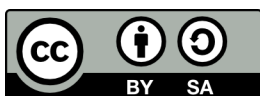




THE ATTITUDE GAP CHALLENGE

A South Auckland Employment and Skills Challenge

Summary report



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OUR APPROACH AND SCOPE

- A focus on South
- A multi-agency team with a time limit of 4 months. We are testing a new approach, time and effort is split across project outcomes and capability outcomes.
- Cultural guidance from a diverse cultural advisory panel to ensure that the team was grounded in appropriate knowledge and practice to ensure that the way we engaged with community members was sensitive, appropriate and that they were able to interpret
- Engagement involvement from different parts of the broader system (eg young people, employers, policymakers, education and employment system, whānau and families, providers etc) with initial emphasis on employers, young people and their families, extended to other influencers such as training and education system influencers and policymakers as time permitted.
- The challenge crossed over a number of different complex systems (eg education system, job markets, youth systems); however, the project wasn't able to examine all aspects

EXECUTIVE SUMMARY

The Attitude Gap Challenge is a multi-agency co-design challenge led by the Auckland Co-design Lab (the Lab) in collaboration with overall Lab sponsor, Auckland Council's Southern Initiative. It was sponsored by the Ministry of Business, Innovation and Employment (MBIE) and the Ministry of Social Development (MSD).

The challenge centres on understanding the reasons behind the lack of connection between local employers and young people in South Auckland.

South Auckland has a broad and growing economy, rich cultural diversity and a young population. However South Auckland young people's high unemployment rate isn't explained by lack of educational attainment alone. This situation is both socially and economically costly to the region, with looming labour shortages and negative social and financial impacts for families.

Anecdotally, employers say they struggle to find local candidates with the 'right attitude'. On the other hand, young people report that the experience of applying for jobs and encountering workplace culture is like entering a foreign country, with unfamiliar and invisible practices, language and rules.

The overarching finding of this project is that the challenge that employers and young people face in South Auckland **is much broader than attitude, and is in fact a complex clash of norms and expectations, which could be overcome through greater preparedness and proximity between different groups involved.**

The challenge found that:

- The gap is self-perpetuating ie bad experiences equal more disengagement for both employers and young people.
- Current systems (especially in the recruitment phase) make it even harder for young people, and create frustrations and burdens for employers.
- Businesses and employers are sometimes aware of but don't know how to build on the cultural strengths and diversity of young people.
- Many employers view workplace culture as the norm, with little insight into how its unspoken rules can work to disengage young people or what support is required.

- For many people in South Auckland not only is whānau their number one priority they often have greater obligations and requirements to support their families, and young people can struggle to balance their family loyalties and obligations with the world of work.
- Conflicting communication norms serve to intensify initial connection issues and can impede ongoing employment progression once in the workplace, despite the fact that employers and employees broadly share similar goals and values.
- There is a need to build better connections, between all parties—from earlier in a young person's life.
- There is a lack of responsibility, accountability, and coordination amongst the multiple players in the education to employment journey and all have a part to play in building a robust roadmap.
- Bringing the different parties together and building understanding of and empathy for one another's point of view helps to collapse the gap.

This report investigates how the gap is formed, and manifests itself in four critical phases of the employment journey:

1. Getting Prepared: learning about the world of work
2. Getting In: the invisible nature of the recruitment process
3. Staying In: balancing home and work life
4. Progressing: the cycle of motivation, risk and reward

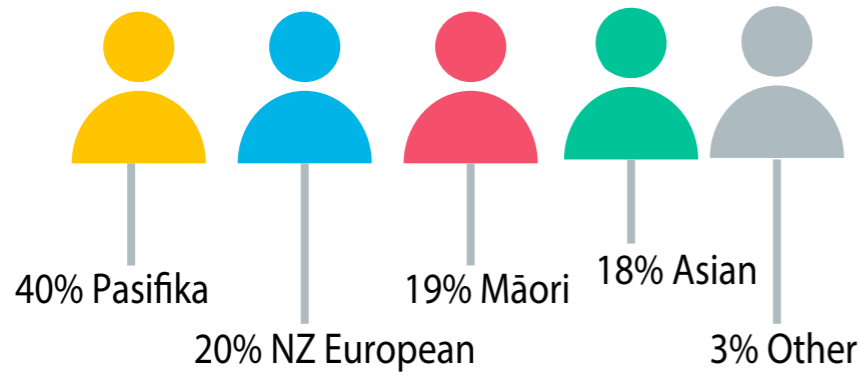
The recruitment process, and the invisible, ineffective and demotivating way that young people are assessed, is the critical point of failure for many potential employers and employees. This phase also holds the biggest opportunity for whānau, community, educational providers and employers to create new ways to create mutual understanding and successful connections.

This report sets out themes mined from international research and insights gleaned from conversations with key players in the local ecosystem including employers, young people, government agencies and NGOs. The local findings echo international trends, but apply them to the unique cultural setting in South Auckland. Although locally based, the findings will resonate for communities across New Zealand. The report then provides glimpses of potential ways to work together to bridge the gap in future.

This report contains visual representations of the insights, impacts and potential future state. These have been prepared as resources and conversation starters. The Lab and its sponsors welcomes requests for digital files.

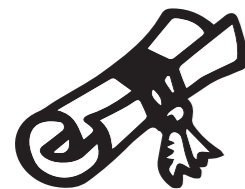
SNAPSHOT OF YOUNG PEOPLE (16-24) AND THE WORLD OF WORK IN SOUTH AUCKLAND*

48,640 Young People in South Auckland



Makes up 22% of Auckland's young people

Source: Census (2013)



HIGHEST QUALIFICATION (OF THOSE AGED 15 YEARS AND OVER)



16% of the rest of NZ have qualifications Level 7+

Source: Census (2013)



YOUNG PEOPLE ON A BENEFIT

(Job Seeker, Support Living Payment, Sole Parent, Emergency Benefit & Emergency Allowance)

5,988 16-24 year olds receive a benefit

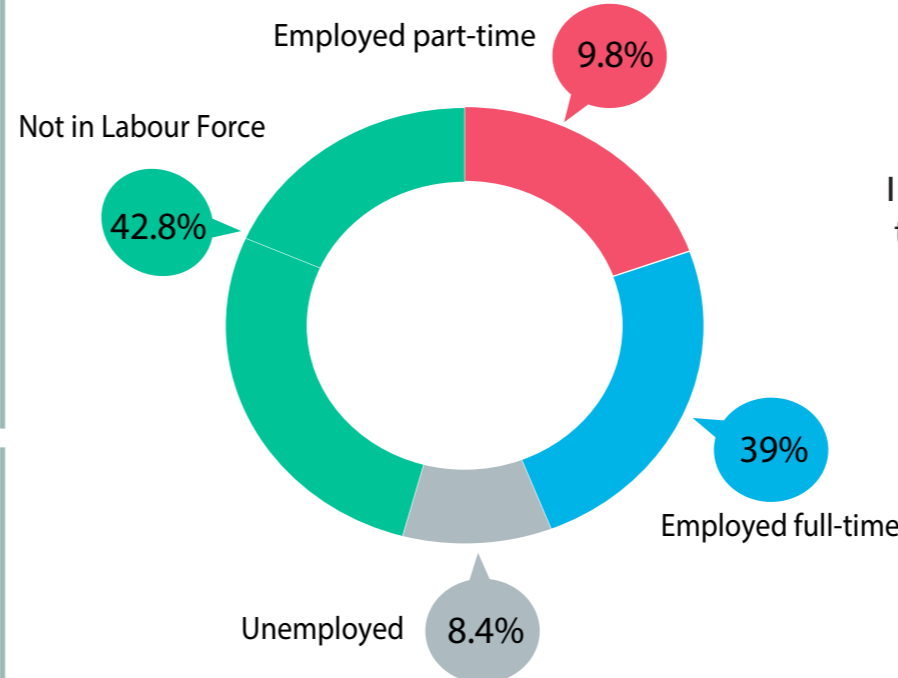
1865 have stayed on a benefit for approx 2-4 years

Source: MSD (2016)

\$ Youth receiving a benefit spend on average 19 years on the benefit, with a life time cost of \$239,000* (Source: MSD Actuarial valuation 2013)



EMPLOYMENT STATUS (OF THOSE AGED 15 YRS AND OVER)



14.6% NEET

In Auckland the total NEET rate is 8.7% and in NZ its 11.3%

Source: HLF5 December (2015)

Key terms:
Unemployed: People who are without a job and are available for work

Not in labour force: anyone who is neither employed or unemployed. This includes people who have personal or family responsibilities such as childcare etc, attend education institutions, are unable to work due to physical or mental disabilities, and are not seeking work.

NEET: These are young people who are unemployed (part of the labour force) and not engaged in education, or training, and those not in the labour force, and not engaged in education or training due to multiple reasons



Young people from South Auckland who are employed are commonly in these main industries:

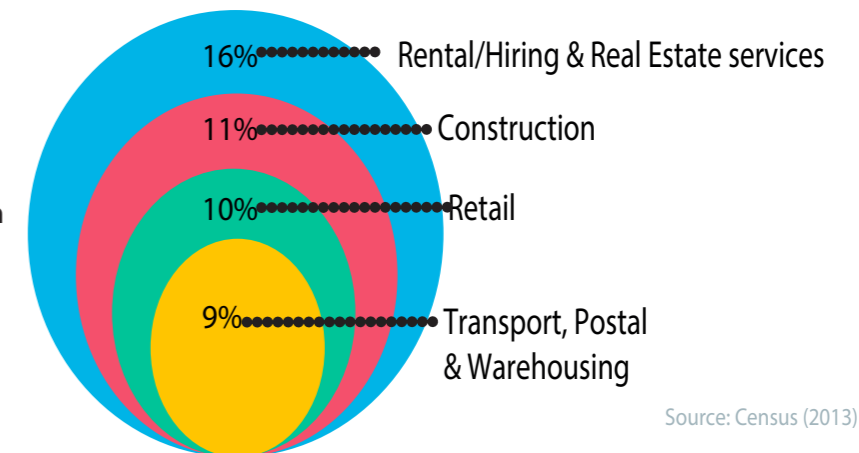
- ✓ 18% Retail
- ✓ 12% Accommodation & Food Services
- ✓ 11% Manufacturing
- ✓ 8% Transport, Postal & Warehousing

Source: Census 2013

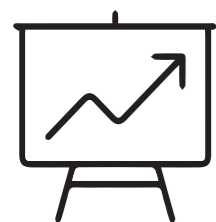


17,760 Businesses located in South Auckland

Top 4 Industries based in South Auckland



Source: Census (2013)



FUTURE PROJECTIONS

- Employment will increase by 183,900 in 2024 Source: MBIE (2015)
- Strongest growth are projected to be in these industries: Retail, Accommodation & Food Services, Construction & Manufacturing Source: MBIE (2015)
- There's an estimated shortfall of 6,000 labourers in Auckland in the next 5 years alone. Source: Auckland Maori & Pacific Trades Training Infrastructure Consortia (2014)

- By 2040 over 1/3 of Auckland's employment growth is projected to be in South Auckland (including Howick and Franklin) Source: MBIE (2015)

* South Auckland covers Māngere-Ōtāhuhu, Ōtara-Papatoetoe, and Manurewa and Papakura



DISCOVERIES AND INSIGHTS

HUMAN STORIES- PERSONAS AND INFLUENCERS

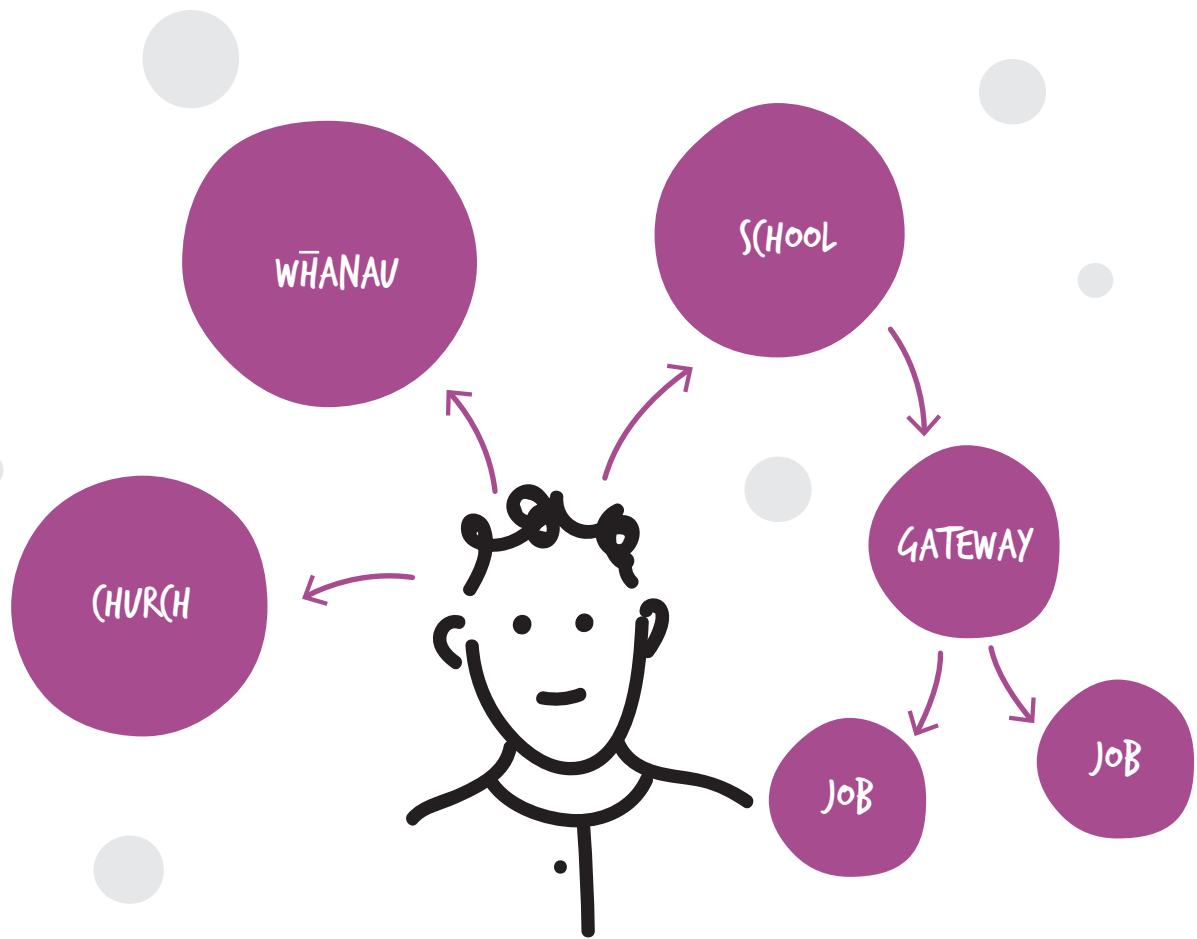
There are obviously a broad range of employers and young people in South Auckland. The challenge focused on finding areas and activities that hold the most promise of change and impact to increase youth employment.

As part of the synthesis of findings, 'personas' based on the interviewees and their stories were created to bring to life the experiences, the mindsets, the beliefs and the journeys of people who represented the risk points –and therefore the highest opportunity for impact through change.

The personas represent young people who are capable of work and who are motivated, at least initially, but who slip through the gap or are caught out by factors within it. The potential for a negative experience is high and can push them quickly towards disengagement and away from a pathway towards career success.

Our employer personas represent those in South Auckland who have roles applicable for young people and who are already providing (some) pathways for young people, and who show a willingness or interest in investing in young people. However, many are frustrated and do not think their investment is worth it. A negative experience with young people for these employers can quickly dampen their enthusiasm to support youth into work.

The personas demonstrate how the gap is experienced, risks of further disengagement and disconnection, and opportunities to build connection.



LEVI'S ECOSYSTEM

17 YEARS OLD

QUALIFICATIONS: LEVEL 2 NCEA

EXPOSURE OF WORK: HAS SOME THROUGH GATEWAY

CURRENT STATUS: STILL AT SCHOOL, YEAR 13

LEVI: YOUNG PERSON

“Work is important as it’s how you play your part in helping to provide for the family.”

'AIGA:

Levi lives with his parents and four younger siblings. They are very close to family both here and in Samoa. They all have wider roles within the church and this is a really important part of their lives. Levi has significant responsibilities as the eldest son. His mum cares for the kids and his dad is a general labourer.

LEVI'S JOURNEY SO FAR

He went through Gateway (school to work connector agency) and got some work experience at a large retailer –this provided him with valuable work experience, but not necessarily in something he wanted to do in the future.

He is motivated to do something that fits with his personal and cultural values.

He hopes that his future workplace will acknowledge his cultural values and identity, but he’s heard a lot of negative experiences including racism and other forms of discrimination from friends and family members. He wonders if he will need to change his name to something more pālangi when he applies for a job.

He believes that some employers can try and exploit young people and take advantage of them, and feels a bit suspicious about employers’ attitudes to young people.

RIGHT NOW

Levi is very unsure, but hopeful about his future. He feels a huge amount of pressure and expectation on his shoulders from all directions. He doesn’t feel at all ready to rush into a job or a career without first knowing what he wants to be or what he is good at. He is not sure if his parents can afford for him to go into higher education, and definitely doesn’t want to take on any debt. Church and family obligations are demanding, at times Levi needs to push to keep his education at the top of the list with his mum. He feels torn between what his parents want for him and needing to be independent.

MOTIVATION & ATTITUDE

Low

High

PERCEPTION OF WORK

Low

High

OPPORTUNITIES

With support, Levi can translate his church and community contribution and performance responsibilities into valuable soft skills that show he is committed and responsible.

Levi has some experience that he can refer to with future employers

The school has a careers counsellor available for an hour a week to help, but Levi will have to work out how to access and make time.

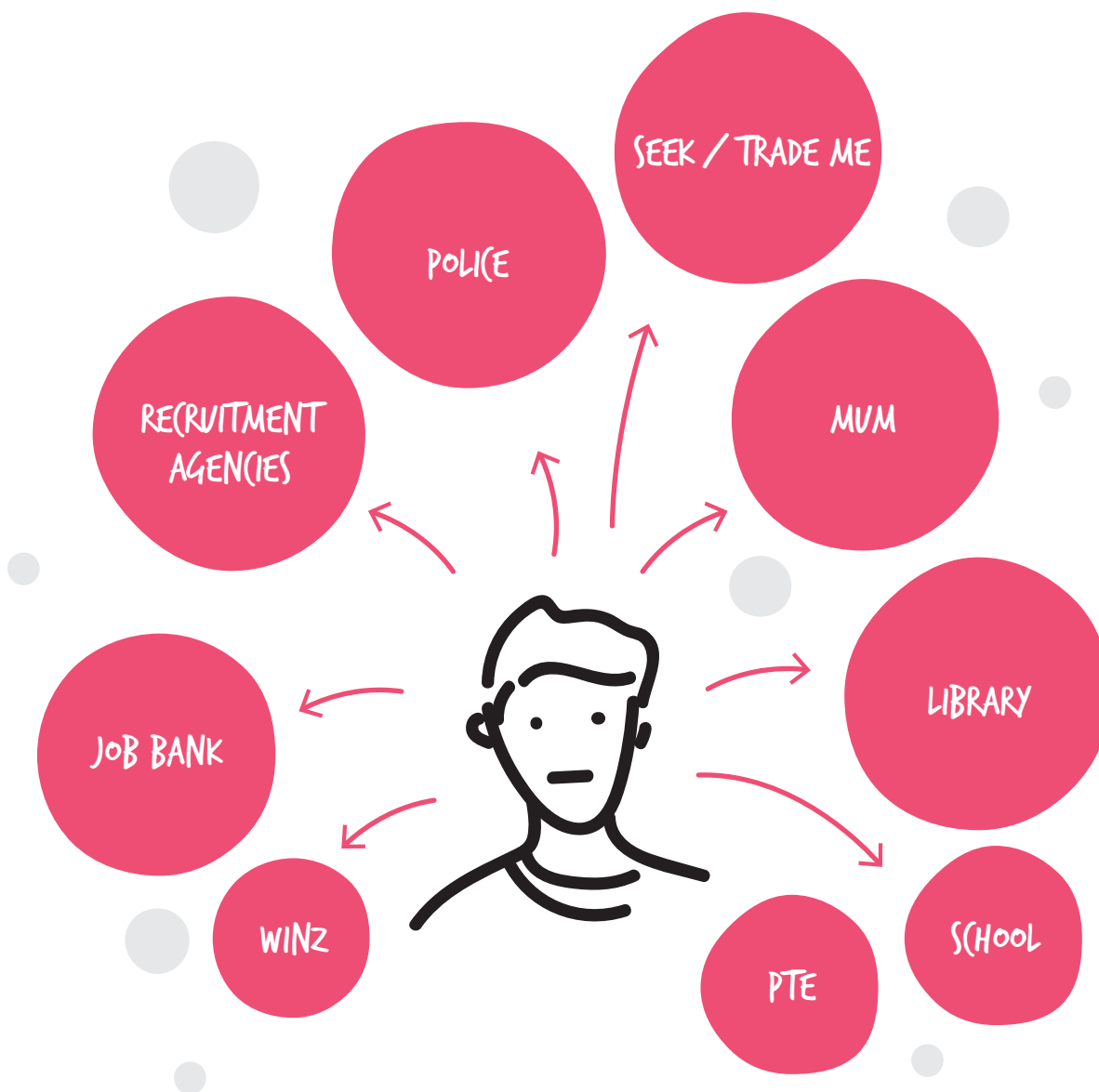
RISKS

Even with the valuable Gateway experience Levi has very low exposure to the options of work, or business norms and practices.

Levi and his parents have no understanding of the recruitment process, what to expect when he starts applying for real work or where to put his effort most effectively.

The norms and ways to show respect that he has learnt at home, school and church may not be the same as is valued or expected by future employers.

Choosing a pathway of further education is big investment for Levi and his 'aiga. What if he fails or starts down a pathway of something he doesn't like or struggles with?



ANARU'S ECOSYSTEM

22 YEARS OLD

QUALIFICATIONS: LEVEL 2 NCEA

EXPOSURE OF WORK: A FEW TEMP JOBS

CURRENT STATUS: UNEMPLOYED, SEEKING WORK

ANARU: YOUNG PERSON

“I watched my mum struggle when we were younger, she pushed us kids to do better than she did - ‘If you want something you have to go get it”

WHĀNAU:

Anaru has three older brothers and two sisters. Anaru and his family are very connected to their marae and wider whānau. There are nine people at home including his mātua. Some family members look after the older family members. His two brothers are working in Australia, and one is at home and isn't working. His sister recently started work after having looked after their Auntie. There was often not too much to go around when he was younger and he would like to be able to help his parents more.

ANARU'S JOURNEY SO FAR

The first time someone talked to him about what he wanted to do in terms of work he was 16 and at school. He worked at several temp jobs since leaving school a few years ago. He wanted to do IT but fell into labouring work through a family connection and hasn't been able to move out of that. He doesn't enjoy the monotony and routine of work and doesn't see a long-term future. It seemed like he didn't gain any reward for turning up and doing the work and he wasn't valued as an employee. He found that there was little respect culturally and reckoned probably his boss was taking advantage of him. He just stopped turning up to his last job because he felt he wasn't being valued.

He has taken two Level 3 courses with providers but only finished one. There was an interview recently but it required a drug test. His aunty offered to pay for the drug test, but he wasn't sure he would pass it.

RIGHT NOW

Anaru is on a downward spiral, he is frustrated and negative about work and feeling a bit hopeless. He was motivated when he left school, but now feels pretty bitter and unhappy about the lack of opportunities and experiences to date trying to find meaningful work.

He has very little money, and it's hard to afford to keep credit on his phone let alone afford new clothes for an interview and he can't travel easily with no car and no licence.

MOTIVATION & ATTITUDE

Low

High

PERCEPTION OF WORK

Low

High

OPPORTUNITIES

Anaru does have some work experience and qualifications, and with the right guidance there are services that can help him connect back into his original interest of IT and help build back his confidence

With the right support Anaru can tailor his CV to show his experience and potential for work

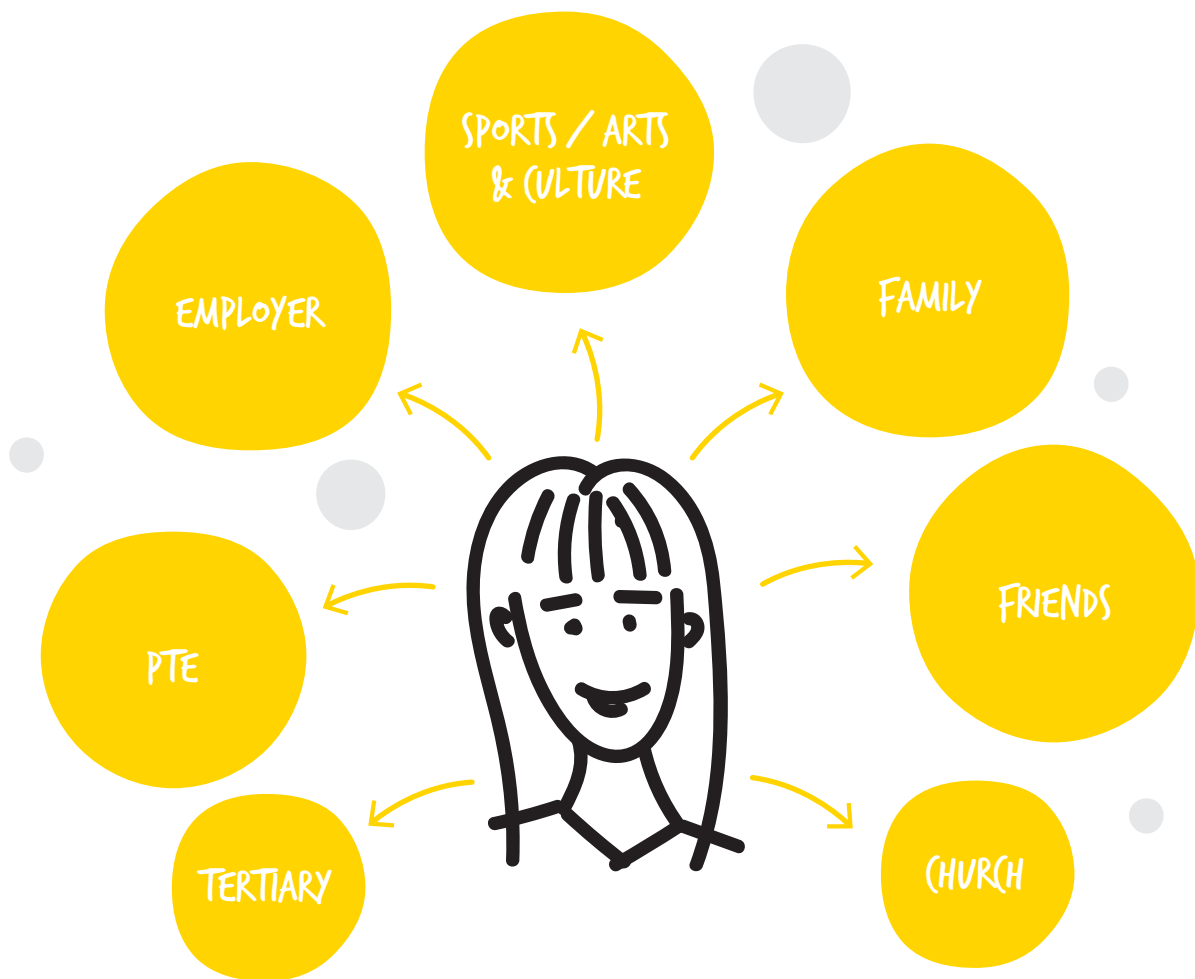
He has a supportive whānau who are keen to support him and would like to help him get back on track, but currently don't know the best way to do that.

RISKS

Anaru had a conviction for driving without a licence, this and casual drug use will create a significant barrier for getting through any application process

He is now lacking confidence and unmotivated, and unlikely to present well to employers. Even though he has aspirations and some qualifications he may drop out through the process

Anaru doesn't understand the application process and why he isn't getting more opportunities.



LELANI'S ECOSYSTEM

22 YEARS OLD

QUALIFICATIONS INCLUDE: DEGREE FROM TERTIARY PROVIDER

EXPOSURE OF WORK: WORKED IN A NUMBER OF PLACES,

FINDING HER GROUND IN CURRENT ROLE

CURRENT STATUS: IN WORK, CUSTOMER SERVICE

LELANI: YOUNG PERSON

“Me and my brothers will take on the support of our brothers and sisters and extended family back in Tonga when we are older.”

FAMILY:

Lelani and her family are really active in their Tongan community. Both of her parents are really supportive of her and her brothers and sisters. She watched her mum and dad really struggle when they were younger, needing support from others to get food on the table sometimes. Dad always pushed her and she felt pressure to live up to that, but it was also really motivating.

LELANI'S JOURNEY SO FAR

Lelani's dad didn't approve of her career choices, and earlier on she studied things that he wanted her to study. She tried a few different courses and her dad got really frustrated about her changing her mind a lot. One of Lelani's first employers was really hardline about “homelife” not coming into “worklife”. After trying a few things Lelani's mum encouraged her into her current role which she had to do specific training for. When she first started it was really scary. She was really anxious and thought about leaving after the first month because she wasn't sure she fitted in. Then she was assigned a mentor who helped to guide her, although the mentor was a lot older and pālangi, Lelani found it a bit hard to relate to her. She finds that the way people are at work is really different to home and church, and has found that she needs to speak up in the workplace. She recently spoke with her new manager about needing time off for an upcoming family event where she has responsibilities. She felt really nervous about the conversation, and about being seen to challenge her elders. Her manager appreciated that she had given lots of notice and they worked out a plan to balance work and family commitments.

RIGHT NOW

Recently her manager discussed with the team talking about what they wanted from their roles. It sounded like there could be real opportunities for progression. Lelani is feeling pretty positive, her dad is really proud of her and she is on track. She is wondering about how she would be able to take on more responsibility at work whilst home and family responsibilities are also growing.

MOTIVATION & ATTITUDE

Low High

PERCEPTION OF WORK

Low High

OPPORTUNITIES

Lelani has found a workplace and manager who she is able to start building a trusting relationship with. This will help with working through how to manage her home and work obligations in the future.

Lelani's workplace recognises that young people need to be supported into thinking about progression and are providing some support for this.

Lelani is motivated and wants to be independent and be able to help support her family. They support her both in work and in her family responsibilities.

RISKS

Lelani needs to keep building her relationship and trust with her employer so that when issues crop up she has the confidence and ability to work through them.

Lelani may not be aware of the things that she needs to do to progress, or that her employers will still be assessing her on a range of implicit measures she isn't aware of so may not know if she is “performing well enough”.

Her situation is largely successful due the skills of her manager. A change in management could disrupt this.



ANIKA'S ECOSYSTEM

20 YEARS OLD

QUALIFICATIONS: 1 YEAR CUSTOMER SERVICE
CERTIFICATE FROM LOCAL TERTIARY PROVIDER

EXPOSURE OF WORK: HELPED HER AUNTIE AT THE MARKETS

CURRENT STATUS: UNEMPLOYED ON THE BENEFIT

ANIKA: YOUNG PERSON

“I look up to my Dad—he’s a hard working man.”

WHĀNAU:

Anika lives at home her mum and sisters. Her parents are separated, her dad is her role model. Last year he was made redundant after 12 years, but has recently got another job. Her mum is supportive too but isn’t able to give much help. Mum doesn’t work, and neither do her sisters. Anika doesn’t want to be on the benefit. Anika’s not interested in getting a massive student loan— she has watched her mum and her older brother get into trouble with debt and she doesn’t want any of that. She’s seen some friends go to university and sign up for a course just to get the \$1000 course materials. They never finished the course and are now stuck with big loans and no qualifications. She spends lots of time with cousins and helps her sister look after their koro and nana.

ANIKA’S JOURNEY SO FAR

Anika’s introduction to the world of work was helping her aunty at the markets when she was younger. She was always interested in travel, and was able to get supported into a funded programme at polytech from school. During the course she was offered a cadetship but it felt like too much to take on whilst also juggling study and everything else with home life.

She got good marks in her programme and after completing the first year she decided to take a gap year. She expected to be able to pick up some work over that time in customer service, but she has been applying for what feels like “dozens and dozens of jobs” each month for nearly the whole year now, and still nothing. She has had one or two interviews but no job opportunities and lots and lots of rejections. She thinks this is because she hasn’t got enough experience. It’s not possible for her to know because there is no feedback from employers.

There isn’t anyone to help her with this and Anika finds the online application forms particularly annoying. She thinks “How can they possibly judge you without even talking to you. It is so impersonal!”

RIGHT NOW

Anika is on a downward spiral down. Despite having a good experience getting funded into a tertiary programme she hasn’t been able to get any work at all. A gap year has turned into a year on the benefit looking for work. She is disappointed, hōhā and confused about why she keeps getting “culled”.

MOTIVATION & ATTITUDE

Low

High

PERCEPTION OF WORK

Low

High

OPPORTUNITIES

Anika has qualifications, and also experience from working with her Aunty when she was younger. With the right support though she can translate these skills more effectively in her CV.

Anika has got aspirations for a career and travel, and is motivated to get further than her Mum did, with the right support she can build on these aspirations.

RISKS

Anika is being encouraged to do lots of job applications by WINZ, but she is not customising them in any way and not presenting herself in a way that employers can see her strengths, this cycle of rejection lowers her confidence, capability and aspirations— in turn employers see her as less motivated and less employable.

With others at home not working, Anika has little family with positive experiences or knowledge of work, and few financial resources. Employers may assess this as a risk as it may affect her dependability and reliability.

Anika assumes the application process really starts at the interview stage when you get to meet in person. Anika has no understanding of the assessment happening in the application process, or how she is being assessed and is missing opportunities to show her potential.



JILLY'S ECOSYSTEM

47 YEARS OLD, PĀKEHA, HR MANAGER
SECTOR: MANUFACTURING AND LOGISTICS
DRIVERS: BRANCH PROFIT, SHAREHOLDER RETURN,
INTERNATIONAL EXPANSION

JILLY: EMPLOYER

“This company is a family, we promote from within and we expect everyone to start on the shop floor and ‘muck in’ ... we find young people are quick to lose motivation and they miss out on growth opportunities.”

CULTURE & DIVERSITY

Cultural diversity is part of being a business in South Auckland but it can be hard to explain especially to some of the older management. Young people need a lot of support to learn the ropes in the workplace as it’s unlike anything they are used to at home or school. Jilly gets this perhaps more than some of the managers do. Jilly knows it’s basically the quality and knowledge of managers that can make the difference in working well with young people and helping them transition into the workplace.

JILLY’S FOCUS

Jilly’s role is led by the senior management directive to recruit capable candidates for branch managers to select and develop for longer-terms roles in the business. The employee is a cost to the individual branch so they must integrate quickly into the workplace culture, be productive asap and have the ability to learn, grow and contribute.

APPROACH TO RECRUITMENT AND PROGRESSION

Attitude is everything, but hiring young people is a painful process. She’s not sure how to approach local schools but wonders if she should. Many of the applications are low quality and don’t tell you enough about their potential and out of school credentials.

They have strict intake criteria and prefer that applicants come pre-screened and with relevant skills—that is normally from the ITO rather than out of school. Temp agencies are an option for ‘try before you buy’ and it’s worth paying the extra to get

RIGHT NOW

Getting the right young people is a big job. Qualifications are important but it’s mostly about young people who are a culture and future fit.

Jilly knows that young people bring the talent needed and this is important for future growth. They are also a risk because they require so much more support and it’s harder to assess them without the experience behind them. Health and safety is a core value for the business and it’s very expensive to put young people through all the training. They have zero tolerance for drugs. They get overwhelmed by opportunities to meet with schools and agencies. It’s not worth their investment.

MOTIVATION & ATTITUDE

Low High

QUALIFICATIONS

Not important Important

ORGANISATIONAL FIT

Not important Important

PERCEPTION OF COMMUNITY

Low High

OPPORTUNITIES

To invest in regular management training of best practice for employee development.

To have a senior management champion of new talent integration.

To have internal career days and job swop opportunities for youth to see pathways.

To create formal and informal opportunities for young people and managers to set goals.

To enable a culture of communication and cultural flexibility to integrate home and work culture.

RISKS

Industry Training Organisation recruits have high expectations about progression and salary.

Managers hold ‘old school’ approaches to inducting and training young people.

Young people lose motivation and exit when they are finally becoming productive.

Young people have too many whānau obligations - it’s never ending.



LEONE'S ECOSYSTEM

35 YEARS OLD, MĀORI, HR MANAGER
SECTOR: RETAIL FOUNDED IN THE UK
DRIVERS: SALES VOLUMES, EFFICIENCY AND LOW COSTS

LEONE: EMPLOYER

“We don’t have a diversity strategy but our workforce reflects our community...we’ve got to explain to our managers why this is important.”

CULTURE & DIVERSITY

Leone’s employer has values that are set internationally but also values that are specific to Auckland. The culture enables everyone to reward each other when they display the values and for those rewards to accumulate into tangible items or experiences.

Even though young people achieve these rewards they often

LEONE’S FOCUS

Leone employs lots of young people on casual contracts and often shift work of varying hours. Young people either succeed and are promoted or leave after a short time—there is high churn. International business strategy forms the overarching employee approach and framework. However Leone is personally invested in providing support for young people in her community and the work environment. She feels rewarded to see young people succeed and ensures that all the available training programmes

APPROACH TO RECRUITMENT AND PROGRESSION

Recruitment for roles is via SEEK and Trade Me and candidates are asked to complete the application form on the website. Leone reviews the application forms first and then looks through the CVs. Group interviews are scheduled and candidates take a drug test for health and safety reasons.

Small rewards and acknowledgements are great motivators for the team and they promote from within.

Leone’s team managers therefore have a good understanding of how to motivate and reward young people –there is quite a connection.

RIGHT NOW

Leone’s role is to recruit suitable team members for the store managers to select from. It’s non-stop and she gets at least 50 applications a week – even when she is not advertising.

It’s overwhelming and especially frustrating when she can’t get hold of the candidates because they won’t answer their phone or are aggressive.

She goes out of her way to provide feedback to candidates who really make an effort but most CVs are generic.



OPPORTUNITIES

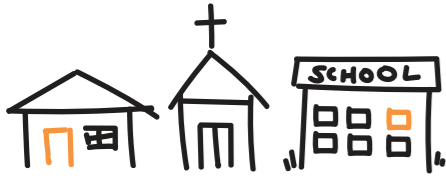
- To recruit and train youth in the quiet times.
- To give managers more training support and ensure they understand that is a key investment for success.
- To provide more visibility to young people on what’s expected of them.
- To give insight and expectation around cultural

RISKS

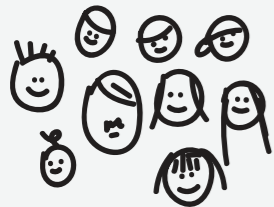
- We hire lots of young people for the busy times – there is a lot of pressure to get it right and fill positions fast.
- Managers are so busy, when time is short the training and understanding suffers.
- For those that don’t work out, we reduce the number of hours allocated.

TWO WORLDS

THERE ARE SHARED GOALS BETWEEN YOUNG PEOPLE AND EMPLOYERS (TO BE VALUED, RESPECTED AND TO MAKE A CONTRIBUTION)
BUT THESE ARE EXPRESSED DIFFERENTLY AND OFTEN NOT RECOGNISED BY THE OTHER PARTY.



ABOUT ME



I want to be independent and self-sufficient whilst also being able to support my whānau where required. I want to feel respected and valued by employers as someone who makes a contribution.

Key Influences that shape my perceptions, expectations and behaviours:

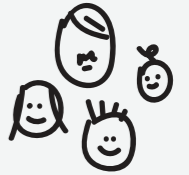
- Whānau/family
- Community network
- Friends
- School
- Media



50,000 AGED 15-24 YEARS
5,000 UNEMPLOYED AUCKLAND YOUTH

YOUNG PERSON

ABOUT ME



We want young people to show respect, value their role here and to make a contribution to the business that goes beyond the pay packet.

Key Influences that shape my perceptions, expectations and behaviours:

- Norms and culture
- Health and safety
- Business model, short or longer term investment
- Current make-up of staff and management
- Board/broader governance
- Legislation and compliance drivers



18,000 BUSINESSES
193,000 NEW JOBS BY 2024

EMPLOYER

1 A NEW RELATIONSHIP High anxiety and low trust

"ARE EMPLOYER EXPECTATIONS REALISTIC?"

New relationship between young people and employer is not well formed. Unlike other relationships, expectations from employers can specifically conflict with those taught at home and school.

2 EXPECTATION AND NORMS GAP

Motivations and drivers are different, norms are different, values bases is (in some ways) different – so I judge you differently (eg I need a job – money, or for family). **How motivation is built, expressed and measured is a key aspect of our findings.**

3 THIS GAP CAN BE SELF-REINFORCING

I have a negative experience, and this confirms my assumptions, reinforcing my lack of trust.

4 SYSTEMS AND PROCESSES USED CONTINUE TO MAKE IT HARDER

Young people can't shine under the current methods. Employers need more ways to filter low quality applications, or they will continue to use measures that may have inherent bias in them.

5 HIGH CULTURAL DIVERSITY

Whānau is at the centre for most families in South Auckland. This provides rich source of identity and strength for young people. The motivations and drivers for work are different, employers may not fully comprehend or respect these differences.

6 INFRASTRUCTURE & RESOURCES GAP

Those that are less resourced and have low exposure to the world of work, and have less access to education, can further increase the gap.

7 ACCOUNTABILITY GAP

There are lots of people operating in this space - but there is also a loop of unaccountability - no one owns this space. Everyone thinks something ought to be done - but no one owns it.

- Businesses take different positions on this.
- Parents get it but are not sure what to do.
- Schools try but are doing it 'on the side'.

OPPORTUNITY : (CHANGING WORLD OF WORK)

Young people need new skills.

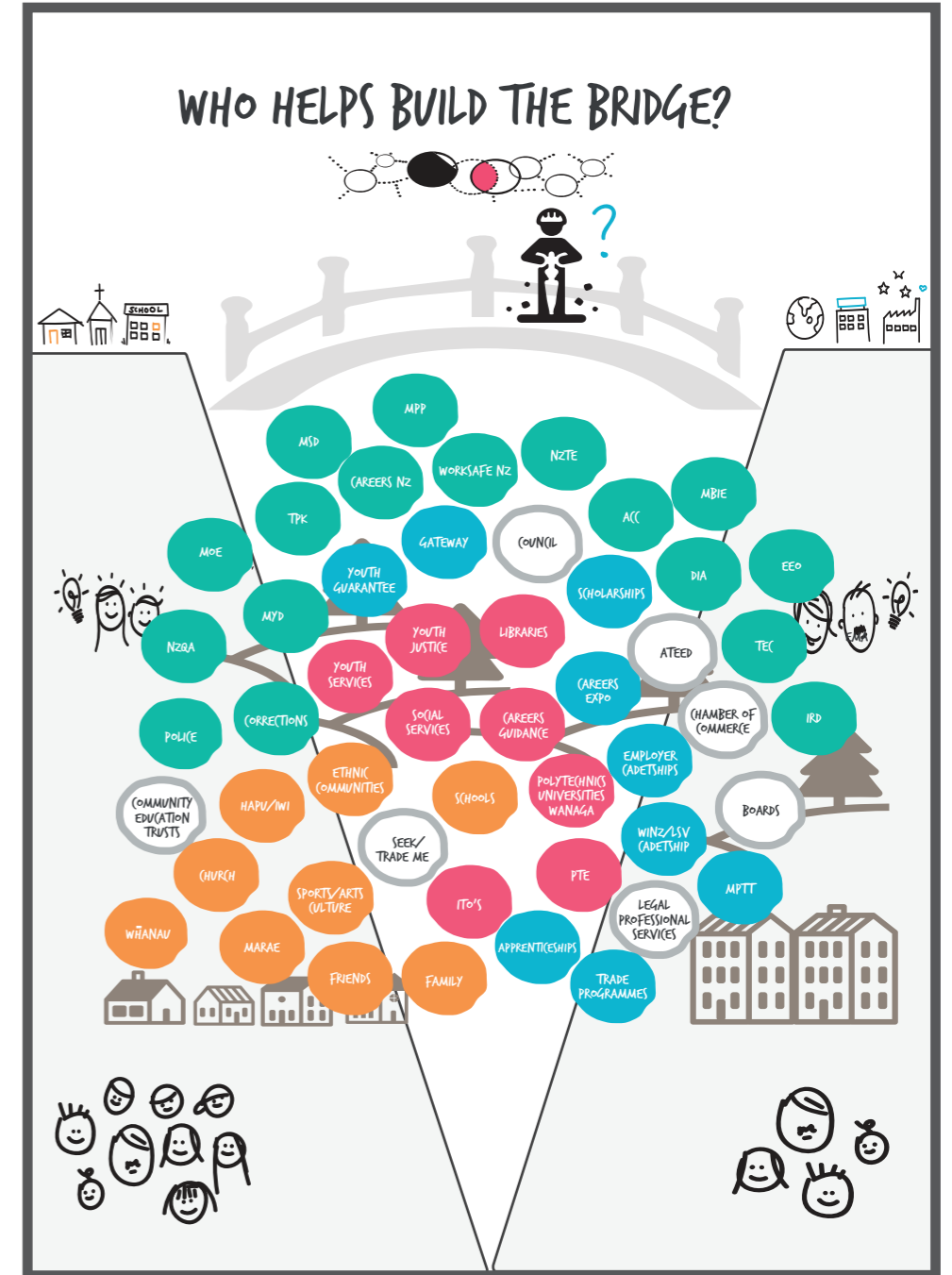
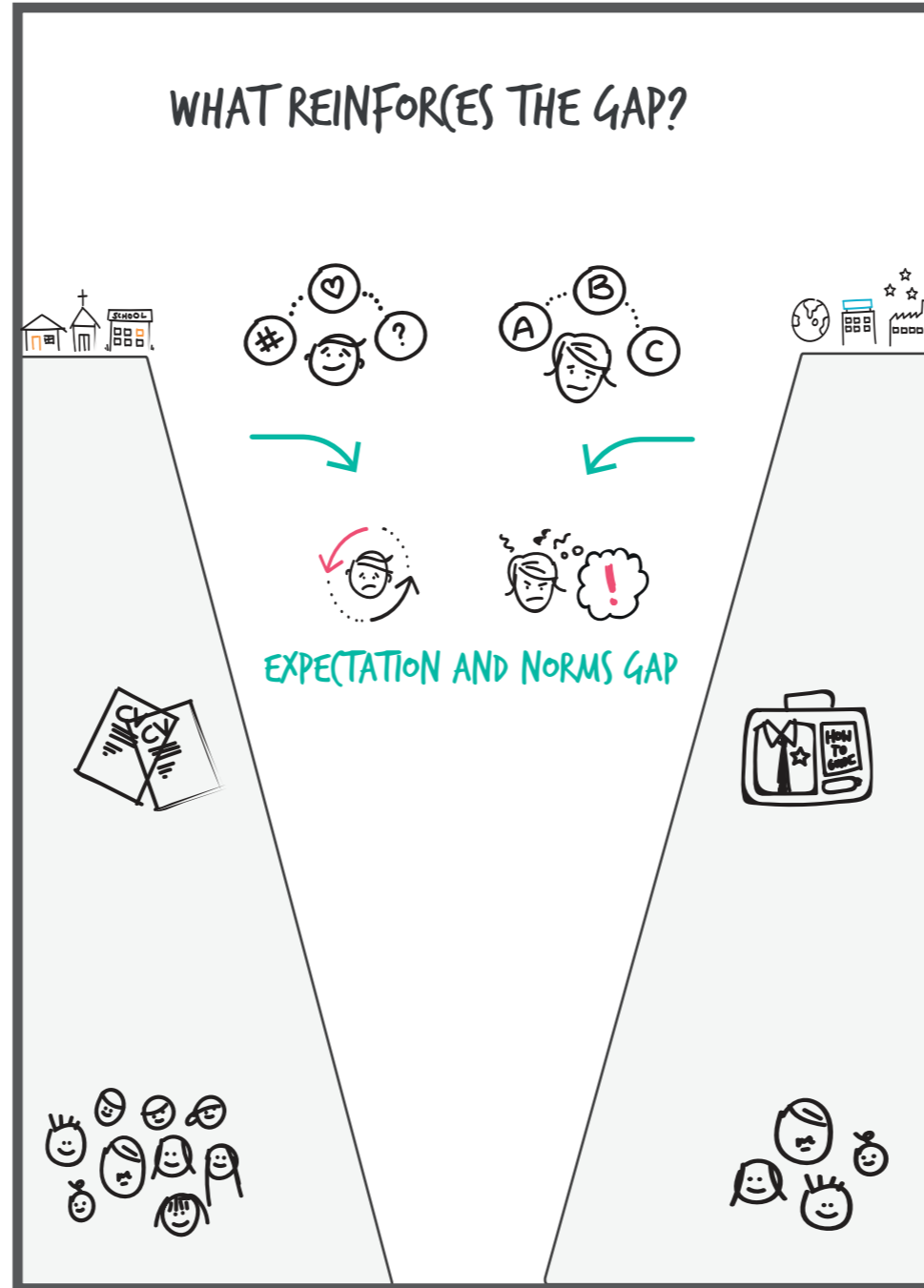
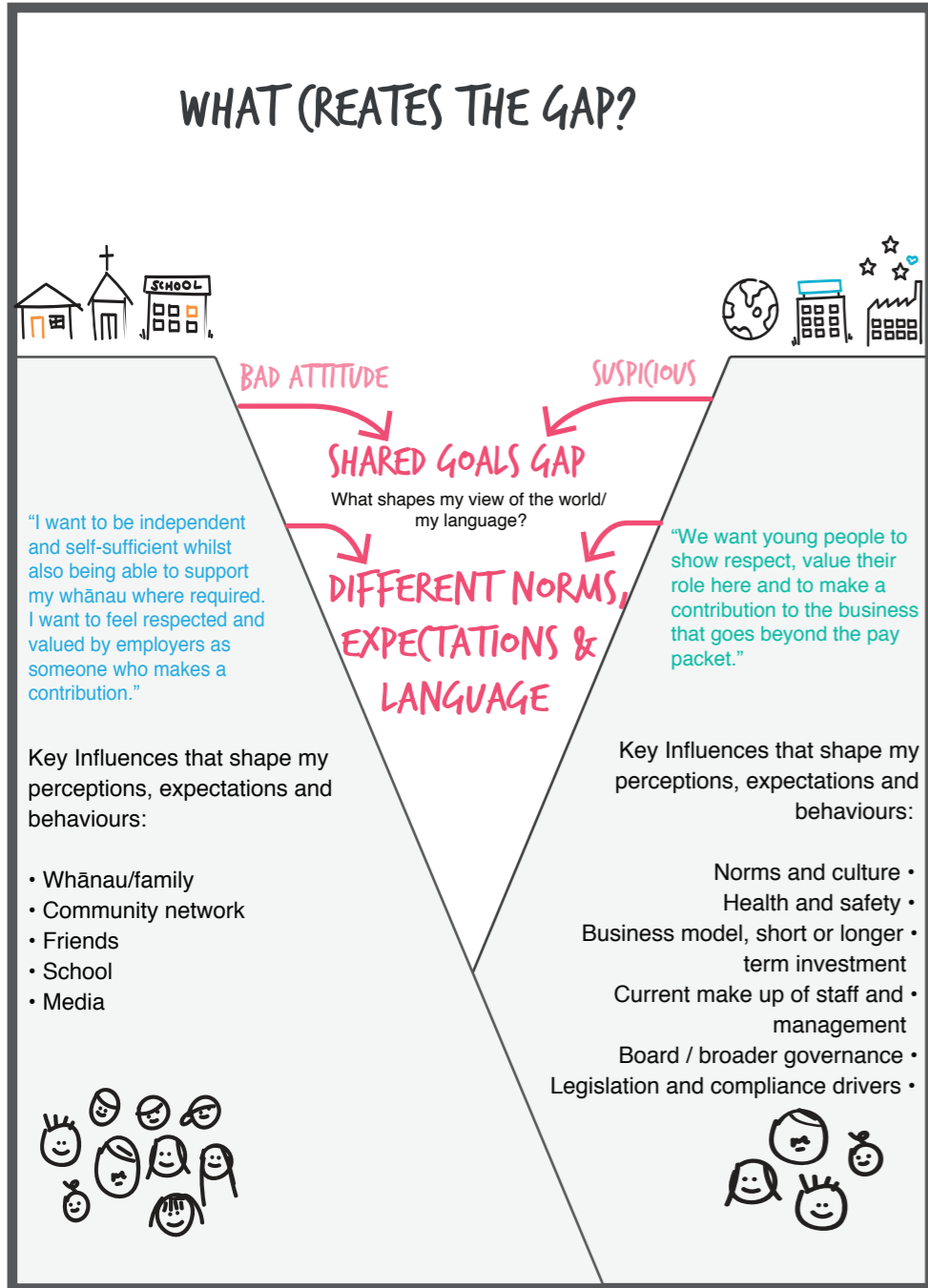
World of work is changing, both young people and employers need to keep evolving.

Employers need to change to understand the new norms of young people.

THE TWO WORLDS

YOUNG PEOPLE AND THE WORLD OF WORK

We found that the attitude 'gap' experienced by employers and young people is fuelled by an environment where employers and young people effectively live in two different worlds. While employers share similar long-term goals - success, prosperity, making a contribution and being and creating value these are often expressed and understood in very different terms.



There are shared goals (to be valued, respected and to make a contribution) but these are expressed differently and often not recognised by the other party. Language drivers and measures of success are wholly different and largely foreign to each other.

If either party has a “bad experience” or experience behaviour that they don’t understand (of you as an employer or young person) it demotivates or frustrates them - reinforcing their perception of the other parties, lack of interest or understanding.

We know young people need support to close the gap. We can’t expect young people to know what they don’t know and go this journey alone. But who builds the bridge and helps them across?

EXAMINING THE "ATTITUDE GAP"

AN EMPLOYMENT JOURNEY IN SOUTH AUCKLAND

There are many key points of tension along the "employment journey" where young people and employers are disconnected and may 'drop out' – creating further problems in the future.

1 GETTING PREPARED FOR WORK

Learning about the world of work

Exposure, expectations and resources here set the conditions for what comes after.

Not all young people, their whānau, schools or communities have the knowledge networks or resources to adequately prepare for the world of work.

Employers may have empathy for building young people's aspirations and skills, but for most the return on investment isn't clear enough or easy enough to enable their early investment.

2 GETTING INTO WORK

Invisible Assessment

Repeated rejection demotivates young people and their confidence and application quality further declines.

Many young people think getting into work is a simple process of presenting skills. They do not understand how they are assessed or what employers expect and take a quantity over quality approach to applications.

Employers need a good 'fit' which is hard to assess for. Current processes are frustrating and expensive for both and structured in a way that may not encourage candidates.

3 STAYING IN WORK

Integrating home and work life

A bad start creates a negative impression of work and demotivates for the future – decreasing likelihood of progression.

Successfully navigating diverse cultural, generational and workplace norms and expectations when young people start work takes time, trust and confidence by young people and employers. In the meantime young people fall out and employers disengage.

4 PROGRESSING AT WORK

The cycle of motivation, risk and reward

If young people don't feel valued they get demotivated and leave (potentially on bad terms) with negative perceptions of work.

Career motivation is key to progression but how to show it and how it's communicated can be another gap. Young people expect employers to help and employers expect young people to show it. Young people may also be legitimately motivated by things other than career or need to have their aspirations developed. Investing is a risk for both young people and employers.



GETTING PREPARED FOR WORK

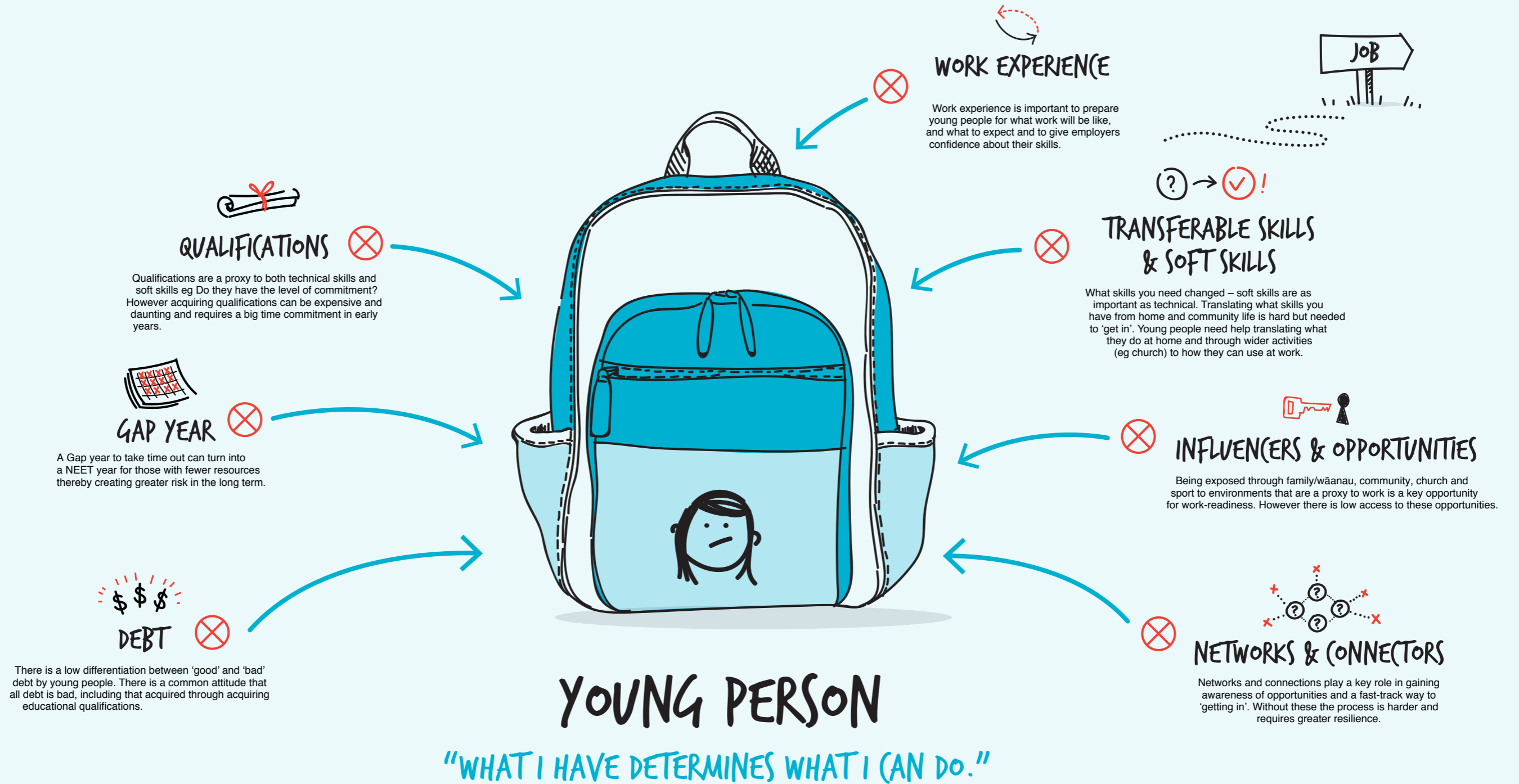
Learning about the world of work

Exposure, expectations and resources here set the conditions for what comes after.

Learning about and connections to the world of work, including from early in young people's life, is important for knowing how to successfully navigate into the world of work. Young people's awareness and exposure to the world of work shapes their understanding of the potential opportunities that are available to them, what they like and are good at, and the aspirations they build around work and employment. It is also critical to building a familiarity and understanding of the norms, expectations and practices that come with employment.



Barriers and limitations





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Barriers and limitations

BUILDING VISIBILITY AND AWARENESS OF WHAT'S POSSIBLE

FAMILY/WHĀNAU

If a young person's family and community networks have lower qualifications and resources, they are less likely to be able to connect young people to the world of work. And their own experiences may be negative.

INFLUENCERS & OPPORTUNITIES

Starting with no knowledge is a set-back. Being exposed through family/whānau, community, church and sport to environments that are a proxy to work is a key opportunity for work-readiness.



NETWORKS/COMMUNITY

Young people's friends and community networks are also a channel and influence into the world of work.

GAP YEAR

Taking a year away from studies or work seems common in South Auckland for young people as a way to work out what they want to do next. Some will work part-time, which may not lead to the right full-time role on return (as often casual roles). Employers can see this year out as 'time-wasting' and an indication of a lack of motivation or the right attitude. Young people in South Auckland often don't have the resources or the connections to take a gap year that increase their employability.

WHAT OPTIONS ARE AVAILABLE?
HOW DO I GET HERE?
WHAT DO I EXPECT?

Not having good visibility or awareness doesn't mean people can't succeed, but it makes it much harder.

Knowing about what is possible is not necessarily enough. Young people respond to role models and seeing other people like themselves, this builds confidence.

MAKING GOOD, AND INFORMED CHOICES

KNOWING WHAT I WANNA DO

The more young people have been exposed to different options, the greater chance they have of making suitable choices

QUALIFICATIONS

Knowledge about choices around qualifications and what subjects link to what career options need to be made early



OFTEN THE IMPLICATIONS OF BEING LOWER RESOURCED ARE LOWER QUALIFICATIONS AND FEWER CHOICES

TRANSFERABLE SKILLS & SOFT SKILLS

What skills you need has changed – soft skills are as important as technical. Translating what skills you have from home, community life is hard but needed to 'get in'. Young people need help translating what they do at home and through wider activities (eg church) to how they can use at work.

WORK EXPERIENCE

It's hard to break the cycle of "no experience – no job". Work experience is important to prepare young people for what work will be like, and what to expect and to give employers confidence about their skills.

LOW QUALIFICATIONS

Qualifications are a proxy for soft and technical skills and commitment. Without a qualification it is harder for young people to demonstrate their skills. Young people in South Auckland are likely to have lower qualifications.



SCHOOLS

Schools are another obvious key influencing environment for young people. However most schools have few connections and the work they do is 'on the side' and not incentivised.

What you have determines what you can do

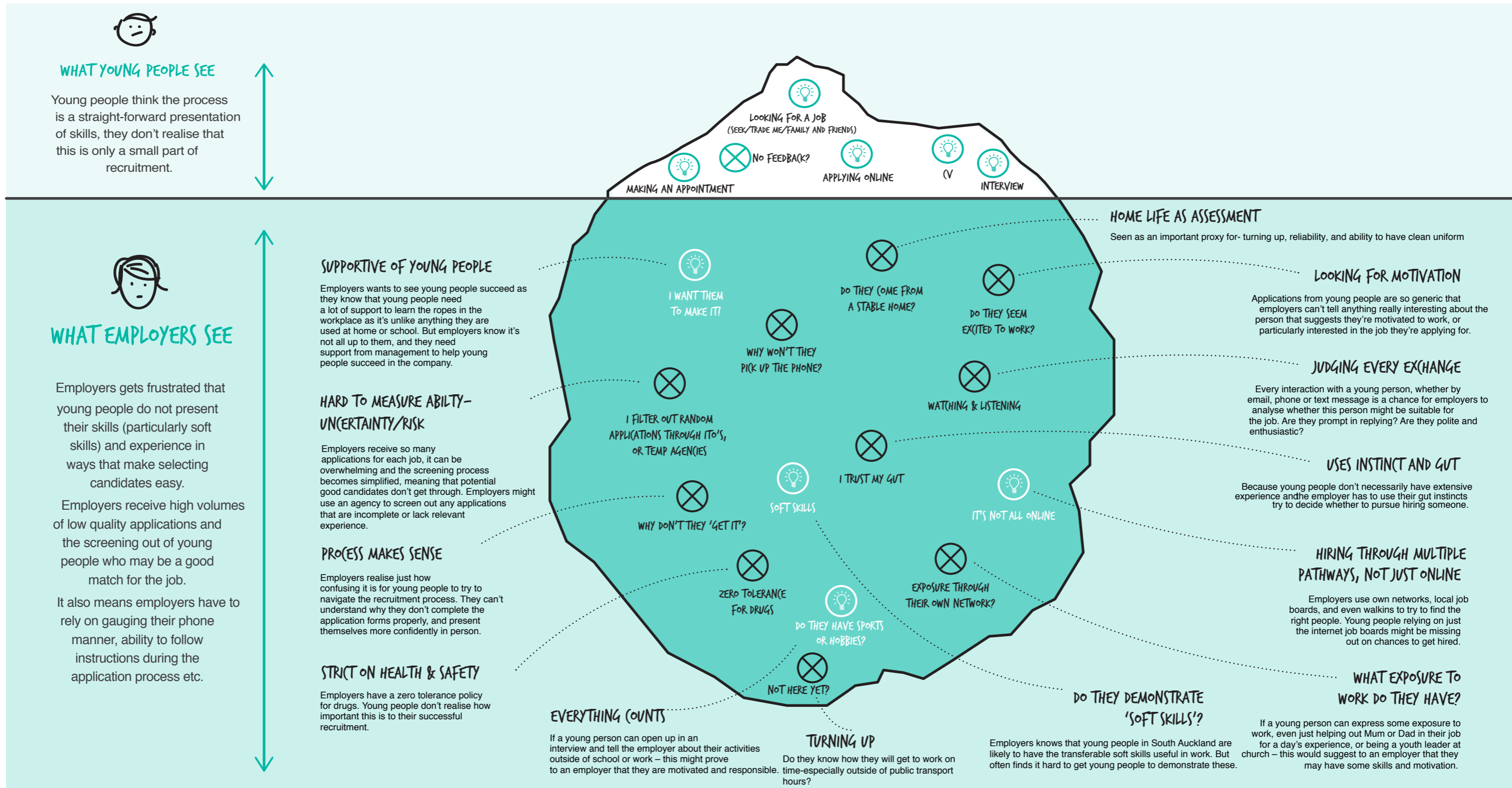
WORLD OF WORK



2

GETTING IN: The invisible nature of the recruitment process

The current state of recruitment has a cyclic effect of demotivating young people and frustrating employers who need to manage growing numbers of unsuitable applications. Young people are currently wasting time and money being unsuccessful. Young people feel rejected and dejected, while employers feel their time is wasted. Employers are potentially missing out on great hires because the process makes it hard for young people to successfully navigate these screening processes.

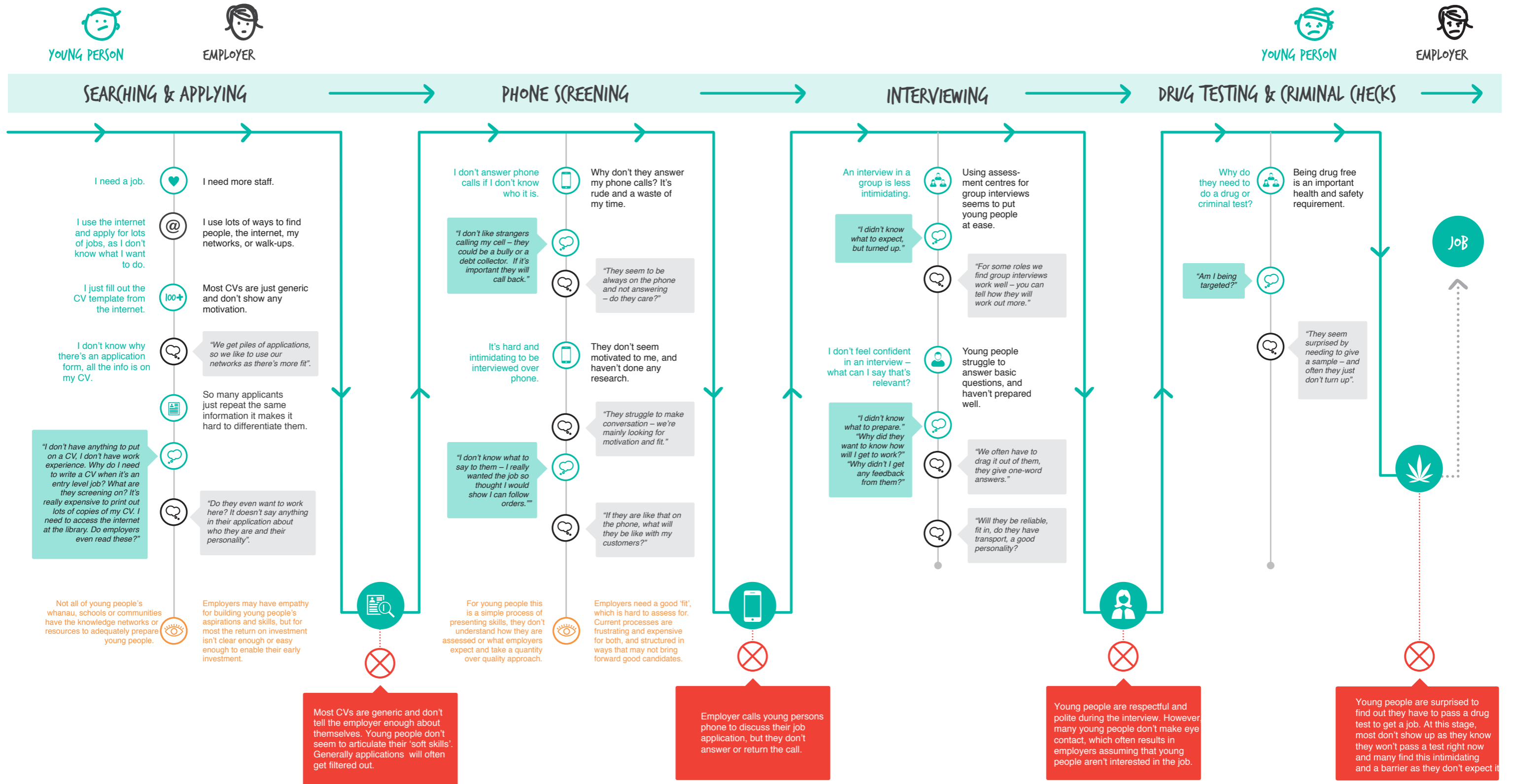


2

GETTING IN: Pain points across recruitment process

Young people think getting a job is a simple process of presenting skills, they don't understand how they are assessed or what employers expect and take a quantity over quality approach. Employers need a good 'fit', which is hard to assess for. Current processes are frustrating and expensive for both, and structured in ways that may not bring forward good candidates.

- Thoughts
- Insights
- Barriers/ drop-off points

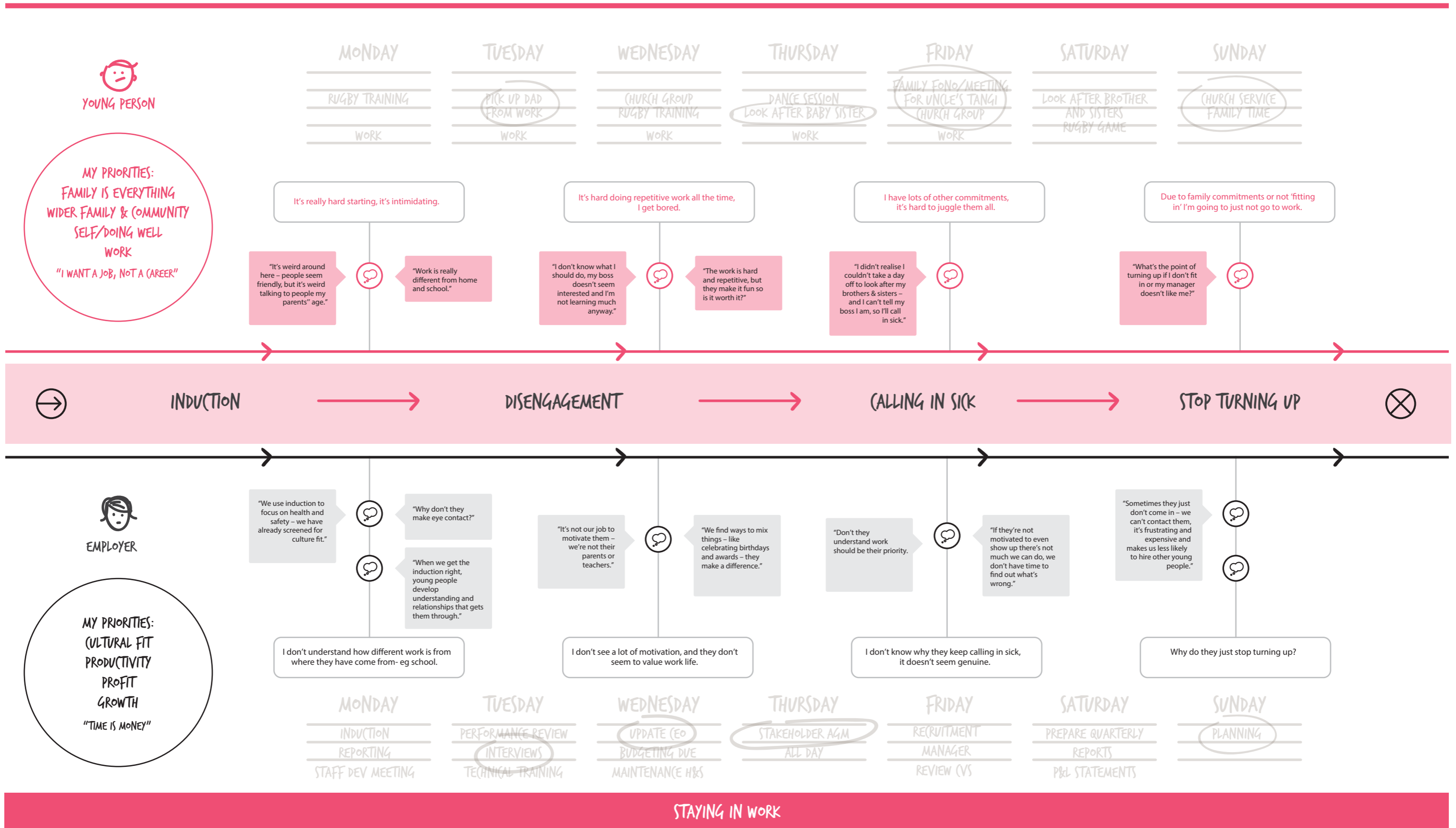


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STAYING IN:

Integrating homelife and worklife

Each workplace has its own set of cultural norms and expectations. Young people also bring a range of different and complex norms into the workplace. These different sets of norms and expectations can often lead to conflict or misunderstandings. This is particularly true for South Auckland where there are high levels of cultural diversity.

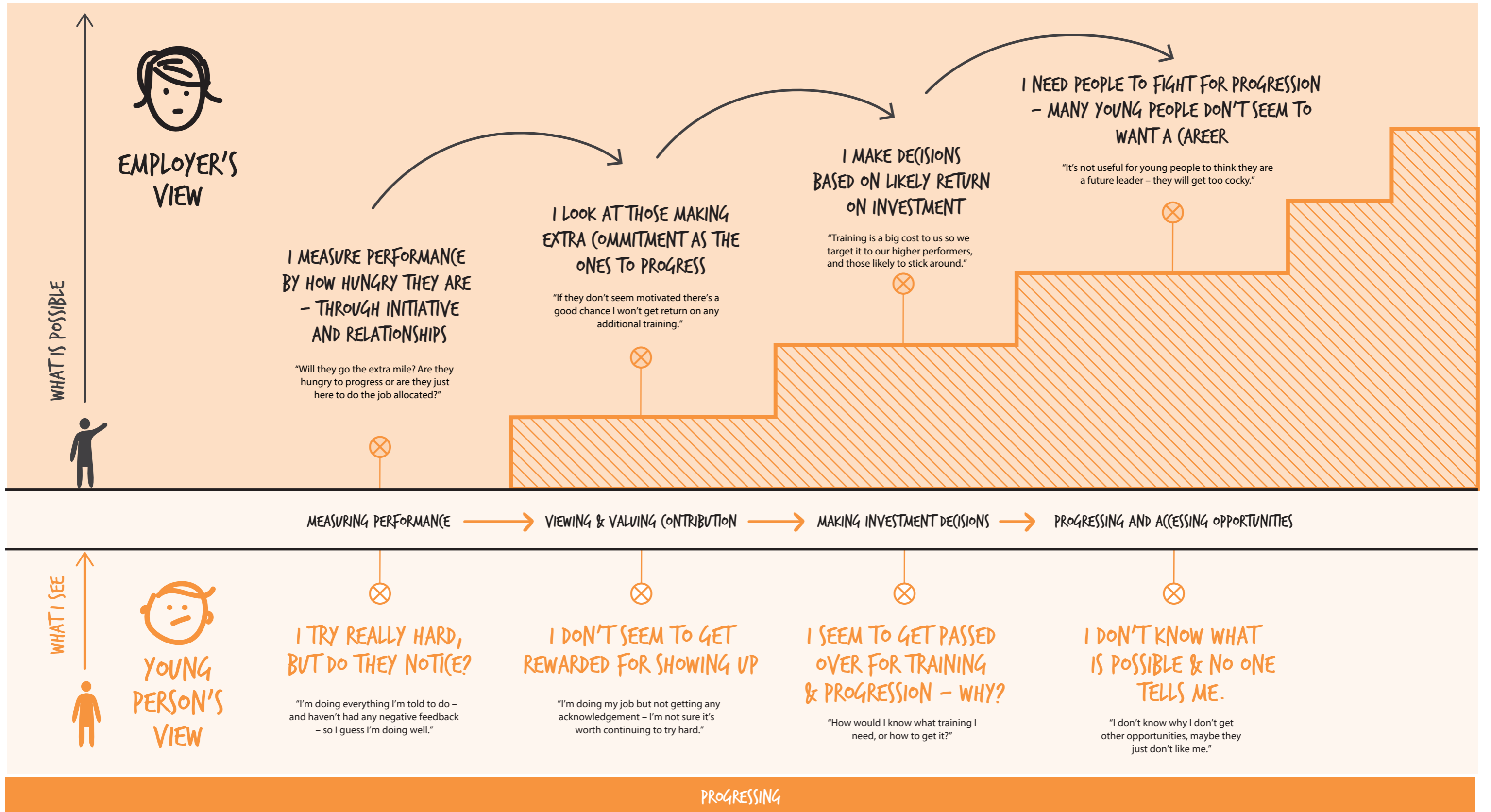


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The cycle of motivation, risk and reward

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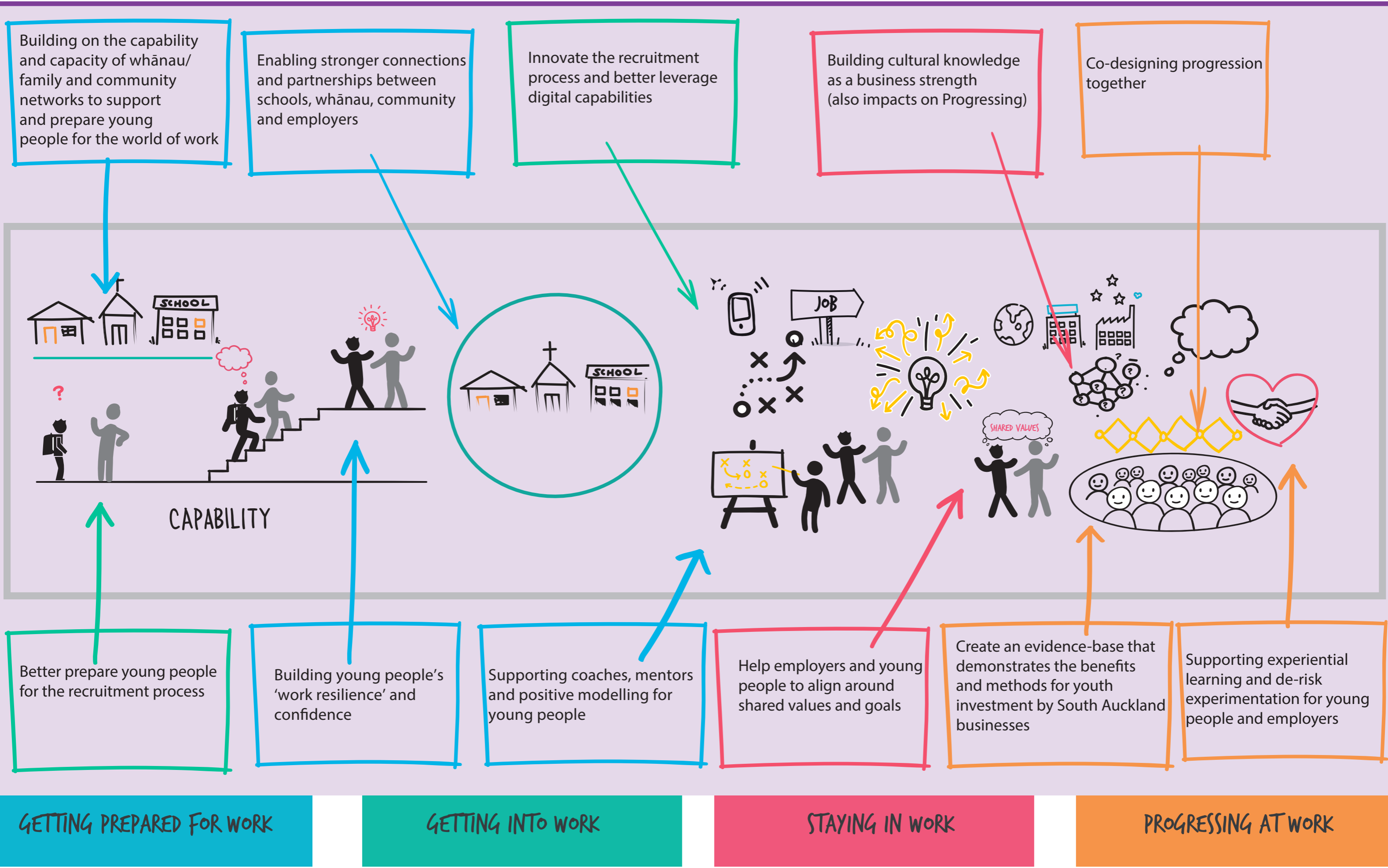




(CHANGE ENABLERS
AND ACTION
OPPORTUNITIES

FUTURE OPPORTUNITY AREAS

In the final phase the design team ran workshops with a wide range of stakeholders to co-design a vision for how 'things could be different'. Using the 18 prioritised insights and the different phases of the employment journey as a springboard, and looking through the eyes of both employers and young people, they imagined how things could be improved for each if different enablers were in place.



MORE INFORMATION

To find out more about the Attitude Gap Challenge please contact the Auckland Co-design Lab.

email: aucklandcodesignlab@aklc.govt.nz

web: www.aucklandco-lab.nz

