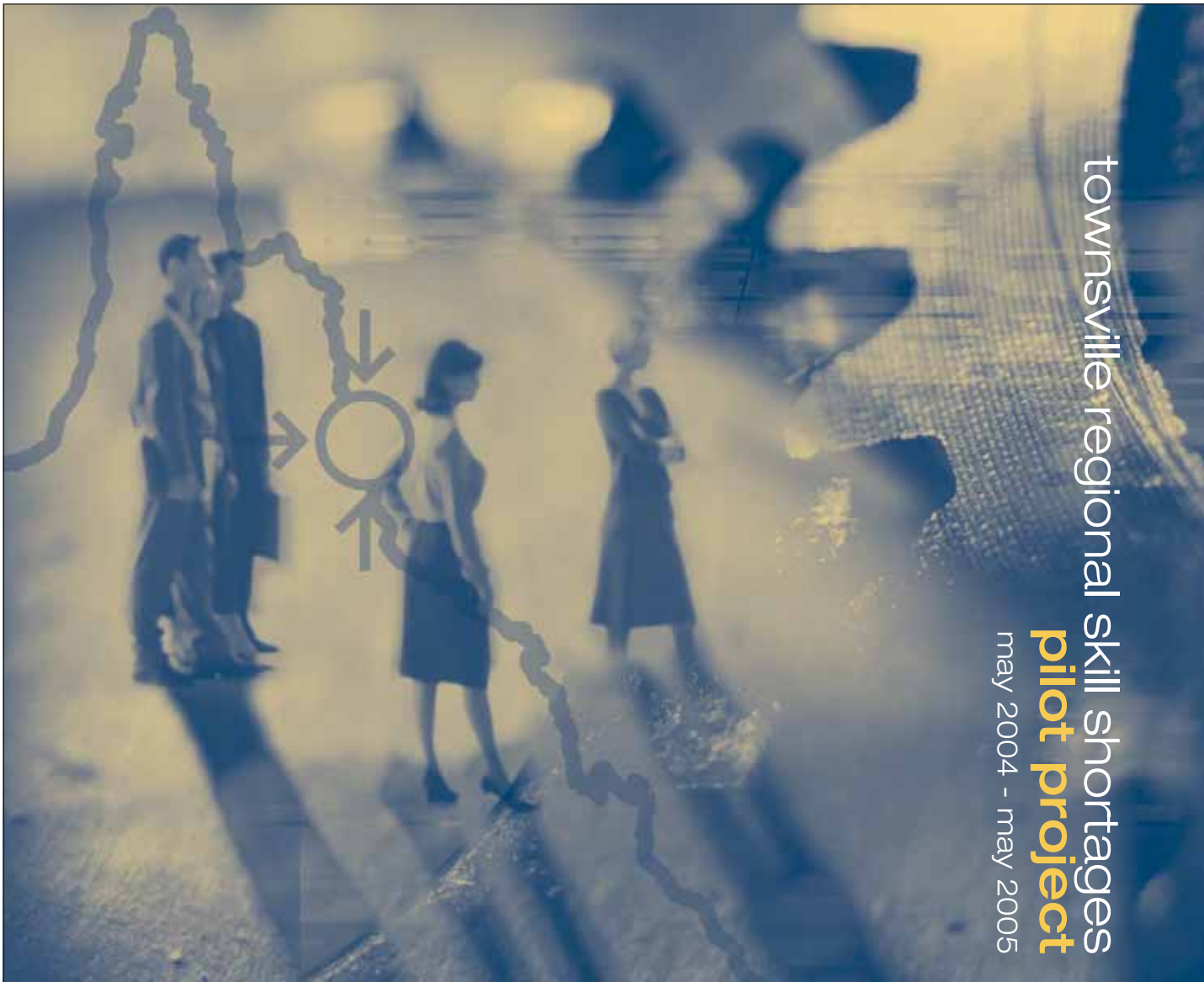


townsville regional skill shortages

pilot project

may 2004 - may 2005



Commerce Queensland
QUEENSLAND'S CHAMBER OF COMMERCE AND INDUSTRY



Australian Government
Department of Education, Science and Training
National Skills Shortages Strategy



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Disclaimer

The views and opinions expressed in this Report are those of Commerce Queensland and the Townsville Skill Shortages Pilot Project Working Group and do not necessarily reflect the views of the Australian Government Department of Education, Science and Training.

TABLE OF CONTENTS

Commerce Queensland	
Acknowledgements	
Table of Contents	1
Section 1	
1 Executive Summary	2
Section 2	
2 Context	7
Section 3	
3 Project Objectives	9
4 Project Background	9
5 Project Methodology	11
6 Findings	12
7 Project Outcomes	22
Section 4	
8 Recommendations	23
Section 5	
9 References	26
Section 6	
10 Appendices	27
Appendix 1: Costings Associated with the Delivery of Key Recommendations.	27
Appendix 2: Working Group Members	28
Appendix 3: Project Objectives, Activities and Key Performance Indicators	29
Appendix 4: Statistical Profile of the Study Area	32
Appendix 5: Initial Environmental Scan	35
Appendix 6: Position Description – Industry Liaison Consultant	43
Appendix 7: Stakeholder Interviewees	47
Appendix 8: Stakeholder Focus Group Discussion Framework	49
Appendix 9: Key Cluster Survey	50
Appendix 10: Student Forums Focus Group Questions	59
Appendix 11: One-on-one Stakeholder Meetings – A Detailed Overview of Issues Raised.	60



SECTION 1

1 EXECUTIVE SUMMARY

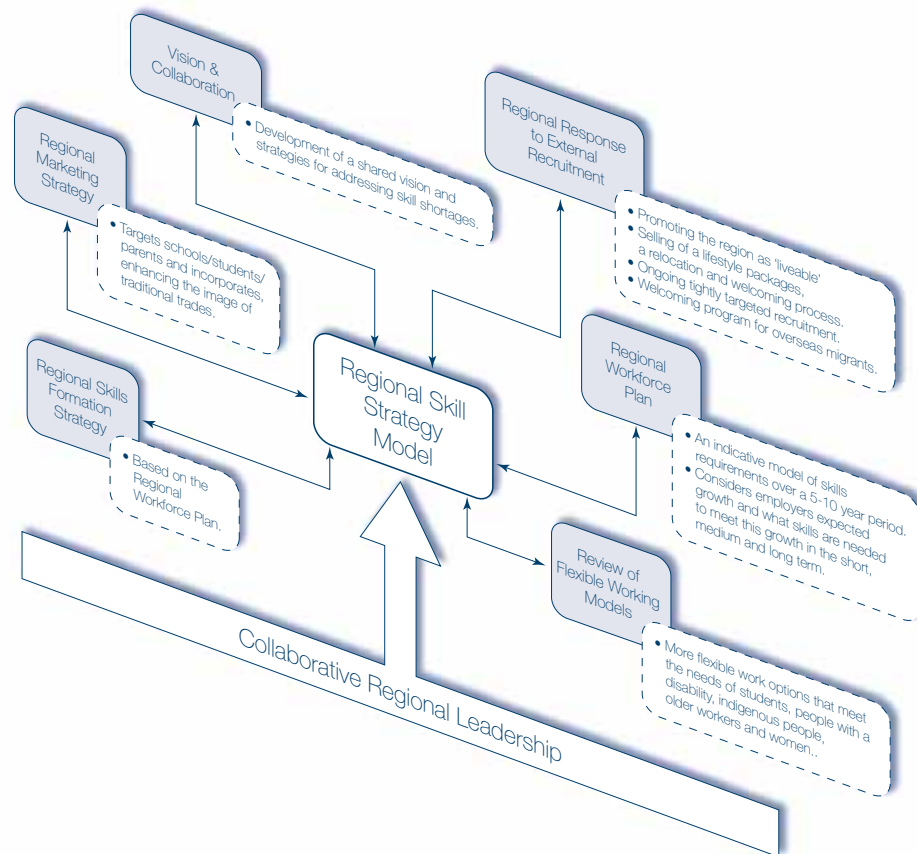
- 1.1 It has long been acknowledged that skill shortages occur for a variety of reasons including a strong economy coupled with low rates of unemployment, global labour markets and a change in perceptions and preferences of employment and career pathways.
- 1.2 In acknowledgement of the potential impact that skill shortages may have on continued economic growth, Minister Nelson announced in April 2004, a National Skill Shortages Strategy - a new approach to tackling skill shortages in trades. It is from this Strategy that the Townsville Skill Shortages Pilot Project emerged, commencing in May 2004.
- 1.3 The objectives of the Project were to profile existing and potential industries, identify areas of skill needs, and forge partnerships between government, industry and the employment and training sectors. The intention being to develop solutions, that will in the short, medium and long term alleviate the shortages of skills across the Townsville region.
- 1.4 Due to the complexity of the skill shortages problem and with the limited budget available an iterative approach to meeting the objectives was taken. This approach allowed for a story to be built, relationships to be fostered, trust to be nurtured and collaborative regional ownership of the skill shortages problem to be encouraged.
- 1.5 The Project identified a high level of willingness by all stakeholders to work collaboratively to address skill needs. There was a clear consensus that significant improvements were required and where possible strong community leadership across key organisations. In addition, the Project uncovered a wealth of talent, innovation and creativity across the spectrum of stakeholders which this Report acknowledges.
- 1.6 The National Skill Shortages List (Department of Employment and Workplace Relations, 2004) identifies skill shortages for Professionals, Trades and Information and Communication Technology (ITC) skills in Australia by state and region. This Project has revealed that the capacity for regions to utilise this information is limited due to the lack of explanation regarding which regions are suffering these acute skill shortages.
- 1.7 In each instance, those skill shortages that have emerged through this project are identified with the exception of the food trade 'Baking' which has not been previously assessed by the Department of Employment and Workplace Relations, for the State of Queensland. It is important to note that the lack of regional specification limits the capacity of drawing a conclusion regarding the List's validity. In addition there is a need for some 'hard' data on skill shortages and that some commonality regarding the gathering of data needs to be adopted to achieve consistency and validity.
- 1.8 With regards to recruitment, employers indicated that one of the preferred recruitment strategies was word of mouth, with inhibitors such as the lack of skills and experience along with perceived low wages compounding recruitment difficulties and attributing to skill shortages.



- 1.9 The Report details 20 recommendations, however those of critical importance include the:
- Maintenance of the Project momentum by funding the implementation of key recommendations (Refer Appendix 1);
 - Adoption of the Regional Skill Shortages Strategy Model (as detailed on page 16 of this Report);
 - Development of a Regional Workforce Model and a Regional Marketing Strategy;
 - Development and implementation of an annual North Queensland Trades Careers Expo;
 - Establishment of a Regional Economic Development Conference;
 - The development of comprehensive career pathway maps which incorporate New Apprenticeship pathways for school students; and
 - The continuation of the strengthening of relations with already established industry clusters.
- 1.10 It is intended that the recommendations and proposed models within this Report will assist other regional communities in formulating their regional, industry response to skill shortages.
- 1.11 The capacity of any region to effectively tackle skill shortages requires a concerted effort and a willingness of all stakeholders to work collaboratively. Strong leadership is essential along with a shared vision and a common direction. Sustaining regional development and business and community prosperity requires a shift from working in silos to collaborative partnerships across communities and the region.



TOWNSVILLE REGIONAL SKILL SHORTAGES PILOT PROJECT REGIONAL SKILLS STRATEGY MODEL




TOWNSVILLE REGIONAL SKILL SHORTAGES PILOT PROJECT RECOMMENDATIONS

RECOMMENDATION

1. Investigate the capacity of the New Apprenticeship program to allow for the 'fast tracking' of New Apprenticeships
2. Increase employer incentives to those New Apprentices in skill shortage industry areas
3. Explore the New Apprenticeship Program with the intent of making it more attractive to potential apprentices/trainees
4. Address the anomalies for the eligibility for Youth Allowance for tertiary students versus a New Apprentice
5. Develop a process to track and record an individual's skills in order to simplify and streamline the recognition of prior learning process (to be explored further in the Regional Economic Development Conference – Recommendation 15)
6. Develop more flexible forms of employment particularly for older workers, retirees and women
7. Maintain the Project momentum by funding the implementation of key recommendations (Refer Appendix 1) Note: Key recommendations are marked with ✚
8. Adopt the Regional Skills Strategy Model proposed as detailed on page 16 of the Report ✚
9. Develop a Regional Workforce Plan by developing a model which maps a) demographic trends; b) expected growth; c) expected skill needs; d) churn rates; e) migration trends; - thereby indicating expected demand in skill areas (skill shortages) over a period of 5 - 10 years ✚
10. Develop template/model which allows individual employers to map the workflow of their business against their projected needs – a-just-in-time model – indicating employee movements against employer needs
11. Enhance the capacity of schools within the region to more effectively place students into vocational education and training school programs by: a) refining aptitude resources; b) professional development of vocational education and training coordinators; c) working towards the refinement and implementation of industry specific 'work-ready' programs
12. Develop and provide comprehensive career pathway maps and information which incorporate the New Apprenticeship pathway for school students ✚
13. Continue to fund the Local Community Partnership ensuring the provision of clear guidelines and expectations regarding the delivery of services to school and employer sectors and promoting the value of the organisation to the broader community
14. Develop and implement an annual North Queensland Trades Careers Expo ✚
15. Organise a regular Regional Economic Development conference which will explore regional workforce planning, human resources network, flexible work options, best practice, and capacity to target women, migrants, indigenous and older workers ✚
16. Establish a central list of employers interested in or are involved in school-industry programs (structured workplace learning, work experience, school-based new apprenticeships, 'adopt a school') which is accessible across the region – possibly coordinated by the Local Community Partnership
17. Collate best practice school-industry practices and make these available electronically
18. Provision of simple workforce planning models to small employers coupled with the provision of coaching and mentoring
19. Develop a regional marketing strategy which targets schools/students/parents and incorporates a) employers visiting schools and promoting their industry/place of employment and the careers within; b) information on career pathways for young people; c) enhancing the image of the traditional trades – promoting the contemporary nature of trades (including the use of trade role models) ✚
20. Strengthen existing relationships with already established industry clusters and where appropriate establish additional clusters ✚

Whilst a lead stakeholder has been identified, to ensure sustainability in the long term collaboration with all sectors of the community is necessary.

 Indicates that these activities need to commence immediately with outcomes achieved within the next 12 months



STAKEHOLDERS

EMPLOYER GROUPS	SCHOOLS / STATE GOVERNMENT AGENCY	LOCAL GOVERNMENT	STATE GOVERNMENT	AUSTRALIAN GOVERNMENT	OTHER
			•		
				•	
					Industrial Relations systems
				•	
•					
•					
				•	
•					
•					University
•					
	Specifically Education Queensland				
•					
				•	
•					
		•			
•					
•					
•					
•					

 Indicates that these activities need to commence within the next 6mths with outcomes achieved within the next 18mths – 24 months

 Indicates that these activities need to commence within the next 6 mths with outcomes achieved within the next 24 months or longer



SECTION 2

2 CONTEXT

- 2.1 The emergence of skill shortages are the result of a complex set of factors and circumstances including: sustained economic growth; the globalisation of the economy; an ageing workforce; a decline in fertility rates; a shift in labour market patterns; poor image of the traditional trades; and the low uptake of traditional trades by people historically not interested in the trades.
- 2.2 Traditionally, a business cycle goes through a period of growth of approximately 8 years with a subsequent contractionary period followed by another wave of growth. However, since the early 1990s, Australia's economy has experienced continued growth, consequently, this growth has built-up pressure on the demand for skilled labour.
- 2.3 Whilst Australia has been experiencing a continued period of growth the globalisation of economies has also occurred, resulting in global competition for professional, para-professional and skilled trades employees. Some one million Australians now work overseas and represent a significant net loss of skilled and professional workers for the Australian economy (Australian Bureau of Statistics, 1999).
- 2.4 In addition, during the late 1960s more than 250,000 young people were leaving school to join the workforce or undertake further education annually. It is expected that this will decline to 150,000 by 2010 (Australian Bureau of Statistics, 1999). Since the 1960s the baby boom fertility rates have also declined from average fertility rates of 3.5 babies per woman (1961) to less than 1.9 in 1985 and 1.7 in 2004 (Australian Bureau of Statistics, 1999). Increasingly recruitment firms such as Hudson's are arguing that over the next 10 years, 50% of all new employees will come from people aged over 50. This 'baby bust' (Naisbett, 1990) has resulted in a large cohort of the workforce comprising of older workers and a significant decline in the number of young people entering the workforce.
- 2.5 The contemporary trends embraced by government agencies and large businesses to maximise short-term returns with a focus on downsizing, outsourcing and corporatisation, has led to a significant decline in the investment in training by those agencies and businesses. Consequently, there has been a dramatic reduction in the number of apprenticeships being sponsored by these organisations. As Toner (2003) proposes the public sector accounts for around one third of the decline in apprentice intake over the past 10 years.
- 2.6 Similarly the rapid growth of labour hire firms in response to these measures have resulted in Australia having the highest percentage of casualised workers in the industrialised world (National Centre for Vocational Education Research (NCVER), 2002). As the NCVER (2002) noted 'Australia has one of the largest secondary labour markets in the developed world, some 12% of the workforce is employed part-time and 27% on a casual basis'.
- 2.7 It has long been acknowledged that the New Apprenticeship program has been successful in increasing participation in structured training, and in opening up new and more flexible opportunities across occupations and industries that have not had a history of structured training. However, in the recent evaluation of New Apprenticeships 'Skills at Work' Report (Department of Education, Science and Training, 2004) further examination could be undertaken on how growth in New Apprenticeships has related to the demand for skills in the economy.



- 2.8 While there has been a recent increase in the uptake of trades for older workers, employers have tended to focus on young people, particularly school leavers as their primary source of potential apprentices/trainees. With a declining number of young people and the complexity of career pathways available, insufficient attention has been paid to attracting women, people with a disability, indigenous and older workers into the trades and as the Commonwealth National Industry Skills Initiative Working Group reflected (Department of Education, Science and Training, 2002) much attention needs to be given to the upgrading and renewal of the skills of existing workers. Further, the Australian economy has a high percentage (50%) of untrained and unqualified workers (TAFE Directors Australia, 2004). The relative low level of training investment also reduces the pool of potentially qualified tradespeople.
- 2.9 Media representations of professionals along with community and parent expectations have focused on careers best achieved via a university qualification. This reflects the considerable effort and focus that has been placed on the 30% of students who exit year 12 and go onto university, rather than the 70% of students who do not (Department of Education, Science and Training, 2004). There has been an implied assumption that trades are "dirty", "second best" and for "losers". These misconceptions or 'traditional' views further compound the skill shortages in the trades areas.
- 2.10 The reality is that a trade qualification provides a valuable and rewarding career path. Many tradespeople go on to higher level technical training and small business development. People's perception of the trades tends to reflect traditional images of the trades as blue-collar jobs rather than the contemporary reality, with increasingly high information, technical, language, literacy and numeracy proficiency requirements.
- 2.11 The net result of all of the above is that Australia is facing critical skill shortages creating a structural imbalance between the demand and supply of tradespeople. The Townsville region is no exception. The shortage of skills in the region is attributable to sustained economic growth, the globalisation of the economy, an ageing workforce, a shift in labour market patterns and a poor image of the traditional trades. The skill shortages crisis will be compounded by the rapidly shrinking net inputs such as low fertility rates between now and 2010. As an Australian Chamber of Commerce and Industry (ACCI) Survey of Investor Confidence reports, today's skill shortages are perceived as the number one issue confronting businesses in Australia (ACCI, 2005).





SECTION 3

3 PROJECT OBJECTIVES

- 3.1 The objectives of the Project were to profile existing and potential industries, identify areas of skill needs and forge partnerships between government, industry and the training sector to address these needs while at the same time exploring:
- Connections between various employment, education and training providers and industry at a regional level which have, or need to be established to address or enhance identified national skill shortages initiatives;
 - The penetration of resources developed through the National Industry Skill Shortages programmes to date;
 - Skill shortages identified by Department of Employment and Workplace Relations at a national and state level and its relevance, exploring the reliability of these at a regional level;
 - Cooperative arrangements between regional skill shortages initiatives;
 - The notion of developing a pro forma and agreed approach to address and identify skill shortages in regional centres; and
 - Costs associated with a pilot to trial suggested strategies to address skill shortages.
- 3.2 In order to meet these objectives a Working Group was established with representatives from employers, government agencies, and the community, training and education sectors (Refer Appendix 2).

4 PROJECT BACKGROUND

- 4.1 In May 2004 Commerce Queensland, as a founding member of the Australian Chamber of Commerce and Industry (ACCI) entered into an agreement with the Australian Government to investigate skill shortages issues from an employer, regional perspective, and to identify and recommend appropriate strategies and solutions to the issues identified (Appendix 3 details objectives, activities and key performance indicators).
- 4.2 The Project area includes Townsville and the surrounding districts, incorporating the three local government areas of Townsville, Thuringowa and Charters Towers. Following is an overview of the three districts and the key features of each (Appendix 4 provides a more detailed statistical profile of the study area). It is important to note that the following figures quoted may have altered since the time of printing this document.

Key Features of the Townsville Area are:

- A total of 91,169 people reside in the Townsville Local Government Area as at 2001 Census conducted by the ABS. Of these 50.1% were males;
- A total of 45,360 people participate in the labour market;
- The unemployment rate is approximately 8.8%; and
- The major industries operating within the area are retail, manufacturing, construction, government and defence.

Key Features of the Thuringowa Area are:

- A total of 43,973 people reside in the Thuringowa Local Government Area as at 2001 Census conducted by the ABS. Of these 49.2% were males;
- A total of 21,707 people participate in the labour market;
- The unemployment rate is approximately 8%; and
- The major industries operating within the area are retail, manufacturing, construction, government and defence.

Key Features of the Charters Towers Area are:

- A total of 8,751 people reside in the Charters Towers Local Government Area as at 2001 Census conducted by the ABS. Of these 51.3% were males;
- A total of 25,056 people participate in the labour market;
- The unemployment rate is approximately 6.5%; and
- The major industries operating within the area are mining, agriculture, retail, manufacturing, construction, health and community services.

- 4.3 In addition, the gross regional product for North Queensland grew 7.4% to \$7.1 billion in 2002-3 whilst the annual average population growth rate for the Northern Statistical Division was 1.7% during 1998- 2003 (AECgroup, 2004).
- 4.4 The AECgroup Report (2004) also indicated that despite a decline in trend employment over the quarter there was significant growth over the twelve months to September 2004, up 4.4% to 115,160 persons. Industry employment for the manufacturing sector for the September quarter grew by 10.2% with the mining sector experiencing a 0.9% growth for the same period. Occupational employment for trades persons and related workers grew by 41.7% whilst intermediate production and transport grew by 18.3% for the September 2004 quarter. The AECgroup job advertisement series for Townsville was 39.4% higher in the September quarter 2004 when compared with the September quarter 2003, making the twelfth consecutive annual rise.
- 4.5 A recent Price Waterhouse Coopers Report (2005) on the North Queensland economy indicates that 71% of businesses surveyed would put more workers on if they were able to recruit them.
- 4.6 Finally, if regions and communities are in the business of promoting economic development and addressing skill shortages then the development of regional employer driven strategies must be their number one priority if they are going to be able to sustain regional growth and prosperity.

5 PROJECT METHODOLOGY

- 5.1 To successfully meet the Project Objectives (as detailed in Section 3.1) a mixed research approach was adopted. The iterative, story-building approach taken allowed for the identification of issues, needs and concerns, teasing out of issues identified, and testing solutions whilst pursuing practical outcomes in partnership with key stakeholders.
- 5.2 Following is a sequential overview of the approach taken and respective objectives.

Step	Approach	Objective
1	Establish Working Group	<ul style="list-style-type: none"> To provide guidance on Project progress To endorse the Project Plan (Appendix 2) and interim and final Project Reports.
2	Initial environmental scan (survey)	<ul style="list-style-type: none"> To gain an understanding of how skill shortages are impacting upon businesses and more broadly industry in the region Capturing information pertaining to the business profile, employment, retention and skill shortages (Refer Appendix 5).
3	Industry Liaison Consultant	<ul style="list-style-type: none"> To implement the deliverables as specified in the Contract for the Townsville Skill Shortages Pilot Project. Appendix 6 details the Position Description for the Industry Liaison Consultant.
4	One-on-one employer stakeholder meetings	<ul style="list-style-type: none"> To identify stakeholder perceptions of underlying problems, issues, needs, barriers and opportunities for partnership. Appendix 7 details those stakeholders who were interviewed.
5	Industry focus group meetings	<ul style="list-style-type: none"> To identify industry perceptions of underlying problems, issues, needs, barriers and opportunities for partnership.
6	Stakeholder focus group forum	<ul style="list-style-type: none"> To address emerging themes and issues as identified by stakeholders to-date. Appendix 8 provides an overview of the framework that formed the basis of discussions. To move from problem identification to solutions.
7	Key cluster survey	<ul style="list-style-type: none"> Building upon Step 2. The survey aimed to identify issues in relation to the attrition of tradespeople and apprentices within the region (Refer Appendix 9).
8	Student forums	<ul style="list-style-type: none"> To determine what young people thought about the traditional trades. Appendix 10 details the questions asked to young people.

6 FINDINGS

6.1 Following is an overview of the Project findings in relation to the appropriate methodological approach.

Step 1 Establish Working Group

Commerce Queensland members along with other appropriate stakeholders in the Townsville region were invited to guide the Project by nominating their interest to become a member of the Working Group. The Working Group reflects the composition required by the Department of Education, Science and Training and comprises of 25 members (refer to Appendix 2). The Working Group met on 27 July 2004, 5 November 2004 and 16 May 2005.

Step 2 Initial Environmental Scan (distribution of survey with a 12% response rate)

Of those employers who responded, the industry areas in which the highest number of employers operate are construction, manufacturing, mining, and health and community services with 53% employing between 10 and 49 staff.

A significant proportion of employers have been operating for more than 7 years with 29% operating between 20 - 49 years and 69% of employers expecting their business to grow in the next 5 years, indicating that the region is currently enjoying economic stability and future growth.

Respondents indicated that they would prefer to employ already qualified/trained staff than staff who can be trained in-house. These results are not surprising due to the perceived inhibitors for people entering into a particular industry as Table 1 indicates.

TABLE 1: MOST COMMONLY PERCEIVED INHIBITORS FOR EMPLOYMENT

Inhibiting factors	Number of responses
Skills and experience	10
Perceived low wages	10
Lack of training available locally	9
Transient workforce	7
Nature of work in trades areas	5
Lack of government funding to support the employment of staff	4
Lack of people wanting to live in the area	2

Interestingly, the majority of employers recruit directly, that is they are not using an intermediary such as a recruitment agency. Table 2 provides an overview of employers' recruitment strategy preferences. It is important to note that employers responded to more than one preference therefore the results maybe slightly skewed. Employers do rely upon word of mouth and it is proposed that this reliance is particularly strong for regional areas.

The National Skill Shortages List is based on research undertaken across Australia by the Department of Employment and Workplace Relations. Following up employers who have recently advertised is a key part of the research, however a large range of other data is also considered including training and migration rates, demand factors such as industry activity levels and employment growth and wage rates.

In consideration of the results achieved through this survey and in light of the process undertaken by the Department of Employment and Workplace Relations to determine skill shortages, it is proposed that a consistent approach is required that captures more accurately other recruitment processes such as word of mouth.

TABLE 2: EMPLOYER RECRUITMENT STRATEGY PREFERENCES

Recruitment strategies	Percentage
Direct recruitment by firm	23
Job Network Members	15
Other recruitment agencies	14
Group Training Organisations	15
Labour hire	17
Word of mouth	12
Other	4

Step 3 Industry Liaison Consultant

A position description was developed (Refer to Appendix 5) and the position advertised locally. 7 applications were received and the successful applicant commenced in August 2004.


Step 4 One-on-one employer/stakeholder meetings (78 stakeholders interviewed across the region) (Refer Appendix 7 for a listing of stakeholders consulted).

The willingness of all stakeholders to engage in discussions was pleasing and is reflective of their sound understanding of the importance of addressing skill shortages for the Townsville region. Table 3 provides an overview by region of the number of stakeholders consulted within each sector – business, government, education and community.

TABLE 3: STAKEHOLDER MEETING SPLIT

Sector	Charter Towers	Townsville/Thuringowa	Total
Business	4	33	37
Government	4	16	20
Education	2	10	12
Community	3	6	9

This split is important as it clearly highlights the significant input that businesses in the region have had in the identification of issues and development of solutions, comprising of 47.4% of all stakeholders. It also indicates the fairly balanced consultative approach between other equally important stakeholders.



A variety of issues and needs were identified by stakeholders. For ease of interpretation and understanding these have been collated under a number of themes: system effectiveness; education/school system; training system; demand side issues; and supply side issues. Appendix 11 provides a detailed overview of responses to each of these themes. The following reflects those of most importance.

System effectiveness

- Regional collaboration and cooperation – whilst there are partnerships and initiatives between sectors, overall there is a significant deficit in the investment of resources to ensure collaborative relationships and partnerships between sectors.
- Fragmented responsibility – no one organisation has overall responsibility for managing skill shortages across the region.
- Too competitive an approach by stakeholders – a strong climate of underlying competition and mistrust exists resulting in an uncoordinated approach and/or a refusal to share information and work cooperatively.
- Poor or non-existent workforce planning – a lack of information on demographics of local workforce and churn rates combined with a lack of workforce planning is resulting in a poor understanding from an employer perspective of the 'regional picture'.
- Other issues - poor career pathway planning, poor relationships between schools and registered training organisations, lack of responsiveness of the education system, industry demand for employability skills, vocational education and training (VET) in Schools programs, stronger relationships and linkages between employers and schools.

Training system

- Improve relationships between registered training organisations (RTOs) and industry – need to ensure trainers understand industry – currency of skills is of critical importance.
- New Apprenticeship program – a need for enhanced flexibility, a more simplified system and award provisions that are attractive to potential apprentices/trainees.
- Recognition of prior learning – there is a need for a system of RPL which is efficient, effective and encourages both employer and employee participation.
- Poor support for non-traditional trades – There are a lack of programs targeted at attracting and addressing the requirements of those who traditionally have not taken up 'traditional' trades.

Demand side issues

- Skill shortages – a range of factors including changing business and government practices, short-term thinking, changing attitudes of young people, changing demographics, poor image of the traditional trades, students directed towards university and an increasingly competitive economic environment are all impacting upon skill shortages.
- Other issues – reduction in the churn rate of employees, flexibility of industry, need for industry clusters, limited sharing of innovative approaches to human resources development and the growing difficulty and cost of recruiting.



Supply side issues

- Large untapped pool of disengaged potential workers – a need to widen the pool of potential employers to consider the long-term unemployed, people with a disability.
- Managing intergenerational issues – different patterns of behaviour and values of young people are perceived to be a major problem.
- General lack of flexible work options – little effort has been made to introduce more flexible work options to hold older workers and to attract new 'sea change' migrants into the workforce.
- Image of traditional trades – strong concern that the trades are not held in high regard by parents, schools, young people and the wider community, compounded by the lack of celebration of craftsmanship.

Step 5 Industry Focus Group Meeting (with local industry clusters)

The Industry Focus Group meeting allowed for businesses to openly discuss issues that had emerged via the one-on-one consultations. This forum facilitated ownership of the issues and enhanced employers understanding of the issues. A number of themes emerged including:

- The lack of employability skills of young people going into apprenticeships;
- The mismatch of students to employers; and
- The negative image of the trades.

A recent investigation into apprentices in the building and construction industry in Queensland (Deborah Wilson Consulting, 2004) also identified these issues and proposed that these (along with a number of others) contribute to apprentice cancellations.

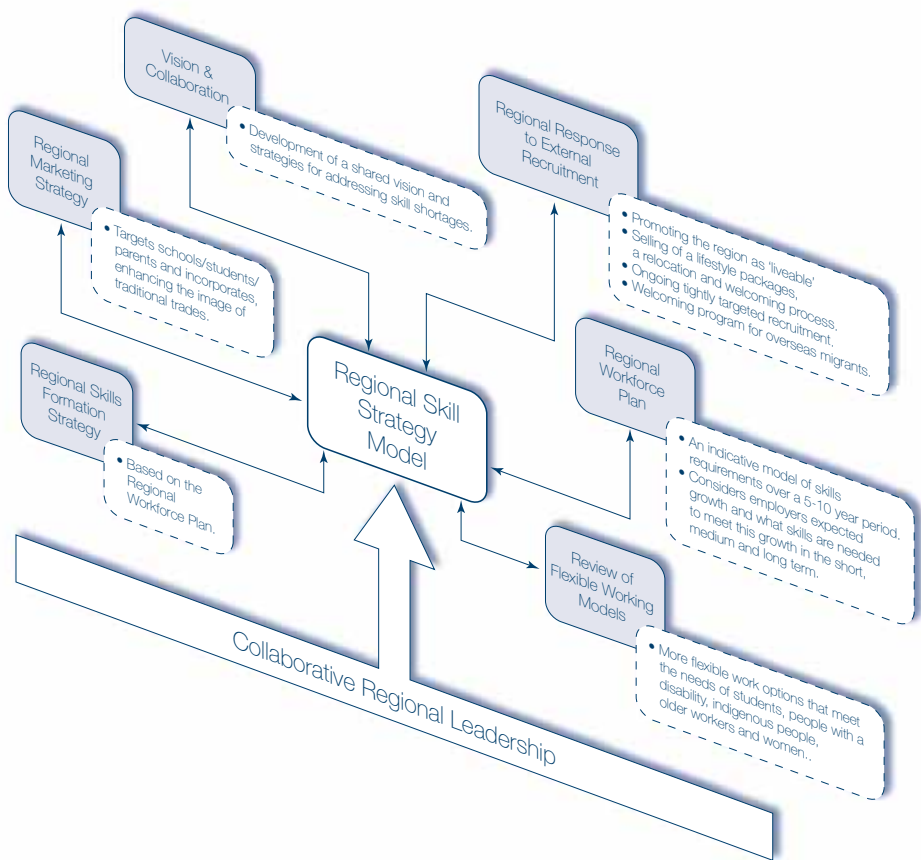
In addition, it was agreed at this meeting that there was a need for a broad ranging stakeholder meeting. To ensure the continued flow of information each local industry cluster nominated a representative to participate in this activity.

Step 6 Stakeholder Focus Group Forum (with 35 stakeholders from across the region)

The Stakeholder Focus Group addressed the themes that had emerged as key strategic issues for addressing skill shortages in the region.

The key issues that were identified as needing to be addressed related to the need for a Regional Skill Strategy Model. There was agreement that this model should comprise of a number of elements including a regional strategic vision, a collective regional response to external recruitment, a regional workforce plan, a review of flexible working models, a regional skills formation strategy and a regional marketing strategy.

FIGURE 1: PROPOSED REGIONAL SKILL STRATEGY MODEL



To assist in the delivery of this Model and to ensure the successful implementation of a number of the recommendations, the Group unanimously agreed to recommend that a position be created to deliver the key recommendations as detailed in Section 4 of this Report and that funding be sought for this position from the Australian Government. The importance of maintaining momentum can not be underestimated. In addition the Group unanimously agreed to the need for a Regional Economic Development Conference. Proposed costings for these activities are detailed in Appendix 1.

**Step 7 Key cluster survey (distributed to Commerce Queensland employers with a 11% response rate)
(Refer Appendix 9)**

In the first instance the survey asked respondents 'How difficult is it to fill your current vacancies?' Only 6% of respondents reported not difficult. Some 39% replied that it was difficult whilst 56% responded that it was very difficult.

Reported vacancy rates varied from just over 14% for the metal trades areas to just over 2% for bricklayers. While the sample was small, indicative figures suggests that over 12% of employed tradespeople would be retiring within the next 8 years.

TABLE 4: EXPECTED NUMBER OF TRADESPEOPLE RETIRING

Trade	YEARS		
	2005-07	2008-10	2011-13
Motor Mechanics	1		
Carpenters & Joiners			2
Bricklayers		1	
Plumbers		4	5
Metal Fitters	1	2	2
Metal Machinist		1	
Metal Fabricator			1
Welders	6	10	11
Sheet Metal Workers	1	2	5
Concreters	4		
Electricians	1	1	1
Horticulturalists	1		
Percentage	24%	33%	43%

The age structure of tradespeople varied significantly. All (with the exception of the metal fabrication industry) did not have tradespeople aged 56-65 years. Carpenters and Joiners (30%), Metal Fitters (20%) and Metal Fabricators (12%) had a significant number of people aged 46-55 year of age within their respective trade areas.

Survey results indicate that the largest number of tradespeople employed are between the ages of 26-35, with a steady decline in the number of trades people employed in the age brackets of 36 years and over (Refer Table 5). This decline may be a direct result of tradespeople retiring after the age of 36. In this situation, results indicate that of those tradespeople employed over the age of 36, 57% will retire over the next 8 years.

TABLE 5: DISTRIBUTION OF THE AGE OF TRADESPEOPLE BY TRADE AREA.

Trade	AGE COHORT					
	18-25	26-35	36-45	46-55	56-65	66+
Motor Mechanic	67	20	10	6		
Auto Electrician		100				
Carpenter/Joiner	2	5	7	6		
Bricklayer	1					
Plumber	7	10	22	2		
Metal Fitter	3	5	8	4		
Metal Fabricator	13	25	26	9	4	
Sheet Metal Worker	5	20	4	3		
Warehousing and Storage	20	70		10		
Welding		1				
Metal Machinist			2		2	
Electrician	3	3	2	2		
Jewellery Manufacturer	3					






Of those employers who employ apprentices a significant proportion are aged 18 – 25 years (Refer Table 6). The exception to this was the motor mechanic trade where the majority of apprentices were aged between 36 – 45. Overall across trade areas 29% of apprentices were aged between in the 18-25, 19% between 26-35 years of age and 37% 36-45 years.

TABLE 6: DISTRIBUTION OF THE AGE OF APPRENTICES BY TRADE AREA

Trade	AGE COHORT					
	18-25	26-35	36-45	46-55	56-65	66+
Motor Mechanic	10	10	80			
Carpenter/Joiner	7					
Plumber	1					
Metal Roofers	8					
Metal Fitter	12					
Metal Fabricator	26	1		1		
Metal Machinist	4					
Sheet Metal Worker	9					
Electrician	1					
Metalliferous Processing	17	7				
Metalliferous Operator	15	56	66	44	14	
Jewellery Manufacturer	2					
Concretor	1					





Step 8 Student forums (two groups drawn from the public and private sectors with vocational and academic streamed students – 84 students in total)

The student forums discussed a range of issues with Appendix 9 detailing the questions which discussions were based. Following are a number of important themes:

- Most young people have inaccurate information about trade qualifications and perceptions are dominated by stereotypes from older generations.
- There is a lack of current and contemporary information regarding career pathways available through New Apprenticeships and the level of skills and competencies required by employers.
- There is a strong commonly agreed perception that the 'trades' are 'second best', 'for losers' and 'stupid' people.
- There is a belief that the 'trades' are dirty, unsafe and hard work and there is a genuine concern relating to personal safety, exploitation and bullying.
- There is a very limited perception of trades as pathways to university, management or running your own small business – there is little understanding of the connectivity of the pathways.
- Women in non-traditional trades are strongly and widely supported.

This activity highlighted the need for students to enhance their understanding of the uniqueness of 'trades', trade qualifications and more broadly a trade pathway and the benefits of choosing this pathway.

The perception differences between the academic and vocational groups of students are interesting. Table 7 explores students reactions to a series of questions.





TABLE 7: OVERVIEW OF STUDENT RESPONSES (ACADEMIC COMPARED TO VOCATIONAL STREAMED STUDENTS)

Question	STUDENT STREAM	
	Academic stream	Vocational stream
What is the reputation of trades-people?	Not smart enough to go to university; hard working; dirty; second best option; Good money/ Not very good money	Not smart; work hard; security of employment; good money
Who influences your decisions	Parents; family; friends; peers; teachers	Parents; family; friends; peers; teachers
Why you made your career choice?	Positive choice of university; money; prestige; intelligent; job security; have a calling; air conditioned comfort	University not attractive; money; enjoyment; didn't want to study any more; job for life; being creative; Hands on; family tradition
3 positives about a job?	Money; enjoyment; experience; opportunity	Money; fun; co-workers
3 negatives about a job?	No respect; stress; boredom	Bullies; unfairness; strict bosses; overwork
How to market trades?	TV ads; young trades-people; enjoyable aspects; show career pathway; easier; less stressful; more free time; Hands on	Trade visits; TV ads; young recently qualified; No big debts (HECS)

The major areas of difference as perceived by the vocational students are:

- More focus on enjoyment of jobs;
- Being creative, having a hands on job;
- Following a family tradition; and
- More concerned about bullies, unfairness, strict bosses.

These findings are of critical importance. As students are the supply side of the skill shortages problem, employers capacity to understand 'supply' will enable an enhanced capacity of access to the supply group – students.

7 PROJECT OUTCOMES

7.1 The Project has achieved the following outcomes:

- Enhanced understanding of regional needs relating to issues regarding skill shortages;
- Engaged effectively with all stakeholders including students;
- Built a network and established relationships between stakeholders;
- Articulated a series of recommendations mapped against a timeframe and where appropriate detailed costs associated with implementing recommendations;
- Met all contractual requirements on time and within budget; and
- Within the confines of the budget explored the reliability of the National Skill Shortages List.



SECTION 4

8 RECOMMENDATIONS

- 8.1 A number of recommendations are proposed and are detailed in Table 9 whilst Table 8 below lists those recommendations that the Working Group has deemed to be of critical importance and key to minimising the skill shortages in the Townsville region.


TABLE 8: KEY RECOMMENDATIONS (🔄)

Recommendation Number	Recommendation
7	Maintain the Project momentum by funding the implementation of key recommendations (Refer Appendix 1)
8	Adopt the Regional Skills Strategy Model
9	Develop a Regional Workforce Plan
10	Develop a template/model which allows individual employers to map the workflow of their business against their projected needs – a just-in-time model – indicating employee movements against employer needs
12	Develop and provide comprehensive career pathway maps and information which incorporate the New Apprenticeship pathway for school students
14	Develop and implement the North Queensland Trades Career Expo
15	Organise a regular Regional Economic Development Conference
19	Develop a Regional Marketing Strategy
20	Strengthen existing relationships with already established industry clusters and where appropriate establish additional relationships

TABLE 9: RECOMMENDATION MATRIX


RECOMMENDATION	
1.	Investigate the capacity of the New Apprenticeship program to allow for the 'fast tracking' of New Apprenticeships
2.	Increase employer incentives to those New Apprentices in skill shortage industry areas
3.	Explore the New Apprenticeship Program with the intent of making it more attractive to potential apprentices/trainees
4.	Address the anomalies for the eligibility for Youth Allowance for tertiary students versus a New Apprentice
5.	Develop a process to track and record an individual's skills in order to simplify and streamline the recognition of prior learning process (to be explored further in the Regional Economic Development Conference – Recommendation 15)
6.	Develop more flexible forms of employment particularly for older workers, retirees and women
7.	Maintain the Project momentum by funding the implementation of key recommendations (Refer Appendix 1) Note: Key recommendations are marked with ⚡ symbol
8.	Adopt the Regional Skills Strategy Model proposed as detailed on page 16 of the Report ⚡
9.	Develop a Regional Workforce Plan by developing a model which maps a) demographic trends; b) expected growth; c) expected skill needs; d) churn rates; e) migration trends; - thereby indicating expected demand in skill areas (skill shortages) over a period of 5 - 10 years ⚡
10.	Develop template/model which allows individual employers to map the workflow of their business against their projected needs – a-just-in-time model – indicating employee movements against employer needs
11.	Enhance the capacity of schools within the region to more effectively place students into vocational education and training school programs by: a) refining aptitude resources; b) professional development of vocational education and training coordinators; c) working towards the refinement and implementation of industry specific 'work-ready' programs
12.	Develop and provide comprehensive career pathway maps and information which incorporate the New Apprenticeship pathway for school students ⚡
13.	Continue to fund the Local Community Partnership ensuring the provision of clear guidelines and expectations regarding the delivery of services to school and employer sectors and promoting the value of the organisation to the broader community.
14.	Develop and implement an annual North Queensland Trades Careers Expo ⚡
15.	Organise a regular Regional Economic Development conference which will explore regional workforce planning, human resources network, flexible work options, best practice, and capacity to target women, migrants, indigenous and older workers ⚡
16.	Establish a central list of employers interested in or are involved in school-industry programs (structured workplace learning, work experience, school-based new apprenticeships, 'adopt a school') which is accessible across the region – possibly coordinated by the Local Community Partnership
17.	Collate best practice school-industry practices and make these available electronically
18.	Provision of simple workforce planning models to small employers coupled with the provision of coaching and mentoring
19.	Develop a regional marketing strategy which targets schools/students/parents and incorporates a) employers visiting schools and promoting their industry/place of employment and the careers within; b) information on career pathways for young people; c) enhancing the image of the traditional trades – promoting the contemporary nature of trades (including the use of trade role models) ⚡
20.	Strengthen existing relationships with already established industry clusters and where appropriate establish additional clusters ⚡

Whilst a lead stakeholder has been identified, to ensure sustainability in the long term collaboration with all sectors of the community is necessary.

 Indicates that these activities need to commence immediately with outcomes achieved within the next 12 months



STAKEHOLDERS					
EMPLOYER GROUPS	SCHOOLS / STATE GOVERNMENT AGENCY	LOCAL GOVERNMENT	STATE GOVERNMENT	AUSTRALIAN GOVERNMENT	OTHER
			•		
				•	
					Industrial Relations systems
				•	
•					
•					
				•	
•					
•					University
•					
	Specifically Education Queensland				
•					
				•	
•					
		•			
•					
•					
•					
•					

 Indicates that these activities need to commence within the next 6mths with outcomes achieved within the next 18mths – 24 months

 Indicates that these activities need to commence within the next 6 mths with outcomes achieved within the next 24 months or longer



SECTION 5

9 REFERENCES

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APPENDIX 2: WORKING GROUP MEMBERS

Adrian Gabrielli	Construction Training Queensland	Industry (Construction)
Barry May	Rima Management	Industry (Employment & Training Consulting)
Bill McDonald	Barrier Reef Institute of TAFE	Registered Training Organisation
Bob Bartlett	Thuringowa City Council	Local Government
Brad Watts	Quality Hotel Southbank	Industry (Hospitality)
Carina Fortini	CHR	Job Network Provider
Chris Goodwin	United Goninan Townsville	Industry (Construction)
Chris Nelson	Sun Metals Corporation Pty Ltd	Industry (Manufacturing)
Danielle Watson	In-Step	Local Community Partnership
David Ede	Pioneer Townsville	Industry (Construction)
David Ellis	Department of Employment and Workplace Relations	Australian Government
Gail Kirkwood	Education Queensland	Northern Beaches HS
Gary Bruckner	Townsville Cranes	Industry (Construction)
Kevin Gill	Macair Airlines	Industry (Engineering)
Lawrence Martin	Alexander Body Works	Industry (Automotive)
Leanne Pascoe	Department of Employment and Training	State Government
Matthew Magin	CHR	Job Network Provider
Paul Holden	Townsville Enterprise Limited	Townsville Community
Suzi Hewlett (Ric Howard)	Department of Employment, Science and Training	Australian Government
Steve Hawker	Commerce Queensland	Regional Chair
Ted Winterbottom	Russco Agencies	Industry (Automotive)
Virginia Colton	Commerce Queensland	
Maggie Loughrey	Commerce Queensland	

The above List of Working Group participants is reflective of the Working Group at the completion of the Project.

APPENDIX 3: PROJECT OBJECTIVES, ACTIVITIES AND KEY PERFORMANCE INDICATORS

Objective 1: Building Networks and influence stakeholders		
Strategy	Activities that will be undertaken to progress this strategy	Key performance indicators and analysis of progress against this strategy
1. Map and identify the connections between various employment, education and training providers and industry at the regional level.	Facilitate the establishment of a Committee which will include membership primarily from industry and include government agencies, Job Network Providers and other relevant stakeholders.	The effective participation of stakeholders on the Committee and associated activities.
	Bring Job Network Providers, New Apprenticeships Centres, private and public training providers, schools and employer representatives together to identify and map the various activities/programs that currently exist for the purposes of addressing skill shortages in the region.	Highlighting in discussions, the positive and negative trends associated with skill shortages whilst identifying emerging issues.
	Determine the degree of connectivity between various programs/activities and develop strategies to enhance this connectivity where appropriate.	Focus groups/surveys of employers conducted as required to obtain feedback from employers.
	Maintaining strong links with government at local, regional, state and national levels.	Meet bi-monthly with the DEST and DEWR State Manager.
2. Develop effective relationships and networks with key stakeholders to address issues pertaining to skill shortages	Bringing DEST, DEWR and employer representatives together and fostering cooperative arrangements between Federal and State government initiatives to address skill shortages;	Demonstrated evidence of regular contact and effective participation of stakeholders on the Committee and associated activities.
	Facilitation of employer engagement and identification of skill shortages and appropriate strategies.	Meet bi-monthly with the DEST and DEWR State Manager.
	Create and maintain strong links with government through actively encouraging them to participate on the Committees and appropriate projects by maintaining regular contact with appropriate departmental officials.	Focus groups/surveys of employers conducted as required to obtain feedback from employers.
	Work with industry and take a lead role in developing strategies and appropriate mechanisms to be utilised by skill shortages.	Highlighting in discussions, the positive and negative trends associated with skill shortages whilst identifying emerging issues.

Objective 1: Building Networks and influence stakeholders - con't

Strategy	Activities that will be undertaken to progress this strategy	Key performance indicators and analysis of progress against this strategy
3. Raise community awareness of skill shortages and create connections between various employment, education and training providers at the regional level.	Where appropriate media releases on the progress of the program.	Increase activity within the community in relation to addressing skill shortages.
	Regular reports to the CEO of Commerce Queensland and other Commerce Queensland Units and where appropriate presentations to Commerce Queensland Education and Training Committee.	Highlighting in discussions, and through the reporting mechanism positive and negative trends whilst identifying emerging issues and progress of the program
	Ensure Local Community Partnerships, Job Network Providers, New Apprenticeships Centres, schools are invited to participate on and are aware of the pilot project.	Evidence of participation and inclusion
	Responding directly to employer enquiries regarding skill shortages.	Regular distribution of information updating stakeholders of the progress of the program.

Objective 2: Regional Skill Shortages Identification

Strategy	Activities that will be undertaken to progress this strategy	Key performance indicators and analysis of progress against this strategy
4. Verify skill shortages identified by DEWR at a national and state level and affirm the relevance and validity of these at regional level	A survey instrument will be designed and developed to verify skill shortages in the region including profiling businesses, identification and employment and training needs, skill shortages and strategies.	Issues raised are taken into consideration in the development of appropriate strategies and are also relayed to appropriate government departments based on the results of the survey and discussions more broadly.
	Work collaboratively with DEWR at both the local and state level in confirming the veracity of skill shortages	Relationships between DEWR at both the local and state level are strengthened.
	Maintaining regular contact with Registered Training Organisations, Job Network Providers, New Apprenticeships Centres and other relevant stakeholders to enable the identification of issues and ensuring a grasp of emerging skill shortages.	Contact with appropriate stakeholders is monitored and evidence provided in relation to contact and the nature of the contact.
		Highlight positive and negative trends whilst identifying emerging issues



Objective 3: Enhance Community Awareness of Skill Shortages and Strategies		
Strategy	Activities that will be undertaken to progress this strategy	Key performance indicators and analysis of progress against this strategy
5. Develop and conduct information sessions/seminars and/or support networks.	Conduct information sessions, where appropriate for a variety of stakeholders (including employers, Registered Training Organisations, New Apprenticeship Centres, Job Network Providers) to address key concerns regarding skill shortages related issues as they arise.	The need for an information session(s) is identified and conducted, where appropriate
		Highlighting in discussions, and through the reporting mechanism positive and negative trends whilst identifying emerging issues

Objective 3: Enhance Community Awareness of Skill Shortages and Strategies		
Strategy	Activities that will be undertaken to progress this strategy	Key performance indicators and analysis of progress against this strategy
6. Develop user friendly web and publications as appropriate	Utilisation of the Commerce Queensland website stakeholders and other interested parties being advised of new information, related activities and current and emerging skill shortages related issues.	Information on the website is up-to-date and regularly reviewed
	Development of a e-newsletter which will keep interested parties up-to-date with the program and related activities.	E-Newsletter is utilised where appropriate

APPENDIX 4: STATISTICAL PROFILE OF THE STUDY AREA

The study area is made up of three Councils and the cities of Charters Tower, Townsville and Thuringowa. The population for the sub region in 2001 was 153,540 persons. This is anticipated to grow to 168,762 in 2006 and 182,607 in 2011 based on the Queensland Office of Statistical Research (AECgroup, 2004)

TABLE 1: EXPECTED POPULATION GROWTH

Council	2001	YEARS 2006	2011
Charters Towers	8,751	8,612	8,374
Townsville	92,074	99,564	105,230
Thuringowa	52,715	60,586	69,003
Sub-region	153,540	168,762	182,207

Table 2 details the population profile of the Councils and sub-region. There are 34,459 people aged 0-14 years or 22.4% of the population. This is slightly above the State average of 21.3%. There are some 62,482 people aged 15-39 years or 41%, 13% above the State average. There are some 43,381 people aged 49-64 years or 28%. This is 9% lower than the State average. There are 13218 people aged over 65 years or 8.6% being 26% below the state average.

TABLE 2: POPULATION PROFILE BY AGE COHORT AS AT 2001

Council	AGE COHORT				Total
	0-14	15-39	49-64	66+	
Charters Towers	2,192	3,078	2,316	1,165	8,751
Townsville	17,945	38,573	26,283	9,273	92,074
Thuringowa	14,322	20,831	14,782	2,780	52,715
Sub-region	34,459	62,482	43,381	13,218	153,540

The sub-region has 8,122 Aboriginal & Torres Strait Islanders people or 5% of the population (Refer Table 3). This is 71% higher than the State percentage. The Northern region has 11,598 or 6.1%. Given the young profile of indigenous people they represent a significant pool of potential employees.

TABLE 3: NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDERS AS AT 2001

Council	Numbers	%	% + or -
Charters Towers	715	8.4	171
Townsville	4,556	4.8	55
Thuringowa	2,851	5.6	81
Sub-region	812	5	71

The area has a significantly higher percentage of trades people than the rest of the State (Refer Table 4). There were 11,208 trade's people in 2001 with the highest concentration of trades people in Thuringowa representing 17% or 1 in six people employed people.

TABLE 4: NUMBER OF TRADES PEOPLE EMPLOYED AS AT 2001

Council	Numbers	%	% + or -
Charters Towers	455	14.2	11
Townsville	6,809	15.8	23
Thuringowa	3,944	17.1	34
Sub-region	11,208	16.2	27

Table 5 details the number of business in the sub-region across five industry areas. The largest concentration of business in these industry areas occurs in Townsville with 305, whilst the largest number of businesses registered fall within the construction sector.

TABLE 5: NUMBER OF BUSINESSES REGISTERED IN FIVE INDUSTRY AREAS AS AT 1998.

Council	INDUSTRY AREAS				
	Mining	Manufacturing	Elect, Gas Water	Const'n	Trans't
Charters Towers	21	25	6	66	19
Townsville	42	307	14	537	305
Thuringowa	11	38	5	271	106
Sub-region	74	370	25	874	430

In 2001 the sub-region had 69,239 people in the workforce a 64.5% participation rate (Refer Table 6). This was marginally higher than the State a participation rate of 63.1%.The unemployment rate was 8% for the sub-region in 2001.

TABLE 6: LABOUR FORCE PARTICIPATION AS AT 2001.

Council	Employed	YEARS		Participation rate (%)
		Unemployed		
Charters Towers	3,207	305		57.8
Townsville	43,017	4,129		65.7
Thuringowa	23,015	1,993		69.7
Sub-region	69,239	6,427		64.5



APPENDIX 5: INITIAL ENVIRONMENTAL SCAN

**YOU CAN MAKE A DIFFERENCE!
FIND A SOLUTION FOR SKILL SHORTAGES
REGIONAL SKILL SHORTAGES
TOWNSVILLE PILOT**

This survey aims to gain an understanding of how skill shortages are impacting upon businesses and more broadly industry in the Townsville region. The Townsville region includes Townsville, Thuringowa and Charters Towers.

Your participation in this survey is wholly voluntary and any information gathered from it will be utilised in the Townsville Pilot for the purposes of developing appropriate strategies to address skill shortages issues. The survey comprises of three sections, the business profile, employment and retention and skill shortages.

If you have any questions or would like to discuss a particular issue please do not hesitate to contact Virginia Colton, Townsville Pilot Project Manager on 3353 7719 or 0405 328 599 and email: vcolton@commerceqld.com.au

Name _____ Phone _____

Position _____ Fax _____

Organisation _____

Email _____

Your contribution is important and highly valued in finding a solution for skill shortages in your region. All information collected will remain confidential and will be used only for the purposes of this project.

Please complete this survey by Monday 14th June 2004

Return - Attention to Virginia Colton,

Fax to 3252 0081

BUSINESS PROFILE

1. Please indicate the:

a) Type of **industry** within which you operate.

A	Agriculture, Forestry and Fishing	<input type="checkbox"/>	J	Communication Services	<input type="checkbox"/>
B	Mining	<input type="checkbox"/>	K	Finance and Insurance	<input type="checkbox"/>
C	Manufacturing	<input type="checkbox"/>	L	Property and Business Services	<input type="checkbox"/>
D	Electricity, Gas and Water Supply	<input type="checkbox"/>	M	Government Administration and Defence	<input type="checkbox"/>
E	Construction	<input type="checkbox"/>	N	Education	<input type="checkbox"/>
F	Wholesale Trade	<input type="checkbox"/>	O	Health and Community Services	<input type="checkbox"/>
G	Retail Trade	<input type="checkbox"/>	P	Cultural and Recreational Services	<input type="checkbox"/>
H	Accommodation, Cafes and Restaurants	<input type="checkbox"/>	Q	Personal and other services	<input type="checkbox"/>
I	Transport and Storage	<input type="checkbox"/>		Other, please specify	<input type="checkbox"/>

b) Main type(s) of **occupations** within your business eg. administration, electrical.

c) **Location** of your business. Townsville Thuringowa
 Charters Towers Other

If other, please specify. _____

d) Number of **staff** employed. 1 – 4 20 - 49
 5 – 9 50 - 100
 10 - 19 + 100



- d) Number of **staff** employed.
- 1 – 4 20 - 49
 5 – 9 50 - 100
 10 - 19 + 100
- e) Number of **years** your business has been operating.
- 2 years or less 10-14 years
 3-4 years 15-19 years
 5-6 years 20-49 years
 7-9 years 50 years or more
- f) The expected **growth** of your business over the next five years.
- Stay the same Employ more staff
 Employ less staff Unsure

EMPLOYMENT AND RETENTION

The following questions aim to identify your business' current and future employment needs, and issues related to retention and how these needs are met from a regional perspective.

2) Do you prefer to **employ**:

Level of preference (please tick)	Very High	High	Moderate	Low	Very Low
Already qualified or trained staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff who can be trained in-house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprentices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unqualified, relatively un-skilled staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a) How does your business recruit staff and what is your level of satisfaction?

	Recruitment Strategy	Very High	High	Moderate	Low	Very Low
Direct recruitment by firm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Network Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Recruitment Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Training Organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labour Hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Other methods of recruiting staff?

4) Are you currently employing an **apprentice** and/or **trainee**?

	Yes	No	Number	Types (eg boilermaker, childcare)
Apprentice	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Trainee	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

5) In your experience, what are the factors inhibiting people from undertaking employment in your industry (eg transient workforce, lack of training)?

6a) Aside from seasonal employees, does your business have problems with **retaining** staff over long periods (i.e. for more than one year)?

Yes No

b) If yes, please specify.

c) Can you provide any further comments which might help identify your business' current and future **employment needs**, and issues related to **retention** and how these needs are met from a **regional perspective**?



7a) Do you think that the following vocational education and training arrangements assist in addressing the needs of your business?				b) If yes, please indicate the need(s) being met.
	Yes	No	Don't Know	
Apprenticeships and Traineeships (known as New Apprenticeships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Skill <input type="checkbox"/> Expected future growth
School-based New Apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Skill <input type="checkbox"/> Expected future growth
Group Training Organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Skill <input type="checkbox"/> Expected future growth
VET in Schools – structured workplace learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Skill <input type="checkbox"/> Expected future growth

8a) Are you involved in any of the following activities with your local school?			b) Please indicate your willingness			
Area of activity	Yes	No	To increase involvement		To become involved	
			Yes	No	Yes	No
School presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tours of your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Day participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured Work Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based New Apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SKILL SHORTAGES

- 9) The State Skill Shortage List which is based on labour market intelligence undertaken by Department Employment and Workplace Relations identifies the following as skill shortages in regional Queensland, as at December 2003. From your perception and understanding of the Townsville region please Indicate by checking the box, whether these shortages impact on your business or industry a lot, a little, or don't know; and Rank these according to the severity of the skill shortage. (Only rank those that you have indicated as having an impact on your business or industry).

ANZSIC Code	Industry Area	A lot	A little	Don't know	Rank
631	Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
212	Civil engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
221	Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
341	Registered Nurses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
238	Health Specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
241	Secondary Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
229	Lawyers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trade Qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
411	Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
421	Vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
431	Electrical/electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
441	Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
451	Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
491	Printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
492	Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
493	Hairdressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
498	Furniture Upholstering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The following questions aim to identify your current and future skills needs and any related issues pertaining to skill shortages and how these needs are met from a **regional perspective**.

10a) Is your business currently experiencing a **shortage of skilled workers**?

Yes No

If you answered YES to Question 10 please detail:

b) The area/occupation in which the shortage is experienced.

c) The degree of the skill shortage problem i.e. how many staff?

d) The impact that this shortage is going to have on your business in the short term (**over the next 1 to 2 years**).

11) The following table specifies a number of broad operational activities that may or may not occur within your business. Please indicate those areas of activity from which you feel new skills will emerge **over the next 3 to 5 years**.

Areas of broad operational activity	Will emerge over the next 3 to 5 years as a skills need		
	Yes	No	Not applicable
Manufacturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



12) What **programmes** and **activities** that address skill shortages are you aware of?

13) What is your business' level of **involvement** with these programmes and activities?

14) What other **strategies** could be used or are you using to address skill shortages in your industry/region?

15) From your experience, please rate the following:

1 = excellent **2** = good **3** = satisfactory **4** = poor **5** = don't know

	1	2	3	4	5
Your awareness of programmes that aim to address skill shortages (including national training initiatives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality and amount of information you are receiving about these programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability of the various programmes to address skill shortages in your business or industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry and government support to businesses addressing the problem of skill shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information available regarding the skill needs for the region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) If you have any other comments or issues that have not been captured in the above, please detail below.

Do you want to receive regular updates on the progress of this project and other relevant information pertaining to skill shortages? Yes No

Congratulations..... please fax to 3252 0081



APPENDIX 6: POSITION DESCRIPTION – INDUSTRY LIAISON CONSULTANT

POSITION	Industry Liaison Consultant – Townsville Skill Shortages Pilot Project
DEPARTMENT	VET Policy Unit
REPORTS TO	CQ Townsville Regional Manager and Education and Training Policy Advisor
POSITION PURPOSE	<p>To implement the deliverables as specified in the Contract for the Townsville Skill Shortages Pilot Project including:</p> <ul style="list-style-type: none">• Creating connections between various employment, education and training providers and industry within Townsville and the surrounding region;• Assist in determining the penetration of resources relating to the National Skill Shortages Programmes;• Facilitating cooperative arrangements between regional initiatives and Commonwealth initiatives;• Liaising with local employers and facilitating local relationships between employers and school communities and other appropriate stakeholders.
QUALIFICATIONS	A tertiary qualification is desirable but not necessary.
COMPETENCIES	<ul style="list-style-type: none">• Proven ability to work independently• High level of oral and written communication skills• Sound analytical and research skills• Organisational and planning skills with experience in project management• Proven ability to work under pressure and to strict time frames• Excellent understanding of the vocational education and training system• Awareness of the Queensland Government's Education and Training Reform Framework, VET in Schools and School-Based New Apprenticeships• Knowledge of the Townsville region and skill shortages issues which are particular to the Townsville community• Existence of established networks with employers and appropriate stakeholders• Proven ability to develop and maintain relationships• Competent in the use of the Microsoft program suite

KEY ACCOUNTABILITIES

Key Performance Area	Key Tasks	Key Performance Indicators
Identification of connections between various employment, education and training providers and industry at the regional level	Assist in the facilitation of the Working Group including arranging of meetings and distribution of correspondence.	The effective participation of stakeholders on the Working Group and associated activities. Working Group members are kept informed with monthly updates on the progress of the Project
	Assist in the mapping of various activities/programs that currently exist for the purposes of addressing skill shortages in the region.	In discussions/correspondence with the Working Group positive and negative trends associated with skill shortages are highlighted whilst emerging issues are identified.
	Determine the degree of connectivity between various programs/activities and develop strategies in collaboration with the Working Group to enhance this connectivity where appropriate	Focus groups/surveys of employers conducted as required to obtain feedback from employers. Information from focus groups/surveys is collated and synthesised to assist in the formulation of strategies.
	Develop and maintain strong links with government at local, regional, state and national levels.	At a minimum meet bi-monthly with the DEST and DEWR Working Group members.
Develop and maintain effective relationships and networks with key stakeholders to address issues pertaining to skill shortages	Develop and foster cooperative arrangements between Federal and State government initiatives to address skill shortages.	Demonstrated evidence (contact log) of regular contact and effective participation of stakeholders on the Committee and associated activities.
	Facilitation of employer engagement and identification of skill shortages and appropriate strategies.	Demonstrated evidence (contact log) of regular contact with employers and other stakeholders – highlighting links and networks created and maintained.
	Create and maintain strong links with government and schools through actively encouraging them to participate on appropriate projects by maintaining regular contact with appropriate officials.	Demonstrated evidence (contact log) of regular contact with schools and other stakeholders – highlighting links and networks created and maintained.
	Work with industry and take a lead role in developing strategies and appropriate mechanisms to be utilised by skill shortages.	In discussions/correspondence with the Working Group and employers more broadly discuss positive and negative trends associated with skill shortages and highlight emerging issues and possible strategies to address these.



Key Performance Area	Key Tasks	Key Performance Indicators
Raise community awareness of skill shortages and create connections between various employment, education and training providers at the regional level	Ensure Local Community Partnerships, Job Network Providers, New Apprenticeships Centres are invited to participate on and are aware of the Project.	Evidence of participation and inclusion
	Provide advice to employer enquiries regarding skill shortages.	Timely and accurate advice is given and documented.
Verify skill shortages identified by DEWR at a national and state level and affirm the relevance and validity of these at regional level	Work collaboratively with DEWR at both the local and state level in confirming the veracity of skill shortages	Relationships between DEWR at both the local and state level are strengthened.
	Maintaining regular contact with Registered Training Organisations, Job Network Providers, New Apprenticeships Centres and other relevant stakeholders to enable the identification of issues and ensuring a grasp of emerging skill shortages	Contact with appropriate stakeholders is monitored and evidence provided in relation to contact and the nature of the contact. Highlight positive and negative trends whilst identifying emerging issues
Develop and conduct information sessions/seminars and/or support networks	Conduct information sessions, where appropriate for a variety of stakeholders (including employers, Registered Training Organisations, New Apprenticeship Centres, Job Network Providers) to address key concerns regarding skill shortages related issues as they arise.	The need for an information session(s) is identified and conducted, where appropriate
	Maintain regular contact with Working Group members and responding to their requests when necessary.	Highlight in discussions, and through the reporting mechanism positive and negative trends whilst identifying emerging issues.

Key Performance Area	Key Tasks	Key Performance Indicators
Develop user friendly web and publications as appropriate	Utilisation of the Commerce Queensland website stakeholders and other interested parties being advised of new information, related activities and current and emerging skill shortages related issues.	Information on the website is up-to-date and regularly reviewed.
	Development of a e-newsletter which will keep interested parties up-to-date with the program and related activities	E-Newsletter is utilised where appropriate.
Verify skill shortages identified by DEWR at a national and state level and affirm the relevance and validity of these at regional level	Work collaboratively with DEWR at both the local and state level in confirming the veracity of skill shortages	Relationships between DEWR at both the local and state level are strengthened.
	Maintaining regular contact with Registered Training Organisations, Job Network Providers, New Apprenticeships Centres and other relevant stakeholders to enable the identification of issues and ensuring a grasp of emerging skill shortages	Contact with appropriate stakeholders is monitored and evidence provided in relation to contact and the nature of the contact. Highlight positive and negative trends whilst identifying emerging issues
Management of project	Maintaining records and recording of appropriate data/information including Progress Reports.	Files are maintained and reflective of work performed.
	Ensuring both Managers are updated regularly throughout the duration of the Project	Contact with Managers is documented and feedback from them is positive.
	Organisation of Working Group meetings including arrangements, note taking and distribution of minutes and/or appropriate material.	Meetings are arranged timely and effectively.

APPENDIX 7: STAKEHOLDER INTERVIEWEES

Surname	First Name	Organisation
Aheam	Beryl	Charters Towers Barrier Reef Institute of TAFE
Balfour	Colin	Consultant for Barrier Reef Institute of TAFE
Bartlett	Bob	Thuringowa City Council
Baylis	Vicki	Education Queensland
Bearne	John	Townsville Chamber of Commerce
Bell	John	Barrier Reef Institute of TAFE
Beveridge	Brian	Charters Towers City Council
Biebrick	Malcolm	PARTEC
Bowater	Peter	Axial
Bruckner	Gary	Townsville Cranes
Bunett	Bob	Department of Employment and Workplace Relations (Brisbane)
Carter	K. Byron	Townsville Engineering Industries P/L
Chapman	Mark	QNI
Clarke	John	Charters Towers TAFE
Court	Phil	Worksafe Construction
Davies	Mick	QNI
DiSanto	Damian	Townsville Enterprise Limited
Hawkins	Emily	Education Queensland
Hewlett	Suzie	Department Education, Science and Training (Canberra)
Holding	Mark	QNI
Jones	Kelsey	Charters Towers Green Corps
Keevers	Scott	Townsville Enterprise Limited
Klupfel	Kellie	Education Queensland
Knight-Smith	Leanne	Education Queensland
Martin	Lawrence	Alexander Body Works
May	Rohan	Transfield
McEwen	Andrew	Thuringowa City Council
McLennan	Malcolm	Barrier Reef Institute of TAFE
Mollison	Leanne	Department of Employment and Training (Townsville)
Nelson	Chris	Sun Metals
Riley	Sharon	Townsville Enterprise Limited
Ryan	Phillip	Brazier Motti
Seedhouse	John	QNI
Taberner	Jeff	Extra Group
Thompson	Malcolm	Education Queensland
Watts	Brad	Quality Hotel South bank

Surname	First Name	Organisation
Worrall	Tracy	Aged Care Queensland
Young	Frank	NQ CFMEU
Dixon	Wayne	Inland Electronics
Dodd	Terry	Pacific Marine Group P/L
Ede	David	Pioneer Townsville
Eddington	Noela	Department of Employment and Training (Brisbane)
Ellis	David	Department of Workplace Relations (Townsville)
Fischer	Danielle	Charters Towers Green Corps
Fortini	Karina	CHR
Foster	Liam	Charters Towers Green Corps
Gabrielli	Adrian	Gabrielloi Constructions
Gibson	Marie	Miniecon & Burke
Gill	Kevin	Macair Airlines
Golding	Mark	QNI
Goodwin	Chris	United Goninan Townsville
Halloran	Sean	Australian Meat Holdings
Harrington	Von	DEWR
Hart	Dennis	Department of Employment and Workplace Relations
Hassthorpe	Sadie	CTCC Youth Development Officer/Business owner
Healy	James	Australian Meat Holdings
Holden	Bary	Townsville Port Authority
Hunter	Val	Queensland Apprenticeship Services
Jones	Owen	Torgas Inc
Kirkwood	Gayle	Education Queensland
Kopittke	Michael	Mater Franchisee Nth Qld and NZ Brumby's
Magin	Matthew	CHR
May	Bary	Rima Management
McDonald	Bill	Barrier Reef Institute of TAFE
McKellar	Jane	Barrier Reef Institute of TAFE
Mellor	Peter	Department of State Development and Innovation (Townsville)
Morris	Alan	TORGAS Inc
Phillips	Susan	Charters Towers City Council/Chamber of Commerce
Royall	Gordon	All Souls St Gabriel's School
Scott	Bruce	Columba Catholic College
Steward	Roy	Drake International
Tarnowski	Tony	Education Queensland
Watson	Danielle	In-Step
Winterbottom	Ted	Russco Agnesies P/L
Wyatt	Di	Department of State Development and Innovation



APPENDIX 8: STAKEHOLDER FOCUS GROUP DISCUSSION FRAMEWORK

Strategic Vision & collaboration

- A shared vision
- Agreed strategy
- Appropriate sharing of responsibilities
- Agreed action plans and responsibilities across sectors and co-ordinating bodies

External Recruitment (Overseas and National)

- Promotion of the liveability of the City
- Overseas migration
- Welcoming processes for new residents
- Working with local ethnic communities to welcome overseas workers
- Sea change recruitment

Regional Workforce Planning

- Survey with clusters on key skill shortages now and anticipated in the next three years
- Trades/age/regional in and out migration/attrition rate – regional model
- Just in time web site for aggregating vacancies and collaborative recruitment

Flexible Employment models

- Mature aged workers
- Flexible work arrangements
- Human resources network to share best practice and learning

Skills Formation Strategy

- Strengthen relationships between schools, industry RTOs and TAFE
- Industry led ATC
- Strategy to promote trades to women, indigenous and mature workers
- Enhance vocational guidance
- Cluster specific strategies

Trades Promotion and Marketing

- Research young people, parents and apprentices attitudes
- Promote positive role models through high profile trade heroes
- Peer to peer learning about what trades really mean



APPENDIX 9: KEY CLUSTER SURVEY

**YOU CAN MAKE A DIFFERENCE!
FIND A SOLUTION FOR SKILL SHORTAGES
REGIONAL SKILL SHORTAGES
TOWNSVILLE PILOT**

The survey structure reflects the various skill shortage qualifications by industry Training Package as identified by the Department of Employment and Workplace Relations and aims to identify issues in relation to the attrition of tradespeople and apprentices within the Townsville region. Your business may utilise a trade qualification across a number of industry Training Packages, therefore it may be necessary to complete more than one table within each question, depending on your business' requirements.

Your contribution is important and highly valued in finding a solution for skill shortages in your region. The results of this survey will be utilised to assist in formulating solutions, strategies and recommendations for the Townsville Skill Shortages Pilot Project. All information collected will remain confidential and will be used only for the purposes of this project.

If you have any questions or would like to discuss a particular issue please do not hesitate to contact Maggie Loughrey, Industry Liaison Consultant on 0418 363 720 or email: mloughrey@commerceqld.com.au

**Please complete this survey by Monday 21st February 2005
Return by fax to: 4728 0555 or
Email: mloughrey@commerceqld.com.au**

Name _____ Phone _____

Position _____ Fax _____

Organisation _____

Email _____

BUSINESS PROFILE

1. What **industry** do you represent?

- | | |
|---|---|
| <input type="checkbox"/> Charters Towers | <input type="checkbox"/> Other |
| <input type="checkbox"/> Automotive | <input type="checkbox"/> Engineering |
| <input type="checkbox"/> Construction/Housing | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Transport | <input type="checkbox"/> Other (please specify) _____ |

2. How many **employees** are there in your organisation?

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 1 – 4 | <input type="checkbox"/> 20 - 49 |
| <input type="checkbox"/> 5 – 9 | <input type="checkbox"/> 50 - 99 |
| <input type="checkbox"/> 10 - 19 | <input type="checkbox"/> + 100 |

3. What is the **expected growth** of your business over the next five years?

Year	Expected Growth			
	Employ less staff	Stay the same	Employ more staff	Unsure
2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2006	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2008	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2009	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are you **currently experiencing a skill shortage** within your business?

- Yes No Unsure

5. How many **vacancies** do you currently have?

Trade areas	Numbers of vacancies	Trade areas	Numbers of vacancies
Motor mechanic (light and heavy)		Metalliferous Operator	
Welder		Solid Plasterer	
Auto Electrician		Road Transport	
Sheetmetal Worker		Plumber	
Panel Beater		Marine Operations	
Coal Operations		Metal Fitter	
Vehicle Painter		Rail Operations	
Extractive Industries		Metal Machinist	
Carpenter & Joiner		Transport Administration	
Metalliferous Processing		Toolmaker	
Fibrous Plasterer		Warehousing & Storage	
Metalliferous Underground		Metal Fabricator	
Bricklayer			

6. How **difficult** is it for you to **fill** your current vacancies?

Not difficult Difficult Extremely Difficult

7. Do you **anticipate** a **skill shortage** within your business?

Yes No Unsure

8. How many of your **tradespeople** will be retiring during:

Trade area	2005-07	2008-10	2011-13
Motor Mechanic (light and heavy)			
Auto Electrician			
Panel Beater			
Vehicle Painter			
Carpenter & Joiner			
Fibrous Plasterer			
Bricklayer			
Solid Plasterer			
Plumber			
Metal Fitter			
Metal Machinist			
Toolmaker			
Mental Fabricator			
Welder			
Sheetmetal Worker			
Coal Operations			
Extractive Industries			
Metalliferous Processing			
Metalliferous Underground			
Metalliferous Operator			
Road Transport			
Marine Operations			
Rail Operations			
Transport Administration			
Warehousing & Storage			



9. What is your **annual percentage turnover** of **tradespeople** – **please detail trade qualification eg: motor mechanic, bricklayer?**

10. What is your **annual percentage turnover** of **apprentices/trainees** – **please detail trade qualification eg. motor mechanic, bricklayer?**

11. What is the most **vital trade qualification** to your business which will assist in alleviating the skill shortage problem you are currently experiencing?

TRADESPEOPLE

12. Please specify the number of **tradespeople** employed (by age) in each of the trade options detailed below – see example.

Example: You are a mining business that employs a fitter and turner which falls under the engineering industry Training Package, and you also employ a heavy vehicle mechanic which falls under the automotive industry Training Package, therefore you will need to complete both the engineering table and automotive table.

Automotive

Trade Options				
Age	Motor Mechanic (light and heavy)	Auto Electrician	Panel Beater	Vehicle Painter
18-25				
26-35				
36-45				
46-55				
56-65				
66+				

Construction/Housing

Trade Options					
Age	Carpenter & Joiner	Fibrous Plasterer	Bricklayer	Solid Plasterer	Plumber
18-25					
26-35					
36-45					
46-55					
56-65					
66+					



Engineering

Trade Options						
Age	Metal Fitter	Metal Machinist	Toolmaker	Metal Fabricator	Welder	Sheetmetal Worker
18-25						
26-35						
36-45						
46-55						
56-65						
66+						

Mining

Trade Options					
Age	Coal Operations	Extractive Industries	Metalliferous Processing	Metalliferous Underground	Metalliferous Operator
18-25					
26-35					
36-45					
46-55					
56-65					
66+					

Transport

Trade Options					
Age	Road Transport	Marine Operations	Rail Operations	Transport Administration	Warehousing & Storageage
18-25					
26-35					
36-45					
46-55					
56-65					
66+					

APPRENTICES

13. Please specify the number of **apprentices** employed (by age) in each of the trade options detailed.

Example: You are a mining business that employs a fitter and turner which falls under the engineering industry Training Package, and you also employ a heavy vehicle mechanic which falls under the automotive industry Training Package, therefore you will need to complete both the engineering table and automotive table.

Automotive

Apprenticeship Options				
Age	Motor Mechanic (light and heavy)	Auto Electrician	Panel Beater	Vehicle Painter
18-25				
26-35				
36-45				
46-55				
56-65				
66+				

Construction/Housing

Apprenticeship Options					
Age	Carpenter & Joiner	Fibrous Plasterer	Bricklayer	Solid Plasterer	Plumber
18-25					
26-35					
36-45					
46-55					
56-65					
66+					



Engineering

Apprenticeship Options						
Age	Metal Fitter	Metal Machinist	Toolmaker	Metal Fabricator	Welder	Sheetmetal Worker
18-25						
26-35						
36-45						
46-55						
56-65						
66+						

Mining

Apprenticeship Options					
Age	Coal Operations	Extractive Industries	Metalliferous Processing	Metalliferous Underground	Metalliferous Operator
18-25					
26-35					
36-45					
46-55					
56-65					
66+					

Transport

Apprenticeship Options					
Age	Road Transport	Marine Operations	Rail Operations	Transport Administration	Warehousing & Storage
18-25					
26-35					
36-45					
46-55					
56-65					
66+					

Please fax to: 4728 0555 or Email: mloughrey@commerceqld.com.au



APPENDIX 10: STUDENT FORUMS FOCUS GROUP QUESTIONS

1. Tell me what you have heard about tradespeople - what kind of reputation do they have?
2. If you were to take up a traditional trade, which one/s would be the most attractive to you and why?
3. Who are the people who are most likely to influence you in the decisions that you make?
4. If you have already decided to do an apprenticeship what made you make that decision?
5. What apprenticeship have you decided to do?
6. If you have decided to NOT do an apprenticeship what made you make that decision?
7. If you haven't made up your mind yet, what information or experiences would you need in order to be able to make that decision?
8. What do you think about girls taking up non-traditional trades? Eg carpenter electrician, fitter and turner, panel beater, motor mechanic.
9. What do you think about boys taking up non-traditional trades? Eg hairdresser, child care, hospitality.
10. What are three things that make up a good job for you?
11. What would be the three worst things about a job?
12. Name three people that you admire most?
13. What do you admire about them?
14. How would you market trades to young people?
15. How would you convince your parents that doing a trade over university is OK? Is it an issue for them at all?
16. Is university promoted to you over the trades and if so how?
17. Why would you do a trade over university?
18. What would have to be there to make a trade more reputable?
19. How did you make your chose career choice?
20. What career have you chosen?



APPENDIX 11: ONE-ON-ONE STAKEHOLDER MEETINGS – A DETAILED OVERVIEW OF ISSUES RAISED.

System effectiveness

Regional collaboration and co-operation

- An absence of leadership and vision
- Actions taken to-date have been in isolation and deal with certain aspects of the skill shortages problem
- An integrated suite of strategies are required to address skill shortages in the short to medium term
- Under investment in collaboration and partnership.
- Whilst there are partnerships and initiatives between sectors overall, there is a significant deficit in the investment of resources to ensure collaborative relationships and partnerships between sectors.

Fragmented responsibility

- No one organisation has overall responsibility for managing skill shortages
- At least eleven projects were funded from various levels of government and government departments to look at addressing skill shortages during the lifetime of this project. These projects were obviously valuable in dealing with various parts of the system; however the opportunity to leverage within the system is limited.
- There is no central body that knows about the activities nor is co-ordinating and extracting the information for ongoing operational or strategic purposes.
- Intellectual capital is largely being lost or limited in its distribution within the system.

Too competitive an approach

- A strong climate of underlying competition between 'players' resulting in, at best, an uncoordinated approach, at worst, a straight out refusal to share information and work cooperatively.
- Under investment in forming collaboration and partnership is retarding a resolution of skill shortages.

Poor or non-existent workforce planning

- With the exception of a few of the larger companies there is a lack of a systemic approach to workforce planning and requirements.
- A lack of information on demographics of local workforce, churn rates, retention, etc.
- No regional workforce model that could be used to facilitate workforce planning and training.

Lack of sharing of best practice

- A range of innovative actions were identified across all stakeholders, however these practices are not being shared and therefore effort is being duplicated.



Education School system

Poor career pathway planning

- Poor selection of trainees and apprentices attributing to a high churn rate of apprentices to the detriment of the individual, employers and schools
- General acceptance of the lack of adequate investments in career pathway planning in schools.
- Employers are concerned about the lack of industry experience of vocational education co-ordinators and Heads of Departments which they believe results in poor placements of young people into trade areas.

Relationships between Schools and Registered Training Organisations (RTOs)

- Relationships between schools and RTOs has improved.
- Secondary schools are needing more authority to conduct accreditation, to improve outcomes.
- Enhanced flexibility is needed for schools to be able to effectively engage with employers and RTOs.

Lack of responsiveness of the education system

- A general view that the education system is not responsive to the needs of employers.
- Schools see employers as not being considerate and supportive towards the needs of young people in their employment.
- There is a lack of mutual understanding between schools and employers which has been aggravated by poor or non-existent relationships between schools and businesses.
- There are, however, excellent examples of where close relationships have developed and mutual understanding and respect has allowed for learning on all sides and improved outcomes for all stakeholders.

Industry demand for employability skills from Schools

- The lack of life skills in young people was identified consistently by business and RTOs as a major issue. While there was recognition that some schools were making significant progress there was a general view by employers that young people do not exit the system with these skills.
- Employability skills go beyond academic skills and involve young people being able to solve problems, work in teams, manage time and control their own work. Businesses stated that schools need to focus on life skills, literacy and numeracy skills, and orientating young people for work.
- RTOs in particular reported that they were spending large amounts of time picking up the basic deficits in the education of young trainees and apprentices.

VET in Schools

- Employers expressed concerns regarding work experience models particularly around the cost, administration, occupation health and safety issues and the additional supervision burden.
- There was also suggestion that work experience was not the most effective way of introducing the trades to young people.



Stronger relationships and linkages between employers and schools

- Both schools and employers believed that it was critical to develop stronger relationships and linkages between industry and schools.
- More opportunities were needed for structured workplace learning. There was no central list of employers involved in structured workplace learning, work experience etc.
- Lack of structured discussions between vocational education and training coordinators and employers is an impediment to improving the overall system.

Improving the way that schools manage career pathways

- General agreement that schools lack resources to match young people to appropriate careers pathways and employers.
- Recognition of the lack of an industry preparation program for school leavers.
- Because of their workloads Vocational Education Co-ordinators are barely able to provide the most basic support to students. Consequently, the assessment tools routinely used by industry for career counselling of their staff is rarely if ever used within schools to assist students to consider particular types of careers or identify and address specific developmental needs.

Training system

Improve relationships between RTOs and industry

- RTOs need to employ more sessional business practitioners e.g. practical every day trades people who can become part of the system
- A widespread view that RTOs while more than competent in some areas was inflexible and not delivering desired outcomes in many areas.

New Apprenticeships Program

- A continuing theme for employers was the lack of flexibility in the apprenticeship program
- Many called for some form of accelerated, flexible form of apprenticeship.
- Similarly many wanted a more up to date curriculum. A common complaint was that apprentices were often being taught outdated curriculum.
- The other major concern identified was the need to shift from a competency based measurement to an assessment of capabilities. Apprentices have to excel in capabilities rather than just be judged competent.
- There was also concern that there was too narrow a specialisation in current apprenticeships.
- There was a general concern about what was described as an administrative 'nightmare' of how the system operated. Particular concern was noted about RTOs, TAFE providers, and industry based RTOs left with unnecessary administrative paperwork as a result of student participation.



Recognition of Prior Learning

- Employers reported that they are employing skilled labour but those labourers are without formal qualifications.
- There needs to be concerted effort to formally accredit these skills.
- The reasons for these people not taking up the options of becoming qualified through the Recognition of Prior Learning program are varied however they predominantly revolve around the excessive and intimidating administrative processes.

Poor support for non traditional trades

- There are a lack of programs targeted at attracting and addressing the requirements of those who traditionally have not taken up certain trades.

Demand side issues

Skill shortages

- Skill shortages were seen as a result of a range of factors ranging from changing business and government practices, short-term thinking, changing attitudes of young people and changing demographics. There was considerable concern that small business is not able to compete with over award payments. Many small businesses were also concerned about the practice of larger companies poaching their tradespeople straight after they had finished their apprenticeship. These businesses stated that they were no longer prepared to carry the load of training apprentices only to have the return on their investment curtailed.
- There was a general view that many larger companies and government agencies abrogated responsibility for training in the early 1990s. Competitive pressures and then contemporary management practices of downsizing and outsourcing placed the focus on short-term profitability and costs. Outsourcing and downsizing had shifted the focus away from longer term commitment to skills training. The current focus on employers choosing casuals rather than training was only exacerbating the issue.
- A major concern for most participants was the image of the trades and the focus on universities. Their view was that many young people go to university without a career goal. Many also expressed a concern that the current salary levels for apprentices are too low to attract young people today.
- The new globally competitive environment was causing the skills drain by drawing younger people to major cities and by establishing, in effect, global market places for key trades and professions. There was considerable concern that intensification of competition from other countries and other regions was going to add to skill shortages in short to medium term.
- A significant although minority view identified the need to focus on training people for trades from the ranks of the long term unemployed, women, older people, indigenous people and people with a disability.
- Many businesses were concerned about the product of the apprenticeship systems. There was a general view that apprenticeships were suffering from too narrow a specialisation in current apprenticeships, and that there was a lack of streamlined training. Too often employers perceived the competency based approach as not delivering the capabilities required. Apprenticeships today are more high tech and require higher levels of competency and excellence.



Reduction of Churn Rate of employees

- There were some suggestions that businesses needed to address the churn rate in employees as part of the strategy to address skill shortage. It is easier and more economical to retrain staff than to recruit staff.

Flexibility of industry

- There has been little effort to develop flexible employment options to suit the workforce and there has been minimal effort to retain older tradespeople as mentors and trainers.

Need for industry clusters

- The absence of organised and effective industry clusters to work with to improve outcomes was noted as a concern by TAFE.

Poaching and intensified competition for labour

- There are major issues for smaller companies being able to recruit and retain skilled workers in an environment of skill shortage induced over award payments. This compounds many of these businesses willingness to pay for the cost of training apprentices only to lose them to the same companies that can pay larger salaries when they complete their trades.

Limited sharing of Innovative approaches to human resources development

- There was recognition that a significant number of small and medium size organisations did not have a human resource management capacity. Sub-contractors in particular are less resourced in an HR capability. Many businesses do not understand structured workplace learning. While there were effective innovations occurring there was not an organised way for best practice between schools and industry groups to be shared with other organisations.

Growing difficulty and cost of recruiting

- There was growing concern around the difficulty and at times impossibility of recruiting staff. Already some businesses had to pay 30% over award to attract skilled tradespeople. Many smaller businesses were unable to compete with these practices.

Supply side issues

Cost and inadequacy of public transport

- The costs of transporting work experience students is a barrier to work placements for disadvantaged students. A significant number of students have to rely on their parents to transport them to and from work experience placements.

Lack of strategy for training and recruiting discouraged workers

- Evidence indicates that meeting future workforce requirements, when the "baby bust" starts to reduce the workforce will require a paradigm change in recruitment.



General lack of flexible work options

- Despite the general ageing of the workforce little effort has been made to introduce more flexible work options to hold older workers and to attract new sea change migrants into the workforce. The prospect of early retirement is exacerbating a significant loss from the skilled workforce.

Shift of bargaining power from employer to labour

- Anecdotal evidence suggests that in some cases a year's salary bonus is offered by mines to entice trades people for the areas where they are experiencing critical skill shortages.

Managing generational values differences

- There was a very negative view of the differences in values between "Generation X" and "Generation Y" workers and employees. The employers focus tended to be on the negatives, rather than an informed assessment of the differences and the need to be responsive to these. The values differences was primarily focused on young people having employability skills on the one hand and on the other schools seeing employers needing to be more responsive to the differences.
- Evidence suggests that young people do indeed have different values and want opportunities to take responsibility, to learn, to advance their career and to be valued and respected and to be part of the decision-making process. Some employers who are not "youth ready" have consequently suffered from significantly high and expensive turnover of young people doing apprenticeships. Conversely young people were often not seen as work ready and able to function in self managed teams, solve problems, communicate well and assume responsibility.

Managing Intergenerational Issues

- Different patterns of behaviour and values of younger people are perceived to be a major problem by TAFE, Schools and employers. As well, some attention to the shifts that young people need to make to accommodate the work environment also needs to be explored.

Large untapped pool of untrained people

- There was a strong view put forward that business needed to widen their net in terms of who they recruited for trade training. There is a large pool of untrained people who have not tended to be targets. These include women, indigenous people, long term unemployed and some disabled people.

Poor Image of the trades

- There was broad concern that the trades were not held in high regard by parents, schools, young people and the wider community.
- There was a general view that there was no celebration of craftsmanship and less focus on pride in work. Addressing skill shortage in the medium term requires market research to identify what motivates young people, and how to attract them back to the trades. These issues were compounded by the poor payment for apprentices. For many young people jobs that are unskilled but pay better in the short term are very attractive. There was wide acceptance of the need for upgrading the contemporary image of the trades.







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