

TAIRAWHITI EMPLOYMENT SKILLS SURVEY



HEALTH AND OTHER SOCIAL SERVICES SECTOR

SURVEY RESULTS

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1.0 INTRODUCTION

The Tairawhiti Employment Skills Research Project was jointly commissioned in September 2005. The steering group behind the survey included representatives of Tairawhiti Polytechnic, Tertiary Education Commission, New Zealand Trade and Enterprise, Gisborne Herald, Gisborne District Council, Chamber of Commerce, Employers and Manufacturers' Association, Eastland Community Trust, Te Runanga O Ngati Porou, Te Runanga O Turanganui-a-Kiwa and Ministry of Social Development. The survey process was guided by a reference group of representatives from local industry and the education and training sector.

The aim of the research was to complete a stock-take of current and future skill needs and knowledge gaps across key industries and job types. This will assist in developing more effective education and training provision for key sectors and will provide a sound base to develop industry-specific strategies for attracting and retaining skilled staff.

The research was undertaken from September to December 2005. A total of 503 Tairawhiti District employers participated by filling in a self-return survey. In addition, 120 employers were interviewed in person to collect more in-depth information on local employment and skill issues.

The 503 employers surveyed represented around 11.3% of all employers in Tairawhiti District and provided 26.8% of employment¹ in the district. Based on a standard sampling programme, the survey sample would have an allowable error of 4.3% at a 95% confidence level. The 503 employers surveyed represented a 26.3% response rate from the 2,030 employers (less 116 businesses unable to be contacted) in a database covering businesses in the district.

This report presents background information and survey results for the health and other social services sector, including the results of 37 self-return surveys and 12 face-to-face interviews. This represents 22.6% of all businesses in the health and other social services sector and 56.3% of employment.

For the purposes of this research, the health and other social services sector classification includes the following business types:

- Aged care and support, resthomes and retirement villages
- Community care
- Counselling and psychologists
- Dentists
- Health and fitness centres
- Hospitals
- Medical centres and general practices
- Medical laboratories
- Optometrists
- Physiotherapists and chiropractors
- Social work
- Veterinarians.

¹ Employment count includes full-time and part-time employees.

2.0 HEALTH AND OTHER SOCIAL SERVICES OVERVIEW

There are 164 organisations in the Gisborne Region involved in health and community services employing 2,130 people (10.4% of district employment). Overall, this sector is slightly more important locally (1.1 times as important) than it is nationally, particularly the health services sector.

The New Zealand Institute of Economic Research (NZIER) estimates that GDP growth over 2005 to 2010 is expected to remain well above average, growing by 4.6% per annum, bringing with it increased employment opportunities, many of a part-time nature. This growth is likely to be reflected in the local economy with increased employment opportunities in the future.

The steady employment growth experienced in this sector is expected to continue into the future. An estimated increase in employment of 187 full-time and part-time positions (or 8.8%) is expected in the health and other social services sector through until 2008, with the majority of these being in health services.

3.0 SAMPLE DETAILS

Overall, the 37 health and other social services employers that completed a self-return survey employed a total of 1,235 staff; 927 full-time, 273 part-time and 35 casual staff. A total of 30 businesses employed full-time staff, 25 employed part-time staff and nine employed casual staff. The number of full-time staff ranged from one to 700. On average, businesses with full-time staff employed 31, those with part-time staff employed 11 and those with casual staff employed four.

A total of 12 employers in the health and other social services sector were interviewed. All 12 businesses had full-time employees with the number of full-timers in each business ranging from one to 86 (average of 12 full-time staff). A total of nine employers also had part-time staff, while one employed casual or seasonal staff.

The majority (86.5%) of employers in the health and other social services sector sample were located in the Gisborne area, while a further 8.1% of employers were located in other areas including Ruatoria, Wairoa, Okitu and Wainui.

4.0 RESEARCH RESULTS

4.1 Current Vacancies

While 73.3% of employers in the health and other social services sector did not have any current vacancies, 27.0% (ten employers) did. In total, 47 full-time, ten part-time and three casual positions were available for the following job types:

- Caregiver
- Manager
- Neuro psychologist
- Nurse
- Occupational therapist
- Office worker
- Orthodontic assistant
- Personal care professional
- Psychologist
- Receptionist
- Registered nurse
- Resource coordinator.

4.2 Recruitment and Retention

4.2.1 *Jobs hardest to fill*

While 48.6% of survey respondents had not experienced difficulty filling any specific positions in their organisation, 48.6% (18 employers) had. When asked which specific job types were hardest to fill, the positions mentioned included:

- Enrolled nurse
- Locum general practitioner
- Medical laboratory scientist
- Occupational therapist
- Office manager
- Optometrist
- Orthodontic assistant
- Personal care professional
- Pilates instructor
- Psychiatrist/psychologist
- Receptionist
- Senior medical clinical position
- Service centre and volunteer coordinator
- Speech therapist.

Interview respondents also mentioned difficulty recruiting for positions such as administration assistant, finance, health specialist, IT staff, mental health worker, personal assistant, registered nurse, social worker, technician, tradesman and website developer.

A lack of people with skills and experience was most commonly mentioned by respondents as a reason for these recruitment difficulties (eg, “overall lack of registered nurses in Tairawhiti”, “national shortage of GPs” and “insufficient numbers coming through degree courses”). Other reasons included difficulty attracting skilled people to the local area (eg, “overseas applicants frequently move to larger centres after one or two years” and “difficult to get people to come to Gisborne”), higher pay rates elsewhere (eg, “pay issues”), lack of training being provided (eg, “less training now provided”) and lack of people motivated to work in the industry (eg, “it is difficult for people to give their time and energy freely”). One employer stated that “we can provide training but it is very time consuming to have someone with the right skills. It is too slow a process to get people from overseas through immigration”.

Suggested actions to address these difficulties included:

- Look at retaining people by highlighting the lifestyle in Gisborne.
- Encourage flexible working hours.
- Take a look at training locally.
- Reduce student debt.
- Hire people only when necessary.
- Increase contractual obligations.
- Inequalities in funding levels need to be alleviated (Government problems).
- The way that training has been set up needs to be broader - the view of health is currently too narrow.
- Take on women returning to the workforce.
- Look at the apprenticeship system.

4.2.2 Methods for filling vacancies

Survey respondents were asked about the methods they used to fill vacancies in their business. The majority (89.2%) used methods at a local level, while two-fifths (43.2%) used national level methods and 13.5% used international level methods.

The most common methods used to fill vacancies were local newspaper advertising (75.7%), word of mouth (59.5%), national newspaper advertising (24.3%), head hunting and recruitment agencies (both with 21.6%) and Internet advertising and Industry publication/newsletter (both with 18.9%).

4.2.3 Jobs hardest in which to retain staff

The majority (83.8%) of survey respondents indicated that they did not find it difficult to retain staff, while 13.5% (five employers) did. The job types that were given as being difficult in which to retain staff included ambulance driver, clinical staff, medical laboratory scientist, occupational therapist and registered nurse. Interview respondents also mentioned difficulty retaining staff in roles such as health and safety, registered nurse, technical staff and professional staff.

Respondents felt that difficulties in retaining staff were due to issues specific to their business (eg, “small lab which does a limited amount of testing”), issues within the Gisborne District (eg, “overseas appointees often use a small centre as a gateway before moving to larger centres to labs with a wider range of tests” and “registered nurses are short across Tairawhiti because of bigger money elsewhere”) and national issues within the industry (eg, “pressures of the job”).

Interview respondents also added that difficulties in retaining staff were due to compliance issues, the nature of the work (ie, working public holidays), limited contracts annually and lack of stability.

Of the five respondents who identified difficulties in attracting or retaining employees, 60.0% (three respondents) had used strategies to offset the impact on their business. Strategies included having existing employees work longer hours, having existing employees lift productivity, outsourcing work to other businesses and paying more for employees.

4.3 Projected Employment

Employers in the health and other social services sector anticipated 21.2% growth in full-time employment over the next three years (47 additional positions across 28 employers)². The main occupational category expected to experience growth was service and sales workers (32) followed by professionals (19). The only occupational category expected to decline was plant, machine operators and assemblers (-15).

Growth in projected employment of part-time and casual workers was also in the area of service and sales workers.

Employer anticipated growth is lower than the APR projection of 8.8% employment growth (187 full-time and part-time positions) over the period 2005 to 2008.

4.4 Skill Needs

Half (50.0%) of survey respondents felt that computer/IT skills and professional skills were likely to become more important for their employees over the next three years. Also commonly identified were leadership skills (43.2%), management/business skills and cultural skills (both with 40.5%) and customer service skills (37.8%).

4.5 Education and Training

Employers were asked in which skill areas they require education and training programmes to support the development of their business. A need for computer/IT training was identified by 59.5% of respondents, followed by professional skills (56.8%) and management/business skills (51.4%).

Respondents were asked about the methods of education and training delivery they had used. Over four-fifths (83.8%) used seminars/workshops, 70.3% used on-site training, 35.1% used distance learning, 32.4% used block courses and 18.9% used off-site training.

The majority (91.7%) of interview respondents used distance learning and commented that “our staff keep up-to-date with what is going on” and “distance learning produces a skill set that cannot be accessed locally”. Three-quarters (75.0%) of interview respondents used classroom learning, 66.7% used in-house training (eg, “cost effective and localised”) and 58.3% used on-job training (eg, “visiting experts give seminars”).

² Sample only includes data where respondents identified both data for the current number of employees (2005) and expected employees in three years' time (2008).

A total of 56.8% of survey respondents used local education and training programmes within Tairawhiti District. Respondents listed the following education and training programmes when asked to comment on how well these programmes met the needs of the business/organisation:

- Adult education
- Advertising
- Cash accounting
- Certificate in office systems
- Communication training
- Computer/IT
- Family violence
- First aid
- KiwiHost
- Management
- Mental health certificate
- Nursing degree
- Social services diploma
- Strategic planning
- The Resource Management Act
- Treaty of Waitangi workshop.

Overall, respondents rated these programmes positively with comments including “allowed to progress at own pace”, “good information gained”, “the presentation of both training workshops was lively and the involvement of the participants was great” and “meets our requirements via policies”.

Two-fifths (41.7%) of interview respondents used local education and training. Comments relating to training included “cheap and affordable”, “keeps staff within the district utilising what exists”, “good courses” and “we know who we are dealing with - local is always good”. Negative comments included “the quality could improve at some places” and “becomes too insular”. Those interview respondents who did not use local education and training gave reasons such as:

- Do specialist courses elsewhere that are not available here.
- Use Internet to keep informed via the relevant national organisations.
- Not sure of availability of finance for training.
- Time and finance issues.
- Inability to relieve many people at once for training.
- Staff are already pretty competent.

Interview respondents were asked what opportunities there were to improve the local provision of education and training. Responses included:

- More on-line training is needed in this district for specific skills.
- Private training establishments set people to under achieve so this needs to improve.
- Training providers need to communicate with employers.
- There needs to be a strategic industry focus in the area.
- The region is provided for very well given the relative size and distance.

Employers were asked to list their requirements in terms of specific areas of education and training that are not currently provided locally. Requirements that were mentioned included:

- Additional educators within Gisborne for ACE Programme.
- Business course.
- Counselling skills training that is NZQA recognised.
- Conflict resolution training to ensure tolerance of all viewpoints.
- Customer service courses.
- Data entry skills.
- Dental auxiliary training.
- Dental chairside assisting.
- Diploma level course in massage as well as advanced workshops/seminars in massage.
- Disaster training and emergency planning.
- General legal and management skills to deal with difficult staff problems and overly assertive staff.
- Health and Safety Committee representatives training.
- Legal knowledge for employers.
- Personal assistant training.
- Specific IT experience and Med Tech 32
- Website development.

4.6 Work Readiness

Employers were asked how well secondary school education, tertiary education/training and industry/business contributed to the work readiness of people in Tairawhiti District.

4.6.1 Secondary school education

Only 8.1% of employers felt that secondary school education contributed “very well” to work readiness, 37.8% said “okay” and 16.2% said “not well”. A further 37.8% were unable to comment.

When asked how work readiness could be improved, employers’ comments included:

- Job requires a passion and a genuine caring attitude towards people.
- Provide good work experience through the Gateway Programme.
- Students need critical thinking, investigatory and writing skills.
- Applicants often have no idea how to dress or present for interviews.
- General attitude of many school leavers to work ethics is mediocre.
- School leavers miss out because of a lack of input from family and friends.
- Learn more realistic things in school to equip them when job hunting.
- They do not prepare people for the need to work at "employment" pace and for a full week.
- Have better career advice - get different people coming into the schools to talk about their industry.

Interview respondents were asked what secondary schools could do more of in order to have better relationships with industry sectors. Responses included “gain a clearer picture of what is occurring in the industry” and “improve communication” between secondary schools and industries.

4.6.2 Tertiary education and training

When asked how well tertiary education and training providers contribute to work readiness, 8.1% of respondents said “very well”, 54.1% said “okay” and only 5.4% said “not well”. A further 29.7% were unable to comment and 2.7% did not specify an answer.

When asked how work readiness could be improved, employers’ comments included:

- I think the polytechnic does a fine job of producing work ready graduates.
- Ensure training is accessible in terms of timing and cost.
- Provide programmes to suit the jobs available in the area. There are too many courses that will never lead to work.
- Ensure students dress appropriately for interviews - often scruffy with inappropriate language.
- UCOL could give their nursing students more practical experience.
- Realistic assessment of people’s abilities to undertake work roles.
- I feel that training in tertiary education has improved with registered nurses being able to train in Gisborne.
- Provide more tertiary education.

Interview respondents were asked what tertiary education and training providers could do more of in order to have better relationships with industry sectors. Responses included “talk, talk and then talk some more”, “a better relationship is important to get a good perspective on each others’ work” and “encourage a stronger interface with industry”.

4.6.3 Industry or business

When asked how well industry or business contribute to work readiness, 10.8% of respondents said “very well” and 43.2% of respondents said “okay”, while 5.4% said “not well”. A further 40.5% were unable to comment.

When asked how work readiness could be improved, employers’ comments included:

- I have seen the results of students backed by local businesses and industries and find these students have realistic and achievable life goals and are often willing to help and support others.
- Instigate more work experience programmes.
- There is in-house training available although if training is available elsewhere staff tend to pay to attend out of their own pockets as organisations do not always have the funding to send staff to the various training.
- Some do better than others, particularly in presentation and punctuality.

4.6.4 Sectors of the labour market

Interview respondents were asked whether they employed people from four sectors of the potential labour market.

School leavers were employed by half (50.0%) of interview respondents, with reasons given such as “good for casual/part-time labour” and “it depends on the job and what we need for that position”. Reasons for not employing school leavers included “we need people with the right skills and experience” and “we hire the people we need”.

Mature people were employed by three-quarters (75.0%) of interview respondents, with reasons given such as “skills based position - we hire mainly from this group” and “they have good work ethics and stickability”. One employer stated that “we are a specialised health service with regulations - we cannot hire untrained staff”. Interview respondents suggested that improving interpersonal skills, undertaking mentoring and appropriate training and getting along with people would aid in making mature people more work ready.

Unemployed people were employed by 58.3% of interview respondents, with comments such as “there are opportunities” and “they are really happy to have a job so they work hard”. Comments for not employing them included “we need people with the right skills and experience”. Interview respondents suggested that upskilling, improving work ethic, motivational and interpersonal skills and being vibrant would aid in making unemployed people more work ready.

Tertiary qualified people were employed by three-quarters (75.0%) of interview respondents, with reasons given such as “need certain people to meet compliance and expectation of delivery” and “we employ mainly from this group”.

Other comments relating to education and training provision in the health and other social services sector included:

- Difficulty in recruiting occupational therapists into Gisborne District. It is a woman based profession so many women leave. I would like to see more Gisborne people entering the occupational therapy training course in Auckland and Dunedin.
- I believe too many people are being pushed through with qualifications and little or no work experience.
- Many young Maori are talented but are not achieving - this needs attention.
- Our customer base is small and rural - travelling long distances is expensive and it's getting tougher all the time.
- Education and training opportunities in our industry are very good and of a high standard. The one problem we have living in Gisborne is that our nurses cannot make a certain training course due to work commitments. They have to wait a long time before the course is available again.
- Limited by what local providers can provide versus what we require.
- Our local hospital and ACC run training courses relevant to my position and allow us to attend which I am most grateful for. I do hear of relevant training out of town but being so isolated, trainers avoid Gisborne due to costs.
- Receive information regularly from polytechnics, council and McCullochs for courses for staff.
- Too many training establishments all offering the same thing doesn't make sense.
- At times, training for programmes is too far apart and by the time other training comes around, what was learnt in the first one is somewhat 'fuzzy'.
- People have to be qualified now to work in elderly care; more programmes are becoming available in our industry sector.
- Keep an open line of communication between students and facilitators for support, either technical or otherwise.
- Training is available to suit the services we provide, however sometimes they are run concurrently with each other.

5.0 SUMMARY

Key points arising from the health and other social services sector research are as follows:

- A total of 1,235 staff were employed; 927 full-time, 273 part-time and 35 casual staff.
- Respondents anticipated 21.2% growth in full-time employment over the next three years (gain of 47 positions), while APR predicted 8.8% growth.
- Over one-quarter (27.0%) of employers surveyed had current vacancies.
- Less than half (48.6%) of respondents had experienced difficulty filling specific positions within their organisation. Job types that were mentioned as difficult to fill included enrolled nurse, locum, medical laboratory scientist, occupational therapist, manager, optometrist, orthodontic assistant, psychiatrist, receptionist, senior medical clinical position, and speech therapist. Issues identified as contributing to staff recruitment difficulties included a lack of people with skills and experience and difficulty attracting skilled people to the local area.
- The majority (89.2%) of employers used methods at a local level to fill vacancies within their business. The most common methods used to fill vacancies were local newspaper advertising (75.7%) and word of mouth (59.5%).
- Only 13.5% of employers had experienced difficulty retaining staff in specific positions. Job types that were mentioned as difficult in which to retain staff included ambulance driver, clinical staff, medical laboratory scientist, occupational therapist and registered nurse. Employers felt retention difficulties were due to issues specific to their business and issues within the Gisborne District.
- Skills likely to become more important in the workplace over the next three years included computer/IT skills, professional skills, leadership skills and management/business skills.
- Future skill and knowledge needs focused around computer/IT training, professional skills and management/business skills.
- The two most popular modes of training used were seminars/workshops and on-site training.
- Over half (56.8%) of employers in the health and other social services sector used local education and training programmes within Tairawhiti District.
- Employers suggested that encouraging the Gateway Programme, improving students' critical thinking, investigatory and writing skills, improving interview techniques, matching training to industry requirements, enhancing career advice and focusing on improving presentation and punctuality would all lift the work readiness of people in the district.

APPENDIX 1: SELF-RETURN SURVEY RESULTS

Q1a Where is your business located?

	Number	Percent
Gisborne	32	86.5%
Te Araroa	0	0.0%
Ruatoria	0	0.0%
Tokomaru Bay	0	0.0%
Tolaga Bay	0	0.0%
Matawai	0	0.0%
Te Karaka	0	0.0%
Other	3	8.1%
Not specified	2	5.4%
Total	37	100.0%

Other specified:

- Gisborne and also have clinics in Ruatoria and Wairoa.
- Okitu.
- Wainui/Okitu

Q1b Which type of industry is your business MAINLY involved in? (tick ONE only)

	Number	Percent
PRIMARY INDUSTRIES		
Fishing	0	0.0%
Agriculture	0	0.0%
Horticulture	0	0.0%
Forestry	0	0.0%
SECONDARY INDUSTRIES		
Manufacturing	0	0.0%
Wood and paper product manufacturing	0	0.0%
Engineering	0	0.0%
Electricity, gas and water supply	0	0.0%
Construction	0	0.0%
TERTIARY INDUSTRIES		
Wholesale trade	0	0.0%
Retail trade	0	0.0%
Tourism and hospitality	0	0.0%
Transport, distribution, logistics and storage	0	0.0%
Communication services	0	0.0%
Professional and business services	0	0.0%
Government services	0	0.0%
Education services	0	0.0%
Health and other social services	37	100.0%
Cultural and recreational services	0	0.0%
Personal services	0	0.0%
Total	37	100.0%

Q1c What goods/services does your business produce?**Listings for businesses coded to health and other social services:**

- Audiology clinic.
- Car seat scheme, driver licence courses and road safety education.
- Care for elderly.
- Caring for the elderly.
- Complementary and alternative medicine.
- Dental services, citrus orchards.
- Dental.
- Diagnostic medical testing to primary referrers plus related.
- Disability support services, primarily at people's home address.
- Education and support for people affected by arthritis.
- Eye examinations, spectacles and contact lenses.
- Eye examinations, spectacles, contact lenses.
- Fire safety advice and fire rescue services.
- For treatment of muscular skeletal disorders, sports injuries, workplace assessment, pain and stress, management, hydrotherapy, self management of chronic pain.
- Free confidential and impartial advice to anyone who needs help to solve a problem.
- General Practice.
- Health management.
- Health services - assessment and rehabilitation of ACC clients, private individuals and Chelsea Hospital clients.
- Hearing testing, needs assessment, information and equipment for hire or to buy for disabled people, allocation of Ministry of Health Disability Support Service.
- Home management skills, advice and information service to refugees and migrants, budgeting education, community road safety, prevention of family violence and child abuse, etc.
- Hospital.
- Massage and other complementary health services: massage, breath therapy, sport remediation, Reiki, flower essences and aromatherapy.
- Medical centre.
- Medical services.
- Monitor clients individually with food programmes and use 100% herbs to assist the process.
- Orthodontist. Dental service specialising in the straightening of teeth.
- Physiotherapy.
- Provide Pilates based exercise for fitness, special target groups (multiple sclerosis, osteoporosis), physiotherapy and exercise rehabilitation and dance classes.
- Provide podiatry services and care for the feet.
- Providing education, health promotion, support and advocacy on cancer related issues to the community within Gisborne East Coast Region.
- Residential care of the elderly.
- Social services for elderly people in the community.
- SPCA - animal welfare.
- Support and counselling for survivors of sexual abuse.
- Support information/education advocacy for families/whanau who experience mental health issues.

Q2 How many people do you currently employ on a full-time, part-time and casual basis within the Gisborne District?

	Number of businesses	No of employees			
		Min	Max	Total	Average
Full-time	30	1	700	927	31
Part-time	25	1	135	273	11
Casual	9	1	20	35	4

Note: Zero values have been removed

Q3a Do you currently have any vacant positions?

	Number	Percent
No	27	73.0%
Yes	10	27.0%
Not specified	0	0.0%
Total	37	100.0%

Q3b If yes, please specify in the table below the name and number of vacancies, and whether these positions are full-time, part-time or casual/short term/seasonal?

	Sample with vacancies	Position		
		Full-time	Part-time	Casual
Managers	1	3	0	0
Professionals	6	13	3	2
Technicians and associate professionals	4	6	1	0
Clerks	3	2	0	1
Service and sales workers	1	22	0	0
Agriculture, horticulture and forestry	0	0	0	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	1	1	6	0
Total		47	10	3

Note: Sample not additive as respondents could identify vacancies in more than one area

Vacant positions for managers, administrators and legislators:

Managers	Full-time	Part-time	Casual
Manager.	2	0	0
Resource co-ordinator.	1	0	0
Total	3	0	0

Note: 1 company identified vacancies

Vacant positions for professionals:

Professionals	Full-time	Part-time	Casual
Nurse.	2	1	0
Occupational therapist.	1	0	0
Registered nurse.	1	2	2
Not specified	9	0	0
Total	13	3	2

Note: 6 companies identified vacancies

Vacant positions for technicians and associate professionals:

Technicians and associate professionals	Full-time	Part-time	Casual
Enrolled nurse.	1	1	0
Fire-fighter.	1	0	0
Neuro psychologist.	1	0	0
Occupational therapist.	1	0	0
Orthodontic assistant.	1	0	0
Psychologist.	1	0	0
Total	6	1	0

Note: 4 companies identified vacancies

Vacant positions for clerks:

Clerks	Full-time	Part-time	Casual
Office worker.	1	0	0
Receptionist.	0	0	1
Not specified	1	0	0
Total	2	0	1

Note: 3 companies identified vacancies

Vacant positions for service and sales workers:

Service and sales	Full-time	Part-time	Casual
Key worker or caregiver.	22	0	0
Total	22	0	0

Note: 1 company identified vacancies

Vacant positions for elementary workers:

Elementary	Full-time	Part-time	Casual
Personal care professional.	1	6	0
Total	1	6	0

Note: 1 company identified vacancies

Q4a Have you experienced difficulty filling any specific positions in your organisation?

	Number	Percent	
No	18	48.6%	[go to Q5]
Yes	18	48.6%	[continue]
Not specified	1	2.7%	
Total	37	100.0%	

Q4b If yes, which specific positions in your organisation are hardest to fill? Why?

Name of position	Frequency	Reasons why position is difficult to fill					
		Lack of people with skills and experience	Lack of training being provided	Difficult to attract skilled people to local area	Higher pay rates in other parts of NZ or in other countries	Lack of people motivated to work in industry	
Clinical position (senior, medical).	1	0	0	0	0	0	
Enrolled nurse.	1	1	0	0	0	0	
Locum general practitioner.	1	0	0	1	1	0	
Medical laboratory scientist.	1	1	1	1	0	0	
Occupational therapist.	2	2	0	2	1	0	
Office manager.	1	1	0	0	0	0	
Optometrist.	1	0	0	1	0	0	
Orthodontic assistant.	1	0	1	0	0	0	
Personal assistant.	1	1	0	0	0	0	
Personal care professional.	1	1	0	1	0	0	
Pilates instructor.	1	1	0	1	0	0	
Psychiatrist/psychologist.	1	1	0	1	1	0	
Receptionist.	1	0	1	0	0	0	
Registered nurse.	4	2	0	1	2	1	
Service centre and volunteer coordinator.	1	1	0	0	0	0	
Speech therapist.	1	1	0	1	1	0	
Volunteer.	1	1	0	0	0	0	
Total	21	14	3	10	6	1	

Other specified:

- Also the fee for service structure of government contracts. No work, no pay.
- This job needs someone near retirement or someone with children.

Reasons explained:

- HPCA has prevented us from using untrained staff although there is currently no facility in New Zealand to train staff.
- In the neonatal sector, cannot compete with the District Health Board. Overall lack of registered nurses in Tairāwhiti.
- Insufficient numbers coming through degree courses. Overseas applicants frequently move to larger centres after one or two years.
- It is difficult for people to give their time and energy freely.
- Less training now provided. Let registration lapse.
- National shortage of GPs.
- No specific IT experience.
- Pay issues.
- There seems to be a high demand for people with advanced office people skills.
- We can provide training but it is very time consuming to have someone with the right skills. It is too slow a process to get people from overseas through immigration.

Q5 This question is about how you fill vacancies in your business.**Q5a Please indicate whether you use methods at a local, national and/or international level to fill vacancies in your business**

	Number	Percent
Local	33	89.2%
National	16	43.2%
International	5	13.5%
Not specified	2	5.4%
Sample	37	

Note: Not additive as respondents could identify multiple areas

Q5b Please tick the methods that you use:

	Number	Percent
Word of mouth	22	59.5%
Head hunt	8	21.6%
National newspaper advertising	9	24.3%
Local newspaper advertising	28	75.7%
Radio advertising	3	8.1%
Recruitment agencies	8	21.6%
Internet advertising	7	18.9%
Work and Income	3	8.1%
Industry publication/newsletter	7	18.9%
Notice in shop window	0	0.0%
Unsolicited CVs	3	8.1%
Other	3	8.1%
Not specified	2	5.4%
Sample	37	

Note: Not additive as respondents could identify multiple methods

Other specified:

- Flyers and letterbox distribution.
- Maori networks - the 'kumara vine'.
- We approach those we are interested in.

Q6a Do you find it difficult to RETAIN staff in your business?

	Number	Percent	
No	31	83.8%	[go to Q7]
Yes	5	13.5%	[continue]
Not specified	1	2.7%	
Total	37	100.0%	

Q6b If yes, which job types do you find difficult to retain staff in? Why?

Name of position	Sample	Reasons why position is difficult to retain staff in				
		An issue related to your specific business	An issue within the Gisborne District	A national issue within your industry	Other	
Ambulance driver.	1	1	0	0	0	
Clinical.	1	0	0	1	0	
Medical laboratory scientist.	1	1	0	0	0	
Occupation therapist.	1	1	1	1	0	
Registered nurse.	1	0	1	0	0	
Total	5	3	2	2	0	

Reasons explained:

- Pressures of job.
- Registered nurses are short across Tairāwhiti because of bigger money elsewhere.
- Small lab which undertakes a limited amount of testing. Overseas appointees often use a small centre as a gateway before moving to larger centres to labs with a wider range of tests.

Q6c If you have had difficulties in attracting or retaining employees within your business have you used any strategies to offset the impact of this on your business?

	Number	Percent	
No	1	20.0%	[go to Q7]
Yes	3	60.0%	[continue]
Not specified	1	20.0%	
Total	5	100.0%	

Q6d Please tick all strategies your business has used and provide details.

	Number	Percent
Having existing employees work longer hours	2	66.7%
Having existing employees lift productivity	2	66.7%
Using more equipment to replace labour	1	33.3%
Reducing output	1	33.3%
Outsourcing work to other businesses	2	66.7%
Reducing the hours of business	0	0.0%
Paying more for employees (includes better conditions)	2	66.7%
Owner(s)/operator(s) undertaking additional work	0	0.0%
Other	0	0.0%
Not specified	0	0.0%
Sample	3	

Note: Not additive as respondents could identify multiple methods

Details specified for having existing employees work longer hours:

None specified.

Details specified for having existing employees lift productivity:

None specified.

Details specified for using more equipment to replace labour:

None specified.

Details specified for reducing output:

None specified.

Details specified for outsourcing work to other businesses:

None specified.

Details specified for paying more for employees (includes better conditions):

None specified.

Q7 Based on industry trends and your current business plans, how many employees do you have now and realistically expect to have in 3 years' time?

Note: For these questions, the sample only includes data where respondents identified both data for the current number of employees (2005) and expected employees in three years' time (2008).

Full-time employment

	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Sample = 28				
Managers	17	20	21	1
Professionals	19	36	55	19
Technicians and associate professionals	10	16	18	2
Clerks	14	16	21	5
Service and sales workers	7	109	141	32
Agriculture, horticulture and forestry	0	0	0	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	1	15	0	-15
Elementary occupations	2	10	13	3
Other	0	0	0	0
Total		222	269	47

Part-time employment

	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Sample = 22				
Managers	8	6	7	1
Professionals	14	25	32	7
Technicians and associate professionals	6	9	10	1
Clerks	10	15	19	4
Service and sales workers	5	74	85	11
Agriculture, horticulture and forestry	1	3	3	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	2	2	2	0
Other	0	0	0	0
Total		134	158	24

Casual/seasonal employment

Sample = 9	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Managers	0	0	0	0
Professionals	5	2	4	2
Technicians and associate professionals	1	1	1	0
Clerks	1	1	1	0
Service and sales workers	4	160	178	18
Agriculture, horticulture and forestry	1	4	4	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	0	0	0	0
Other	0	0	0	0
Total		168	188	20

Q8 How are the skill needs of your employees likely to change over the next three years?

Skill changes over the next three years	More important	No change	Less important	Not applicable	Not specified
Core skills	24.3%	56.8%	0.0%	2.7%	16.2%
Management/business skills	40.5%	40.5%	0.0%	8.1%	10.8%
Technical skills	32.4%	21.6%	0.0%	29.7%	16.2%
Professional skills	54.1%	16.2%	0.0%	13.5%	16.2%
Trades skills	5.4%	13.5%	0.0%	59.5%	21.6%
Computer/IT skills	59.5%	21.6%	0.0%	5.4%	13.5%
Regulatory skills	32.4%	37.8%	0.0%	13.5%	16.2%
Customer service skills	37.8%	37.8%	0.0%	5.4%	18.9%
Leadership skills	43.2%	35.1%	0.0%	5.4%	16.2%
Sales skills	24.3%	29.7%	0.0%	29.7%	16.2%
Cultural skills	40.5%	29.7%	0.0%	8.1%	21.6%

Other specified and skills becoming more important:

- Caregiving.

Q9 What education and training/skills development programmes do you require to support development of your business?

	Number	Percent	Rank
Core skills	13	35.1%	6
Management/business skills	19	51.4%	3
Technical skills	10	27.0%	8
Professional skills	21	56.8%	2
Trades skills	3	8.1%	12
Computer/IT skills	22	59.5%	1
Regulatory skills	9	24.3%	10
Customer service skills	15	40.5%	4
Leadership skills	15	40.5%	4
Sales skills	10	27.0%	8
Cultural skills	13	35.1%	6
Other	6	16.2%	11
None	2	5.4%	
Not specified	3	8.1%	
Sample	37		

Note: Not additive as respondents could identify multiple programmes

Other specified (6 companies identified further education and training/skills development programmes):

- Caregiving.
- Health issues.
- Industry focused training.
- Inspectors course in animal welfare investigation at Auckland Unitech.
- Massage professional development courses.
- Product knowledge training for new hearing aids.

Q10a Have you (or any of your employees) used or do you currently use local education and training programmes (within Gisborne District)?

	Number	Percent
No	16	43.2%
Yes	21	56.8%
Not specified	0	0.0%
Total	37	100.0%

Q10b If yes, how well did/do these programmes meet the needs of your business/organisation?

	Number	Percent
Good	29	138.1%
Average	7	33.3%
Does not meet requirements	0	0.0%
Total ratings given	21	

Note: Not additive as respondents could identify multiple programmes

Breakdowns by programmes:

Programme	Frequency	Average rating 1=☺ 3=☹	Reason for rating of programme	Provider
Adult education.	1	2	<ul style="list-style-type: none"> We do not currently deliver this service so as of yet, this programme does not apply to us. 	<ul style="list-style-type: none"> Tertiary Education Commission.
Advertising.	1	2	<ul style="list-style-type: none"> Average. 	<ul style="list-style-type: none"> Radio Works.
Back education.	1	1	<ul style="list-style-type: none"> More aware for myself and for others. 	<ul style="list-style-type: none"> Tairawhiti District Health.
Back training.	1	1	<ul style="list-style-type: none"> Meets our requirements via policies. 	<ul style="list-style-type: none"> ACC and Rob Stewart.
Cash accounting.	1	1	<ul style="list-style-type: none"> The presentation of both training workshops was lively and the involvement of the participants was great. 	<ul style="list-style-type: none"> Creative training through Parerau Group.
Certificate in office systems.	1	1		<ul style="list-style-type: none"> Tairawhiti Polytechnic.
Communications.	2	1.5	<ul style="list-style-type: none"> Average. 	<ul style="list-style-type: none"> McCullochs' Business IMBE Education. Polytechnic.
Computer course.	2	1	<ul style="list-style-type: none"> Allowed to progress at own pace. 	<ul style="list-style-type: none"> Tairawhiti Polytechnic.
Computer courses (free courses).	1	1	<ul style="list-style-type: none"> Staff member report. 	<ul style="list-style-type: none"> Tairawhiti Polytechnic.
Customer skills.	1	1	<ul style="list-style-type: none"> Useful and a great presenter. 	<ul style="list-style-type: none"> McCullochs.
Demystifying the Resource Management Act.	1	1	<ul style="list-style-type: none"> The training shed some light on the RMA. 	<ul style="list-style-type: none"> Gisborne Law Centre.
Diploma in Social Services.	1	ns	<ul style="list-style-type: none"> Inadequate tutor skill base. 	<ul style="list-style-type: none"> Tairawhiti Polytechnic.
Disability awareness workshop.	1	2	<ul style="list-style-type: none"> Great opportunity to work with others agencies. 	<ul style="list-style-type: none"> Crippled Children Society.
EMA (Employers and Manufacturers Association) OSH course.	1	1		<ul style="list-style-type: none"> EMA.
Family violence.	1	1	<ul style="list-style-type: none"> Made to feel safe and confident. 	<ul style="list-style-type: none"> Tairawhiti District Health.
Financial workshop.	1	1	<ul style="list-style-type: none"> Good for new financial people. 	<ul style="list-style-type: none"> McCullochs.
First aid.	3	1	<ul style="list-style-type: none"> New approach to first aid. Much improved. Efficiently provided all necessary training skills required. Meets our requirements via policies. 	<ul style="list-style-type: none"> St. John's. Red Cross.
Good governance.	1	1	<ul style="list-style-type: none"> The presentation of both training workshops was lively and the involvement of the participants was great. 	<ul style="list-style-type: none"> Creative training through Parerau Group.
KiwiHost.	1	1	<ul style="list-style-type: none"> Great information and well presented. 	<ul style="list-style-type: none"> KiwiHost.
Management.	1	1	<ul style="list-style-type: none"> Good information gained. 	<ul style="list-style-type: none"> Turanga Ararau.

Programme	Frequency	Average rating 1=☹ 3=☺	Reason for rating of programme	Provider
Matapuna Trust medical receptionist.	1	2	• Experience from employed graduates.	• Matapuna.
McCulloch's Business Education.	1	1		
Mental health certificate.	1	2		• Polytechnic.
Nursing degree.	1	ns		
OSH training.	2	1.5	• Upskill staff.	• EMA.
Polestar Pilates Training Centre.	1	1	• Created quality staff at the end of training.	• Gisborne Pilates Group in association with Polestar Pilates International Teacher Training.
Problem gambling.	1	1	• Stressed the point of how much of a problem this is.	• Ngati Porou Houora.
Social Services Certificate.	1	2	• Upskilling staff.	• Te Wananga.
Social Services Diploma.	1	1	• Upskilling staff.	• Polytechnic.
Strategic planning.	1	1	• The facilitator made the process easy to read and understand.	• Syris Group (Eastland) Ltd.
Supervisors' course.	1	1	• Upskilling staff.	• Polytechnic.
Tairawhiti Community Law Centre workshops.	1	1	• Relevant for our volunteers.	• Tairawhiti Community Law Centre.
Treaty of Waitangi workshop.	1	1	• Practical, positive.	• REAP, Peter Moed.

Q11a Have you (or any of your employees) used or do you currently use any of the following methods of education and training delivery?

Methods of education and training delivery	Number	Percent
On-site (eg, on-the-job)	26	70.3%
Block course (eg, short-term duration in classroom)	12	32.4%
Off-site (eg, long-term duration in classroom)	7	18.9%
Distance learning (eg, correspondence, extramural)	13	35.1%
Seminars/workshops (eg, one-off, short-duration training)	31	83.8%
Sample	37	

On-site (eg, on the job)

On-site	Number	Percent
Yes	26	70.3%
No	5	13.5%
Not specified	6	16.2%
Total	37	100.0%

Comments for those using on-site training:

- 12 module training for volunteers.
- A large amount of our training is done on the job.
- ACC courses, Privacy Act training, in-house training for the Royal College of Practice Accreditation.
- Accounting package training.
- At this point in time our business employs only myself and my spouse. All training we undertake includes seminars, workshops and conferences.
- Handling of animals and animal health.
- Monthly training sessions and daily discussions.
- Red Cross.

- Training is done within the company at a charge to myself.
- We bring in training support from Napier at 25% of the local cost.
- We provide the necessary on the job training.

Block course (eg, short-term duration in classroom)

Block course	Number	Percent
Yes	12	32.4%
No	12	32.4%
Not specified	13	35.1%
Total	37	100.0%

Comments for those using block courses:

- At this point in time our business employs only myself and my spouse. All training we undertake includes seminars, workshops and conferences.
- Courses in specific areas.
- Helpful.
- Inspectors' course in animal welfare at Auckland Unitech.

Off-site (eg, long-term duration in classroom)

Off-site	Number	Percent
Yes	7	18.9%
No	16	43.2%
Not specified	14	37.8%
Total	37	100.0%

Comments for those using off-site training:

- At this point in time our business employs only myself and my spouse. All training we undertake includes seminars, workshops and conferences.
- Massey University.
- Red Cross.

Distance learning (eg, correspondence, extramural)

Distance learning	Number	Percent
Yes	13	35.1%
No	11	29.7%
Not specified	13	35.1%
Total	37	100.0%

Comments for those using distance learning:

- At this point in time our business employs only myself and my spouse. All training we undertake includes seminars, workshops and conferences.
- Massey papers.
- New Zealand Dental Council.
- Stressful.

Seminars/workshops (eg, one-off, short-duration training)

Seminars/workshops	Number	Percent
Yes	31	83.8%
No	3	8.1%
Not specified	3	8.1%
Total	37	100.0%

Comments for those using seminars/workshops training:

- ACC seminars.

- At this point in time our business employs only myself and my spouse. All training we undertake includes seminars, workshops and conferences.
- Hearing aid manufacturers seminars and audiologist conferences.
- Helpful.
- Open to the public.
- Run by different dental companies.
- Run by visiting pathologists and provider companies.
- Sexual abuse awareness programmes.
- Staff attend all relevant seminars.
- Workshops in specific areas of work.

Q11b If you, or any of your employees have a need for education and training in specific areas that is not currently provided in Gisborne District, please list your requirements below.

	Number	Percent
Other training/education	6	16.2%
IT courses	1	2.7%
Other	2	5.4%
Sample	37	

Note: 7 businesses identified a need for education and training in specific areas

*Comments coded to **other training/education**:*

- Counselling skills training that is NZQA recognised.
- Dental auxiliary training (only to be offered to Otago).
- Dental chairside assisting.
- Health and Safety Committee representatives training. Disaster training and emergency planning.
- I know many massage therapists in Gisborne who would like a diploma level course in massage as well as advanced workshops/seminars in massage.
- One educator for Gisborne district for ACE Programme.

*Comments coded to **IT courses**:*

- Specific IT experience and Med Tech 32.

*Comments coded to **other**:*

- Multiple requirements due to the complexity of the roles we have at TDH.
- Specific IT experience and Med Tech 32.

Q12a How well do you feel local SECONDARY SCHOOL EDUCATION providers contribute to the work readiness of people in Gisborne District?

	Number	Percent
Very well	3	8.1%
Okay	14	37.8%
Not well	6	16.2%
Don't know	14	37.8%
Not specified	0	0.0%
Total	37	100.0%

Q12b How could this be improved?

	Number	Percent
Work ethics/attitude/life skills	6	16.2%
Inclusion in school curriculum/careers guidance/closer liaison with industry	3	8.1%
Industry/work place training/work experience	3	8.1%
Basic education	1	2.7%
Education improvements/skills to be taught	1	2.7%
People from industries talking to students	1	2.7%
Other	0	0.0%
Sample	37	

Comments for very well:**Work ethics/attitude/life skills:**

- A lot of this depends on the individual. My job requires a passion and genuine caring attitude towards people.

Industry/work place training/work experience:

- Provide good work experience through the Gateway Programme.

Comments for okay:**Work ethics/attitude/life skills:**

- About half the school leavers who enter the local polytechnic National Certificate in Massage programme are successful. The other half are not. They need critical thinking skills, investigatory skills and writing skills.
- Applicants often have no idea how to dress or present for interviews.
- General attitude of many school leavers to work ethics is mediocre. This often shows at interviews and puts them out of the running.
- I would like to see school leavers have the attitude that 'the employer does matter'. School leavers seem to have an attitude that the world can wait until they are ready to deal with it. Sorry, these are negative comments, but I feel that school leavers miss out because of a lack of input from family and friends.
- Motivation for people to want to work is needed. I do not know if the school can do this or if it is up to the student.

Basic education:

- About half the school leavers who enter the local polytechnic National Certificate in Massage programme are successful. The other half are not. They need critical thinking skills, investigatory skills and writing skills.

Comments for not well:**Education improvements/skills to be taught:**

- Learn more realistic things in school to equip them when job hunting.

Industry/work place training/work experience:

- They do not prepare people for the need to work at 'employment' pace and for a full week.

Inclusion in school curriculum/careers guidance/closer liaison with industry:

- Education programmes in schools as part of the curriculum.
- Have better career advice, getting different people coming into the schools to talk about their industry. Local schools do not seem to prepare their students for work at all compared with Auckland.

People from industries talking to students:

- Have better career advice, getting different people coming into the schools to talk about their industry. Local schools do not seem to prepare their students for work at all compared with Auckland.

Comments for don't know:**Industry/work place training/work experience:**

- Sometimes some of this training is run at the same time and dates and therefore we tend to miss out in some areas. Maybe if there was coordinating of the programme, training could be attended.

Comments for not specified:

None specified.

Q13a How well do local TERTIARY EDUCATION and TRAINING providers contribute to the work readiness of people in Gisborne District?

	Number	Percent
Very well	3	8.1%
Okay	20	54.1%
Not well	2	5.4%
Don't know	11	29.7%
Not specified	1	2.7%
Total	37	100.0%

Q13b How could this be improved? Please outline any ways in which this could be done?

	Number	Percent
Positive comments on current tertiary education provided	5	13.5%
Barriers to education	2	5.4%
Work ethics/attitude/life skills/values/motivation	2	5.4%
Education improvements/skills to be taught	1	2.7%
Education/training standards	1	2.7%
Industry/work place training/work experience	1	2.7%
Other	0	0.0%
Sample	37	

Comments for very well:**Positive comments on current tertiary education provided:**

- I think the polytechnic does a fine job of producing work ready graduates.

Barriers to education:

- Sometimes some of this training is run at the same time and dates and therefore we tend to miss out in some areas. Maybe if there was coordinating of the programme, training could be attended.

Comments for okay:**Education improvements/skills to be taught:**

- Provide programmes to suit the jobs available in the area. There are too many courses that will never lead to work.

Work ethics/attitude/life skills/values/motivation:

- Applicants often have no idea how to dress or present for interviews. Often scruffy with inappropriate language.
- Learn more realistic things in school to equip them when job hunting.

Industry/work place training/work experience:

- UCOL could give their nursing students more practical experience. Too many academics. Tairawhiti Polytechnic Care of Older Person Certificate is excellent.

Education/training standards:

- Realistic assessment of people's abilities to undertake work roles.

Positive comments on current tertiary education provided:

- I feel that training in tertiary education has improved with registered nurses being able to train in Gisborne. There could be more tertiary education.
- Students seem more motivated, especially when they require holiday work. Students are more willing and punctual.
- Tertiary education and training is well covered in most areas.
- UCOL could give their nursing students more practical experience. Too many academics. Tairawhiti Polytechnic Care of Older Person Certificate is excellent.

Comments for not well:**Barriers to education:**

- We tried to use Tairawhiti Polytechnic to provide limited training but their price of \$7,500 was not able to be borne by us. We bring in an industry training provider from Hawkes Bay who, with no subsidy (not apparently available to the polytechnic), provides NZ certificate training at 25% of this cost.

Comments for don't know:

None specified.

Comments for not specified:

None specified.

Q14a How well do you feel INDUSTRY or BUSINESS contribute to the work readiness of people in Gisborne District?

	Number	Percent
Very well	4	10.8%
Okay	16	43.2%
Not well	2	5.4%
Don't know	15	40.5%
Not specified	0	0.0%
Total	37	100.0%

Q14b How could this be improved? Please outline any ways in which this could be done?

	Number	Percent
Industry/work place training/work experience	3	8.1%
Other	1	2.7%
Sample	37	

Comments coded to industry/work place training/work experience:

- I have seen the results of students backed by local businesses and industries and find these students have realistic and achievable life goals and are often willing to help and support others.
- Instigate more work experience programmes.
- There is in-house training available although if training is available elsewhere staff tend to pay to attend out of their own pockets as organisations don't always have the funding to send staff to the various training.

Comments coded to other:

- Some do better than others, particularly in presentation and punctuality.

Q15 Please make any general comments on current education and training provision in your industry sector.

- Difficulty in recruiting occupational therapists into Gisborne District. It is a woman based profession so many women leave. Would like to see more Gisborne people entering the occupational therapy training course in Auckland and Dunedin. Adequate training is available once practicing.
- Education and training opportunities in our industry are very good and of a high standard. The one problem we have living in Gisborne is that our nurses cannot make a certain training course due to work commitments. They have to wait a long time before the course is available again.
- I believe too many people are being pushed through with qualifications and little or no work experience and in some respect of no use to the sector - unless prepared to work voluntarily to gain experience.
- I comment only from my personal 'massage' perspective. The National Certificate programme is very good but could use a business skills component that prepares massage graduates for self-employment as that is what most massage graduates do. Also we need post National Certificate programmes in massage.
- Limited by what local providers can provide versus what we require.
- Need for an educator for the ACE Programme in Gisborne.
- Our local hospital and ACC run training courses relevant to my position and allow us to attend which I am most grateful for. I do hear of relevant training out of town but being so isolated, trainers avoid Gisborne due to costs.
- People have to be qualified now to work in elder care; more programmes are becoming available in our industry sector.
- Receive information regularly from polytechnics, council and McCullochs for courses for staff.
- There has been a major change in the last twelve months requiring all technical staff to be registered with MLSB by law. This now means that new staff must be prepared to sit exams after two years practical on-site training (this excludes clinical workers). Industry training and future scientists are dependant on sufficient numbers coming through degree courses, otherwise overseas applicants will need to continue to be sourced. Current senior scientist staff will be required to provide more on-site training.
- Too many training establishments all offering the same thing - doesn't make sense.
- Training is available to suit the services we provide, however, as stated before, sometimes they are run concurrently with each other. Human resource is also another barrier as there are only two full-time staff and we sometimes get stretched in all areas of importance to the organisation. At times, training for programmes is too far apart and by the time other training comes around, what was learnt in the first one is somewhat 'fuzzy'. Maybe keep an open line of communication between students and facilitators for support, either technical or otherwise.
- We go to conferences annually and to provincial areas (usually Rotorua or Tauranga) twice a year as well as meeting on a smaller scale.
- We have our own training package that is provided on a national basis. The training package comprises 12 modules which will cover all aspects for volunteers to become skilled workers.

APPENDIX 2: FACE-TO-FACE INTERVIEW RESULTS

Q1 Where is your business located?

	Number	Percent
Gisborne	11	91.7%
Tokomaru Bay	1	8.3%
Te Araroa	0	0.0%
Tolaga Bay	0	0.0%
Ruatoria	0	0.0%
Matawai	0	0.0%
Te Karaka	0	0.0%
Other	0	0.0%
Not specified	0	0.0%
Total	12	100.0%

Q2 Which type of industry is your business **MAINLY** involved in? (tick one only)

	Number	Percent
PRIMARY INDUSTRIES		
Fishing	0	0.0%
Agriculture (eg, farming)	0	0.0%
Horticulture	0	0.0%
Forestry (eg, production forest)	0	0.0%
Mining & quarrying	0	0.0%
SECONDARY INDUSTRIES		
Manufacturing	0	0.0%
Wood and paper product manufacturing	0	0.0%
Engineering	0	0.0%
Electricity, gas & water supply	0	0.0%
Construction	0	0.0%
TERTIARY INDUSTRIES		
Wholesale trade	0	0.0%
Retail trade	0	0.0%
Tourism & hospitality	0	0.0%
Transport, distribution, logistics & storage	0	0.0%
Communication services	0	0.0%
Professional & business services	0	0.0%
Government services	0	0.0%
Education services	0	0.0%
Health & other social services	12	100.0%
Cultural & recreational services	0	0.0%
Personal services	0	0.0%
Not specified	0	0.0%
Total	12	100.0%

Q3 How many people do you currently employ on a full-time, part-time and casual basis within the Gisborne District?

	Number of businesses	No of employees			
		Min	Max	Total	Average
Total employees	12	2	226	317	26
Full-time	12	1	86	144	12
Part-time	9	1	140	168	19
Casual	1	5	5	5	5

Note: Zero values have been removed

Q4 Are there any issues around staff recruitment in your industry?

	Number	Percent
Yes	7	58.3%
No	5	41.7%
Not specified	0	0.0%
Total	12	100.0%

Comments specified for no:

- I did initially has issues with staff recruitment with a number of positions but I kept advertising until I got the people I needed.
- We are a small business. I have a partner and one part-time receptionist that we share.

Job type	Sample	National	Local	Reasons for difficulty	Possible actions to resolve difficulties
Administration staff.	1	0	0	<ul style="list-style-type: none"> It is hard to find good administration staff ie, data entry and customer service skills. Global market. 	<ul style="list-style-type: none"> Lifestyle and flexibility should be used to encourage people to stay.
Finance.	1	0	1		
Health specialist.	1	0	1	<ul style="list-style-type: none"> Global market so people go where highest rates are. People go overseas to escape student debt. 	<ul style="list-style-type: none"> Education to broaden scope. Student debt to be reduced.
Highly skilled positions.	1	1	1	<ul style="list-style-type: none"> We are very small. 	<ul style="list-style-type: none"> Hire people when necessary.
Internet café staff.	1		1	<ul style="list-style-type: none"> Staff in IT are in demand. 	
IT.	1	0	1	<ul style="list-style-type: none"> Global market. Cannot retain because IT people are so sought after. 	<ul style="list-style-type: none"> Take a look at training locally. Should look at retaining people by highlighting lifestyle in Gisborne. Flexible hours.
Mental health - drug and alcohol.	1	0	1	<ul style="list-style-type: none"> Specialists in drug and alcohol. Got the skills but cannot retain people with skills. 	<ul style="list-style-type: none"> Increasing contractual obligations. Inequalities in funding levels which needs to be alleviated. Government problems.
Personal assistant.	2	0	2	<ul style="list-style-type: none"> Local ones are hard to find in rural areas. Financial. Practice in business (inexperience). Had three personal assistants who did not work out. 	<ul style="list-style-type: none"> Not sure. Better trained people.
Registered medical lab scientist.	1	1	0	<ul style="list-style-type: none"> Specialist positions. Difficult to get people to come to Gisborne. 	<ul style="list-style-type: none"> Stealing from a small pool. Finding someone attracted to the lifestyle. Overseas people use Gisborne to get in then move to larger centres.
Registered nurse.	1	0	1	<ul style="list-style-type: none"> Competing with hospitals and other medical institutes. People already have a mind set that it is better to work in the set medical system. 	<ul style="list-style-type: none"> The way that training has been set up needs to be broader. The view of health is currently too narrow. The scope needs to be broader than the current medical system, should look at health overall.
Social workers.	1	0	1	<ul style="list-style-type: none"> View of social work to potential labour market could be higher. Even those with degrees sometimes still need to use common sense. 	<ul style="list-style-type: none"> Community placement. Social workers usually go to Child, Youth and Family Services and institutes like that rather than going to Turanga Health.
Technician (QTA).	1	1	0	<ul style="list-style-type: none"> They must have certain attributes (calibre, Science interest). They are trained on the job. This is a small lab. Those who are ambitious look for bigger labs to extend scope. 	<ul style="list-style-type: none"> Take on women who are returning to the workforce.
Tradesman.	1	1	0	<ul style="list-style-type: none"> High demand/low supply. 	<ul style="list-style-type: none"> Look at apprenticeship system. Compliance needs to be looked at (know theory but no practical

Job type	Sample	National	Local	Reasons for difficulty	Possible actions to resolve difficulties
Wage rates.	1	0	1	<ul style="list-style-type: none"> Lower wages paid here. 	<ul style="list-style-type: none"> experience).
Web development.	1	0	0	<ul style="list-style-type: none"> Lack the money to hire good people. 	<ul style="list-style-type: none"> Hire from consultancy.
Website developer.	1	0	1	<ul style="list-style-type: none"> We had a local guy who didn't know what he was doing. 	<ul style="list-style-type: none"> Not sure.

Q5 Are there any issues around staff retention in your industry?

	Number	Percent
Yes	3	25.0%
No	9	75.0%
Not specified	0	0.0%
Total	12	100.0%

Comments specified for no:

- Our people are here to help and here to stay.

Job type	Sample	National	Local	Reasons for difficulty	Possible actions to resolve difficulties
Employment legislation.	1	0	1	<ul style="list-style-type: none"> Working public holidays. 	<ul style="list-style-type: none"> Do not roster staff to work on holidays.
Health and safety.	1	1	0	<ul style="list-style-type: none"> Compliance. 	<ul style="list-style-type: none"> Seek accreditation.
Office staff.	1	0	0		
Professional (eg, registered nurses).	1	0	1	<ul style="list-style-type: none"> Employers now have to meet a national standardised pay rate to keep nurses and other professionals. 	<ul style="list-style-type: none"> Need to comply with pay rate as no choice but to.
Skilled staff.	1	0	1	<ul style="list-style-type: none"> Limited contracts annually. Cannot offer stability. 	<ul style="list-style-type: none"> Trying to get contracts rolled over long-term.
Technical areas.	1	0	0		

Q6a What form/style of education and training do you use within your business?

	Number	Percent
Don't train	1	8.3%
In-house training	8	66.7%
Classroom training	9	75.0%
Distance learning	11	91.7%
On-job training	7	58.3%
Modern apprenticeships	0	0.0%
ITO training	2	16.7%
Other	2	16.7%
Not specified	0	0.0%
Sample	12	

Note: Not additive as respondents could identify multiple types of training

Other training specified:

- First aid (x2).

Reasons for identifying don't train:

- Scientists.
- We are trained already as dentists. We are specialised but we keep up with professional information.

Reasons for identifying in-house training:

- Block courses. Plan in place for staff training centre. Needs analysis. Staff are encouraged to look for personal development as law centre needs.
- Company to prove coordinators improvement. Costs outside are too high.
- Cost effective and localised.
- Cost effective.
- Training is provided in-house. We do what we can when possible. Time and financial constraints are the barriers.
- We look at each person on their merits and design training for them. Although some jobs have required training, we like to have a broad training regime.
- We train a lot of specific skills.
- We update ourselves with the latest developments in physiotherapy.

Reasons for identifying classroom training:

- Block courses - excellent courses - fits my needs time wise and financially.
- Block courses. Plan in place for staff training centre. Needs analysis. Staff are encouraged to look for personal development as law centre needs.
- Exams are held.
- I go off and do courses. Time and financial constraints are the barriers.
- Localised - peer.
- National training.
- We look at each person on his merits and design training for him. Although some jobs have required training, we like to have a broad training regime.
- We train our staff to the level and degree that they individually need.

Reasons for identifying distance learning:

- Block courses. Plan in place for staff training centre. Needs analysis. Staff are encouraged to look for personal development as law centre needs.
- Different courses are available for us.
- I did some of my degree by doing block courses.
- Major seminars and conferences are held and attended by all scientists. These are compulsory.
- On-line.
- Our staff have to keep up-to-date with what is going on.
- Produces a skill set that cannot be accessed locally.
- We look at each person on his merits and design training for him. Although some jobs have required training, we like to have a broad training regime.

Reasons for identifying on-job training:

- Block courses. Plan in place for staff training centre. Needs analysis. Staff are encouraged to look for personal development as law centre needs.
- Supervision and maintaining coaching.
- Visiting experts give seminars.
- We look at each person on his merits and design training for him. Although some jobs have required training, we like to have a broad training regime.

Reasons for identifying ITO Training:

- AITTO Tourism Training is three years.
- Standardised certification.

Reasons for identifying other:

- St Johns.
- Two staff at least should be trained in first aid but we currently have five members of staff. We use Maggie Halkinson from Employ Heath. The first aid course is two days plus one day refresher.

Q7 Do you use local education and training within your company?

	Number	Percent
Yes	7	58.3%
No	5	41.7%
Not specified	0	0.0%
Total	12	100.0%

Q7a Respondent does use local education and training within their company:

Does current education and training provision meet your requirements?

	Number	Percent
Yes	7	100.0%
No	0	0.0%
Not specified	0	0.0%
Total	7	100.0%

Reasons why local education and training provision meets companies' requirements:

- All staff are questioned on their needs which management try to fulfil.
- First aid.
- McCullochs. Work in with Turanga Ararau. Polytechnic. Specialist training out of area, especially medical DHB training.
- Relevant to the area. Looking for local solutions for local strategies.
- RMA. Old block courses. Came up with other options. Training comes from NGOs at no cost.
- There is pretty good training via McCullochs and the polytechnic. We also have a relationship with other providers.
- To try and keep mostly everything local and keep costs down.

Strengths of current local programmes:

- All good.
- Cheap and affordable. Keeps staff within district utilising what exists.
- Does well.
- Excellent, especially tourism.
- Good courses. No cost.
- Makes people accountable. Utilising your own people. Keeps things open.
- We know who we are dealing with. It is cost effective (cheap). Local is always good.

Weaknesses of current local programmes:

- Becomes too insular. Analysis is limited.
- Insular.
- The quality could improve at some places. Maybe that is unfair but there have been instances of problems that I know of.

Q7b Respondent does not use local education and training within their company

What are your reasons for not using local education/training?

	Number	Percent
Training not available locally	2	40.0%
Current local programmes not relevant	0	0.0%
Current local programmes not up to standard	0	0.0%
Current local programmes do not meet requirements	0	0.0%
Not specified	3	60.0%
Total	5	100.0%

Comments specified for respondents stating 'training not available locally':

- The Internet helps us greatly.
- We do specialist courses elsewhere that are not available here. We use the Internet to keep informed via the relevant national organisations.

Other comments:

- Not needed.
- Not sure of availability of finance for training.
- Time and finance and most provided are not in our area.
- We are not able to relieve too many people at once. We could use KiwiHost if necessary, but staff are pretty competent. The feedback is very positive.

Q8 What opportunities are there to improve local education and training provision?

	Number	Percent
Improvements	5	41.7%
Good opportunities eg, polytechnic	4	33.3%
Not many opportunities	1	8.3%
Sample	12	

Note: Not additive as respondents could identify multiple opportunities

Comments coded to improvements:

- Job presentation skills, HR, legal skills and delegation type skills. General legal and management skills to deal with difficult staff problems and overly assertive staff. Conflict resolution training to ensure tolerance of all viewpoints and tact.
- Legal knowledge.
- More on-line training learning needed in this district for specific skills. PTE's set people to under achieve so needs to improve - they do not communicate. Need to focus on employers. Communicate with them to make people more work ready.
- There is a pretty good spread of training. At McCullochs people are not good culturally and pretty insensitive.
- They need to have a strategic industry focus in the area.

Comments coded to good opportunities:

- Probably a lot from what I have heard but it is not fair to comment from a position of some ignorance.
- Probably lots for other businesses but not practical for us.
- There is a pretty good spread of training. At McCullochs people are not good culturally and pretty insensitive.
- We do some training but the region is provided for very well given the relative size and distance.

Comments coded to not many opportunities:

- Not economic to run physiotherapy courses here probably. You really have to travel to Otago or Auckland to do the training.

Q9 Are there courses you would like to see provided locally?

	Number	Percent
Yes	5	41.7%
No	5	41.7%
Not specified	2	16.7%
Total	12	100.0%

Programme	Sample	Reason
Business course.	1	• I don't have time to spend all year on a course but would like to cherry pick certain courses or aspects of them for myself or my staff.
Customer service courses.	1	• Makes up a quarter of the job here.
Data entry skills.	1	• This would be useful as three-quarters of the job involves this.
Legal training.	1	• To learn about different Acts, consumerism and family law. Open for NGOs to attend. McCullochs are good but too expensive for us.
Personal assistant training.	2	• I need a really good personal assistant with skills. Self starter needed for my business. • There doesn't seem to be anything here in the Gisborne area.
Website development.	2	

Q10 Do you employ people from any of these groups?

Respondent's preference of employing people from the following job markets:

Job market	Number	Percent
School leavers	6	50.0%
Mature people	9	75.0%
Unemployed people	7	58.3%
Tertiary qualified	9	75.0%
Sample	12	

Respondent's preference of not employing people from the following job markets:

Job market	Number	Percent
School leavers	6	50.0%
Mature people	3	25.0%
Unemployed people	4	33.3%
Tertiary qualified	2	16.7%
Sample	12	

School leavers:

	Number	Percent
Yes	6	50.0%
No	6	50.0%
Not specified	0	0.0%
Total	12	100.0%

Reasons for yes, respondent would employ school leavers:

- Growing potential for specific skills. Good casual/part-time labour.
- Look at assistance for these people.
- Meeting criteria is most important.
- Pay rates. Growing potential casual/part-time labour.

Reasons for no, respondent would not employ school leavers:

- It depends on the job and what we need for that position. We hire the people we need.
- We need people with the right skills and experience.

Mature people:

	Number	Percent
Yes	9	75.0%
No	3	25.0%
Not specified	0	0.0%
Total	12	100.0%

Reasons for yes, respondent would employ mature people:

- Because of the skills.
- Look at assistance for these people.
- Meeting criteria is most important.
- Skills based position. We employ mainly from this group.
- They have good work ethics and stickability. Pay rates.
- We need people with the right skills and experience.
- We only need a part-timer to help with administration.

Reasons for no, respondent would not employ mature people:

- We are a specialised health service. With regulations we cannot hire untrained staff.

Unemployed people:

	Number	Percent
Yes	7	58.3%
No	4	33.3%
Not specified	1	8.3%
Total	12	100.0%

Reasons for yes, respondent would employ unemployed people:

- Meeting criteria is most important.
- Only one on reception.
- There are opportunities (x2).
- The WINZ subsidy does help.
- WINZ funding helps.

Reasons for no, respondent would not employ unemployed people:

- We need people with the right skills and experience.

Tertiary qualified:

	Number	Percent
Yes	9	75.0%
No	2	16.7%
Not specified	1	8.3%
Total	12	100.0%

Reasons for yes, respondent would employ tertiary qualified people:

- Meeting criteria is most important.
- Need certain people to meet compliance and expectation of delivery.
- Need certain people with qualifications compliance.
- Obvious.
- Self explanatory.
- We employ mainly from this group.
- We need people with the right skills and experience.

Reasons for no, respondent would not employ tertiary qualified people:

None specified.

Q11 What actions need to be taken to make people in these groups more work ready for your industry?

School leavers:

- Each could do with as many strings to their bow as possible.
- Funding should be provided for the 17 to 19 group.
- Interpersonal skills are required.
- It is hard for school leavers because of the technical nature. Pay rates are an incentive here but they present very badly.
- More practical experiences needed. Communication skills need to be improved. Work ethic needs to be improved.
- More practical orientated experiences. More people skills. Communication and work ethics.
- Motivational and interpersonal skills. This is a people business. Have to get on with people, be motivated and vibrant.
- They need more training and it costs more for courses.
- We ensure that staff are continually upgraded. Those who miss out are encouraged to keep going. They are advised of perceived shortcomings. Persistence can pay off; one had gone through three times before being successful.

Mature people:

- Dependent on existing skills. Office administration would have been good. Student loan debt is a big problem.
- Each could do with as many strings to their bow as possible.
- Interpersonal skills are required.
- Mentoring (x2).
- Motivational and interpersonal skills. This is a peoples business. Have to get on with people, be motivated and vibrant.
- Reliable.
- They need to undertake the appropriate training courses (x2).

Unemployed people:

- Dependent on existing skills. Office administration would have been good. Student loan debt is a big problem.
- Each could do with as many strings to their bow as possible.
- Getting work ethics (x2).
- Interpersonal skills are required.
- Motivational and interpersonal skills. This is a peoples business. Have to get on with people, be motivated and vibrant.
- We work a lot on gut instinct and they need to impress.
- WINZ have helped with subsidy but they have good attitude. They are really happy to have a job so they work hard.

Tertiary qualified people:

- Come with big picture stuff but no practical experience.
- CVs are often a let down. The advertisements are not read properly sometimes. The background/homework should be done but they (the applicants) tend not to do this. They don't always give all the information for the job. They read the advertisement and read between the lines for the employers' needs.
- Dependent on existing skills. Office administration would have been good. Student loan debt is a big problem.
- Each could do with as many strings to their bow as possible.
- Interpersonal skills are required.
- Motivational and interpersonal skills. This is a peoples business. Have to get on with people, be motivated and vibrant.
- Real practical things.
- Some extra skills would be nice ie, dealing with people etc.

Q12 What could secondary schools do more of in order to have better relationships with industry sectors, particularly for students looking to enter your industry?

	Number	Percent
Better communication with business sector	2	16.7%
Improve quality of education	2	16.7%
Teach customer service/interpersonal skills	2	16.7%
Encourage and follow up on non achievers	1	8.3%
Improve students life skills (eg, people skills and work ethics)	1	8.3%
Promote different industries to students	1	8.3%
Run work experience programmes	1	8.3%
Secondary schools do a good job	1	8.3%
Sample	12	

Comments coded to better communication with business sector:

- Clearer picture of what is occurring in the industry.
- Communication with industries. Focus on interpersonal skills.

Comments coded to improve quality of education:

- Individual teachers at each school do a stunning job but I don't think they do too well collectively.
- NCEA is confusing for the employers. I am not convinced that this is much good. Not a good indicator of abilities.

Comments coded to teach customer service/interpersonal skills:

- Communication with industries. Focus on interpersonal skills.
- No contact with Social Services for a while. Focus appears to be on academics. Need to look at more interpersonal skills and how they are valued. Academic pressure is not great. People are the business so these skills are important.

Comments coded to encourage and follow up on non achievers:

- They need to look at the non-achievers at school and get them ready for work. Encourage them on to look at a second chance. We have got a contract with the MED and Government to help these kids.

Comments coded to improve students life skills:

- They need to work more closely with careers departments in schools to get work ready. Giving kids direction is necessary. What they, the students, want to do is important. Don't just concentrate on the core subjects. Provide weekly work experience. Look at polytechnic courses weekly. They need to support kids to help them find a niche for themselves. An alternative to what they normally do.

Comments coded to promote different industries to students:

- Careers people have all the necessary information.

Comments coded to run work experience programmes:

- They could do work experience but would be excluded from our business because of the nature of our work.

Comments coded to secondary schools do a good job:

- Individual teachers at each school do a stunning job but I don't think they do too well collectively.

Q13 What could tertiary education and training providers do more of in order to have better relationships with industry sectors, particularly for students looking to enter your industry?

	Number	Percent
Communication with employers	3	25.0%
Work experience/on-job training/follow-ups to training	3	25.0%
Provide courses relevant to the workplace	2	16.7%
Provide scholarships	1	8.3%
Sample	12	

Comments coded to communication with employers:

- Stronger interface with industry. More analysis needed with industry.

- Talk, talk, talk and then talk some more.
- Yes, a better relationship is important to get a good perspective on each others' work. Maybe they could meet at the races or at golf or some other sort of social activity.

Comments coded to work experience/on-job training/follow-ups to training:

- Internship would be great. Keen people would be good in work experience areas. Simple start and may grow interest. Anthony Robbins type people are excellent. Would be good to have them provided to industry at cheaper costs.
- Training needs to be relevant and up-to-date. We have been working with both Tairāwhiti Polytechnic and UCOL to do facets of their training – good initiative by both to come to us. Other training providers also do this as this is what is necessary. From Turanga Ararau a stint is done in work experience.
- Training needs. Know how to deal with serious issues.

Comments coded to provide courses relevant to the workplace:

- Doing more law papers at the polytechnic. Already doing a commercial law paper. The basics need to be learnt (employment and consumer law).
- Other than what has been mentioned, office people need speed and accuracy of office skills. Technical people need a specific background and skills.

Comments coded to provide scholarships:

- Provide scholarships for travel, accommodation and fees.

Q14 Any further comments?

	Number	Percent
Business attitudes/improvements	2	16.7%
Business/tertiary relationships	1	8.3%
Other	2	16.7%
Sample	12	

Comments coded to business attitudes/improvements:

- Businesses need to align to the needs of the individual. It is a two way deal and we need to come to the party as well. Though we are funded to assist the community, our answer may be different if we were solely a commercial entity.
- Quarterly or annual assessments should be made.

Comments coded to business/tertiary relationships:

- Stronger interface with industry at a local level. Get to understand the highs and lows of the sector.

Comments coded to other:

- Services to Maori seem to be there but not there. There are problems aligning what we have with what is needed. Many young Maori are talented but are not achieving. This needs attention.
- Travelling long distances is expensive and it's getting tougher all the time. Customer base is small and rural.