

TAIRAWHITI EMPLOYMENT SKILLS SURVEY



RETAIL, WHOLESALE AND PERSONAL SERVICES SECTOR

SURVEY RESULTS

PREPARED BY

APR CONSULTANTS

JUNE 2006

TABLE OF CONTENTS

1.0	INTRODUCTION	2
2.0	RETAIL, WHOLESALE AND PERSONAL SERVICES OVERVIEW	3
3.0	SAMPLE DETAILS	3
4.0	RESEARCH RESULTS	4
4.1	CURRENT VACANCIES	4
4.2	RECRUITMENT AND RETENTION	4
4.2.1	<i>Jobs hardest to fill</i>	4
4.2.2	<i>Methods for filling vacancies</i>	5
4.2.3	<i>Jobs hardest in which to retain staff</i>	5
4.3	PROJECTED EMPLOYMENT	6
4.4	SKILL NEEDS	7
4.5	EDUCATION AND TRAINING	7
4.6	WORK READINESS	9
4.6.1	<i>Secondary school education</i>	9
4.6.2	<i>Tertiary education and training</i>	10
4.6.3	<i>Industry or business</i>	11
4.6.4	<i>Sectors of the labour market</i>	11
5.0	SUMMARY	13
APPENDIX 1:	SELF-RETURN SURVEY RESULTS	14
APPENDIX 2:	FACE-TO-FACE INTERVIEW RESULTS	46

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 retail, wholesale and personal services sector, including the results of 160 self-return surveys and 24 face-to-face interviews. This represents 22.8% of all businesses in the retail, wholesale and personal services sector and 28.5% of employment.

For the purposes of this research, the retail, wholesale and personal services sector classification includes the following business types:

- Appliance and electronic services and repairs
- Automotive servicing and repairs
- Dry cleaners and laundries
- Food takeaway outlets
- Funeral directors
- Hairdressing and beauty therapy
- Personal services
- Pharmacists
- Retail trade
- Sign writing
- Tailoring
- Travel consultants
- Upholsterers
- Wholesale trade.

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

2.0 RETAIL, WHOLESALE AND PERSONAL SERVICES OVERVIEW

In 2005, 701 organisations in the Gisborne Region employed 3,500 people within the retail, wholesale and personal services sector. The number of businesses within the sector and their contribution to district employment were as follows:

- 398 in retail trade (10.8%)
- 129 in wholesale trade (3.5%)
- 174 in personal and other services (2.9%).

While retail trade and personal and other services are slightly under strength when compared to New Zealand as a whole, wholesale trade, typically located in larger urban centres, is more so. Employment growth has been slower locally than nationally with the number of businesses in wholesale and retail trade actually decreasing over the last five years.

The retail, wholesale and personal services sector is likely to be a source of much employment growth with all industries growing at higher than the national average in the forecast period. Between 2005 and 2008, employment in the retail, wholesale and personal services sector is expected to increase by 212 full-time equivalent positions (111 in the retail sub-sector) or 6.1%. Part-time employment is expected to stay around the current 34.0% of employment.

3.0 SAMPLE DETAILS

Overall, the 160 retail, wholesale and personal services employers that completed a self-return survey employed a total of 1,079 staff; 728 full-time, 269 part-time and 82 casual staff. A total of 146 businesses employed full-time staff, 105 employed part-time staff and 43 employed casual staff. The number of full-time staff ranged from one to 29. On average, businesses with full-time staff employed five, those with part-time staff employed three and those with casual staff employed two.

A total of 24 employers in the retail, wholesale and personal services sector were interviewed. All 24 businesses had full-time employees with the number of full-timers in each business ranging from one to 12 (average of four full-time staff). A total of 19 employers also had part-time staff, while three employed casual or seasonal staff.

The majority (89.4%) of employers in the retail, wholesale and personal services sector sample were located in the Gisborne area.

4.0 RESEARCH RESULTS

4.1 Current Vacancies

While 86.9% of employers in the retail, wholesale and personal services sector did not have any current vacancies, 13.1% (21 employers) did. In total, 35 full-time positions, ten part-time positions and four casual positions were available for the following job types:

- Carpet layer
- Counter sales staff
- Customer service
- Delivery driver
- Electric motor rewinder
- Farrier
- Fleet serviceman
- Forecourt attendant
- Manager
- Mechanic
- Minister of religion
- Naturopath
- Panel beater
- Refrigeration engineer
- Retail manager
- Sales assistant
- Senior auto electrician
- Senior kitchen hand
- Shift runner.

4.2 Recruitment and Retention

4.2.1 *Jobs hardest to fill*

While two-thirds (66.9%) of survey respondents had not experienced difficulty filling any specific positions in their organisation, 31.3% (50 employers) had. When asked which specific job types were hardest to fill, the positions mentioned included:

- Apprentice
- Automotive machinist
- Automotive electrician
- Beautician
- Carpet layer
- Checkout operator
- Computer technician
- Driver
- Electrician
- Fleet serviceman
- Glazier
- Laundry hand
- Manager

- Manufacturer
- Mechanic
- Pharmacist
- Refrigeration engineer
- Retail assistant
- Sales person
- Water pump serviceman.

Interview respondents also mentioned difficulty recruiting for positions such as customer service, frontline staff, IT, kitchen staff and knitter.

A lack of people with skills and experience was most commonly mentioned by respondents as a reason for these recruitment difficulties (eg, “hard to find someone with the intelligence and energy to do the job”, “very hard to find suitable people” and “difficult to get people who have qualifications plus people skills”). Other reasons included lack of people motivated to work in the industry (eg, “it is hard work and pays a low hourly rate”, “it is not an easy job and hard to find people who are motivated to work in this area” and “heavy manual work and is dangerous”) and difficulty attracting skilled people to the local area (eg, “younger people are generally better and go out of town”). Further reasons included a lack of training being provided (eg, “apprenticeships were stopped ten years ago and now there is a shortage of trained mechanics” and “there is no formal training within our industry”) and higher pay rates elsewhere (eg, “can earn at least \$10 an hour more outside Gisborne” and “pay is higher outside the food industry”).

Suggested actions to address these difficulties included:

- Encourage appropriate courses in Gisborne.
- Reduce training and apprenticeship costs.
- Encourage work experience for secondary school children.
- Highlight the lifestyle opportunities available locally.
- Investigate the use of flexible hours for staff.
- Employees need to know the expectations of their employer.

4.2.2 Methods for filling vacancies

Survey respondents were asked about the methods they used to fill vacancies in their business. The majority (91.9%) used methods at a local level, while less than one-fifth (18.8%) used national level methods and only 3.1% used international level methods.

The most common methods used to fill vacancies were word of mouth (72.5%), local newspaper advertising (46.3%), head hunting (15.6%) and Work and Income (12.5%).

4.2.3 Jobs hardest in which to retain staff

Over four-fifths (86.3%) of survey respondents indicated that they did not find it difficult to retain staff, while 11.9% (19 employers) did. When asked which specific job types were hardest to retain staff in, the positions mentioned included:

- Checkout staff
- Computer technician
- Counter staff
- Customer service officer

- Driver
- Electronic worker
- Fleet service tyre technician
- Fleet serviceman
- Floor preparation person
- General staff
- Late shift worker
- Manager
- Mechanic assistant
- Office support staff
- Presser
- Sales person
- Shelf filler and order picker
- Shop assistant (part-time).

Interview respondents also mentioned difficulty retaining staff in assistant roles, general staff and all positions.

Respondents felt that difficulties in retaining staff were due to national issues within the industry (eg, “not very fulfilling jobs so the turnover is high”) and issues specific to their business (eg, “volunteer position so often staff move onto paid work”, “people do not like heavy work” and “staff getting easier jobs with higher pay”). Other reasons included issues within the Gisborne District (eg, “we do most of the training and after two years or less people want to go to the big city with the prospect of more pay” and “leave district for better money”) and other issues (eg, “dishonesty”, “staff are not punctual”, “pregnancies”, “lack of goals for their life” and “like to drive cars but not work with them as a tool”).

Interview respondents also added that difficulties in retaining staff were due to general turnover, financial pressures (business turnaround), few development opportunities and pay rates (eg, “we don’t pay particularly highly and people move on”).

Of the 19 respondents who identified difficulties in attracting or retaining employees, almost half (nine respondents) had used strategies to offset the impact on their business. Strategies included owner(s)/operator(s) undertaking additional work (eg, “more hours within business” and “owner has to have a hands on role”) and having existing employees work longer hours (eg, “puts pressure on existing staff”). Other strategies included having existing employees lift productivity, paying more for employees (eg, “better pay and conditions” and “two reviews within 12 months to retain staff”), outsourcing work to other businesses and other (eg, “extra training and extra incentives”, “happy work environment means less stress and more involvement” and “upskilling existing workers with assistance in study”).

4.3 Projected Employment

Employers in the retail, wholesale and personal services sector anticipated 16.2% growth in full-time employment over the next three years (116 additional positions across 140 employers). The main occupational category expected to experience growth was service and sales workers (59), followed by trade workers (18) and clerks (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 higher than the APR projection of 6.1% employment growth (212 full-time equivalent positions) over the period 2005 to 2008.

4.4 Skill Needs

Two-thirds (66.3%) of survey respondents felt that sales skills were likely to become more important for their employees over the next three years. Also commonly identified were customer service skills (63.1%), core skills (44.4%), computer/IT skills (43.1%), management/business skills (41.3%) and leadership skills (40.6%).

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 customer service skills training was identified by 58.8% of respondents, followed by sales skills (55.6%) and core skills (33.8%).

Respondents were asked about the methods of education and training delivery they had used. Over two-thirds (68.8%) of respondents used on-site training, over half (51.9%) used seminars/workshops, 25.6% used block courses, 21.3% used distance learning and 7.5% used off-site training.

The majority (87.5%) of interview respondents used in-house training with comments such as “serves to provide a more professional and skilled organisation”, “staff training nights” and “we train extensively to learn the latest tricks and products”. A further 41.7% of interview respondents used on-job training and commented that on-job training is “ongoing” and “provides good experience for new entrants”.

Over one-third (35.6%) 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:

- Agri-chemical and approved handler certificate
- Automotive training
- Bar manager course
- Basic business law
- BIZ courses
- Building sales and dealing with customers
- Business management and planning
- Computer training
- Conflict management
- Customer service course
- Fire safety and first aid
- Food hygiene
- Jewellery design
- KiwiHost
- Liquor managers' licence
- Maori culture and marae protocol
- Retail apprenticeship
- Advertising
- Travel career course.

Overall, respondents rated these programmes positively with comments including “good facilitator with follow-up available one-to-one”, “informative and fun to go to”, “practical and helpful advice” and “extended skills base”. Negative comments included “too long for a work course”, “too many people in course” and “too advanced for what I wanted”.

One-third (33.3%) of interview respondents used local education and training. Positive comments relating to training included “do not have to go away so costs are kept to a minimum”, “covered everything”, “general enough to apply to most retailers” and “good information available and people are helpful”. Negative comments related to local training included “cannot cater for all our needs”, “not enough interest/support from other retailers” and “time factor - it is difficult to spend time away from the office”. Those interview respondents who did not use local education and training gave reasons such as:

- Training is not available locally (eg, “we train in Wellington”).
- Already trained in the trade (eg, “we already have a person who has knowledge of product and sales”).
- Experience is more vital in our line of business.
- We train our own people to our systems.
- Training is not needed.

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

- Run more retail courses (eg, preparing for overspending, handling a recession).
- Provide more industry specific training.
- The polytechnic accounting courses are difficult and not easy to understand.
- There is some scope to improve.
- Suppliers could put on evenings with new products.
- Hard in our industry because of the specialised nature.
- Hard to gauge present training providers.

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:

- Assertiveness training and communication skills.
- Beauty and makeup.
- Business management (ie, “how to do things properly in business”).
- Computer upskilling.
- Consumer research course.
- Customer service training and general merchandising skills.
- Domestic and commercial pest control.
- Electric motor rewinding apprenticeship block course.
- Electronic technician apprenticeship courses.
- Electronic NZCEA units and off-site training in electronics engineering, electrical safety and small appliance servicing.
- Event management.
- Floristry course (eg, flower arrangement, colour, content and texture).
- Fringe benefit tax.
- Hairdressing training.
- How to get back into the workforce and preparing for interviews.

- In-store physical appearance (lighting, displays and colours etc), customer psychology, effective merchandise location and layout.
- Maori design clothing.
- Management training (eg, “there are individual management type courses that we currently travel to do – it is probably not possible to run here but worth thinking about”).
- Massage practitioner quality assurance modules.
- Music courses.
- Naturopathy quality assurance.
- Retailers’ shop security programmes.
- Sewing machine maintenance.
- Technician training.

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

One-tenth (10.0%) of employers felt that secondary school education contributed “very well” to work readiness, one-third (33.1%) said “okay” and 30.6% said “not well”. A further one-quarter were unable to comment or did not specify an answer (23.1% and 3.1% respectively).

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

- Provide more liaisons between schools and retail.
- Educate on how business works, customers, margins and finances.
- Improve communication skills, personal grooming, reliability and punctuality.
- Educate them on the reality of being in the work environment and not a schooling situation.
- Encourage students into work experience; more hands on experience in school education is required.
- It is hard for schools to prepare students for work when there is no parental backup.
- Provide proper student analysis to narrow down job choices for students.
- A part of each year (for fifth to seventh formers) should include work experience in local businesses. Some voluntary and some paid. It will give them an idea of what to expect.
- The Gateway Programme and "YES" (Young Enterprise Schemes) are a good start.
- Secondary schools need to impress on students that the motor trade is not for people who can't get a job anywhere else. You have to be smart and have good maths, science etc.
- Ask employers or business owners to participate as guest speakers at school.
- More preparation for job interviews is needed.
- Schools are turning out young adults who have attitude problems, are not career driven or hard working. This can be seen in teenagers who have no manners, dress in a sloppy manner, swear most of the time, cannot work hard and cannot work without supervision.
- Get back to teaching basics and have more discipline within the school.
- Literacy, numeracy, comprehension, spelling and confidence in dealing with people.
- Spend more time educating students on the different career paths available and providing work experience.

Interview respondents were asked what secondary schools could do more of in order to have better relationships with industry sectors. Responses included:

- Work with industry to get school leavers work experience.
- Encourage industry representatives to come to schools to talk (ie, “students need to see more examples of people outside the square – need vision, direction and advice on careers and futures”).
- Encourage the Gateway Programme.
- It would be good to see staff shortages in advance so that schools can prepare for it.
- Consult with industries more.
- They could talk more.

4.6.2 Tertiary education and training

When asked how well tertiary education and training providers contribute to work readiness, 11.3% of respondents said “very well”, 43.8% said “okay” and only 15.6% said “not well”. A further 25.6% were unable to comment and 3.8% did not specify an answer.

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

- More free or cheap training.
- Focus training around business and industry requirements.
- Provide practical application of any theory learnt to help embed the learning.
- Educate students on applying for jobs and writing a CV.
- Provide more practical (real world) skills.
- Students get the qualification but don’t know the practical side of the trade.
- Make the learning environment like a work environment ie, have the same expectations of students as employers have of staff eg, punctuality.
- Long-term education does not encourage common sense/life skill growth.
- More work experience and tougher rules and expectations laid down in classrooms.
- Not enough hands-on apprentices involved in the workforce.
- Focus on core skills; people skills, working in a team, being productive and motivation.
- Tighten the standards required to pass.
- Encourage students to look for jobs after their course not just take up another course.
- Tutors have to keep up-to-date with the rapid changes going on in the industry.
- Training providers should be checking students every week when they do work experience.
- Need a course that actually teaches work ethics.
- Often providers give unreal expectations of what the course will enable them to achieve in the business community.

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:

- Advertise their courses a little better.
- The polytechnic and universities need to get together to work with people in the workplace and find out what is useful to industry.
- Talk with industry (ie, “they need to ensure the stuff they teach on every course is relevant to business”).
- Ensure that every tutor upskills regularly so they know what changes have occurred in the workforce so that each student is work ready.
- Work with industries to give students work experience.
- Get together to exchange retail knowledge.

4.6.3 Industry or business

When asked how well industry or business contribute to work readiness, 13.8% of respondents said “very well”, half (50.0%) of respondents said “okay” and only 7.5% said “not well”. A further 23.8% did not know and 5.0% did not specify an answer.

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

- Businesses are not providing the after school jobs where students can learn from the ground floor up.
- Businesses do not explain enough regarding what they want and expect out of an employee. They should provide better induction programmes for new employees.
- More businesses need to be prepared to allow work experience in their businesses.
- More businesses need to get involved in work experience and better educate staff in employer expectations.
- The opportunity to attend business workshops/seminars in Gisborne is always appreciated.
- We have some skilled people in Gisborne who are happy to pass on their skills.
- Businesses can only do so much as it is expensive to train staff.
- East Coasters are very laid back and mellow. There is a lack of motivation and drive.
- Being a small town, jobs can be given to a person that is known to the employer. Whereas I feel positions should be advertised so everyone can have the chance to have a go.
- Provide flexible classes and times (morning and half day).
- Reward employers who train staff.
- By giving people a chance and paying what they are worth.
- If staff are treated well the work readiness will follow. Giving people a chance that don’t have a lot of experience can pay off sometimes.
- More business growth and jobs for locals.

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 50.0% of interview respondents, with reasons given such as “I would give them a chance but it depends on their presentation and skills” and “we probably would recruit from them”. Reasons for not employing school leavers included “attitudes are poor - one student started texting in a job interview”, “too young”, “we only employ part-time and casual workers and family” and “few skills and motivation”.

Mature people were employed by 70.8% of interview respondents, with comments such as “good experiences”, “it is a small business and you need to have a head on your shoulders” and “employed a lot of mature people as they work well for our company”. Comments for not employing them included “small business and few staff”, “family business” and “we only employ church members”. Interview respondents suggested that improving presentation (grooming and dress standards), being outgoing, upskilling in appropriate areas and being prepared would aid in making mature people more work ready.

Unemployed people were employed by 41.7% of interview respondents. Comments for not employing them included “they are not really needed”, “not likely to apply” and “wary of them after we

had a bad experience". One respondent commented that "WINZ directed that so they can receive a benefit - few genuine amongst them that are employable and when offered a job do not want to turn up". Interview respondents suggested that improving presentation and cleanliness, gaining confidence, career guidance, work experience, improving computer skills and keeping up to date with industry trends would aid in making unemployed people more work ready.

Tertiary qualified people were employed by 58.3% of interview respondents, with reasons given such as "to help broaden their skill base and get another view of the world", "our current and past staff have the ability to do the jobs we want them to do" and "we need good people". Reasons for not employing them included "probably not interested", "they are not really needed", "we haven't had any that have applied" and "they do not really come to us".

Other comments relating to education and training provision in the retail, wholesale and personal services sector included:

- I believe someone who leaves school around 16 to 17 years of age should be able to work in the retail industry. They need good numeracy, literacy and communication skills.
- Mock job interviews at the end of every course are a vital idea.
- Isolated rural setting means it is expensive to enter into training programmes, travel etc. Compliance costs of tax, council requirements, health and safety etc, mean it is a tough call to maintain profitability let alone partake in training programmes.
- It appears employees do not have a basic understanding of common numeracy or literacy.
- Provide more workplace training in the spray painting or panel beating area with an incentive at the end.
- There is no training for florists in the Gisborne area.
- Perhaps the time periods of present training courses are unsuitable for local businesses - a simple, quick survey could establish what would suit our local people the best.
- Appearance, cleanliness and personal conduct are vital to this industry.
- Students get offers when they train away from Gisborne.
- School leavers lack presentation/appearance standards. We see lots of numeracy/literacy problems. Lack problem solving ability ie, don't think to give out two five cent pieces if ten cent pieces have run out.
- The apprenticeship courses may provide theory information, but they do not provide any practical training so the employer has to do this on the job.
- It is currently a burden to take on an apprentice.
- There should be more opportunities for the younger ones to get the experience and more workplaces should take them on for the learning experience.
- I do not think the apprenticeship training is adequate. They rely on tradesmen in the job to do the training which for a small business is very expensive.
- Too much is made these days of culture and political correctness and the true meaning of social/work interaction has been lost. A lack of discipline and a lack of respect by children to teachers, parents, elders and police etc. Good old-fashioned values are hard to find.
- Reading NCEA reports is very confusing for an employer.
- Workplace training and KiwiHost type programmes are vital to service/retail jobs.
- Champion High School runs excellent courses on work readiness.
- Workplace training will always be the best 'hands on' reality check for starters. I'd like to see more pro-active placing for work experience happening in all areas.
- Most business people do not have a clue on methods to maximise their sales and just do trial and error techniques.

5.0 SUMMARY

Key points arising from the retail, wholesale and personal services sector research are as follows:

- A total of 1,079 staff were employed; 728 full-time, 269 part-time and 82 casual staff.
- Respondents anticipated 16.2% growth in full-time employment over the next three years (gain of 116 positions), while APR predicted 6.1% growth.
- A total of 13.1% of employers surveyed had current vacancies.
- Less than one-third (31.3%) of respondents had experienced difficulty filling specific positions within their organisation. Job types that were mentioned as difficult to fill included apprentice, beautician, carpet layer, checkout operator, computer technician, electrician, fleet serviceman, glazier, manager, manufacturer, mechanic, retail assistant and sales person. Issues identified as contributing to staff recruitment difficulties included a lack of people with skills and experience and a lack of people motivated to work in the industry.
- The majority (91.9%) of employers used methods at a local level to fill vacancies within their business. The most common methods used to fill vacancies were word of mouth (72.5%) and local newspaper advertising (46.3%).
- Over one-tenth (11.9%) of employers had experienced difficulty retaining staff in specific positions. Job types that were mentioned as difficult in which to retain staff included checkout staff, computer technician, counter staff, customer service officer, driver, floor preparation person, general staff, late shift worker, manager, mechanic assistant, office support staff, sales person and shelf filler. Employers felt retention difficulties were due to national issues within the industry and issues specific to their business.
- Skills likely to become more important in the workplace over the next three years included sales skills, customer service skills and core skills.
- Future skill and knowledge needs focused around customer service, sales and core skills.
- The two most popular modes of training used were on-site training and seminars/workshops.
- Over one-third (35.6%) of employers in the retail, wholesale and personal services sector used local education and training programmes within Tairawhiti District.
- Employers suggested that improving basic life skills, social skills and literacy and numeracy, focusing training around industry requirements, providing hands-on work experience opportunities and improving career guidance and work ethic 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	143	89.4%
Te Araroa	4	2.5%
Ruatoria	1	0.6%
Tokomaru Bay	1	0.6%
Tolaga Bay	2	1.3%
Matawai	0	0.0%
Te Karaka	0	0.0%
Other	6	3.8%
Not specified	3	1.9%
Total	160	100.0%

Other specified:

- All areas and Wairoa.
- Manutuke.
- Ormond.
- Ruatoria and Tokomaru Bay.
- Warrenga-a-hilea.
- Whakara (half way between Tekoraka and Matawai).

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	10	6.3%
Retail trade	129	80.6%
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	0	0.0%
Cultural and recreational services	0	0.0%
Personal services	21	13.1%
Total	160	100.0%

Q1c What goods/services does your business produce?

Listings for businesses coded to wholesale trade:

- Alcohol, groceries and food products for the wholesale market.

- Dell service.
- Electrical and network wholesale.
- Electrical wholesaler. Provide electrical equipment to the electrical trade.
- Food distribution business. We bring seafood, meat etc, into the Gisborne Region.
- Industrial and commercial packaging, safety, clothing, cleaning products and forestry consumable products.
- Plumbing merchants selling to trade and retail.
- Sell chemicals to growers in the horticulture and agriculture market.
- Supply hand tools, power tools, chemicals and general engineers merchants.
- Takeaways and supply fresh fish to supermarkets and other takeaway outlets.

Listings for businesses coded to retail trade:

- Air conditioning importing and distributors.
- Air conditioning, sales and services. Appliance repairs. Refrigeration sales and servicing.
- Aquarium and pet shop.
- Automotive paints, primers, bog, thinners etc.
- Automotive parts supply.
- Automotive repairs, WOF and general repairs.
- Automotive repairs.
- Automotive workshop and retail shop.
- Automotive.
- Building recycler and retailer of used building materials. Home construction.
- Bulk retailer of foods, oils, cleaning products etc.
- Bushware, knives and special made bushware for industrial, commercial and domestic use.
- Car dealership and service centre.
- Car yard.
- Carpet and vinyl sales and laying service.
- Children's picture books, audio tapes, interactive CD roms, dolls and publishing.
- Clothes retailer.
- Clothing - men's and women's casuals at a reasonable price.
- Clothing, shoes and sundry goods retailing.
- Clothing.
- Coffee shop. Food drinks and meals etc.
- Commercial tyre store.
- Computer and information technology for home and small business users who build our own computers. We sell and service computers and sell second-hand computers.
- Computer sales and service.
- Convenience products and takeaway foods.
- Copy centre and computer graphics.
- Dairy shop (x2).
- Diesel parts and service agents.
- Dispensary for prescription medicines. Sell health related products and some gifts and cosmetics.
- Electrical services business and two retail stores run together. Electrical services contracting repairs and maintenance. Supplies craft supplies.
- Embroidered products, embroidery of apparel and soft furnishings etc.
- Fashion fabrics, sold by the metre plus home furnishing fabrics sold by the metre.
- Fish and chip shop.
- Fish and chips, takeaways, café, cups of teas etc.
- Flooring sales and installation.
- Footwear.
- Fresh cut flowers, plants, artificial flowers and garden ornaments.
- Fruit and vegetable retail and wholesale.
- Fuel sale, mechanical repairs and general carrier.
- Fuel, groceries, automotive repairs and rental car.
- Furniture and appliances.
- Garage workshop. Radiator repair shop.
- General store.
- Gifts and souvenirs.
- Gifts.

- Giftware, plates, photo frames, magnets and jewellery.
- Gisborne warrant of fitness registration and driver's licence centre.
- Groceries, bread, confectionery, milk and drinks.
- Groceries, mechanical services and fuel.
- Grocery (food), hardware, nails, tools, gifts, towels, sheets and t-shirts.
- Grocery items, beer and wine and takeaway food.
- Grocery supermarket and postal.
- Hardware retail (x2).
- Health foods retail and kayaks retail.
- Holden and Nissan franchise. Supply of automotive parts and servicing for all makes and models of vehicles.
- Home appliances (x2).
- Homewares retail store.
- Hydraulic repair service.
- Indonesian furniture, beds and mattresses.
- Jewellery manufacturers and retailers. Retail craft/arts from local/national/Australia and Pacific. Retail shells and starfish.
- Jewellery, crystals (tumbled gemstones), healing stones, bone, paua, greenstone, ornaments, dragons, fairies, dolphins, fengshui and incense.
- LPG and LPG equipment and appliances.
- Marine and fishing retailer and workshop doing marine repairs on outboard motors.
- Meat, fruit and vegetables.
- Men's clothing retailer.
- Men's fashion clothing.
- Menswear retail.
- Motor vehicle repairs.
- Natural health, vitamins and organic food.
- New Zealand Post, Kiwibank Agency and retail sales.
- Panel repairs.
- Personal and business mobile communication solutions including mobile telephones, accessories, personal digital assistants (PDA's) and a provider of Vodafone services.
- Pharmaceutical services and retailing.
- Photographic processing and associated retail.
- Pizza and garlic bread produced, drinks sold and delivery of same food products.
- Plants for the home gardener.
- Plastic and storage.
- Plenty of advice, both knitting and sewing. Sales and service for the Swiss Bernina and related products including overlockers. Sale of hand knitted goods.
- Preserves, cakes, cookies and garden tours.
- Repair and supply of electrical equipment.
- Repair TV, videos and computers. Install aerials and free to air satellites.
- Repairs - automotive and electrical. Sales - car parts and batteries.
- Repairs and servicing vehicles.
- Repairs to motor vehicles.
- Retail - grocery, petroleum products, batteries, liquor and postal services.
- Retail business, speciality in commission sales. We sell on behalf and sell good quality recycled women's fashion clothing and accessories, so we don't produce anything.
- Retail furniture.
- Retail of gifts eg, candles, chocolates, soft toys, artificial arrangements, pot plants, jewellery and mirrors. Fresh cut flower posies.
- Retail of office, school and hospitality furniture eg, workstations, desks, tables, chairs etc.
- Retail shop selling paint, wall paper, sundries. Open seven days.
- Retail supply for fish and chips.
- Retail vehicles and rentals.
- Retailing stationery, office machinery and furniture. Photocopy/binding and laminating service. Technical service for office products eg, copiers etc.
- Saddlery.
- Sale of antiques and collectables.
- Sale of new and used cars. Repairs to motor vehicles.

- Sales and service of outdoor power equipment and accessories.
- Scrap metal dealer.
- Second-hand book store buying, selling and exchanging. We also sell fun adult gifts, wigs and accessories.
- Sell women's fashionwear.
- Service and sell chainsaws and mowers.
- Service station and workshop.
- Service station.
- Short-term hire, rentals or hire purchase. Sales of household items ie, CTVs, whiteware etc. Also do cash loans.
- Specialist supplier of safety equipment ie, respiratory, height safety, safety boots, hard hats, safety glasses, wet weather gear, signage etc.
- Sports products and musical instruments.
- Superette (x3).
- Supermarket.
- Supply cleaning products and chemicals.
- Surf, snow and skate retail.
- Takeaway meals, fish and chips, burgers etc. Wholesale chicken pieces to other outlets, local and out of town delivery service.
- Timber and hardware, frames and trusses and export fish bins.
- Tyres, 24 hour call-outs, repairs, technical advice and mag wheels. No type too big or too small.
- Vehicle collision repair. Repairs to panel, paint and plastic smash damage.
- Vehicle repairs workshop.
- Watch sales, cup engraving and jewellery repairs.
- Water pumps servicing business.
- Women's clothing.

Listings for businesses coded to personal services:

- A friendly environment for children and parents.
- Appliance servicing.
- Buildings and grounds maintenance.
- Christian organisation with a prime objective in ministering God's salvation, grace, healing, health, peace, joy and love to a 'sick' society.
- Domestic and commercial pest control.
- Dry cleaners.
- Electronic servicing, technical support.
- Floorsanding and coating of new and old floors.
- Hair salon: hair curls, perms, colours.
- Hair stylist.
- Hairdressing.
- Help couples plan their wedding and all associated events. Provide wedding packages.
- Provides lawn mowing, tree pruning, section maintenance and gutter clearing services.
- Referral service which promotes and supports volunteering in the Gisborne/East Coast Region.
- Religious.
- Repair personal computers and printers. Supply computers, monitors and software etc.
- Repair vehicles.
- Shoeing horses, making horse shoes, (engineering and forge work). Hay making and selling.
- Textile maintenance.
- Waste disposal services.
- Writing and photography.

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	146	1	29	728	5
Part-time	105	1	20	269	3
Casual	43	1	10	82	2

Note: Zero values have been removed

Q3a Do you currently have any vacant positions?

	Number	Percent
No	139	86.9%
Yes	21	13.1%
Not specified	0	0.0%
Total	160	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	3	4	2	0
Professionals	1	1	0	0
Technicians and associate professionals	0	0	0	0
Clerks	0	0	0	0
Service and sales workers	15	22	8	3
Agriculture, horticulture and forestry	1	1	0	1
Trade workers	6	7	0	0
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	0	0	0	0
Total		35	10	4

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.	1	0	0
Retail manager.	2	0	0
Shift runner.	1	2	0
Total	4	2	0

Note: 3 companies identified vacancies

Vacant positions for professionals:

Professionals	Full-time	Part-time	Casual
Naturopath.	1	0	0
Total	1	0	0

Note: 1 company identified vacancies

Vacant positions for service and sales workers:

Service and sales	Full-time	Part-time	Casual
Counter sales staff.	2	0	0
Customer service person.	0	1	0
Delivery driver.	6	0	0
Departmental manager.	2	0	0
Fleet serviceman.	1	0	0
Forecourt attendant.	1	0	0
In-store staff.	3	0	0
Minister of religion - Presbyterian.	0	0	0
Parts person.	1	0	0
Sales assistant.	4	4	2
Senior kitchen hand.	1	0	0
Not specified	1	3	1
Total	22	8	3

Note: 15 companies identified vacancies

Vacant positions for agriculture and horticulture and forestry workers:

Agriculture and horticulture and forestry	Full-time	Part-time	Casual
Farrier - apprentice or experienced.	1	0	1
Total	1	0	1

Note: 1 company identified vacancies

Vacant positions for trade workers:

Trades	Full-time	Part-time	Casual
Carpet layer.	1	0	0
Electric motor rewinder.	1	0	0
Mechanic.	1	0	0
Mechanic apprentice.	1	0	0
Panelbeater.	1	0	0
Refrigeration engineer.	1	0	0
Senior auto electrician.	1	0	0
Total	7	0	0

Note: 6 companies identified vacancies

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

	Number	Percent	
No	107	66.9%	[go to Q5]
Yes	50	31.3%	[continue]
Not specified	3	1.9%	
Total	160	100.0%	

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

Name of position	Reasons why position is difficult to fill					
	Frequency	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
Apprentice.	1	1	0	0	0	1
Assistant manager.	1	1	0	1	0	1
Automotive machinist.	1	1	0	1	0	0
Automotive technician.	3	3	0	0	0	0
Beautician.	1	1	0	1	1	0
Carpet layer.	2	2	1	0	0	0
Checkout operator.	1	1	0	0	0	1
Clerical.	1	1	0	1	0	1
Computer technician.	1	1	1	0	0	1
Counter sales.	1	1	0	0	0	0
Customer service officer.	1	1	0	0	0	0
Diesel mechanic.	1	1	1	1	1	1
Driver.	1	0	0	0	0	1
Electrical motor rewinder.	1	0	0	1	0	0
Electrician.	2	1	1	1	2	1
Electronic apprentice.	1	0	1	0	0	1
Farrier.	1	0	0	1	0	1
Fleet service tyre technician.	1	1	0	0	0	0
Fleet serviceman, tyre fitter, truck and OTR tractor. Heavy machinery and pricing.	1	1	1	0	1	1
Forecourt staff.	1	0	0	0	0	0
Glazier.	1	1	0	0	0	0
Laundry hand.	1	0	0	0	0	1
Manager.	1	0	0	0	1	1
Manufacturer.	1	1	0	0	0	0
Mechanic.	6	6	3	0	0	1
Minister.	1	0	0	0	0	0
Nursery person.	1	0	0	0	0	0
Packer/cleaner.	1	0	0	0	0	1
Pharmacist.	1	1	1	1	1	0
Pharmacy technician.	1	1	0	1	0	0
Presser.	1	1	0	0	0	0
Refrigeration engineer.	1	1	0	1	1	0
Retail assistant.	6	3	0	1	0	4
Sales person.	6	3	2	2	0	1
Sales/sewing and knitting wools.	1	1	0	0	0	1
Senior auto electrician.	1	0	0	1	0	0
Senior salon stylist.	1	1	0	1	1	0
Small engine mechanic.	1	1	1	0	0	0
Storeman.	1	0	0	0	0	0
Technician.	1	0	0	0	0	0
Timber supervisor.	1	1	0	0	0	1
Water pump serviceman.	1	1	0	0	0	0
Total	61	41	13	16	9	22

Other specified:

- It is hard work and pays a low hourly rate.

- Lack of motivation and that it is a good job.

Reasons explained:

- Apprenticeships were stopped ten years ago and now there is a shortage of trained mechanics.
- Can earn at least \$10 an hour more outside Gisborne.
- Costs too much to train through government scheme.
- Due to stopping apprenticeships 10 to 15 years ago there is now a shortage of mechanics.
- Hard to find honest motivated workers.
- Hard to find people trained as pressers, as machinery has taken over.
- Hard to find someone with the intelligence and energy to do the job.
- Heavy manual work and is dangerous.
- High level sales people are hard to find in Gisborne. Good ones leave town. Younger people are generally better and go out of town.
- Industry knowledge.
- It is a specialised job which takes training.
- It is not an easy job and hard to find people who are motivated to work in this area.
- Lack of enthusiastic response from polytech staff.
- Lack of experienced people prepared to work hard for current pay rate.
- Lack of free thinking ministers training.
- Lack of people due to the government stopping the apprenticeship.
- Lack of training over the year.
- Long period of time when no-one was trained. This has now resulted in problems finding staff.
- No apprentices have been trained over the 20 years.
- No apprenticeship is offered for marine mechanic and there is a shortage of general mechanics.
- No one answers the advertisement.
- None around. Not enough training in the last 20 years.
- Only qualified technicians are over 50 years old.
- Pay is higher outside the food industry.
- People don't want to work on Sundays.
- Require mature person 30-50 years.
- Retail selling. People skills plus technical ability. Difficult to get people who have qualifications plus people skills. Most have theory and very little life skills.
- Tend to be more variable.
- The value of technicians has been too low in the past, pay rates etc.
- There are several specific things I look for and it is hard to find all of them.
- There is no formal training within our industry and we need people with a wide range of skills, like electricians, plumbing, engineering and fitter welder skills, so it is very hard to find suitable people.
- Too many backyarders, not enough qualified in New Zealand.
- Trade training is not encouraged by our society.
- Very few applicants (or they live in Te Karaka and have no transport).
- Very specialised position.
- We only want someone for six hours a week. The person has to be very honest as we have had problems with a previous employee.

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	147	91.9%
National	30	18.8%
International	5	3.1%
Not specified	10	6.3%
Sample	160	

Note: Not additive as respondents could identify multiple areas

Q5b Please tick the methods that you use:

	Number	Percent
Word of mouth	116	72.5%
Head hunt	25	15.6%
National newspaper advertising	16	10.0%
Local newspaper advertising	74	46.3%
Radio advertising	3	1.9%
Recruitment agencies	9	5.6%
Internet advertising	14	8.8%
Work and Income	20	12.5%
Industry publication/newsletter	8	5.0%
Notice in shop window	12	7.5%
Unsolicited CVs	16	10.0%
Other	13	8.1%
Not specified	6	3.8%
Sample	160	

Note: Not additive as respondents could identify multiple methods

Other specified:

- Approach schools for casual staff over Christmas.
- Church Head Office.
- Company vacancies advertised in New Zealand and Australia.
- Contact with other similar organisations.
- Family business/friends.
- Family connections.
- Head office would advertise for us.
- Internal company advertising.
- Off the street.
- Polytech and Gisborne development if looking for an apprentice.
- Polytechnic.
- Polytechnic.
- Tairāwhiti Polytechnic.

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

	Number	Percent
No	138	86.3%
Yes	19	11.9%
Not specified	3	1.9%
Total	160	100.0%

*[go to Q7]
[continue]*

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				Other
		An issue related to your specific business	An issue within the Gisborne District	A national issue within your industry		
Checkout staff.	1	0	0	1	0	
Computer technician.	1	0	1	1	0	
Counter staff.	1	0	0	1	0	
Customer service officer.	1	0	1	0	0	
Driver.	1	0	0	0	0	
Electronic worker.	1	0	0	0	1	
Fleet service tyre technician.	1	1	0	0	0	
Fleet serviceman sometimes.	1	0	0	1	0	
Floor preparation person.	1	0	0	1	0	
General staff.	1	0	1	0	0	
Late shift worker.	1	0	0	0	1	
Manager.	1	0	0	0	0	
Mechanic helper.	1	1	0	0	0	
Office support staff.	1	0	0	0	1	
Presser.	1	1	0	0	0	
Sales person.	2	1	0	0	1	
Shelf filler and order picker.	1	0	0	0	1	
Shop assistant (part-time).	1	0	0	0	1	
Total	19	4	3	5	6	

Reasons explained:

- Dishonesty.
- Do not like heavy work. Having to work after hours and a lot of paper work (no trade).
- Few motivated people. Like to drive cars but not work with them as a tool.
- Had a run of staff leaving. One was dishonest and the other was lazy.
- Increasing demand on good people - increasing wage rates. Staff getting easier jobs with higher pay.
- It is very hard work.
- It seems that we do most of the training and after two years or less people want to go to the big city with the prospect of more pay or OE.
- It was a stressful time and a couple of people left. Two people were off on ACC leaving one person to do all the work.
- Lack of goals for their life. Unsure of where they are going.
- Leave district for better money.
- Need experienced technical electrical staff who can be better paid by working as electricians.
- Not very fulfilling jobs so the turnover is high.
- Polytechnic and others. Notifying people that courses are full then six to 12 months later ringing to say that course has a place available. Employee then leaves to do course.
- Pregnancies. Time away from the family.
- Staff are not punctual.
- They go on to full-time jobs.
- Volunteer position so often staff move onto paid work.

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	8	42.1%	[go to Q7]
Yes	9	47.4%	[continue]
Not specified	2	10.5%	
Total	19	100.0%	

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

	Number	Percent
Having existing employees work longer hours	5	55.6%
Having existing employees lift productivity	4	44.4%
Using more equipment to replace labour	0	0.0%
Reducing output	0	0.0%
Outsourcing work to other businesses	1	11.1%
Reducing the hours of business	0	0.0%
Paying more for employees (includes better conditions)	3	33.3%
Owner(s)/operator(s) undertaking additional work	7	77.8%
Other	4	44.4%
Not specified	0	0.0%
Sample	9	

Note: Not additive as respondents could identify multiple methods

Details specified for having existing employees work longer hours:

- Puts pressure on existing staff.

Details specified for having existing employees life productivity:

None specified.

Details specified for outsourcing work to other businesses:

None specified.

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

- Better pay and conditions.
- Two reviews within 12 months to retain staff.

Details specified for owner(s)/operator(s) undertaking additional work:

- Longer hours.
- More hours within business.
- Owner has to have a hands on role.

Other specified:

- Extra training and extra incentives.
- Happy work environment means less stress and more involvement.
- Upskill of existing workers with assistance in study etc.
- Working on Saturdays now in the electrical side of the business.

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 = 140				
Managers	103	140	146	6
Professionals	10	16	21	5
Technicians and associate professionals	16	44	50	6
Clerks	54	100	115	15
Service and sales workers	81	244	303	59
Agriculture, horticulture and forestry	0	0	0	0
Trade workers	31	127	145	18
Plant, machine operators and assemblers	6	15	18	3
Elementary occupations	15	32	36	4
Other	0	0	0	0
Total		718	834	116

Part-time employment

	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Sample = 103				
Managers	9	7	8	1
Professionals	5	7	8	1
Technicians and associate professionals	6	10	10	0
Clerks	25	36	37	1
Service and sales workers	60	145	171	26
Agriculture, horticulture and forestry	1	1	1	0
Trade workers	5	4	5	1
Plant, machine operators and assemblers	2	5	6	1
Elementary occupations	17	44	50	6
Other	0	0	0	0
Total		259	296	37

Casual/seasonal employment

	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Sample = 48				
Managers	1	0	0	0
Professionals	1	1	0	-1
Technicians and associate professionals	1	1	1	0
Clerks	5	11	11	0
Service and sales workers	30	50	71	21
Agriculture, horticulture and forestry	1	0	2	2
Trade workers	2	2	2	0
Plant, machine operators and assemblers	3	4	6	2
Elementary occupations	7	8	9	1
Other	0	0	0	0
Total		77	102	25

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	44.4%	39.4%	0.0%	4.4%	11.9%
Management/business skills	41.3%	28.8%	0.0%	14.4%	15.6%
Technical skills	31.3%	16.9%	2.5%	31.3%	18.1%
Professional skills	16.3%	11.3%	1.3%	49.4%	21.9%
Trades skills	30.6%	13.8%	0.6%	36.9%	18.1%
Computer/IT skills	43.1%	22.5%	1.3%	17.5%	15.6%
Regulatory skills	33.1%	32.5%	1.9%	15.6%	16.9%
Customer service skills	63.1%	22.5%	1.3%	1.3%	11.9%
Leadership skills	40.6%	30.6%	3.8%	8.8%	16.3%
Sales skills	66.3%	19.4%	0.6%	5.6%	8.1%
Cultural skills	15.6%	44.4%	3.8%	17.5%	18.8%

Other specified and skills becoming more important:

- Event management.
- Time management.

Other specified and skill changes needed not being specified:

- Inter personal skills (conflict resolution).

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

	Number	Percent	Rank
Core skills	54	33.8%	3
Management/business skills	45	28.1%	5
Technical skills	31	19.4%	9
Professional skills	16	10.0%	12
Trades skills	40	25.0%	8
Computer/IT skills	53	33.1%	4
Regulatory skills	42	26.3%	7
Customer service skills	94	58.8%	1
Leadership skills	45	28.1%	5
Sales skills	89	55.6%	2
Cultural skills	24	15.0%	10
Other	24	15.0%	10
None	12	7.5%	
Not specified	18	11.3%	
Sample	160		

Note: Not additive as respondents could identify multiple programmes

Other specified (18 companies identified further education and training/skills development programmes):

- Appliance technician apprenticeship.
- Apprenticeship mechanics.
- Better apprentice system.
- Budgeting skills.
- Carpet laying apprenticeship.
- Company training from people we are distributors for.
- Electrical apprenticeship.
- Firestone provides a full training programme which is an on-going continuous process.
- Flooring installation apprenticeship.
- Floor sanding apprenticeship.
- Florist ticket (training).

- Foodstuff training development programme.
- Franchise provides in-house training in all areas.
- Managing conflict.
- Marine mechanic training (in-house).
- Office training for new staff.
- Product servicing training.
- Retail course on pet care in shops.
- Suppliers update training.
- Team work
- The company provides and on-going training programme.
- The government farrier training scheme for our training farriers in my opinion is not working.
- Time management.
- Training for presser position in-house.

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	97	60.6%
Yes	57	35.6%
Not specified	6	3.8%
Total	160	100.0%

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

	Number	Percent
Good	47	68.1%
Average	13	18.8%
Does not meet requirements	9	13.0%
Total programmes undertaken	69	100.0%

Breakdowns by programmes:

Programme	Frequency	Average rating 1=☺ 3=☹	Reason for rating of programme	Provider
AECS (Automotive Electronic Control Systems).	2	1.5	<ul style="list-style-type: none"> • Course of this nature very welcome. • Upskilling. 	<ul style="list-style-type: none"> • AECS with MTA. • Motortrade.
Agri-chemical and approved handler certificate.	1	1		<ul style="list-style-type: none"> • Farmsafe.
ATTO KiwiHost.	1	1	<ul style="list-style-type: none"> • Helpful. 	<ul style="list-style-type: none"> • ATTO.
Automotive.	1	1	<ul style="list-style-type: none"> • Passed course. Nice tutors. 	<ul style="list-style-type: none"> • Tairawhiti Polytechnic.
Bar manager.	1	3	<ul style="list-style-type: none"> • Too long for work courses. 	
Basic business law.	1	1	<ul style="list-style-type: none"> • Good facilitator, follow up available one to one. 	<ul style="list-style-type: none"> • Turanga Ararau.
BIZ courses.	4	1.3	<ul style="list-style-type: none"> • Covered wide range of business - informative and fun to go to. • Had a lot of good information but all at a very basic level. 	<ul style="list-style-type: none"> • McCullochs. • Grow Business Gisborne. • Turanga Ararau.
BIZ Grow.	2	1	<ul style="list-style-type: none"> • Very informative. 	
Boating course (not work related).	1	3	<ul style="list-style-type: none"> • Informative, interesting and well presented. 	<ul style="list-style-type: none"> • Polytechnic.
Building sales and dealing with customers.	1	1	<ul style="list-style-type: none"> • It was very good. 	<ul style="list-style-type: none"> • It was done in an accountancy firm - cannot

Programme	Frequency	Average rating 1=☹ 3=☺	Reason for rating of programme	Provider
				remember the name.
Business management course.	1	2		• Te Wananga.
Business planning.	1	1		• Turanga Ararau.
Computer - Excel training.	1	1		• Tairawhiti Polytechnic.
Computer course.	2	1.5	• Too many in course.	• Tairawhiti Polytechnic.
Conflict management.	1	1	• Great stuff.	• MBE Business Education.
Customer service course.	1	1		• Dean Purdue, McCullochs.
Driver training course.	1	1	• Still undergoing training but course has been good so far.	• Tairawhiti Polytechnic.
Electric motor rewinding apprenticeship.	1	1		• Gisborne development.
Fire safety.	1	1		• New Zealand Fire Service.
First aid.	6	1.3	• Too long for work cover. • To help others and for my own health and safety.	• St. John's. • Red Cross.
Food and safety.	3	3	• Have not completed course. • Passed test.	• Tairawhiti Polytechnic.
Food handling course.	1	2	• Requirement under Health Act by-laws.	• Tairawhiti Polytechnic.
Food hygiene.	4	2	• Easy, basic knowledge. Already knew it.	• Tairawhiti Polytechnic. • Polytechnic.
Food safety.	4	1	• Good for food handling and hygiene. • Good. • Compulsory. • Food Hygiene is very important.	• Tairawhiti Polytechnic. • Gisborne District Council.
General Managers' Certificate - Liquor.	1	2		
Gisborne Developments Inc pre apprenticeship.	1	1	• Good basics.	
HT driver's licence.	1	1		• Tairawhiti Polytechnic.
HT forklift course.	1	1		• Tairawhiti Polytechnic.
ITP.	1	1	• Gave recipient a diploma in information and communication.	• Tairawhiti Polytechnic.
Jewellery design.	1	1	• Extended skill base.	• Tairawhiti Polytechnic.
KiwiHost.	2	1	• Telephone/reception programme. Guidance on how to handle varied situations in a professional manner.	• KiwiHost.
Learn live Excel.	1	1	• Gave recipient a diploma in information and communication.	• Tairawhiti Polytechnic.
Liquor Manager's Licence.	1	3	• Passed test.	• Polytech.
Maori culture and marae protocol wananga.	1	1	• To increase my own understanding of Maori culture.	• Management of the Tutuwa Maraea Te Aka Road EC.

Programme	Frequency	Average rating 1=☹ 3=☺	Reason for rating of programme	Provider
MBE financial statements.	1	1	• Great stuff.	• MBE.
MITO Training.	2	1.5	• Just need more of it. • Apprentice.	• Tairawhiti Polytechnic.
Motor Apprenticeship.	1	2	• MITO.	
MYOB course.	1	3	• Too advanced for what I wanted.	• Tairawhiti Polytechnic.
NACCQ.	1	1	• Gave recipient a diploma in information and communication.	• Tairawhiti Polytechnic.
NZ Diploma in Business.	2	1.5	• Good tutors.	• Tairawhiti Polytechnic.
Photoshop.	1	2	• Okay - should have been more streamed ie, those attending.	• Tairawhiti Polytechnic.
Project management.	1	2	• Some good basics. More in-depth wanted.	• MBE.
Retail apprenticeship.	1	1	• Good for developing skills in retail and keeping local core development.	• Gisborne Development.
Retailer.	1	1	• What it provided.	• Retailers' Association.
To do with advertising (seminar).	1	1	• Good to hear other people's methods, viewpoints etc.	• Held at Cosmopolitan Club.
To do with carpentry.	1	1	• Excellent tutoring. Good theory and training.	• Tairawhiti Polytechnic.
Travel career course.	1	3	• Comprehensive.	• Polytech.
Various BIZ programmes on customer services.	1	3	• Good, practical and helpful advice.	• McCullochs mainly.
WOF.	1	1	• Needed to keep WOF licence.	• MTA.

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)	110	68.8%
Block course (eg, short-term duration in classroom)	41	25.6%
Off-site (eg, long-term duration in classroom)	12	7.5%
Distance learning (eg, correspondence, extramural)	34	21.3%
Seminars/workshops (eg, one-off, short-duration training)	83	51.9%
Sample	160	

On-site (eg, on the job)

On-site	Number	Percent
Yes	110	68.8%
No	31	19.4%
Not specified	19	11.9%
Total	160	100.0%

Comments for those using on-site training:

- 2.5 hours each week in-house.
- All aspects of sales, product knowledge and installation techniques.
- Apprentices train on the job.
- Apprenticeship practical training.
- Apprenticeship training.

- Basic health and hygiene plus good communication skills for reception.
- Continual product knowledge and sales training.
- Dealerships franchise in-house training.
- Equipment training.
- Everyday.
- For casual staff a period of alongside training prior to the Christmas rush.
- Full in-house training.
- General training on all areas of the trade.
- Good.
- Good.
- I train them myself.
- Industry specific training always required eg, fabric knowledge.
- In-house apprentice training.
- In-house job specific training.
- It is better to be able to put the theory learnt into use in a practical learning situation.
- No time available, too busy.
- Ongoing training in all areas.
- Ongoing upskilling within the industry.
- On-site job training from local to head office staff.
- On-site training in all areas of cleaning. Respecting garments and care and fabric treatment knowledge training.
- On-the-job training is provided on how to use chipper, blower, chainsaw and how to clear gutters.
- On-the-job training.
- OSH and health and safety. Product training, customer service and sales training.
- Our company offer different courses on customer service now and then.
- Pair training and remote computer based training.
- Practical.
- Provided by Bernina NZ and 'Naturally NZ' wools.
- Real life training. We advise customer to get okay first and then coerce trainee through.
- Sales, service and stock handling.
- Some reps who call do staff training too. Learning is ongoing in our industry.
- Teaching techniques.
- Through head office, general staff training.
- Tradesman training for apprentices.
- Train staff in customer service.
- Training by more experienced staff.
- Training in general office procedure, handling important documents and how to deal with finance companies.
- Training modules.
- Training on product knowledge.
- Training on use of equipment.
- Tutoring for all service staff.
- Use of cleaning chemicals.
- We provide training on how to do the job and use the machinery.
- We train our employee on new products, pricing etc.
- We use sales reps from our suppliers.
- Workshop staff training in marine mechanical skills.

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

Block course	Number	Percent
Yes	41	25.6%
No	64	40.0%
Not specified	55	34.4%
Total	160	100.0%

Comments for those using block courses:

- Apprentice and tradesmen upskilling.
- Apprentice mechanic.

- Apprentice training.
- Carpet installation apprenticeship in Christchurch.
- Electrical and appliance technician. Apprenticeship block courses.
- Electronic technician apprenticeship.
- First aid/sale of liquor act.
- Food hygiene certificate.
- Foodstuffs training development course.
- Good intensity.
- Good.
- Induction course for new employees.
- It is better to be able to put the theory learnt into use in a practical learning situation.
- Mercury Marine Service School.
- MITO.
- No time available, too busy.
- Polytechnic and Ford Mondeo Motors.
- Product knowledge training.
- Refrigeration engineer apprenticeship.
- Technical course out of district.
- Training on new car models for mechanics.
- Two weeks a year.

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

Off-site	Number	Percent
Yes	12	7.5%
No	76	47.5%
Not specified	72	45.0%
Total	160	100.0%

Comments for those using off-site training:

- Apprenticeship training of service technician.
- Franchise training.
- It is better to be able to put the theory learnt into use in a practical learning situation.
- No time available, too busy.
- Theory side of apprenticeships.
- Woodwise training (three year course).

Distance learning (eg, correspondence, extramural)

Distance learning	Number	Percent
Yes	34	21.3%
No	69	43.1%
Not specified	57	35.6%
Total	160	100.0%

Comments for those using distance learning:

- Apprentice theory, vibration.
- Apprentice training.
- Apprenticeship training of service technician.
- Correspondence through Open Polytechnic.
- Counselling social services.
- Foodstuffs distance courses in retailing.
- Foodstuffs training development course.
- Have done Retail ITO - one staff member.
- Individuals can do polytechnic pharmacy technician courses if they want to.
- Industry relevant seminars as they come up.
- It is better to be able to put the theory learnt into use in a practical learning situation.
- Mito.

- National Certificate in Retail.
- Naturopathy/homeopathy.
- No time available, too busy.
- Open Polytechnic electronics course.
- Retail apprenticeship.
- Training in data communications.

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

Seminars/workshops	Number	Percent
Yes	83	51.9%
No	43	26.9%
Not specified	34	21.3%
Total	160	100.0%

Comments for those using seminars/workshops training:

- Advertising and marketing courses.
- Armed hold-up seminars. PA address course.
- Business development seminars.
- Company reps give on and off-site training. Bullet point stuff.
- ECIS - electrical safety course using electrical instruments and first aid course.
- Food and hygiene.
- For myself to upskill on IT, financials, display building and security.
- Franchise training.
- Hamilton seminars.
- Head office runs different training courses for different aspects of business from one day to one week run by a company in Auckland.
- Health and safety.
- Intend to in the near future.
- It is better to be able to put the theory learnt into use in a practical learning situation.
- LPG training course.
- Management modules.
- Mechanical course - EIT Napier.
- Motor and variable speed drive seminars.
- MTA seminars eg, mechanical diesel and admissions, ABS and Contraction Control Certificate.
- No time available; too busy.
- Open book exam every five years.
- Product knowledge seminars put on by manufacturers.
- Product knowledge seminars.
- Product seminars on buying and selling. Personality types seminar.
- Provided by Bernina NZ.
- Provided by our main suppliers eg, hair colour training.
- Retailing seminars and managers' workshop.
- Sales.
- Security courses and stock shrinkage course.
- Service training/sales training.
- Sometimes ministers attend these.
- Sony workshop.
- The company holds twice yearly training seminars.
- Trade related seminars.
- Training seminars, customer service, tyre fitting and wheel alignment.
- Vendor presentations.
- Wednesday night study at the polytechnic.
- When available, mostly done by our suppliers.

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	13	8.1%
Trade courses	5	3.1%
Business courses	1	0.6%
Other	5	3.1%
Sample	160	

Note: 20 businesses identified a need for education and training in specific areas

Comments coded to *other training/education*:

- Assertive training and communication skills.
- Customer service training.
- Domestic and commercial pest control.
- Electronic NZCEA units and off-site training in electronics engineering, electrical safety and small appliance servicing.
- Floristry course.
- General merchandising skills for both employees and business people. Employees' appearance, attitude and promoting additional products/service. Employers' in-store physical appearance (lighting, displays and colours etc.), customer psychology effective merchandise location and layout etc. Most business people do not have a clue on methods to maximise their sales and just do trial and error techniques. If a course like this is made available, it needs to be sold to the business community by a visit from a school representative to each business.
- Our training would be within our organisation or within other like-visioned organisations.
- Professional sales courses ie, how to sell.
- Sales training for both staff and management. Team building leads to far better in-house relationships. Management training of staff continued/leadership, marketing and planning.
- Sales training.
- Seminar or workshops on event management.
- The government farrier training scheme for our training farriers, in my opinion is not working.
- We do not need this for our employees, but Gisborne needs a course on how to get back into the workforce and preparing for interviews.

Comments coded to *trade courses*:

- Electric motor rewinding apprenticeship block course.
- Electronic NZCEA units and off-site training in electronics engineering, electrical safety and small appliance servicing.
- Electronic technician apprenticeship courses.
- Sewing machine maintenance.
- Technician training.

Comments coded to *business courses*:

- General merchandising skills for both employees and business people. Employees' appearance, attitude and promoting additional products/service. Employers in-store physical appearance (lighting, displays and colours etc.), customer psychology effective merchandise location and layout etc. Most business people do not have a clue on methods to maximise their sales and just do trial and error techniques. If a course like this is made available, it needs to be sold to the business community by a visit from a school representative to each business.

Comments coded to *other*:

- Driver's licence centre.
- Maori design clothing.
- Massage practitioner quality assurance modules.
- Naturopathy quality assurance.
- Our sales and marketing person lives in Auckland and attends Albany Massey University part-time.

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	16	10.0%
Okay	53	33.1%
Not well	49	30.6%
Don't know	37	23.1%
Not specified	5	3.1%
Total	160	100.0%

Q12b How could this be improved?

	Number	Percent
Work ethics/attitude/life skills	47	29.4%
Industry/work place training/work experience	12	7.5%
Inclusion in school curriculum/careers guidance/closer liaison with industry	11	6.9%
Education improvements/skills to be taught	9	5.6%
Basic education	8	5.0%
Parental responsibilities	5	3.1%
Encourage going into trades	3	1.9%
People from industries talking to students	2	1.3%
Funding for schools	1	0.6%
Other	7	4.4%
Sample	160	

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

- I think the schools do need to be harder on attitude towards work. It is good that some get encouraged, even if it is just work experience.
- While kids are in school, offer life skill programmes as a lot of kids in our district often get into trouble not knowing any other alternatives.

Education improvements/skills to be taught:

- Champion High School runs excellent courses on work readiness.

Industry/work place training/work experience:

- High school girls doing work experience in a salon are not going to do any units anymore. I do not agree with that, as it doesn't give them anything to look forward to.
- I think the schools do need to be harder on attitude towards work. It is good that some get encouraged, even if it is just work experience.

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

- More liaisons between schools and retail.

Other:

- Improvement never ends, it just keeps maturing, however, it is everyone's responsibility to keep improvement well seasoned.

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

- Attitude and preparation lacks. Youth come to us feeling that the world owes them a living. No responsibility is usually taken – 'it's not my fault' seems to be the favourite saying.
- Attitude from school people needs to be looked at - especially if they want me to take a pupil for work experience.
- Enforce in-house rulings. For example, day to day bad behaviour seems to be tolerated. That flows through to the workforce.

- Getting students ready for work, education on how business work - customers/margins and finances. Education in motivation, initiative and getting ahead. Exceeding customer expectations ie, life in the real world.
- Greater discipline.
- I feel some young school children of teenage years need to learn better dialogue and communication skills and personal grooming. If teenagers look and feel good, normally they show more confidence.
- Improve on young people's attitude and motivation. Educate them on the reality of being in the work environment and not a schooling situation. Encourage them into work experience.
- It depends on the student, not how well the school prepares them.
- It is all there, just now up to the individual.
- It starts from home. It is hard for schools to prepare students for work when there is no parental back up.
- More emphasis on motivation and attitude.
- Personal skills.
- Presentation could be improved (eg, dress code) plus reliability and punctuality should be emphasised.
- Would be improved with more strict discipline within the school system as well as proper student analysis to narrow down job choices for students.

Basic education:

- Numeracy, literacy skills and communication skills.

Education improvements/skills to be taught:

- More hands on in school education is required which leads to using ones foresight.
- Too much emphasis in education on cultural and political correctness avenues.

Industry/work place training/work experience:

- A part of each year (for fifth to seventh formers) should include a time of working in local businesses. Some voluntary and some paid. It will give them an idea of what to expect; breakdowns in class (budget, bills etc.).
- Attitude from school people needs to be looked at - especially if they want me to take a pupil for work experience.
- Bringing more students into retail stores etc. Showing them how to start to have a go or try something new eg, students from high schools in technology departments, taking groups to related stores.
- Improve on young people's attitude and motivation. Educate them on the reality of being in the work environment and not a schooling situation. Encourage them into work experience.
- The Gateway Programme is a good start for some students.

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

- Real look at industry.
- Secondary schools need to impress on students that the motor trade is not for people who can't get a job anywhere else. You have to be smart and have good ability in maths, science, chemistry etc.
- Would be improved with more strict discipline within the school system as well as proper student analysis to narrow down job choices for students.

Parental responsibilities:

- It starts from home. It is hard for schools to prepare students for work when there is no parental back up.

People from industries talking to students:

- By asking employers or business owners to participate as guest speakers at school. I think a lot of teenagers have a very warm fuzzy view of what working in retail is all about.

Other:

- I really have no idea what the contribution readiness is.
- We have a lot of secondary students asking for work, but we are a very small business so we cannot help them. Maybe they should be involved in polytechnic.

Comments for not well:**Work ethics/attitude/life skills:**

- All of the above (motivation, attitude, adaptability etc). More preparation for job interviews etc, is needed.
- Attitude of the students at the local boys' high school is terrible; there is no respect given to their elders, but I think the problems start in the home so do not think the schools can do much without parental support.
- Attitude to work ethic non existent. Tired, cannot be bothered etc. How do you change that?
- Attitude towards work and life in general has depleted over the years (since tomorrows schools). Respect is a key issue.
- Change of attitude towards work.
- Discipline. The high school/secondary schools have very little well disciplined people. The results are that schools are turning out young adults who have attitude problems, are not career driven or hard working. This can be seen in teenagers who have no manners, dress in a sloppy manner, swear most of the time, cannot work hard and cannot work without supervision.
- Do not know what the schools could do to improve the attitudes towards work that many young people have, as often there is not any home support.
- Encouragement to present themselves better at interviews and to gain a more realistic idea of what retail involves.
- Get back to teaching basics and have more discipline within the school.
- Get them to live in the real world. Work means work.
- I don't believe that any of the qualities mentioned (motivation, attitude, adaptability etc) are taught in schools but this should come through the family unit.
- Improve discipline in schools. Better life skills.
- It is up to the pupils to be motivated to work and I think it also comes back to their home life as to whether they are encouraged to work.
- Literacy, numeracy, comprehension, spelling and confidence in dealing with people (customers).
- Modern youth have no work ethics. Drugs also cause a problem with a lack of motivation.
- More attention to basics ie, maths, writing, personal presentation and work ethics.
- More life skills .
- More on the basic needs for survival and understanding in the working community is needed. Also, maybe on how legal employment issues can impact on them. Students should do more work experience.
- Motivation and attitude - are not provided in the secondary schools.
- My feeling is that there has been a 'dumbing down' of schooling in an attempt to adopt to the low end instead of using discipline and motivation to bring up the level of achievement. The result is an acceptance of low motivation, poor presentation and generally bad attitude - bad manners, street slang, violence etc.
- Need to know the importance of reliability, punctuality and spelling (to look things up on the computer).
- Reports that mean something, literacy and work ethics.
- School leavers lack presentation/appearance standards. We see lots of numeracy/literacy problems. Lack of problem solving ability ie, giving two five cent pieces out if ten cent pieces have run out. Solutions could involve more discipline in schools.
- School teachers are not paid to start at the bottom when they start work. Schools need to provide a work ethics course so that they are aware that when they start in a job they will have to do the menial jobs as that is how they will learn how the company is run.
- Teach students good work practices needed in a retail situation.
- Teach work ethics eg, punctuality, attitude and motivation to work. Many of today's youth are not prepared to start at the bottom when they enter the workforce.
- The main problem seems to be attitude to work by a large number of students; not all though - some are great.
- These attributes are learnt at home to begin with. Parent apathy carries over to teacher apathy.
- They need to be shown what good work entails and be responsible for themselves.
- Trying to make students more enthusiastic in obtaining their first job.

Basic education:

- Emphasis more on basic numeracy and literacy.

- Get back to teaching basics and have more discipline within the school.
- Literacy, numeracy, comprehension, spelling and confidence in dealing with people (customers).
- More attention to basics ie, maths, writing, personal presentation and work ethics.
- Reports that mean something, literacy and work ethics.
- School leavers lack presentation/appearance standards. We see lots of numeracy/literacy problems. Lack problem solving ability ie, giving two five cent pieces out if ten cent pieces have run out. Solutions could be more discipline in schools.
- Teach the core skills to a high standard. Promote trades as a good career choice. Schools need to motivate pupils. Have a course on work ethics.

Education improvements/skills to be taught:

- Yes programmes are good, eg, young enterprise schemes.
- All of the above (motivation, attitude, adaptability etc). More preparation for job interviews etc, are needed.
- Get out of this politically correct system that doesn't allow students to find out for themselves that their standard is not up to scratch, in those cases where it is lacking. Thereby being able to focus on what is needed in the way of help in order to achieve to their best ability.
- My feeling is that there has been a 'dumbing down' of schooling in an attempt to adopt to the low end instead of using discipline and motivation to bring up the level of achievement. The result is an acceptance of low motivation, poor presentation and generally bad attitude - bad manners, street slang, violence etc.
- Under achieving compared to 20 years ago.

Industry/work place training/work experience:

- More on the basic needs for survival and understanding in the working community is needed. Also, maybe on how legal employment issues can impact on them. Students should do more work experience.
- More time educating students on the different career paths available and providing work experience.

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

- By incorporating polytechnic type modules in schools such as carpentry-mechanics-plumbing-hairdressing (kids are bored with the old format and Trendz show). There is an overkill of bunking. They need (school teachers) to teach courses that prepare kids for the workplace, not history etc.
- Encouragement in a trade ie, mechanic rather than high tech computer skills they cannot use in the area. Realistic options.
- More time educating students on the different career paths available and providing work experience.
- School teachers are not paid to start at the bottom when they start work. Schools need to provide a work ethics course so that they are aware that when they start in a job they will have to do the menial jobs as that is how they will learn how the company is run.
- Schools feel that unless you go to university you are useless. They should promote trades and office work.
- Trades are not encouraged as a career option. This should be changed.
- Tyres are not just fitting to rims, there is a lot of technical data involved and safety issues including Land Transport specifications.

Parental responsibilities:

- I don't believe that any of the qualities mentioned (motivation, attitude, adaptability etc) are taught in schools but this should come through the family unit.
- It is up to the pupils to be motivated to work and I think it also comes back to their home life as to whether they are encouraged to work.
- These attributes are learnt at home to begin with. Parent apathy carries over to teacher apathy.
- We as parents are too tired and lazy nowadays (that says it all) (teachers are parents too). We parents are to blame and it all needs to start with us parents. We were not taught how to be parents (it's all learn by yourself and good luck if the children turn out good but if they're bad it's all bad). We only get one chance.

Encourage going into trades:

- Teach the core skills to a high standard. Promote trades as a good career choice. Schools need to motivate pupils. Have a course on work ethics.
- Teachers still seem to be under the impression that becoming an automotive technician (mechanic) is something you can do if you fail at everything else. This is so wrong. Technicians of today have to learn and understand more than a TV technician ie, the latest Holden Vectra has 29 different computers.
- The standard of student being sent to polytechnics for pre apprentice training is too low (if they are not good enough to go to university, they haven't a hope in hell of making it in our trade).

Funding for schools:

- Improve funding to allow more teachers to teach needed subjects.

Other:

- Some teachers' appearance (dressing) is not very presentable.
- You can't teach kids who go to school for their lunch.

Comments for don't know:

Work ethics/attitude/life skills:

- Reading NCEA reports is very confusing for an employer (can't tell without in-depth reading how they coped with a subject). Some children don't have the opportunity to do after school jobs so providing a couple of hours' work experience a week in a variety of job types in the sixth form is an excellent idea (benefits all students). It also exposes them to the requirements eg, motivation, attitude etc, which are needed in the real world as well as deciding study direction.

Education improvements/skills to be taught:

- Reading NCEA reports is very confusing for an employer (can't tell without in-depth reading how they coped with a subject). Some children don't have the opportunity to do after school jobs so providing a couple of hours' work experience a week in a variety of job types in the sixth form is an excellent idea (benefits all students). It also exposes them to the requirements eg, motivation, attitude etc, which are needed in the real world as well as deciding study direction.

Industry/work place training/work experience:

- Reading NCEA reports is very confusing for an employer (can't tell without in-depth reading how they coped with a subject). Some children don't have the opportunity to do after school jobs so providing a couple of hours' work experience a week in a variety of job types in the sixth form is an excellent idea (benefits all students). It also exposes them to the requirements eg, motivation, attitude etc, which are needed in the real world as well as deciding study direction.

People from industries talking to students:

- Advice and assistance from business groups ie, Chamber of Commerce and Lions Club.

Other:

- Don't know. Usually employ older people with family and life experience.
- I employ more mature people, so I have had no experience of this age group.

Comments for not specified:

Industry/work place training/work experience:

- Need to allow students to come and do work experience.
- The student could be on a selected course for six months to learn the basic skills and then offered his or her trade skills for three months with practical employment to assess the skills - with a written report on the student at the end.

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

	Number	Percent
Very well	18	11.3%
Okay	70	43.8%
Not well	25	15.6%
Don't know	41	25.6%
Not specified	6	3.8%
Total	160	100.0%

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

	Number	Percent
Work ethics/attitude/life skills/values/motivation	20	12.5%
Education improvements/skills to be taught	10	6.3%
Barriers to education	6	3.8%
Industry/work place training/work experience	4	2.5%
Interaction between schools and businesses/community	4	2.5%
Basic education (literacy and numeric skills)	2	1.3%
Education/training standards	2	1.3%
Making training similar to what is expected on the job (eg, work hours)	2	1.3%
More encouragement/support for students	2	1.3%
Perception of industry/industry promotion	1	0.6%
Positive comments on current tertiary education provided	1	0.6%
Other	4	2.5%
Sample	160	

Comments for very well:**Education improvements/skills to be taught:**

- Give focus and keeps skills in the area.

Barriers to education:

- Costs are high. Limited choices of courses eg, hairdressing, plumbing and spray painting.
- More free or cheap training. Gisborne generally has a lot of lower paid unemployed people. Paid apprenticeships.

Positive comments on current tertiary education provided:

- The systems are fine. They cater for a wide range of people. It's how the people use it that makes it work.

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

- Be more aware of the requirements of business and industry and provide courses to meet these needs.
- During the courses there is a need for the practical application of any theory learnt (helps to embed the learning). There is the need for one or two lessons to cover applying for a job and writing a CV, eg, what personal attributes (motivation, attitude, adaptability etc) an employer looks for. The back page of the business section of the NZ Herald sometimes has interesting articles on this topic (very enlightening).
- More on the basic needs for survival and understanding in the working community is needed. Also, maybe on how legal employment issues can impact on them. Students should do more work experience.
- More practical (real world) skills.
- Students are trained but under trained in the trade area. They might get the qualification but they do not know the practical side of the trade.

- These training providers need to focus more on subjects that prepare people for the real world and focus less on subjects like beauty therapy etc.

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

- By working the hours that they will have to when they go out into the workforce, and again more discipline.
- During the courses there is a need for the practical application of any theory learnt (helps to embed the learning). There is the need for one or two lessons to cover applying for a job and writing a CV eg, what personal attributes (motivation, attitude, adaptability etc) an employer looks for. The back page of the business section of the NZ Herald sometimes has interesting articles on this topic (very enlightening).
- Have the same expectations of students as employers have of staff eg, punctuality. Only five sick days annually and only three to four weeks' holiday. Make the learning environment like a work environment.
- How to get promoted by exceeding your employers' expectations in addition to the technical aspects of the job.
- I believe that trainers often give students an unreal idea of what they will need to do to achieve their dream ie, they may need to do other jobs first in order to attain the dream job.
- I have not had much to do with people from this section, but knowing people of this age, I think it depends on their attitude. I think any tertiary education can improve that attitude.
- Life skills. Long-term education does not encourage common sense/life skill growth.
- More emphasis on the values needed to improve a society of honesty, integrity and trust.
- More work experience and tougher rules and expectations laid down in classrooms, courses etc.
- The kids need to change their attitude. I do not think it is something the training providers can teach. You either have work ethics or not.
- There needs to be a change in the way young people expect things should be done for them. They need to be made responsible for their own actions and not blame others.

Industry/work place training/work experience:

- More on the basic needs for survival and understanding in the working community is needed. Also, maybe on how legal employment issues can impact on them. Students should do more work experience.
- More work experience and tougher rules and expectations laid down in classrooms, courses etc.
- Not enough hands-on apprentices involved in the workforce.

Education/training standards:

- Core skills: people skills, working in a team, being productive and motivation.
- Tighten standards required to pass. I believe the desire of good numbers 'passing' exams has taken over the aim of making sure students have actually achieved a good (high) standard first.

Barriers to education:

- Encourage students to look for jobs after their course not just to take up another course which I have seen done before.

Basic education (literacy and numeric skills):

- Emphasis more on basic numeracy and literacy.

Perception of industry/industry promotion:

- The expectations are often very high from students and I wonder if perhaps the trades could again be promoted as a career option for students who struggle academically.

Interaction between schools and businesses/community:

- I think it should be like a real job 8.00am to 5.00pm and on-site training in real situations at real work places for free.
- Tutors have to keep up-to-date with the rapid changes going on in the industry.

Making training similar to what is expected on the job (eg, work hours):

- I think it should be like a real job 8.00am to 5.00pm and on-site training in real situations at real work places for free.

More encouragement/support for students:

- Pay more individual attention to the progress and development of students.
- Training providers should be checking students every week when they do work experience.

Other:

- I really have no idea what the contribution readiness is.
- Students who are badly prepared suffer in the secondary education system. Too many dreamers and not enough realists.

Comments for not well:

Education improvements/skills to be taught:

- Offer more skilled courses eg, electrical courses and apprenticeship block courses in a wider field than is offered currently in Gisborne.
- People go to courses to get jobs but they are often in the wrong line of work. It would be better to get people doing a mix of work and study to get the experience needed.
- Progress is at the pace of the slowest. It does not reward effort or efficiency. Poor work ethics.

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

- Encouragement to present themselves better at interviews and to gain a more realistic idea of what retail involves.
- Get them to live in the real world. Work means work.
- Give kids a more realistic idea of what the workforce is about. Need to teach work ethics.
- More motivation to become involved in workshops.
- Need a course that actually teaches work ethics.
- Need to reinforce attitude and punctuality. The students did not know what they were supposed to have learnt on the course. They had a certificate but did not have the course knowledge. Lack of motivation to work needs changing.
- Progress is at the pace of the slowest. It does not reward effort or efficiency. Poor work ethics.
- Respect and old fashion morals, willing to work hard and put in a lot of effort. Be prepared to learn to get better wages. Being able to work as a team.
- Trying to make students more enthusiastic in obtaining their first job.

Industry/work place training/work experience:

- People go to courses to get jobs, but they are often in the wrong line of work. It would be better to get people doing a mix of work and study to get the experience needed.

Barriers to education:

- I have heard from several people (who did courses at the polytechnic and Maori university in Childers Road) that courses were poor (content, time keeping etc).
- Often providers give unreal expectations of what the course will enable them to achieve in the business community.
- Students coming from catering courses seem to do the courses in lieu of being on unemployment, not to learn skills.

Basic education (literacy and numeric skills):

- Get back to basics.

Interaction between schools and businesses/community:

- Advice and assistance from business groups ie, Chamber of Commerce and Lions Club.
- Nothing in farriering. Polytechnics do not include farriering in the farming courses. There are not enough qualified farriers in New Zealand or worldwide. Big opportunities for self employment.

Making training similar to what is expected on the job (eg, work hours):

- Most of the students we see do not start and finish work at what we would see as a standard start and finish time.

Other:

- By selecting a better educated person.

Comments for don't know:**Other:**

- I employ more mature people, so I have had no experience of this age group.

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

	Number	Percent
Very well	22	13.8%
Okay	80	50.0%
Not well	12	7.5%
Don't know	38	23.8%
Not specified	8	5.0%
Total	160	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	12	7.5%
Work ethics/attitude/life skills	6	3.8%
Apprenticeship training	4	2.5%
Advertising all positions available	2	1.3%
Resources/incentives for businesses to train	2	1.3%
Education improvements/skills to be taught	1	0.6%
Should not have to train (should be done via family and schools)	1	0.6%
Staff wages	1	0.6%
Other	7	4.4%
Sample	160	

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

- Businesses are not providing the after school jobs where students can learn from the ground floor up.
- Businesses could be more involved providing work experience opportunities for high school students. We also give work bridge clients work experience and I would like to see more firms doing this.
- Businesses do not explain enough regarding what they want and expect out of an employee. They should provide better induction programmes for new employees.
- It helps the hairdressing industry when students do work experience. They learn motivation, attitude, adaptability, presentation, punctuality etc.
- More businesses need to be prepared to allow work experience in their businesses. They then need to help the students while they are attending work experience.
- More businesses need to get involved in work experience and better educate staff in employer expectations.
- More opportunities for job training or practical training.
- People don't train staff enough.
- The opportunity to attend business workshops and seminars in Gisborne is always appreciated.
- They make no effort as the cost of training staff is so great they are not prepared to do so. This is one reason why there is a shortage of tradesmen.
- We have provided work experience for students. Gisborne Development Incorporated.
- We have some skilled people in Gisborne who are happy to pass on their skills. Businesses can only do so much as it is expensive to train staff.

Comments coded to work ethics/attitude/life skills:

- Difficult to say. A lot of people are lacking in motivation or commitment to their work situation.
- East Coasters are very laid back and mellow. There is a lack of motivation and drive.
- Gisborne shop/sales personnel always appear to have a very disinterested attitude, no enthusiasm or willingness to help or oblige attitude.

- It helps the hairdressing industry when students do work experience. They learn motivation, attitude, adaptability, presentation, punctuality etc.
- More emphasis on the values needed to improve a society of honesty, integrity and trust.
- Punctuality and attitudes in classes are slack and this continues into employment. Standards should be raised to fall in line with what an employer expects.

Comments coded to apprenticeship training:

- More positions available for apprentices.
- They make no effort as the cost of training staff is so great they are not prepared to do so. This is one reason why there is a shortage of tradesmen.
- This can only be improved if people become more career minded and excel in education. Ask companies who are looking for apprentices to see if they can fill these vacancies with people who are actually interested in working.
- Training of apprentices on the job as the polytechnics do not do a good job in this area. It is expensive for businesses to do this but the only way to get good trades people.

Comments coded to advertising all positions available:

- Being a small town, jobs can be given to a person that is known to the employer. Whereas I feel, positions should be advertised so everyone can have the chance to have a go.
- I think it is okay. You should have to apply for jobs that you would like, and everyone should be given the same opportunities, not just through word of mouth or who you know.

Comments coded to resources/incentives for businesses to train:

- Better training resources to use to aid our staff. Flexible classes and times (morning and half day). Regular customer service training, service skills training and team under training.
- Training grants/concessions. Some way to reward employers who train staff, often for the benefit of other companies, countries and regions.

Comments coded to education improvements/skills to be taught:

- Better training resources to use to aid our staff. Flexible classes and times (morning and half day). Regular customer service training, service skills training and team under training.

Comments coded to should not have to train (should be done via family and schools):

- Don't always have time to train untrained people. We require a minimum level of expertise to get the ball rolling.

Comments coded to staff wages:

- By giving people a chance and paying what they are worth. Not the lowest rates for qualified experience.

Comments coded to other:

- Currently employ people who have industry retail skills.
- Gisborne is only a small place and for what we have we must make the most of it. They are all good.
- If staff are treated well, the work readiness will follow. Giving people a chance who haven't got a lot of experience can pay off sometimes.
- More business growth - jobs for locals.
- Not in my industry.
- People just get into a job eg, forestry and then it all falls over and they need to retrain again.
- While there is good support by businesses for local competitions, a more concentrated effort for training at a neutral environment could be marketed more aggressively.

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

- At present there are not any training programmes in our industry but some polytechnics around the country are developing a course at present relating to animal husbandry and care for pet shops. We would be interested in this course once it is available, especially if it is distance learning.
- ETITO (Electronic Technology Industry Training Organisation) has only just acquired (Oct 2005) an education provider in New Zealand to continue to provide off-site training for Level 3 apprentices. Training has been changed too many times over the last 20 years by tertiary providers and no incentives are given to employers to consider training apprentices.

- Excellent in-house training.
- Expensive, hard to co-ordinate, find it hard to synchronise with other employers' demands. Not aware of all the resources available. No-one point of contact for employers. Someone who understands my business, needs and time pressures and can work with a provider or number of providers to design or recommend programmes that would suit. Adventure/team building activities would be great to build self-esteem (Outward Bound on a smaller scale).
- Extra short course training required ie, one or two days per week for three months. Refresher courses supported by suppliers and funded by the polytechnic ie, one day course or networks supported by Netlink etc.
- Extremely lacking.
- Foodstuffs education and training programmes are excellent. It is an intensive training programme with exams and gives nationally recognised qualifications.
- Foodstuffs provide a comprehensive training development programme with full support and national qualifications.
- For workers to complete food and safety levels one and two.
- I believe someone who leaves school around 16 to 17 years of age should be able to work in the retail industry. They need good numeracy, literacy and communication skills.
- I cannot comment as we do staff training in house.
- I do not think the apprenticeship training is adequate. They rely on tradesmen in the job to do the training which for a small business is very expensive.
- I have found that I haven't been informed of some of the training provided. For those that I have been informed of, they all cost money.
- I have no problems.
- I haven't really used anyone from a training institution.
- I need to talk to someone.
- I personally believe that the following training will do good to a retail small business. For an employer, basic accounting knowledge is important and if necessary culture knowledge learning is also important. For employees, honesty and reliability are important. So we may have more of such training for them.
- I see a lot of courses aimed at encouraging arts, but very little on how to translate talent into a sales/business situation.
- Isolated rural setting means it is expensive to enter into training programmes, travel etc. Compliance costs of tax, council requirements, health and safety etc, mean it is a tough call to maintain profitability let alone partake in training programmes.
- It appears employees do not have a basic understanding of common numeracy or literacy and perhaps indicate more reliance on computer and aids at school.
- It is non-existent. There is no apprenticeship although there has been talk of starting one. The only training we get is from manufacturers of the products we use.
- More hands on in school education is required which leads to using ones foresight.
- More workplace training in the spray painting or panel beating area with an incentive at the end eg, part-time work.
- My training is done within store on an individual basis.
- Our company is very supportive and offers lots of training seminars. We encourage all staff to get any training that will help them to be a valuable member of a team.
- Our sector has regular on-site training opportunities that we make use of with the company reps. We do our own in-store training as needed. Fortunately I have a very stable staff and they have been in the industry for years.
- Perhaps the time periods of present training courses are unsuitable for local businesses - a simple, quick survey could establish what would suit our local people the best.
- School leavers lack presentation/appearance standards. We see lots of numeracy/literacy problems. Lack problem solving ability ie, giving two five cent pieces out if ten cent pieces have run out. Solutions could be more discipline in schools. Students coming from catering courses seem to do the courses in lieu of being on unemployment, not to learn skills.
- Schools do not promote trades sufficiently. Too much emphasis is placed on IT and other roles. Training classes and work experience needs to be addressed in the plumbing and electrical trades as within the next three years there will be a major shortage of trades people in these fields.
- Schools should provide work experience for students interested in retail. They could find retailers who are prepared to take a student for a few hours a week so they could see what the job entails.
- The apprenticeship courses may provide theory information, but they do not provide any practical training so the employer has to do this on the job.

- The importers of the machinery are encouraging dry cleaners to 'dumb down' the workforce by using new machinery instead of training staff in pressing and fabric care.
- The MTA provides good training within the industry. The mechanic apprenticeships are improving and the standards achieved are higher.
- The pharmacy sector provides excellent training which is very specific and of high quality.
- The polytechnic is on the right track by upgrading their gear etc.
- The watch making industry is just about finished. There is only a handful of jewellers training in New Zealand. Products are now being made in Asia.
- There are lots of courses and help available, it is just getting time to get out of the business to be able to work on the business.
- There are many courses available in our industry that are accessible to those wanting to take them.
- There are only 12 apprenticeships doing electric motor rewinding in the country, yet we are crying out for trained staff. There is no incentive for employers to train apprentices and for a small business the expense is too great.
- There is no apprenticeship for marine mechanics and a shortage of general mechanics so when we need a new mechanic we have to provide extensive training.
- There is no industry training. This job needs someone with common sense who can use the machinery we use.
- There is no training for florists in the Gisborne area.
- There is nothing in my industry other than general event management and even this can be hard to find.
- There is only an in-house training programme provided on start of employment at my store. We need no further education.
- There should be more opportunities for the younger ones to get the experience and more workplaces should take them on for the learning experience.
- Too much is made these days of culture and political correctness and the true meaning of social/work interaction has been lost. A lack of discipline and a lack of respect by children to teachers, parents, elders and police etc. Good old-fashioned values are hard to find. I am in a position of observing and helping children and young people and assessing their attitude which generally puts 'self' as their number one objective in life.
- We are a dying trade as people replace their apprentices. The apprenticeship scheme in our trade is not working. They have the courses but do not have a provider to deliver the courses.
- We are a nationwide chain of retail stores and our staff are supported with good training programmes which we carry out in-house. We tend to employ people who have not done a retail course through the polytechnic.
- We only do in-house training so I don't know what else is available.
- We spend \$50-60,000 each year on training which is mostly carried out by our Holden and Nissan franchises.
- Workplace training and KiwiHost type programmes are vital to service/retail jobs (all industry would benefit from this).
- Workplace training is much more suited to our industry, rather than part or full-time programmes. Shorter courses (maybe a few hours per week) that were integrated with the job would work well.
- Workplace training will always be in my view the best hands on reality check for starters. I'd like to see more pro-active placing for work experience happening in all areas. As an employer for 50 years nothing much has ever changed in this area, but a lot is talked and written about.

APPENDIX 2: FACE-TO-FACE INTERVIEW RESULTS

Q1 Where is your business located?

	Number	Percent
Gisborne	23	95.8%
Tokomaru Bay	0	0.0%
Te Araroa	0	0.0%
Tolaga Bay	1	4.2%
Ruatoria	0	0.0%
Matawai	0	0.0%
Te Karaka	0	0.0%
Other	0	0.0%
Not specified	0	0.0%
Total	24	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	3	12.5%
Retail trade	17	70.8%
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	0	0.0%
Cultural & recreational services	0	0.0%
Personal services	4	16.7%
Not specified	0	0.0%
Total	24	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	24	1	24	157	7
Full-time	24	1	12	96	4
Part-time	19	1	14	53	3
Casual	3	1	4	8	3

Note: Zero values have been removed

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

	Number	Percent
Yes	4	16.7%
No	20	83.3%
Not specified	0	0.0%
Total	24	100.0%

Comments specified for no:

- From church base. We only hire Brethren members.
- Many people come in and ask for jobs - most are not presentable.
- Possibility of vacancies in key positions for pharmacists.
- Small family business.
- We hire people in when we need them and train them up.

Job type	Sample	National	Local	Reasons for difficulty	Possible actions to resolve difficulties
Customer service.	1	0	0	<ul style="list-style-type: none"> • Schools are not aware of what is available. Gisborne district initiative. Engineering course is excellent. 	<ul style="list-style-type: none"> • Encourage appropriate courses.
Frontline staff.	1	0	0	<ul style="list-style-type: none"> • Turnover. 	<ul style="list-style-type: none"> • Not really. Sign of the times. People move on.
IT.	2	0	1	<ul style="list-style-type: none"> • School leavers encouraged to go into trades that do not cover what we do. • Global market. Cannot retain because IT people are so sought after. 	<ul style="list-style-type: none"> • Training costs/apprenticeships are too expensive, eg, horticultural courses. Schools need to help get kids enthusiastic. Getting into work experience is good. • Take a look at training locally. Should look at retaining people by highlighting lifestyle in Gisborne. Flexible hours.
Kitchen staff.	1	0	0	<ul style="list-style-type: none"> • Difficult hours. Getting reliable staff is hard. Need staff that turn up and turn up on time. 	<ul style="list-style-type: none"> • Teach staff what your expectations are. Effects your work mates.
Knitter.	1	0	0	<ul style="list-style-type: none"> • Rural business. 	<ul style="list-style-type: none"> • Got people at the moment so it is not an issue now.

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

	Number	Percent
Yes	3	12.5%
No	21	87.5%
Not specified	0	0.0%
Total	24	100.0%

Comments specified for no:

- Family business and people are available to help.
- High turnover at times.
- We pay well above award rate and do well here - our people want to stay.

Job type	Sample	National	Local	Reasons for difficulty	Possible actions to resolve difficulties
All positions.	1	0	0	• Financial pressures.	• Turnaround in business.
Assistant.	1	0	1	• No real development opportunities - they go elsewhere.	• Do not know.
General staff.	2	0	1	• Turnover. We don't pay particularly highly and people move on. • They sometimes just up and leave when they have had enough money.	• We are happy. We fill our vacancies.

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

	Number	Percent
Don't train	2	8.3%
In-house training	21	87.5%
Classroom training	3	12.5%
Distance learning	6	25.0%
On-job training	10	41.7%
Modern apprenticeships	2	8.3%
ITO training	1	4.2%
Other	7	29.2%
Not specified	0	0.0%
Sample	24	

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

Other training specified:

- Block courses (x2).
- Bureaucracy.
- KiwiHost and IT courses.
- McCullochs.
- Representative (for pharmacy assistance course) training.
- Retailing.
- Work relevant training.

Reasons for identifying don't train:

- I used to do training at Pak 'n Save.
- No need to. Small family owned franchise business. We get all information through the franchise and buying advantages with our partners.
- We hold a great deal of knowledge within the staff that we have. We supplement that knowledge in specialist areas.

Reasons for identifying in-house training:

- All our training is extensive and in-house.
- All stages of our operation are trained.
- Customer service, interior and exterior schemes.
- In-house training is complete.
- Knitting machine processes. We are a small knitwear company and have a stable workforce. We are the only company in New Zealand that produces cashmere knitwear.
- No real technical things to learn, situation specific with particular environment.
- Palmerston North for all systems training and product knowledge.
- Regional manager trains staff.

- Retail experience.
- Serves to provide a more professional and skilled organisation.
- Staff training nights.
- Very little to do and everything is overseen.
- We do all the training here. The staff know what is expected of them.
- We have Internet training courses provided freely by the big providers - like Fender and Gibson. We can do virtual tours of all music aspects. We need people with a love of musical instruments and lots of enthusiasm. We teach the rest.
- We keep up-to-date with the latest development in materials and kitchenware. We are both trained plumbers.
- We train extensively to learn the latest tricks and products. We work hard to know our craft. We also have national training responsibilities to live up to.
- We train hard to provide good services for our clients. If we are poor it quickly shows.
- We utilise a number of different training opportunities depending on what is assessed as the weaknesses/needs of each of our staff members. We deliberate through an extended process to sort this out each year.
- When they come in.

Reasons for identifying classroom training:

- Polytechnic computer courses.
- Polytechnic course covered food handling and hygiene.
- We train hard to provide good services for our clients. If we are poor it quickly shows.

Reasons for identifying distance learning:

- Palmerston North in-house courses (OSH and first aid done locally).
- Pharmacy technician course and pharmacy assistance course then a booklet and assessment regime.
- Some concern when available in a wide range of topics.
- We train hard to provide good services for our clients. If we are poor it quickly shows.

Reasons for identifying on-job training:

- Accreditation processes.
- National body work.
- Normal internal training.
- Ongoing. Good experience for new entrants.
- Our certificates. Nine in total. Must do three. Current training.
- Palmerston North in-house courses (OSH and first aid done locally).
- Retail experience.
- Staff training nights.
- We do all the training here. The staff know what is expected of them.
- We train hard to provide good services for our clients. If we are poor it quickly shows.

Reasons for identifying modern apprenticeships:

- Block courses on individual areas.
- KiwiHost and IT courses are local.
- Modern retail apprenticeships.

Reasons for identifying ITO Training:

- Pharmacy ITO.

Reasons for identifying other:

- Allowed to do other training (work relevant) - have to apply.
- Biz information. A number of courses for extra help that we have needed.
- Block courses at different providers.
- HR and accounting, conference training and management.
- I don't know who ran it. It was organised by my sister.
- In store - sometimes two times per week. Average one to two per month.
- KiwiHost and IT courses are local.

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

	Number	Percent
Yes	8	33.3%
No	16	66.7%
Not specified	0	0.0%
Total	24	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	87.5%
No	1	12.5%
Not specified	0	0.0%
Total	8	100.0%

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

- Did very well.
- Different courses offered by retailers association come up for training but no real support from industry.
- Do not have to go away so costs are kept to a minimum.
- Polytechnic course is good.
- Representative (for pharmacy assistance course) training - in store - sometimes two times per week. Average one to two per month. Our staff are skilled, no need to do lots of training.
- We have a variety of positions where staff assess training from different providers.

Reasons why local education and training provision does not meet companies requirements:

- First aid, OSH, KiwiHost and IT. Local needs are OK - fulfilled for material.

Strengths of current local programmes:

- Been working here a number of years.
- Cost, good information available and helpful people.
- Covered everything.
- General enough to apply to most retailers. Good specific information. Run by locals.
- Good solid courses.
- Solid practical skills. Provided the information that we required. It was free or low cost.
- We have some excellent courses here and excellent tutors.

Weaknesses of current local programmes:

- Cannot cater for all our needs.
- Not enough interest by other retailers.
- Not enough support by other retailers. Can be an aspect of "we want your business".
- Time factors. It is difficult to spend time away from the office.

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	3	18.8%
Current local programmes not relevant	6	37.5%
Current local programmes not up to standard	0	0.0%
Current local programmes do not meet requirements	0	0.0%
Not specified	7	43.8%
Total	16	100.0%

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

- Only the in-house stuff we do ourselves.
- We train in Wellington.

Comments specified for respondents stating 'current local programmes not relevant':

- Already trained in the trade. Already have a person who has knowledge of products and sales.
- Experience is more vital in our line of business.
- We do not train outside the Brethren.
- We train our own people to our systems.

Strengths of current local programmes:

- Seems okay.
- Very good. Skills upgraded. Reasonable cost for what we got.

Weaknesses of current local programmes:

- None.

Other comments:

- Pretty well available.
- Too busy.
- Training is not needed (x2).

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

	Number	Percent
Improvements	8	33.3%
Good opportunities eg, polytechnic	5	20.8%
Not many opportunities	3	12.5%
In-house training	1	4.2%
Other	2	8.3%
Sample	24	

Note: Not additive as respondents could identify multiple opportunities

Comments coded to improvements:

- More courses run and more retail courses needed. Courses to prepare for overspending. Need to handle or know about how to handle a recession.
- More retail courses for industries and more industry specific.
- Probably beauty, makeup and design areas.
- Security training. Retail customer service.
- The HR providers here are limited in the scope and depth offered. The polytechnic accounting courses are difficult and not easy to understand.
- There are individual management type courses that we currently travel to do. It is probably not possible to run here but worth thinking about.
- To be more industry specific work with industries to provide good employees with a good work ethic.
- We see many young people who have been failed by the system, however many of these contribute to their own problems. There is some scope to improve but you should talk to people more expert than me.

Comments coded to good opportunities:

- Not sure if people would agree to do it. Suppliers put on evenings with new products.
- Probably a bit but we are well catered for.
- Probably many but we haven't really looked at them as we are so busy.
- Quite a few but not for our specialised services.
- We will be doing courses next week.

Comments coded to not many opportunities:

- Hard in our industry because of the specialised nature.
- Probably not. No one knows what we do. Probably have to teach others about the industry.
- There is nothing in our area that we know of except plumbing and electrical.

Comments coded to in-house training:

- We do on-site training and have not had a new employee for six years. Hard to gauge present training providers. I imagine that the current tertiary providers would be covering the needs adequately.

Comments coded to other:

- Lots of guys who come for jobs are just dorks. They are not really interested in getting a job and they do not keep trying when I turn them down.
- Only if we got new staff.

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

	Number	Percent
Yes	13	54.2%
No	9	37.5%
Not specified	2	8.3%
Total	24	100.0%

Programme	Sample	Reason
Business course.	1	• How to do things properly in business.
Business valuation.	1	• Courses about working out value of business. Noticed a lot of neighbouring businesses were selling really cheap or really high.
Computer upskilling.	1	• We have upskilled all our staff in all these areas and could do with improvement still.
Consumer research course.	1	• To gauge how and what the consumer wants more of.
Creativity.	1	• Improve atmosphere.
Customer service courses.	2	• To improve customer service in Gisborne. • We have upskilled all our staff in all these areas and could do with improvement still.
Flower arrangement, colour, content and texture.	1	• Specialist course in flower related subjects including flower arrangement, colour, content and texture. Need good staff.
Fringe benefit tax.	1	
Governance/management.	1	
Hairdressing.	1	• Different to those currently available.
Media.	1	• Different to those currently available.
Music courses.	1	• Music courses to promote interest.
Normal sorts of stuff.	1	• It seems well covered here.
Retail training.	2	• Computer use, gift wrapping and customer service skills. • Retail training courses that teach reasonable skills and increase technical knowledge and skills. Are fine for shops in town but not us. Probably not commercially viable.
Retailers' shop security programmes.	1	• Identifying suspect characters entering the shop. How to alleviate blind spots in security.
Systems for warehousing.	1	• National buying group.
Tax write offs.	1	
Too many to name.	2	• For me personally, yes, but not for the business. Courses that you cannot get here that I have been interested in over time - too many to name.

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	12	50.0%
Mature people	17	70.8%
Unemployed people	10	41.7%
Tertiary qualified	14	58.3%
Sample	24	

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

Job market	Number	Percent
School leavers	12	50.0%
Mature people	5	20.8%
Unemployed people	12	50.0%
Tertiary qualified	9	37.5%
Sample	24	

School leavers:

	Number	Percent
Yes	12	50.0%
No	12	50.0%
Not specified	0	0.0%
Total	24	100.0%

Reasons for yes, respondent would employ school leavers:

- Cheap.
- I would give them a chance but it depends on their presentation and honesty.
- Instinct and passion are more important than skills. We can teach people.
- It really depends on knowledge and interest in our products in addition to having an outgoing and confident approach.
- Obligation to help train. Giving them good opportunities and a head start.
- Skills are most important.
- Small business and few staff.
- They want jobs.
- Those who are keen to work.
- We probably would recruit from them. No vacancies now though.
- We use skills that are available to us. We don't discriminate.
- Work with WINZ.

Reasons for no, respondent would not employ school leavers:

- Attitudes are poor - one student started texting in a job interview - few skills and motivation.
- Family business.
- Have had a person with a disability - referred to us.
- Need skills.
- No funding - we are just a small family business.
- No reason.
- Too young.
- We haven't hired students but it does not mean that we won't.
- We only employ church members.
- We only employ part-time and casual workers and family.

Mature people:

	Number	Percent
Yes	17	70.8%
No	5	20.8%
Not specified	2	8.3%
Total	24	100.0%

Reasons for yes, respondent would employ mature people:

- Employed a lot from here - work well for our company.
- Good experiences.
- I would give them a chance but it depends on their presentation and honesty.
- Instinct and passion are more important than skills. We can teach people.
- It is a small business and you need to have a head on your shoulders.
- It really depends on knowledge and interest in our products in addition to having an outgoing and confident approach.

- Need experience.
- Needed a month work experience.
- Skills are most important.
- We need good people but we seem to find them.
- We need people willing to learn and work hard. Attitude and skills are the most important thing.
- We only employ part-time and casual workers and family.
- We probably would recruit from them. No vacancies now though.
- We use skills that are available to us. We don't discriminate.

Reasons for no, respondent would not employ mature people:

- Family business.
- No funding - we are just a small family business.
- Small business and few staff.
- They want jobs.
- We only employ church members.

Unemployed people:

	Number	Percent
Yes	10	41.7%
No	12	50.0%
Not specified	2	8.3%
Total	24	100.0%

Reasons for yes, respondent would employ unemployed people:

- I would give them a chance but it depends on their presentation and honesty.
- It really depends on knowledge and interest in our products in addition to having an outgoing and confident approach.
- Looking for a change in lifestyle.
- Skills are most important.
- Small business and few staff.
- We need people willing to learn and work hard. Attitude and skills are the most important thing.
- We probably would recruit from them. No vacancies now though.
- We use skills that are available to us. We don't discriminate.
- Work with WINZ.

Reasons for no, respondent would not employ unemployed people:

- As with school leavers, WINZ directed them so they can receive a benefit. Few genuine amongst them that are employable and when offered a job do not want to turn up. People here push the boundaries.
- Family business.
- Have a stable staff group of Gisborne locals who form a solid team.
- Instinct and passion are more important than skills. We can teach people.
- No funding. We are just a small family business.
- No reason. They are not really needed.
- Not likely to apply.
- Wary of them after we had a bad experience.
- We haven't hired unemployed but it does not mean that we won't.
- We only employ church members.
- We only employ part-time and casual workers and family.

Tertiary qualified:

	Number	Percent
Yes	14	58.3%
No	9	37.5%
Not specified	1	4.2%
Total	24	100.0%

Reasons for yes, respondent would employ tertiary qualified people:

- Certificates from here.

- Instinct and passion are more important than skills. We can teach people.
- It really depends on knowledge and interest in our products in addition to having an outgoing, confident approach.
- Our current and past staff have the ability to do the jobs we want them to do.
- Skills are most important.
- Small business and few staff.
- To help broaden their skill base and get another view of the world.
- We need good people but we seem to find them.
- We need people willing to learn and work hard. Attitude and skills are the most important thing.
- We only employ part-time and casual workers and family.
- We probably would recruit from them. No vacancies currently though.
- We use skills that are available to us. We don't discriminate.
- Will be looking for someone that has been training (tertiary) and has skills in a number of areas. Team work is important and mature attitude with all large groups. Will look for maturity and will look at circumstance of each individual. Will consider part-time but looking for stable person. I want someone for the long haul.
- Would hire but do not need qualifications.

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

- Family business.
- No funding. We are just a small family business.
- No reason. They are not really needed.
- Probably not interested.
- They do not really come to us.
- We haven't had any that have applied.
- We only employ church members.

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

School leavers:

- As an employer I am conscious of work budgets. Someone doing a course could do part-time starting off. That would probably lead to more employment. Busy times being covered would be good and would give a good impression to the employer, and they would get a feel for the industry. There would be a seamless transition, there would be insight. The employer would then also get a lot of value/insight into the individual.
- Bright bubbly personality. Have to be outgoing, clean, tidy presentation and no tattoos. Qualifications are not necessary.
- Certificate in floral arranging. Complete an out of town correspondence course to gain qualifications, ideas and knowledge.
- Confidence and preparing for our work.
- Develop honesty and trust worthiness. Good communication skills.
- Getting told to get into IT and marketing is not the greatest tactic. Students need to be taught good work ethics. Schools should push them into trades as well. There is a big shortage of plumbers. Will hit next year when 40% will retire. Work experience should start now, especially in the trades.
- Good apprenticeships. Hard work, good morals and good work standards.
- Home skilled. Do it our way.
- Honesty, integrity, presentation (especially the unemployed) and enthusiasm.
- If we expanded possibly but not really as we are too specialist.
- Looking for people that are mature. Sensible people who know what they are doing. Would not mind taking some courses but not sure when or how.
- More career guidance needs to be available.
- More practical things done in schools. More business courses giving greater opportunities.
- Not sure really. We have had some real surprises here and got some wonderful 'other skills' when we hired some people. You cannot judge books by their cover. Team harmony is sometimes more important than all the skills in the world.
- Not sure (x3).
- Staff grooming, presentation and dressing appropriately. Being prepared. Having a CV with a photo.

- Take an interest in human rights, law and political developments. Even just reading the daily newspaper would help.
- They could come and look at what we do.
- They have got to be smart about getting a job and they have got to want to work.

Mature people:

- As an employer I am conscious of work budgets. Someone doing a course could do part-time starting off. That would probably lead to more employment. Busy times being covered would be good and would give a good impression to the employer, and they would get a feel for the industry. There would be a seamless transition, there would be insight. The employer would then also get a lot of value/insight into the individual.
- Bright bubbly personality. Have to be outgoing, clean, tidy presentation and no tattoos. Qualifications are not necessary.
- Certificate in floral arranging. Complete an out of town correspondence course to gain qualifications, ideas and knowledge.
- Confidence and preparing for our work.
- Develop honesty and trust worthiness. Good communication skills.
- Getting told to get into IT and marketing is not the greatest tactic. Students need to be taught good work ethics. Schools should push them into trades as well. There is a big shortage of plumbers. Will hit next year when 40% will retire. Work experience should start now, especially in the trades.
- Good apprenticeships. Hard work, good morals and good work standards.
- Good set of life skills.
- Home skilled. Do it our way.
- Honesty, integrity and presentation (especially the unemployed). Enthusiasm.
- If we expanded. Possibly but not really as we are too specialist.
- Looking for people that are mature. Sensible people that know what they are doing. Would not mind taking some courses but not sure when or how.
- More career guidance needs to be available.
- Not sure (x3).
- Staff grooming, presentation and dressing appropriately. Being prepared. Having a CV with a photo.
- Take an interest in human rights, law and political developments. Even just reading the daily newspaper would help.
- They could come and look at what we do.
- They have got to be smart about getting a job and they have got to want to work.

Unemployed people:

- As an employer I am conscious of work budgets. Someone doing a course could do part-time starting off. That would probably lead to more employment. Busy times being covered would be good and would give a good impression to the employer, and they would get a feel for the industry. There would be a seamless transition, there would be insight. The employer would then also get a lot of value/insight into the individual.
- Bright bubbly personality. Have to be outgoing, clean, tidy presentation and no tattoos. Qualifications are not necessary.
- Certificate in floral arranging. Complete an out of town correspondence course to gain qualifications, ideas and knowledge.
- Confidence and preparing for our work.
- Develop honesty and trust worthiness. Good communication skills
- Getting told to get into IT and marketing is not the greatest tactic. Students need to be taught good work ethics. Schools should push them into trades as well. There is a big shortage of plumbers - will hit next year when 40% will retire. Work experience should start now - especially in the trades.
- Good apprenticeships. Hard work, good morals and good work standards.
- Home skilled. Do it our way.
- Honesty, integrity and presentation (especially the unemployed). Enthusiasm.
- If we expanded. Possibly but not really as we are too specialist.
- Looking for people that are mature, sensible people that know what they are doing. Would not mind taking some courses but not sure when or how.
- More career guidance needs to be available.
- Must be able to write and use a computer.

- Need to work on presentation. Importance needs to be stressed. Need to have training on how to speak and how to introduce themselves. Probably needed for all but usually a unemployed person problem.
- Not sure (x3).
- Staff grooming, presentation and dressing appropriately. Being prepared. Having a CV with a photo.
- Take an interest in human rights, law and political developments. Even just reading the daily newspaper would help.
- They could come and look at what we do.
- They have got to be smart about getting a job and they have got to want to work.

Tertiary qualified people:

- As an employer I am conscious of work budgets. Someone doing a course could do part-time starting off. That would probably lead to more employment. Busy times being covered would be good and would give a good impression to the employer, and they would get a feel for the industry. There would be a seamless transition, there would be insight. The employer would then also get a lot of value/insight into the individual.
- Bright bubbly personality. Have to be outgoing, clean, tidy presentation and no tattoos. Qualifications are not necessary.
- Certificate in floral arranging. Complete an out of town correspondence course to gain qualifications, ideas and knowledge.
- Confidence and preparing for our work.
- Develop honesty and trust worthiness. Good communication skills.
- Getting told to get into IT and marketing is not the greatest tactic. Students need to be taught good work ethics. Schools should push them into trades as well. There is a big shortage of plumbers. This will hit next year when 40% will retire. Work experience should start now. Especially in the trades.
- Good apprenticeships. Hard work, good morals and good work standards.
- Home skilled. Do it our way.
- Honesty, integrity and presentation (especially the unemployed). Enthusiasm.
- If we expanded. Possibly but not really as we are too specialist.
- Looking for people that are mature. Sensible people that know what they are doing. Would not mind taking some courses but not sure when or how.
- More career guidance needs to be available.
- Not much that can be done.
- Not sure (x3).
- Others have been here long-term.
- Staff grooming, presentation and dressing appropriately. Being prepared. Having a CV with a photo.
- Take an interest in human rights, law and political developments. Even just reading the daily newspaper would help.
- They could come and look at what we do.
- They have got to be smart about getting a job and they have got to want to work.

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
Run work experience programmes	10	41.7%
Improve quality of education	2	8.3%
Improve students life skills (eg, people skills and work ethics)	2	8.3%
Teach customer service/interpersonal skills	2	8.3%
Better communication with business sector	1	4.2%
Encourage apprenticeships	1	4.2%
Encourage students on to higher education	1	4.2%
Promote different industries to students	1	4.2%
Run industry specific courses	1	4.2%
Secondary schools do a good job	1	4.2%
Other	2	8.3%
Sample	24	

Comments coded to run work experience programmes:

- Content and skills being taught are not too much of a problem, it is attitude and motivation that are. Work experience catering for some of the every day things they may experience. Push people into the trades. Good jobs going in the trades and no one is helping. People with special skills must not leave, needed to keep country going. Lack of work ethics and responsibility is the biggest problem. Need to teach discipline and work ethics. Kids not being taught survival skills and structure. People that are keen and motivated will find a job. Students need to be picked and not produced.
- Encourage good work ethics and go to industries more.
- Getting a bit of work experience in the food industry would be good. I would be prepared to take someone. Kids need to be encouraged to have initiative and practical problem solving skills.
- Need to look at more placements to get school leavers experience.
- On the job training. More industry specific training opportunities not run by the polytechnic. For example, how to use eftpos and customer service. Need to interact with adults. Students need to see more examples of people outside the square. They need vision, direction and advice on careers and futures. Thinking about where opportunities lie. Need to understand selling.
- Study and training. They need to get young people to work much harder than most of them are used to.
- There used to be work experience for the kids but not anymore. It only takes one idiot to stuff it up.
- They need to better prepare people/students for work. There are some unreal expectations and behaviour from some students.
- Work experience is a possibility. We had one girl but then it stopped.
- Young girls have been doing the Gateway Programme and getting work experience here. We also developed a preliminary draft of a format for the student to follow through. A tick sheet for students to gain/work on skills and to give insight into the progress of students. A template should be developed for all students doing work experience.

Comments coded to improve quality of education:

- It would be good to see shortages in advance and prepare for it. A lot of students now are mature. Students need to be able to deal with customers. Apprentices who are subsidised need to be taken on. The modern system doesn't really work.
- They are not really knowledgeable about what is going on.

Comments coded to improve students life skills:

- Encourage good work ethics and go to industries more.
- Improve basic values, basic timekeeping and basic honesty.

Comments coded to teach customer service/interpersonal skills:

- It would be good to see shortages in advance and prepare for it. A lot of students now are mature. Students need to be able to deal with customers. Apprentices who are subsidised need to be taken on. The modern system doesn't really work.
- On the job training. More industry specific training opportunities not run by the polytechnic. For example, how to use eftpos and customer service. Need to interact with adults. Students need to see more examples of people outside the square. They need vision, direction, advice on careers and futures. Thinking about where opportunities lie. Need to understand selling.

Comments coded to better communication with business sector:

- They could talk more. They may do it already. We don't really know.

Comments coded to encourage apprenticeships:

- It would be good to see shortages in advance and prepare for it. A lot of students now are mature. Students need to be able to deal with customers. Apprentices who are subsidised need to be taken on. The modern system doesn't really work.

Comments coded to encourage students on to higher education:

- Need to have qualifications ie, food handling certificate. Could/should do that through home economics at Gisborne Boys High School. I send boys to polytechnic. They stay current and training does not run out.

Comments coded to promote different industries to students:

- There are gigs available for people getting into music. Music is universal so there are so many avenues.

Comments coded to run industry specific courses:

- Cooking classes. Put them through food certificates. Major qualifications in food hygiene.

Comments coded to secondary schools do a good job:

- Good relationship with Gisborne Girls' High School and other teachers from other schools.

Comments coded to other:

- Difficult.
- They could discuss their union work. Teachers have pretty solid unions.

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
Life skills - attitude etc	5	20.8%
Communication with employers	4	16.7%
Work experience/on-job training/follow-ups to training	4	16.7%
Already do well	2	8.3%
Advertise courses better	1	4.2%
Encourage trades/apprenticeships	1	4.2%
Provide courses relevant to the workplace	1	4.2%
Tertiary/training providers do well	1	4.2%
Other	1	4.2%
Sample	24	

Comments coded to life skills/attitude etc:

- Advertise their courses a little better. They need to be taught life skills.
- Encourage good work ethics and go to industries more.
- Only dealt with pharmacy interns. Have not really dealt with any of the providers. A matter of dialogue on what they as providers could/can do and what they are doing. Graduates seem to have academic skills but do not have sales/shop skills. These are very necessary. A good mix is needed between the real world skills and the academic material that they teach.
- Polytechnic and universities get together to work with people in the workplace overall and what is useful to the industry. Currently view as messy. An obligation to teach interaction with people, manage conflict and how to handle others.
- They need to prepare people/students for work more. There are some unreal expectations and behaviour from some students. We had one guy who just turned up late all the time. Just unbelievable really. He worked well when he was here but that was the problem. He often wasn't here when we needed him.

Comments coded to communication with employers:

- ASTS in the national body. They usually clash with the tertiary providers. Sometimes relationships are cordial though.
- Encourage good work ethics and go to industries more.

- Polytechnic and universities get together to work with people in the workplace overall and what is useful to the industry. Currently view as messy. An obligation to teach interaction with people, manage conflict and how to handle others.
- Provide more courses. I also think that they need to ensure that the stuff they teach on every course is relevant to business. They need to ensure that every tutor upskills regularly to ensure that they know what changes have occurred in the workforce so that each student is work ready. Qualifications must mean something in the field that the student has studied.

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

- Apprenticeships. Push people into the trades, for example, plumbing/electrical. Tradesmen need to get involved with the short courses/work experience to get young people interested in the jobs. The exams need to be held here, rather than have people move. The more local that things are, the more interest is created here. Also students get job offers when they train away from here. Providers are not doing a good job in organising courses here locally. Success to the industry is guaranteed if training is done here.
- Placements. More of them to get school leavers experience. Work with industries. Be more industry specific.
- Run a course to improve skills.
- Work experience is a possibility. We had one girl but then it stopped.

Comments coded to already do well:

- Already do what is necessary.
- Already done here. Does not take very long.

Comments coded to advertise courses better:

- Advertise their course a little better. They need to be taught life skills.

Comments coded to encourage trades/apprenticeships:

- Apprenticeships. Push people into the trades. For many of the trades plumbing/electrical they need to get involved with the short courses/work experience to get young people interested in the jobs. The exams need to be held here, rather than have people move. The more local that things are, the more interest is created here. Also students get job offers when they train away from here. Providers are not doing a good job in organising courses here locally. Success to the industry is guaranteed if training is done here.

Comments coded to provide courses relevant to the workplace:

- Provide more courses. I also think that they need to ensure that the stuff they teach on every course is relevant to business. They need to ensure that every tutor upskills regularly to ensure that they know what changes have occurred in the workforce so that each student is work ready. Qualifications must mean something in the field that the student has studied.

Comments coded to tertiary/training providers do well:

- The polytechnic seem to be doing a good job in the health sector as are the Maori providers.

Comments coded to other:

- We know lots of people in the trade. There are some good people around. We get calls for help and opinions.

Q14 Any further comments?

	Number	Percent
Attitude/presentation/motivation	3	12.5%
Education improvements	2	8.3%
Positive comments on education	1	4.2%
Sample	24	

Comments coded to attitude/presentation/motivation:

- Appearance and cleanliness are vital. Presentation skills needed when going for a job. Work ethics and responsibility must be emphasised.
- As a society, we are no longer providing the benchmark to young people today on responsibility, parenting and schooling. When the surfs up the kids go surfing above and beyond anything else, work

or whatever. Some societal problems are impacting. The unemployed have to do something in return, they must contribute somehow.

- I worked at Pak 'n Save before working here. Some of the students we got were shockers. Did not have a clue what to do or how to conduct themselves. They got fired, even after lots of chances.

Comments coded to education improvements:

- Mock job interviews at the end of every course are a vital idea.
- There is not enough done for apprentices. They should start at school and then go to companies (incentive based). It is a burden to take on an apprentice.

Comments coded to positive comments on education:

- Great resources in people who have good retail knowledge. Need to be able to get together to pass on knowledge. Employees now need to accept what employers do.