE CONSTRUCTIVE.** **People love to talk about themselves. Being Active Constructive is more rare than you might think. People will automatically like you more!** **CLICK** to next slide	
CLICK **CLICK** **CLICK** **CLICK**	**Key Points:** **90% of jobs come from Constructive Conversations within personal relationships.** **Mirroring is a powerful tool for creating the right impression.** **Listening is more important than speaking.** **Responding in an Active Constructive way is easy!** **This skill hugely benefit your relationships: with partners, children, contacts and potential employers.** **This is something you can use at a BBQ when talking to people you have just met as much as when talking to family or friends.** **You never know when you may meet them again or may become your "weak tie" and be the one that helps you to get a job!**	
	End of Exercise 6	

We talked about 'heroic character' and how you can develop this through:

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- Timelining
- Goal setting: stretch goals work best! And you may have some goals to take into your 1- to-1s with your advisors.
- Knowing the benefits of work
- Finding your 'weak ties' – You know that you need to work your 'weak ties' – you can try contacting networks, friends of friends, ex-colleagues etc through social media and emailing.
- Developing conversations skills –

CLICK TO NEXT SLIDE

Cover the following:

Congratulations!

You have now completed all 5 resilience workshops.

You're now more in control of your life!

And even if you don't feel like it yet, others will have noticed a difference!

In these workshops you have:

- Identified your Strengths!
- You have built your personal resilience through Positivity, Mental Toughness and Mindset.
- And today you have enhanced and developed your heroic Character!

We look forward to seeing you in your 1-to-1s and really helping you to carry-on your good work.

CLICK TO NEXT SLIDE

Finish up the workshop:

Thank all the customers for their time and for attending this workshop. And provide contact points for any follow-up or emotional/psychological support.

Chapter 5 – Development of a Stage-matched One-to-One Coaching Intervention

Introduction

The first paper in this thesis established that discrete stages of change do exist in jobseekers, and that each stage predicts a jobseeker's likelihood of employment in the next 6-12 months. This chapter considers how knowledge of a jobseeker's stage of change might inform specific interventions. These specific interventions and coaching methods are then packaged into one-page Coaching Guides for use in further study to evidence whether stage-matched interventions improve employment outcomes above treatment as usual and group psychosocial workshops alone.

The transtheoretical model (TTM or "Stage Model") is an empirically-based method of assessing individual's readiness to change behaviours (Prochaska & DiClemente, 1991). The model suggests that interventions to change behaviours are more effective when interventions are timed to that individual's "stage" of change. For example, stage-matched interventions for smokers more than doubled rates of smoking cessation in one study.

> "Probably the most obvious and direct implication of our research is the need to assess the stage of a client's readiness for change and to tailor interventions accordingly. We have determined that efficient self-change depends on doing the right things (processes) at the right time (stages)." (Prochaska, DiClemente, & Norcross, 1993).

This stage-matching concept was a result of Prochaska and DiClemente developing a theory to consider the underlying structure of behaviour change and the processes individuals go through whilst changing (Prochaska & DiClemente, 1982). This was to address and somewhat formalise "the unprecedented pace at which new therapies are being

placed on the market." (Prochaska & Coyle, 1979) and to help to identify the personal and assisted methods of change that individuals progress through. Several discreet "stages of change" were identified, with clusters of intent exhibited and self-reported by clients through various stage of change surveys (Lam et al., 1988; McConnaughy et al., 1989; McConnaughy et al., 1983; Prochaska, DiClemente, Velicer, et al., 1993). The description of stages below has remained consistent since initial publication of these early papers.

Precontemplation. This stage is described by G. K. Chesterton: "It isn't that they can't see the solution. It is that they can't see the problem" (Chesterton, 1935). There is no intention to change behaviour, and if they turn-up for interventions, it is often because of pressure from others. This "coercion" is a key concept relating to jobseekers that we shall address later in this paper. For jobseekers, Precontemplators might be considered to have no desire to attain a job, or no belief that they can find and sustain employment.

Contemplation. People are aware that a problem exists, are seriously thinking about overcoming it, but have not yet committed to taking action. Employment services advisors have described such jobseekers with this stance as follows: "They're "gonnas": going to do something about it…maybe in six months' time. Mañana." Contemplators know that they should find employment, but they're not fully committed to taking action just yet.

Preparation or Decision-Making. Such "clients" are intending to take action soon, perhaps in the next month, and may have unsuccessfully tried to make changes in the last year. They may have made some small reductions in their problem behaviour and wish to take action. For the unemployed, *preparation* jobseekers might benefit from support and actually take an interest in activities such as good résumé writing, interview skills, job search, perhaps even a vocational course.

Action. These individuals are committed to behavioural change and have

successfully altered their behaviour for between one day and six months.

Prochaska and DiClemente argue that "People, including professionals, often equate action with change. As a consequence, they overlook the requisite work that prepares changes for action and the important efforts required to maintain the changes following action." (Prochaska, DiClemente, & Norcross, 1993). This hints at the issue of relapse and recycling through the stages, and that it often takes three to five attempts at action before clients become long-term "maintainers" (Norcross & Vangarelli, 1989; Schachter, 1982). Jobseekers taking action are undertaking job search, applying for employment positions or full-time education, attending interviews and so on.

Maintenance. Preventing relapse and to consolidate the results of action. This can be a continuation of change, with actions continuing for a short period or a lifetime. *Maintainers* might visit a counsellor to seek help in preventing a relapse in behaviour. For jobseekers, this might be considered attaining an interview or position, and maintaining it by not dropping out of employment at the slightest hiccup or barrier. To consolidate such *maintenance*, post-placement support for the client might be useful.

The key to an individual progressing through these stages, perhaps relapsing, perhaps jumping a stage, relates to a weighing-up of the change behaviour in the minds of clients. In other words, do the pros of change outweigh the cons? The significance of the existence of these distinct clusters is that it facilitates the development of surveys to ascertain which stage of change a client is in and what interventions work best for individuals in that stage. Prochaska and DiClementé assert that different interventions are more or less effective, depending upon the individual's stage of change (Prochaska, DiClemente, & Norcross, 1993).

In vocational counselling and rehabilitating disabled participants back into employment, counsellors generally rely upon their experience, a client's personal history

and clinical judgement to assess their clients' physical, practical and mental readiness to change (Bolton et al., 2000; Strohmer & Leierer, 2000). However, it has been suggested that such judgement is prone to biases and errors and tends to have more of a focus upon negative issues (i.e. client barriers) over positive client factors (Spengler et al., 1990; Strohmer & Leierer, 2000). As such "A valid assessment of clients' readiness to return to work would help counsellors to more effectively help their clients' transition to employment and independence" (Mannock et al., 2002).

Application to Jobseeking Behaviours

Whilst initial studies focused upon measuring readiness to change addictive behaviours (Prochaska, DiClemente, & Norcross, 1993), the model has since shown promise in other areas of behaviour change, including non-addictive behaviours, which is of particular interest to application to jobseeking and readiness to work. The method has outperformed standard interventions for changing behaviours such as anti-bullying (Evers, Prochaska, Van Marter, Johnson, & Prochaska, 2007), weight management (Johnson et al., 2008a), hypertension (Johnson, Driskell, Johnson, Prochaska, et al., 2006), adherence to lipid-lowering drugs (Johnson, (Johnson, Driskell, et al., 2006a), reducing depression (Landback, Prochaska, Ellis, Dmochowska, Kuwabara, Gladstone, Larson, Stuart, Gollan, & Bell, 2009; Levesque et al., 2011) and stress management (Evers et al., 2006b).

To our knowledge, only two studies specifically relate to improving engagement in job seeking behaviours using the Stage Model (Lam et al., 2010; Mannock et al., 2002). These both evidenced the propensity of an unemployed adult's stage of change to predict their likelihood of gaining sustainable employment. However, these studies focused upon relatively small samples (Lam et al: n = 149, Mannock et al: n = 155) and the Lam et al study was dominated by female (98.2%) and African-American (83%) participants. The Mannock et al Study was based upon Rhode Island workers with a disability who were

unemployed due to injury sustained in the workplace. As such, neither applied to general

jobseeker populations. The studies in this thesis set out investigate whether an

unemployed adult's stage of change can predict their likelihood of gaining sustainable

employment with much larger sample size of general unemployed adults, and if that

hypothesis proved correct, to then apply stage-matched interventions to establish whether

different stages respond differently to the same intervention, and if stage-matched

interventions deliver a greater impact upon return-to-work rates.

Prochaska and DiClemente's paper, "In Search of How People Change"

(Prochaska, DiClemente, & Norcross, 1993) very explicitly aimed to identify the most

efficacious types of intervention to best engage with participants (in our case, jobseekers)

and move them towards the change objective. Their research has shown that TTM-tailored

interventions result in increased engagement and participation, as they appe(al specifically

to the person in that stage, rather than different stages where those stage-matched

interventions might instead prove alienating. In other words, individualized interventions,

even if delivered in group settings with other jobseekers of the same stage of change, will

result in greater impacts than "one-size-fits-all" interventions.

The same 1993 paper informed a document produced by Dr Prochaska's

commercial arm, "Pro-Change Behavior Systems Inc" that brought together academic

evidence to populate a guide for applying interventions that purported to improve

engagement and outcomes for each stage of change, "A Rehabilitation Counselor's Guide

to Using the Transtheoretical Model of Change (TTM) to Facilitate Job Seeking Behaviors

Among Clients with Disabilities" (Pro-Change Behavior Systems Inc, 2002). Informed by

a number of papers addressing the implementation of the TTM, different processes of

change were allocated to the different stages (DiClemente et al., 1991; Mannock et al.,

2002; Prochaska & DiClemente, 1982, 1991; Prochaska et al., 1992; Prochaska,

DiClemente, Velicer, et al., 1993). These papers indicated which interventions may be most engaging for each stage. They helped to inform the one-page stage-matched coaching guides that the researcher was to develop for each discrete stage of jobseeking readiness.

For the most "resistant" jobseekers, *precontemplators* and *contemplators*, consciousness-raising (learning new facts, ideas, resources and strategies to support jobseeking behaviour), environmental re-evaluation (realising the positive impact of jobseeking behaviours and the negative impact of not job searching, such as raising the pros (benefits) of working and negating the cons (costs)) and dramatic relief exercises (addressing the fears and anxiety from changing or not changing behaviour and positive emotions that accompany jobseeking behaviour) are most effective.

Contemplators, *unauthentic actors* and *preparers* will be engaged by what is termed self-re-evaluation activities, where one realises that jobseeking behaviour, or perhaps a job, is an important part of one's identity. *Preparers* and *actors* are most engaged by self-liberation activities where the jobseeker believes in their ability to change and they make commitments based upon those belief. *Action*-based activities such as résumé-writing, interview skills, job search skills and vocational qualifications are most effective in these stages. *Preparation* participants may need more intense support and encouragement from employment consultants.

The above papers may guide advisor:jobseeker one-to-one coaching conversations for each stage of change. Employment case managers meet with jobseekers every month, almost always in one-to-one scenarios. The psychosocial intervention of group well-being/resilience workshops forms one part of an overall series of interventions to supplement treatment as usual. The context and considerations of "stage of change" theory and well-being/resilience intervention studies were complemented by literature on

interventions with unemployed citizens. A meta-analysis of such interventions was published by Liu et al in 2014 and provides guidance on "what works" (Liu et al., 2014b). The meta-analysis uncovered nine key components amongst successful intervention programmes.

Theory of Planned Behaviour

Jobseekers are made aware that it is useful and beneficial, rather than useless and foolish to persevere in the short term with jobseeking behaviours (Azrin & Philip, 1979; Corbière et al., 2011; Van Ryn & Vinokur, 1992). The Behavioural Insights Team in the UK have advised the UK government to implement the intervention of goal-setting and statement of intent with jobseekers when they visit their Jobcentre Plus (Centrelink equivalent) office. They cited the Theory of Planned Behaviour as justification of this, and specifically the Gollwitzer et al paper "when intentions go public) (Gollwitzer et al., 2009). However, my interpretation of one of this paper's key findings differs from the Behavioural Insight Team's (BIT) and is based upon the paper's statement that "identity-related behavioural intentions that had been noticed by other people were translated into action less intensively than those that had been ignored." The researchers inferred that this was because it "gives the individual a premature sense of possessing the aspired-to identity." Thus, I fear that such an intervention, now delivered by 20,000 Jobcentre Plus staff to jobseekers upon the BIT's recommendation, has the potential to have the exact *opposite* effect to the one desired. This emphasises the necessity to tread carefully and research thoroughly when compiling and implementing interventions that will impact upon real people's lives.

Albert and Luzzo conjectured that self-efficacy, along with perceived barriers to employment, were key determinants of a person's motivation to re-enter employment.

"Attitudes, social pressure, self-efficacy, and perceived behavioural control result

in behavioural intentions (here: motivation in obtaining a job) that in turn predict a specific behaviour such as applying a specific job search behaviour" (Albert & Luzzo, 1999).

This reference to self-efficacy leads to a rich vein of studies on how to build an individual's perception that they can change their own future/reach goals. Bandura's extensive work provides a number of discreet instructions on how one might build self-efficacy (Bandura, 1990, 1997; Bandura & Dweck, 1985) and thus enhance jobseeker interventions.

Outcome Expectancy.

Latham and Locke's review of empirical research on goal-setting theory advocates that when setting goals jobseekers should be aware of the relationship between what they are doing (perhaps networking) and the outcome they can expect (in our case, a job). This is likely to increase jobseekers' commitment to job search (Locke & Latham, 2002).

Enhanced Self-efficacy

A person's belief about whether they can perform a given action or task is determined by learning from observing others performing the task well; a history of performing the desired task successfully; reducing fear from undertaking the task and being encouraged and convinced that they can do it (Bandura, 1997). Self-efficacy is "positively related to jobsearch behaviours, the number of job offers, and employment status" (Kanfer, Wanberg, & Kantrowitz, 2001). Coaching jobseekers in converting negative self-statements to positive ones (e.g., from "They are probably looking for someone younger" to "I have years of experience in sales, which is exactly what they are looking for"), has been used in jobsearch interventions to increase jobseekers' self-efficacy and likelihood of employment (Millman & Latham, 2001; Yanar, Budworth, & Latham, 2009).

A Psychosocial, Stage of Change Approach to Unemployment

Coping Theory.

Social support is critical for jobsearch intervention programs. Unemployment and jobsearch-related stress can erode key resources that could be instead used in jobsearch. Anxiety is, of course, negatively related to interview performance (Anson, Bernstein, & Hobfoll, 1984; Lazarus, 1993).

Demographics.

Job search interventions appear more effective in helping those other than middle-aged jobseekers (i.e. younger and older), under six months unemployed jobseekers (short-term vs long-term), and jobseekers with special conditions and requirements (vs. jobseekers in general) to find employment (Ghayad & Dickens, 2012). This would suggest that interventions may need to be contextualised to middle-aged jobseekers and be more intense and practical to overcome barriers to longer-term jobseekers (for example, undertake any or voluntary activities to fill in the gap on one's résumé).

Social/Peer Support

This is positively related to jobseekers' effort in trying and gaining employment (Kanfer et al., 2001). It was found that positive attitudes and expectancies of an individual's spouse regarding the value of job seeking were associated with the attitudes and expectancies of the unemployed individual (Vinokur & Caplan, 1987). Jobseekers' family, and friends were encouraged to provide emotional and practical support (e.g., transport, babysitting, and loans), offer job leads, or make suggestions (e.g., read through cover letters and résumés and comment on answers to interview questions) to facilitate the job search effort. This is consistent with tis researcher's original commissioned study on In Group-Out Group impacts upon jobseeker behaviour (Curtis et al., 2016) and the impact upon jobseeking commitment if family members undermine the jobseeker.

Inoculation Against Setbacks

Michigan's JOBS program (Vinokur, Van Ryn, Gramlich, & Price, 1991a) had jobseekers learn to anticipate setbacks (e.g., unsuccessful interviews), and plan other/preventative courses of action (e.g., follow-up calls or explaining that the job requirements match their skills).

Psychological Well-being

Individuals who have lower well-being are likely to focus on coping with negative consequences. However, this can reduce perseverance and motivation at tasks that can potentially overcome the situation. Lowered well-being and focusing upon negatives can lead to escape-oriented coping strategies such as avoidance, alcohol use etc. (Liu, Wang, Zhan, & Shi, 2009) instead of proactive regaining-control coping strategies. This contributes to procrastination – exemplified in the "*contemplation*" stage of change - that might prolong unemployment. Thus, increasing well-being, enhancing realistic optimism and proactivity could be key for enhancing the likelihood of jobsearch success.

Feedback

Jobseekers often receive little feedback which can lead to negative self-talk, obsessing, incorrect causal analysis, erroneous explanatory factors and avoidance. Thus, it is necessary to seek feedback to monitor progress and encourage realistic interventions to improve employer-centric behaviours (Van Hooft, Wanberg, & Van Hoye, 2012a).

What's Changing in those Re-entering Employment?

Whilst the *impact* from implementing a psychosocial workshop and stage-matched interventions is the core focus of this thesis, we have not addressed what is changing in the individuals who do return to work? Improving return to work rates is resource intensive (expensive), and the opportunity to understand the process of change in the individuals returning to work, versus those that have not, might inform further refinement of

interventions. Whilst well-being, self-efficacy and resilience interventions were undertaken in this thesis' studies, did those re-entering employment experience increases in well-being, self-efficacy and resilience? Are any of those psychological capital resources more predictive of re-employment success than the others? Could this inform which interventions to focus upon? Well-being can be measured (Dodge et al., 2012; Forgeard, Jayawickreme, Kern, & Seligman, 2011; Huppert et al., 2009; Kern, Waters, Adler, & White, 2015) etc. However, well-being measures are generally very long and not necessarily usable with jobseekers in the limited time that employment service providers have with them. One of the shortest is the PERMA Profiler at 36 initial questions, but this does not currently produce a publicly available "score" or advice to satisfy the jobseeker following the effort of completing a survey over 10-15 minutes. Ed Diener and his son Robert Biswas-Diener have attempted to address this with their Short Well-being Scales (Diener et al., 2010) and measuring well-being is a recommended direction of future enquiry.

Alternatively, can the interventions implemented in this thesis' studies improve the successful jobseekers' proactivity, persistence and/or "grit" (Desrochers & Dahir, 2000; Duckworth, Peterson, Matthews, & Kelly, 2007; Duckworth & Quinn, 2009; Fryer & Payne, 1984; McArdle, Waters, Briscoe, & Hall, 2007; Waters & Moore, 2002)? Or is it improving "resilience" that results in greater jobsearch success (Challen, Noden, West, & Machin, 2011; Cornum et al., 2011; Greenberg, 2006)? Reivich and Shatté offer a breakdown of resilience into seven discreet "pillars" (Gillham et al., 2002) each of which, it is asserted, can be enhanced and measured. They developed a 56-item "Resilience Quotient" test that scores performance across the seven pillars: emotional regulation; self-efficacy; impulse control; optimism; reaching out; empathy; causal analysis. The test is copyrighted by Adaptiv Learning Systems but is cost prohibitive to utilise the measure on

any scale, and the 56 item survey (now commercially marketed by Adaptiv with 60-items) would be time-consuming for jobseeking participants, particularly as a significant proportion have literacy requirements. Many of the interventions purported by Reivich and Shatté to help build each of these resilience pillars are based upon long-implemented cognitive behavioural therapy practices such as "avoiding thinking traps", "detecting icebergs", "challenging beliefs", "knowing your ABCs" and "putting things in perspective" (Beck, 1979; Beck, 1991; Ellis, 1991). StressStop was specifically chosen as a short-form resilience survey as its items facilitate discussion around congregations and why people who socialise are evidenced to be more resilient, as unemployed citizens are proven to socialise less (Gallup, 2014).

During the literature review on "what works" with jobseeker interventions, "self-efficacy" was identified as a potentially key behavioural indicator that should be considered. There could be value in attempting to measure self-efficacy in the unemployed before interventions, post-intervention and comparing the differences in those successfully obtaining employment vs those that remain unemployed. Measures of self-efficacy are not abundant. Dr Timothy Judge's "Core Self Efficacy Scale" (Judge & Bono, 2001; Judge, Erez, Bono, & Thoresen, 2003) appears to be a utilisable measure as it is concise, easily implemented and covers self-esteem, generalized self-efficacy, neuroticism, and locus of control. These four traits have been involved in over 50,000 studies (Haugh, 2010). As a basic assessment of "oneself", self-esteem is the most fundamental self-evaluation. Self-esteem involves the acceptance, liking, and respect of oneself and is the perceived overall value that one believes oneself to have (Judge, Erez, & Bono, 1998). Generalised self-efficacy is the belief in one's ability to control events in one's life (an "internal" locus of control) and achieve goals (Judge, Locke, Durham, & Kluger, 1998). The higher the CSES score, the greater the participant's appraisal of his or

her own worthiness, effectiveness, and capability as a person (Judge et al., 2003).

Yanar et al's study on verbal self-guidance to overcome employment barriers, a self-efficacy scale specific to jobseeking was developed that includes questions regarding jobseekers' ability to "impress interviewers during an employment interview", "convince the employer to make a job offer" and "overcome any obstacle standing in your way of finding a job" (Yanar et al., 2009). This scale might be useful in any future measurement of self-efficacy improvement.

Stage-Matching Jobseeker Interventions

The above review of "what works" in jobseeker interventions provided a selection of possible jobseeker interventions and conversations that might be undertaken in one-to-one scenarios. To explore the key tenet of the transtheoretical model of change, interventions should be timed to each of the five stage of change to maximise engagement and outcome improvement. To facilitate the allocation of interventions to each stage of change, we reviewed what each stage "means", with a conclusion of behavioural drivers in bullet points. Two key documents informed the allocation of intervention, "In Search of How People Change" (Prochaska, DiClemente, & Norcross, 1993) and A Rehabilitation Counselor's Guide to Using the TTM to Facilitate Job Seeking Behaviours Among Clients with Disabilities (Pro-Change Behavior Systems Inc, 2002).

Table 1. Titles, Definitions, and Representative Interventions of the Processes of Change.

Process	Definitions: Interventions
Consciousness raising	Increasing information about self and problem: observations, confrontations, interpretations, bibliotherapy
Self-reevaluation	Assessing how one feels and thinks about oneself with respect to a problem: value clarification, imagery, corrective emotional experience
Self-liberation	Choosing and commitment to act or belief in ability to change: decision-making therapy, New Year's resolutions, logotherapy techniques, commitment enhancing techniques
Counterconditioning	Substituting alternatives for problem behaviors: relaxation, desensitization, assertion, positive self-statements
Stimulus control	Avoiding or countering stimuli that elicit problem behaviors: restructuring one's environment (e.g., removing alcohol or fattening foods), avoiding high risk cues, fading techniques
Reinforcement management	Rewarding one's self or being rewarded by others for making changes: contingency contracts, overt and covert reinforcement, self-reward
Helping relationships	Being open and trusting about problems with someone who cares: therapeutic alliance, social support, self-help groups
Dramatic relief	Experiencing and expressing feelings about one's problems and solutions: psychodrama, grieving losses, role playing
Environmental reevaluation	Assessing how one's problem affects physical environment: empathy training, documentaries
Social liberation	Increasing alternatives for nonproblem behaviors available in society: advocating for rights of repressed, empowering, policy interventions

Table 2: Stages of Change in Which Particular Processes of Change Are Emphasized

Precontemplation	Contemplation	Preparation	Action	Maintenance
Consciousness Raising				
Dramatic Relief				
Environmental Reevaluation				
	Self-reevaluation			
		Self-liberation		
			Reinforcement	
			Helping Relationships	
			Counter-conditioning	
			Stimulus Control	

September 1992, American Psychologist P1109

The sections below include the one-page coaching guides that case managers were provided with to inform their stage-matched one-to-ones with each jobseeker and that were used for Paper 3, Study IV.

Precontemplation

At this stage, an individual is unaware of having a problem, and not willing to change. Jobseekers people may be uninterested in working, unaware of the benefits of working or further education, feel demoralised, and see working or further education as unnecessary. Common statements such as; I don't think I, It's a waste of time, there is no need for me to think about changing, this would be pointless for me (Rollnick, Heather, Gold, & Hall, 1992). "I have tried everything, and nothing works", "everybody I speak with tells me that I have a problem, but I don't see it" (Guite, Logan, Simons, Blood, & Kerns, 2011).

PRECONTEMPLATION COACHING

GUIDE – *Not ready*

- Under-informed and unwilling/too discouraged to take Action.
- Not convinced that the Pros of engaging in Jobseeking outweigh the Cons
- Not intending to change in the foreseeable future, even if they wish to.
- Resistant to modifying behaviour, and defensive when pressured to change.
- They can move directly to Action, but are generally resistant and may quickly relapse.
- Least likely to believe that they can change and expect little support for their efforts.
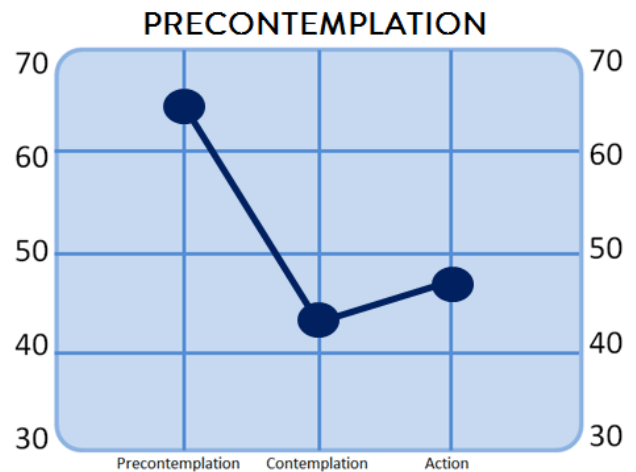
Relatively high score on Precontemplation and low scores on Contemplation & Action.

INTERVENTION PRINCIPLES

- Generally less intensive.
- Lectures and confrontation don't work, the goal is engagement in the change process.
- Don't try to move them straight to Action – progress to the Contemplation stage.

APP INTERVENTION STRATEGIES

1. **FOCUS ON THE PROS** – deciding to engage in jobseeking requires weighting the PROS (eg 'sense of independence') vs the CONS (eg 'it will take time and energy and I might embarrass myself').
   - Ask Precontemplators to name as many benefits of jobseeking as they can.
   - They'll typically name 4/5.
   - Let them know there are 8 times that many, and challenge them to name more.
   - Then run through Marie Jahoda's list.

2. **DECREASE DEFENCES** – Consciousness raising means raising the client's awareness of their defensiveness: how they defend themselves when feeling pressured or coerced into taking action.

Advisors can help participants increase their resilience through the APP CBT

exercises:

- Ask clients to name their defences they might exhibit during advisor sessions.
- How do they react to failure in jobseeking? What do they blame for the issue?
- Explain habits such as Iceberg Beliefs and other thinking traps such etc.
- Can they think of any alternatives?
- Help them understand the benefits of reducing defensiveness and regulating emotions (eg better decisions, more control): Responding, not Reacting.

3. **BECOME INFORMED** – Advisors can also raise client's awareness of their resources, potential, sense of purpose and success in overcoming previous issues. This is undertaken by:

   - GONE IN 60 SECONDS. They will provide the advisor with key clues to the client's priorities, background, issues to avoid and, in particular, examples of their success and resilience in overcoming life challenges (moving, qualifications, break-ups etc).
   - Undertake SOLUTIONS FOCUSED conversations – focusing upon successes through SCALING.

Contemplation

At this stage an individual is thinking about changing, but not ready to commit, they may see some benefit to employment, need assistance in seeing what a job or further education could do, fear of failure, speak of perceived barriers to employment or further study, anxious, low self-efficacy, willing to weigh up the cons and pros, more future thinking. Statements include: "I am at the stage where I should start to think about..." (Rollnick et al., 1992). "I realise now that it's time for me to come up with a better plan", "I am beginning to wonder if I need to get some help to develop skills", "I have recently figured out that it's up to me to deal with...", "I'm starting to wonder whether it's up to me" (Guite et al., 2011).

CONTEMPLATION COACHING GUIDE – *Getting ready*

- Thinking about engaging in jobseeking, but not yet committed to taking action.
- High Pros *and* Cons, and are thus ambivalent.
- More likely to take responsibility for their behaviour and acknowledge the need to change.
- Less resistant to change, but can be stuck in this stage of years.
- Not yet ready for Action-oriented programmes (eg vocational courses, attending interviews).

High Contemplation score with relatively low Precontemplation and Action.

INTERVENTION PRINCIPLES

- Acknowledge ambivalence.
- Continue Consciousness-raising interventions.
- Ask them to think about the person they want to be
- Interventions can be more intensive, encouraging clients to make a verbal commitment to learning more about jobseeking behaviours.

APP INTERVENTION STRATEGIES

1. **STAY INFORMED** – The goal is to raise consciousness. Advisors can help participants increase Consciousness just by being more aware, ie:
    - Ask clients to commit to learn more about the steps involved in jobseeking (ie jobsearch, application letters, interview skills), and
    - Keep a diary of thoughts and behaviours relating to jobseeking.
2. **PROS Vs CONS**
    - This time, clients can list Cons, and then weight them against a list of Pros, or consider whether the Cons are so important after all?
    - The advisor can be realistic, and realise that there are some costs to making changes...but the overall pros are greater.
3. **CREATE A NEW SELF-IMAGE**
    - Using SOLUTIONS-FOCUSED CONVERSATIONS, look at the "Future Perfect", and Timeline/Miracle Question how things would be different if they were in a job...how they would act/dress, how others would act towards them.
    - Consider what SMALL ACTIONS they might take – realistic, measurable and achievable.
4. **BUILD SELF-EFFICACY & RESILIENCE**
    - Use AFFIRMS and SCALING to show how well clients are actually doing.
    - Remind clients of their "Gone in 60 Seconds" achievements.
    - Consider their interpretation of events – undertake "ABCDs".
5. **GROWTH MINDSET**

Tip the client "over the edge" into action, by discussing Growth Mindsets, particularly in

the context of their children if they have some.
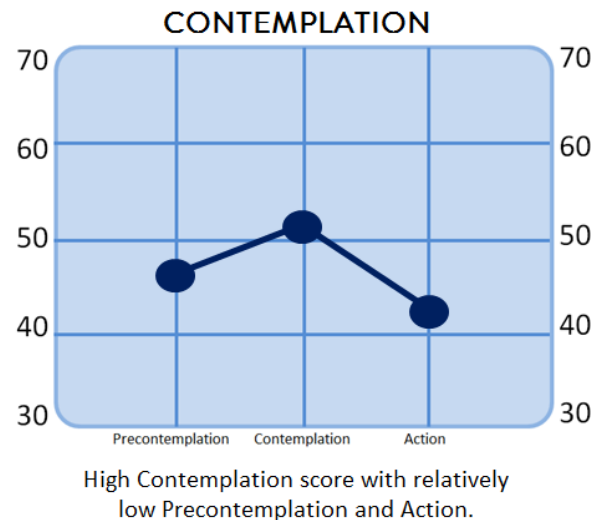
Action

The *action* phase of the SOC suggests that the individual is successfully and consistently acting positively to change their behaviour for approximately six months (Prochaska, DiClemente, & Norcross, 1993). Common statements are proactive and include: "I am actively", "I am currently seeking", "I am changing, and I am putting a lot of time and energy into changing" (Rollnick et al., 1992). Whilst Rollnick et al & Guite et al's papers only addressed the three prominent stage of change (*action*, *contemplation*, *precontemplation*), we also used literature to inform activities and coaching principles for *preparers* and *unauthentic action* bleow. Creating content for *unauthentic action* was more complex, as this stage of change did not exist in the literature. However, with the help of Dr Janice Prochaska and Dr Deborah Levesque we were able to ascertain interventions that matched the high *precontemplation* attitude of the jobseeker, coupled with their inauthentic *action* leanings. Additionally, four workshops with 41 case managers were held to establish and annotate typical jobseeker conversations and match them to the different stages of change, (Table 3 below).

Table 3. Stage-matched Jobseeker Conversation Types.

ACTION COACHING GUIDE – *Making Overt Changes*

- Participants are working hard to make changes by using behavioural processes of change.
- They may experience strong urges to slip back to old behaviour patterns during times of distress and pressure.
- Slipping back to previous stages is common – especially among individuals with unrealistic goals or those who haven't been adequately prepared.
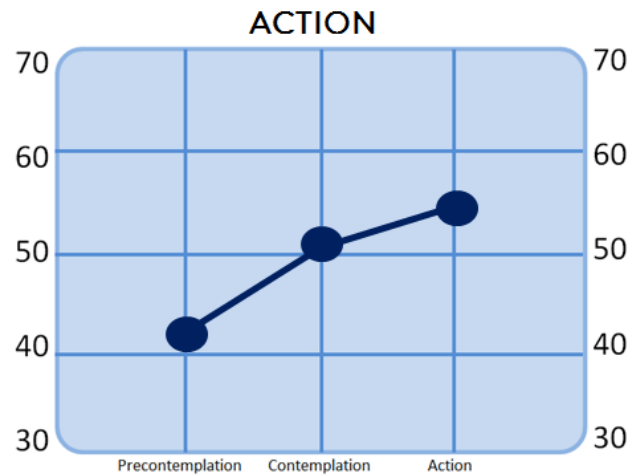
ACTION

Low Precontemplation and above 55 on the Action dimension.

INTERVENTION PRINCIPLES

- Focus on the behavioural processes of change.
- Encourage active efforts to change, and cope with urges to slip.
- Assist clients with planning ahead to prevent lapses.
- Provide support during stressful or demanding times.

APP INTERVENTION STRATEGIES

1. **RESILIENCE AND REALISTIC OPTIMISM**
   - Role play/imagine returning from interviews and not getting the job or hearing back – go through ABCD exercises. Substitute positive thoughts and behaviours for negative beliefs.
2. **POSITIVITY**
   - Undertake TODAYS GOOD BITS exercises
   - Remind clients of the context of "Failure" as a learning opportunity.
3. **SUPPORT & SOURCE JOBS**
   - Enhance client's CONVERSATION SKILLS.
   - Inform clients of the WEAK TIES research – and suggest that they eMailshot some loose contacts.
   - Perhaps refer clients to groups, which will enhance their peer group.
   - Spend ad breaks undertaking job search, revision or exercise.
4. **REINFORCE SELF-IMAGE**
   - Use AFFIRMS on how the client is improving, and SCALING to reinforce how well they are doing.
   - Utilise "Miracle Question" or "Suppose you walked out of here and you had the job you wanted" exercises.
   - Discuss the client's STRENGTHS, and how they might be used in different, *specific* situations or for different employers.
5. **CAPABILITY ENHANCEMENT**
   - Run through the Interview/Presentation Mindfulness exercise.
   - Support with the usual vocational course, CV-writing, jobsearch advice

PREPARATION COACHING GUIDE

- *Ready*

- The Pros of jobseeking outweigh the Cons.
- Individuals are getting ready to take action
- They are more decisive, committed and confident.
- They may have already taken small steps.
- They're developing a plan.

INTERVENTION PRINCIPLES

- Encourage, excite & empower.
- Coach, don't lecture.
- Focus on developing an effective plan.
- Praise, compliment, support and recognise.
- Problem Solve.
- Describe how others have succeeded.
- Keep interventions short and focused, but be available for phone support.

PREPARATION
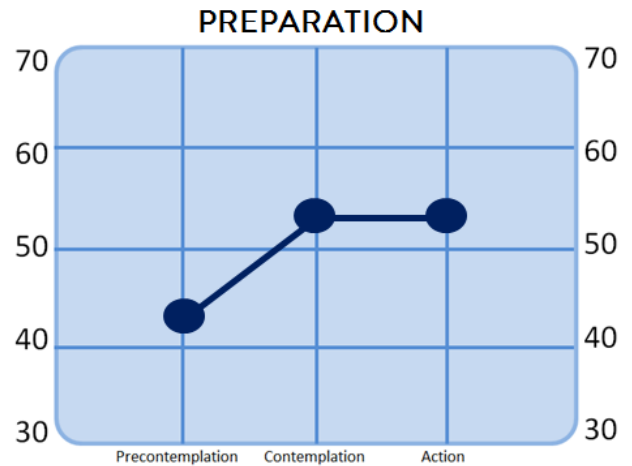
Low Precontemplation score and average (45-55) on the Action dimension.

APP INTERVENTION STRATEGIES

1. **ACTION PLANNING**
   - Together, set more specific and measurable Action Plans.
2. **POSITIVITY**
   - Undertake TODAYS GOOD BITS exercises
   - Remind clients of the context of "Failure" as a learning opportunity.
3. **SUPPORT & SOURCE JOBS**
   - Enhance client's CONVERSATION SKILLS.
   - Inform clients of the WEAK TIES research – and suggest that they eMailshot some loose contacts.
   - Perhaps refer clients to groups, which will enhance their peer group.
4. **REINFORCE SELF-IMAGE**
   - Use AFFIRMS on how the client is improving, and SCALING to reinforce how well they are doing.
   - Utilise "Miracle Question" or "Suppose you walked out of here and you had the job you wanted" exercises.
   - Uncover and discuss the client's STRENGTHS, and how they might be used in different situations or for different employers.
5. **GROWTH MINDSET**
   - Tip the client "over the edge" into action, by discussing Growth Mindsets, particularly in the context of their children if they have some.

UNAUTHENTIC ACTION COACHING GUIDE

– Not really ready, but trying

- This profile is very rare in smokers and dieters changing...but is very *common* in clients that are supposed to be re-entering employment.
- Typically such a profile is an indication of "coercion" into Action, or the client has leapt into Action without doing enough preparatory work ie building knowledge, belief and motivation that would be required to sustain change.
- Such clients are likely to not attend interviews, or drop out of employment at the first slight issue.
- There is a "Pygmalion effect"...or "faking it 'til you make it". Studies show that around 25% of those
That do not believe they really belong or deserve to be in a job, actually end up think, "hang on...I *can* do this. It's not so bad…"
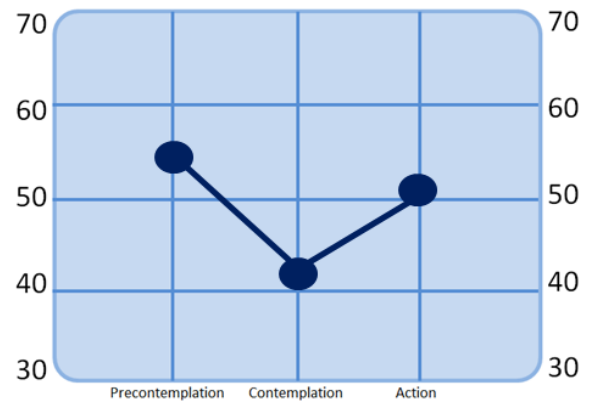
High Precontemplation AND Action scores, with low Contemplation score.

INTERVENTION PRINCIPLES

- Praise participants for steps that *are* being taken.
- Undertake early stage interventions from Precontemplation and contemplation.
- These include raising awareness, increasing the Pros of Jobseeking, working on self-image etc.

APP INTERVENTION STRATEGIES

1. ALL PRECONTEMPLATION EXERCISES/WORKSHOPS
2. ALL ACTION EXERCISES

As these clients are already taking Action, one needs to support that. However, the key embedding of a client's self-efficacy and knowledge of *why* they should actually take a job take precedence. Thus Pros & Cons, Strengths and Solutions-Focused conversations are essential.

But *Do* Stage-matched interventions work?

Results have been encouraging across many target behaviours (DiClemente et al., 1991; Marcus et al., 1998; Prochaska, Velicer, et al., 1994; Rakowski et al., 1998). Hall and Rossi's meta-analysis across 48 health behaviours with almost 50,000 participants concluded that overall, their meta-analysis *"clearly demonstrates the consistency of the theoretical principles."* (Hall & Rossi, 2008)

Nonetheless, outcomes from implementing the transtheoretical model of change were inconclusive in several other studies with "a relative paucity of sufficiently strong supportive evidence" concluded one review paper (Whitelaw, Baldwin, Bunton, & Flynn, 2000). Study IV in Paper 3 will add to the body of evidence, one way or the other, but one cannot discount the notion that the TTM improves outcomes because it offers practitioners a framework and structure for behaviour-changing conversations. Efficacy could be explained by the Hawthorne Effect, or simply the model's "usefulness" (Houlihan, 1999).

Chapter 6 – Paper 3. Evaluation of The Treatment Utility of a Jobseeker Segmentation and

Intervention Program

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Appendix III Contains much of the pre-submission content of this paper. 5,951 words

were omitted to meet the Journal of Vocational Behavior's word limit.

Abstract

To what extent does a psychosocial intervention (PSI) improve employment rates for welfare-receiving jobseekers who differ in ethnicity, length of unemployment, physical location, gender, and readiness for change? Two large-scale studies (Study 1: 2,459 jobseekers, Study 2: 20,057 jobseekers) across a diverse Australian sample sought to assess factors that moderated the efficacy on return-to-work outcomes of a PSI program (comprising 31 evidence-based exercises that are purported to build psychological states such as self-efficacy, resilience, and well-being) when compared to a government-funded treatment as usual (TAU) re-employment service. Study 1 showed that the PSI was much more effective than TAU (20.4% increase in job placements), but only for jobseekers who were not already proactively engaged in seeking a job. Study 2 added a one-to-one intervention to the original group PSI workshop, informed by the *transtheoretical* (or *stage of change*) model and was shown to improve job placement rates regardless of stage of jobseeking readiness, gender, age and ethnicity (41.9% increase in job placements overall). However, the intervention was not effective for those living in remote areas. The results have implications for employment services aiming to deliver better return-to-work outcomes by segmenting and personalizing support for unemployed citizens.

Keywords: unemployment, resilience, segmentation, psychosocial interventions.

Highlights

- A psychosocial intervention improved return-to-work outcomes for unemployed citizens.
- The intervention did not work for those in the *action* stage of change.
- Assessing jobseekers' stage of change informed stage-matched interventions.
- These increased return-to-work outcomes across all stages by an average of 42%.
- Model works across gender, age, ethnicity, stage of change, but not remote areas.

Introduction

Unemployment has a detrimental and long-lasting impact upon citizens' mental health and well-being. Specifically, well-being, self-esteem, general health, and life satisfaction have been shown to decrease when citizens are unemployed (Lucas, Clark, Georgellis, & Diener, 2004a; McKee-Ryan et al., 2005; Paul, Vastamäki, & Moser, 2016b; Schmitz, 2011; Waters & Moore, 2002). There is also evidence that unemployment is linked to increases in stress, feelings of helplessness, depression, anxiety, marital dissatisfaction, and even death (Jefferis et al., 2011; McKee-Ryan et al., 2005; Roelfs, Shor, Davidson, & Schwartz, 2011; Stankunas et al., 2006). The impact of unemployment upon individuals' mental health can limit their chances of regaining employment. Indeed, unemployed people are likely to isolate themselves (Elliott, 1999; Manni & Barton, 2012), which is counterproductive because many jobs are attained through word-of-mouth (Granovetter, 1973, 1995; Wandemo, 2014).

Most government-funded interventions that aim to support unemployed citizens into employment focus on practical, action-focused elements of job seeking such as résumé writing, interview skills, application letter writing, access to the internet, and job-search skills. Developing such practical job-search skills is considered Treatment as Usual (TAU) in employment services and has been shown to have a positive impact upon return-to-work outcomes, although with less success for those with more complex issues, such as those who may suffer from mental health issues, are middle-aged, or are long-term unemployed (Liu, Huang, & Wang, 2014a; Ugland, 1977; Van Hooft, Wanberg, & Van Hoye, 2012b; Vinokur, van Ryn, Gramlich, & Price, 1991b).

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Behavioural Change in the Unemployed

There is a contradictory body of evidence concerning whether mental health-focused interventions have a positive effect upon return-to-work outcomes. Although some studies suggest that interventions to improve mental health in the unemployed have little if any impact upon return-to-work rates (Paul & Moser, 2009b), there is increasing evidence that the provision of psycho-social interventions (PSI) for the unemployed has a positive impact upon mental health and return-to-work rates (Challen et al., 2011; Henderson, 2012; Liu et al., 2014a; Nigatu et al., 2016).

The present study seeks to build on existing studies by evaluating the extent to which a PSI adds value to TAU. In other words, does an intervention that builds "soft skills" (such as resilience, well-being, self-efficacy, mindset, conversation skills, strengths, goal-setting, and other elements of psychological capital etc.) deliver "hard outcomes" in terms of higher return-to-work rates. This paper also examines potential moderators of the PSI outcome (as measured by jobseeker return-to-work rates) such as length of unemployment, jobseeker location (i.e. metropolitan or remote), cultural identity, and stage of change (readiness for re-employment) status. It is worth stating that whilst the PSI we implemented drew largely from interventions that purport to build psychological capital such as resilience, well-being and self-efficacy in individuals, we were unable to measure the program's impact upon those specific psychological capacities. The studies in this paper were applied, real-world studies involving many thousands of jobseekers with the co-operation of employment service agencies. The agencies are contracted by the government to assist jobseekers to return to work. Return-to-work is the primary measure by which such agencies are judged (which includes first job outcomes which strictly are not a "return"). Participating employment agencies were reluctant to subject their caseload of jobseekers to extensive surveys that included resilience, well-being and self-efficacy before and after intervention. The agencies did, however, provide longitudinal data from

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the Australian government's ESS system to enable the researchers to track whether participants achieved a return-to-work outcome.

In Study 1, we tested the hypothesis that a PSI would have a greater positive impact on return-to-work outcomes, relative to TAU. The PSI comprised of 31 exercises packaged into a 15-hour workshop. The exercises were collated from a literature review into interventions that improved proactivity through well-being, self-efficacy, resilience, mindset, conversation skills and so on (Appendix I). A fundamental component of this first study was to test the hypothesis that jobseekers would respond to the PSI differently according to their *stage of change*. It has been established that discrete stages of change relating to re-employment exist. An Assessment of Work Readiness (AWR) measured 1,213 jobseekers' responses to three types of questions that were action, contemplative or precontemplative in nature. The relative weightings of response to these questions placed a jobseeker into one of five clusters of change, which in this context relates to jobseeking readiness and proactivity. For example, if a jobseeker scored highly on the four *action* questions, lowly on the four *contemplative* questions and highly on the four *precontemplative* questions, they would be placed into the *unauthentic action* stage of change. The five stages are: *action* (actively seeking a job), *preparation* (wanting a job, but lacking in confidence), *unauthentic action* (going through the motions of seeking a job without genuine commitment or confidence in gaining one), *contemplation* (not yet trying to get a job), or *precontemplation* (belligerently not thinking about getting a job). The 3-factor solution of the AWR proved to be a good fit of the data ($\chi^2(51)=246.01$, $p<.001$, CFI=0.96, GFI=0.97,TLI= 0.95, RMSEA=0.06, pclose=.058) (Coppin, 2017). The variables measured by the AWR may have an impact on return-to-work rates as they may predict greater readiness, proactivity and motivation to participate in job search behavior.

Having aimed to establish that different stages of change relating to return-to-work do respond differently to the PSI, Study 2 aimed to test the hypothesis that "stage-matching" the PSI interventions for each jobseeker would improve their proactivity and readiness and deliver a secondary result, return-to-work outcomes. Matching interventions to an individual's stage of change is in accordance with the *transtheoretical model of change* (Prochaska & DiClemente, 1982). Study 2 also allowed us to test whether the intervention-related effect on return-to-work rates was moderated by factors such as gender, jobseeker classification, or "Stream", ethnicity and mature age. It included a larger, and more diverse sample than Study 1 (20,057 participants across Australia vs 2,459 from South East Queensland), and allowed us to examine the extent that the intervention was equally effective for participants living in different locations (urban, regional, rural, and remote).

Compiling the Psychosocial Intervention - Psychological Drivers of Re-employment

Unemployment has been linked to stress, anxiety and depression, decreased well-being, suicide, financial strain, lower self-esteem, and disruption to people's significant relationships (Bolton & Oatley, 1987b; Borg & Kristiansen, 2008). Low well-being, in turn, has been linked to lower proactivity, interest, performance, social functioning, and the ability to return-to-work (APA, 2013; Hayashi et al., 2016; Mani et al., 2013), and a heightened sense of helplessness and inadequacy (Hirschfeld, Montgomery, Keller, Kasper, Schatzberg, Moller, et al., 2000; Lerner & Henke, 2008). As such, low well-being may drive poor re-employment rates.

In recent years, many well-being interventions have been discussed in the psychology literature. A meta-analysis of 51 published psychological interventions found that such interventions enhanced well-being and decreased depressive symptoms, but their effectiveness varied according to several factors, such as, the participants' age and

depression status (Sin & Lyubomirsky, 2009a). Recent studies have confirmed a number

of psychological interventions that may successfully increase well-being in participants

suffering from disability, chronic pain (Müller et al., 2016), and mature age (Proyer,

Gander, Wellenzohn, & Ruch, 2014). Additional interventions have been demonstrated to

promote engagement, resilience and social connectedness (Kashdan & Ciarrochi, 2013;

Parks & Biswas-Diener, 2013).

  Self-efficacy has been identified as a significant factor in improving the likelihood

of jobseekers obtaining employment (Kanfer et al., 2001; Nigatu et al., 2017). It is a

prominent construct in well-being- and positive-psychology-related papers (Rusk &

Waters, 2013). Self-efficacy refers to the belief in one's own capacity to undertake the

behaviors required to produce specific goals (Bandura, 1977a; Bandura, 1997; Bandura &

Dweck, 1985). Self-efficacy training for unemployed people has been shown to increase

the likelihood of reemployment in randomized trials such as the JOBS program (N=1,087)

in Michigan (Vinokur & Schul, 1997), replicated in the JOBS II (N=3,402) (Vinokur &

Price, 1999) and Finnish Työhön Job Search programs (N= 1,261) (Vuori, Silvonen,

Vinokur, & Price, 2002). A recent study involving 168 participants who were off work

due to common mental disorders indicated that building self-efficacy delivered faster

return to work (Lagerveld, 2017).

  Resilient individuals have been shown to "bounce back" from unemployment faster

and in a more sustained manner than individuals displaying depressive symptoms (Stolove,

Galatzer-Levy, & Bonanno, 2017b). Although resilience is believed to be "fundamental to

fight unemployment," (Silva, 2016), it remains an often-overlooked element in

interventions for the unemployed (Liem & Liem, 1988; Liem & Rayman, 1982).

Resilience, whilst sometimes considered a composite personality trait rather than a specific

psychological construct, has been shown to be malleable and impacted by identified

interventions (Gillham, Reivich, Freres, Chaplin, Shatte, et al., 2007; Reivich et al., 2013; Reivich & Shatté, 2002; Reivich et al., 2011; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). The components of resilience include emotional regulation, impulse control, causal analysis, realistic optimism, empathy, and reaching out. For example, specific interventions to help to build impulse control and emotional regulation include cognitive behavioral therapy activities (Ellis, 1991). Resilience has been demonstrated to be an influential moderator in job search success (Moorhouse & Caltabiano, 2007), a protective factor against depression, and a mediator between length of unemployment, stress, and well-being (Sojo & Guarino, 2011). Of 500 individuals who had lost their jobs, 60.4% of resilient individuals were reemployed four years after losing their job, compared to 33.3% of those with emergent depression (Stolove et al., 2017b). The over-riding evidence from literature suggests that heightened well-being, self-efficacy and resilience increase a jobseeker's job search proactivity and confidence, resulting in higher return-to-work outcomes. Few studies have specifically evaluated the impact of resilience-building interventions among unemployed citizens. This study seeks to address this gap in the literature. Whilst the researchers would not be in a position to measure the impact of the PSI upon core psychological states such as well-being, resilience or self-efficacy, we would be able to track the impact upon the secondary measure of return-to-work rates.

Are Psychosocial Interventions Universally Effective for Re-employment?

Ciarrochi, Atkins, Hayes, Sahdra, and Parker (2016) have argued that psychosocial interventions should not be assumed to work equally well across different contexts. Almost all PSIs target internal attributes such as self-efficacy, resilience, and well-being. The implicit assumption in these interventions is that internal attributes cause external outcomes (Ciarrochi, Zettle, et al., 2016). The natural solution is to change those internal attributes. Such a decontextualized view can underestimate the extent that context might

be driving both unemployment and internal attributes. For example, returning to work may be more difficult for workers who are older (Commission, 2016; Sargeant, 2016; Wanberg, Kanfer, Hamann, & Zhang, 2016), female (Cancelliere et al., 2016; Popescu, 2016), live in more rural and remote areas (Dockery & Lovell, 2016; Li & Peng, 2015; Park, 2017), are Indigenous (Hunter, 2000; Hunter & Gray, 2016), have low commitment to re-employment (Coppin, 2017), and have been unemployed for a substantial amount of time (Ghayad & Dickens, 2012). If it is difficult for an individual to return to work due to contextual factors, this might lower their well-being and self-efficacy. Further, if there are substantial external barriers to getting a job, then psychosocial interventions focused on internal attributes alone may have little benefit. We explored this possibility in the present study by examining the extent to which demographic variables moderated the efficacy of our PSI program.

Both theoretical and practical considerations informed the selection of the PSI workshop content. Over a period of 12 months, a review of the literature on interventions covering positive psychology, resilience, self-efficacy, re-employment and well-being, 31 exercises were selected to form the content of the psychosocial workshop intervention, as they were evidenced to build at least one of those three constructs in group intervention settings. The workshops were ordered into five sections of Strengths, Positivity, Mental Toughness, Mindset and Character and Goals (summarized in Appendix I, with full supplementary details available from the corresponding author) following workshopping sessions with employment case managers and those coaching expertise to ensure a "flow" of concept, engagement and confidence building. The workshops were piloted with a cohort of young jobseekers to ensure flow and engagement were achieved, with PowerPoint slides, exercise handouts and full scripts provided to trained employment service deliverers of the PSI.

Study 1: Efficacy of a Psychosocial Intervention

Study 1 aimed to test Hypothesis 1 (H1), that unemployed citizens receiving a PSI would be more likely to enter employment than those in the TAU condition. Hypothesis 2 (H2) posits that individuals in different stages of change (*action*, *preparation, unauthentic action, contemplation* and *precontemplation*) will have different levels of response (in terms of job outcomes) to the PSI. We also explored whether demographic factors such as location, age, length of unemployment, and gender moderated the effect of the PSI on successful job and education placements.

Method

Participants. All participants in this study were originally referred to Employment Services Queensland (ESQ) as part of the government's Job Services Australia (JSA) program to help jobseekers (eligible Australian adults on government income support payments) find a job, and help employers find staff to meet their recruitment needs. All participants met the criteria of not being in full-time work or education, being over 15 years old, and having the right to work in Australia. In total, 2,459 jobseekers were enrolled into the study with 549 randomly selected for the PSI treatment and the other 1,910 allocated to the TAU comparison group (i.e. using regular job search support services).

Procedure. The study set out to measure employment and education outcomes achieved by jobseekers undertaking a group PSI, labelled the "Resilience Workshop" (the treatment), in addition to TAU employment service (résumé writing, interview skills, job-search skills, etc.) compared to outcomes achieved by jobseekers undertaking only TAU. Trained case managers from ESQ's 22 offices across South East Queensland asked all jobseekers, during their regular appointments with their case manager, to complete the online AWR that measures job readiness for re-entering employment, an adapted *stage of*

change measure (Coppin, 2017). The survey was administered in accordance with ethics

approval obtained for this study (Assessing Unemployed Adults' Stage of Change,

approval XXXX, Human Research Ethics Committee of the University of the XXXXX

[blinded content for review]. The jobseekers' AWR stage was recorded online and case

managers then randomly invited jobseekers to participate in the PSI, a series of five 3-hour

sessions (the treatment condition) which were delivered by twelve trainers, trained in the

workshops by the researchers. If jobseekers declined to attend, they were informed that

participation was mandatory. Those jobseekers not in the PSI undertook the usual

employment support activities.

In total, 549 jobseekers attended the 60 workshops that were set up, averaging just

over 9 attendees per workshop. During the same period, 1,910 other jobseekers from the

same employment offices were assigned to the control group who undertook TAU.

Figure 1. Research design of Study 1.
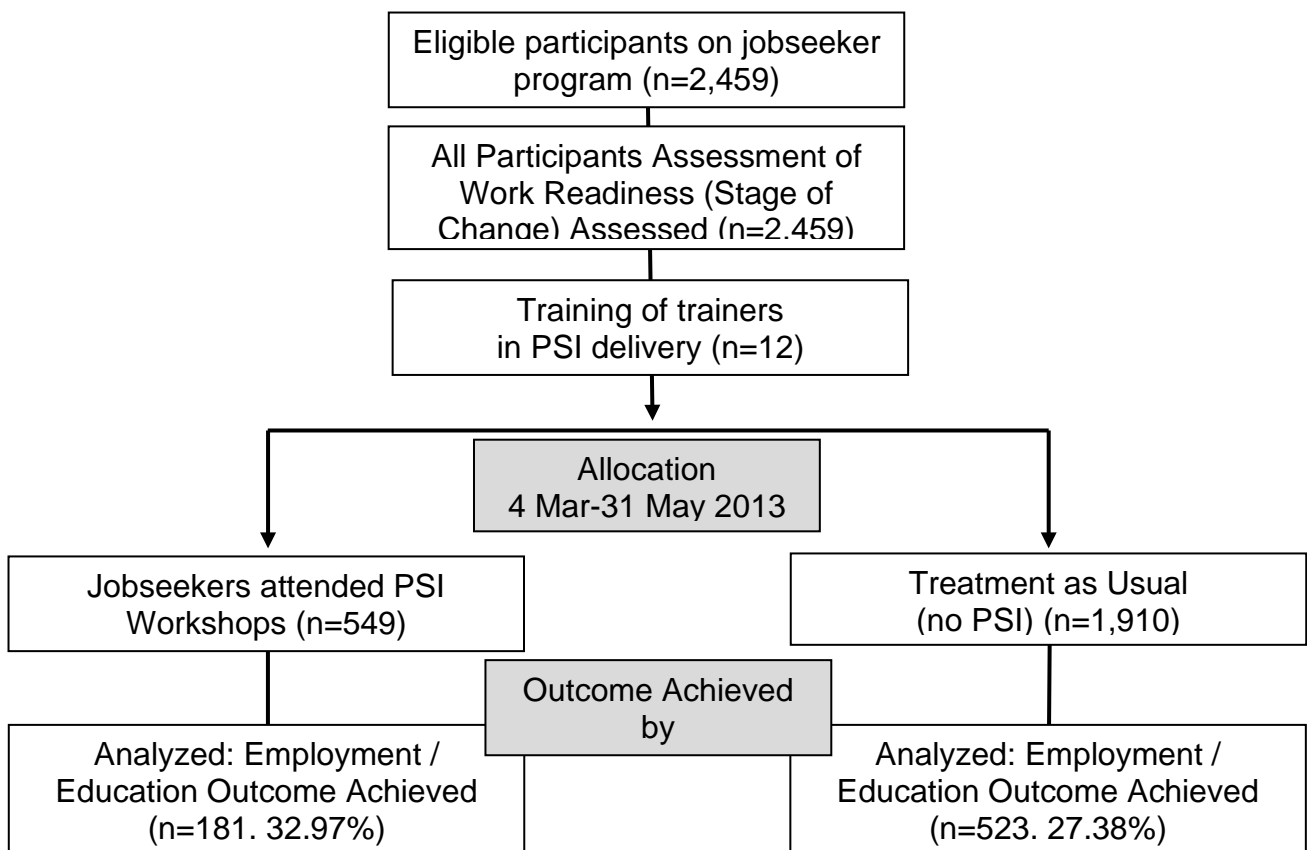
Measures and primary outcome. The key outcome measure was termed "return-to-work", which includes the placement of a participant into employment or education by November 30, 2013, following participation in the PSI or TAU group between March 4 and May 30, 2013. In addition, the Assessment of Work Readiness (AWR) was used to measure the stage of change of participants to ascertain whether the PSI had the same impact across all stages of jobseeking readiness. The AWR comprises 12-items relating to readiness to achieving an employment or education outcome, comprised of four *action*-oriented, four *contemplative* and four *precontemplative* questions. Questions included "I am really working hard to find a job" (*action*-oriented) and "If I were to find a job, it would disrupt my family life and I can't let that happen" (*precontemplative*). The questions reflect the drivers of job search proactivity and constraints which impact upon readiness to genuinely commit to finding and entering employment. They are based upon the question set established in the University of Rhode Island Change Assessment for Vocational Counseling (URICA-VC) and contextualized (with the input of the University of Rhode Island's Professors Prochaska and Levesque) to Australian unemployed citizens (Coppin, 2017; Gervey, 2010). The Cronbach alpha reliability of the AWR was established as 0.85 (Coppin, 2017). The outcome of an employment or education placement was tracked from government reporting data used by employment services ("ESS") and a single point in time (November 30, 2013). The mean time elapsed between undertaking the AWR assessment and establishing at 30th November 2013 whether an employment/education outcome had been achieved was 228 days (32.5 weeks/7.56 months).

Results

      Sample characteristics. As shown in Table 1 (below), of the 2,459 jobseekers included in this analysis, 1,273 (52%) were male and 1,186 (48%) were female. Among all the participants, 43.9% were from major cities, 55.7% were from inner regional areas, and 0.4% were from outer regional areas. The participants were aged between 15 and 71 years old, with the 31–44 age category representing 27% of all participants, and the average age was 35 years with a standard deviation of 13.2 years. Total time unemployed ranged from 1 month to 312 months, with under 5 months representing the largest percentage of the participants at 33%. A total of 549 (22%) participants were randomly allocated to the PSI group.

      The mean age of the participants in the treatment group was 35.5 years, compared to the comparison group participants' mean age of 34.5 years. There were, however, some notable differences between the treatment and comparison group (Table 1). The treatment group was comprised of 56.6% male participants, versus the TAU group's 52.8%. The average length of unemployment was 25.1 months in the PSI group and 19.8 months in the TAU comparison. This suggests that, despite randomization, the groups were not perfectly matched, and covariation for pre-existing differences was required.

Table 1.

Characteristics of Participants in Study 1 (*N = 2,459*)

| | TAU Group (N = 1,910) | | | | PSI Group (N = 549) | | | | |
| | RTW | | Not RTW | | RTW | | Not RTW | | |
Characteristic	N	%	N	%	N	%	N	%	Total
All	523	27%	1387	73%	181	33%	368	67%	2459
Gender									
Male	279	28%	729	72%	104	39%	161	61%	1273
Female	244	27%	658	73%	77	27%	207	73%	1186
Stage of Change									
Action	227	33%	455	67%	18	32%	39	68%	739
Preparation	118	29%	295	71%	29	36%	51	64%	493
Unauthentic Action	92	25%	274	75%	74	38%	119	62%	559
Contemplation	48	23%	161	77%	34	39%	53	61%	296
Precontemplation	38	16%	202	84%	26	20%	106	80%	372
Age									
15-21	125	31%	275	69%	50	45%	60	55%	510
22-30	145	29%	350	71%	41	31%	92	69%	628
31-44	141	27%	391	73%	45	31%	99	69%	676
45-54	69	24%	224	76%	33	32%	69	68%	395
55+	43	23%	147	77%	12	20%	48	80%	250
Location (ASCG Class'n)									
Major Cities	232	29%	573	71%	89	32%	185	68%	1079
Inner Regional	290	26%	805	74%	92	33%	183	67%	1370
Outer Regional	1	10%	9	90%	0	0%	0	0%	10
Time Unemployed									
0-5 months	216	32%	449	68%	67	45%	81	55%	813
6-11 months	75	27%	198	73%	28	39%	43	61%	344
12-23 months	106	25%	319	75%	33	29%	82	71%	540
24-47 months	92	25%	272	75%	34	26%	97	74%	495
48+ months	34	19%	149	81%	19	23%	65	77%	267

Note. PSI: Psychosocial Intervention. TAU: Treatment as Usual RTW: returned to work. Not RTW: did not return to work.

We utilized logistic regression using return-to-work as the dependent variable and participants' demographics, stage of change, and intervention program participation as the predictors. Table 2 (below) shows the results of the logistic regression, controlling for covariates (participants' gender, age, location, length of unemployment, and stage of change). Consistent with H1, the PSI led to increased return-to-work. In general, there was a 20.42% increase in job placements for the PSI group over the TAU job placement (see Table 1), or a 60% increase when correcting for covariates (OR = 1.6). We found no

evidence that location, time unemployed, age, and gender moderated the intervention

effects (Table 2, Step 4).

Table 2.

Summary of Hierarchical Logistic Regression Analyses for Predicting Return to Work from Demographic Variables and PSI Treatment vs Treatment as Usual in Study 1

		Statistical Summary					
Step	Variables added at each step	Deviance	ΔDeviance	df	AIC	OR	95%CI
0	Null Model	2944.5		2458	2946.9		
1	Demographic	2899.4	45.1*	2447	2923		
	Gender Male					1.04	0.88-1.25
	Age 22-20					0.87	0.67-1.13
	Age 31-44					0.82	0.64-1.06
	Age 45-54					0.73*	0.54-0.97
	Age 55+					0.59*	0.41-0.84
	Location Inner Regional					0.89	0.74-1.07
	Location Outer Reigional					0.22	.012-1.18
	Unemployed 6 - 11 months					0.80	0.61-1.05
	Unemployed 12 - 23 months					0.65*	0.51-0.83
	Unemployed 24 - 47 months					0.66*	0.51-0.84
	Unemployed 48+ months					0.48*	0.34-0.67
2	Stage of Change (vs Action)	2870.9	28.5*	2443	2902.9		
	Precontemplation					0.45*	0.32-0.61
	Unauthentic Action					0.89	0.70-1.13
	Contemplation					0.75	0.55-1.02
	Preparation					0.83	0.64-1.07
3	PSI vs Treatment as Usual	2853.9	17*	2442	2887.9	1.60*	1.23-1.99
4	Potential moderators of the Intervention						
	Treatment X Stage of Change	2846.5	7.4	2438	2888.5		
	Treatment X Location	2853.4	0.5	2441	2889.4		
	Treatment X Time Unemployed	2849.4	4.5	2438	2891.4		
	Treatment X Age	2848.5	5.4	2438	2890.5		
	Treatment X Gender	2853.9	0	2441	2889.9		

* Denotes significant result.

 Note. Contrast for Age is group aged 15–21; contrast group for Location is "Major City"; contrast group for Time Unemployed is <6 months; contrast for Stage of Change is Action. To reduce issues of collinearity, interaction tests were performed one at a time, rather than entered simultaneously. AIC = Akaike Information Criterion. OR – Odds Ratio. CI = Confidence Interval. df = Degrees of Freedom.

Our second hypothesis (H2), that the intervention effect would differ by stage of

change, was borne out. We anticipated that the PSI would be of little added benefit over

TAU for those who were already actively seeking a job (*action* stage). As can be seen in

Table 1 under "Stage of Change", those in the *action* stage were the only participants who did not experience greater success following the PSI (32% return to work) compared to the TAU cohort (33% return to work). Those in the *preparation*, *unauthentic action*, *contemplation*, and *precontemplation* stage all experienced significantly higher return-to-work in the PS intervention treatment group than in TAU. An omnibus test of the interaction between treatment and stage was not statistically significant (Table 2, Step 4). To directly test the hypothesis, we contrasted return-to-work rates of each stage of change relative to the *action* group. We found that the PSI was less beneficial for the *action* group compared to the *unauthentic action* group (OR = 2.27, 95% CI [1.13,4.64] and the *contemplation* group (OR = 2.45, 95% CI [1.10,5.52]), but not significantly worse than the *preparation* group (OR = 1.6, 95% CI [.73.3.63]) or the *precontemplation* group (OR = 0.45, 1.44, CI [.64, .3.25]). As can be seen in Table 1, all effects where in the direction of the non-*action* stages receiving more benefit from treatment than the other groups.

Discussion

Study 1 suggested that the PSI was more effective than TAU across diverse demographic backgrounds, and especially so when people were not already highly committed to return-to-work. In other words, the intervention worked best for those who needed the most help. However, there were limitations. The characteristics of the return-to-work outcome and employment "quality" was not measured (match to values, previous experience, salary etc.). Whilst there appears a lack of response to the PSI from *action* jobseekers, they may have achieved a "better" job. Similarly, other participants may have accepted a lower quality job due to increased motivation to enter any employment. In addition, Study 1 included participants from a limited range of locations (major city and inner regional, but no remote locations). We do not know the extent to which the results of Study 1 generalize to rural and remote communities. There are differences in

unemployment rates and labor force profiles between urban, regional and remote locations, with higher unemployment and labor markets with fewer employers in more remote locations (ABS, 2014b, 2018), so it would be important to sample from rural and remote locations in a second study (Study 2, below).

Study 1 did not allow us to examine if intervention effects were moderated by Indigenous and non-Indigenous status. Prior evidence suggests that employment dynamics and characteristics differ across the two groups (Dockery & Lovell, 2016) with Indigenous Australians experiencing higher levels of unemployment, and potentially engaging less in generic interventions (Procter, 2005). Study 2 would utilize a significantly larger and more diverse sample (N = 20,057) to better examine the extent to which these variables moderate the relationship between the PSI and job placements. The added variables included remote locations, ethnicity and job-readiness as determined by the Australian government's "Stream" classification of jobseekers. The Australian government utilizes a a largely demographic assessment of 18 to 49 questions (the Jobseeker Classification Instrument (JSCI)) , through which jobseekers are referred to one of four "Streams" of support. Those jobseekers identified as most "job-ready" are allocated into Stream 1 or Stream 1 (Limited), while jobseekers with increasing needs (such as lower levels of literacy, education, limited employment history, no driving license and other personal factors) are allocated to Streams 2, 3, and 4. Stream 4 refers to those jobseekers with the greatest need for assistance.

Study 2 would also seek to improve on the PSI by "stage-matching" interventions. The *transtheoretical model of change* (TTM) conjectures that different stages of participant readiness for change require different interventions matched to the individual's stage of change (Prochaska & DiClemente, 1982). The stage-matched intervention method has since shown promise by outperforming standard interventions for changing behaviors,

including anti-bullying (Evers et al., 2007), weight management (Johnson et al., 2008b), adherence to lipid-lowering drugs (Johnson, Driskell, et al., 2006b), reducing depression (Landback, Prochaska, Ellis, Dmochowska, Kuwabara, Gladstone, Larson, Stuart, Gollan, Bell, et al., 2009; Levesque et al., 2011), and stress management (Evers et al., 2006a). In Study 2, all participants were given stage-matched coaching interventions (averaging four 40-minute sessions, supplementary materials available from the corresponding author). Given the PSI had little effect on re-employment for people in the *action* stage in Study 1, participating employment service providers justifiably decided that it was not cost-effective to offer the 15-hour PSI intervention to the participants in the *action* stage in Study 2. Thus, *action* stage participants received only the stage-matched one-to-one coaching intervention in Study 2, whilst all other stages received 15-hour PSI workshop plus stage-matched one-to-one coaching.

Study 2: Stage-Matched Intervention vs Comparison

Method

Participants. All participants were claimants on the Australian government's JSA support program, which screens for eligibility for government welfare benefits (age, right to work and study in Australia, hours of work). In all, 20,057 claimants took part in the study between January 2, 2014 and December 24, 2014 (11,068 men, 8,134 women, and 855 of unknown gender. Assignment details below). Of these, 12,037 were randomly assigned to TAU comparison group and 8,020 to the PS intervention group (participation was mandatory). There were fewer numbers in the intervention group due to financial and practical limitations on the number of managers that could be trained in time to administer the intervention (see below). Of the total participants, 2,887 identified as Aboriginal or Torres Strait Islander, while 2,451 were Non-Indigenous but Culturally and Linguistically Diverse (CALD, described by the Ethnic Communities Council of Victoria as "a broad and

inclusive descriptor for communities with diverse language, ethnic background,

nationality, dress, traditions, food, societal structures, art and religion characteristics").

Ethics approval was amended and extended for this study from the initial approval

obtained for this study from the Human Research Ethics Committee of the [masked for

blind review] before data collection.

Measures and primary outcome. Each participant was identifiable via a

unique Jobseeker Identification number. This enabled tracking to establish the primary

outcome measure of whether each participant had achieved a job placement by December

31, 2014. The AWR-measured stage of change of each treatment participant informed the

stage-matched one-to-one coaching and whether the participant should be referred to the

PSI group or not (i.e., those in the *action* stage were excluded). The jobseeker's "Stream,"

as assigned by the JSA, was also recorded. The outcome of an employment or education

placement was tracked from government reporting data used by employment services

("ESS") at a single point in time (December 31, 2014). The mean time elapsed between

undertaking the AWR assessment and establishing at 31st December 2014 whether an

employment/education outcome had been achieved was 178 days (25.5 weeks/5.93

months).

Procedure. All 20,057 participants attended appointments with their JSA

employment service case managers (who regularly meet with unemployed citizens on the

program) throughout 2014. Of these, 8,024 were randomly asked to undertake the online

AWR survey. While most participants were compliant with this request (it is common to

ask employment service support participants to complete surveys), four participants

declined to undertake the survey and were not included in the study. Data were collected

via the ethically approved, secure, online Assessment of Work Readiness (AWR) survey

and stored in password-protected spreadsheets on secure servers.

A total of 357 employment service case managers, trainers, and their managers from across Australia were trained in delivering the AWR assessment, one-to-one coaching, and PSI by the lead researchers between August and September 2013. They were asked to undertake assessments with all jobseekers, implement stage-matched one-to-one coaching (informed by a coaching guide for each stage of change), and refer all participants except those in the *action* stage of change to the PSI arm of the study. A total of 12,037 jobseekers during the study period were not AWR-assessed and thereby comprised the TAU comparison group. These comparison jobseekers were from case managers who, at random and on a first come first served basis, did not receive training in delivering the model. Over the period of the study, the employment services sector experienced 34.5% staff turnover (NESA, 2016) which, coupled with the random allocation led to the comparison size being 50.2% higher than the treatment group.

Figure 2. Research design of stage-matched interventions for jobseekers in Study 2.
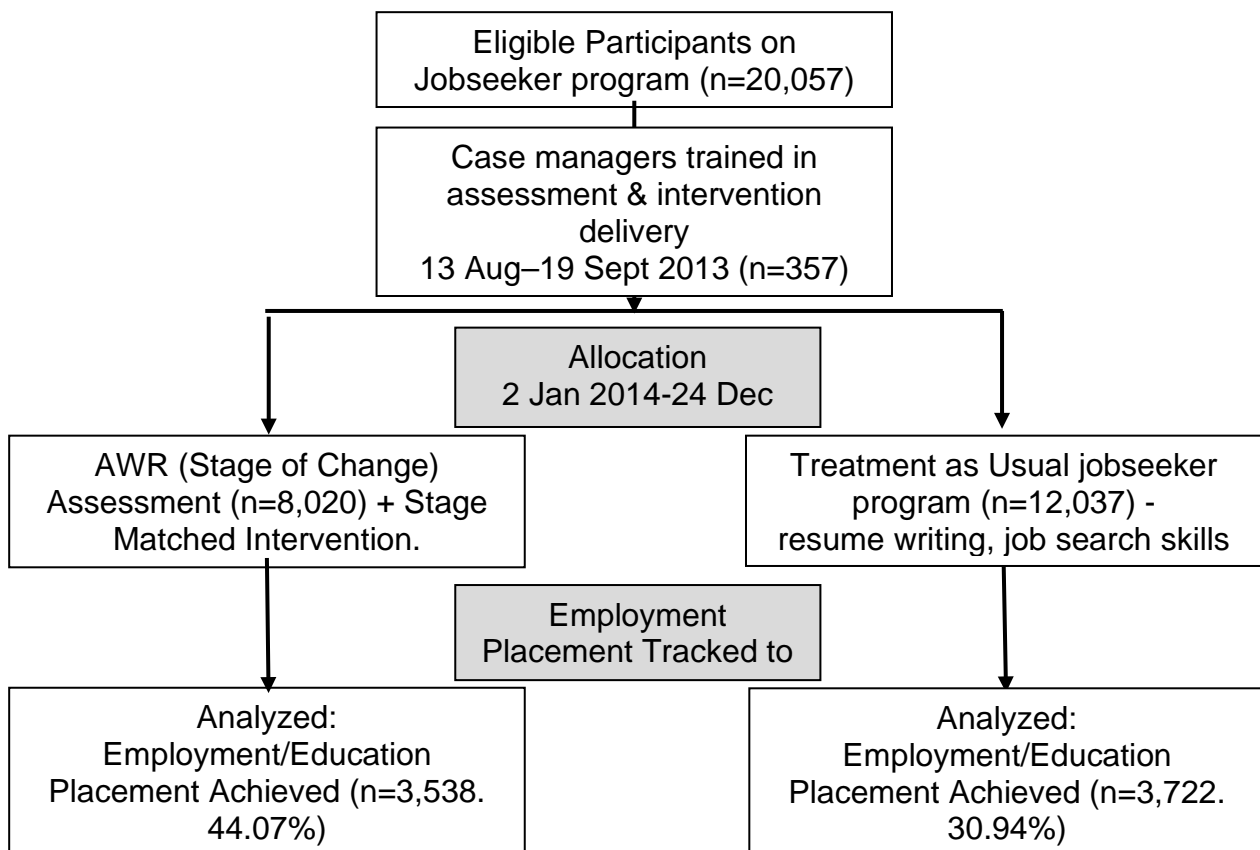
Sample characteristics. As shown in Table 3 (below), among the total 20,057 jobseekers included in this analysis, 11,068 (55%) were male and 8,134 (41%) were female (a small proportion, 4%, could not be categorized into gender groups). In total, 8,020 participants (39.99%) were referred to the treatment (stage-matched one-to-one coaching and PS workshops) and 12,037 (60.01%) formed the TAU comparison. Study 2's sample included Aboriginal or Torres Strait Islanders, representing 14% of the total sample, with 12% of participants indicating they came from a CALD background. Among all the participants, 39% were from major cities, 34% from inner regional areas, and 21% were from outer regional areas.

Participants undertook the government's JSCI which allocated them into jobseeking streams, from Stream 1 (most job ready) to Stream 4 (those needing the greatest assistance). Among the jobseekers, 29% were categorized into Stream 1, 27% into Stream 2, 19% into Stream 3, and 23% into Stream 4. As can be seen in Table 3, Study 2's treatment group contained a more difficult cohort of unemployed citizens (76.2% in streams 2, 3 and 4) than the comparison group (64.0% in streams 2, 3 and 4), as measured by the Australian government's job seeker classification.

Table 3.

Characteristics of Participants in Study 2 (*N = 20,057*)

| Characteristic | Treatment as Usual (N = 12,037) | | | | Stage-Matched Intervention Treatment (N = 8,020) | | | | |
| | RTW | | Not RTW | | RTW | | Not RTW | | |
	N	%	N	%	N	%	N	%	Total
All	3722	31%	8315	69%	3538	44%	4482	56%	20057
Gender									
Male	2123	33%	4385	67%	2111	46%	2449	54%	11068
Female	1439	29%	3546	71%	1292	41%	1857	59%	8134
Unknown	160	29%	384	71%	135	43%	176	57%	855
Stage of Change									
Action	NA	NA	NA	NA	1560	55%	1281	45%	2841
Preparation	NA	NA	NA	NA	782	45%	951	55%	1733
Unauthentic Action	NA	NA	NA	NA	584	42%	822	58%	1406
Contemplation	NA	NA	NA	NA	377	37%	653	63%	1030
Precontemplation	NA	NA	NA	NA	235	23%	775	77%	1010
Age 55+	268	24%	864	76%	339	38%	561	62%	2032
Aboriginal/Torres St Islander	437	31%	980	69%	600	41%	870	59%	2887
Culturally & Linguistically Diverse	615	31%	1354	69%	193	40%	289	60%	2451
Location (ASCG Class'n)									
Major Cities	1954	30%	4474	70%	680	51%	658	49%	7766
Inner Regional	877	34%	1708	66%	1799	43%	2421	57%	6805
Outer Regional	573	26%	1621	74%	956	46%	1129	54%	4279
Remote	200	44%	257	56%	90	28%	235	72%	782
Very Remote	118	32%	255	68%	13	27%	36	73%	422
Stream (Jobseeker Classification)									
Stream 1	907	22%	3270	78%	733	39%	1151	61%	6061
Stream 2	1271	41%	1811	59%	1240	52%	1136	48%	5458
Stream 3	723	37%	1242	63%	814	44%	1042	56%	3821
Stream 4	810	30%	184.7	70%	741	39%	1140	61%	4538

Note. RTW: returned to work. Not RTW: did not return to work. NA: not assessed. Those in TAU comparison group did not receive PS intervention nor stage-matched coaching.

A considerably larger proportion of participants in the treatment group, relative to TAU, identified themselves as of Aboriginal or Torres Strait Islander ethnicity (28.3% versus 11.8% in the comparison group). This might be attributed to the PSI group featuring disproportionate numbers of participants from regional and remote locations, including 1,204 participants from remote and very remote areas, a considerable increase on Study 1 which had no participants from remote areas. The PSI group consisted of 17%

from inner cities, compared to 53% in the TAU group, which is reflected in a larger proportion of the TAU group being CALD participants (16.4% versus 6% in the TAU group). As in Study 1, pre-existing differences between groups were controlled for in all analyses.

   Treatment outcome. Using return-to-work as the dependent variable, a series of logistic regressions were carried out with participants' demographics and intervention program participation entered as the predictors. Table 4, step 1 shows that some of the demographic variables impacted a jobseeker's ability to return to work. For those jobseekers aged over 55, their chances of returning to work were on average 28% less than those from other age groups, but they indicated an improvement in return-to-work rates over both TAU and Study 1 (PSI only). The jobseekers residing within inner regional areas were 25% more likely to return to work when compared to other jobseekers from other regions. Those indicating they belonged to a CALD ethnic group were 11% more likely to return to work.

   Table 4 (step 2) shows that even after controlling for covariates (gender, age, location, length of unemployment, and stage of change), receiving the treatment was a significant predictor for a participant returning to the workforce. Step 3 tested for moderators. The results suggest that the treatment was most successful for the Major City group (the comparison group in Table 4, step 4), and especially ineffective for those living in remote or very remote areas. We also found a significant interaction involving Stream. These results can be understood by examining percentages under Stream in Table 3. The extent that the intervention improved job placement in Stream 1 (.39/.22 = 1.77) was greater than the improvement observed in Stream 2 (.52/.41=1.26), Stream 3 (.44/.37=1.18), and Stream 4 (.39/.30 =1.3). Table 3 data indicates that the PSI effect was larger for Stream 1 (the most "job ready") participants than other groups (increasing from

22% return-to-work to 39%), but also that overall, Stream 1 job seekers were less likely to be reemployed (Stream 1: 22%, Stream 4: 30% etc.). This is the opposite to what we would expect. Upon investigation with the employment service companies, this anomaly was explained by their tracking behavior for Stream 1 return-to-work outcomes. They do not proactively track and chase for return-to-work evidence for Stream 1s, compared to the other Streams, as there is very little financial incentive for claiming such outcomes. In other words, the cost of chasing evidence for a return-to-work outcome overweighs the financial return for claiming that outcome. As such, the Stream 1 results were distorted.

Table 4.
Summary of Hierarchical Logistic Regression Analyses for Predicting Return to Work from Demographic Variables and Stage-Matched Treatment (the Intervention) vs Treatment as Usual

Step	Variables added at each step	Statistical Summary					
		Deviance	ΔDeviance	df	AIC	OR	95%CI
0	Null Model	26256		20056	26258		
1	Demographic	26157	99.0*	20049	26173		
	Age 55+: (Mature)					0.72*	0.65-0.80
	Location: Inner Regional					1.25*	1.16-.134
	Location: Outer Regional					1.07	0.99-1.16
	Location: Remote					1.14	0.98-1.33
	Location: Very Remote					0.87	0.70-1.08
	Aboriginal/Torres St Islander					0.97	0.88-1.06
	Culturally & Linguistically Diverse					1.11*	1.01-1.21
2	Stream (Jobseeker Classification)	25602	555.0*	20046	25624		
	Stream 2: 2nd most job ready					2.44*	2.26-2.64
	Stream 3: 3rd most job ready					2.00*	1.83-2.19
	Stream 4: least job ready					1.48*	1.37-1.62
3	Intervention vs TAU	25349	1253.0*	20045	25373	1.71*	1.60-1.83
4	Potential Moderators of the Intervention						
	Intervention x Stream	25302	47*	20042	25332		
	Stream 2 x Intervention					0.68*	0.58-0.80
	Stream 3 x Intervention					0.57*	0.48-0.68
	Stream 4 x Intervention					0.63*	0.53-0.75
	Intervention x Indigenous	25347	2	20044	25373		
	Intervention x Mature Age	25349	0	20044	25375		
	Intervention x CALD	25348	1	20044	25374		
	Intervention x Location	25217	132*	20041	25249		
	Inner Regional x Intervention					0.58*	0.49-0.68
	Outer Regional x Intervention					0.83*	0.70-.998
	Remote x Intervention					0.18*	0.13-0.25
	Very Remote x Intervention					0.31*	0.16-0.62

* Denotes significant result. Intervention means stage-matched interventions: PSI for all stages except *action* plus staged-matched one-to-one coaching.

We next examined effects across studies, to evaluate the hypotheses that outcomes would be improved in Study 2 (PSI plus stage-matching) compared to Study 1 (PSI only). We predicted job placement using logistic regression, and condition, study, and the interaction between these variables as predictors. There was a significant treatment by study interaction ($Z = 2.78$, $p < .001$) ($\beta = .30$, $SE = .11$, $Z = 2.78$), suggesting that the effect of treatment was different in the two studies. As can be seen in Table 5, the effects were generally stronger in Study 2 compared to Study 1. The interaction effects held even

after controlling for gender and age (Z = 2.82, *p* < .001 (β = .31, SE=.11, Z=2.82). Table 5

compares the difference between the results shown in Study 1 (PSI-only across all

participants) and Study 2 (stage-matched interventions). Return-to-work rates from stage-

matching interventions improved by a greater extent than providing the PSI across all

stages. The largest gain was for the *action* stage, and the least improvement was for the

contemplation and *precontemplation* stages.

Table 5.

**Comparison of Return to Work Outcomes: Treatment as Usual vs Study 1 PS Intervention
vs Study 2 Stage-Matched Interventions**

Stage	Study 1 Treatment as Usual	Study 1 PS Treatment	Change	Increase vs TAU	Study 2 Stage-Matched Treatment	Change	Increase vs TAU
Action	33.3%	31.6%	-1.7%	-5.1%	54.9%	21.6%	60.6%
Preparation	28.6%	36.3%	7.7%	26.9%	45.1%	16.6%	63.3%
Unauthentic Action	25.1%	38.3%	13.2%	52.5%	41.5%	16.4%	60.5%
Contemplation	23.0%	39.1%	16.1%	70.2%	36.6%	13.6%	62.7%
Precontemplation	15.8%	19.7%	3.9%	24.4%	23.3%	7.4%	68.0%

Discussion

This study has shown that a psychosocial intervention can increase job placements

among the unemployed, with an overall increase in job placements of 71% (Table 4, OR

1.71-1*100), when allowing for the bias of receiving a harder caseload in the treatment

group, or a higher job placement rate of 41.9% in general terms (from 31% TAU, to 44%,

PSI plus stage matched coaching). However, participants' distinct stages of change (in

other words, their jobseeking readiness) respond to the intervention at different rates, with

the least job-ready jobseekers benefitting most, and those already in the *action* stage of

change not experiencing higher job placement rates as a result of attending the PSI. Stage-

matched, individualized, one-to-one coaching improved job placement rates significantly

across all stages of change.

There were some important moderators of the key intervention effects. Region of

unemployment moderated the intervention benefits, with PSI + stage-matched intervention

doing worse than treatment as usual in remote and very remote regions. The literature suggests that this lack of response from remote residents may be due to at least two factors. First, remote participants may already possess high levels of self-reliance and less connectedness (Collins, Ward, Snow, Kippen, & Judd, 2017; Fennell, Hull, Jones, & Dollman, 2018), and may not engage with the group workshop element of the PSI exercises. Rural citizens, compared to their urban counterparts, tend to engage less with support and mental health services (Caldwell, Jorm, & Dear, 2004; von Schuckmann et al., 2017). Second, the lack of employment opportunity for jobseekers in very remote areas may temper psychosocial and stage-matched interventions that aim to build proactivity in seeking employment opportunities that simply may not exist (ABS, 2018). At the time of data collection for our studies, a significant reduction in investment in mining was reducing job opportunities in remote Australia, which may have disproportionately dampened jobseeker's optimism and response to our intervention.

This study's focus has been on the "supply side" of jobseeker attitudes, whilst the "demand side" of economic opportunity must also be considered. Remote participants were less likely to be employed if they were in the intervention group compared to the treatment as usual group. It may be that an individual's response to the PSI was that they would be more selective of job opportunities that fit with their own identified values and goals, making it more difficult to find a suitable occupation in a remote area with fewer job opportunities. A careful examination of the context of job availability in the geographical region of intervention may help in this regard.

The intervention worked equally well for Indigenous and non-Indigenous Australians. There was no moderation in Indigenous participants with the intervention being equally effective. There have been studies suggesting that the engagement of Indigenous Australians by government-funded programs is less effective, particularly

when "imposed" (Parnell, Morris, & Jacobs, 2017). The holistic, well-being approach of our PSI workshops may have facilitated engagement of Aboriginal and Torres Strait Islander jobseekers (Kingsley, Townsend, Henderson-Wilson, & Bolam, 2013). The PSI workshops were deliberately non-coercive by not overtly stating that their objective was to increase a desire to work. The PSI took a strengths-based approach, rather than the often deficits-focused, pathological approach to exploring why jobseekers are not achieving success in their re-employment efforts.

As hypothesized, Study 1 indicated that a PSI increases return-to-work rates over TAU. But individuals responded at different rates to the intervention, depending on how ready they were to change. This encouraged us to implement stage-matched coaching interventions in Study 2 and measure re-employment success. Job placement was indeed significantly higher still in Study 2. This is highly novel contribution to the literature on re-employment strategies for jobseekers in particular and psychosocial interventions in general. The strategy of combining attitudinal assessment with stage matching could have high practical utility. It may help inform and assign individualized, stage-matched interventions to improve job placements. The effect of the treatment on re-employment was not moderated by gender, age, or ethnicity, but was moderated by remoteness. To the best our knowledge, our study is the first in the literature to document such effects.

Limitations and Further Study

The data suggest that a PSI may be futile if the jobseeker is in a remote area with limited employment opportunities. Clearly, macro- and local economic considerations are important, with further research warranted to help to understand the potentially deleterious effects in rural areas and how they might be mitigated by specific interventions or policy. Caution is also required in interpreting job placement results at a single point in time as jobseekers may have only remained in employment for a brief period before dropping out

of employment. Tracking sustained employment rates would enhance further studies.

This would also allow for analysis of moderators such as stage of change. For example, do

jobseekers in the *unauthentic action* stage drop-out of employment early?

The treatment condition in both studies was more likely to have jobseekers in

Streams 3 and 4 (jobseekers with greatest barriers to employment). The data suggests a

bias of case managers to refer their more difficult jobseekers to the treatment and that

assignment was not, in fact, completely random. This should have worked against the

intervention effects, but an intervention effect was still clearly observed. Further research

could aim to ensure that the participant allocation procedure is less biased, although there

are ethical considerations in applied studies dealing with real unemployed citizens. In

other words, this allocation of participant bias highlights the strength and limitation of this

paper. There was a lack of true randomization as it was applied, at scale, in a real-world

scenario.

Additionally, the stage-matching of interventions facilitates a person-centered

approach and higher job placement rate. But this study does not definitively address

whether the stage-matching coaching, on its own, would have produced the same results as

stage-matched coaching on top of the PSI, nor whether participants stage of jobseeking

readiness improved following treatment. A third control group would be recommended for

further study in which only stage-matched one-to-one interventions are undertaken across

all stages of job-readiness, with no PSI workshop. Also, to assess the value of stage-

matching, a randomized-control design is needed in which people are either assigned to a

stage-specific intervention based on their readiness to change score or random assignment.

A key weakness is the lack of measurement of the psychological state of

jobseekers' well-being, self-efficacy and resilience before and after intervention, and

whether such variables moderate return-to-work outcomes. This is certainly an area for

further study that the researchers are pursuing, which may help to evidence whether return-to-work effects are due to the PSI, and not just due to more intense and targeted counselling, coaching, and attention.

Our results offer hope that unemployed citizens, who may have lost belief that they may make positive change to their future, can still return to work if provided with the correct, individualized psychosocial interventions. An assessment of work readiness facilitates early and targeted intervention for those who need support the most, while providing case managers with tools to support jobseekers who may not initially have a genuine commitment to employment. The results suggest a return of investment for government expenditure of 14:1 (Appendix II). This paper makes a moral, empirical and financial case for not giving up on even long-term unemployed citizens.

Appendix I - Psychosocial Intervention Content

Strengths Workshop	Learning Outcomes
Introduction to resilience & workshop overview	• Define and understand the concept of resilience in terms of benefits to well-being & control over life
Sticky Strengths - participants identify their top 3 strengths using the VIA character survey	• Raise self-awareness of the characteristics that make participants feel unique, engaged & energised
Strengths spotting	• Learn to identify & communicate the strengths that one sees in another • Discover how people's behaviour and choices are often a reflection of their own personal strengths • Develop & practice empathy for others
Strengths shadow sides & buttons **Shona & Vicky Scenario**	• Recognise how strengths can be overplayed or underplayed • Build awareness of our reactions to events where strengths are challenged (buttons pushed) • Learn to respond calmly & appropriately to everyday situations • Use strengths to problem solve/ diffuse conflict
Heroes & Heroines	• Understand why people admire those who reflect their own strengths & virtues creating an upward cycle
Applying Character Strengths	• Discover how to address tricky situations using top strengths • Ability to identify opportunities to develop strengths and use in new ways • Utilise strengths in simple, everyday ways to improve self-esteem, self-efficacy and well-being • Learn how to use strengths at work • Practice matching strengths to occupations.
Positivity Workshop	**Learning Outcomes**
Famous Failures	• Discover 'successful people' who've overcome adversity and negativity • Learn how failure makes you more resilient
The Hero's journey	• Understand how perseverance, new approaches and reaching out contribute to resilience • Identify mentors in life to help succeed
Positivity Ratio	• Determine current positivity ratio • Learn the optimal ratio of positivity for flourishing • Explore evidence – based psychological tools & techniques that improve one's positivity ratio score
Today's good bits	• Heightened awareness & practice in identifying positive day to day things that happen in one's life • Understand the negativity bias • Learn how this simple exercise benefits well-being, resilience & success in life
Where does well-being & happiness come from	• Insight into 'factors that make one happy' poll (Gallup) • Build positivity by identification and improvement of happiness factors in one's life
Turning negatives into positives	• Learn to change behaviour by turning negative thoughts & responses into more positive ones • Knowledge of scientifically proven solution – focused approaches to building positivity & positive relationships • Understand the brain functions and patterns behind negativity & positivity • Learn to use labelling to one's advantage

Behavioural Change in the Unemployed

Mental Toughness Workshop	Learning Outcomes
Gone in 60 seconds	• Build empathy through body language (mirroring/active listening) during conversations with participants • Awareness of one's own mental toughness through identification of previous obstacles and adversities overcome
The resilience survey	• Knowledge (Inc. examples) of the '7 pillars of resilience' • Identify one's own resilience score • Discover & practice evidence-based tools that improve one's resilience skills and s surveycore
Anagrams	• Discover how one's past experiences can shape one's current thoughts/beliefs • Master challenging one's false beliefs • Knowledge of different Thinking traps' (cognitive distortions)
ABCDs – Dispute for resilience	• Application of thinking traps to real life scenarios • Knowledge & practice of the cognitive behavioural therapy technique (ABCD) • Discover how to dispute distorted beliefs that lead to negative thinking • Explore counter thoughts which are realistic and grounded by evidence.
PiiP Put it into perspective	• Awareness of the irrational thought -catastrophising • Practice the skill of putting situations into perspective through worst/best case scenarios/likely alternative examples.
ABCDs & PiiP at work	• Application of CBT and perspective taking tools to work scenarios • Solution – focused problem solving • Awareness of why people drop out of work early (according to research)
Mindset Workshop	Learning Outcomes
Are we born smart?	• Discover examples of one's own previous growth mindset usage • Application of strengths to 'things one is good at' • Understand that effort and practice largely contribute to improving one's ability to do something
Word Pairs	• Knowledge of the effects of myelin & system 1 and 2 (brain) using examples • Understand how neurological pathways are formed & how this relates to memory and practice
Building myelin	• Insight into ways to build myelin • Discover scientifically evidenced examples of 'brain food' • Knowledge of myelination process • Understand find examples of 'deep practice' in one's own life
Expressive writing	• Explore the exercise that is the single most effective intervention in the world for reemployment • Learn how to express thoughts/feelings and experiences into words/pictures through practicing one's own piece
Growth Mindset at work	• Distinguish between growth and fixed mindset • Practice responding to difficult work situations with a growth mindset • Develop one's growth mindset to enhance likelihood of success and happiness, including in jobs
Gratitude	• Discover and practice an evidence-based gratitude exercise • Learn how giving thanks can contribute to greater life satisfaction, reduced depression and resilience
Character Workshop	Learning Outcomes
Timelining	• Work out and develop one's own heroic character

	• Practice imagining the future best version of one's self (detailed/creative/ideal) • Discover why this activity contributes to realising one's potential
An outrageous B-HAG	• Explore the concept behind Big hairy audacious goals • Practice breaking goals down into footsteps
The circle of life	• Ability to assess different areas of one's life & use goal setting to make improvements to those highlighted • Learn and identify the 6 key areas in life to consider when setting goals • Application of the PREP principle to one's goals for greatest chance of success
Pros and Cons	• Identify positives and negatives of taking a job • Understand pros and cons are generally always equal in all situations • Explore Marie Jahoda's research on the pros and cons of working
Conversational skills	• Improved positive relationships with people on all levels • Rapport building techniques • Distinguish between conversations where active listening and mirroring is used • Apply effective mirroring skills to conversations • Create good first impressions through role play
Active constructive conversations	• Distinguish between 4 types of conversations according to research • Learn which conversational style is the most likely to lead to success • Apply active constructive responding to various good news scenarios • Discover where 90% of jobs come from • Improved relationships from family to employers alike • Identify weak ties

Appendix II - Return-on-Investment Calculation

Unemployment benefit payments in Australia differ according to age, dependents and so on. If the Newstart payment of $538.80 every two weeks (Department of Social Services, 2018) is taken as an average sum, a jobseeker receives $14,008.80 a year. There are over two dozen other payments and allowances (such as rent assistance, parenting payments and so on), but we will only use the Newstart sum to establish a conservative estimate of return-on-investment. Study 2 improved job placement outcomes by 13% in the treatment group (N=8,020), or 1,044 individuals over TAU. Assuming each jobseeker sustained their employment, the financial welfare savings totalled $14,625,187. There will have been additional tax revenues from those new employees. The project was estimated by the employment service providers to have cost the equivalent of a maximum of 29,879 delivery and training hours. With staff working an average of 38 hours a week at an average salary $52,000 plus 9% on-costs, and $176,440 in IT/assessment costs, the cost of implementing the model was $1,033,442.

Chapter 7: Overall Thesis Discussion

This thesis comprises four studies detailed through three papers that have been submitted to peer-reviewed journals. This final chapter is a critical examination of the significant findings of the thesis as a whole and the limitations of my research. Whilst each of the three papers include their own discussion sections, I aim here to draw together the thesis' overall contribution to literature on behavioural change among unemployed individuals and to highlight directions for future research. The three papers aimed to address the following key research questions:

1. Are all jobseekers seeking employment to the same degree? Are there different stages of commitment to jobseeking that predict re-employment success?

2. Can a psychosocial intervention focused on building well-being, self-efficacy and resilience improve jobseekers' success in securing re-employment?

3. To what extent where the benefits of the PS intervention moderated by key demographics, such as age, location of individual, indigenous status, and length of unemployment?

4. Can assessing a jobseeker's stage of commitment to jobseeking inform person-centric interventions that improve job placement outcomes?

It may be worth stating that the overarching motivational driver behind this thesis, for the researcher, was the goal of addressing a widely reported practice called 'creaming' and 'parking', pervasive in the welfare and employment services sectors. 'Creaming' and 'parking' of jobseekers is a concern that has been voiced by several government employment department staff, in Australia, New Zealand, the UK, the US, Finland and Canada, during my time as the head of various employment service organisations as well

as during the completion of this PhD. This practice concerns return-to-work support being focused on those already most likely to re-enter employment in order for the government-funded employment service provider to deliver 'quick wins' ('creaming'). These practices do not support the harder-to-help, longer-term unemployed citizens ('parking') (Carter & Whitworth, 2015). 'Creaming' and 'parking' are inappropriate practices both morally (as they do not help those who need the most support) and fiscally (employment services are outsourced, taking taxpayer/government funding to help jobseekers who need the least assistance and who may well have attained employment through their own efforts anyway). The researcher was driven by evidence that there are interventions that will help even the long-term unemployed achieve re-employment and sustained employment outcomes.

Contributions of This Thesis

Study I, 'Validating a Stage of Change Tool to Predict Employment Outcomes', set out to address two gaps in literature: i) do jobseekers possess different and discrete levels of attitude towards re-employment? and ii) does the variability in attitude towards commitment to jobseeking predict success in re-employment? It is essential to have valid and reliable intervention process measures, if we are to be able to fully evaluate interventions. The TTM (or stage of change model) informed the adaptation of a 12-item survey distributed among jobseekers to categorise them into the four stages of change: *action* (the most confident and proactive jobseekers), *preparation*, *contemplation* and *precontemplation* (the least proactive and job-ready "jobseekers").

Results from tracking the re-employment of the 1,213 jobseekers who completed the adapted stage of change measure (the AWR) indicated that there were discrete stages of change that could predict successful entry into full-time employment or education. A new, specific stage of change was uncovered and named *unauthentic action*. The

unauthentic action jobseeker stage scored highly on both the action and precontemplation dimensions of stage of change scoring. The implication of this study is that individuals at different stages, determined by the TTM, may respond differently to interventions. The central tenet of the Theory of Change models is that stage-matched interventions may improve jobseeking engagement and re-employment results for jobseekers (Coppin, 2017; Prochaska & DiClemente, 1991).

Study II, 'A Psychosocial Intervention Pilot with Young Jobseekers' aimed to identify which interventions generally improve re-employment results for jobseekers. Most employment service support interventions are, using the terminology substantiated in Study I, action-oriented (job search skills, interview skills, resume-writing, vocational qualifications, etc.). However, for many jobseekers who are not at the action stage, other PSIs may deliver greater success. A literature review revealed that improving levels of well-being, resilience and self-efficacy may promote higher re-employment. Few real-world studies have evaluated this possibility. A PSI was created based on empirically-supported activities that aimed to build these three psychological states. The PSI comprised 31 exercises to be delivered to jobseekers over 15 hours in a group workshop format. The PSI was then piloted among 75 young jobseekers (15-25-year-old) in Southeast Queensland, with employment and education placement and sustained placement success measured alongside a comparison group (N = 247) of young jobseekers from the same region. The paper evidenced that re-employment and sustained re-employment (i.e. remained in work for at least 13 weeks) rates were significantly higher amongst those who underwent the PSI, suggesting that a PSI is likely to improve employment outcomes. However, the study did not measure whether individuals in different jobseeking stages of change responded differently to the PSI.

Paper 3, 'A Jobseeker Segmentation & Intervention Model', comprised two studies

(Study III and Study IV). Study III took Study II's PSI that was delivered to young

jobseekers and applied it to a larger number of jobseekers of all ages (549) across

southeast Queensland. Re-employment rates of the treatment group and a comparison

group (1,910) were compared, as well as measuring jobseekers' stages of change and their

level of jobseeking disadvantage (determined by the Australian government's JSCI). This

study aimed to identify the extent to which the PSI effects held across the different

jobseekers' stages of change as well as several key variables such as gender, age, location

and length of time unemployed. Results demonstrated that participants at different stages

did respond differently, such that those in the *action* stage experienced no significant

improvement in job placement success, whereas individuals at all other stages attained

significantly higher re-employment success rates than the comparison group. Study IV

applied the model to an even larger group of jobseekers (8,020) and tracked results across

a greater variety of moderators (all ages, from cities or remote locations, the jobseekers'

JSCI 'Stream', ethnicity and gender). This enabled more detailed examination of the

extent that the benefit of the PSI, re-employment, was moderated by key demographics,

such as age, location of individual, indigenous status, and length of unemployment. The

key difference of Study IV was that a stage-matched intervention approach was added,

with individualised interventions matched to a jobseeker's stage of jobseeking

commitment. Relative to Study III, participants in the intervention had even higher re-

employment rates across all stages of change, including jobseekers at the action stage who

did not respond to the PSI on its own in Study III. The paper supports for the first time

that stage-matched, person-centric interventions result in significantly higher re-

employment rates than employment service TAU, which delivers mostly *action*-oriented

interventions (such as CV-writing, interview skills, job search skills) to all jobseekers.

Furthermore, the study found that indigenous Australians respond just as well to

the treatment as do non-indigenous Australians. However, jobseekers in remote areas did not experience higher re-employment rates as a result of the stage-matched PS interventions. Indeed, there was evidence that those in rural and remote settings were less likely to become employed if they did the intervention. Ciarrochi et al argue that interventions that target internal attributes (e.g., self-eficacy) may backfire if the external context creates barriers to effective action (Ciarrochi, Atkins, et al., 2016). I would speculate that the PS intervention gave people hope for finding a job, but were let down when they found few job opportunities in rural and remote areas. Future research is needed to evaluate this possibility and examine the unique challenges faced by those in rural and remote locations

Implications for Government-Funded Employment Programmes

This section outlines key recommendations that may enhance government-funded employment programmes. Firstly, there are assessment and segmentation considerations. Jobseekers can be segmented by the AWR into discrete categories based on jobseeking attitude. Secondly, these segmented jobseekers should receive stage-matched, person-centric coaching interventions to enhance re-employment rates. Thirdly, it was found that a PSI that builds what are often termed 'soft skills' (resilience, well-being, self-efficacy, teamwork, communication skills, etc.) significantly increases re-employment rates (often termed 'hard outcomes') across all stages of change except *action*), streams, gender, ages, indigenous Australian ethnicity and region (except remote Australia).

Limitations of the Thesis

The limitations of the four studies have been addressed in the individual papers, but overall, whilst the applied nature of the studies are a strength, the thesis has been limited in several respects by the real-world environment of the research. Although the delivery of the AWR and PSI to thousands of actual jobseekers has had real world impact, there were

also difficulties in adhering to the conditions of setting up a pure randomised and controlled trial as well as ensuring that the complete integrity of the delivery of the PSI and stage-matched coaching. We have no evidence that the delivery was compromised but must acknowledge that natural differences in presentation and human cognitive biases may have led to 15 hours of content being presented with differing efficacies according to the trainer. Whilst the allocation of jobseekers to either the new treatment (PSI only, or PSI and stage-matched intervention) or the TAU groups by case managers should have always been random, analysis of the jobseekers' JSCI 'stream' demonstrated that case managers consistently allocated a harder caseload (more Stream 3s and 4s) to the treatment group. This indicates that absolute adherence to the studies' procedures was affected by the real-world environment.

Furthermore, with the larger roll-out of the PSI and stage-matched coaching in Studies III and IV (for Paper 3), the researcher had to rely on a train-the-trainer model. Hundreds of case managers and jobseeker trainers were trained on the content of the PSI and stage-matched coaching. Although case managers were implored to stick strictly to the PowerPoint, exercise and script content provided and trainers had to pass an online knowledge test before delivery, we must assume there were variances in the quality of content.

Our stage-matching was based on the jobseekers' truthful completion of the AWR. We saw in pilots that certain environments encouraged positivity bias (encouraging jobseekers to answer what they think the assessment administrator wishes to hear). However, the anti-biased manner of delivering the AWR (allowing the participant to answer the questions in private, without their case manager asking them the questions or seeing responses) and scoring the assessment (electronic completion and scoring, rather than case managers scoring paper-based responses) mitigates this risk to some extent.

Importantly, the AWR predicted objective re-employment results. Nonetheless, the potential of inaccurate AWR completion has to be acknowledged.

Pragmatic considerations have impacted the 'purity' of the PSI and one-to-one coaching content provided. Initially, the PSI workshops would have taken five full days, but funding did not allow for that, so the content had to be cut to five half-days. The content for one-to-one coaching was initially several pages long for each stage of change, but it was requested that this be cut to one page so it was swiftly digestible and actionable in the time allowed. There had to be some adaptation of terminology and techniques because mental health professionals were not delivering the interventions and coaching, which aimed to enhance psychological capital.

The conclusions of this thesis' studies may be limited to Australia. Whilst many nationalities and ethnicities participated, and both city and remote locations were included, cultural and national variations might have impacted the efficacy of the assessment, PSI and stage-matched coaching interventions. I hope my research will encourage similar studies in other nations in the future or multi-national designs to allow cross-national comparisons.

Study II (Pilot of the PSI with Young Jobseekers) tracked sustained (13-week) placements, which is perhaps one of the best measures of the efficacy of any jobseeker intervention. Governments are increasingly allocating more funding for outsourced employment programmes based on this sustained employment outcome measure (in Australia, most payments are for 4-, 12- or 26-week sustained placement outcomes). Whilst participants in Study II's PS Intervention for young jobseekers were 2.48 times more likely than the TAU group to achieve a sustained employment outcome (13-weeks), the employment service providers were unable to track this crucial measure due to the limitations of their own tracking systems and enhanced data protection considerations.

Future Research Directions

There are several facets of this thesis that warrant further research. First, these were applied studies for which the purity of participant sampling was compromised by the personal preferences of case managers who allocated jobseekers to the treatment or TAU cohorts. Future studies on the effects of the AWR, PSI and stage-matched interventions should be conducted in an uncontaminated, randomised and controlled trial environment.

Second, only Study II was able to evidence a significant improvement in 13-week *sustained* placements. Further studies could be improved to measure the success of interventions in terms of sustained job placement outcomes (i.e. 4-, 12-, 26- and even 52-week sustained employment placements) in addition to data on placement. Such research would also provide insights into the predictive validity of stages of change on sustained outcomes. For example, future research could seek to address whether jobseekers in the *unauthentic action* stage drop out of employment early.

Third, although the PS interventions aimed to enhance jobseeking success through exercises to augment well-being, resilience and self-efficacy, improvements in well-being, resilience and self-efficacy were not measured. It may be that well-being interventions had a much larger impact upon jobseekers and their job outcomes than resilience-building interventions. We simply do not yet know, and such knowledge would facilitate a more efficient focus on specific interventions. Another question to answer would be whether jobseekers' stage of job-readiness changed following the PSI and stage-matched interventions.

Fourth, with such large-scale applied studies, the only method for delivering the assessment and interventions to jobseekers was through a train-the-trainer programme. Future researchers may consider having fewer participants, but having only researchers deliver the interventions in order to improve the reliability of the study.

Fifth, the results of Study III and Study IV imply that assessing a jobseeker's stage of commitment to jobseeking can inform person-centric interventions that improve job placement outcomes. However, this is the least supported of the four key research questions, as the two studies were conducted with two separate groups. We did see improvements, but Study III's group differed from Study IV's PSI plus individual stage-matched coaching group and further research should aim to ensure that the covariates do not differ.

Finally, further investigation into the negative impact of the interventions on Australians living in remote areas would be valuable. Future research could aim to understand whether results were poorer from interventions because the population requires a different psychological approach. Studies could also try to determine whether the macro-economic conditions of remote areas, such as fewer jobs but higher employment rates amongst non-indigenous Australians, lower employment rates for indigenous Australians and the downturn in mining employment during the studies (PMC, 2017a), outweigh the benefits of the interventions experienced elsewhere.

Concluding Remarks

Governments are increasingly looking to harness the advantages of mobile technology, assessment, individualised interventions and data analytics to enhance support for jobseekers. This thesis offers insights and recommendations that may inform such programmes. Our data suggests that in addition to extrinsic demographic predictors of a jobseeker's likelihood of re-employment success, an individual's intrinsic *attitude* to re-employment is also important. This attitude can be measured and used to inform stage-matched, individualised psychosocial interventions that improve re-employment rates. These interventions may be effective for those jobseekers furthest from re-employment. Although such interventions address what are often termed 'soft skills', the evidence

contained herein suggests that they deliver the 'hard' outcomes necessary for re-employment success.

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Research Portfolio Appendix

Appendix I – Publications

Publication Status:

Submitted, Accepted & Published:

Validating a Stage of Change Tool to Predict Employment Outcomes - Journal of

Rehabilitation JOR 2016-96R April/May/June 2017 Volume 83, Number 2

Submitted:

1st October 2018: A Resilience-Well-being Psychosocial Intervention Pilot with Young

Jobseekers - International Journal of Well-being

16th October 2018: Evaluation of the Treatment Utility of a Jobseeker Segmentation and

Intervention Model - Journal of Vocational Behavior

Relevant Evidence (Proof of Submission, Proof of Refereeing, Proof of Acceptance/Publication).

Paper 1. Journal of Rehabilitation Proof of Publication

THE JOURNAL OF Rehabilitation

April/May/June 2017
Volume 83, Number 2

NATIONAL REHABILITATION ASSOCIATION

Paper 1. Journal of Rehabilitation Reviewer Proof of Refereeing

Wendy Parent-Johnson, Ph.D., CRC, CESP   Darren Coppin
Executive Director, Center for Disabilities   PhD Candidate
Professor, Department of Pediatrics   Australian Catholic University
Editor, Journal of Rehabilitation   Baker Street
Sanford School of Medicine   Strathfield
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21st September 2016

Dear Wendy

ARE JOBSEEKERS JOBSEEKING PAPER – POST REVIEW RESUBMISSION (JOR 2016-96)

Many thanks indeed for the time and valued input from your reviewers. I have taken every comment to heart and diligently addressed each one as follows:

Reviewer 1
I just noticed that the author has two title pages (page 1 & page 3). Please delete one of your title pages. Deleted.
The title of manuscript is unclear to this reviewer. In particular, the last four words "Likelihood of Employment Rehabilitation." The end of the title appears to be missing a word. The phrase "employment Rehabilitation" is mentioned throughout the manuscript. Revised in title and throughout manuscript.
 Not sure why the (130 words) appears on the cover page of the manuscript. Seems out of place to this reviewer. Removed.
Please be more descriptive when the following words are used: "their," "that," "this," "them," they," "it," etc. For example, instead of saying "this," jobseekers ready and willing to seek employment, for example. Another example would be if "they" refers to people precontemplator, say precontemplator. There are also some other places in the manuscript where changes can be made to improve the clarity. Please refer to page 68 in the APA (6th) manual under Precision and Clarity (Pronouns). Addressed and changed.
Abstract: What is the URICA that is mentioned in the abstract? The author might want to spell out first so that readers would know the name of the assessment.
Page 4 second sentence. There should be a period after Australia. Added.
Page 4. It might be clearer for the author to type the word question before asking the question. Added.
Page 4 the third paragraph. Is this the correct spelling for "Counling?" Not sure. US spelling of counselling added.
Page 4. This appears to be an international manuscript. While 'behaviours' is spelled correctly depending on the country, this is the incorrect spelling for the United States. This reviewer will not note spelling as such in the manuscript. I am assuming copy editing will facilitate. US spellings entered throughout.
The citation on page 7 is not in the APA format for in text citations (Prochaska, DiClemente, & Norcross, 1993). Please refer to the APA (6th) Manual for assistance.

Behavioural Change in the Unemployed

Citation Corrected by adding page.
Page 8 the first sentence (disabled clients). Please use person first language when referring to people with disabilities. For example, it should be *people with disabilities* instead of *disabled clients*. Person first language added throughout.
Page 9 the first full paragraph. There should be a comma after the word 'thus.' Added.
 Page 11 Under *Item Generation & Pilot Study*. The first sentence is unclear. There seems to be something missing at the end of the sentence. Sentence restructured.
Page 23. Please put the references in APA format. Double spacing added.
There should be a section with a heading " limitations of the study." Added.
While the author did mention about possible future research in the manuscript,, it would be better to include this kind of content under a heading appropriately titled "Future Research." Added.

General observations
It seems like there is a lot of information in the literature review paper of the manuscript that can be reduced or summed up to increase the flow of information. This reviewer thinks this section is long. Approximately 1.5 pages removed.
In the results section, it is appropriate to report other demographics like ethnicity etc. Please see APA (6th) for explanation. Explanation for ethnicity data not being available added and "Further research/limitations of the study" refer to this lack of ethnicity data.
Please reduce the number of tables and figures. This information might be better presented in narrative form. All figures removed.

Reviewer 2
The authors present an interesting idea on helping service providers better understand how to help individuals in the return-to-work process based on readiness or stage of change. The study addresses an important research question that could potentially impact the effectiveness of services to job seekers. Because the sample was not described in much detail (especially regarding disability status), I am uncertain as to whether the manuscript is appropriate for the Journal of Rehabilitation. The quality of writing and the organization of the manuscript is also of concern. Please see the specific comments below.
Strengths:
General
The study addresses an important research question that could potentially impact the effectiveness of services to job seekers in general (and possibly job seekers with disabilities)
Methodology:
The researchers used a pilot and made revisions to ensure accurate identification of the job seeker's stage of change
The researchers consulted with Prochaska and Levesque about the revised items
Suggested Revisions:
Writing
The manuscript contains many APA errors that require revision
Use person-first language instead of "disabled clients" (p. 8)
Use just the year (FRED, 2015) instead of the full date in citations (FRED, 11-24-2015)
Do not use italics for quoted material
Include a page number for direct quotes
Revise the headers to follow APA formatting requirements
Follow APA requirements for Figures and Tables, including the captions
Make sure you have appropriate in-text citations for all direct quotes (p. 15)

Call out all figures and tables in the text

Reference list should maintain double spacing

All enhanced. Apologies for the paper format being inconsistent with APA.

The manuscript contains many grammatical errors that require revision

Revise fragments and typos ("Bad for economies, bad for communities and bad for the individual" p. 4; "utilised with to" p. 4; "But is has been suggested that such judgement is prone to biases..." p. 8)

The authors should replace the many dashes in the manuscript with commas or otherwise revise the sentence

Revised.

The authors need to better organize the paper as a whole and the individual sections and paragraphs

The authors need to better organize the paper by sections: Introduction, Methods, Results, Discussion (e.g., information pertinent to the literature review was included in the methodology section; some discussion of the results was included in the results section; describe the participants in the methodology section, not in the introduction) Paper reorganized with more appropriate headings and content.

I would recommend a more succinct overview of TTM followed by a focus on how TTM applies to job seekers; I would only include a single short paragraph about the validity of the stages and the effectiveness of TTM approaches in other change areas (e.g., smoking, exercise, weight control, mammography participation, etc.) Approxiamtely 1.5 pages removed. Hopefully the paper flows better without dwelling on the TTM literature review excessively.

Methodology

The sample is not described in detail, especially regarding disability factors. Do these job seekers have disabilities? This data has been sourced and added.

Please provide a better description of who was involved and how agreement was reached for the revised measurement items Added.

It appears that the researchers removed the possibility of misinterpretation of the stage of change chart by automating the interpretation through the Pro-Change Behavior System algorithm; if this is the case, please state it as such Clarity provided in narrative.

Please provide clarification of how the scoring algorithm you used was the same as the one used by Pro-Change Behavior Systems; also, provide information about the reliability of the Pro-Change Behavior System; Section enhanced.

The researchers explain an additional stage of change termed "unreflective action" or "unauthentic action" but fail to explain if this interpretation was built into the online survey system; if it was not, how were such scores interpreted? Details added.

Please provide a better description of the interview process of the "unreflective action" clients (p. 15) Sentence on this (ie via employment consultants) added.

Why was a 3-factor solution forced? What about the other stage-of-change configurations (i.e., unauthentic action and preparation)? If you used the 3-factor solution, how were some individuals placed in these other two categories (as appears in Figure 4)? Please also reconcile this with the statement of "five distinct clusters" mentioned in the Discussion section (p. 19) Excellent point and clarified in Results section.

Discussion

On page 19, it states that individuals who are in the Precontemplation, Contemplation, or Unauthentic Action stage of change "have a low intention or belief in returning to employment or education." Please provide references or an explanation to support this interpretation. Added.

It may be helpful to the reader if you add headers for Limitations and Future Reseasrch

Added.
Other issues:
It may be more appropriate to describe the employment services providers (size, type, and country of the employment service; e.g., "government-funded employment agency in the United Kingdom") instead of naming them (BEST-CDG, Wesley Mission, Grays Jobcentre Plus) Amended.
The authors need to avoid the use of unfamiliar terms such as "one-up advisors" (p. 14) Removed.

The author is remarkably grateful for the input of the Reviewers. The manuscript is immeasurably more cohesive and impactful as a result.

Kind regards

Darren Coppin

Proof of Submission of Paper II to International Journal of Well-being.

[IJW] Submission Acknowledgement

DW Dan Weijers <dweijers@waikato.ac.nz>
Mon 01/10, 12:56
Darren Coppin ⌄

Papers Peer reviews

Mr Darren Coppin:

Thank you for submitting the manuscript, "A Resilience-Wellbeing Psychosocial Intervention Pilot with Young Jobseekers." to International Journal of Wellbeing. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
https://internationaljournalofwellbeing.org/index.php/ijow/author/submission/775
Username: darrencoppin

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Dan Weijers
International Journal of Wellbeing
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Proof of Submission of Paper III to Journal of Vocational Behavior

Journal of Vocational Behavior - Submission Confirmation

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Title: Evaluation of The Treatment Utility of a Jobseeker Segmentation and Intervention Program
Corresponding Author: Mr. Darren Coppin
Authors: Joseph Ciarrochi, Ph.D; Baljinder Sahdra, Ph.D; David Rosette, Ph.D
Article Type: Research paper

Dear Mr. Coppin,

This is to confirm that the above-mentioned manuscript has been received for consideration in the Journal of Vocational Behavior.

You will be able to check on the progress of your manuscript by logging on to the Elsevier Editorial System for the Journal of Vocational Behavior as an author:
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Appendix II - Statement of Contribution of Others

This statement is to summarise and clearly identify the nature and extent of the intellectual input by the candidate and any co-authors for each of the three papers below:

Paper 1 - Validating a Stage of Change Tool to Predict Employment Outcomes

I acknowledge that my contribution to the above paper is 100% percent.

Darren Coppin

Paper 2 - Creation of a Psycho-social Intervention & Pilot with Young Jobseekers

I acknowledge that my contribution to the above paper is 97% percent.

Darren Coppin

I acknowledge that my contribution to the above paper is 3% percent.

Dr David Rosete

Paper 3 - Evaluation of a Jobseeker Segmentation and Intervention Model

I acknowledge that my contribution to the above paper is 85% percent.

Darren Coppin

Behavioural Change in the Unemployed

I acknowledge that my contribution to the above paper is 10% percent.

Professor Joseph Ciarrochi

I acknowledge that my contribution to the above paper is 3% percent.

Professor Baljinder Sahdra

I acknowledge that my contribution to the above paper is 2% percent.

Dr David Rosette

Appendix III – Sections Removed from Paper 3 to Fit Word Limit

Study 1 Discussion

Hypothesis 1, that the PS intervention will have a positive impact on employment and education outcomes for all participants, was, at first glance, confirmed. A significant proportion (181 or 32.97%) of participants in the treatment group achieved a positive outcome of an employment or education placement while just 27.38% (523) of participants in the comparison group achieved a positive outcome of an employment or education placement. This 5.59% difference represents a 20.42% increase in job placements for the PS treatment group over the TAU job placement rate (27.38% TAU X 20.42% increase = 32.97% PS intervention job placement rate). Hypothesis 2, that different stages of jobseeking commitment, as measured by the AWR, have different responses to interventions, was indicated as true.

Table 3.

Summary of Study 1 PS Treatment Effect by Stage
(comparison with *action)*

	R^2	z value	Sig. (2 Tailed)	Std. Error
(Intercept)	0.163	-1.105	0.269	0.148
Preparation	0.503	1.266	0.206	0.397
Unauthentic Action	0.820	2.298	0.022	0.357
Contemplation	0.897	2.196	0.028	0.409
Precontemplation	0.364	0.883	0.377	0.412

This result suggests that different interventions are needed for different AWR stages of jobseeking commitment. The data indicate that investment in a PS (well-being and resilience-building workshop) intervention is not necessary for those in the *action* stage, who are already proactive and confident in returning to work. The decrease in *action* participants' return-to-work rate may have been due to several factors. Experienced case managers conjectured that *action* participants may have felt "held back" exploring their psychological capital when they were genuinely keen and ready to focus on the

practical elements of job searching. Additionally, their positive outlook may have been negatively influenced by other workshop participants in less-optimistic stages of change.

While the result of 1.7% fewer placements (see Table 4, below) was not statistically significant, the trend was in the expected direction. In pragmatic terms, the argument for continuing to include *action* participants in an expensive and intense PS workshop intervention in a large-scale, real-world environment was diminished. For Study 2, it was recommended that *action* participants would not undertake the PS intervention. However, a key finding from Study 1 was that, for those measured by the AWR to have lower levels of confidence and commitment, a well-being and resilience PS intervention delivered a noticeable improvement in return-to-work outcomes. The confirmation of Hypothesis 2 suggested that the central tenet of the transtheoretical model (i.e. that different stages of change require different interventions in order to maximize engagement and positive outcomes) was worthy of further investigation and direct testing in Study 2.

Table 4.
Study 1 Return to Work by Stage of Change

	TAU	PS Treatment	Difference	Change
Stage				
Action	33.3%	31.6%	-1.7%	-5.1%
Preparation	28.6%	36.3%	7.7%	26.9%
Unauthentic Action	25.1%	38.3%	13.2%	52.5%
Contemplation	23.0%	39.1%	16.1%	70.2%
Precontemplation	15.8%	19.7%	3.9%	24.4%

The data evidences that case managers were not randomly assigning jobseekers to the workshops, but rather showing a considerable bias towards those with less proactivity and commitment to jobseeking. Table 5 (below) illustrates that 75% of the participants in the treatment group were "less-committed" jobseekers (i.e. those in the *unauthentic action*, *contemplation*, and *precontemplation* stages) while the TAU comparison group only comprised 42.7% of these less-committed jobseekers.

Table 5.
Study 1 Allocation to Treatment vs Comparison (TAU)

Stage of Change	TAU	PS Treatment
Action	35.7%	10.4%
Preparation	21.6%	14.6%
Unauthentic Action	19.2%	35.2%
Contemplation	10.9%	15.8%
Precontemplation	12.6%	24.0%

Case managers' tendency to refer less-committed jobseekers to the PS treatment may have significantly suppressed positive outcomes for the treatment group. Nonetheless, while the treatment still delivered a 20.42% increase in job placement success overall, the randomized element of the study appears to have been compromised by case managers' apparent tendency to refer "harder" jobseekers to the treatment. As such, this affirms that this study cannot be called a randomized control treatment, but rather a comparison study. Additionally, as a limitation, the number of actual participants who completed the workshops was not measured. Anecdotally, attendance was "almost 100%," but if jobseekers did not attend the workshops some suppression of employment and education placement results in the treatment group is to be expected.

Hypothesis 3, that the PS treatment works equally in different locations, could not be satisfactorily tested. Almost all (99.6%) of the respondents came from locations classified as *major cities* and/or *regional areas* (ASCG Remoteness Classifications) within South East Queensland, Australia. A wider study that included other *remote* and *very remote* areas would provide more balanced research.

With regard to Hypothesis 4, the PS treatment's efficacy was found to differ across different ages. There was a more significant response to treatment in the 15–21 age group than in other age groups: 45% of 15–21-year-olds in the treatment group returned to work versus just 31% of 15–21-year-olds in the comparison group. This finding align with the

results of other studies (Liu et al., 2014b). The only negative impact was seen for participants in the 55+ age group, although the sample was small (55 individuals out of the total study sample of 2,459) and a larger sample would be required for any more substantial conclusions to be drawn.

The results pertaining to Hypothesis 5, that the PS treatment would work equally well across different lengths of unemployment, were inconclusive. This variable (length of unemployment) is of particular interest to stakeholders. "Creaming" and "parking" of jobseekers is a concern for many governments, who perceive that return-to-work support is focused upon those most likely to re-enter employment in order to deliver "quick wins" for the employment service (Carter & Whitworth, 2015). The results do indeed show that the PS treatment was most effective for those considered short-term unemployed (i.e. unemployed for less than 6 months): 45% of such short-term jobseekers in the treatment group returned to work versus just 32% in the comparison group. Even so, the return-to-work rate for those experiencing over 6 months of unemployment was 39.7% in the treatment group versus 24.7% in the comparison group. Even those very-long-term unemployed (48+ months) in the treatment group were 4% more likely to return-to-work than those in the comparison group (23% versus 19% respectively).

Hypothesis 6, which posited that the treatment would work equally well regardless of gender, was not supported. Male participants accounted for almost the entire uplift in outcomes (from 28% of the comparison group returning to work to 39% of the treatment group), whereas female participants' return-to-work rates remained static at 27% in both cohorts.

Study 2 Introduction

Study 1 identified several enhancements in data collection that would enable a more comprehensive analysis of efficacy across moderators. A second study was proposed

that would address Study 1's gaps in data collection and provide a significantly greater number of participants (20,057 rather than 2,459). Based upon the results from Study 1, the PS treatment was not delivered to those in the *action* stage, while individualized one-to-one coaching guides were implemented by employment case managers across all five stages. Hypothesis 8 considered whether the intervention works allowing for moderators not conclusively examined in Study 1 such as ethnicity (indigenous or non-indigenous), age (including the over-55-year-olds), and remote location. Finally, Hypothesis 9 looked at moderation and prediction by "stream," the Australian government's demographic segmented categories of jobseeker, based upon extrinsic barriers to employment. Measuring return-to-work rates for each jobseeker stream would provide key insights into the effectiveness of the treatment and suggest possible policy considerations. "Segmentation" is a term used by various government employment departments to describe how unemployed citizens can be grouped according to demographics or attitudes to help direct more personalized and effective return-to-work support (Mourshed, Patel, & Suder, 2014; Sacchi & Vesan, 2015). A wider study that included *outer regional*, *remote*, and *very remote* areas across all Australian states would provide more balanced data to support Hypothesis 3 (i.e. that the treatment works equally in different locations). Finally, a larger sample of participants aged 55+ would help to address Hypothesis 4, which concerns the treatment's efficacy across ages.

While this study initially aimed to be a gold-standard randomized control study, the realities of delivery, at scale, in a real-world setting meant that true randomization was difficult. The biggest threat to randomization involved government workers potentially sending the most difficult clients to the intervention, rather than randomly allocating clients to intervention and TAU as instructed. This meant that the control was a comparison group, and that the intervention group tended to get the most difficult clients

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(see evidence presented below). We controlled for pre-existing differences in groups in all key analyses.

We next examined effects across studies, to evaluate the hypotheses that outcomes would be improved in Study 2 (PS intervention plus stage-matching) compared to Study 1 (PS intervention only). We predicted job placement using logistic regression, and condition study, and the interaction between these variables as predictors. There was a significant treatment by study interaction ($\beta = .30$, SE = .11, Z = 2.78), suggesting that the effect of treatment was different in the two studies. As can be seen in Table 8, the effects were generally stronger in Study 2 compared to Study 1. The interaction effects held even after controlling for gender and age (B = .31, SE=.11, Z=2.82).

In Study 1, the 55+ age group did not respond well to the PS intervention treatment, with return-to-work outcomes reducing from 23% to 20%. However, the sample size was very small (55), so it was hoped that Study 2's tracking of 2,032 over-55s would provide a more accurate understanding. Indeed, the return-to-work rate of the treatment group (38%) markedly outperformed that of the comparison group (24%).

Measuring the impact of the treatment on Indigenous Australians (those who identify as being of Aboriginal or Torres Strait Islander descent) is of relevance to the Australian government, as the Indigenous employment rate fell from 53.8% in 2008 to 48.4% in 2014–15 (PMC, 2017b). In Study 2, 2,887 participants identified as Indigenous, with the treatment delivering a 41% return-to-work rate over the year of the study, compared to 31% for those not experiencing stage-matched interventions.

Study 2 was also able to improve on Study 1 by including more participants from non-metropolitan areas, with 27% coming from Outer Regional, Remote, and Very Remote areas. While the treatment's impact upon increasing return-to-work rates in Major Cities, Inner Regional, and Outer Regional areas was pronounced, return-to-work rates in

Remote (44% comparison versus 28% treatment) and Very Remote (32% to 27%) areas decreased. This is a significant finding and the reasons behind this result are unclear and worthy of further study. It does suggest that remote-specific intervention programs are required.

Hypothesis 9 addresses the moderation and prediction of return-to-work rates by Stream, the Australian government's existing system of segmentation. The data suggests that the AWR stage of change result is a better predictor of return-to-work rates over a 12-month period than the JSCI's streaming system. That is not to say that the AWR's attitudinal, intrinsic return-to-work predictive analytic capabilities should replace the JSCI's demographic, extrinsic analysis. Both analytic tools measure considerations that appear essential in facilitating segmentation and perhaps complement each other. The data indicates an apparent anomaly. The results in Table 7 (above) show that Stream 2 jobseekers experienced the most substantial enhancement of return-to-work rates (OR = 2.44, 95% CI: 2.26-2.64, $p < 0.01$), whereas one might have expected those classified by the JSCI as being in Stream 1 as more likely to return-to-work at the highest rates. In fact, Stream 1 participants appeared to be returning to work at a lower rate than other streams. Upon investigation with case managers, we were told that because the financial return to the employment service provider for returning a Stream 1 to employment is rather low (~$100), they often do not successfully pursue the former jobseeker for the evidence required for an outcome claim. Thus, while it appears that fewer Stream 1 jobseekers are placed into employment, it is simply that, financially, it is not viable to expend a great deal of effort to provide evidence for such a placement. Outside of the above anomaly, the data did validate the Australian government's Streaming model, with Streams 2, 3, and 4 experiencing jobseeking success to degrees correlating to their Stream, with those requiring greater assistance less likely to gain employment.

Overall, with the intervention less likely to work with remote participants, both location and Stream can be said to moderate intervention effects, when controlling for each other. One may conclude that the treatment of AWR stage-matched PS intervention and one-to-one coaching delivers unique effects that hold regardless of gender, age, and ethnicity.

Discussion

Today, with greater computing capacity, there is an enhanced opportunity to mine data to establish which key factors predict jobseeker employment success. Such predictive analytics, as a part of welfare policy, not only to help to determine which individuals are likely to need additional, government-funded support, but also determine the level of payment that outsourced employment providers should receive. Such predictive analytic tools have been restricted to measuring *extrinsic* barriers to employment such as demographic factors (age, gender, ethnicity, location, education, language skills, driving license, etc.). These are verified and appropriate indicators of employability. Focusing on such enablers and barriers to employment facilitates a somewhat pathological approach. Additionally, it does not allow for *intrinsic* factors such as, for example, a jobseeker's attitude. One might suppose that an individual's *will* to find employment is a greater predictor of employment success than, say, their ability to drive, or previous education level. Indeed, this paper's analysis suggests as such. Measuring a jobseeker's genuine commitment, their self-perceived work readiness, is more predictive of employment success than Australia's extrinsic-only JSCI.

The AWR may provide employment services with fresh analysis and scalable interventions for medium- and long-term unemployed welfare claimants. There is some evidence, and certainly some fear, that welfare-to-work programs that incentivize

employment providers on the basis of performance (for example, placement, 4-, 12-, 26-, and 52-week sustained employment outcomes), may lead to "creaming and parking." This is where providers may focus mostly on jobseekers that are closest to re-employment (Finn, 2010; Grover, 2015; Rees, Whitworth, & Carter, 2014). Our evidence suggests that appropriate attitudinal segmentation (that informs the use of one-to-one coaching based upon that individual's stage of jobseeking commitment, plus group resilience workshops for all stages except *action*) can increase employment placement in even the very-long-term unemployed (48+ months) by 21% (increase from 19% to 21% placements), or those deemed by the JSCI as further from employment (Stream 4) by 30% (from 30% to 39%). For large-scale employment programs, such results have the potential to have a noteworthy impact upon government budgets. While the JSCI now categorizes jobseekers into Streams A, B, and C (rather than Streams 1, 2, 3, and 4), our ongoing data gathering suggests that the data holds true.

Study 1 also warranted further investigation into the effects of the treatment on older (55+) jobseekers, as no effect was noted in the data, albeit with a very small sample. For Study 2, return-to-work outcomes improved to 38% in the treatment group from 24% in the comparison group. The data suggests that being an Indigenous Australian did not moderate the effect of the assessment and intervention. However, being remote did. While Major Cities, Inner Regional, and Outer Regional areas all evidenced significant effects from the treatment, Remote and Very Remove did not. This has profound and encouraging implications for policy, suggesting that remoteness is more of a key barrier to employment than "Indigenousness."

The only means of tracking outcomes available to the researchers was to test return-to-work rates. Sustained employment rates were not taken into consideration, so it is not known if successfully placed jobseekers were still in work one, three, six, or twelve

months later. This is a substantial limitation. If the PS intervention only temporarily and superficially improved the proactivity of a jobseeker, this might lead to an increase in job placements. However, unless placements become sustained job outcomes, the benefit to both individual and state is limited. The identification of the *unauthentic action* segment, jobseekers who are not authentically trying to gain employment, may go some way to addressing some jobseekers' tendency to drop out of interviews job placements. Anecdotally sustained outcome rates have increased among the treatment group. This is certainly an area for further study.

Calculation of Delivery Costs of the PS Intervention to 8,020 participants:

Action: 2841 one to ones X 4 X 30 mins. = 5,682hours

Other: 5179 one to ones X 4 X 30 mins. = 10,358 hours

Other: 5179 workshops, 10 in each = 518 sessions of 3 hours X 5 = 7770

23,810 man hours +

Training 357 X 17 hours = 6,069

29,879 Maximum deliver hours.

1 person X 38 hour week X 1976/year.

15.12 personnel @ average $52,000 + 9% super = $857,002

IT use & support @ $22 X 8020 = $176,440

TOTAL = $1,033,442

Appendix IV

Assessment of Work Readiness/Stage of Change Scale Survey Items

		Strongly Disagree ←——→ Strongly Agree					
		1	**2**	**3**	**4**	**5**	
1.	I am considering my career interests and vocational goals.	○	○	○	○	○	C
2.	If I were to find a job, it would disrupt my family life and I can't let that happen.	○	○	○	○	○	P
3.	I am actively looking for a job.	○	○	○	○	○	A
4.	I have started to consider my career and employment options.	○	○	○	○	○	C
5.	I am following up on my initial job leads.	○	○	○	○	○	A
6.	If I change from the type of job I was doing, people will think I failed, and that's too much for me to take that right now.	○	○	○	○	○	P
7.	I am really working hard to find a job.	○	○	○	○	○	A
8.	Maybe this centre will be able to assist me to look for a job.	○	○	○	○	○	C
9.	I believe that I might be worse off financially if I start a new job.	○	○	○	○	○	P
10.	I am in the process of setting-up interviews with employers.	○	○	○	○	○	A
11.	I don't understand why I need to look for a job.	○	○	○	○	○	P
12.	I would consider enrolling in new training if it would help me find a job.	○	○	○	○	○	C