



# Skilling the Existing Workforce

Consultations Outcomes Report  
An Australian Industry Group Project

Peter Noonan was commissioned by the Australian Industry Group to prepare this *Skilling the Existing Workforce* Consultation Outcomes Report. Appendix One Analysis of Supplementary *Skilling the Existing Workforce* project consultations was prepared by Australian Industry Group staff.

The *Skilling the Existing Workforce* project is a Commonwealth-State Skills Shortage Initiative funded through the Strategic National Initiatives component of the *2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce*. The views expressed herein do not necessarily represent the views or opinions of the Commonwealth Department of Education, Science and Training.

# Contents

---

1	Background	2
	1.1 Consultation Process	2
	1.2 Key Findings for Consultation	2
2	Consultation Outcomes	4
	2.1 Workforce Skills Development	4
	2.2 Priorities for Workforce Skills Development	7
	2.3 Framework for Stakeholder Involvement	9
	2.4 System Level Workforce Skill Development Strategies	13
	2.5 Enterprise Strategies	14
	<b>Appendix One</b>	
	Analysis of supplementary Skilling the Existing Workforce project consultations	18
	<b>Appendix Two</b>	
	Summary of Written Submissions	25
	<b>Appendix Three</b>	
	Consultation Participants	28

# 1 Background

---

This report on consultations has been prepared to bring together the stakeholder views expressed through the formal consultations on the *Skilling the Existing Workforce project*, a major project being undertaken by the Australian Industry Group (Ai Group).

## **1.1 Consultation Process**

Consultations for the project were held in Melbourne, Sydney, Adelaide, Brisbane and Perth. Separate consultations were organised with enterprises and with other stakeholders except in Perth where the consultations were combined. Officers of the Department of Education, Science and Training also participated in all of these consultation sessions. Ai Group appreciates the interest and participation of those involved in the consultation process.

Participants in the consultations were provided with a *Skilling the Existing Workforce* background research paper and a consultation paper which identified a range of issues and strategies flowing from the research paper, together with a series of questions to guide the consultations.

In the consultation sessions the analysis and findings from the research paper were outlined. Responses were then structured around the questions identified in the consultation paper. Consultation outcomes were recorded by Ai Group officers and have been used as the basis of this analysis of consultation outcomes reflected in section 2 of this report.

The consultation outcomes have been identified both on the basis of the degree to which issues arose across consultations, and on the basis of valuable insights and perspectives provided by specific inputs. As such the outcomes should not be viewed as an agreed or consensus position from the consultations; particularly as on some issues a range of perspectives were evident.

## **1.2 Key Findings for Consultation**

A research report prepared for the project reached the following conclusions:

1. Recent policy developments confirm that skilling the existing workforce is increasingly important for a range of reasons including:
  - the consequences of the trend of the ageing of the population and the resultant need to retain existing workers;
  - the lack of post-school skills and qualifications acquisition by many existing workers;
  - the rapidly changing nature of skills required in the modern workforce; and

- the need for a highly skilled and flexible workforce to help ensure that enterprises become and remain competitive in an increasingly competitive global market.
2. Forms of learning for existing workers are varied and include training provided as a part of the national vocational education and training system, but also include learning acquired through non-formal and informal experiences.
  3. Informal and non-formal approaches to learning are increasingly important as learners age but these forms of learning are not well recognised in current policy settings.
  4. Skilling the existing workforce requires a broad approach that can be referred to as a workforce skills development approach. This approach should incorporate all forms of skill acquisition through formal, non-formal and informal learning experiences.
  5. There are many factors which influence participation in and patterns of workforce skills development. It is important to be aware that participation declines with age and that there are inequalities in the access of existing workers to workforce skills development opportunities. Decisions to invest in training are driven by the needs of enterprises and the linkage between business and training strategies.
  6. Workforce skills development approaches need to be aware of the influences on and patterns of participation, embrace both codified and tacit knowledge, recognise that the workplace is an increasingly important learning site, adopt broader notions of competence that are directed towards capability rather than task completion and utilise a workplace learning pedagogy that reflects these requirements.

## 2 Consultation Outcomes

---

### 2.1 Workforce Skills Development

The consultation paper asked participants to consider the following questions in relation to the analysis in the research report.

#### Consultation Questions

1. *Does the Report adequately address the major issues we need to consider in addressing the issue of workforce reskilling?*
2. *What additional issues should be considered and what evidence – based on research or experience – is there in relation to those issues?*
3. *Is the concept of workforce development a useful approach – what other approaches or frameworks might we consider?*

#### Consultation Outcomes

Respondents did not raise a significant number of new or additional issues from those identified in the research report. However, a number of respondents indicated that the analysis was more relevant to larger enterprises and did not sufficiently recognise the issues and challenges facing small and medium size enterprises. In particular, the position of micro-businesses and skills required by owner managers were identified as issues not adequately addressed in the research report, and which needed to be considered in subsequent phases of the project.

*Dairy industry representative, Victoria*

*We have a small business focus with the average number of employees being one. We're concerned about the definition of workforce – workforce for our members is often just the owner. In this industry the success of training depends on the owner, their support and their skills. The propensity to employ often comes back to the skills of the owner – a lack of appropriate skills/confidence to employ can be a limitation to growth. We're not sure if the approach suits small business.*

There was interest in, and considerable discussion around, the importance of informal and non-formal learning and of tacit knowledge. One respondent provided the useful insight that applying the analysis to existing and older workers turned the traditional concept of educational pathways 'on its head' in that existing and older workers typically would move from formal to informal and non formal learning, rather than 'the other way around'.

Some respondents also emphasised the need to define the workforce broadly to include casual and part-time workers. Responses from presenters indicated that the definition also needed to include people currently not in the workforce and those seeking to re-enter or enter the workforce.

Discussions with enterprises, and examples of some approaches used by TAFE Institutes with enterprises highlighted the types of approaches to Workforce Skills Development already evident (although that term is not widely used in practice). These examples highlighted a number of issues and barriers enterprises and Institutes encounter in seeking to address the needs of the existing workforce, particularly in moving to models which are driven by enterprise business need, rather than individual student demand.

In general, respondents supported the key elements of the Workforce Skills Development approach outlined in the research report but responses tended to be directed to immediate and practical needs and issues rather than some of the more theoretical content of the research paper. Retraining the existing workforce is now a clear priority for many firms.

*Manufacturer, Victoria*

*We employ 45 people and the company is competing with imports. We have a group of machine operators who now don't understand the changes in their job; these are largely migrant workers with Year 6-7 education who have gone from operating straightforward machines to working in a touch screen driven environment; they're running 'seriously technical equipment.' The company had to develop an internal training program because we couldn't get the external training we needed.*

It is less clear from the consultations whether or not the key points of difference between VET, as currently conceived, and the broader concept of Workforce Skills Development as a model for retraining the existing workforce have been sufficiently well defined or are well understood at this stage in the project. Further targeted consultations may be of value.

Some enterprises' participation in the consultation sessions reflected a desire to discuss their enterprise skill needs and the most effective strategies and options to meet these needs – participants were looking to share experience and gain ideas, insights and understanding of approaches and strategies that they could adopt.

*Textile Company, Victoria*

*We have now developed a very cohesive training package through Certificates II and III – it was necessary to do this to help employees cope with the introduction of new technology. We have recently embarked on a second phase of training sending our fitters and other technicians to Europe to see how the machines are made and operated.*

*The company has elected to go down the formal training route. Formal qualifications are the basis on which decisions are made about progression within the company though this is not guaranteed. We have brought in vocational students from Germany to work with the company to address specific issues which local university/RTO students couldn't do within the structure of their courses.*

Nonetheless some strengths of the Workforce Skills Development approach can be identified from the consultations. They include:

1. The potential to link Workforce Skills Development to broader firm human resource development strategies; and in particular the growing imperative for firms to attract and retain skilled workers.
2. The potential to also link Workforce Skills Development to industry, regional and even social development strategies; and the potential to further link with 'whole of government' approaches in these areas.
3. Recognition of the importance of work-based informal and non-formal learning, with some firms highlighting the extent to which their training strategies were based on enterprise specific approaches, rather than to formal VET.
  - Other firms however use a blend of enterprise specific and formal VET approaches and in some areas were heavily reliant on formal VET particularly for entry level training and where industrial agreements reflect competency requirements;
  - Some firms gave examples where skills development was driven by, and integrated with, international requirements and where international expertise, products and services were employed by enterprises, particularly in areas of new and changing technology.

*Glass Manufacturer, NSW*

*We are heavily reliant on internal training due to our unique product – there is no suitable TAFE training in glass-making. Our training is supplemented with management development programs delivered to some staff in our parent company in the UK.*

4. The potential for Workforce Skills Development to address the needs of a firm's skills needs across occupational and age categories.

In South Australia the concept of Workforce Skills Development is consistent with the approach flowing from the Skills Enquiry in that State and subsequently adopted by the Government. In other States and in some Institutes, strategies flowing from more recent priorities to workforce retraining, strategies to more effectively meet enterprise needs, workplace delivery and fee for service delivery to enterprises were seen to be consistent with the Workforce Skills Development approach outlined in the research paper.

*South Australian TAFE representatives expressed the view that VET is used as an instrument of social inclusion and TAFE's being told it has to change, but within these broad expectations they're searching for what would be the priorities of a Workforce Skills Development strategy. They know they can't be all things to all people – but how to choose?*

Related to the above, the potential to use Workforce Skills Development as a focus to shape the future role of RTOs, in particular the role of TAFE as a public provider, was identified in some consultations.

Some disadvantages – or issues to take into account in further developing the Workforce Skills Development model– were raised. These include:

A view that few enterprises are currently at the 'leading edge' of work based learning required for effective Workforce Skills Development as outlined in the research paper.

Related to this view, a concern at the need for balance between individual learning needs and those of enterprises, for example the extent to which individuals would gain required breadth and underpinning knowledge in areas not valued or required by enterprises.

A view that if the importance of informal and non formal learning is to be recognised, this should not come at the expense of formal learning.

The extent to which an enterprise focussed workforce skills development approach was consistent with TAFE's traditional role in improving equity and social inclusion.

In some States experiencing major skills shortages and with a heavy emphasis on apprentice and entry level training, the extent to which Workforce Skills Development is consistent with current government priorities.

Concern at the potential for cost shifting from enterprises to government.

## ***2.2 Priorities for Workforce Skills Development***

The consultation paper suggested that government involvement in workforce development could be based on the following priorities:

- a) To improve the level of participation for those with low skills levels in workforce development;
- b) To increase the proportion of workers with high skills levels through workforce development;
- c) To more effectively link formal, non formal and informal learning through workforce development;
- d) To improve information flows about and understandings of workforce development;
- e) To build world class skills outcomes for individuals and enterprises through high quality workforce development.

### **Consultation Questions**

#### ***4. Are these appropriate priorities for workforce development?***

5. What other priorities might be considered and why are they important?

**Consultation Outcomes**

A number of relevant observations were made about specific priorities. These include:

1. The importance of improving information about the relevance of Workforce Skills Development generally and specifically about the products and services and training providers relevant to meet particular needs were evident in all consultation sessions.
  - a. Relevant to this point is the perceived need to stimulate demand for skills development within the workforce and in enterprises, and to increase understanding of its value and importance. In the current high demand and highly competitive business environment, skills development was often seen to be in competition with immediate business needs.
  - b. For individual workers, the benefits of participation in Workforce Skills Development were seen to be not always clear; for example relative to the availability of overtime, sales and production bonuses etc. Specifically some respondents identified reluctance by some workers to undertake skills development for higher level roles where these roles involved managerial and supervisory responsibilities.

*Victorian manufacturer*

*Long term employees don't want to change, especially older employees nearing retirement. Employees will not move from their workstations to allow others to gain further skills and employees don't want to move to other workstations to learn new skills*

2. Some respondents, while supporting the importance of retraining those in the workforce with low-level skills, emphasised the need to create pathways to high level qualifications and skills levels as outcomes from attainment of low level qualifications alone were not strong in terms of return on investment firms and improved wage and labour market outcomes for individuals.
3. Literacy, numeracy, the capacity to use ICT and skills for further learning were identified as specific priorities for the low skilled which could not be easily addressed by enterprises alone, with government assistance and specialist services from RTOs required.
4. Some firms, while recognizing the increasing complexity of skill demands on their workforce, were cautious about a blanket priority to higher level qualifications, particularly in areas where skills were not required by enterprises. They also expressed concern if expectations of increased

remuneration linked to qualification levels, rather than to productivity and changed occupational roles were created.

5. While the potential to more effectively link informal, non-formal and formal learning was discussed at a number of consultations, it was not clear how these linkages could be reflected in priorities except in relation to improving the provision of Recognition of Prior Learning.

*Industrial Gases Company, Queensland*

*The company has a highly sophisticated training system, not accredited under the National Training System, for their employees. Ideally funding would be made available to deliver the in-house and non-accredited training currently undertaken. The training could be mapped across to national qualifications and a partner RTO could issue qualifications.*

6. The question of whether the suggested priorities are for government or for enterprises was also raised with some respondents making the observation that priorities would be shaped by, and vary between, enterprises according to their business needs and strategies.
7. While not raised as an explicit comment, an overarching priority emerging from the consultations is the need to make the VET system generally, and RTOs specifically, more flexible and responsive in meeting enterprise skills development needs. These issues are explored in the further sections in strategies for Workforce Skills Development outlined below.

### **2.3 Framework for Stakeholder Involvement**

The consultation paper highlighted the fact that as most aspects of workforce development are primarily a responsibility of enterprises and of individuals, policies underpinning government involvement in workforce development must be focused on areas where public good is maximized. The paper suggested a framework for government involvement in workforce skills development:

- a) By targeting public funding to areas where there is under investment in training by enterprises and individuals and/or where there are disincentives to invest;
- b) By ensuring that public funding is driven by client (enterprise and individual) and not provider need;
- c) By helping to create informed demand by improving information flows about workforce development;
- d) By ensuring that regulation and quality assurance is appropriate and drives continuous improvement in workforce development; and

- e) By helping to train a high quality training and development workforce.

### Consultation Questions

6. *Is the suggested framework for government involvement appropriate in terms of the objectives for workforce development?*
7. *What should be the relevant roles and responsibilities of government, individuals and industry?*

### Consultation Outcomes

Rather than identifying a specific framework for government involvement in Workforce Skills Development, the importance of developing a framework which addressed the roles and responsibilities of government, enterprises and individuals was emphasised in most consultations.

*Vocational education and training stakeholder, South Australia*

*If we're to take this issue forward as a country we need to develop definitions of what's reasonable to expect each party to contribute. Should government help enterprises that don't train, or should they help those that do and leverage off this? Or neither? How do you even identify the extent of informal training?*

Specific points include:

1. Almost universally, workforce skills development was seen to be a shared responsibility of government, enterprises and individuals.
2. The need to develop an appropriate framework of roles and responsibilities to guide decisions on 'who pays' for Workforce Skills Development was seen to be a particular priority, with considerable frustration expressed at current public funding models which are seen to limit flexibility and responsiveness, and which were driven by government accountability requirements rather than enterprise needs.
3. Within that framework of roles and responsibilities, the need to differentiate between the capacity of larger firms to undertake and resource their own Workforce Skills Development, compared to that of small and medium-sized enterprises was highlighted. Respondents from some firms argued that the costs of Workforce Skills Development were not adequately recognized by government. Within enterprises, more appropriate funding models were also seen to be required, for example in how the costs of wages and lost productivity for workers 'off line' in training were identified and allocated within enterprises' cost-centres.
4. Some respondents also suggested that the respective roles of RTOs, particularly TAFE, and that of enterprises needed to be clarified in terms of the skills development process. Some suggested that the most valuable contribution that TAFE could make would be in the provision of general skills, including literacy and numeracy and foundation skills in technical and

professional areas, with specific and advanced technical training being provided by firms themselves, particularly in areas of new and emerging technology.

5. Some respondents from TAFE however saw the potential to transform the role of TAFE through working in partnership with enterprises to be a facilitator of skills development and not just as a deliverer of training.
6. An emerging role for government was seen to be in the facilitation of intermediary and brokerage services to provide advice and support to enterprises to assist in Workforce Skills Development.

## **2.4 System Level Workforce Skill Development Strategies**

The consultation paper outlined a range of system level strategies which could be considered by government and industry to meet the priorities for Workforce Skills Development.

- a) Helping to raise the quality of both formal and non-formal workplace learning through ongoing training of relevant staff and assisting training organisations to become high-quality workplace delivery providers.
- b) Building strong linkages between non-formal and formal learning, for example considering pathways from non formal and informal learning in developing workplace learning programs; creating tools which enable individuals to accumulate and record evidence of outcomes from non formal learning for subsequent recognition.
- c) Helping to build networks and intermediaries, for example between HR practitioners and RTOs.
- d) Raising awareness of the importance of high-quality workplace learning.
- e) More flexible funding arrangements to increase the level of and links to enterprise level workforce develop strategies.
- f) Creating more flexible qualifications structures including simpler and more transparent mechanisms whereby learners can accumulate credit towards full qualifications by integrating formal and non formal learning.
- g) Ensuring that definitions, design and delivery of competency standards and qualifications are consistent with international best practice and international benchmarks with a focus on building the broad capabilities of individuals and the workforce generally.
- h) Further targeted investments such as the WELL program, the workforce skills vouchers and state programs aimed at building literacy and numeracy and learning foundations skills amongst the low-skilled to

boost participation in formal and non-formal learning amongst the low-skilled in workplaces.

- i) Expanded government involvement in structured non accredited learning and training in areas of high and immediate need by working with industry associations and other intermediaries, for example in assisting with the introduction of new technology associated with reduced greenhouse gas emissions; assisting managers and employees to address new regulatory requirements.

### Consultation Questions

8. *Are the strategies outlined above appropriate system level strategies?*

9. *What other system levels strategies might be considered?*

### Consultation Outcomes

A full assessment of all of the system-level strategies was not possible in the timeframe of the consultations, but some consistent messages emerged from the consultations:

1. The importance of building industry networks and establishing intermediaries to advise and assist enterprises with Workforce Skills Development.
2. Measures to build the quality of all forms of Workforce Skills Development; and specifically by increasing knowledge and awareness of managers and HR practitioners by developing relevant standards, training programs, and learning resources.
3. The need to significantly improve the availability, lower the cost and raise the quality of RPL.
4. Increased investment in and provision of work based literacy and numeracy programs, integrated with work and occupational roles.
5. As outlined earlier, strategies to help create informed demand by both individuals and enterprises.
6. Firms highlighted the need for strategies to improve the responsiveness and quality of providers in meeting their needs. Both firms and providers highlighted the need for systemic changes to public funding mechanisms – consistent with models which reflect enterprise, rather than individual learner, need and demand.

*TAFE Western Australia representative:*

*There has been a lot of innovation in TAFE, but the internal systems are not set-up to make this work - ie reporting and funding.*

7. Divergent views were expressed on the need for and value of 'skills sets' to be made available as part of the suite of products and services available to enterprises to meet their specific needs.

*Boat Manufacturer, Queensland*

*We want to provide training to our workers over about the age 25 in chunk sizes. These are employees with good technical skills but they do not necessarily have leadership skills. Small blocks of training in areas like time management and planning skills is the way to go.*

*Vocational education and training representative, Victoria*

*Skill sets do not really address the question and there are low rates of return on investment at lower skill levels. Skill sets cannot be the sole response.*

8. Some comments were made about the fact that leading edge and innovative firms would always be ahead of the formal system and specifically Training Packages, which were seen to often reflected compromises between divergent interests (by implication suggesting that the process for developing and updating Training Packages needed to be more efficient and perhaps explicitly aimed at meeting the needs of leading edge and innovative firms).

*TAFE representative, South Australia*

*In the future TAFE wants to see itself as a facilitator of workforce skills development rather than just the deliverer of training – working with companies on strategies to develop workforce skills and bringing companies together to help them solve issues together. Some initial pilot work has been successfully undertaken but there are issues about follow through and how the findings of the pilot can be mainstreamed.*

*Networking through industry reference groups has been effective and has helped people learn each other's language.*

## **2.5 Enterprise Strategies**

The consultation paper also set out a range of Workforce Skills Development strategies for enterprises. The strategies are:

1. Fully integrating workforce development into business strategies and plans;
2. Setting and monitoring clear targets and benchmarks for required skill-levels within the enterprise to deliver on its business goals;
3. Developing individual learning plans for employees encompassing both informal and formal learning linked to career paths and employee goals;

4. Developing management roles and accountabilities which clearly setting out managers roles for workforce development for individuals and workgroups;
5. Using workforce development strategies as a key element in employee attraction and retention strategies.
6. Employing strategies to more effectively link informal and non-formal learning to formal learning by :
  - o Ensuring that informal and non-formal learning strategies result in high quality learning outcomes for example through the use of highly relevant and quality learning materials, the use of appropriately trained staff or external providers and ongoing processes for employee evaluation and feedback on the quality and relevance of learning;
  - o Linking employee appraisal such as 360 degree feedback to ongoing learning and professional development;
  - o Integrating project and problem based learning approaches in the job design and work organisation to address specific enterprise needs;
  - o Developing employee learning portfolios to record and accumulate outcomes from formal and informal learning as the basis of Recognition of Prior Learning;
  - o Developing partnerships with Registered Training Organisations such that RTOs are able to link programs to enterprise needs and build confidence in outcomes from informal and non-formal learning for the purposes of RPL.
7. Adopting strategies to broaden participation in workforce development strategies at the enterprise level by specifically targeting low-skilled employees and employees with language, literacy and numeracy needs and developing highly relevant accessible and 'non threatening' programs employing informal and non formal learning techniques;
8. Extending access to workforce development programs to casual and part-time employees where it is currently not available;
9. Working with suppliers, contractors etc to develop workforce skills in common required areas through supply chains;
10. Developing strategies to identify, capture, apply and disseminate new knowledge generated through workforce development strategies as part of productivity and continuous improvement strategies.

For example, ensuring that project and problem based learning outcomes are properly recorded and their effectiveness in changing enterprise practices properly evaluated. Participants can then be encouraged and assisted to disseminate and apply new knowledge by themselves becoming workplace trainers and/or mentors within the enterprise.

## Consultation Questions

*10. Are these enterprise level strategies appropriate?*

*11. What additional strategies could be considered in particular new and innovative approaches to the issues and challenges identified in the research paper?*

## Consultation Outcomes

As with the discussion of the system level strategies the range of detailed enterprise level strategies could not be fully discussed in the time available in the consultations. However many of the suggested enterprise strategies were highlighted as examples of existing practice during the consultations, and some examples of highly structured and innovative Workforce Skills Development models, integrated with firms' overall operations were provided.

*A small manufacturer, South Australia*

*We have grown from 25 to 77 staff in five years and have in place a skills matrix against which staff are assessed and gaps identified. The training is mainly in-house and includes moving people through different factory roles and in time into other areas of the business such as estimating, stores and purchasing. The company only uses outside training for specific training we can't do ourselves. Each person has a career path mapped out and our people always volunteer to take part in training. It is important to the participants that they get formal recognition for the training they complete.*

A key theme emerging from the consultations was the importance of integrating Workforce Skills Development with enterprise goals and business plans. For most of the enterprises represented at the consultations, workforce skills, skills shortages and employee attraction and retention are dominant business imperatives which need to be addressed through retraining their existing workforce, but there was often a sense of frustration at the extent to which demands arising from these imperatives could be addressed by both the formal VET sector, and in some instances internally due to priorities and the extent to which training and skills development was valued within firms.

*Multi-national Manufacturer, Victoria*

*The publicly funded training system does not align well with the training needs of the organisation. The system focuses on the achievement of highly structured qualifications which do not necessarily address business imperatives, and sometimes appear to be more about meeting the needs of the RTOs.*

These constraints include the extent to which training requirements clash with production requirements, firms' capacity to access quality, relevant and cost effective training providers (particularly in areas in new and specialised technology). The impact of the resources boom in terms of salaries available for skilled workers in the resources sector and in some regional areas where dominant firms were heavily recruiting from a limited local labour force were also cited as constraints on willingness by firms to invest in training and their capacity to attract and retain skilled workers.

As highlighted above, the need to differentiate between the needs of SMEs and larger businesses also arose in a number of consultations.

Some specific issues can be identified from the consultations in terms of enterprise level strategies:

1. The importance of initial and ongoing assessment of workforce skills needs as the basis of identifying priorities and strategies for skills development.
2. The need for assistance for firms in addressing the needs of low skilled workers, in particular in specialised areas such as literacy and numeracy, particularly for firms with culturally and linguistically diverse workforces.
3. The need for better models to more accurately identify the costs of Workforce Skills Development, and to attribute costs on a transparent basis across cost centres.
4. The need for qualifications and training programs beyond entry level in some enterprises, in particular for workers to move from trades level to management positions, or to take on supervisory, customer relationship, quality assurance and other roles.
5. The importance of building the capacity of owners, managers and HR professionals in Workforce Skills Development.
6. The importance of, and potential for, strategies to identify and transfer the knowledge and experience of older workers prior to their retirement.

*Engineering firm, South Australia:*

*Our company focuses on upskilling existing workers by rotating people through various roles and sites to expand their experience and skills base. While we're happy with the largely informal, 'learn from peers' approach, the current labour shortages make it hard to release people to train others and so it doesn't get done properly.*

7. The potential to build networks between firms to share knowledge and experience and to jointly deliver training programs and to share costs;

including models which would see major firms taking on lead roles for skills development within industries.

8. In some instances strong partnerships between firms and TAFE and other RTOs were favoured, in other instances the firm was preferred as having responsibility for internal training, with training providers only used as required in specific areas.
9. In some of these examples firms have developed their own internal training accreditation and quality assurance systems which sometimes reflect the international requirements of parent companies.

## **Analysis of supplementary *Skilling the Existing Workforce* Project consultations**

### **Introduction**

The Australian Industry Group's network of Education and Training Advisors and Regional Industry Careers Advisors was asked to assist in expanding the number and range of companies consulted during the early phase of this project by undertaking targeted interviews with companies with which they have an existing relationship. Companies were asked to respond to standard set of questions.

### **Profile**

Completed surveys were received from 50 companies. The companies were from across a range of industries; 32 in manufacturing, 5 in transport and distribution, 3 in the services sector, 2 in each of automotive and construction, and 1 each in aged care, telecommunications, mining, local government, brewing and retail.

The companies were located in Victoria (24), New South Wales (10), South Australia (8) and Queensland (8). More than 30% of the companies had their principal office in a regional area. A number of the companies were national with a significant presence across the States and Territories, including in regional areas.

The companies ranged from small manufacturing enterprises to nationally recognized companies such as Coca Cola, Telstra, Komatsu Australia, BAE Systems and Fisher and Paykel.

### **Findings**

#### **1. Companies were asked if skilling the existing workforce was a priority.**

All but five of the 50 companies confirmed that skilling the existing workforce was a priority. Comments included 'It's an integral part of our structure', 'Absolutely, we want the best out of our workforce' and 'It's probably the most important priority for this company.'

Frequently cited reasons as to why skilling the existing workforce is a priority included:

- To keep up to date on quality, health and safety developments;
- To address skills shortages, compounded by the ageing workforce;
- To cope with the specialized nature of the company's functions which means they cannot readily employ people with the skills needed;

- To effectively work with rapidly developing technology;
- To maintain a competitive edge; and
- To ensure regulatory compliance.

Of those five companies that didn't consider this to be a priority, two operated in very low skilled industry sub-sectors and there was seen to be little need for anything beyond initial instructional training; another had a very stable workforce in a stable industry; another was looking to recruit the skills they need rather than train; for another training had previously been a high priority and now they were in a maintenance phase and finally one company provided examples of skilling the existing workforce but because they didn't correspond to formal trade training concluded that this was outside our area of interest.

## **2. Companies were asked what strategies they currently use to upskill their existing workforce**

There was a wide range of responses to this question; many companies appear to be well versed in the frameworks of the national training system and use these frameworks as their base by conducting training audits, identifying the skills needed to complete tasks, mapping these to nationally recognized training, identifying skills gaps and upskilling to fill those gaps using Registered Training Organizations. At the other end of the spectrum there are companies that rely solely on informal training. In between – which is where the vast majority of companies reportedly operate – there is a rich picture of approaches from mentoring and coaching, company/technology specific training which is non-accredited, and formal training supplemented by informal training.

A number of the larger companies utilize online delivery systems, more than we heard from during the consultations. There was also reported to be a growing proportion of employees qualified as workplace trainers and assessors to support on-the-job learning.

Responses included:

- Training audit, identifying training needs, sourcing and rolling out accredited training, dedicated training for contract and hire staff, team leaders trained in Frontline Management, some supplier training (non-accredited);
- On the job coaching and mentoring (though this is often ad hoc) and utilising existing worker traineeships;
- Two part program – personal development training and on-the-job task based training for all direct employees run by qualified trainers who are company employees, in partnership with a local RTO.
- In-house, non-accredited and accredited training programs delivered by in-house training staff, RTOs and external consultants. Delivery modes include classroom delivery, web based resources and on-the-job training.

- Non accredited training for operators, accredited training only for trades people, supervisors and managers. Consultants provide training for all compliance areas and there's in-house 'train the trainer' style training.
- Formal training is supplemented by less formal training – toolbox talks.
- Exclusively non accredited in-house program, (but interested in looking at what the national system can offer).
- Recruit from overseas and informally look to transfer these new skills to other staff.
- Partnerships with individual registered training organizations and tertiary institutions.
- Through professional bodies and peak industry bodies.
- Each employee is expected to be competent in a given number of general skills and to become competent in three areas of the business. This is achieved through job rotation and in-house training. Training requiring certification is externally sourced.
- 1200 task specific procedures are delivered by on line learning with an on the job component.
- Nationally recognized training for all levels of the business.
- Competency based training program that links each task to a skill that then can be linked to performance management, career pathways and nationally recognised qualifications.
- External programs, conferences and journals.
- All employees have a skill development plan for 5-10 years and a comprehensive career path plan which includes job rotation.
- The majority of the workforce is semi-skilled and these skills have been learned on the job.
- Knowledge management processes in place to capture knowledge of older workers before they retire.
- All training aligns to the Australian Qualifications Framework and an accredited trainer works on every shift.
- RTO partnership for certificate courses and advanced technical training belongs to the company and is accessed via their online system.

### **3. Thirdly companies were asked about strategies they had tried and no longer used.**

A significant number of companies said they had utilized overseas recruitment in the past as a means of gaining the skills needed by their workforce but had not found this to be a good solution.

There was also a move from in-house, informal arrangements to training linked to the national training system which resulted in nationally recognized qualifications. This is part of the move we saw from companies to link their training more directly to the specific needs of the company and to dispense with, as one company put it, the 'spray and pray' approach.

### **4. Barriers to upskilling the workforce.**

Barriers companies face in upskilling their existing workforces were succinctly summed up by one respondent as 'cost, time and interest'. These sentiments were very common with cost issues relating to the cost of the training itself, especially when there is no offset from government incentives and also to the cost companies incur in having people away from their normal activities which is particularly difficult in these times of strong demand. It is reportedly difficult to find out of hours times that workers are prepared to dedicate to training. The time involved in finding appropriate training was also a frequently cited barrier.

Many companies stated that there was limited interest from their workforce in upskilling, even when the company fully funds the training. The flip side of this equation is that there is often an expectation that upskilling will automatically result in increased wages.

The other main barriers to upskilling identified were the lack of availability of training which is technically current and, reflecting the high proportion of regional companies included in these additional consultations, the particular issues faced by regionally-based companies. Companies located in regions and/or companies with highly dispersed workforces faced additional difficulties in rolling out their training and additional costs to bring in trainers (if they could find them) or in sending their staff members to larger centres for the training.

Other barriers frequently identified include:

- Low literacy and numeracy skills, especially where there is a multi-cultural workforce;
- Lack of communication between management and staff about why the upskilling is important;
- Misalignment between the highly structured national training qualifications and the business needs of the company;
- Employee turnover;
- Availability of training at appropriate times;

- Lack of financial support from government for other than nationally recognized training; limited support in terms of government incentives for upskilling when individuals possess existing qualifications ;
- Knowledge transfer between newly skilled workers and other staff; and
- Difficulty of demonstrating return on investment to justify expenditure.

## 5. What would make upskilling easier?

Addressing the three main barriers identified in the previous section - cost, time and interest – were identified as the main issues to be addressed to make upskilling easier.

Companies identified a number of issues around financial support from government. In summary companies want;

- less red tape and increased flexibility, especially where they are currently denied financial support because the person to be trained already holds a qualification;
- some of the training they currently do which is outside the formal training system to be eligible for incentives and they want this training to be recognized and to be appropriately acknowledged in terms of ‘counting’ towards qualifications;
- recognized skill sets and not just whole qualifications to be eligible for funding; and
- to be funded to develop technology-specific, or more company specific training; and
- some form of tax relief for skilling expenditure perhaps similar to the way R&D is handled.

Regional companies want financial support to help to offset the additional training costs they face.

Companies face many difficulties with their own staff, and sometimes management, in convincing them of the merits of upskilling and suggest that this might in part be overcome by the improved recognition of training which is currently outside the national training system (as mentioned above) perhaps through a skills passport. Concerns about the high levels of staff turnover currently being experienced are clearly an important part of the skilling decision of companies and a number of companies suggested some form of bonding to encourage people not to take the opportunity to increase their skills and then to almost immediately leave for high wages elsewhere. Some companies suggested this was best addressed by companies committing to train their own staff rather than relying on others to make this investment.

Respondents were concerned about RTO performance and called for more flexibility in delivery and content; increased availability of technically skilled trainers; more technically up-to-date training more quickly; and more on-line options.

There is clearly a need for more information on training; companies are seeking straightforward advice on training options and funding available.

#### **6. How should the roles and responsibilities for upskilling be divided between government, companies and individuals?**

Overall, skilling is considered to be a shared responsibility. The general position is that companies should fund the costs associated with training for technology and company specific roles, and many companies provided examples of their extensive commitment to post-trade technical and management and leadership training which did not attract public funding support. Many noted that while the payment of incentives to undertake this training would not drive the decision, the financial contribution would be welcome. A number also made the point that companies should readily provide opportunities and at least partial funding, for individuals to undertake training which both agree would benefit the company and the individual.

Most companies primarily wanted individuals to commit to maintaining and developing their skills, both for their own sakes and for the company's. They want this commitment to be in the form of a willingness to take part in and to seek out skilling opportunities. There was little call for individuals to make financial contributions towards their skilling particularly; most companies were more interested in individuals being prepared to commit the time to do it. Companies also want individuals to commit to stay with the company for an agreed time (6 months was suggested) after the training was completed, and if they leave within that time to be required to reimburse some portion of the cost of the training.

Companies are of the view that government should fund:

- pre-employment skills, particularly literacy and numeracy, other generic, broad-based industry skills and also training to meet statutory requirements;
- through the tax system to offset for the costs of training, including those costs incurred through lost production;
- training in those trade areas where demand is thin;
- high-end management and leadership training and work closely with companies to develop training for new technologies; and
- a broader range of skilling including some in-house and non-accredited training and also extend incentives for people who already hold qualifications.

A small number of companies also pointed out that unions had a significant role to play in encouraging their members to upgrade their skills to 'enrich their lives and secure their futures'.



### Summary of Written Submissions

#### **Victorian Department of Innovation, Industry and Regional Development**

The Skilling the Existing Workforce Project complements work being undertaken by the Office of Training and Tertiary Education articulated through the 2006 *Maintaining the Advantage: Skilled Victorians* strategy and a Victorian Learning and Employment Skills Commission research project investigating the skill needs of mature age workers in selected industries.

#### **NSW Department of Education and Training TAFE NSW**

The Department recognises and supports the need to expand workplace learning and workforce development advanced by the project. This includes the need to meet the challenge of linking tacit and informal learning acquired in the workplace with the formal training system.

Public funding can be used to support workplace training in areas of government priority with a contribution from enterprises otherwise, TAFE NSW Institutes need to seek funding from enterprises on a cost recovery basis.

Increases in workplace delivery and assessment is a performance measure for Institutes. TAFE NSW is well-positioned to support the project.

The project reflects the requirement of a shift in attitudes and practices of employers especially SMEs; they need to recognise the importance of skills.

There is a need for rigour in relation to RPL processes.

The Department provided support to a number of strategies referred to in the Consultation Paper including:

- creating tools to record evidence of non-formal learning and subsequent recognition;
- targeting low-skilled employees with language, literacy and numeracy needs; and
- strategies to develop and reward mentoring skills.

The Department suggested some improvements to the strategies especially the need to be more explicit about:

- the approach to identifying workforce learning needs;
- training for workplace supervisors, human resource managers and other appropriate managers; and

- the use of the unit of competency TAALLN401A, *Address language, literacy and numeracy issues within learning and assessment practice*.

### **Engineers Australia**

Engineers Australia indicated general support for the directions of the project in the context of the importance of lifelong learning. A great deal of information was provided about the Continuing Professional Development and other programs for graduates provided by the organisation. This information was provided as an illustration of a best practice training model which can be delivered to existing workers.

### **Peter Kearns, Global Learning Services**

The main focus of this submission was that the project does not provide sufficient attention to the influence of context, broadly defined, on skill and participation outcomes. It is claimed that there is a need for community and regional strategies and that to date there has been little attempt to align VET provision with sustainable regional development. Additionally, competition policy has limited the extent of co-operation in communities and regions which has in turn affected VET provision.

### **David Hind, President Business Higher Education Round Table**

Workforce Skills Development is considered an appropriate term especially compared to the narrow concept of training. Workforce also needs to encompass management.

In terms of Workforce Skills Development priorities some additional specific targets were advanced including:

- the expansion of VET in Schools as a component of Year 12 or equivalent completion; and
- the need for specific skills development programs for Indigenous Australians, those with disabilities and migrants.

Some further process priorities were also advanced including the need for:

- coordinated articulation of WSD through secondary schools and the VET and higher education sectors; and
- opportunities for employee discussions about skills development.

Information was provided about current effective strategies employed by enterprises including:

- linking the skills development of employees to the enterprise business strategy;
- the use of post-university recruiting and development programs;
- the use of e-learning and competence accreditation;
- the increased use of nationally recognized training;
- in-house skills development; and
- specific 'soft skills' training including through associations with other organisations.

Effective strategies for stimulating interest include:

- Just in Time learning linked to safety, quality and performance improvement; and
- learning targeted at individual career development.

Additional strategies for enterprises that the project should consider include:

- the need for enterprise human resource planning to provide time for individual and team learning;
- the need for longer-term learning less directly connected to productivity;
- the need for enterprises, with assistance, to develop structured WSD plans;
- further opportunities for networked electronic learning;
- the linking of educational outcomes with employment for disadvantaged groups;
- support for the Institute for Trade Skills Excellence Provider Excellence Scheme; and
- consideration of government funding to support enterprise funding in skilling the workforce.

## Appendix Three

### Consultation Participants

#### Melbourne, 3 April 2007

##### *Company Representatives*

- Dennis Keenan, Process Engineer, A W Bell Pty Ltd
- Robert Poole, Deputy CEO, Australian Dairy Farmers Limited
- Vita Jennings, Human Resources Advisor, Boral Construction Materials
- Andrew Patterson, Human Resources Manager, Boral Construction Materials
- Zac Reark, General Manager, Furmanite Australia Pty Ltd
- Helen Dawson, Human Resources Manager, Furmanite Australia Pty Ltd
- Bob Paton, CEO, Manufacturing Skills Australia
- Jayne Senior, Managing Director, Mentholatum Australasia Pty Ltd
- Patrick Ryan, General Manager, Sandvik Australia Pty Ltd
- Debra O'Mara, Human Resources Manager, Sutton Tools Pty Ltd
- Rodney McLeod, Finance and Administration Manager, Textor Technologies
- Pat O'Flaherty, LXD Manager, Thales Land Systems
- Brian Grace, Human Resources Manager, Tuftmaster Carpets

##### *Education & Training Stakeholder Representatives*

- Louise Harvey, CEO, Bendigo Regional Institute of TAFE
- Carole Ross, Innovation Skills Co-ordinator, Box Hill Institute of TAFE
- Sandra Walks, Innovation Skills Co-ordinator, Box Hill Institute of TAFE
- Jim Vivian, General Manager, Central Gippsland Institute of TAFE
- Rosemary Waghorne, Manager Warragul Campus, Central Gippsland Institute of TAFE
- Angela Hutson, CEO, East Gippsland Institute of TAFE
- Paul Connor, Divisional Manager Technology & Service Industries, Goulburn Ovens Institute of TAFE
- Martha Howard, Planning Officer, Holmesglen Institute of TAFE
- Ray Griffiths, CEO, Kangan Batman TAFE
- Kevin Wyatt, General Manager – Enterprise Training & Development, Wodonga Institute of TAFE
- Marie Dumais, Directory Planning & Stakeholder Services, Chisholm Institute
- Chris Ingham, Assistant General Manager, Department of Training & Education
- Sharon Coates, CEO, Innovation & Business Skills Australia
- John Molenaar, Executive Director, Manufacturing & Engineering Skills
- Lee Watts, General Manager, Office of Training & Tertiary Education

- Fiona Graham, Assistant General Manager, Office of Training & Tertiary Education
- Bronwyn Parker, Manager VET Sector Development, Office of Training & Tertiary Education
- Allan Ballagh, Director TAFE, RMIT University
- Astrida Uptis, Director, Strategic Directions
- Louise Palmer, Executive Director, Swinburne University of Technology
- Geoffrey Gwilym, CEO, Transport & Logistics Industry Skills Council
- Wendy Draayers, Head of Department – Hospitality & Tourism, University of Ballarat
- Richard Carter, Snr Deputy Vice Chancellor & Director TAFE, Victoria University

### **Sydney, 13 April 2007**

#### *Company Representatives*

- Steve Zakaria, Business Development Manager, Baker & Provan
- David Hind, President, Business Higher Education Round Table
- Robin Flynn, Policy Manager, Community Services & Health Industry Skills Council Ltd
- Janet Stewart, Director, Department of Education & Training
- Craig Patterson, Group HR/OSH&E Manager, Galvanising Services
- Bob Paton, CEO, Manufacturing Skills Australia
- Les Chegwiddden, HR Manager – NSW Manufacturing, Pilkington (Australia) Limited
- Russell Burgess, Senior Instructor, Qantas Engineering
- Jim Diggins, Operations Manager, Russell Symes & Company Pty Ltd

#### *Education & Training Stakeholder Representatives*

- Ron Anderson, CEO Adult Learning Australia
- James Barron, CEO, Group Training Australia
- Jeff Priday, National Project Manager, Group Training Australia
- Harry Rainbow, TAFE NSW, Hunter Institute
- Rob Wolter, Faculty Director, Industry & Natural Resources, TAFE NSW, Hunter Institute
- Bob Paton, CEO, Manufacturing Skills Australia
- Gretchel Trost, Manager Business Relations, NSW Department Education & Training
- Rose Shum, Manager Industry, NSW Department of Education & Training
- Angela Wallbank, Senior Program Manager, NSW Department of Education & Training
- Jeanette Allen, CEO, Service Skills Australia
- Robert Castleberry, Learning and Development Manager, SMC Pneumatics (Australia) Pty Ltd

- Clair Wright, Principal Education Officer, TAFE NSW
- Agnes Vukovic, Principal Program Manager, TAFE NSW Curriculum Centre
- Brad Polak, Program Manager, TAFE NSW Curriculum Centre
- Terry Saunby, Principal Program Manager, TAFE NSW Curriculum Centre
- Martha Henderson, Principal Program Manager, TAFE NSW Curriculum Centre
- Saeedeh Farzin, Acting Curriculum Project Coordinator, TAFE NSW Curriculum Centre
- Gary Wood, Program Manager, TAFE NSW Meadowbank TAFE
- Steve Parkinson, Project Coordinator, TAFE NSW MECAT Curriculum Centre
- Stephen Johnson, Principal Program Manager, TAFE NSW MECAT Curriculum Centre
- Gary Pollock, Director, TAFE NSW New England Institute
- Kate Chamberlain, Quality Improvement Officer, TAFE NSW North Coast Institute
- Peter Millmore, Faculty Manager Manufacturing & Engineering, TAFE NSW North Coast Institute
- Kevin Harris, Institute Director, TAFE NSW Northern Sydney Institute
- Kerry Penton, Institute Business Strategist, TAFE NSW Riverina Institute
- Cheng Lian Sim, Manager, TAFE NSW South Western Sydney Institute
- Pam Christie, Institute Director, TAFE NSW Sydney Institute
- Claire O'Connor, Associate Director Strategic Development, TAFE NSW Sydney Institute
- Susan Hartigan, Institute Director, TAFE NSW Western Sydney Institute
- Brian Wexham, Chief Executive Officer, The Institute for Trade Skills Excellence

### **Brisbane, 24 April 2007**

#### *Company Representatives*

- Kimberley Green, HR Co-ordinator, B & R Enclosures Pty Ltd
- Sam Nicolosi, General Manager, Creative Industries Skills Council
- Greg Allison, General Manager, Drake Trailers Pty Ltd
- Robyn Davis, HR Administration Assistant, Hills Industries – Richlands
- Deanne Lugton, Senior HR Advisor, Riviera Marine (Int) Pty Ltd
- Janet Gundry, HR Co-ordinator, Southern Queensland Steel Pty Ltd
- Garry Appleby, Training Manager, The Riviera Group

#### *Education & Training Stakeholder Representatives*

- David Magee, Senior Project Manager, Construction & Property Services Industry Skills Council
- Roz Bayliss, Senior Project Officer Manufacturing, Department of Education, Training and the Arts

- Dianne Orr, Acting General Manager, Department of Education Training and the Arts
- Sue Fergusson, General Manager, VET Policy Development, Department of Education Training and the Arts
- Andrew Giles-Peters, Snr Executive Officer, Skills First Credit Transfer Project, Department of Education Training and the Arts
- Peter Kearns, Director, Global Learning Services
- Denise Reghenzani, Director, Global Learning Services
- Carl Spruce, CEO, Outsource Services
- Linda Douglas, Key Accounts Manager, Outsource Services
- Ian Lawrence, Director Education Development, Skillstech Australia
- Bruce Bell, Industry Training Manager, Sunshine Coast Institute of TAFE
- Julia Thaggard, Director Delivery Services, The Bremer Institute of TAFE
- Bill Stoddart, Managing Director, Tom Stoddart Pty Ltd

### **Adelaide, 26 April 2007**

#### *Company Representatives*

- Tom Bowie, Operations Manager, A & L Windows (SA) Pty Ltd
- Greg Clothier, General Manager, Action Engineering
- Mick O'Neill, Director Economic Analysis Policy, Department of Trade & Economic Development
- David Woolford, IT Manager, Louminco Pty Ltd
- Wayne Brady, Human Resource Manager, TI Automotive
- Allison Kraft, Estimator, TRP Duckwork

#### *Education & Training Stakeholder Representatives*

- Anthony Bezzina, Fixed Operations Manager, Agostino Mitsubishi
- Rose Vallen, Manager Higher Education Curriculum Services, Australian Institute of Management
- Angela Coker, Defence Cluster Project Co-Ordinator, Australian Submarine Corp
- Phil Benton, Training Manager AWD, Australian Submarine Corporation
- Peter Lamps, Branch Organiser, Australian Workers Union
- Stephen Secombe, ISB Project Officer, Construction Industry Training Board
- Alison Anlezark, Manager Research and Planning, Construction Industry Training Board
- Cheryl Bald, Senior Project Officer Reframing the Future, DFEEST
- Greg Mennie, Principal Policy Adviser, DFEEST
- Anne Gilleade, Senior Project Officer, DFEEST – Education, Services & Programs
- Michael Scarman, Operations Manager, MTA - GTS
- Paul Good, General Manager Training & Employment, MTA – GTS

- Paul Eblen, Manager Industry Department, MTA - SA
- Craig Chatterton, Director Workforce, SA Government Defence Unit
- Margie John, Project Leader Manufacturing Engineering & Transport, TAFE SA
- Stefan Kiryk, Business Development Officer, Training Prospects
- Paul Beerworth, Assistant Director, Department of Education, Science & Training
- Chris Sheedy, SA State Manager, Department of Education, Science & Training
- David Brown, Department of Education, Science & Training
- Clive Starr, Associate Director Workplace Relations, Engineering Employers Association, South Australia

**Perth, 27 April 2007:**

*Combined Company Representatives and Education & Training Stakeholder Representatives*

- Helen McNeill, Executive Officer, ACPET
- Lawry Hill, Acting Executive Director, Art Design and Media, Central TAFE
- Maureen Ramsay, General Manager, Teaching & Learning, Challenger TAFE
- Kevin Pendergast, Regional Workforce Trainer/Apprentice Master, Cummins South Pacific
- Sophie Ehrenburg, Director Training, Kimberley College of TAFE
- Blair Marsh, Acting Director Strategic Partnership, Swan TAFE – Thornlie Campus
- Beryl Caldis, Acting Senior Program Officer, VET Teaching & Learning, WA Department of Education & Training
- Glenda Voros, Senior Project Officer, WA Department of Education & Training
- Tania Cecconi, Director Community Services and Health, West Coast College of TAFE
- Sue Budaloch, Acting Deputy State Manager, Department of Education, Science & Training
- Kevin Brahim, WA State Manager, Department of Education, Science & Training
- Laura Price, Project Coordinator, Chamber of Commerce & Industry of WA

### **Additional company consultations**

- Gary Arnold, Bob Cunnington; Fast and Fluid Management
- Hayley Harris, Narooma Retirement and Aged Care Services
- Daniel Dal Bon, Thomas and Coffey
- Jason Sheridan, BOC
- Barry McCarthy, Toyota Motor Corporation
- Katrina Bahen, State Emergency Services
- Mark Huges, RCR Tomlinson
- Alex Petrovic, Fisher and Paykel
- Wendy Newman, New Castalloy Pty Ltd
- Ray Kustreba, Toll Ipec
- Helen Bartlett, Keech Castings
- Paul Trower, BDS Pty Ltd
- Paul Marley, Ryco Hydraulics
- Lindsay Ong, Laminex Group
- Greg Jerram, Yakult Australia Pty Ltd
- Brett O'Meara, WHK Greenwoods
- Stephen Marsden, Victoria Carpets
- Debra Farrelly, Telstra
- Stephen Ollerenshaw, Stratco (Qld) Pty Ltd
- Susan Hall, Plasteel SA
- Nicola Powell, OI Australia
- Kon Archon, MaxiTrans
- Richard Lyons, Lyco Innovations
- Bill Vucinic, KR Castlemaine
- Virginia Jones, Hazeldene's Chicken Farm
- John McKay, Iluka Resources
- Kate McLean, Hallmark Cards Australia
- Vanessa Digby, Fosters
- Dennis Lorenzin, DML Constructions Pty Ltd
- Sia Zapantis, Coca Cola
- Shirley Carabott, Claytons
- Nimal Pandithakoralege, Bitzer International (Melb)
- Joanne Miles, Bitzer International (Syd)
- Geoff Holland, Bendigo Truss Plant
- Steve Evans, Austrans Truck Centre
- John Clampett, Actron Air
- Lina de Prisa, AAMI
- Wayne Herraman, Hirotec Australia
- Barbara Marks, CCI Holding Ltd
- Trevor Stevens, BSTG
- Jo Vendy, Selkirk Group of Companies
- Bronwyn Schoen, Great Southern Railway
- Mario Tenaglia, Alex Fraser Recycling Industries Pty Ltd

- Shirley Wyatt, Capral
- Tony Watson, Moyne Shire Council
- Rod Sutton, AME Systems
- John Aitken, Qenos
- April Kidd, Jason Eagleton, DBT Australia Pty Ltd
- Kim Kemeny, Codan Ltd
- Jaculin Jones, James Hardie FRC Pipes
- Mary Huxtable, Komatsu Australia Pty Ltd
- Stephen Pickard, BAE Systems
- Doug De Cean, OI Sydney



[www.aigroup.asn.au](http://www.aigroup.asn.au)

AI6554

**SYDNEY**

51 Walker Street  
 North Sydney  
 NSW 2060  
 PO Box 289  
 North Sydney  
 NSW 2059  
 Tel: 02 9466 5566  
 Fax: 02 9466 5599

**MELBOURNE**

20 Queens Road  
 Melbourne VIC 3004  
 PO Box 7622  
 Melbourne VIC 8004  
 Tel: 03 9867 0111  
 Fax: 03 9867 0199

**BRISBANE**

202 Boundary Street  
 Spring Hill QLD 4004  
 PO Box 128  
 Spring Hill QLD 4004  
 Tel: 07 3244 1777  
 Fax: 07 3244 1799

**CANBERRA**

44 Sydney Avenue  
 Forrest ACT 2603  
 PO Box 4986  
 Kingston ACT 2604  
 Tel: 02 6233 0700  
 Fax: 02 6233 0799

**ALBURY/WODONGA**

560 David Street  
 Albury NSW 2640  
 PO Box 1183  
 Albury NSW 2640  
 Tel: 02 6021 5722  
 Fax: 02 6021 5117

**BALLARAT**

15 Dawson Street Sth.  
 Ballarat VIC 3350  
 PO Box 640  
 Ballarat VIC 3353  
 Tel: 03 5331 7688  
 Fax: 03 5332 3858

**BENDIGO**

92 Wills Street  
 Bendigo VIC 3550  
 Tel: 03 5443 4810  
 Fax: 03 5443 9785

**GEELONG**

'La Cabine'  
 1 Yarra Street  
 Geelong VIC 3220  
 PO Box 638  
 Geelong VIC 3220  
 Tel: 03 5222 3144  
 Fax: 03 5221 2914

**NEWCASTLE**

16A Bolton Street  
 Newcastle NSW 2300  
 PO Box 811  
 Newcastle NSW 2300  
 Tel: 02 4929 7899  
 Fax: 02 4929 3429

**WOLLONGONG**

Level 1  
 166 Keira Street  
 Wollongong NSW 2500  
 PO Box 891  
 Wollongong East  
 NSW 2520  
 Tel: 02 4228 7266  
 Fax: 02 4228 1898

**AFFILIATE**

**ADELAIDE**

Engineering Employers  
 Association South Australia  
 136 Greenhill Road  
 Unley SA 5061  
 Tel: 08 8300 0133  
 Fax: 08 8300 0134

**AFFILIATE**

**PERTH**

Chamber of Commerce &  
 Industry Western Australia  
 180 Hay Street  
 East Perth WA 6004  
 PO Box 6209  
 East Perth WA 6892  
 Tel: 08 9365 7555  
 Fax: 08 9365 7550