



Skills and Capability Building Priorities

Final Report

Food and Agribusiness Solutions
November 2016

Project 2016-411 "Create a matrix of skill and capability building priorities across FRDC partners and advisory groups" is supported by funding from the FRDC on behalf of the Australian Government



© Year Fisheries Research and Development Corporation.
All rights reserved.

ISBN 978-1-925983-37-1

**Skills and Capability Building Priorities
2016-411**

2016

Ownership of Intellectual property rights

Unless otherwise noted, copyright (and any other intellectual property rights, if any) in this publication is owned by the Fisheries Research and Development Corporation **Food and Agribusiness Solutions**

This publication (and any information sourced from it) should be attributed to **Ord, R., Food & Agribusiness Solutions, 2016, Skills and Capability Building Priorities, November. CC BY 3.0**

Creative Commons licence

All material in this publication is licensed under a Creative Commons Attribution 3.0 Australia Licence, save for content supplied by third parties, logos and the Commonwealth Coat of Arms.



Creative Commons Attribution 3.0 Australia Licence is a standard form licence agreement that allows you to copy, distribute, transmit and adapt this publication provided you attribute the work. A summary of the licence terms is available from <https://creativecommons.org/licenses/by/3.0/au/>. The full licence terms are available from <https://creativecommons.org/licenses/by-sa/3.0/au/legalcode>.

Inquiries regarding the licence and any use of this document should be sent to: frdc@frdc.com.au

Disclaimer

The authors do not warrant that the information in this document is free from errors or omissions. The authors do not accept any form of liability, be it contractual, tortious, or otherwise, for the contents of this document or for any consequences arising from its use or any reliance placed upon it. The information, opinions and advice contained in this document may not relate, or be relevant, to a readers particular circumstances. Opinions expressed by the authors are the individual opinions expressed by those persons and are not necessarily those of the publisher, research provider or the FRDC.

The Fisheries Research and Development Corporation plans, invests in and manages fisheries research and development throughout Australia. It is a statutory authority within the portfolio of the federal Minister for Agriculture, Fisheries and Forestry, jointly funded by the Australian Government and the fishing industry.

Researcher Contact Details

Name: Ross Ord
Address: Level 3, 10-12 Brisbane Avenue Barton, ACT

Phone:
Fax:
Email: rossord@hotmail.com

FRDC Contact Details

Address: 25 Geils Court
Deakin ACT 2600

Phone: 02 6285 0400
Fax: 02 6285 0499
Email: frdc@frdc.com.au
Web: www.frdc.com.au

In submitting this report, the researcher has agreed to FRDC publishing this material in its edited form.

Table of Contents

Section 1: Introduction	3
1.1 Background.....	3
1.2 Progress Report.....	3
Section 2: Project Activities	4
2.1 Desktop review.....	4
2.2 Survey.....	4
2.3 Telephone Interviews.....	4
Section 3: Online Survey Results	5
3.1 Preliminary comments	5
3.2 Response to individual questions	5
Section 4: Findings	6
4.1 Matrix: development needs, available programs	6
4.2 Insights, recommendations.....	6

Attachments:

1. RAC, IPA Extension & Adoption Plans-Summary
2. SNAs - Summary
3. Themes - Skill and Capability Building
4. Online Survey
5. Responses and comments- online survey
6. Matrix - Development Priorities, Suggested Programs

Disclaimer

The information contained in this report has been sourced from various stakeholder consultations, research, publications and websites. While all due care has been taken in compiling this document, Food and Agribusiness Solutions accept no responsibility for the accuracy or completeness of information gained from these sources and recommends that readers exercise their own skill and care with respect to its use. We will not be responsible for any loss, however arising, from the use of, or reliance on this information.

Section 1: Introduction

1.1 Background

FRDC contracted Food and Agribusiness Solutions (FAS) to help understand the people development RD&E priorities of its partners (RACs, IPAs and Subprograms). The project is looking to identify each group's priorities and where there are areas for potential co-investment, confirm existing programs to address those people development priorities, and identify gaps in services that need to be addressed. FAS appointed Ross Ord as the PI on the project. The project commenced early September 2016 with a final report due 28 October 2016.

The outcome is a matrix of skills and capability building priorities across FRDC partners and advisory groups.

The project included the following activities:

Desktop research: Examine the extension and adoption plans of the 11 industry partner bodies and the eight Research Advisory Committees. Review recent studies and reports. Document key capability building themes.

Data gathering: Develop, pilot and distribute (via FRDC) an on-line survey, with survey questions approved by FRDC. Undertake initial review of results to identify trends and issues. Use this to determine the focus of follow-up stakeholder engagement, including discussions with industry representatives by telephone interviews.

Industry forums: Attend the FRDC Stakeholder Annual Planning Workshop in Adelaide 26-27 October 2016. Present initial findings from the data gathering activities and seek feedback and comments from Workshop participants.

Analysis: Collate and analyse all qualitative and quantitative data. Identify key themes and areas of commonality.

Framework, mapping: Complete a desktop review of existing course offerings that relate to the priorities identified through the research. Examine any data available about course satisfaction. Design and populate the framework/matrix to ensure a consistent platform for reporting and examining input from groups. Map existing courses and programs to identified gaps and common elements.

Final Report: To include a key set of insights and recommendations for use by RACs and IPAs in guiding skills and training priorities.

1.2 Progress Report

A Progress Report was provided to FRDC summarising activities undertaken by the Project Team as at 9 September 2016. Comments included the outcomes of the desktop research and progress in identifying any common skills and capability priorities evident in the RAC and IPA RD&E plans etc. The report included a draft online survey for approval by FRDC prior to distribution to industry partners.

Section 2: Project Activities

2.1 Desktop review

A review of available RD&E and strategic plans from RACs (4 of 8) and IPAs (8 of 11) was completed. This enabled a comprehensive set of skill and capacity building needs included in them to be compiled and the identification of any that featured in more than one of the plans. At the time of review, the plans were mostly work in progress and provided by the respective FRDC managers for the RACs/IPAs. Although providing very useful data, any deductions and inferences were treated with caution due to the incomplete status of both the number of plans and the draft nature of several that were made available. The summaries are included at Attachment 1.

Additionally, recent (predominately last two years) reports on skills needs analysis and reviews of fishing/aquaculture workforce development needs were examined. A similar exercise to the review of the RD&E plans was completed and is included at Attachment 2.

Resource limitations did not permit an exhaustive review of the RD&E plans, SNAs reports etc. The research did however enable a series of trends and themes to be noted with respect to the skill and people development requirements across industry partners needed to support their sector and jurisdiction's business activities. Attachment 3 is a summary of these 'common' themes and skill development needs.

2.2 Survey

An online survey using platform Survey Monkey was distributed by FRDC to representatives of RACs, IPAs and Sub program partners. Individual fishing and aquaculture businesses were not included in the target group.

The survey was based on the outcomes of the desktop research and designed to flesh out anticipated and new skill development needs and priorities of RACs, IPAs and other industry partners. A copy of the survey is included at Attachment 4. Responses received from the telephone interviews helped inform the comments included after each online survey question.

2.3 Telephone Interviews

Structured telephone interviews were held with ten industry representatives of RACs, IPAs and subprograms over the period 29 September-12 October 2016. The (maximum) 30 minute interviews followed a prescribed text based on the review of draft RD&E and workforce development plans/SNAs and the responses to the online survey. The opportunity was taken to follow up responses to many of the 'set' questions based on the initial response, interest of the interviewee and time.

Section 3: Online Survey Results

3.1 Preliminary comments

The online survey consisted of 15 questions, 13 of which were directly related to identifying aspects of the development needs across all RACs, IPAs and Subprogram partners. The limited distribution of the survey and resource limitations meant the intent was not to exhaustively examine the full gamut of people development needs across the commercial, recreation and indigenous sectors of the fishing and aquaculture industry. The objective was to augment several of the findings of the desktop research and further test preliminary conclusions drawn from a review of the draft RD&E plans and reports from recent industry skills needs analysis and similar studies.

An implication of the total responses to the survey (29) and responses from individual or collective RACs and IPAs is that it is not possible to undertake a statistical analysis of responses with an acceptable degree of confidence. However, the combined information gained from the desk top review (DTR), responses to individual survey questions and amplifying comments provided in the follow-up telephone interviews did provide sufficient data for trends, themes and implications to be noted. This has provided a sufficiently clear pathway for the project team to attribute a good degree of validity to the project's findings.

Distribution: The survey was distributed by FRDC managers to Chairs, CEOs and other senior managers in RACs, IPAs and the Subprograms. In an attempt to increase the relevance of the survey to government officials and the non-commercial sectors, several modifications including a definition of 'business'¹ were made to the survey during the early part of the collection window.

3.2 Response to individual questions

Observations are provided after the responses to each question. Due to the small number of responses filters have not been used to compare responses from, for example RACs or IPAs. Each question includes a discussion on the implications of the responses to issues explored and takes into account responses contributed during the telephone interviews.

Attachment 5 includes a full summary of responses to each question and observations and insights.

Note: The response options for several questions have been abbreviated and readers should refer to the full survey for the questions as they appeared in the survey.

¹ In the survey, the term 'business' was used in its broadest sense to include seafood producers, retailers, supply organisations, management and research agencies and industry associations

Section 4: Findings

4.1 Matrix: development needs, available programs

A matrix has been developed which summarises priority people development needs and the availability of programs including existing courses which address the priority areas. The matrix is included at Attachment 6.

The matrix consists of three tables covering skill requirements grouped into development priorities for:

- Leadership (including communications),
- Business Operations, and
- Business/organisation Development.

The logic of each entry flows from the outcomes of the DTR and discussion included in Attachment 5 which pulls together findings from the online survey and subsequent telephone interviews.

For several of the identified development needs there are a number of existing programs which address the required skills, including structured, nationally recognised courses. An example is units (modules) from the Certificate IV in Leadership and Management which address many of the development needs for NSILP graduates preparing for industry representation positions, more senior management and leadership roles and advanced leadership programs as offered by the Australian Rural Leadership Program (ARLP). For others, non-accredited programs have been suggested (e.g. succession planning covering skills etc. required by business and organisation managers/executives).

For a third group of people development priority requirements the suggested response will require dedicated development work. An example is the Seafood Industry Senior Cadetship program suggested as one of several initiatives to prepare NSILP graduates for higher level responsibilities and representational roles.

For several programs there are a plethora of potential program deliverers. For others, details of program facilitators well known to the project team with excellent credentials have been offered.

4.2 Insights, recommendations

A key requirement of the project has been to capture in a matrix people development priorities as identified through the research and advice from industry stakeholders. The objective is for these to serve as areas for potential co-investment across FRDC partners. Gaps in service delivery have also been noted. Attachment 6 addresses this requirement.

A further requirement has been to provide a key set of insights and recommendations for use by RACs and IPAs in guiding skills development and training priorities.

Insights

Although not explicitly included in the Development Needs Matrix (Attachment 6), the following insights and observations based on intelligence gleaned from all of the information gathering activities are offered:

- There is unanimous support for an extension of the leadership development opportunities available to all levels of industry members. Several responses to this have been included in the Development Needs Matrix. The industry may be well served to adopt a structured approach to this critical aspect of people development by establishing an Expert Group to review and confirm requirements, and coordinate an orderly and linked suite of leadership development programs and opportunities.
- There is under-utilisation of resources that already exist to underpin several people development programs in the seafood industry. For example, there are two 'core' units (modules) which would serve as a solid starting point for development of an industry-wide induction program. Similarly, there are two Skill Sets designed to prepare industry members for higher level representational positions. As well, a large amount of development work has been completed to identify the skills required by fishermen to join and contribute to their local association (refer to comments in Attachment 6)
- There was consistent comment that small and medium size enterprises (SMEs) were missing out on the opportunities from the outcomes of industry R&D projects. A variety of reasons were suggested for this and are summarised in the comments following the summary for Question 13 of the online survey (refer Attachment 4). Based on this feedback, the industry may choose to review the access, readability ('digestibility' was a term used) and (absence of) focus on commercial application of the outcomes of R&D to SMEs.
- Industry members do not support lengthy development programs such as full 'TAFE'-level certificates. Through state and federal governments, there is now provision for funding short programs based on individual units or groups of units (Skill Sets). An example is the commonwealth government's Industry Skills Fund which may, based on a business case, co-fund short development programs including 1 day workshops.
- A number of the RD&E plans included industry-specific development needs as areas in which skill development of industry members was required. These included biosecurity, food safety, animal welfare, HACCP and emergency response. The project team considered these skill development needs are well known and as programs already exist to cater for them, were not included in the Development Needs Matrix. Existing programs include those based on qualifications etc. in the Seafood Industry Training Package.
- A need for fishermen and other industry members to gain a better understanding of 'social license' and how best to engage with local communities on this topic was included in several RD&E plans and mentioned during telephone interviews. Issues around the why and how of gaining community support may well be included in any skill development programs on the use etc. of social media.

Recommendation

The recommendation is that FRDC and its partners develop a plan to implement the development programs included in Attachment 6 in order of FRDC /partners' priorities and in regard to resources available. A further recommendation is that priority be given to forming an Expert Group to review and confirm the industry's leadership development requirements and to coordinate an orderly and linked leadership program and development opportunities to complement the NSILP.

Attachment 1- RAC, IPA Extension & Adoption Plans-Summary

RAC RD&E Plans

RD&E Plan	Summary	Priority Areas- People Development
<p>Draft WA RAC RD&E Plan 2016-20</p> <p>As at 18 July 2016</p> <p>Provided by FRDC Sep 2016</p>	<p>The WA RAC RD&E Plan aims to ensure that the research program meets both jurisdictional and, where appropriate, national strategic RD&E goals and addresses the major challenges facing the Western Australian seafood industry, including the commercial, aquaculture, recreational and indigenous sectors.</p> <p>Where possible, this plan will link with other related strategies to enable efficiency and leverage opportunities e.g. other RACs, FRDC subprograms, FRDC coordination programs, FRDC sector based program.</p>	<p>Priority Area- RD&E Program 4-People. Priority Areas:</p> <p>“Develop next generation of leaders for WA seafood industry”</p> <ul style="list-style-type: none"> • Identify and encourage aspiring leaders • Improve recruitment / retention to industry • Upskilling <p>“To make the WA seafood industry a more attractive career”</p> <ul style="list-style-type: none"> • Curriculum appeal to secondary / tertiary levels • Improve industry knowledge and skills within related study areas • Enhance educational / vocational pathways • Bring over successful experiences in this area from overseas <p>“Resilient & capable individuals in coastal towns”</p> <ul style="list-style-type: none"> • Improve awareness, education and support network for health and wellbeing as well as better articulation of the contribution fishing has made in regional communities <p>“Process to best deliver message on outcomes from researcher to end-user and broader community”</p> <ul style="list-style-type: none"> • a mechanism to deliver accurate and effective delivery of outcomes from research to end users and broader community • establish measurable components of adoption strategy for projects with results tracked and reported <p>Selected Drivers, challenges & Opportunities (skill requirement, development)</p> <ul style="list-style-type: none"> • Communication management tools to maximise message in mainstream and social media • Need for Skill Sets to carry out research • Need for understanding return on investment vs catchability (ie profit vs kilos) • App for identification of provenance to link consumer with producer • Better tools for biosecurity • Retention and acquisition of skills base (people)

RD&E Plan	Summary	Priority Areas- People Development
		<ul style="list-style-type: none"> • Education of fishers re importance of social licence • Use of social media/tools for: <ul style="list-style-type: none"> ○ Improved community acceptance/support ○ Greater accessibility for broader community to accurate science results and management systems for sustainability • Improved representation to key decision making stakeholders
<p>Draft SA RAC RD&E Plan 2016-20</p> <p>As at August 2016</p> <p>Provided by FRDC Sep 2016</p>	<p>The South Australian Research Advisory Committee RD&E Plan provides a framework to identify the key strategic research needs of the fisheries sector under its jurisdiction for the 5-year period from 2016 – 2020.</p> <p>The RD&E Plan aims to ensure that the research program meets both jurisdictional and, where appropriate, national strategic RD&E goals and addresses the major challenges facing the South Australian seafood industry, including the commercial, aquaculture, recreational and indigenous sectors.</p> <p>Where possible, this plan will link with other related strategies to enable efficiency and leverage opportunities e.g. other RACs, FRDC subprograms, FRDC coordination programs, FRDC sector based program.</p>	<p>Priority Area- RD&E Program 4-People. Priority Areas:</p> <p>“ Leadership development”</p> <ul style="list-style-type: none"> • Develop people within the fishing industry (all sectors); with a focus on leadership, accountability, extension and adoption • Promote leadership programs through all sectors, and improve the understanding and accountability of all stakeholders and industry <p>“Co- management & partnerships “</p> <ul style="list-style-type: none"> • Enhance industry and stakeholder communication/information transfer; improve extension of research results • Identify opportunities to share knowledge, information and data through shared responsibilities and databases <p>“Career development”</p> <ul style="list-style-type: none"> • Develop programs to promote careers in the seafood industry (e.g. through career expos, school career counsellors) • Develop programs to support involvement of Aboriginal communities in resource management • Enhance workplace skill training for industry participants • Support transition of people into other parts of the industry <p>Selected Drivers, Challenges & Opportunities (skill requirement, development) (reviewed- work in progress)</p>

RD&E Plan	Summary	Priority Areas- People Development
<p>Draft Tasmanian RAC RD&E Plan 2016-20</p> <p>As at August 2016</p> <p>Provided by FRDC Sep 2016</p>	<p>The Tasmanian Research Advisory Committee RD&E Plan provides a framework to identify the key strategic research needs of the fisheries sector under its jurisdiction for the 5-year period from 2016 – 2020.</p> <p>The RD&E Plan aims to ensure that the research program meets both jurisdictional and, where appropriate, national strategic RD&E goals and addresses the major challenges facing the Tasmanian seafood industry, including the commercial, aquaculture, recreational and indigenous sectors.</p>	<p>Priority Area- RD&E Program 4-People. Priority Areas:</p> <p>“People development”</p> <ul style="list-style-type: none"> • Develop and provide general and industry-specific training programs to members of the seafood industry • Enhance the leadership capabilities of the Tasmanian seafood industry <p>(Other priority area for Program 4- work in progress)</p> <p>Selected Drivers, Challenges & Opportunities (skill requirement, development) (Reviewed- this section includes only introductory comments in the draft plan)</p> <p><u>From FARAC Strategic Plan 2015-18</u></p> <p>“Develop leadership and communication skills in industry participants (e.g. fishers and fish farmers) and amongst service providers (scientists and managers)”</p> <ul style="list-style-type: none"> • Promote leadership programs through all sectors, and improve the understanding and accountability of all stakeholders and industry participants • Increase communication and linkages among and between industry participants and service providers including through seminars, field days and conferences • Identify opportunities to share knowledge, information and data through shared responsibilities and databases (e.g. web based) • Enhancement of industry and stakeholder communications/information transfer (including effective extension of research results). Case studies of successful extension and adoption, the success and the outcomes <p>“Promote the range of careers in the seafood industry through career expos (and school career counsellors) and work to achieve a broader capacity for industry participants to move between sectors & contribute to a broadening of knowledge and experience”</p> <ul style="list-style-type: none"> • Workplace skills enhancement for industry participants • Support transition of people into other parts of the industry (mapping career opportunities, education of the opportunities for careers and for the sector) • Programs to support involvement of Aboriginal communities in resource management

RD&E Plan	Summary	Priority Areas- People Development
<p>Draft Victorian RAC RD&E Plan 2016-20</p> <p>As at August 2016</p> <p>Provided by FRDC Sep 2016</p>	<p>The Victorian RAC RD&E Plan supports a principal function of the RAC which is to address priority, coordination and direction of future fisheries research and development programs and projects to provide information for the management of Victorian aquatic resources. The Plan is a strategic plan for research, development and extension of the Victorian seafood industry.</p>	<p>Priority Area- RD&E Program 4-People. Priority Areas:</p> <p>“Fisher well-being”</p> <ul style="list-style-type: none"> • Assess the mental health of commercial fishers/different stakeholders • (other outcomes indicated- work in progress) <p>“ Leadership and development”</p> <ul style="list-style-type: none"> • Develop combinations of industry specific and general skill training to enhance leadership within the Victorian seafood industry • Improving local stakeholder representation <p>(Other priority area for Program 4- work in progress)</p> <p>Selected Drivers, Challenges & Opportunities (skill requirement, development) (Reviewed- this section not populated in draft plan)</p>

RD&E Plan	Summary	Priority Areas- People Development
<p>Pearl Consortium RD&E Plan 2016-21</p> <p>1September 2016</p>	<p>This Strategic Plan has been developed to:</p> <p>Value-add the extensive research that has already been undertaken, both in isolation and more recently in partnership with FRDC,</p> <p>Promote a disciplined and strategic R,D,E&I structure,</p> <p>Encourage the wider pearling industry to better promote its social and environmental values and credentials, and</p> <p>Develop IP that can be used to benefit the Australian pearling industry.</p>	<p>Priority Area- RD&E Program 4-People. Priority Areas:</p> <p>“Support and increase industry capacity”</p> <ul style="list-style-type: none"> • Collaborative training programs developed with RTO • Staff undertaking skills based courses (eg leadership, media and governance, industry based courses) • Internal career paths developed and communicated to staff <p>“Improve personnel welfare and industry productivity”</p> <ul style="list-style-type: none"> • Safe work place practices adopted • increased uptake of co-management • Improved staff retention <p>“Actively train identified staff in leadership roles”</p> <ul style="list-style-type: none"> • Identify and select staff to undertake the National Seafood Industry Leadership Program <p>Selected Drivers, Challenges & Opportunities (skill requirement, development) (reviewed- no stand-out skill/people development requirement detailed)</p>

IPA Strategic Plans

RD&E Plan	Summary	Priority Areas- People Development
<p>(Draft) SRL Strategic Plan 2016-2021</p> <p>22 August 2016</p>	<p>This Plan draws strategic themes, priorities and actions together in a document that SRL will implement on Members' behalf. The Plan also provides the sector and Members with a sound and united platform to leverage their RD&E investment via a new Industry Partnership Agreement (IPA) with the FRDC</p>	<p>Investment Area 2 Community Engagement with & acceptance of SRL Fisheries <u>RD&E Priority:</u> Create tools and social media events to engage communities and learn about SRL fisheries (others- not pertinent to skill development needs)</p> <p>Investment Area 5 (of 5)- Professional People & Strong governance <u>RD&E Priority-</u>SRL to identify list of candidates for career and professional development programs, including Australian Rural Leadership Program (others – work in progress)</p>
<p>Oysters Australia Strategic Plan 2014-19</p>	<p>This strategic plan prioritises interstate issues and solutions in common across R&D, policy and marketing for implementation and investment by Oysters Australia. Oysters Australia's members include policy and R&D bodies in NSW, SA & Tas. There is currently only funding available for R&D activities. Interstate co-investment is by agreement around the Oysters Australia table, guided by this plan</p>	<p>To sustainably increase production productivity and profitably through better techniques & technology- 1 of 4 strategies is to "Facilitate greater production mechanization and information technology including data collection, storage and management"</p> <p>To reduce costs: "Facilitate greater levels of knowledge dissemination among growers of successful and unsuccessful production practices"</p> <p>To facilitate growers learning improved techniques: "Encourage grower involvement, esp from growers who seldom travel, in training, bursaries and conferences</p> <p>Provide info on employers responsibilities to employees</p>
<p>Australian Abalone Growers Assoc Strategic Plan 2015-20</p>	<p>This Plan draws strategic themes, priorities and actions together in a document that AAGA will implement on Members' behalf. The Plan also provides the sector and Members with a sound and united platform to leverage their RD&E investment via a new Industry Partnership Agreement (IPA) with the FRDC.</p>	<p>Investment Area: Human Capacity (1 of 8). Outcomes:</p> <ul style="list-style-type: none"> • Identify Industry needs re Technical training and Leadership • Identify short list of Industry candidates who will be supported • Establish appropriate Industry training development packages • Establish an Industry OH&S Plan/common template (refer to Southern Rock Lobster example)

RD&E Plan	Summary	Priority Areas- People Development
ABFA R&D Priorities 2016	2 page summary	Includes 7 Farm Operation Priority Areas, (not' People development ") each with sub components and . point scope
Abalone Council of Australia Ltd Strategic Plan 2007-2017	The ACA presents this Strategic Plan as the first national approach to investing in the industry's future.	Investment Platform 4 (of 6) : Huma Capacity & Communication- includes a-p actions (eg c. Compile and maintain an industry skills database as a reference for skills development and industry succession)
Australia Council of Prawn Fisheries	Draft Strategic Pan 2016-20	Includes 5 Broad Strategies, each with 1-4 Actions People Development implied but no detail
APFA 5 Year R&D Strategic Priorities 2015-19	December 2014	R&D Priority List – ‘Staff & Training” 1 of 12
Australian Southern Bluefin Tuna Industry Assocn LTD (ASBTIA)	ASBTIA/FRDC Ranching Strategic R,D&E Plan 2013-2018: “Delivering a competitive edge in a global seafood market”	<p>RD&E is to achieve the following functions:</p> <ul style="list-style-type: none"> • Ensure sustainable development of the industry; • Improve resource access and statutory fishing rights; • Improve profitability; • Improve community relations; • Enhance market development; and • Improved safety and training

Attachment 2- SNAs- Summary

SNAs

SNA, author	Undertaken by:	Summary	Skill etc required, WFD needs:
<p>Prawn Farm Career Progression Analysis</p> <p>(Margie Atkinson, Dr Connar McShane JCU)</p>	<p>James Cook University- managed by Agrifood Skills Australia and APFA (funded by Dept of Industry)</p> <p>October 2015</p>	<p>Project aim was to position the Australian prawn farming industry to implement processes and procedures to ensure the industry attracts and retains sufficient appropriately qualified applicants to fulfil on-farm higher level technical and managerial roles</p>	<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • Interpersonal communications – diplomacy and effective communication (especially for dealing with multicultural workers), handling conflict, negotiation • Train the trainer • Managing teams - dealing with poor performance and getting the best out of people • Time management, planning & logistics • Basic business procedures – budgeting & procurement (especially for remote locations) • Leadership in a rural and business context • Strategies for mentoring, coaching & peer support • HR practices and HR & IR Law around hiring & firing and developing effective EBAs and ability to get best remuneration packages within the law that allow flexibility and workable outcomes that benefit all • Accounting basics for managers and WFD implications – e.g. business size and payroll implications - tradeoffs • Managing organizational change/growth • Quality assurance, auditing & risk management • Market research, strategic planning, direct distribution/sales, social media & marketing • Modern recruitment and induction strategies especially for gen Y – how to understand barriers and motivators <p><u>Cross-industry and practical training:</u></p> <ul style="list-style-type: none"> • License plus hours (experience) in: forklift driving, cranes/hoists, manual cars/quad bikes and all-terrain vehicles • Certificates for: confined spaces; working at heights/using ladders; working around water; WH&S; First Aid; food safety/HACCP • Trades or partial trades (Certificates): maintenance, basic construction & engineering; mechanical training; basic electrical (break down and rewire paddle wheels) and plumbing (pumps and boilers) - at least need to be able to read electrical and plumbing plans • Agricultural technology/automation/drones/digital connectivity – intranet vs internet on farm to run integrated farm management systems • Computer skills

SNA, author	Undertaken by:	Summary	Skill etc required, WFD needs:
			<p><u>Specialist short courses/masterclasses:</u></p> <ul style="list-style-type: none"> • Microbiology • Water quality • Strategies for best practice environmental management for the industry • Aquatic disease management, including best practice on-farm procedures <p><u>Specific new skilling needs for the evolving industry</u></p> <ul style="list-style-type: none"> • Greater digital literacy • 'Big' data management, analytics and interpretation • Logistics and supply chains • Brokerage (sales/marketing/niche marketing) • Highly developed business skills and internationalization including cultural literacy • Product development
<p>Skill Needs Analysis for the NT Fishing & Seafood Industry (Chris Calogeras C-Aid Training)</p>	<p>Agrifood Skills Australia (funded by Dept Industry)</p> <p>June 2014</p>	<p>Identified the workforce development needs of the fishing, aqua & post- harvest sectors. Included essential skills.</p>	<p>Noted that training in the industry was focussed on tech skills rather than personal development. Need for new entrants to have 'employability skills'- if these held, technical skills can be gained by OJT, formal courses etc.</p> <p>Noted poor training culture in the industry with few training 'champions'. Most training conducted to meet license etc requirements set by regulatory requirements- AMSA, WH&S, HACCP, AQIS.</p> <p>Recommended whole of industry Induction pgm for new workers, especially those with poor literacy skills (eg backpackers)</p>
<p>Wildcatch Fisheries –SA Skills Needs Analysis</p> <p>(Jill Briggs- Rural Training Initiatives)</p>	<p>Agrifood Skills Australia (funded by Commonwealth of Australia)</p> <p>October, 2015</p>	<p>Study to position the local SA fishing associations to attract and retain fishermen with the required skills and knowledge to fully contribute as a committee member of their assoc'n</p>	<p>Identified the skills, knowledge required by two groups:</p> <p><u>Chair, EO Executive members</u></p> <ul style="list-style-type: none"> • Understand whole of industry structure • Formal meeting processes – scheduling, chairing, writing reports, compilation and distribution of minutes of meetings, , election process, electronic communication. • Succession planning – identifying and encouraging people with potential, mentoring unengaged members/ licence holders into roles. • Value proposition development • Media awareness • Time management

SNA, author	Undertaken by:	Summary	Skill etc required, WFD needs:
			<ul style="list-style-type: none"> • Teamwork, delegation of tasks, conflict management • Financial accounts and management of an SME (For EO, Governance processes and financial reporting) <ul style="list-style-type: none"> • Working effectively with volunteers • Oral Communication – public speaking and effective listening including representation to politicians and decision makers • Written communication – reading and writing industry documents • Roles and responsibilities of R&D organisations including FRDC- avenues for submitting or contributing to research proposals • Succession planning – building chairing and presidency skills in Executive and General Members • Basic research techniques as a means to gather intelligence including information about issues impacting on members of the organization • Technological knowledge to operate electronic communication including a computer and prepare word documents. Receive and send emails, text messages. Awareness of social media and opportunities offered to engage members <p><u>Unengaged fishermen</u></p> <ul style="list-style-type: none"> • Understanding how the organization structure functions • Identifying opportunities for involvement in the organisation • Oral communication to express opinions publicly; listen actively engage in discussion • Written communication to read and interpret organizational papers • Interpersonal skills to work with others, understand difference, handling conflict and come to compromise. • Meeting processes to engage in procedures-includes use of agendas and minutes, broad understanding of an organisation’s constitution • contribute to industry discussions and manage own time • Technological knowledge to operate some electronic communication platforms e.g. computer, email, text messages. • Decision-making skills to contribute to organizational issues and decisions

SNA, author	Undertaken by:	Summary	Skill etc required, WFD needs:
AgriFood Skills Australia Environmental Scan 2015	AgriFood Skills Australia (funded by Commonwealth of Australia) February, 2015	Environmental Scans were produced annually by Australia's Industry Skills Councils as part of their broader role in gathering industry intelligence and undertaking high-quality analysis of the skills needs and profile of the current and future workforce.	<p>SKILL SHORTAGES AND EMERGING SKILL NEEDS</p> <ul style="list-style-type: none"> • Aquatic animal behaviour, health, welfare and management • Aquatic biosecurity - pest and disease prevention, diagnostics and emergency response • Certification auditing (internal and external) • Compliance and regulation • Food safety and handling • Genetics, selective breeding and biotechnology • Market research, social media, marketing and brand development • Hatchery technologies • Natural resource management and scientific data capture, assessment and modelling • Whole of ecosystem approaches to resource management • Quality assurance and supply chain management including traceability • Retail knowledge of seafood products, sustainable productions systems and seafood health benefits • Seafood processing and value adding • Vessel operations and marine engineering • Workplace health and safety • Building skills of sea rangers to provide services to research and resource management agencies <p>MAJOR CHALLENGES & TRENDS</p> <ul style="list-style-type: none"> • Attraction, training and retention of workers at all skill levels – challenges include unsuitable job applicants, high staff turnover, skilling of remote/regional/casual workforce, competition for experienced crews to off-shore oil and gas projects, an ageing workforce and the need for cultural change among employers • Upskilling of existing workers in response to evolving job roles which require higher, often technician orientated skills • Building innovation capacity of enterprises and capability to adopt and adapt research findings • Growing contemporary industry leaders and managers to deal with a more complex business environment and the co-management of fisheries • Aligning nationally endorsed qualifications with industry licensing, compliance requirements and certification programs to build a learning culture, reduce administrative burden and increase uptake of training • Professionalising the industry to demonstrate sustainability credentials to consumers and the

			<p>broader community</p> <ul style="list-style-type: none"> • Increasing workforce proficiency in language, literacy, numeracy and digital literacy • Establishing a national framework for seafood training to ensure governments, industry, tertiary sector, schools and other service providers are working cohesively and optimising resources.
<p>Seafood Industry Sector IRC Work Plan 2016-2019 – Executive Summary¹</p>	<p>Skills Impact (Skills Service Organisation)</p>	<p>This report provides an overview of workforce development and skills needs for the Australian seafood industry. The report was commissioned to support the Australian Industry and Skills Committee (AISC) in developing the four-year rolling National Schedule of training product development and review work. The report is structured, as per the AISC template, in four main sections: sector overview, employment, skills outlook, and training product review plan. Methods of analysis include research of published national and industry data sources and input from Industry Reference Committee (IRC) members and key stakeholders.</p>	<p>Skills outlook</p> <p>The trends in skills demand include:</p> <ul style="list-style-type: none"> • Higher and value-added skills, which will be required from both operational and specialist management employees and are driven by higher efficiency targets, innovation and automation/digitisation of some work activities in most workplaces and jobs. At the operational level, skills demand includes a range of skills in the following areas: Science Technology Engineering and Mathematics (STEM), compliance, and leadership. • Higher level supply chain and logistics skills required to support lean, fast, reliable, transparent and collaborative relationships with key suppliers and customers and with other companies, including competition and research organisations. • Higher level skills in relation to customer service – i.e. specific product and brand knowledge, working with data and data analysis, negotiation, digital marketing and digital commercialisation approaches. <p>Current skill needs priority in the industry include a range of specialist skills and general skills such as harvesting and processing sea urchins, fisheries compliance and environmental management, environmental certification, and emerging practices and skill needs for aquaculture, sales and distribution, and seafood processing.</p>

¹ <http://www.skillsimpact.com.au/skilliampactmedia/uploads/2016/08/REP.SeafoodExecutiveSummary4YrWorkPlan2016.pdf>

SNA, author	Undertaken by:	Summary	Skill etc required, WFD needs:
<p>The Australian seafood industry: Workforce information and stakeholder responses</p> <p>(Robert Curtotti, Mary Hormis, Kristin McGill)</p>	<p>ABARE-commissioned by FRDC January 2012</p>	<p>A scoping analysis of the employment, education and training data needs of the Australian seafood industry. The analysis was part of an expanded body of work that ABARES undertook over the period to 2013-14 under ABARES Fisheries Statistics project.</p>	<p>The report focussed more on labour rather than skill shortages across the sectors. Respondents to a survey indicated that there was a general shortage in labour supply for skilled aquaculture workers and experienced skippers, mates, engineers, fishing and deck hands. Acquiring employees in these positions had been a struggle for several years. One reason was the shortage is increased competition from the mineral resources sector for labour resources, particularly for skippers, engineers and divers for mineral exploration work. The conditions and salary offered in the mineral resources sector were seen as more attractive than what was available in the fisheries sector.</p> <p>The lack of availability of registered training programs in Australia was also affecting the skills shortage in the labour market. Attracting school leavers to the industry, and retaining them once they are in the industry, was seen as an impediment to training and skill development</p>
<p>TNA-Hatcheries Sector of the Australian Aquaculture Industry</p> <p>(Ross Ord, Dos O’Sullivan)</p>	<p>Agrifod Skills Australia- for Australian Seafood CRC</p> <p>(Funded by DEEWR)</p> <p>July 2010</p>	<p>Identify the training needs of technicians and managers at hatcheries across all species</p>	<p>Areas identified as needing skill development included:</p> <ul style="list-style-type: none"> • Higher-order business management skills including strategic business planning, analysing performance, benchmarking, preparing business wide financial plans • Developing risk management plans • Planning and chairing meetings • Basic leadership, supervisory and communication skills (for technicians) • Workplace training (those responsible for induction) • aspects of genetic breeding (through access to R&D outcomes) • professional development for technicians in fundamentals of genetics, selective breeding programs, (aspects of) recirculation systems

Attachment 3- Themes- Skill and Capability Building

Attachment 3: Commonalities, Themes- Skill Needs

Themes- SNAs

Theme	Includes:
<ul style="list-style-type: none"> • Interpersonal communications 	<ul style="list-style-type: none"> • Diplomacy and effective communication (especially for dealing with multicultural workers), handling conflict, negotiation. Meeting procedures. Using social media
<ul style="list-style-type: none"> • Leadership 	<ul style="list-style-type: none"> • Managing teams - dealing with poor performance and getting the best out of people. Mentoring, peer support. Growing contemporary industry leaders, managers to deal with more complex business environment & co-management of fisheries. Time management, planning & logistics
<ul style="list-style-type: none"> • WH&S 	<ul style="list-style-type: none"> • Pgm covering why bother, key terms, responsibilities of PCBU, deckhands)¹ (Note-n check RIRDC –Jo) Establish an Industry OH&S Plan/common template
<ul style="list-style-type: none"> • HR 	<ul style="list-style-type: none"> • HR & IR Law - hiring & firing, developing effective EBAs. Modern recruitment & induction strategies especially for gen Y – how to understand barriers and motivators. Info on employers’ responsibilities to employees. Whole of Industry Induction pgm
<ul style="list-style-type: none"> • Innovation 	<ul style="list-style-type: none"> • Agricultural technology. Automation/drones/digital connectivity, computer skills, digital literacy. Building innovation capacity requiring higher end value-added skills, supply chain and logistics skills. Information technology including data collection, storage and management
<ul style="list-style-type: none"> • Business M’ment 	<ul style="list-style-type: none"> • Higher order Business M’ment- Market research, strategic planning, direct distribution/sales, social media & (niche) marketing. Internationalization including cultural literacy
<ul style="list-style-type: none"> • Business operations 	<ul style="list-style-type: none"> • Basic business procedures – Accounting basics. Budgeting & procurement (especially for remote locations). Quality assurance, traceability, auditing & risk management. Induction training
<ul style="list-style-type: none"> • Biosecurity 	<ul style="list-style-type: none"> • Aquatic disease management, biosecurity Aquatic animal behaviour, health, welfare and management, pest& disease prevention, emergency response

¹ Refer NSW farmers pilot w’shop

Themes-RAC RD&E Draft Plans:

Theme	Includes:
<ul style="list-style-type: none"> • Recruitment, Retention • Leadership development • Promoting +ve aspects to local community • Extension • Representation • Technical 	<ul style="list-style-type: none"> • Career pathways, engagement with schools • Range of skill needs • Education of fishers re importance of social licence (Greater use of social media x2?) • Case studies of successful extension and adoption, the success and the outcomes • Local assoc'n etc² (Improve local s'holder representation) Improved representation to key decision making stakeholders. Improve local s'holder representation • Various-(biosecurity, animal welfare, MED etc licenses, repairing nets, forklift driving, emergency response, food safety/quality, diving, HACCP, traceability, genetics, underwater photography/GPS, confined space operations, etc)

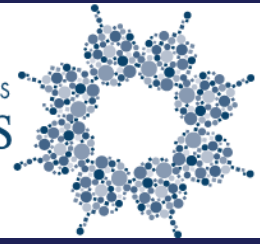
² refer Wildcatch Fisheries SA SNA for details of skills etc required

Attachment 4- Online Survey



FRDC
FISHERIES RESEARCH &
DEVELOPMENT CORPORATION

food & agribusiness
SOLUTIONS



Identifying Skills & Capability Priorities

Welcome

This survey is being carried out by Food and Agribusiness Solutions on behalf of FRDC.

FRDC is undertaking this project to help understand the people development RD&E priorities of its RAC, IPA and Subprogram partners. The project is looking to identify each group's priorities and where there are areas for potential co-investment, confirm existing programs to address those people development priorities, and identify gaps in services that need to be addressed.

The project will help create a benchmark for boosting innovation and productivity in the fishing and aquaculture sectors, and help solve common skill capacity and shortages across FRDC partners.

The survey should take 6-8 minutes to complete. All responses to the survey will be confidential and will not be provided to other parties. Individual responses will be published in aggregated form.

Thank you for your support of our industry and regions.

Note: Survey respondents are asked to complete the survey from the perspective of the RAC, IPA or Sub-Program they are representing.

**In this survey, the term 'Business' is used in its broadest sense and includes seafood producers, retailers, supply organisations, management and research agencies and industry associations*

Project 2016-411 "Create a matrix of skill and capability building priorities across FRDC partners and advisory groups" is supported by funding from the FRDC on behalf of the Australian Government

1. Which RAC or IPA are you associated with?

	RAC	IPA	Sub-Program	Other
I am from	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other (please specify)

*** 2. How essential are the following tasks for supervisors (eg Skippers, Team Leaders) in your sector/jurisdiction? (Please answer all)**

	Essential	Very Important	Reasonably Important	Rarely or Not Required
Handling conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with workers from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Induction training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing WH&S	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How competent are your supervisors in completing these tasks? (Please answer all)

	Highly competent	OK but some assistance required	Not good - training would assist	Not part of their role
Handling conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with workers from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Induction training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing WH&S	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate if not applicable to you.

*** 4. Developing the industry's current and future leaders is accepted as an important investment. As well as sponsoring existing leaders on the ARLP and Nuffield programs, to ensure we have sufficient leaders with the right skills, we should.....**

	Fully agree	Supported, more detail please	Not supported
Develop a new program that covers basic skills required by new leaders and prepares graduates for the Seafood Industry Leadership Program (SILP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer a series of programs to cater for a range of leadership skill requirements, both below and as an extension of the SILP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't rock the boat- continue on with the successful one-level leadership course (SILP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To interact with the local communities to the level we want and tell our story, we need:

	Fully Agree	Neither Agree nor Disagree	Disagree
To improve our education on the importance of social license	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An understanding of the use and the benefits of social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A better handle on the means of promoting the positive aspects of the industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved media awareness skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity and know-how to run more seafood festivals and associated events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not in a position to comment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The industry has identified the skills and support needed by local fishermen and farmers to encourage/prepare them to actively participate in local fishing etc associations. A development program to be introduced Australia wide should:

	Seems reasonable-supported	Need more detail	Not supported
Comprise of two program s- one for the CEO/Executive members, 2nd for unengaged fisherman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Base the essential content on existing modules (oral communication, using emails, meeting procedures etc). Attract national recognition on completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure delivery to takes account of varying levels of computer literacy, unsuitability of classroom style delivery, time constraints of volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use industry trainers (eg current Chairs, CEOs if willing, suitable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a combination of self-paced learning, workshops linked to scheduled meetings, video conferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not in a position to comment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 7. As part of their WH&S responsibilities, our workers: (Please answer all)**

	Fully agree	OK but some assistance required	Not good - training would assist	Not part of their role
Understand their personal responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand & display a Duty of Care to all workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report risks and hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undertake appropriate Risk Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain required records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are aware of & implement the Risk Hierarchy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. Our business* owners and operators: (Please answer all)**

	Fully agree	OK but some assistance required	Not good - training would assist	Not part of their role
Implement well considered strategies to attract new employees including addressing needs of Gen Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can develop effective EBAs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand barriers and motivators to effective workplace behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand their responsibilities as a PCBU under the WH&S Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run comprehensive induction programs for all new workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement 'Employer of Choice' strategies to attract & retain workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. In the next 5 years deckhands and/or farmhand-level staff will need extra skills in: (Select up to 4)

- Robotics/automation
- Animal welfare
- Minimising waste
- Animal Husbandry
- Digital literacy, using computers, smart phones
- Biosecurity
- Organics
- People skills eg communicating, teamwork
- Water and energy conservation
- Use of drones
- Not in a position to comment

Other (please specify)

*** 10. On average, the appropriate ratings for businesses* in our sector/jurisdiction for higher level management/planning are:**

	Excellent	Adequate	Needs work - training would assist	Not applicable
Strategic business planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource management (including recruiting workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Product Quality Management, QA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace health and safety management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production planning and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vessel, machinery and infrastructure planning and management (eg scheduled maintenance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succession planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing – local including niche	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing- investigating export opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 11. Innovation involves “creating or capturing value from doing something new”. Businesses in our sector/jurisdiction are well positioned to be innovative as: (Please answer all)**

	Fully agree	Mostly agree	Sometimes	Not yet
Staff have the opportunity to contribute new ideas and challenge existing work practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have the technical skills to implement new ways of farming and running the business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They actively investigate developments relevant to the businesses operations (eg new technology, business arrangements, smart systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They apply business principles eg. return on Investment when assessing new practices, feeding regimes, automation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They have the digital technology and skills to source new business capital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 12. To become a business* of tomorrow, taking risk-calculated business* decisions and responding quickly to market demand, businesses in our sector/jurisdiction need: (Please answer all)**

	Fully Agree	Mostly Agree	Somewhat Agree	Don't Agree
An understanding of options for raising business capital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The skills to raise the required finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to government advice and financial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sound knowledge of the markets in which they currently operate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sound knowledge of potential new or expanding markets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The know-how to take advantage of export opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A clear understanding of new technologies, their availability and application on the farm/business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A workforce that could quickly adapt to business opportunities eg growing new products, new production techniques, using new technologies etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills to access and take advantage of big data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are satisfied with the way things are and most have only modest plans for future change and growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. You indicated in Q12 that you 'Fully agree' or 'Mostly agree' with businesses* of tomorrow needing the following attributes. Please indicate your level of confidence in the business possessing these attributes. (Please answer all)

	Highly confident	Reasonably confident	Not very confident
An understanding of options for raising business capital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The skills to raise the required finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to government advice and financial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sound knowledge of the markets in which they currently operate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sound knowledge of potential new or expanding markets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The know-how to take advantage of export opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A clear understanding of new technologies, their availability and application on the farm/business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A workforce that could quickly adapt to business opportunities eg growing new products, new production techniques, using new technologies etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills to access and take advantage of big data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are mostly satisfied with the way things are and have only modest plans for future change and growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The industry in its broadest sense includes regulators, researchers and policy makers. Critical people development needs for those working in such affiliated roles include: (Up to 4 suggestions invited)

1

2

3

4

*** 15. Thank you for taking part in this survey. As a follow up to this survey, we will soon be conducting telephone interviews of approximately 30 minutes (maximum) to explore some of these issues in more detail. Responses would still be confidential and calls would be scheduled at times convenient to you. Would you be interested in taking part in these telephone surveys?**

No

Yes, please provide your contact details so we can schedule an interview

16. Address

Name

Email Address

Phone Number

Attachment 5- Responses and comments- online survey

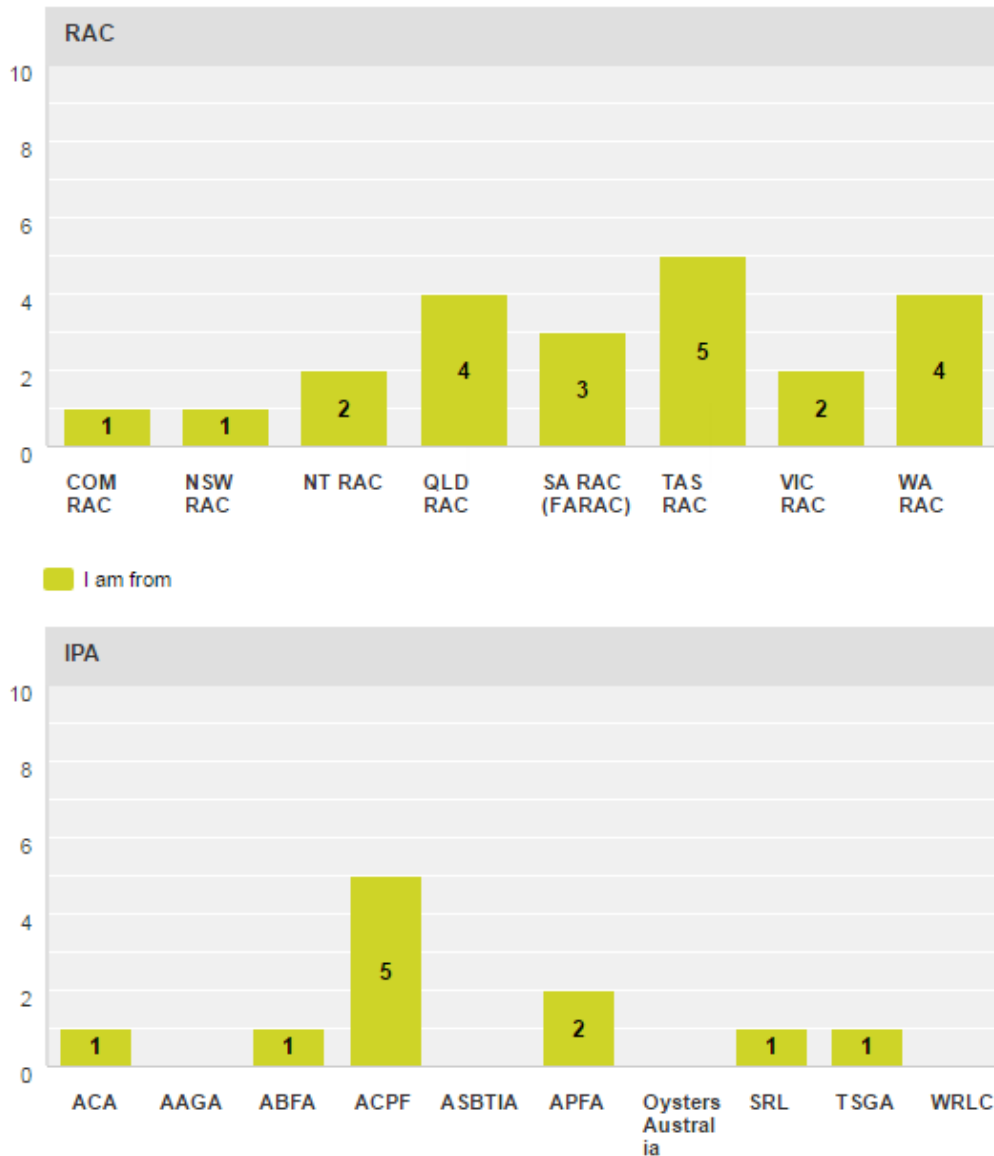
Attachment 5

Note: The response options for several questions have been abbreviated and readers should refer to the full survey for complete questions.

Question 1: What RAC or IPA are you associated with?

Which RAC or IPA are you associated with?

Answered: 29 Skipped: 0



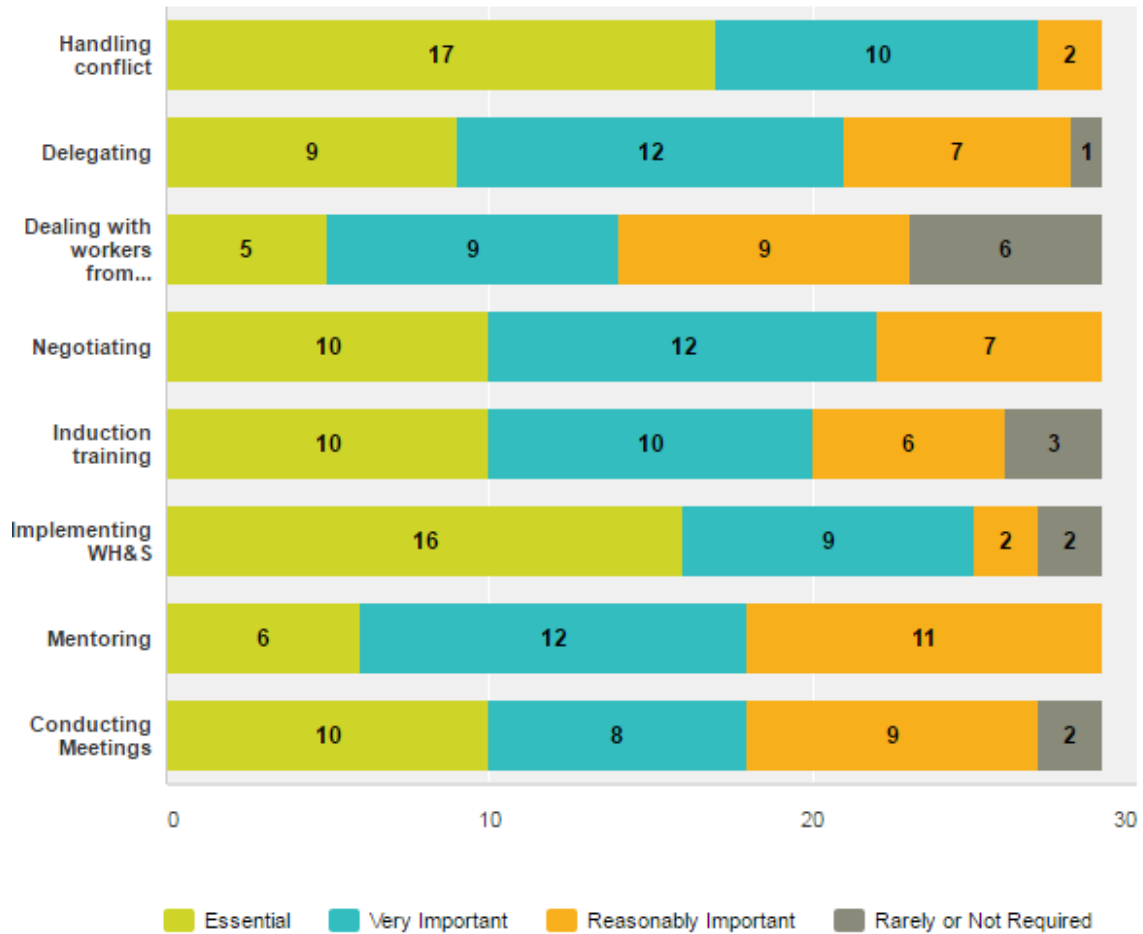
Several respondents indicated they were representing both a RAC and IPA. There were two responses from Subprogram Aquatic Animal Health & Biosecurity and one each from Indigenous Fishing and Recfishing Research. Three additional responses were from 'Others'.

Interviews were arranged with representatives of IPAs not captured in the online survey.

Question 2: How essential are the following tasks for supervisors?

How essential are the following tasks for supervisors in your sector/jurisdiction?
(Please answer all)

Answered: 29 Skipped: 0



Comments for Questions 2 and 3 combined.

Question 3: How competent are your supervisors in completing these tasks?

How competent are your supervisors in completing these tasks? (Please answer all)

Answered: 27 Skipped: 2



Questions 2, 3-Comments: (Related questions)

Over 74% of respondents reported that handling conflict, delegation, negotiation and implementing WH&S were either essential or very important tasks for supervisors in their sector/jurisdiction. All tasks were viewed as essential or very important other than 'Dealing with workers from different cultures' (48% reported either 'Reasonably important' or 'rarely/not required').

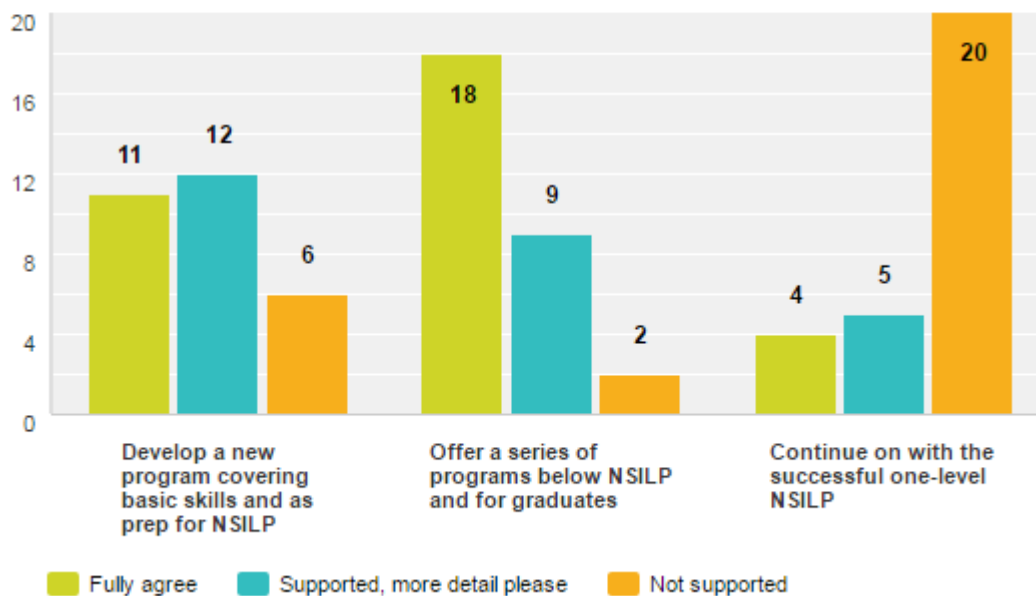
23% of respondents reported that their supervisors' competence in tasks Handling Conflict, Mentoring, Negotiation and Conducting Meetings was 'Not good- training would assist. The high response rate to options 'ok but some assistance required' or 'Not good-training would assist' for all tasks confirms the view gained during the DTR that there is a need for Front Line Management¹ type development programs for more junior leaders and supervisors across the industry. This view was reinforced during the telephone interviews.

¹ Front Line Management is a term commonly used in the training profession to courses designed to prepare participants for entry level and middle management positions. A typical qualification is the Certificate IV in Leadership and Management which includes a wide range of modules addressing skills needed by developing and emerging leaders and managers in a range of enterprise and industry contexts.

Question 4: To ensure we have sufficient leaders with the right skills, we should:

Developing the industry's current and future leaders is accepted as an important investment. As well as sponsoring existing leaders on the ARLP and Nuffield programs, to ensure we have sufficient leaders with the right skills, we should.....

Answered: 29 Skipped: 0



Over 70% of respondents did not support the current arrangements of the industry's leadership development program consisting of a one-level leadership program (the NSILP). There was very strong support (>96%) for a series of programs below and as extension of the NSILP.

The options for expanding leadership development opportunities were canvassed during the telephone interviews and on an opportunity basis with industry leaders including during the FRDC Stakeholder Planning Workshop held in Adelaide late October. The consensus was:

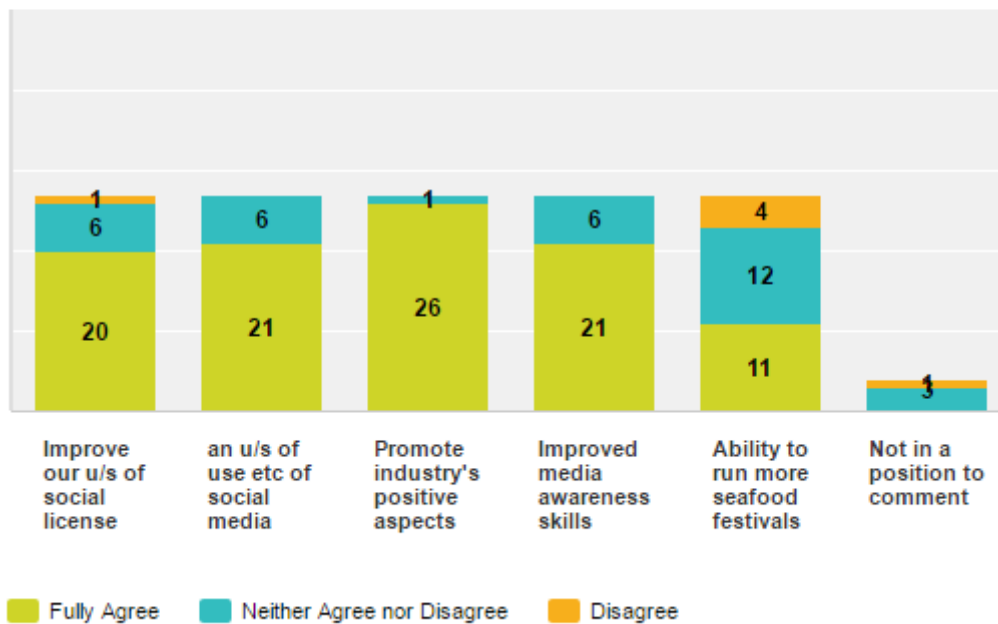
- The NSILP needs to be available to less experienced industry members lacking the entry-level skills and confidence to apply for the course or be chosen in competition to participate. This includes indigenous industry members who are often less likely to have had the opportunity to gain foundation leadership skills better prepared NSILP applicants hold.
- Programs need to be offered as modules rather than a 1-2 week program (to address individual requirements and time constraints)

- Post-NSILP programs should be aimed at consolidating skills etc. gained on the NSILP, and include skills etc. to prepare participants for higher level representation positions (e.g. as a member of a RAC)
- Any post-NSILP should be seen as preparing participants for the Rural Leadership Development Program
- Distance learning (i.e. web-based delivery) has a role in post NSILP development programs.

Question 5: To improve our interaction with local communities, we need:

To interact with the local communities to the level we want and tell our story, we need:

Answered: 29 Skipped: 0



There was strong support for the role of social media in projecting a positive industry image to local communities. Respondents were ambivalent re the role of seafood festival type activities and thus the need to improve the know-how to run etc. the events.

Follow-up discussions confirmed the need to raise the industry’s understanding of the range and use of social media. The need for industry spokespersons to have well- honed skills in media awareness was often raised during discussions on the role, use, misuse etc. of social media in promoting the industry.

Question 6: Characteristics of a development program to prepare fishermen to participate in their local industry association?

	Seems reasonable-supported	Need more detail	Not supported	Total
Program for CEOs, Execs, 2nd for fishers	71.43% 20	28.57% 8	0.00% 0	28
Cover essential meeting, comm skills	35.71% 10	60.71% 17	3.57% 1	28
Delivery suitable to computer literacy etc	85.71% 24	14.29% 4	0.00% 0	28
Use industry trainers	50.00% 14	46.43% 13	3.57% 1	28
Use combination of delivery modes	42.86% 12	50.00% 14	7.14% 2	28
Not in a position to comment	0.00% 0	100.00% 2	0.00% 0	2

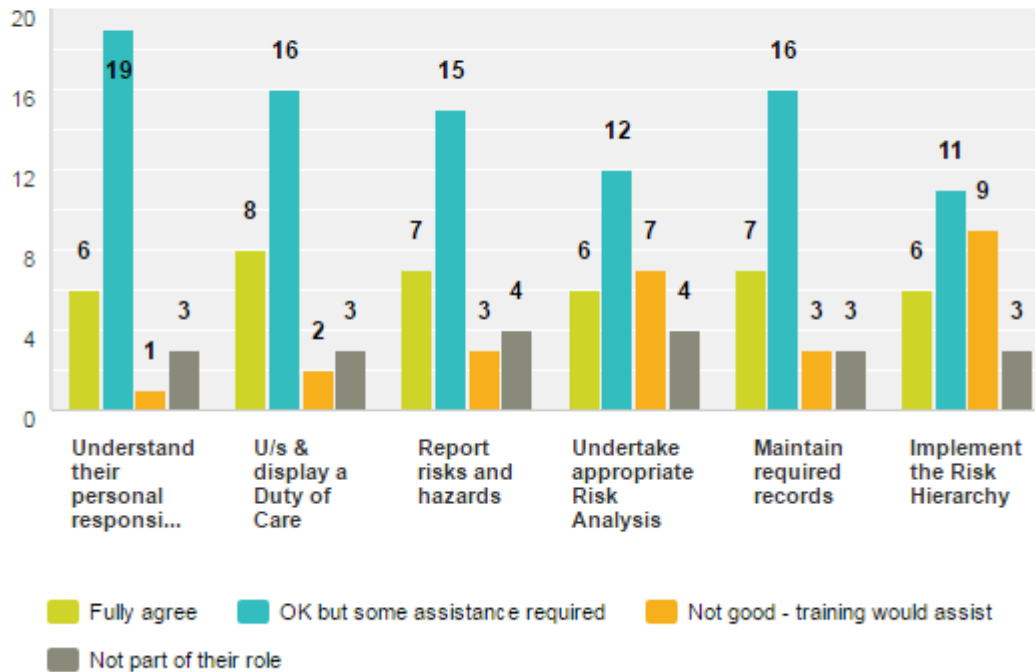
The responses confirmed the outcomes of a recent study undertaken by Wildcatch Fishing South Australia² which identified skills and other attributes required by local industry members to have the confidence to join their local association and make a useful contribution. Survey respondents confirmed the suite of skills required by the target groups, and support for a two-tiered program (for CEOs/Executive members, and for local fishermen). Delivery was to take account of time available, computer literacy of the target audience and advantage of using industry trainers.

² Wildcatch Fisheries –SA “ Skills Needs Analysis” Jill Briggs, Rural Training Initiatives

Question 7: As part of their WH&S responsibilities, industry workers require:

As part of their WH&S responsibilities, our workers: (Please answer all)

Answered: 29 Skipped: 0



One third of respondents reported training would assist in awareness of and implementing the risk hierarchy. Responses to other stems indicated a need for skill development of workers across a broad range of WH&S.

There was near unanimous support from industry members contacted during the round of telephone interviews to a half-day WH&S workshop covering worker and employer responsibilities, key components and requirements of the WH&S Act, reporting requirements and how to implement a risk analysis and 'bullet' proof a business with respect to WH&S responsibilities.

Question 8: Our business owners and operators:

Our business owners and operators:

	Fully agree	OK but some assistance required	Not good - training would assist	Not part of their role	Total
Are good at recruitment	13.79% 4	37.93% 11	34.48% 10	13.79% 4	29
Can develop effective EBAs	6.90% 2	34.48% 10	44.83% 13	13.79% 4	29
U/s w'place behaviour	13.79% 4	34.48% 10	41.38% 12	10.34% 3	29
U/s WH&S responsibilities	13.79% 4	48.28% 14	20.69% 6	17.24% 5	29
Run effective induction pgms	24.14% 7	37.93% 11	27.59% 8	10.34% 3	29
Have attraction, retention strategies	24.14% 7	17.24% 5	37.93% 11	20.69% 6	29

Over 74% of respondents reported that business owners/operators record of implementing well considered strategies to attract new employees including Gen Y was 'ok but some assistance required' or 'not good-training would assist'. There was a similar response to their understanding of barriers and motivators effecting workplace behaviour.

The need for an industry-wide approach to improving skills etc in attracting and retaining workers, through, say using an 'Employer of Choice'³ type tool to assist businesses take stock of their current employee practices was explored during the telephone interviews. There was unanimous support for a tool to be made available to seafood industry businesses, particularly SMEs which employ a team of workers.

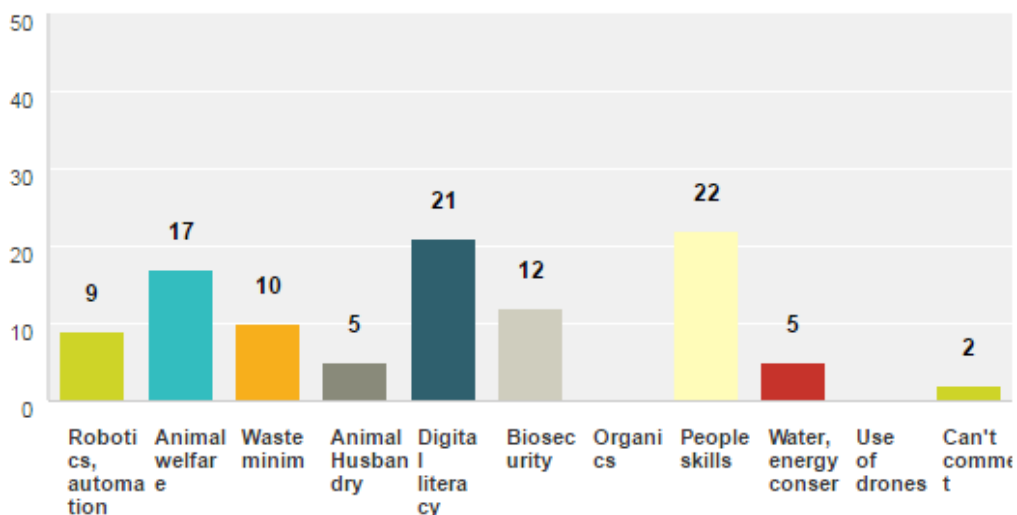
Encouragement for instigating an industry-wide approach to induction of new workers mirrored support for this approach included in several of the RAC/IPA RD&E plans.

³ 'Employer of Choice' is a tool designed to help businesses take stock of their current employee practices including attraction and retention of works, support and mentoring of staff, job design, skill development, responsibility and engagement, and reward and recognition

Question 9: New skills needed in the next 5 years by operator-level workers?

**In the next 5 years deckhands and/or farmhand-level staff will need extra skills in:
(Select up to 4)**

Answered: 29 Skipped: 0



78% of respondents indicated that in the next five years, farm-hand level staff will require additional skills in digital literacy and for undertaking people related tasks. Animal welfare also attracted a high number of responses. These responses confirmed the inclusion of these three areas together with biosecurity in a number of the RD&E plans, and the review of reports from recent industry workforce development and similar studies. The people related tasks were confirmed during the telephone interviews as those covered in Question 8.

Question 10: Ratings for businesses in our sector/jurisdiction for higher level management and planning?

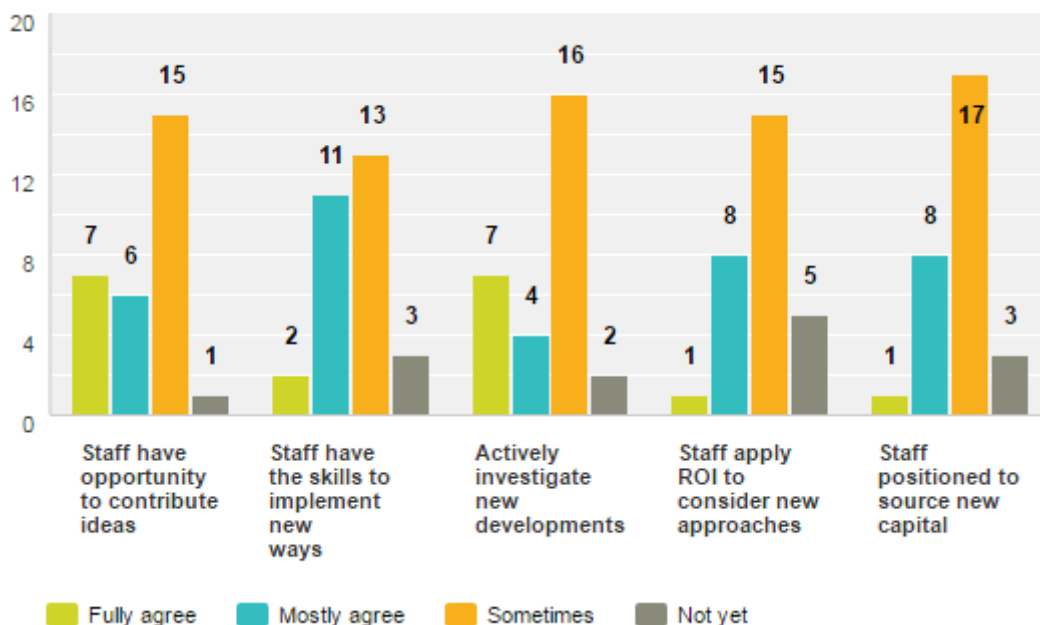
On average, the appropriate ratings for businesses in our sector/jurisdiction for higher level management/planning are:

	Excellent	Adequate	Needs work - training would assist	Not applicable	Total
Strategic business planning	13.79% 4	24.14% 7	55.17% 16	6.90% 2	29
HRM eg recruitment	6.90% 2	37.93% 11	48.28% 14	6.90% 2	29
Product Quality M'ment	10.34% 3	34.48% 10	41.38% 12	13.79% 4	29
Financial management	17.24% 5	48.28% 14	31.03% 9	3.45% 1	29
WH&S m'ment	10.34% 3	44.83% 13	37.93% 11	6.90% 2	29
Production planning	10.34% 3	41.38% 12	27.59% 8	20.69% 6	29
Infrastructure planning	20.69% 6	51.72% 15	6.90% 2	20.69% 6	29
Succession planning	3.45% 1	27.59% 8	62.07% 18	6.90% 2	29
Domestic marketing	6.90% 2	27.59% 8	51.72% 15	13.79% 4	29
Marketing-export opps	6.90% 2	20.69% 6	55.17% 16	17.24% 5	29
Energy Management	3.45% 1	27.59% 8	55.17% 16	13.79% 4	29

Succession planning attracted a 62% response of 'Needs work- training would assist' which suggests a program covering the related skills is warranted. Energy management, marketing and strategic business planning were viewed by over 59% of respondents as also 'needs work- training would assist'.

Question 11: How well are our businesses positioned to be innovative?

Innovation involves “creating or capturing value from doing something new”. Businesses in our sector/jurisdiction are well positioned to be innovative as: (please answer all)



71% of respondents reported that businesses only ‘sometimes’ or ‘Not yet’ apply business principles including ROI when assessing new work practices.

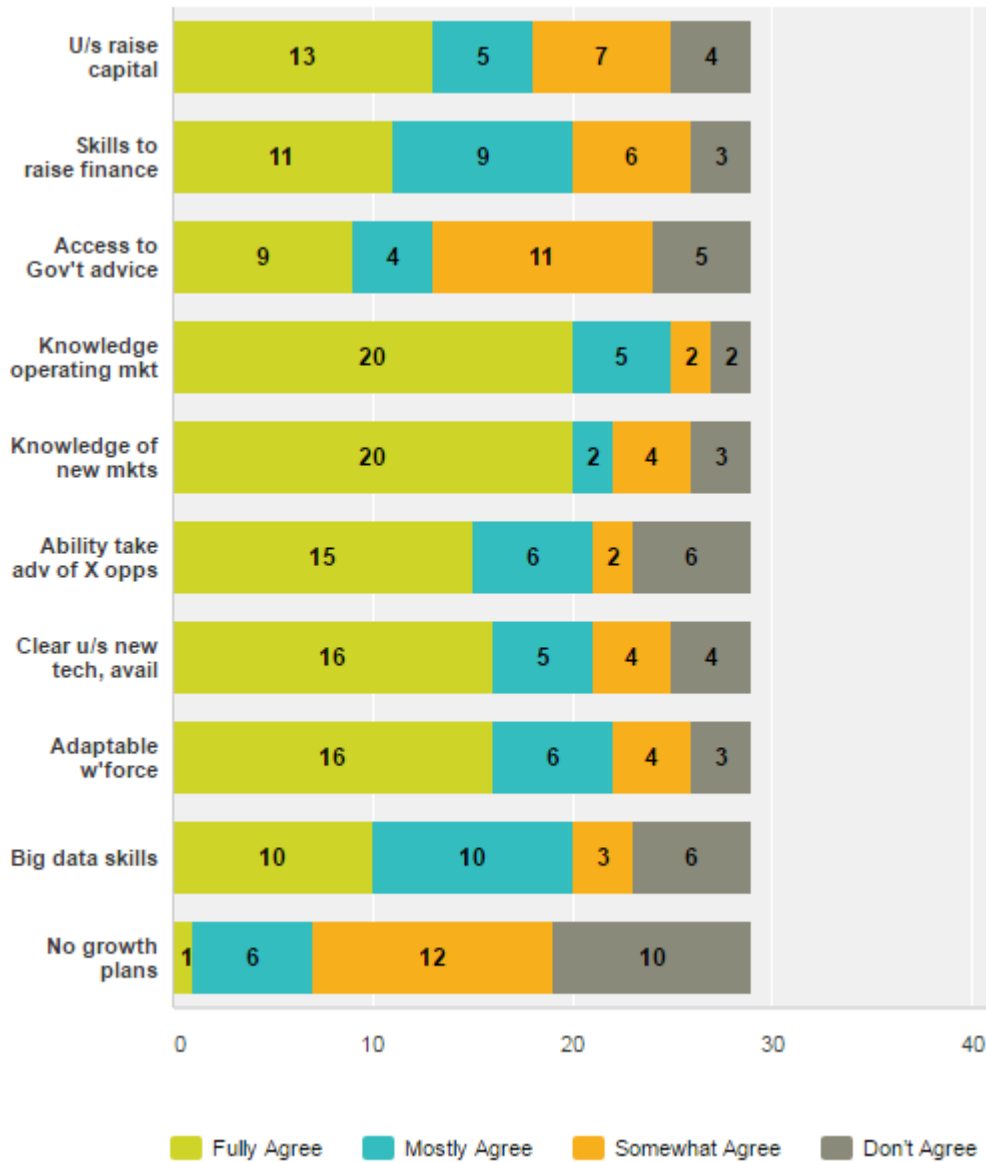
Interestingly, 63% reported that businesses ‘sometimes’ or ‘not yet’ actively investigate developments relevant to their operations. Responses from telephone interviewees indicated that the reasons for a lower than expected level of industry members actively investigating new work practices included:

- lack of time,
- a lack of understanding particularly by SMEs of the R&D process,
- the digestibility of R&D reports, and
- the lack of a commercial context of many reports.

There was an expression of concern that small-medium size businesses were missing out on the opportunity to take advantage of the outcomes of R&D.

Question 12: What's needed to become a business of tomorrow?

To become a business of tomorrow, taking risk-calculated business decisions and responding quickly to market demand, businesses in our sector/jurisdiction need:



Question 13: Your confidence in businesses possessing the required attributes?

(Linked questions)

You indicated in Q12 that you 'Fully agree' or 'Mostly agree' with businesses* of tomorrow needing the following attributes. Please indicate your level of confidence in the business possessing these attributes. (Please answer all)

	Highly confident	Reasonably confident	Not very confident	Total
Understanding of raising capital	15.38% 4	57.69% 15	26.92% 7	26
Skills to raise required finance	19.23% 5	57.69% 15	23.08% 6	26
Access to gov't advice, financial support	15.38% 4	42.31% 11	42.31% 11	26
Knowledge of markets they operate in	15.38% 4	50.00% 13	34.62% 9	26
Knowledge of new, expanding mkts	19.23% 5	30.77% 8	50.00% 13	26
Ability take advantage of X Opps	19.23% 5	26.92% 7	53.85% 14	26
U/s of new technologies inc availability	15.38% 4	46.15% 12	38.46% 10	26
Adaptable workforce	7.41% 2	40.74% 11	51.85% 14	27
Skills in big data	7.69% 2	26.92% 7	65.38% 17	26
No growth plans	7.69% 2	53.85% 14	38.46% 10	26

The responses confirmed the widely held expectation of the industry facing future change and growth. There was support for each the attributes offered, with the lowest 'need' for becoming a business of tomorrow being viewed as access to government advice and financial support. A need for skills required to achieve a sound knowledge of the markets in which businesses currently operate and of new markets was confirmed.

Only 1 in 5 respondents reported being 'highly confident' of businesses (in their sector/jurisdiction) possessing the know-how to take advantage of export opportunities.

54% respondents indicated they were 'not very confident' of this attribute being held, which indicates a gap in skills etc. held to undertake this important business activity.

'Skills to take advantage of big data' and a 'workforce that could quickly adapt to business opportunities' were also reported as attributes that respondents were 'not very confident' of businesses possessing.

Attachment 6- Matrix- Development Priorities, Suggested Programs

The following people development priorities (column 1) are based on a review of the skill development needs included in the 2016 (draft) RD & E plans developed by RACs, IPAs and subprograms and confirmed as priority areas from responses received to the online survey and telephone interviews. Additionally, they are consistent with findings of the reports of recent workforce development analyses across the industry or for specific sectors (refer Attachment 2 for details)

Matrix- People Development Priorities and Existing/Suggested Programs

Leadership

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
<p>Pre NSILP- preparation for the NSILP, introduction to supervision and business leadership</p> <p>Pre NSILP- preparation for the NSILP, introduction to supervision and business leadership</p>	<p>Units from BSB20115 Cert II in Business</p>	<p>The components of the course reflect the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.</p>	<p>Numerous- all states. Full details in www.training.gov.au</p>	<p>Several units (modules) cover the skills identified by the seafood industry as required by all employees and as preparation for the SILP. These include: BSBCMM201 Communicate in the workplace, BSBITU203 Communicate electronically, BSBITU201 Produce simple word process documents, BSBINN201 Contribute to workplace innovation.</p> <p>Additional modules may supplement the above after a careful review of the content of the NSILP and review of essential entry-level skills required by participants (e.g. introduction to public speaking, basic research techniques, fundamentals of meeting procedures)</p>
	<p>Building local representational capacity. No national course, although basis for an industry-wide program covering</p>	<p>For unengaged fishermen, skills required include u/s of organisational structures, highly practical oral and written communication, interpersonal skills, introductory meeting</p>	<p>Envisaged Chair, CEO etc. of the local association were best positioned to facilitate the program given appropriate resources and personal development e.g. Cert IV</p>	<p>Wildcatch Fishing SA project of October 2015 (PI-Jill Briggs Rural Training Initiatives) identified skills and knowledge required by unengaged local fishermen to apply for and contribute to their local industry association. Required skills were mapped to seafood industry units of competency. The report also</p>

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
	<p>skills needed by fishermen to represent their local fishing etc. association exists.</p>	<p>processes, time management operation of common electronic communications platforms, decision making. Program content would also be appropriate for preparation for NSILP.</p>	<p>in Training and Assessment (as required)</p>	<p>included recommendations on appropriate delivery methods and facilitators.</p> <p>A summary of the 2013 trial held by TSIC based on FRDC project 'Building seafood industry representational capacity' was included noting there had been little progress on implementing the FRDC project report's recommendations.</p> <p>The project report is available from Wildcatch Fishing SA.</p>
<p>Post NSILP- consolidation of NSILP and preparation for higher industry representation, and for the ARLP.</p>	<p>Modules from existing Cert IV in Leadership and Management. Full course consists of 4 core and 8 elective units</p>	<p>Designed for emerging leaders and managers- contextualised to industry requirements. Wide range of 'modules' (units) available</p>	<p>Numerous providers- both TAFE and private-in all jurisdictions.</p>	<p>Online delivery an option- larger RTOs could deliver required modules in all states/NT. Most relevant modules:</p> <p><u>Leadership</u>- Develop teams and individuals, lead a diverse workforce, Lead and facilitate off-site staff, write complex documents, Make a presentation (others)</p> <p><u>Management</u>: Implement continuous improvement, implement operational plan, identify risk and apply risk management processes, articulate, present and debate ideas, conduct work in a compliance framework, analyse and present research information, implement and monitor environmentally sustainable work practices (others)</p> <p>Concept is for participants to receive recognition of NSILP and obtain a nationally recognised Statement of Attainment for modules completed (count toward full Cert IV qualification).</p>

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
Post NSILP-consolidation of NSILP and preparation for higher industry representation, and for the ARLP (cont)	Industry Leadership-Strategic Development Skill Set SFISS00007	Developed for aquaculturists, fishers, fisheries compliance staff, and post-harvest sector who are taking a lead role in developing and managing the seafood industry. The competencies relate to skills applicable to strategic thinking and planning, advanced communication and networking and providing leadership and direction to others in an industry context.	Includes Australian Fisheries Academy, TAFE NSW- North Coast, Seafood Training Tasmania	<p>Opportunity to undertake any one or all of the 7 units (modules); e.g., SFILEAD507C Provide corporate leadership, SFILEAD502C Shape strategic thinking.</p> <p>Completion of NSILP would attract recognition toward several of the units</p>
	Seafood industry Senior Cadetship (SISC) No current program	For NSILP graduates - 1-year cadetship involving 4 three-month rotations in paid employment across 4 key industry areas - (1) on 'farm' or larger wildcatch operation or central market, processing op etc., (2) in the business side of a growing/production entity, (3) with an industry body, and (4) with industry stakeholder (e.g. Oceanwatch)	Managed by peak industry body	<p>Aim is to expose carefully chosen cadets to obtain strategic view of and vision for the industry through hands-on experience of a range of industry activities, both in the production side and supporting functions. Multiple rotations will provide cadets with unique opportunity to gain a complete picture of the industry rather than narrow view of one aspect/sector.</p> <p>To be managed by FRDC or peak industry body-suggest initially two cadetships per year- each to attract salary of ~ \$60,000. Similar models to pilot the cadetship have been costed at \$160,000 p.a. per cadet.</p>

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
Industry representation	AICD – Governance for Directors” (1 day)	Helps gain an understanding of the wide range of directors’ duties and responsibilities and provide insight into the composition and structure of a board	AICD (1 day)- conducted in all states/territories	One of a series of introductory courses for middle level representatives, that assist new advisory/committee members understand their responsibilities
	AICD “Foundations of Directorship”	Covers all the key areas you will need to be across as a board director, including modules on board duties, meeting processes, finance and strategy.	AICD (3 days)	There are also several Skill Sets which offer nationally recognised training for those preparing to serve on Boards and committees, e.g. SITSSD00038 Governance for Board Members, SISS00076/7 Organisation Governance - Board/Committee. Individual units include BSBGOV401 Implement board member responsibilities
	AICD “Reporting to the Board”	Provides senior executives and managers with guidance on the structure and characteristics of good board reports	AICD (1/2 day)	

Business Operations

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
Responsibilities as an employer including managing employees	Employer Starter Kit – website www.peopleinag.com.au (launched 12 Dec 2016) - refer thepeopleindairy.com.au/eski for details on ESKi	An employment information gateway- provides easy access to information and documents to employers	Freely available. Open access to www.peopleinag.com.au after launch of the program 12Dec 2016.	Based on highly regarded ESKi program (Employment Starter Kit Initiative) compiled by Dairy Australia- covers employer and employee rights and responsibilities, recruitment, induction, payroll, leave, EBAs. Information also available in folders. New site to be launched 12 Dec 2016 contextualised to meet requirements of cotton, pork, dairy, meat and livestock and grains industries. Guides etc. highly relevant to seafood industry and could be easily modified.
Gauging employee well-being	‘Employer of Choice’ review of employee-employer interactions	Easily applied tool designed to help businesses with a number of employees take stock of their current employee practices including attraction and retention of works, support and mentoring of staff, job design, skill development, responsibility and engagement, and reward and recognition	Various- SkillSmart (Janine Piip) janene@skillsmart.net.au 0488428824 Dane Consulting (Niel Jacobsen) Daneconsult@bigpond.com	Recognises that that improving the employment experience of the workforce has become a crucial factor in building successful businesses. One aspect that should be examined is the relationship between supervisors and workers, and the need for supervisors to receive some development assistance in undertaking their role.

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
WH & S	<p>Rural Industries RDC half day workshop</p> <p>Unit BSBRK401 Identify risk and apply risk management processes. (other units-short courses available including BSBWHS401 Implement and monitor WHS policies procedures and programs to meet legislative requirements</p>	<p>Workshop details from RIRDC rirdc@rirdc.gov.au</p>	<p>Workshop designed to be facilitated by industry representative.</p> <p>There are also numerous units on WH & S- refer www.training.gov.au</p>	<p>Rural industries RDC offers a half-day workshop designed as an awareness session aimed at providing participants the ability to review their current WH & S policies and procedures, and to identify hazards and risks within the work environment.</p> <p>A comprehensive summary of all WH & S units relevant to the agriculture/food industries completed by RIRDC in September 2016 is available from RIRDC or the project team.</p>
Induction of new workers	<p>No industry wide program. Basis for developing envisaged program exists including SFICORE 103C Communicate in the seafood industry and SFICORE105B Work effectively in the seafood industry</p>	<p>Would cover WH & S, the industry, personal work responsibilities, documentation, food safety, environmental factors etc.</p>	<p>Designed to be run by member of the businesses management team</p>	<p>Framework for an induction program for businesses operating across all industry sectors and regions could easily be developed providing consistent information to industry employees and other stakeholders.</p>

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
Career Development	Career Harvest	To increase the awareness of career pathways available to seafood industry employees and the training pathways required to transition to new career options	www.careerharvest.com.au	Overhauled in August 2016- includes current information on jobs, skill requirements and training opportunities for a range of seafood industry careers and jobs. Useful tool for employers to guide workers on industry career options etc.

Business/Organisation Management

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
Export Awareness	Food Innovation Australia Ltd – provides online tutorials for businesses interested in developing their export capability by providing information, buyer presentations and links to key support agencies	To increase the capability and profitability of the seafood industry businesses through export awareness and development of specific skills	Food Innovation Australia Ltd info@fial.com.au 03 9731 3422	
	Food Export Training- Export 101	Two-day program – takes participants from product realisation to export markets-provides focused export advice linked to participants' individual	Robert Sutton- Lost River Consulting lostriverinfo@bigpond.com	Two known programs provided - an option is to commission a business well experienced in the peculiarities of the seafood industry to develop an export awareness program; e.g., Askonsulting (Alan Snow)

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
		businesses/industry sector		
Digital awareness	Digital Strategies	Online and face to face digital strategy workshops that support the implementation of a digital strategy across the business Including marketing, sales, operations, IT, HR and finance, improves digital footprint.	Think Digital (Tim Gentle) tim@think.digital 0422900858	To increase the capability and profitability of seafood industry businesses through the use of digital initiatives. Provides confidence to connect and utilise internet services. Note: there are numerous short courses based on units from a range of Training Packages e.g., FSKDIG01/3 Use digital technology for basic/routine workplace tasks
Social Media	Communicating your business/organisation	Focus on awareness of responsible managers and business operators around media with a focus on social media	Julia Telford Engage and Create Consulting info@engageandcreateconsulting.com.au 0427 408 713	Aimed at increasing the awareness and providing skills on media and the breadth of social media platforms available to the seafood industry. Various units available from Training Packages e.g.: <ul style="list-style-type: none"> BSBMKG527 Plan social media engagement
	Think Digital	3 hr workshop that provides an overview of the social media landscape and helps participants identify what will work for their organisation. Includes developing a social media strategy and demonstrates results.	Think Digital (Tim Gentle) tim@think.digital 0422900858	Relevant units from national Training Packages include: <ul style="list-style-type: none"> SITXEBS002 Develop, implement and monitor the use of social media in a business ICTWEB201 Use social media tools for collaboration and engagement

1. Development priorities	2. Existing Course, program	3. Outline	4. Service provider	5. Comments
<p>Succession planning (SMEs)</p>	<p>Succession planning workshop (2 options each x 1 day)</p>	<p>Provide participants with tools and strategies aimed at SMEs and family businesses to develop a staged succession plan for the business</p>	<p>Proagtive (succession planning specialists) info@proagtive.com.au</p>	<p>Workshop covers 12 areas including what is succession planning, need to document business policies, viability and financial planning, need for formal communications strategy, u/s working capital.</p> <p>There is also the opportunity to develop case studies illustrating the consequences of good and bad succession planning for dissemination through the industry's networks (RACs, IPAs) accompanied by guidance on options for industry members to commence the process.</p>