

# TAIRAWHITI EMPLOYMENT SKILLS SURVEY



## TOURISM AND HOSPITALITY SECTOR

## SURVEY RESULTS

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## 1.0 INTRODUCTION

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

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

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

The 503 employers surveyed represented around 11.3% of all employers in Tairawhiti District and provided 26.8% of employment<sup>1</sup> 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 tourism and hospitality sector, including the results of 49 self-return surveys and nine face-to-face interviews. This represents 21.6% of all businesses in the tourism and hospitality sector and 22.6% of employment.

For the purposes of this research the tourism and hospitality sector classification includes the following business types (including cultural & recreational):

- Accommodation (eg, hotel, motel, hostel, camping ground and homestay)
- Activities and attractions
- Events
- Pubs, bars and clubs
- Restaurants and cafes
- Sport and recreation (eg, golf clubs)
- Tourism information services, marketing and promotion.

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<sup>1</sup> Employment count includes full-time and part-time employees.

## 2.0 TOURISM AND HOSPITALITY OVERVIEW

There are 227 businesses employing 1,170 persons in the tourism and hospitality sector<sup>2</sup> within the Gisborne Region. These two major groupings of tourism businesses (accommodation, restaurants and cafes and cultural and recreation services) together provide 5.8% of district employment.

This sector is underrepresented in the region, being only 0.7 times as important locally as it is nationally. Employment in the tourism industry is characterised by high levels of part-time and casual, seasonal employment. While locally there has been 4.0% annual growth in accommodation, cafes and restaurant employment (slightly below the national level), there has been no employment growth in cultural and recreational services, a category which includes any attractions and activities. The New Zealand Institute of Economic Research (NZIER) estimates that both of these industries and the tourism industry generally, will maintain above average growth over the next three years.

Between 2005 and 2008, employment in the tourism and hospitality sector is expected to increase by 85 positions (or 7.3%), with the majority of positions (70) being in the accommodation, cafes and restaurants sector. Part-time employment is expected to remain high.

## 3.0 SAMPLE DETAILS

Overall, the 49 tourism and hospitality employers that completed a self-return survey employed a total of 310 staff; 151 full-time, 113 part-time and 46 casual staff. A total of 37 businesses employed full-time staff, 32 employed part-time staff and 20 employed casual staff. The number of full-time staff ranged from one to 15. On average, businesses with full-time staff employed four, those with part-time staff employed four and those with casual staff employed two.

A total of nine employers in the tourism and hospitality sector were interviewed. All nine businesses had full-time employees with the number of full-timers in each business ranging from four to 11 (average of eight full-time staff). A total of six employers also had part-time staff, while four employed casual or seasonal staff.

Four-fifths (79.6%) of employers in the tourism and hospitality sector sample were located in the Gisborne area, while a further 14.3% of employers were located in other areas.

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<sup>2</sup> Note that tourism is not a discrete industry in official economic statistics. The Tourism Satellite Account (TSA) definition of tourism includes parts of retail trade, accommodation, restaurants and cafes and transport.

## 4.0 RESEARCH RESULTS

### 4.1 Current Vacancies

While 85.7% of employers in the tourism and hospitality sector did not have any current vacancies, 14.3% (seven employers) did. In total, two full-time positions were available for business development manager and active schools' facilitator. A further five part-time vacancies were identified for front of house staff and cleaner and two casual positions were identified for sound engineer and motel cleaner.

### 4.2 Recruitment and Retention

#### 4.2.1 Jobs hardest to fill

While 71.4% of survey respondents had not experienced difficulty filling any specific positions in their organisation, 28.6% (14 employers) had. When asked which specific job types were hardest to fill, the positions mentioned included:

- Bar staff
- Cataloguing and technical services supervisor
- Cleaner
- Coach and manager
- Customer service person
- Green keeper
- Housemaid/cleaner
- Kitchen staff
- Office administrator
- Sound engineer
- Supervisor
- Swim teacher.

A lack of people motivated to work in the industry was most commonly mentioned by respondents as a reason for these recruitment difficulties (eg, "hours can be long and unsociable" and "people are not prepared to give their time as volunteers"). Other reasons included a lack of people with skills and experience (eg, "hard to find a person with skills and a personality to suit the job"), difficulty attracting skilled people to the local area (eg, "isolation and no work for partner in district"), higher pay rates elsewhere (eg, "pay scale is low") and a lack of training being provided (eg, "training is only provided out of the district"). One respondent stated that "suitably qualified and experienced staff are difficult to bring to Gisborne as future opportunities are very limited".

#### 4.2.2 Methods for filling vacancies

Survey respondents were asked about the methods they used to fill vacancies in their business. The majority (93.9%) used methods at a local level, while 14.3% used national level methods and 2.0% used international level methods.

The most common methods used to fill vacancies were word of mouth (73.5%), local newspaper advertising (59.2%), Work and Income and other (both with 16.3%) and head hunting (14.3%).

#### **4.2.3 Jobs hardest in which to retain staff**

The majority (87.8%) of survey respondents indicated that they did not find it difficult to retain staff, while 10.2% (five employers) did. The job types that were given as being difficult in which to retain staff included cleaner, sound engineer and supervisor. Interview respondents also mentioned difficulty retaining staff in the role of cleaner (ie, “just getting a group to clean is sometimes difficult”) and sewing machinist.

Respondents felt that difficulties in retaining staff were due to issues specific to their business (eg, “need to work weekends and public holidays”, “we can only offer a few hours a week” and “pay rate, hours, shift work, no holidays and burn-out with working students”), national issues within the industry (eg, “people think cleaning is beneath them” and “not a glamorous job”) and issues within the Gisborne District (eg, “more consistent opportunities are available for employment outside district”). One interview respondent stated that ‘better marketing’ is required to address recruitment difficulties.

Of the five respondents who identified difficulties in attracting or retaining employees, 80.0% (four respondents) had used strategies to offset the impact on their business. Strategies included having existing employees work longer hours (eg, “covering other shifts”), paying more for employees (eg, “happy to pay more when you get a good one” and “slight pay increase”), owner(s)/operator(s) undertaking additional work (eg, “happy to work when short” and “owner/operator can do 18 hour days”) and reducing output.

### **4.3 Projected Employment**

Employers in the tourism and hospitality sector anticipated 14.7% growth in full-time employment over the next three years (20 additional positions across 36 employers). The occupational categories expected to experience growth were professionals (8), service and sales workers (5), technicians and associate professionals (4) and managers (3).

Employer anticipated growth is higher than the APR projection of 7.3% employment growth (85 positions) over the period 2005 to 2008.

### **4.4 Skill Needs**

Over half of survey respondents felt that customer service skills and computer/IT skills were likely to become more important for their employees over the next three years. Also commonly identified were sales skills (44.9%) and management/business skills (40.8%).

### **4.5 Education and Training**

Employers were asked in which skill areas they require education and training programmes to support the development of their business. A need for customer service skills training was identified by 49.0% of respondents, followed by computer/IT skills (36.7%) and management/business skills (30.6%).

Respondents were asked about the methods of education and training delivery they had used. Over three-fifths (63.3%) of respondents used on-site training, 38.8% used seminars/workshops, 26.5% used block courses, 14.3% used distance learning and 4.1% used off-site training.

Over half (55.6%) of interview respondents stated that they do not train staff (eg, “we just do bar work and cleaning”, “family business” and “learn as we go along”). Of those that did train, the most popular forms/styles were in-house training (44.4%) and classroom training and on-job training (both with 22.2%). Comments relating to in-house and on-job training included “we do what we need”, “years of experience in staff that we currently have” and “we do a lot of training but most is provided internally at low or no cost”.

A total of 38.8% of survey respondents used local education and training programmes within Tairawhiti District. Respondents listed the following education and training programmes when asked to comment on how well these programmes met the needs of the business/organisation:

- Barista training
- BIZ accountancy
- Chemical handling
- Coaching, umpiring and refereeing
- Computer courses
- Customer service
- First aid and health and safety
- Food hygiene
- Human resources and business management
- Maori business, language and management
- Tourism workshops
- Project management
- Sales and marketing
- Winemaking.

Overall, respondents rated these programmes positively with comments including “comprehensive and clear”, “enjoyable learning”, “great tutor” and “provided information and upskills needed”. Negative comments included “too rushed”, “wrong pitch”, “I felt that I was discriminated against because I was a male” and “two providers are used but they vary on quality”.

One-third (33.3%) of interview respondents used local education and training. Comments relating to training included “suits us and the staff”, “high costs” and “they had a real understanding about what we were about, specifically relative to this organisation”. One interview respondent stated that the training “did not go as far as expected but expectations could have been too high to begin with”. Those interview respondents who did not use local education and training gave reasons such as “local programmes are not relevant” and “not needed”.

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

- Work with industries to ensure that training is specific to industry needs.
- We are happy with what is available.
- A lot of training is aimed at certain types of people.
- Well covered already - polytechnic has good courses and we have done them.
- Training providers only look at making skills rather than developing them.
- Training providers should look at developing a high level of skills.
- Skills taught should be more general.
- I think that the community is too small.

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:

- Certification in residential care for boarding schools.
- Curatorial.
- Digitalisation.
- Industry specific.
- Library and archives.
- Museum and art programmes.
- Our training needs are largely catered for by our national organisation based in Wellington.
- Small business programmes on paper work (ie, streamlining the 'mountain of paper work').
- Turf culture.

## **4.6 Work Readiness**

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

### **4.6.1 Secondary school education**

Only 14.3% of employers felt that secondary school education contributed "very well" to work readiness, 36.7% said "okay" and 12.2% said "not well". A further one-third (34.7%) of respondents were unable to comment and 2.0% did not specify an answer.

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

- Focus on life skills within schools (ie, how to balance a cheque book, punctuality and responsibility for their actions).
- Have enthusiasm and develop skills in design, sewing, marketing and customer service.
- Reduce class size to give staff more one-on-one time with students.
- Schools need to upskill employers about what current school qualifications actually mean.
- Provide work experience opportunities.
- Attitude is important.
- Highlight growing industries in New Zealand and districts surrounding the schools.
- Find out what students want and need.
- Improve career advice.
- Invite people to come into school and talk about their trade or profession.
- Encourage children who are not thriving in the classroom to do a trade.
- Teachers need to show consistency and use teamwork methods.

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

- They seem to do alright.
- Encourage more in-depth work placements with industry.
- Instil in students a work acumen that aligns them with an organisation that shares the same values as themselves.



#### **4.6.2 Tertiary education and training**

When asked how well tertiary education and training providers contribute to work readiness, 16.3% of respondents said “very well”, 40.8% said “okay” and only 2.0% said “not well”. A further two-fifths (40.8%) of respondents were unable to comment.

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

- A highly evolved person (emotional IQ) is a better worker than one without excellent social skills or with a high IQ.
- Motivation is generally weak.
- Focus training around industry requirements.
- Improve student’s life skills.
- Training should have more of an emphasis on basic numeracy and literacy.
- Improve work ethics (ie, 9am to 5pm full hours).

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 “improvements could be made in many areas - this is something to look at” and “there should be a way that industry people are able to give feedback to students and training providers”.

#### **4.6.3 Industry or business**

When asked how well industry or business contribute to work readiness, 18.4% of respondents said “very well”, over one-third (34.7%) said “okay” and only 6.1% said “not well”. A further two-fifths of respondents did not know or did not specify an answer (38.8% and 2.0% respectively).

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

- Encourage local businesses to provide work experience opportunities.
- Approach various businesses and enlist their help to train people.
- Students need to spend more time on the job training.
- Increase communication between government, business and education providers.
- Place learners in small businesses rather than large ones where one-on-one is non-existent.
- Still room for improvement in customer service.

One respondent commented that “with all the emphasis on developing skills through training, we forget that one can develop skills through unpaid work”.

#### **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 over half (55.6%) of interview respondents, with reasons given such as “we will give people a chance if they have enthusiasm and the skills”, “there are family members and their friends” and “we have who we have for all sorts of reasons”. Reasons for not employing school leavers included “generally school leavers are not as mature” and “need more mature people for jobs”.

Mature people were employed by all nine (100.0%) interview respondents, with reasons given such as “they tend to be more loyal, reliable, have life skills and are less trouble” and “they are all local people that I know”. One respondent stated that “they (mature people) were here when we started and were a factor in us buying the business”. Interview respondents suggested that undertaking courses and training, being cheerful and helpful, being prepared to work an honest day and being physically fit would all aid in making mature people more work ready.

Unemployed people were employed by three-quarters (77.8%) of interview respondents, with comments such as “if willing to work and have the right skills” and “have not been in the job long enough but would not discriminate against the unemployed”. Interview respondents suggested that undertaking relevant courses and training would aid in making unemployed people more work ready.

Tertiary qualified people were employed by 77.8% of interview respondents, with reasons given such as “necessary qualifications but need to be the right person for the job ahead of qualifications”. One interview respondent commented that there is no point in employing tertiary qualified staff as “we cannot retain them” and that “marketing and promotional skills are needed”.

Other comments relating to education and training provision in the tourism and hospitality sector included:

- The main issue is that the clever kids leave the district and the dumb ones stay.
- Businesses are not interested in providing work experience within the Gisborne community.
- The backbone industries (agriculture and forestry) are hampered by climate, political and fragile markets – too much legislation limits progress.
- Encourage more businesses to operate in Gisborne as I feel it is flooded at the moment with people requiring work.
- Education and training seem to be okay here as far as we are aware.
- We are a long way out of Gisborne and have our own way of doing things really.
- The industry is highly over-regulated with continual changes which means constant retraining.
- Make youth aware of the influence education can make on themselves and their family; the opportunities it creates and the doors it opens.
- On the coast we have many young ones who just do not want to work. If you try to get them started on working they come full of dope or try and rip you off.
- Training opportunities are taken by staff when opportunities arise.
- There are 10,000 polytechnic training courses throughout the country. However, all the graduates want to be stars and do not want to do any hard graft or work for a living.
- The Open Polytechnic delivers excellent courses for self-driven, self-funding individuals.
- Some good generic training is available in Gisborne. The ACE courses at Tairawhiti Polytechnic also make a good indirect contribution to skills required to make good happy employees.
- Tairawhiti Polytechnic and SOLGM would make a good education delivery partnership, especially for customer service skills.
- Turnover is great due to staff leaving the area for better opportunities.
- We could do with better training but we are a charitable trust so funding is limited so we cannot take advantage of many training programmes.

## 5.0 SUMMARY

Key points arising from the tourism and hospitality sector research are as follows:

- A total of 310 staff were employed; 151 full-time, 113 part-time and 46 casual staff.
- Respondents anticipated 14.7% growth in full-time employment over the next three years (gain of 20 positions), while APR predicted 7.3% growth.
- A total of 14.3% of employers surveyed had current vacancies.
- Over one-quarter (28.6%) of respondents had experienced difficulty filling specific positions within their organisation. Job types that were mentioned as difficult to fill included bar staff, cleaner, coach, customer service person, green keeper, housemaid, kitchen staff, office administrator, sound engineer, supervisor and swim teacher. Issues identified as contributing to staff recruitment difficulties included a lack of people motivated to work in the industry and a lack of people with skills and experience.
- The majority (93.9%) 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 (73.5%) and local newspaper advertising (59.2%).
- One-tenth (10.2%) of employers had experienced difficulty retaining staff in specific positions. Job types that were mentioned as difficult in which to retain staff included cleaner, sound engineer and supervisor. Employers felt retention difficulties were due to issues specific to their business and national issues within the industry.
- Skills likely to become more important in the workplace over the next three years included customer service skills, computer/IT skills and sales skills.
- Future skill and knowledge needs focused around customer service, computer/IT and management/business skills.
- The two most popular modes of training used were on-site training and seminars/workshops.
- Almost two-fifths (38.8%) of employers in the tourism and hospitality sector used local education and training programmes within Tairawhiti District.
- Employers suggested that focusing training around industry requirements, teaching basic life skills, providing work experience opportunities, increasing on-the-job training, improving career advice and improving basic literacy and numeracy 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	39	79.6%
Te Araroa	0	0.0%
Ruatoria	1	2.0%
Tokomaru Bay	0	0.0%
Tolaga Bay	1	2.0%
Matawai	0	0.0%
Te Karaka	0	0.0%
Other	7	14.3%
Not specified	1	2.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

#### Other specified:

- Gisborne, Te Araroa, Tokomaru Bay, Tolaga Bay and Matawai (have 12 volunteer 'outposts').
- Manutuke.
- Ngatapa.
- Patutahi.
- Te Puia Springs.
- Tikitiki.
- Tiniroto.

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

	Number	Percent
<b>PRIMARY INDUSTRIES</b>		
Fishing	0	0.0%
Agriculture	0	0.0%
Horticulture	0	0.0%
Forestry	0	0.0%
<b>SECONDARY INDUSTRIES</b>		
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%
<b>TERTIARY INDUSTRIES</b>		
Wholesale trade	0	0.0%
Retail trade	0	0.0%
Tourism and hospitality	27	55.1%
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	22	44.9%
Personal services	0	0.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Q1c What goods/services does your business produce?****Listings for businesses coded to tourism and hospitality:**

- Accommodation and meals.
- Accommodation, food and booze.
- Accommodation (x6).
- Backpacker and farm homestay.
- Backpackers.
- Bed and breakfast homestay.
- Boarding - accommodation, meals and supervision of male and female students.
- Food and drink.
- Hosted accommodation and dining.
- Indian restaurant.
- Motel and motor lodge.
- Motel (x6).
- Small baking goods eg, cakes, biscuits and pasties. Catering services for functions.
- Takeaway and eat-in food.
- Visitor information.
- Wine and sightseeing tours.

**Listings for businesses coded to cultural and recreational services:**

- Arboretum.
- Arboretum. Park and education programme. Provide a venue for seminars and functions.
- Bridge/Mah-jong competition and small luncheons.
- Dive training facility.
- Fishing charters/shark cage.
- Golf club.
- Golf course. Provide a place where members and the public can play golf.
- Hire kayaks and surfboards.
- Iwi radio station providing Te Reo me ona Tikanga Maori through the medium of radio.
- Museum and art gallery.
- Opportunities to play badminton.
- Promotion and retention of Te Reo Maori. Eight hours programming per day between 6am and 8pm. Communications on air/in print/via website. CD music production (original compositions), outdoor broadcasts for festival, educational and special events.
- Provide sport and recreation programmes and support for the Gisborne/Tairāwhiti region.
- Radio advertising.
- Radio station.
- Services - Information delivery and education programmes.
- Sound system hire services.
- Sports club.
- Teaching swimming and coaching swimming.
- We work on behalf of our iwi for the interests of our people.

**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	37	1	15	151	4
Part-time	32	1	10	113	4
Casual	20	1	10	46	2

Note: Zero values have been removed

**Q3a Do you currently have any vacant positions?**

	Number	Percent
No	42	85.7%
Yes	7	14.3%
Not specified	0	0.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

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

	Sample with vacancies	Position		
		Full-time	Part-time	Casual
Managers	1	1	0	0
Professionals	2	1	1	0
Technicians and associate professionals	1	0	0	1
Clerks	0	0	0	0
Service and sales workers	2	0	3	1
Agriculture, horticulture and forestry	0	0	0	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	1	0	1	0
<b>Total</b>		<b>2</b>	<b>5</b>	<b>2</b>

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
Business development manager.	1	0	0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>

Note: 1 company identified vacancies

**Vacant positions for professionals:**

Professionals	Full-time	Part-time	Casual
Active schools' facilitator.	1	0	0
Not specified	0	1	0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>

Note: 2 companies identified vacancies

**Vacant positions for technicians and associate professionals:**

Technicians and associate professionals	Full-time	Part-time	Casual
Sound engineer.	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>

Note: 1 company identified vacancies

**Vacant positions for service and sales workers:**

Service and sales	Full-time	Part-time	Casual
Front of house staff.	0	2	0
Motel (cleaner).	0	1	1
<b>Total</b>	<b>0</b>	<b>3</b>	<b>1</b>

Note: 2 companies identified vacancies

**Vacant positions for elementary workers:**

Elementary	Full-time	Part-time	Casual
Cleaner.	0	1	0
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>

Note: 1 company identified vacancies

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

	Number	Percent	
No	35	71.4%	[go to Q5]
Yes	14	28.6%	[continue]
Not specified	0	0.0%	
<b>Total</b>	<b>49</b>	<b>100.0%</b>	

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

Name of position	Frequency	Reasons why position is difficult to fill				
		Lack of people with skills and experience	Lack of training being provided	Difficult to attract skilled people to local area	Higher pay rates in other parts of NZ or in other countries	Lack of people motivated to work in industry
Bar staff.	1	0	0	0	0	1
Cataloguing and technical services supervisor.	1	1	0	1	1	0
Cleaner.	3	1	0	0	0	2
Cleaner/customer service person.	1	1	0	0	0	0
Coach and manager.	1	1	0	0	0	0
Green keeper.	1	0	1	0	0	0
Housemaid/cleaner.	1	1	0	0	0	1
Kitchen staff.	1	0	0	0	0	1
Office administrator.	1	0	0	0	0	1
Sound engineer.	1	0	0	1	0	1
Supervisor.	1	1	0	0	1	1
Swim teacher.	1	1	0	0	0	0
Not specified	1	1	0	1	0	1
<b>Total</b>	<b>15</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>9</b>

**Other specified:**

- Everyone would rather play squash than work in an office.

**Reasons explained:**

- Cannot start on time and do not take pride in work.
- Don't want to work, not honest.
- Dope.
- Hard to find a person with skills and a personality to suit the job.
- Hours can be long and unsociable. Work is hard.
- Isolation and no work for partner in district.
- Pay scale is low.
- People are not prepared to give their time as volunteers due to paid employment and we don't see or value volunteers as a way of developing skills.
- Require a high standard of cleaning. Not many people are prepared to do this.
- Suitably qualified and experienced staff are difficult to bring to Gisborne as future opportunities are very limited.
- The positions are mainly part-time and don't attract much interest. On job training as required as well as course attendance.
- Training is only provided out of the district.

**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	46	93.9%
National	7	14.3%
International	1	2.0%
Not specified	3	6.1%
<b>Sample</b>	<b>49</b>	

*Note: Not additive as respondents could identify multiple areas*

**Q5b Please tick the methods that you use:**

	Number	Percent
Word of mouth	36	73.5%
Head hunt	7	14.3%
National newspaper advertising	4	8.2%
Local newspaper advertising	29	59.2%
Radio advertising	4	8.2%
Recruitment agencies	4	8.2%
Internet advertising	4	8.2%
Work and Income	8	16.3%
Industry publication/newsletter	3	6.1%
Notice in shop window	2	4.1%
Unsolicited CVs	2	4.1%
Other	8	16.3%
Not specified	2	4.1%
<b>Sample</b>	<b>49</b>	

*Note: Not additive as respondents could identify multiple methods*

**Other specified:**

- Eastland Trader (x2).
- Employ our own graduates as instructors.
- Family.
- From affiliated players.
- Hui-a-iwi.
- Members.
- Referrals for part-time study from educational facilities.

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

	Number	Percent
No	43	87.8%
Yes	5	10.2%
Not specified	1	2.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

*[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			
		An issue related to your specific business	An issue within the Gisborne District	A national issue within your industry	Other
Cleaner.	2	1	0	1	0
Sound engineer.	1	0	1	0	0
Supervisor.	1	1	0	0	0
Not specified	1	0	0	1	0
<b>Total</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>

**Reasons explained:**

- More consistent opportunities are available for employment outside district.
- Need to work weekends and public holidays.
- Pay rate, hours, shift work, no holidays and burn out with working with students (time for a change).
- People think cleaning is beneath them. We can only offer a few hours a week.

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

	Number	Percent	
No	1	20.0%	[go to Q7]
Yes	4	80.0%	[continue]
Not specified	0	0.0%	
<b>Total</b>	<b>5</b>	<b>100.0%</b>	

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

	Number	Percent
Having existing employees work longer hours	3	75.0%
Having existing employees lift productivity	0	0.0%
Using more equipment to replace labour	0	0.0%
Reducing output	1	25.0%
Outsourcing work to other businesses	0	0.0%
Reducing the hours of business	0	0.0%
Paying more for employees (includes better conditions)	3	75.0%
Owner(s)/operator(s) undertaking additional work	3	75.0%
Other	0	0.0%
Not specified	0	0.0%
<b>Sample</b>	<b>4</b>	

Note: Not additive as respondents could identify multiple methods

**Details specified for having existing employees work longer hours:**

- Covering other shifts.

**Details specified for reducing output:**

None specified.

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

- Happy to pay more when you get a good one.
- Slight pay increase.

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

- Covering shifts.

- Happy to work when short.
- Owner operator can do 18 hour days.

**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

Sample = 36	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Managers	27	41	44	3
Professionals	8	19	27	8
Technicians and associate professionals	6	19	23	4
Clerks	8	17	17	0
Service and sales workers	8	26	31	5
Agriculture, horticulture and forestry	0	0	0	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	6	10	10	0
Other	2	4	4	0
<b>Total</b>		<b>136</b>	<b>156</b>	<b>20</b>

#### Other specified:

Full-time employment	No. of businesses	No. of employees		
Other		Current (2005)	Projected (2008)	Change
Owner/operator.	1	2	2	0
Self employed proprietor.	1	2	2	0
<b>Total</b>		<b>4</b>	<b>4</b>	<b>0</b>

#### Part-time employment

Sample = 28	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Managers	4	3	1	-2
Professionals	2	4	3	-1
Technicians and associate professionals	3	5	5	0
Clerks	5	14	15	1
Service and sales workers	9	33	34	1
Agriculture, horticulture and forestry	1	1	1	0
Trade workers	1	2	8	6
Plant, machine operators and assemblers	0	0	0	0
Elementary occupations	11	27	30	3
Other	2	8	10	2
<b>Total</b>		<b>97</b>	<b>107</b>	<b>10</b>

**Other specified:**

Part-time employment	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Other				
On our staff.	1	4	6	2
Trustee.	1	4	4	0
<b>Total</b>		<b>8</b>	<b>10</b>	<b>2</b>

**Casual/seasonal employment**

Sample = 17	No. of businesses	No. of employees		
		Current (2005)	Projected (2008)	Change
Managers	3	11	11	0
Professionals	1	2	2	0
Technicians and associate professionals	1	2	2	0
Clerks	0	0	0	0
Service and sales workers	3	5	11	6
Agriculture, horticulture and forestry	1	1	1	0
Trade workers	0	0	0	0
Plant, machine operators and assemblers	1	4	4	0
Elementary occupations	8	11	9	-2
Other	0	0	0	0
<b>Total</b>		<b>36</b>	<b>40</b>	<b>4</b>

**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	34.7%	38.8%	0.0%	12.2%	14.3%
Management/business skills	40.8%	22.4%	0.0%	24.5%	12.2%
Technical skills	24.5%	14.3%	0.0%	40.8%	20.4%
Professional skills	14.3%	14.3%	2.0%	49.0%	20.4%
Trades skills	8.2%	14.3%	2.0%	53.1%	22.4%
Computer/IT skills	51.0%	8.2%	0.0%	22.4%	18.4%
Regulatory skills	32.7%	32.7%	2.0%	18.4%	14.3%
Customer service skills	57.1%	24.5%	0.0%	6.1%	12.2%
Leadership skills	36.7%	24.5%	0.0%	16.3%	22.4%
Sales skills	44.9%	14.3%	0.0%	22.4%	18.4%
Cultural skills	28.6%	42.9%	0.0%	12.2%	16.3%

**Other specified and skill changes needed not being specified:**

- Certificate in residential care for boarding schools.

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

	Number	Percent	Rank
Core skills	11	22.4%	8
<b>Management/business skills</b>	<b>15</b>	<b>30.6%</b>	<b>3</b>
Technical skills	7	14.3%	10
Professional skills	5	10.2%	12
Trades skills	6	12.2%	11
<b>Computer/IT skills</b>	<b>18</b>	<b>36.7%</b>	<b>2</b>
Regulatory skills	12	24.5%	7
<b>Customer service skills</b>	<b>24</b>	<b>49.0%</b>	<b>1</b>
Leadership skills	15	30.6%	3
Sales skills	14	28.6%	5
Cultural skills	13	26.5%	6
Other	10	20.4%	9
None	7	14.3%	
Not specified	7	14.3%	
<b>Sample</b>	<b>49</b>		

*Note: Not additive as respondents could identify multiple programmes*

**Other specified (7 companies identified further education and training/skills development programmes):**

- Certificate in residential care for boarding schools.
- Child development.
- Creative courses within the radio industry.
- Disability awareness.
- Dive training regulation changes - in-house (we only employ qualified instructors so the main extra training required is when there are regulation changes).
- Equine.
- First aid training in-house.
- Food and Hygiene certificates.
- Franchise training programme - in-house.
- Radio training schools courses.

**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	29	59.2%
Yes	19	38.8%
Not specified	1	2.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

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

	Number	Percent
Good	21	72.4%
Average	7	24.1%
Does not meet requirements	1	3.4%
<b>Total programmes undertaken</b>	<b>29</b>	<b>100.0%</b>

**Breakdowns by programmes:**

Programme	Frequency	Average rating 1=☹ 3=☺	Reason for rating of programme	Provider
Barista training.	1	1		• Gisborne Girls' High School.
BlZ accountancy.	1	1	• Great tutor.	• McCullochs.
Chemical handling.	1	2	• Too rushed.	• Northland Polytechnic.
Coaching.	1	2	• Course is always out of Gisborne, cost factors.	• Badminton New Zealand.
Computer course.	1	1		• Blue House Computers.
Computer courses (free courses).	1	1		• Tairawhiti Polytechnic.
Computer spreadsheet course.	1	3	• I felt that I was discriminated against because I was a male.	• Tairawhiti Polytechnic.
Customer service course.	2	1	• Always learn/refresh in customer service area.	• KiwiHost. • SOLGM (NZ Society of Local Government Managers).
First aid.	1	2	• All staff required to have first aid certificate. Two providers are used but they vary on quality.	• St. John's. • Red Cross.
Food hygiene.	1	1		• Food Safety New Zealand Limited.
Growsafe.	1	1	• Provided information and upskills needed.	• Tairawhiti Polytechnic.
Health and safety/food and hygiene.	1	1	• Comprehensive and clear.	• Tairawhiti Polytechnic.
Hospitality course.	1	1		• Tairawhiti Polytechnic.
Human resources - business management.	1	2	• General course.	• Tairawhiti Polytechnic.
Maori business level 4.	1	2	• Very stressful.	• Te Kohanga Reo National Trust.
Maori business through Trade and Enterprise.	1	1	• Very good courses provided.	• Turanga Ararau.
Maori language.	1	1	• Takitahi etc, evening courses - good tutors/programme.	• Tairawhiti Polytechnic.
Maori management.	1	1	• Excellent training	• Turanga Ararau.
Mauri Ora.	1	1	• Enjoyable learning. Lots of resources.	• Te Wananga o Aotearoa.
MB, NZTE funded tourism workshops.	1	1	• To upskill in tourism business management.	• McCullochs Business Education.
Meeting running.	1	1		• Tairawhiti Polytechnic.
MYOB course.	1	2	• It was more about setting up rather than how to use the programme. They should run two courses.	• Tairawhiti Polytechnic.
Project management.	1	1	• Tight, dense introduction, very informative.	• MBE.
Sales and marketing.	1	2	• Short-term only. Wrong pitch. Perhaps too basic for participants.	• Marketing Machine.
Te Reo Maori.	1	1	• Excellent training provided.	• Turanga Ararau.
Umpire/refereeing.	1	1		• Badminton New Zealand.

Programme	Frequency	Average rating 1=☹ 3=☺	Reason for rating of programme	Provider
Winemaking.	1	1	• Excellent tutoring. Good theory and training.	• Tairawhiti Polytechnic.
Youth workshops.	1	1	• Well presented, covered all issues.	• Gisborne District Council facilitated them.

**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)	31	63.3%
Block course (eg, short-term duration in classroom)	13	26.5%
Off-site (eg, long-term duration in classroom)	2	4.1%
Distance learning (eg, correspondence, extramural)	7	14.3%
Seminars/workshops (eg, one-off, short-duration training)	19	38.8%
<b>Sample</b>	<b>49</b>	

**On-site (eg, on the job)**

On-site	Number	Percent
Yes	31	63.3%
No	11	22.4%
Not specified	7	14.3%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Comments for those using on-site training:**

- Administration training.
- All learning while working.
- Bring in out-of-town tutors.
- Customer service front of house skills.
- Dealing with the public money handling skills. OSH health and safety.
- Health and safety, student behaviour.
- In-house franchise training.
- Ongoing responsibility for technical personnel to keep the whole team updated on changes within the industry, funding policies, BSA and creative planning.
- Provide training for new cleaners.
- Radio Works staff training.
- Trained as work is done.
- Training new staff.
- Working as a team to train.

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

Block course	Number	Percent
Yes	13	26.5%
No	21	42.9%
Not specified	15	30.6%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Comments for those using block courses:**

- A total of eight staff received training in 2004/2005 varying from six months to twelve months.
- Computer spreadsheet course.
- Continuing dive instructor training.
- Satisfactory, hours suited.
- Staff driven only for professional qualifications.
- Tairawhiti Food Hygiene.

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

Off-site	Number	Percent
Yes	2	4.1%
No	25	51.0%
Not specified	22	44.9%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Comments for those using off-site training:**

- Media, first line management, small business management, technical/engineering and production.

**Distance learning (eg, correspondence, extramural)**

Distance learning	Number	Percent
Yes	7	14.3%
No	21	42.9%
Not specified	21	42.9%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Comments for those using distance learning:**

- Certification in residential care for boarding schools.
- Staff driven for professional advancement.

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

Seminars/workshops	Number	Percent
Yes	19	38.8%
No	16	32.7%
Not specified	14	28.6%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Comments for those using seminars/workshops training:**

- First aid seminar.
- MBE Business Management in Tourism.
- National training seminar in Christchurch.
- New Zealand Boarding Schools' Association Services.
- Referee training.
- Regularly undertaken.
- Sales seminars.
- Specialised programmes.
- Tourist and business/marketing.

**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	7	14.3%
Other	1	2.0%
<b>Sample</b>	<b>49</b>	

Note: 5 businesses identified a need for education and training in specific areas

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

- Certification in residential care for boarding schools.
- Digitalisation.
- Industry specific - but we can gather numbers and bring tutors to Gisborne, or travel to short courses in other cities. Travel is most prohibitive cost.
- Library/archives.
- Museum and art programmes.

- Our training needs are largely catered for by our national organisation based in Wellington.
- Turf culture.

**Comments coded to *other*:**

- Curatorial.

**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	7	14.3%
Okay	18	36.7%
Not well	6	12.2%
Don't know	17	34.7%
Not specified	1	2.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**Q12b How could this be improved?**

	Number	Percent
Work ethics/attitude/life skills	4	8.2%
Education improvements/skills to be taught	3	6.1%
Inclusion in school curriculum/careers guidance/closer liaison with industry	3	6.1%
Industry/work place training/work experience	1	2.0%
People from industries talking to students	1	2.0%
Other	3	6.1%
<b>Sample</b>	<b>49</b>	

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

- Life skills need to be taught in our education facilities.

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

- Kids need life skills ie, how to balance a cheque book etc, how to come to work on time, how to take responsibility for their actions.

**Education improvements/skills to be taught:**

- Class sizes are too big. Not enough one on one time with students.
- Schools could upskill employers about what current school qualifications actually mean ie, did the student just attend course or did they meet a certain level of achievement?

**Industry/work place training/work experience:**

- School offers work experience to introduce students into the workplace. Perhaps only limited range of employment available.

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

- By highlighting the growing industries in New Zealand and the districts surrounding the schools and finding out what the students want and need.
- Schools need to provide better careers advice and get people to come into school and talk about their trade or profession.
- Some schools are very active in career transition. Could students who are not thriving in the classroom earlier, be encouraged to do a trade before they drop out?

**People from industries talking to students:**

- Schools need to provide better careers advice and get people to come into school and talk about their trade or profession.



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

- By explaining that the dole is not your employer even if it was for your many families before you. Dole is not your friend.
- General attitude (socio-economic) is depressing. Only the strong will survive (a small number). Unemployment should not be a major or focus for under achieving in Gisborne/East Coast. Government programmes in the main handout short-term fix ups. Policy writers in central government have blurred vision or too academic. Generational beneficiaries become elitist too. There is a politically correct environment. Beneficiary parents working for their dole etc, would encourage children to 'have a go at education' etc. It is not happening.

**Education improvements/skills to be taught:**

- Lack of consistency with teachers. More teamwork methods and trusting in team members need to be shown. Too many push for individual status - believe this is not how a community exists.

**Other:**

- The main issue is that the clever kids leave the district and the dumb ones stay.

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

- New to area.
- New to region.

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

	Number	Percent
Very well	8	16.3%
Okay	20	40.8%
Not well	1	2.0%
Don't know	20	40.8%
Not specified	0	0.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

**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	4	8.2%
Education improvements/skills to be taught	2	4.1%
Barriers to education	1	2.0%
Industry/work place training/work experience	1	2.0%
Interaction between schools and businesses/community	1	2.0%
Making training similar to what is expected on the job (eg, work hours)	1	2.0%
Positive comments on current tertiary education provided	1	2.0%
Other	2	4.1%
<b>Sample</b>	<b>49</b>	

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

- Very well at a base skill level ie, presentation and CVs. Motivation is generally weak. I believe personal development issues are key to good employees. A highly evolved person (emotional IQ) is a better worker than one without excellent social skills or with a high IQ.

**Industry/work place training/work experience:**

- Work experience programme is great.

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

- By highlighting the growing industries in New Zealand and the districts surrounding the schools and finding out what the students want and need.
- Get better teachers into the system.

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

- Instil self esteem in their students and motivate them to work.
- Kids need life skills ie, how to balance a cheque book etc, how to come to work on time, how to take responsibility for their actions.
- Teach more work ethics ie, 9-5 full hours.

**Barriers to education:**

- As an employer and former student, I would say the polytechnic could improve. Many people attend just so they can get a benefit with no intention of completing the course.

**Basic education (literacy and numeric skills):**

- Emphasis more on basic numeracy and literacy.

**Interaction between schools and businesses/community:**

- By highlighting the growing industries in New Zealand and the districts surrounding the schools and finding out what the students want and need.

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

- Teach more work ethics ie, 9-5 full hours.

**Positive comments on current tertiary education provided:**

- Tertiary education provides sufficient training.

**Other:**

- Strategic fit to the central government or regional strategic development and/or business plan. Think local, look global. Regroup on the ground and take care of local deficit rather than pay or even care about national deficit. Provincial towns are paying the price of the 'big picture cities', overcrowding, roading etc.

**Comments for not well:**

None specified.

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

- We are involved in dive training at a tertiary level which we do well, but cannot comment on other areas of tertiary education.

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

	Number	Percent
Very well	9	18.4%
Okay	17	34.7%
Not well	3	6.1%
Don't know	19	38.8%
Not specified	1	2.0%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

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

	Number	Percent
Industry/work place training/work experience	5	10.2%
Education improvements/skills to be taught	2	4.1%
Links between education, training providers, industry and government	1	2.0%
Work ethics/attitude/life skills	1	2.0%
Other	1	2.0%
<b>Sample</b>	<b>49</b>	

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

- Businesses are not interested in providing work experience within the Gisborne community.
- By going to various businesses and enlisting their help to train people through work experience. Also more communication between the government and business and education and business.
- Place learners in small businesses rather than large ones where one to one is non existent.
- Spending more time on the job training.
- With all the emphasis on developing skills through training we forget that one can develop skills through unpaid work.

**Comments coded to education improvements/skills to be taught:**

- Specific industries ie, Montana, Riversun, McCullochs and Understatements. A lot of small 'family' businesses are too casual with customer service.
- Still room for improvement in customer service.

**Comments coded to links between education, training providers, industry and government:**

- By going to various businesses and enlisting their help to train people through work experience. Also more communication between the government and business and education and business.

**Comments coded to work ethics/attitude/life skills:**

- The backbone industries, agriculture, forestry, agribusiness, are hampered by climate, political and fragile markets. Too much legislation limits progress. Weak joint ventures in forestry partnerships. No one believes that the government and industry deliver anymore. It is noticeable in the loss of young families to Australia in the recent two to three years. More stable lifestyle - how to improve? Not sure. What doesn't work should be fixed and we may see stability again.

**Comments coded to other:**

- More businesses to operate in Gisborne as I feel it is flooded at the moment with people requiring work in both industries eg, builder shortage.

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

- Educational and training programmes are run by our national body. Courses are provided on a user pays basis.
- Industry is highly over regulated with continual changes which means constant retraining.
- Make youth aware of the influence education can make on themselves and their family, the opportunity it creates and doors it opens. Let them know how great it is to work and be a productive member of the community and of the ability to contribute to the community and families.
- On the coast we have many young ones who just do not want to work. If you try to get them started on working they come full of dope or try and rip you off.
- Our sport is adequately catered for with courses for coaches etc.
- Our staff have access to a national industry related training schedule available from 2004 to 2006. The courses are free and costs to organisation include, travel and accommodation. Staggered over months (one weekend per month), some courses run over a six month term, others over twelve months with a more intense content ie, managerial positions, readiness for multi-media developments local and global.
- Sufficient for us. Job is time consuming. Opportunities are taken by staff when opportunities arise.
- There are 10,000 polytechnic training courses throughout the country. However, all the graduates want to be stars and do not want to do any hard graft or work for a living.
- There is no formal current education that caters for our type of work locally except our own in-house operation.

- There is no industry specific training for us in Gisborne, but this is not a major issue as we can seek it elsewhere and buy-in if necessary. Open Polytechnic delivers excellent courses for self-driven, self-funding individuals. Some good generic training is available in Gisborne, the ACE courses at Tairāwhiti Polytechnic also make a good indirect contribution to skills required to make good happy employees. Tairāwhiti Polytechnic and SOLGM would make a good education delivery partnership, especially for customer service skills.
- There is no local provision for the training in the Duty of Care, Certification in Residential Care for boarding schools. The cost of living. Difficult to get people who have had boarding school experience. Those with scholastic experience demand too high a rate of pay. Sometimes there are no responses to our advertising of positions. Turnover is great due to staff leaving the area for better opportunities.
- We are a nationwide company providing good support and backup training where needed for our employees.
- We could do with better training but we are a charitable trust so funding is limited so we cannot take advantage of many training programmes.
- Workplace or part-time training would be preferable.

## APPENDIX 2: FACE-TO-FACE INTERVIEW RESULTS

### Q1 Where is your business located?

	Number	Percent
Gisborne	7	77.8%
Tokomaru Bay	0	0.0%
Te Araroa	0	0.0%
Tolaga Bay	0	0.0%
Ruatoria	1	11.1%
Matawai	0	0.0%
Te Karaka	0	0.0%
Other	1	11.1%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

#### Other specified:

- Te Puia Springs.

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

	Number	Percent
<b>PRIMARY INDUSTRIES</b>		
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%
<b>SECONDARY INDUSTRIES</b>		
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%
<b>TERTIARY INDUSTRIES</b>		
Wholesale trade	0	0.0%
Retail trade	0	0.0%
Tourism & hospitality	7	77.8%
Transport, distribution, logistics & storage	0	0.0%
Communicaton 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	2	22.2%
Personal services	0	0.0%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

**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
<b>Total employees</b>	<b>9</b>	<b>4</b>	<b>11</b>	<b>75</b>	<b>8</b>
Full-time	9	2	10	38	4
Part-time	6	1	6	19	3
Casual	4	2	6	18	5

Note: Zero values have been removed

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

	Number	Percent
Yes	0	0.0%
No	9	100.0%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

**Comments specified for no:**

- Has been harder recently.
- We get financial help to assist.
- We laid off half our staff five months ago.

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

	Number	Percent
Yes	2	22.2%
No	7	77.8%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

**Comments specified for no:**

None specified.

Job type	Sample	National	Local	Reasons for difficulty	Possible actions to resolve difficulties
Cleaner.	1	1	0	• Not a glamorous job.	• Just getting a group to clean is sometimes difficult.
Machinist (sewing).	1	0	0	• Downturn in business. Laid staff off.	• Better marketing.

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

	Number	Percent
Don't train	5	55.6%
In-house training	4	44.4%
Classroom training	2	22.2%
Distance learning	1	11.1%
On-job training	3	33.3%
Modern apprenticeships	0	0.0%
ITO training	0	0.0%
Other	0	0.0%
Not specified	0	0.0%
<b>Sample</b>	<b>9</b>	

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

**Reasons for identifying don't train:**

- Do not have a need. People clean and make beds and do laundry. That is it.
- Learn as we go along. Intend to train formally later.
- This is a bar. What would you suggest?
- We are a small family takeaway business.
- We just do bar work and cleaning.

**Reasons for identifying in-house training:**

- Did leadership training which was beneficial for us. Could use industry specific training. The training was helpful but not industry specific.
- Run more hospitality training.
- We do a lot of training but most is provided internally at low or no cost.
- We do what we need.

**Reasons for identifying classroom training:**

- So that staff do not get complacent and being able to relate to customers is what is important to the organisation.
- We do what we need.

**Reasons for identifying on-job training:**

- We do what we need.
- Years of experience in staff that we currently have.

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

	Number	Percent
Yes	3	33.3%
No	6	66.7%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

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

Does current education and training provision meet your requirements?

	Number	Percent
Yes	1	33.3%
No	1	33.3%
Not specified	1	33.3%
<b>Total</b>	<b>3</b>	<b>100.0%</b>

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

- Used McCulloch's leadership - using networks through Gisborne District Council to establish course but organised training myself.

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

- Not necessary.

**Strengths of current local programmes:**

- Local. Suits us and the staff.
- Not sure as we are not from here.
- They had a real understanding about what we were about, specifically relative to this organisation.

**Weaknesses of current local programmes:**

- Did not go as far as expected, but expectations could have been too high to begin with.
- High costs.

**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	0	0.0%
Current local programmes not relevant	3	50.0%
Current local programmes not up to standard	0	0.0%
Current local programmes do not meet requirements	0	0.0%
Not specified	3	50.0%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

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

- Not needed.

**Strengths of current local programmes:**

- Seems okay.

**Weaknesses of current local programmes:**

None specified.

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

	Number	Percent
Good opportunities eg, polytechnic	3	33.3%
Improvements	3	33.3%
Community too small	1	11.1%
<b>Sample</b>	<b>9</b>	

Note: Not additive as respondents could identify multiple opportunities

**Comments coded to good opportunities:**

- Not really sure. We are happy with what is available.
- People do courses if they want to. I am at Massey.
- Polytechnic has good courses and we have done them. Biz Info. Well covered.

**Comments coded to improvements:**

- A lot of the training is aimed at certain types of people. Training providers only look at making skills rather than developing skills. Nothing to keep unemployed people employed. Training providers should look at developing a high level of skills.
- Work with industries to ensure that what they are teaching is specific to what the industry needs. Skills taught should be more general.
- Young people lack skills in many areas.

**Comments coded to community too small:**

- I think we are too small.

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

	Number	Percent
Yes	1	11.1%
No	7	77.8%
Not specified	1	11.1%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

Programme	Sample	Reason
Small business programmes on paper work.	1	<ul style="list-style-type: none"> <li>• Not sure if this is already available but the mountain of paper work that has to be filled out should be able to be streamlined somehow and it would help us.</li> </ul>



**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	5	55.6%
Mature people	9	100.0%
Unemployed people	7	77.8%
Tertiary qualified	4	44.4%
<b>Sample</b>	<b>9</b>	

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

Job market	Number	Percent
School leavers	4	44.4%
Mature people	0	0.0%
Unemployed people	2	22.2%
Tertiary qualified	5	55.6%
<b>Sample</b>	<b>9</b>	

**School leavers:**

	Number	Percent
Yes	5	55.6%
No	4	44.4%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

**Reasons for yes, respondent would employ school leavers:**

- There are family members and their friends.
- We have who we have for all sorts of reasons.
- We will give people a chance if they have enthusiasm and the skills (and they apply). We take people from the radio/journalism courses.

**Reasons for no, respondent would not employ school leavers:**

- About retention and lifestyle and generally school leavers are not as mature.
- Need more mature people for jobs.

**Mature people:**

	Number	Percent
Yes	9	100.0%
No	0	0.0%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

**Reasons for yes, respondent would employ mature people:**

- It suits us and them equally - we have had no problems.
- There are family members and their friends.
- These are all local people that I know.
- They tend to be more loyal, reliable, have life skills and are less trouble.
- They were here when we started and were a factor in us buying the business.
- Usually good to apply. Enjoy the lifestyle.
- We have had all sorts here.
- We have who we have for all sorts of reasons.
- We will give people a chance if they have enthusiasm and the skills (and they apply). We take people from the radio/journalism courses.

**Unemployed people:**

	Number	Percent
Yes	7	77.8%
No	2	22.2%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

***Reasons for yes, respondent would employ unemployed people:***

- Be willing to work and have the skills necessary.
- It suits us and them equally. We have had no problems.
- There are family members and their friends.
- We have who we have for all sorts of reasons.
- We will give people a chance if they have enthusiasm and the skills (and they apply). We take people from the radio/journalism courses.

***Reasons for no, respondent would not employ unemployed people:***

- Have not been in the job long enough but would not discriminate against the unemployed, just have not hired unemployed yet.

**Tertiary qualified:**

	Number	Percent
Yes	4	44.4%
No	5	55.6%
Not specified	0	0.0%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

***Reasons for yes, respondent would employ tertiary qualified people:***

- Necessary qualification but need to be the right person for the job ahead of qualifications.
- We have who we have for all sorts of reasons.
- We will give people a chance if they have enthusiasm and the skills (and they apply). We take people from the radio/journalism courses.

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

- No point as cannot retain them.

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

- Do courses and training.
- Enthusiasm and skills in design, sewing or marketing.
- It is about life experience. They need customer service skills and want this industries lifestyle.
- Maturity.
- Not really.
- Nothing. We help advise them what to do and they are generally fine.
- People have to want to work and we have those people. Attitude is important.

**Mature people:**

- Do courses and training.
- Enthusiasm and skills in design, sewing or marketing.
- Just have to turn up prepared to work an honest day.
- Just need to be cheerful and helpful.
- Nothing specific. No real need for training. Already have life skills though they need to be physically fit.
- People have to want to work. We have those people. Attitude is important.

**Unemployed people:**

- As long as they have some experience and life skills, they should be ready to work in this industry.
- Be willing to work.

- Do courses and training.
- Enthusiasm and skills in design, sewing or marketing.
- People have to want to work. We have those people. Attitude is important.

**Tertiary qualified people:**

- Do courses and training.
- People have to want to work. We have those people. Attitude is important.
- Preferably experienced.
- Tourism industry specific. Marketing and promoting skills needed.

**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
Improve students life skills (eg, people skills and work ethics)	2	22.2%
Run work experience programmes	1	11.1%
Secondary schools do a good job	1	11.1%
<b>Sample</b>	<b>9</b>	

**Comments coded to improve students life skills:**

- Encourage people to gather skills and good work habits. They could look at student ratio spots if they wished.
- Instil in students a work acumen that aligns them with an organisation that shares the same values as themselves.

**Comments coded to run work experience programmes:**

- Work placement. Would be helpful if things could be more in depth. Mostly trips out are just joy rides rather than learning experiences. Rather than having 15 to 20 students going to the holiday camp, perhaps there should be a rotation system where two to four students participate in the work that goes around there.

**Comments coded to secondary schools do a good job:**

- It covers a wide industry. Do not think this applies to us. They seem to do alright.

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

	Number	Percent
Communication with employers	2	22.2%
Tertiary/training providers do well	1	11.1%
Work experience/on-job training/follow-ups to training	1	11.1%
<b>Sample</b>	<b>9</b>	

**Comments coded to communication with employers:**

- Finding out what the core values of each specific business is and finding people who fit into these core values. Helping find people with the same values is the hard part. Training and developing these people is easier if the person is in the right organisation.
- We have a good relationship with different individuals. Improvement could be made in many areas. This is something to look at.

**Comments coded to tertiary/training providers do well:**

- They do some good already and I have heard a lot of good things.

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

- Work placement. Would be helpful if things could be more in depth. Mostly trips out are just joy rides rather than learning experiences. Rather than having 15 to 20 students going to the holiday camp, perhaps there should be a rotation system where two to four students participate in the work that goes around there.

**Q14 Any further comments?**

	Number	Percent
Business/tertiary relationships	1	11.1%
Positive comments on education	1	11.1%
Other	1	11.1%
<b>Sample</b>	<b>9</b>	

**Comments coded to business/tertiary relationships:**

- Relationship between real world and training could be improved. There should be a way that industry people are able to give feedback to students and training providers. Also Waikarae Holiday Camp is very willing to allow work placements to happen.

**Comments coded to positive comments on education:**

- Even though it is hard to comment, education and training seem to be okay here as far as we are aware.

**Comments coded to other:**

- We are a long way out of Gisborne and have our own way of doing things really.