

SOUTH WAIKATO EMPLOYMENT SKILLS SURVEY



SOUTH WAIKATO EMPLOYMENT SKILLS STRATEGY

Prepared by

APR Consultants

May 2005

FOREWORD

Over the past 12 months, around 600 people in the South Waikato District have contributed to the formation of the South Waikato Employment Skills Strategy. This action plan is crucial for the provision of skills and knowledge needed for the future growth of the South Waikato District economy. It brings together a shared vision and direction for the district and provides a clear and achievable pathway to long-term sustainable employment, education and training outcomes.

This document identifies various actions in nine key strategic areas to address recruitment, retention and education and training issues. For many of these areas, suggested actions relate to further investigation, evaluation and feasibility. If a project is seen to be viable, an implementation plan will be crafted.

This strategy is a dynamic document which needs to be reviewed, updated and adapted on a regular basis as investigations are completed, action plans are implemented, circumstances change and new opportunities arise. Successful implementation will depend on patience, perseverance and commitment.

Partnerships and cooperation underpin this strategy and its implementation. These partnerships have occurred, and will continue to occur, between a range of groups and agencies such as education and training providers, community, business, central and local government and business development agencies.

Our thanks to fellow Steering Group members, the members of workshop Think Tanks and others who have contributed to this point. The launch of this document marks the end of a process that started a year ago, but this is only the beginning. Action now begins in the process of ensuring that employers in the South Waikato District have the right people with the right skills in the right place at the right time.

David Hammond

Economic Development Unit
South Waikato District Council

Dianne Turco

Business Facilitator/Manager
South Waikato Economic Development Trust

EXECUTIVE SUMMARY

The South Waikato Employment Skills Research Project was jointly commissioned by South Waikato District Council, Work and Income and Waiariki Institute of Technology in April 2004.

The following strategy document has been created by individuals and organisations throughout the South Waikato District to ensure that education and training available in the district meets the needs of industry, so that:

- Employers have the right skills to support the success of their businesses; and
- Individuals have the skills they need to be employable, adaptable and personally fulfilled.

The nine strategic goals which have been identified to address employment and skill issues in South Waikato District are summarised in this section. The following document highlights what will be done, when and by whom.

Key Strategic Goals

<p>1. <u>Schools</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ Clear career pathways for students. ▪ Issues around careers advisors. ▪ Fewer local students are undertaking work experience. ▪ Transition difficulties exist between school, the industry and the workforce. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Provide cadetships as clear entry points for young people entering the industry. Set up appropriate transition structures from school into the workforce. Give direction to students through real-world experience. ▪ Establish best practice for careers advisors within schools. ▪ Ensure that careers advisors understand trade occupations and focus on trade career paths in schools. ▪ Investigate customised work experience opportunities for school students during school holidays and term-time. ▪ Encourage major companies to provide work experience for students ▪ Encourage students with potential to undertake apprenticeships and help them into specific workforce roles. ▪ Encourage the successful flow of students from school to tertiary training and/or the workforce. ▪ Expand the Gateway programme and have schools take full responsibility for students on work experience.
<p>2. <u>Tertiary Education Providers</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ Training needs to be practical and aimed at current job vacancies in the community (ie, improve presentation, confidence, motivation, work ethic and life skills). ▪ Staff need to upskill regularly, however no encouragement is provided for locals to undertake further training. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Create courses specific and targeted to the industry and focus training around real world examples. ▪ Support programmes to get tertiary students into employment – show employers what programmes are available. ▪ Enhance and promote current incremental/‘just in time’ short courses. Investigate which specific skills people are lacking and develop new short internet courses to boost people’s skills on these topics. ▪ Explore lifestyle and training options. ▪ Encourage businesses in the trades to work with education providers to develop training around current needs. ▪ Encourage all people to undertake training to increase their self-esteem, confidence and work ethic. ▪ Promote the benefits of training to the wider community.

<p>3. <u>Industry Promotion</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ Poor/negative perceptions of customer service roles. ▪ Nature of the industry (reality is different to perception). ▪ Health and safety issues and bad press within some industries. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Encourage networking between tertiary education providers and industry to build effective links. Improve people's perceptions of the industry. ▪ Establish criteria for excellence to raise standards of local businesses. ▪ Raise awareness in the community of the difference between providing a service and being a servant. ▪ Establish the district's tourism industry capacity and advertise this. ▪ Promote what is available locally (ie, jobs and lifestyle). ▪ Develop district wide drug tolerance levels. ▪ Educate employees on the dangers involved with drugs in the workplace. ▪ Encourage the networking of contractors to solve recruitment issues and ensure that they are part of the solution.
<p>4. <u>Marketing/Branding</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ Negative perceptions of the SW. ▪ People are not attracted to the SW District as a place to live and work. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Promote the advantages of living and working in the SW District such as lifestyle, activities, cheaper housing and local opportunities. ▪ Establish a clear branding and marketing strategy to profile the advantages/features of living in the SW, put district on the map, change people's attitudes of the SW and make the SW a destination and not just a place to travel through. ▪ Establish recruitment barriers as to why people do not want to come to the SW district and actively remove these barriers. ▪ Give motivation for moving here, showcase schools' achievements at conferences/events and encourage potential overseas staff (ie, match people's non-work interests within the district). ▪ Use the internet (eg, profile staff/lifestyles on job vacancy websites). ▪ Encourage overseas trades qualifications to be accepted and recognised in the SW.
<p>5. <u>HR Practice</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ Poaching/mobility amongst local businesses. ▪ Difficulty matching dollars with out of town businesses (lower incomes locally). ▪ Local employers are unaware of recruitment options available and currently go to the wrong sources for recruitment help. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Provide work opportunities for partners – look at family packages. ▪ Use innovative marketing (eg, save \$X thousand per year by living in the SW District rather than in Auckland). ▪ Local HR practitioners to guide local employers regarding HR practice (provide assistance regarding appropriate practice). ▪ Develop a website that all companies can tap into. ▪ Encourage the use of current recruitment agencies and show employers the value of their use. ▪ Develop a network for sharing staff in a labour pool. Promote the benefits. ▪ Develop a model/process for encouraging the networking between small employers. Aim for long-term networking of businesses.

<p>6. <u>Information/Research</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ People are unaware of jobs available locally. ▪ Inconsistent awareness of education and training opportunities available in the SW District. ▪ People do not know where to start in setting up a small business. ▪ Uncertain perceptions around the local education system (especially at high school level). 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Create a one-stop shop for jobs available – develop a stand alone website for coordination of all jobs and opportunities available in the district. ▪ Focus on national advertising and use of the local SW News, Waikato Times and brochures. ▪ Encourage liaison between industry and Work and Income to make people aware of job opportunities. ▪ Provide up to date information to young people, schools and local businesses as to what is available locally. ▪ Use a variety of innovative advertising techniques eg, billboards, magazines, newspapers, internet, South Waikato A to Z, Lion's phone book. ▪ Show students that they can train locally. ▪ Raise awareness of local apprenticeship opportunities. ▪ Market further education as fun and assist people into training. ▪ Hold a mini-expo - cluster businesses to provide students with a preview of a variety of occupations. ▪ Provide small business training for people interested in starting up a business in the SW District. Provide all interested people with information on skills, procedures and requirements. ▪ Provide clear, accurate and convenient information about the local education system. Profile schools and their achievements. Encourage staff to attend national conferences to talk about school issues and their achievements.
<p>7. <u>Networks</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ There is a need for community networking in the SW. ▪ Current links between training providers and industry are lacking. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Improve communication flows between all community groups including ITOs, industry and education and training providers. Develop long lasting relationships/ongoing communication, establish a coordinator whose role is to record ideas and promote local networking and encourage businesses to approach training providers with their specific skill requirements. ▪ Build relationships with ITO's and schools. ▪ Develop links between SW training providers and other training providers throughout NZ. ▪ Promote where current pathways exist within and outside of New Zealand. ▪ Sustain relationships on a long-term basis in order to solve existing problems.
<p>8. <u>Labour Force</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ High unemployment in the SW: <ol style="list-style-type: none"> a. Ongoing problems for getting people into work. b. Cultural differences. Second generation unemployed. <ul style="list-style-type: none"> ▪ Age group issues. ▪ Partners of employees cannot find work so the couple move on. ▪ 	<p>Actions:</p> <ul style="list-style-type: none"> • Provide customised solutions for unemployed people. • Show the public the recent decline in unemployment levels. • Provide life skills training (eg, instil in people the drive to work). • Establish clear career pathways for entry level employees. • Employ active recruitment personnel to fill vacancies. • Improve the perceptions of Work and Income within the local community. • Establish the age profile in the SW - make correlations between age groups and suitable jobs. Reach older age groups through different advertising techniques. • Encourage mature people to enter the workforce as they have the work experience and specific skills suited to the industry. • Establish networks amongst industry to aid in partner placements. • Assist partners to find work in advance of their arrival in the SW District.

<p>9. <u>National Issues/Immigration</u></p> <p>Key Issues:</p> <ul style="list-style-type: none"> ▪ Overseas people can only stay two years in NZ as they are seen as unskilled. ▪ No funding is available for training until full immigrant status is achieved. ▪ Is the SW migrant friendly (ie, suitable for non-English speakers)? ▪ Support immigrants – second language staff. 	<p>Actions:</p> <ul style="list-style-type: none"> ▪ Support immigration changes. ▪ Support certification for overseas people. ▪ Put the trade vacancies on the immigration list to prioritise various jobs and industries (eg, transport). ▪ Recognise overseas licensing/training in New Zealand. ▪ Investigate central government immigration policies and carry out changes over time (ie, incentives for rural districts to have immigrants). ▪ Establish key indicators to determine if the SW is migrant friendly. ▪ Provide an attractive package for overseas people. ▪ Construct a registry of immigrants to increase networking opportunities. ▪ Focus infrastructure and assistance networks around immigrants. ▪ Find proactive ways to promote the area for immigrants. ▪ Develop a transition mechanism for immigrants to become integrated within the SW community and within local education and training. ▪ Offer courses to aid staff to learn English.
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1.0 INTRODUCTION

The South Waikato Employment Skills Research Project was jointly commissioned by South Waikato District Council, Work and Income and Waiariki Institute of Technology in April 2004. The aims of the project, facilitated by APR Consultants, were:

- To complete a stock-take of current and future skill needs across key industries and job types in South Waikato District.
- To develop processes to address recruitment, retention, education and training strategies in the district.

A large number of individuals and organisations participated in the strategy development process by way of a written survey, face-to-face interviews and industry sector workshops. With the exchange of information, this project strengthened relationships within industry sectors and between industry, education and training providers, central government agencies and local government.

1.1 Skill Shortages Defined

“Skill Shortages” is a catch-all term used to describe a range of situations in which an employer finds it difficult to recruit an appropriate skilled person. Such situations include:

- A ***genuine skill shortage***, in which there are insufficient job seekers with the required skills. For example, the construction sector would suffer from a skill shortage of carpenters if carpenters were needed but insufficient carpenters were either unemployed or looking for a job. Such shortage means employers cannot get some jobs done.
- A ***skill gap*** occurs when employers can find people who have only some but not all of the skills required. For example, there may be insufficient numbers of people with high enough levels of qualifications. This means the employer can still get the job done, but not at the level required.
- ***Recruitment difficulties*** that occur when there may be sufficient job seekers with the required skills, but they are unwilling or unable to take up the work on offer. This could be for a number of reasons such as perceptions that wages are too low; the working conditions are too poor or the industry or firm has a bad reputation. Issues outside the firm or industry can also contribute to recruitment difficulties, such as lack of transport, suitable accommodation or childcare.

1.2 Abbreviations

Abbreviation	Description
CPANZ	Careers Practitioners Association of New Zealand
CTT	Community Technology Trust
DHB	District Health Board
ERO	Education Review Office
HR	Human Resources
ITO	Industry Training Organisation
NZIS	New Zealand Immigration Service
NZQA	New Zealand Qualifications Authority
OSH	Occupational Safety and Health Service
SME	Small and Medium Enterprises
SW	South Waikato
SWDC	South Waikato District Council
SWECT	South Waikato Education Community Trust
SWEDT	South Waikato Economic Development Trust
SWLLG	South Waikato Lifelong Learning Group
SWTT	South Waikato Technology Trust
WIT	Waiariki Institute of Technology
W & I	Work and Income

2.0 THE NATIONAL CONTEXT

Skill shortages continue to be the number one issue constraining New Zealand's economic growth. The National Bank Small Business Monitor reported that a lack of skilled employees remained the greatest concern for small and medium enterprises (SMEs) in the September 2004 quarter, followed by regulation and tax burden. In the NZIER Quarterly Survey of Business Opinion, 22.0% of firms cited the tight labour market as the biggest problem faced for the October 2004 quarter. The survey showed that labour constraints exist across all industry sectors and all regions in New Zealand.¹

These factors reflect the strength of the economic cycle – national unemployment is at an 18-year low (3.8% in September 2004), the labour market participation rate is high (67.0% at September 2004) and there is strong demand for both skilled and unskilled employees. Also, capacity utilisation has increased to 93% in the October 2004 quarter (its highest level since the Quarterly Business Survey began in 1961).²

¹ National Bank Small Business Monitor, 8 October 2004; NZIER Quarterly Survey of Business Opinion, October 2004.

² Department of Labour, Employment and Unemployment – September 2004 Quarter, 12 November 2004; Department of Labour, Labour Market Outlook, October 2004.

3.0 EMPLOYMENT SKILL GAPS IN SOUTH WAIKATO DISTRICT

3.1 Industry Sector Overview

The number of jobs in the South Waikato District is projected to decrease by 2.2% over the period 2003 to 2007 (less 198 full-time equivalent jobs).

Six predominant industry sectors (wood and paper manufacturing, agriculture, retail trade, forestry, education and manufacturing) currently account for 67.0% of all jobs in the district and this will only slightly reduce to 66.0% in three years time.

APR estimates, show employment growth in manufacturing and engineering, health and other social services and education. The main area of employment decline is in the forestry and wood processing industries.

3.2 Survey Results

The research was undertaken from May to September 2004. A total of 505 South Waikato District employers participated by filling in a self-return survey. In addition, 77 employers were interviewed in person to collect more in-depth information on local employment and skill issues.

The results of the survey highlighted issues facing key industries in areas such as current vacancies, staff turnover, future employment projections, changing skill and knowledge needs and desired education and training programmes.

Key survey findings were as follows:

- Almost 17% of businesses in the sample identified current vacancies, most of which were full-time positions.
- One-third of businesses identified difficulty filling specific positions within their organisation. A lack of people with skills and experience and difficulties in attracting skilled people to the local area were popular reasons for staff recruitment difficulties.
- Over 80% of employers used methods at a local level to fill vacancies, with common methods being word of mouth (71%) and local newspaper advertising (52%).
- Many employers (83%) indicated that they did not find it difficult to retain staff.
- Based on industry trends and their own business plans, employers were asked to indicate how many employees they expected to have in three years' time. Results show a 16% increase in numbers of full-time staff (318 additional full-time positions).
- Over 40% of employers felt that computing/information technology skills and regulatory skills were likely to become more important over the next three years.

- Employers were asked which education and training programmes they require to support the development of their business. Commonly mentioned were computer/information technology skills (37%), core skills (36%) and management/business skills (33%).
- One-quarter of employers had used, or currently used, local education and training programmes.
- On-site training (70%) was the most commonly used method for education and training delivery, followed by block course (34%), distance learning (25%) and off-site training (16%).

A number of employers suggested improvements that could be made to improve the work readiness of local people, including:

- More work experience opportunities.
- Focus on career planning.
- Improved discipline.
- Emphasis on literacy and numeracy.
- Match training to industry requirements and provide industry specific skills.
- Greater promotion of specific industry sectors to improve perceptions.
- Good employment practices and business management.
- On-job training and upskilling of employees.
- Closer links between industry and education and training providers.

Further information about the South Waikato Employment Skills Survey and a summary of survey results are available online at www.apr.co.nz.

4.0 STRATEGY DEVELOPMENT PROCESS

Over the period October to November 2004, sector group workshops were held in five key industry sectors to make specific recommendations to address issues identified in the South Waikato Employment Skills Survey.

The five industry sector groups were:

- Agriculture, Horticulture & Forestry
- Manufacturing, Engineering, Transport & Construction
- Retail, Wholesale, Personal Services, Tourism & Hospitality
- Professional, Business & Government Services
- Education, Health & Other Social Services

These groups included representatives from industry, industry organisations, education and training providers, industry training organisations (ITOs) and government agencies. Each group met twice, each time for two hours. The workshop process was designed to develop and refine key actions that could be undertaken to resolve sector-specific skill shortages. The result of this stage was a series of action plans that were presented to the project reference group by nominated chairpersons of each sector group (refer to Appendix 3). The plans were reviewed and modified by the project management group into a practical set of action steps which follow.

5.0 MISSION STATEMENT

The mission of this strategy is to ensure that employers in the South Waikato District have the right people with the right skills in the right place at the right time.

This mission will be achieved by developing and implementing an action plan to address the issues being faced by certain industry sectors in a prioritised way. This action plan is crucial for the provision of skills and knowledge needed for the future growth of the South Waikato District economy and for ensuring long-term sustainable outcomes.

6.0 STRATEGIC AREAS & ACTION PLANS

Nine strategic goals have been identified to address employment and skill issues in South Waikato District. These are:

1. Schools
2. Tertiary Education Providers
3. Industry Promotion
4. Marketing/Branding
5. HR Practice
6. Information/Research
7. Networks
8. Labour Force
9. National Issues/Immigration

The following action plans provide opportunities to be pursued within the SW District:

- **Key issues** were brought up during the workshop process along with corresponding **actions**.
 - The **reference (ref)** shows the sector group which identified each issue (refer to Appendix 3):
 - Agriculture = Agriculture, Horticulture & Forestry sector.
 - Manufacturing = Manufacturing, Engineering, Transport & Construction sector.
 - Retail = Retail, Wholesale, Personal Services, Tourism & Hospitality sector.
 - Professional = Professional, Business & Government Services sector.
 - Education = Education, Health & Other Social Services sector.
 - The **priority** outlines focus group opinion as to which actions have the highest priority.
- The **lead agency** will work with other groups as required to implement the action. The lead agency is **highlighted** and in some cases assisting agencies have also been identified to assist these processes.
- The **timeframes** for each action are defined as short-term (0-6 months), medium-term (6-18 months) and long-term (18 months to 2 years).

While the following action plans do not include all points that were raised in the strategy development process, they do provide a starting point and a focus for long-term sustainable outcomes to address employment skill issues.

6.1 Schools

Key Issue	Action	Lead Agency	Timeframe
<p>There is a need to supply clear career pathways for students moving from school into the workforce. A number of issues were identified around the work of careers advisors.</p> <p><i>Ref: Agriculture, #21 Education, #19 Retail, #10 Manufacturing, #2</i></p> <p><i>Priority: ✓✓✓</i></p>	<ul style="list-style-type: none"> • Provide clear career pathways for students. • Improve the career pathways available (eg, provide a retail cadetship and other innovative techniques for getting young people into the industry). • Provide cadetships as clear entry points for young people entering the industry. • Show students that some industries (eg, retail) can be used for transition into the workplace to gain the appropriate skills required. • Set up appropriate transition structures. Identify businesses around the SW that will assist in the transition of students into the workforce – involve ITOs and Mainstreet organisations. • Give direction to students through real-world experience – students should be encouraged to go into the community from a young age to gain interest in specific industries. • Provide support and skills development for young people to set up local businesses in the future. • Establish best practice for careers advisors within schools. • Encourage career counselling in schools (eg, writing CVs). • Ensure that careers advisors understand trade occupations and focus on trade career paths in schools. • Identify opportunities to students around the trades (eg, housing boom). 	<p><i>SWLLG</i></p> <p><i>ITO's</i></p> <p><i>Training Providers</i></p> <p><i>Education Sector</i></p> <p><i>CPANZ</i></p> <p><i>Career Advisors</i></p> <p><i>Schools</i></p>	<p><i>Medium-term</i></p>
<p>Fewer local students are undertaking work experience. No encouragement is provided.</p> <p><i>Ref: Manufacturing, #10 & #23 Retail, #20 & #21</i></p> <p><i>Priority: ✓✓✓</i></p>	<ul style="list-style-type: none"> • Investigate customised work experience opportunities for school students during school holidays and term-time – schools to focus on the right/interested students and give these young people work experience opportunities (ie, Gateway programme). • Support the Gateway programme (target secondary school students). • Establish a database of employers and employment opportunities and profile within schools. • Establish an entry mechanism for students wanting work experience. 	<p><i>SWLLG</i></p> <p><i>Work Brokers Forum</i></p> <p><i>Gateway Programme</i></p>	<p><i>Short-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p><i>Continued...</i></p>	<ul style="list-style-type: none"> • Encourage major companies to provide work experience for students: <ul style="list-style-type: none"> • Focus on 16 year olds for work experience. • Establish assistance (eg, subsidies) available for local employers to take on apprentices. • Develop an innovative and flexible apprenticeship structure (eg, have a central student manager who moves apprentices around several different companies for experience). • Encourage students with potential to undertake apprenticeships and help them into specific workforce roles: <ul style="list-style-type: none"> • Make students comfortable/confident to do further training. • Encourage young students (ie, 15 years) to study in an area of interest (schools need to help students identify areas of interest). • Identify students who would make good trades people and enrol them into pre-trade training courses. 	<p><i>Career Advisors</i></p> <p><i>Schools</i></p>	
<p>Transition difficulties exist between school, the industry and the workforce (eg, students must wait until they are 21 years of age to drive trucks). It is critical that all people should either be in employment or training</p> <p><i>Ref: Education, #18, Manufacturing, #6 Agriculture, #23</i></p> <p><i>Priority: ✓✓✓✓</i></p>	<ul style="list-style-type: none"> • Encourage the successful flow of students from school to tertiary training and/or the workforce: <ul style="list-style-type: none"> • Establish whether current transition systems are working in schools and make the appropriate changes. • Actively monitor students from school into the workforce (ensure that no school leavers 'slip through the system'). • Make it difficult for students to get the unemployment benefit. • Direct students to 'transition coordinators' who can highlight options available to them. • Educate parents and teachers about the options available for students. • Encourage STAR (Secondary Tertiary Alignment Resource) customised programmes. • Ensure that schools teach students basic skills (to aid in the transition of students from school to the workplace) eg, Forest View High School programmes. 	<p><u>TEC</u></p> <p><i>SWLLG</i></p> <p><i>SWEDT</i></p> <p><i>CIT</i></p> <p><i>ITO's</i></p> <p><i>Training Providers</i></p>	<p><i>Short-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
Continued...	<ul style="list-style-type: none"> • Teach people how to write a CV and how to improve their interview techniques. • Expand the Gateway programme and have schools take full responsibility for students on work experience. • Encourage more students to undertake work experience. • Develop a structure to enable targeted assistance to young people going into the trades. • Create models around apprenticeship/career progression for young people (ie, transport). 		

6.2 Tertiary Education Providers

Key Issue	Action	Lead Agency	Timeframe
<p>Training needs to address specific skills required to make people work ready (ie, improve presentation, confidence, motivation, work ethic and life skills).</p> <p>Training needs to be practical and aimed at current job vacancies in the community.</p> <p>Ref: Retail, #20 Professional, #18 Manufacturing, #25, #26 & #27 Priority: ✓✓✓</p>	<ul style="list-style-type: none"> • Create courses specific and targeted to the industry (ie, EFTPOS processing, customer services, general requirements and life skills). <ul style="list-style-type: none"> • Focus training around real world examples (eg, filling out forms, CVs etc). • Create short internet modules (eg, a three hour accountancy course). • Encourage people to undertake training in interest subjects – gives tutors the chance to ‘take the edge off people’. • Support programmes to get tertiary students into employment – show employers what programmes are available. 	<p><u>Training Providers</u></p> <p>SW Education Community Trust</p> <p>Waiariki</p> <p>SWLLG</p>	<p>Short-term</p>
	<ul style="list-style-type: none"> • Enhance and promote current incremental/‘just in time’ short courses. Investigate which specific skills people are lacking and develop new short internet courses to boost people’s skills on these topics. • Focus training around local skill deficits and the local environment (eg, skills provided in Auckland are different to the skills required locally). • Explore lifestyle and training options. • Encourage businesses in the trades to work with education providers to develop training around current needs (eg, elementary construction skills). • Encourage practical training (eg, model education and training around successful training courses currently provided in other NZ regions). 	<p>SWLLG</p> <p>Waiariki</p> <p>W & I</p>	<p>Short-term</p>
<p>Staff need to upskill regularly, however, no encouragement is provided for locals/young people to undertake further training.</p> <p>Ref: Manufacturing, #23 & #24 Agriculture, #22 & #26 Priority: ✓</p>	<ul style="list-style-type: none"> • Encourage all people to undertake training to increase their self-esteem, confidence, work ethic and ability to work more than one day. • Promote the benefits of training to the wider community (ie, with on-job training you get paid while you learn and ongoing training enhances job satisfaction). • Establish training schemes (ie, companies pay for basic training modules; if employee does not pass/leaves then they pay a percentage of the training cost back). 	<p>TANGS</p> <p>SWEDT</p> <p>Employment Central Group</p> <p><u>SWLLG</u></p>	<p>Medium-term</p>

6.3 Industry Promotion

Key Issue	Action	Lead Agency	Timeframe
<p>Very poor/negative perceptions of customer service roles. People have the perception of 'servitude' not 'service'.</p> <p><i>Ref: Retail, #1 & #2</i> <i>Priority: ✓✓</i></p>	<ul style="list-style-type: none"> • Encourage networking of tertiary education providers and industry to build effective links and improve young people's perceptions of the industry. • Establish criteria for excellence to raise standards of businesses in the local community. • Raise awareness in the community of the difference between providing a service and being a servant. 	<p><u>SWLLG</u></p>	<p><i>Short-term</i></p>
<p>Nature of the industry (reality is different to perception). There is a perception of mass tourism not niche based.</p> <p><i>Ref: Retail, #8 & #9</i> <i>Priority: ✓</i></p>	<ul style="list-style-type: none"> • Establish the district's tourism industry capacity and advertise this within the community. • Education and training should have a strong practical component as theoretical courses are currently not effective. • Encourage work experience opportunities for SW students. • Promote what is available locally and profile the wide range of jobs available. 	<p><i>SWEDT</i></p> <p><i>SWDC</i></p> <p><i>Tourism ITO</i></p>	<p><i>Short-term</i></p>
<p>Health and safety issues and bad press within some industries (ie, drugs in the forestry industry).</p> <p><i>Ref: Agriculture, #9</i></p>	<ul style="list-style-type: none"> • Encourage companies to drug test staff prior to and during employment. • Develop district wide drug tolerance levels. Refer to ITO. • Ensure that businesses educate staff on the dangers involved with drugs in the workplace. • Encourage the networking of contractors to solve recruitment issues and ensure that they are part of the solution. 	<p><i>Forestry ITO</i></p>	<p><i>Medium-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>Poor image of the trades as occupations (eg, trades are seen as being poorly paid and “not cool”).</p> <p>Ref: Manufacturing, #2 & #3 Agriculture, #6</p> <p>Priority: ✓</p>	<ul style="list-style-type: none"> • Push the image of the trades through competing with other industries and using marketing techniques to make the trades sexier and as ‘cool’ as tertiary study. • Encourage local schools to host ‘industry visits’ to ensure students get direct contact with a variety of local businesses and hear ‘what’s out there’ and ‘what’s in it for me’. • Illustrate the positive aspects of the agriculture industry to the local community – the current situation and achievements. • Identify opportunities to students around the trades (eg, housing boom). 	<p>SWLLG</p> <p>Waiariki</p> <p>Headmasters Group</p>	<p>Short-term</p>
<p>Students are unaware of wages available and have a perception of low pay rates in some industries (eg, agriculture and forestry).</p> <p>Ref: Agriculture, #4 & #5</p> <p>Priority: ✓</p>	<ul style="list-style-type: none"> • Raise awareness of the salaries/wages involved in forestry, agriculture and farming compared with other industries and show students that some industries are lucrative (eg, a fast track to financial security). • Highlight ‘what’s in it for me’ (eg, go straight into the industry from school and within five years you could make X dollars). 	<p>AG ITO</p> <p>FITEC</p>	<p>Short-term</p>
<p>There are not enough work experience opportunities currently available in the district.</p> <p>Ref: Retail, #21</p> <p>Priority: ✓✓</p>	<ul style="list-style-type: none"> • Encourage employers to take on work experience students by showing them the benefits (ie, the provision of good future staff). • Establish and support a ‘SW work experience week’. Investigate the opportunity to run an annual work experience week where all local employers take on students within their businesses (possibly link this with an ‘adult learning week’). • Actively match people undertaking block courses with work experience opportunities in the community. 	<p><u>SWEDT</u></p> <p>SWLLG</p> <p>TANGS</p> <p>W & I</p> <p>Training Providers</p>	<p>Short-term</p>

6.4 Marketing/Branding

Key Issue	Action	Lead Agency	Timeframe
<p>Negative perceptions of the SW. People are not attracted to the SW District as a place to live and work.</p> <p><i>Ref: Professional, #8 & #9 Education, #3 & #4 Manufacturing, #13 Agriculture, #10</i></p> <p><i>Priority: ✓✓✓✓✓✓✓✓</i></p>	<ul style="list-style-type: none"> • Establish a clear branding and marketing strategy to: <ul style="list-style-type: none"> • Profile the advantages/features of living in the SW (ie, cultural experience, very cheap accommodation, lack of road stress, sense of community and partnership, natural beauty, lakes, lifestyle, outdoors activities, location and centrality). • Put the SW district on the map. • Make a fundamental change to the way people see the district. • Focus on the type of people that the community wants to attract. • Make the district stand out from the crowd – position the SW with unique attributes/points of difference. • Make the SW a destination and not just a place to travel through. • Establish recruitment barriers as to why people do not want to come to the SW district and actively remove these barriers. • Promote the SW both within and outside the district using innovative marketing techniques: <ul style="list-style-type: none"> • Place ads in papers outlining motivation for moving here and relocation opportunities. • Profile and showcase schools' achievements at conferences/events. • Show potential overseas staff the similarities in environments between countries (eg, encourage sport enthusiasts). • Put up billboards showing 'what you can't see from driving down the main road'. • Match people's non-work interests within the district. • Use the internet (eg, profile staff/lifestyles on job vacancy websites). • Encourage overseas trades qualifications to be accepted and recognised in the SW. 	<p><i>All Industry</i></p> <p><i>HR Group</i></p> <p><i>SWDC</i></p>	<p><i>Long-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>The SW is not seen as an attractive place to undertake training. There are many negative perceptions of the district.</p> <p><i>Ref: Agriculture, #25 Education, #20</i></p>	<ul style="list-style-type: none"> • Improve people's perceptions of the area through innovative marketing (ie, images of people living, working and studying in the district). • Market attractive reasons to study in the SW (eg, lifestyle, standard of living, low stress, cheap housing and good schooling). • Promote the broad range of opportunities outside of education which are available locally (eg, multi-cultural society and a wide range of recreational activities). • Create scholarships over a wide range of subjects to attract people to the district (ie, give people further education and provide incentives for them to work in the SW at the completion of their scholarship). • Increase the number of apprenticeships available locally. 	<p><u>SWDC</u></p>	<p><i>Medium-term</i></p>
<p>People in the local community have a low propensity to engage in training.</p> <p><i>Ref: Retail, #19 Priority: ✓</i></p>	<ul style="list-style-type: none"> • Show locals the wide range of training available in the community and the different techniques for training (both formal and informal techniques). • Change people's attitudes towards education and training through specific marketing: <ul style="list-style-type: none"> • Use role models that students can relate to in order to show the advantages/benefits of lifelong learning. • Share passions through the networking of people locally (set up a formal process to engage these people). • Encourage people into basic training on life skills and target training at each trainee's learning capability/pace. • Create a community strategy for learning. Follow the main concepts of learning from overseas cities/communities. • Establish structures to facilitate training/upskilling of employees: <ul style="list-style-type: none"> • Encourage trainers to go on-site with specific skills training. • Encourage internet courses which can be accessed by all businesses (eg, library 15 minute video course). 	<p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<i>Continued...</i>	<ul style="list-style-type: none"> • Encourage Mayor's Taskforce for Jobs. • Provide training and involvement for unemployed people and establish clear entry points into different industries. • Investigate local scholarship funding resources (ie, SWDC). 		
<p>District growth will cause industries to go through a rapid educative process.</p> <p><i>Ref: Education, #22 & #23</i></p>	<ul style="list-style-type: none"> • Promote the district as a viable place to set up small businesses (eg, location and current network of small businesses). • Encourage the setting up of new small businesses locally. Show people that they do not need to be in Auckland to run a business. • Encourage the use of the current trust (rather than the council) to handle various economic development issues. 	<u>SWEDT</u>	<i>Medium-term</i>

6.5 HR Practice

Key Issue	Action	Lead Agency	Timeframe
<p>Poaching/mobility amongst local businesses. Difficulty matching dollars with out of town businesses (lower incomes locally).</p> <p><i>Ref: Professional, #4 & #5</i></p>	<ul style="list-style-type: none"> • Provide work opportunities for partners – look at family packages (partners and children). • Sell the bigger picture to employees: <ul style="list-style-type: none"> • Promote the advantages of living and working in the SW District such as lifestyle, activities, cheaper housing and local opportunities. • Use innovative marketing (eg, save \$X thousand per year by living in the SW District rather than in Auckland). 	<p><u>SWDC</u></p>	<p><i>Long-term</i></p>
<p>Local employers are unaware of recruitment options available and currently go to the wrong sources for recruitment help.</p> <p><i>Ref: Professional, #2 Manufacturing, #15</i></p> <p><i>Priority: ✓</i></p>	<ul style="list-style-type: none"> • Establish mechanisms to assist local businesses with staff recruitment issues: <ul style="list-style-type: none"> • Local HR practitioners to guide local employers regarding HR practice (provide assistance regarding appropriate practice). • Develop a website that all companies can tap into. • Encourage the use of current recruitment agencies and show employers the value of their use. • Develop a network for sharing staff in a labour pool (ie, requires a central employer who hires staff out for short-term jobs). Promote the benefits to employers of sharing staff such as avoiding poaching from other businesses and lower short-term rates. • Develop a model and process for encouraging the networking between small employers. Aim for long-term networking of businesses within the community. 	<p><u>SWEDT</u></p> <p><i>W & I</i></p>	<p><i>Short-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>Some local employers currently have poor employment practice. Employers feel that they are too busy to recruit new staff and do not understand HR practice (ie, some employ the 'best of the bad bunch' to save time and money).</p> <p><i>Ref: Professional, #7, #12 & #13 Agriculture, #6 Priority: ✓</i></p>	<ul style="list-style-type: none"> Establish good HR practice within local businesses to cope with recruitment issues. Assist employers to create clear job descriptions/expectations for staff. Encourage flexibility. Create a model for good HR practice for employers. Quantify recruitment techniques such as the overall cost of replacing an employee and training them effectively. Provide follow-up consultation meetings with companies around their HR practice. Encourage companies to invest in staff education and training. Encourage businesses with specialist HR capability to form an HR network. Provide specialist and intelligent HR practice for local businesses. Encourage job sharing within the district (and between towns). 	<p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>
<p>Many small companies cannot afford to have a full-time apprentice within their business.</p> <p><i>Ref: Manufacturing, #7</i></p>	<ul style="list-style-type: none"> Establish the potential for an apprenticeship community coordinator to work across various industry sectors and liaise with schools: <ul style="list-style-type: none"> Operate a broker scheme for apprenticeships, with a central manager and coordinators from all industry sectors. Show the benefits to employers of sharing apprentices with many companies ie, less risky for small businesses. Encourage businesses to take apprentices for a short time. 	<p><u>Modern Apprentice-ship Coordinator</u></p> <p><i>TEC</i></p>	<p><i>Long-term</i></p>
<p>Employers are not always sympathetic to cultural issues (eg, time off for family, tangi etc).</p> <p><i>Ref: Retail, #5</i></p>	<ul style="list-style-type: none"> Show the benefits/dynamics of a mixed cultural base in the community. Encourage businesses to take ownership of cultural issues and take shared responsibility. Provide clarification around employer's and employee's expectations. 	<p><u>SWEDT</u></p>	<p><i>Short-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>Local employers find it costly to take on work experience students and strict OSH requirements complicate this process.</p> <p><i>Ref: Professional, #10 & #11 Manufacturing, #11</i></p>	<ul style="list-style-type: none"> • Encourage more flexible work opportunities for students. • Establish systems within industry to deal with OSH requirements. • Change employment legislation. 	<p><i>Gateway Programme</i></p> <p><i>Training Providers</i></p> <p><i>Work Brokers Forum</i></p>	<p><i>Long-term</i></p>
<p>Many local employers currently undertake poor employment practice.</p> <p><i>Ref: Professional, #16 Agriculture, #15 Retail, #16</i></p> <p><i>Priority: ✓✓</i></p>	<ul style="list-style-type: none"> • Educate employers on appropriate HR practice and the importance of treating staff well: <ul style="list-style-type: none"> • Establish structures to be innovative around professional staff members (eg, encourage the adoption of flexi-time arrangements within local businesses). • Create strong company cultures. • Encourage firms to grow around the capabilities of their staff. • Ensure that staff feel valued within their community and secure and valued within their business. 	<p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>
<p>Lack of support for staff.</p> <p><i>Ref: Retail, #15</i></p>	<ul style="list-style-type: none"> • Establish on-job peer support networks (eg, establish the equivalent of the Young Guns agriculture group). • Encourage mentoring and coaching within businesses – give both specific training and basic support for staff. 	<p><u>SWEDT</u></p> <p><i>Unions</i></p>	<p><i>Medium-term</i></p>
<p>Staff are poached by other businesses (eg, from forestry to harvesting).</p> <p><i>Ref: Agriculture, #18</i></p>	<ul style="list-style-type: none"> • Make staff feel valued (ie, if they feel undervalued or taken advantage of they may leave prematurely). • Provide clear incentives for staff to stay. • Start up the four year levy scheme. 	<p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>Competition with other companies (ie, apprentices are snapped up after training).</p> <p><i>Ref: Manufacturing, #20</i></p>	<ul style="list-style-type: none"> Businesses need to reward staff for training (ie, ensure long-term employment for newly trained staff and provide customised incentives). 	<p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>
<p>Local employers provide little focus on training. Many businesses do not want to pay for in-house training, yet want qualified staff. It is costly for local businesses to train staff (eg, course costs and pressure when staff take time off work).</p> <p><i>Ref: Retail, #22</i> <i>Professional, #17 & 27</i> <i>Manufacturing, #23</i> <i>Priority: ✓✓✓✓</i></p>	<ul style="list-style-type: none"> Reduce the amount of resistance in the community towards further education and training – show locals that training breaks down barriers. Give businesses the confidence to take on work experience students. Educate local employers on the importance of training and the value/benefits of training relative to business growth opportunity: <ul style="list-style-type: none"> Show employers ‘what’s in it for me’. Measure the value and results of training (ie, create models to establish change in productivity, retention and performance appraisals). Encourage internal training within local businesses. Ensure that training is targeted at the needs of businesses (ie, encourage KiwiHost courses as all businesses need customer service skills). Encourage businesses to hire non-NZQA trained people. 	<p>SWLLG</p> <p>SWEDT</p>	<p><i>Medium-term</i></p>
	<ul style="list-style-type: none"> Assist companies to set up systems to cope with staff taking time off work to undertake training – establish ways to minimise disruption. Provide support for small businesses (ie, grants) to do in-house training. Increase in-house training capability (eg, degree programmes) and ensure the sharing of in-house trainers throughout the district. 	<p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>Many small companies cannot afford to have a full-time apprentice within their business.</p> <p>Ref: Education, #17</p>	<ul style="list-style-type: none"> Investigate the opportunity of sharing apprentices around several businesses: <ul style="list-style-type: none"> Ensure that a central coordinator is appointed to manage the process. Show employers the benefits of sharing apprentices within several businesses (ie, less risky for small businesses who cannot afford to have full-time apprentice). 	<p><u>SWEDT</u></p>	<p>Medium-term</p>
<p>Staff become disillusioned and leave when the reality of the industry is different to their initial perception.</p> <p>Ref: Retail, #12</p> <p>Priority: ✓</p>	<ul style="list-style-type: none"> Encourage appropriate HR practice in the local community. Educate employers on the need to provide incentives for staff (increased pay, tipping system, bonuses). Show employers the importance of encouraging employees to be more involved in the business (ie, have a sense of belonging and ownership) and to take feedback from staff. Ensure access is available for industry to talk to school students regarding industry issues. Show clear career pathways from basic entry level jobs to technical roles. Provide a scheme to rotate people in jobs within/between companies. Ensure that partnerships are formed within the local community – actively encourage networking. 	<p><u>SWEDT</u></p>	<p>Long-term</p>
<p>Nature of the industry (many casual and part-time positions). Low pay rates (tourism and forestry). Nature of the job (national health issue).</p> <p>Ref: Retail, #13 & #14</p> <p>Agriculture, #16</p> <p>Education, #7</p>	<ul style="list-style-type: none"> Grow the industry. Encourage involvement with the economic development of the district. Pay staff on production and efficiency. Improve opportunities for time-off for staff (ie, promote trips to the beach). Provide training for staff to keep them interested in the job. Encourage employers to care about workers (eg, different culture than 20 years ago) and not just focus on getting the work done. Provide staff with clear career pathways (eg, a future for forestry workers). Encourage information sharing between health providers and the DHB. 	<p><u>SWEDT</u></p>	<p>Medium-term</p>

Key Issue	Action	Lead Agency	Timeframe
<p>Many business environments are difficult to work in due to stressful and difficult clients.</p> <p>Ref: Professional, #14</p>	<ul style="list-style-type: none"> • Encourage good employment practice and innovative HR techniques: <ul style="list-style-type: none"> • Build team environments within companies through the use of buddy systems (eg, some forestry gangs are based on a rugby team set-up which builds culture and team atmosphere). • Shift company culture to reflect staff, introduce a higher level of flexibility and reduce pressure for professionals through the reshuffling of jobs around available staff. 	<p><u>SWEDT</u></p>	<p>Long-term</p>

6.6 Information/Research

Key Issue	Action	Lead Agency	Timeframe
<p>People are unaware of jobs available locally.</p> <p>Ref: Education, #1 Agriculture, #2 Manufacturing, #14</p> <p>Priority: ✓✓✓✓✓</p>	<ul style="list-style-type: none"> Raise awareness of the job opportunities within the SW District: <ul style="list-style-type: none"> Create a one-stop shop for jobs available – focus on developing a stand alone website for coordination of all jobs and opportunities available in the district (ensure public computer access is available). Focus on national advertising and use of the local SW News, Waikato Times and brochures. Advertise the potential for future labour requirements eg, additional jobs through the conversion of forestry land into other land uses. Encourage liaison between industry and Work and Income to make people aware of job opportunities. 	<p><u>W & I</u></p> <p>CTT</p>	<p>Short-term</p>
<p>Inconsistent awareness of education and training opportunities available in the SW District (information is not reaching the right people).</p> <p>Ref: Retail, #18 Professional, #19 Agriculture, #20 Manufacturing, #21 & #22 Education, #16</p> <p>Priority: ✓✓✓✓✓</p>	<ul style="list-style-type: none"> Make people aware and raise the profile of local training and education opportunities: <ul style="list-style-type: none"> Provide up to date information to young people, schools and local businesses as to what is available locally. Establish links between industry and school careers advisors in order to promote training opportunities to school students. Use a variety of innovative advertising techniques eg, billboards, magazines, newspapers, internet, South Waikato A to Z, Lion's phone book. Create a one-stop-shop for training opportunities available - establish a model for information (eg, Kiwi Careers - Waiariki). Show students that they can train locally (eg, what's available other than university) and promote the benefits of small town education (eg, gives students the skills they need for university). Raise awareness of local apprenticeship opportunities. Market further education as fun and assist people into training. 	<p>Waiariki</p> <p>W & I</p> <p>ITO's</p> <p><u>SWLLG</u></p> <p>TEC</p>	<p>Medium-term</p>

Key Issue	Action	Lead Agency	Timeframe
<i>Continued...</i>	<ul style="list-style-type: none"> • Hold a mini-expo (ITO's, W & I and local business people to attend). • Cluster businesses for work open days to provide students with a preview of a variety of occupations (eg, bus students around various industries to establish links between interested people). • Encourage the tertiary forum marketing strategy - encourage networking, raise awareness and build capacity. 		
<p>People do not know where to start in setting up a small business and the requirements involved.</p> <p><i>Ref: Professional, #21</i></p>	<ul style="list-style-type: none"> • Provide small business training for people interested in starting up a business in the SW District. Provide all interested people with information on skills, procedures and requirements. 	<p>TANGS</p> <p><u>SWEDT</u></p>	<p><i>Medium-term</i></p>
<p>Uncertain perceptions around the local education system (especially at high school level). Parents send their children to Hamilton and Cambridge for their schooling.</p> <p><i>Ref: Education, #11</i></p>	<ul style="list-style-type: none"> • Provide clear, accurate and convenient information about the local education system (eg, publications, ERO reports, websites, brochures, top 10 highlights of district). • Profile schools and their achievements to promote local education and to put SW on the map. Encourage staff to attend national conferences to talk about school issues and their achievements. 	<p><u>SWLLG</u></p>	<p><i>Medium-term</i></p>

6.7 Networks

Key Issue	Action	Lead Agency	Timeframe
<p>There is a need for community networking in the SW – current links between training providers and industry are lacking.</p> <p><i>Ref: Manufacturing, #29 & #32 Education, #24 Retail, #17</i></p> <p><i>Priority: ✓✓✓✓✓✓✓✓</i></p>	<ul style="list-style-type: none"> • Improve communication flows between all community groups including ITOs, industry and education and training providers: <ul style="list-style-type: none"> • Ensure the development of long lasting relationships and ongoing communication. • Establish a coordinator whose role is to record ideas and promote the networking between local businesses in the SW District. • Encourage businesses to approach training providers with their specific skill requirements, so that training and education can be focused around these needs. • Build relationships with ITO's and schools. Run expos/seminars with tradespeople, students and parents to raise awareness of opportunities within the district. • Establish key personal relationships between businesses and schools. Businesses should make contact with Heads of Departments and school principals. • Encourage the collective networking of businesses to develop strategies and establish a sense of connectedness (vertical integration). • Develop a district wide education strategy which aims to create a seamless process from early childhood education through primary, secondary and tertiary level education. • Develop links between SW training providers and other training providers throughout NZ. • Develop a district wide community health strategy which encourages all health providers to work together to provide quality health care. • Promote where current pathways exist within and outside of New Zealand. • Sustain relationships on a long-term basis in order to solve existing problems. 	<p><u>SWLLG</u></p> <p><i>SW Community Trust</i></p>	<p><i>Medium-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>Who owns specific issues/problems within the district?</p> <p>Ref: Agriculture, #19 & #26 Priority: ✓</p>	<ul style="list-style-type: none"> Encourage networking between industries and businesses (ie, establish a planning group within the forestry industry with the appropriate/interested people): <ul style="list-style-type: none"> Convene regular meetings with a chairperson, purpose and clear objectives. Make networking non-competitive and create incentives for key players to attend and participate. Build trust over time. Create a database of all parties which should be present and circulate information between them. Hold monthly farm discussion groups throughout the district. 	<p>ITOs</p> <p>Forestry ITOs</p> <p>W & I</p> <p>SWEDT</p>	<p>Short-term</p>
<p>Professional development/on-job training is done in the SW but then staff move on (eg, doctors). International professional staff only stay for six months (eg, physiotherapists).</p> <p>Ref: Education, #8 & #9</p>	<ul style="list-style-type: none"> Encourage the networking of professionals for support. Steer people towards specific schools for their children. Establish professional development opportunities to help retain staff. Share community information. Determine bonding opportunities (eg, scholarships to retain staff). 	<p><u>SWDC</u></p> <p>TANGS</p> <p>SWEDT</p>	<p>Medium-term</p>
<p>Improve networking to ensure students have an easy transition between school and the industry/workforce.</p> <p>Ref: Education, #18, Manufacturing, #28 Agriculture, #23 Priority: ✓✓</p>	<ul style="list-style-type: none"> Ensure that networks and working relationships are in place between key groups (eg, Work and Income, ITO's, schools, polytechnics and businesses). Convene regular meetings for focused discussion. Sustain relationship on a long-term basis to solve problems. Encourage the Lifelong Learning Programme through community networking. Educate parents and teachers about the options available for young students. 	<p><u>SWLLG</u></p>	<p>Medium-term</p>

6.8 Labour Force

Key Issue	Action	Lead Agency	Timeframe
<p>High unemployment in the SW:</p> <p>c. Ongoing problems for getting people into work.</p> <p>d. Cultural differences.</p> <p>e. Second generation unemployed.</p> <p><i>Ref: Retail, #4 Manufacturing, #4 & #5 Agriculture, #8</i></p>	<ul style="list-style-type: none"> • Provide customised solutions for unemployed people. • Show the public the recent decline in unemployment levels. • Create regulation and incentive models. • Provide life skills training (eg, instil in people the drive to work – ‘switch them on’). • Establish clear career pathways for entry level employees. • Employ active recruitment personnel to fill vacancies. • Conduct a dialogue with Work and Income around subsidies available for employment of trained staff. • Improve the perceptions of Work and Income within the local community. • Get people engaged in the industry (eg, from unemployment through to being fully engaged in the workforce). 	<p><i>W & I</i></p> <p><i>SWLLG</i></p> <p><i>Schools</i></p>	<p><i>Short-term</i></p>
<p>Age group issues.</p> <p><i>Ref: Retail, #7</i></p>	<ul style="list-style-type: none"> • Establish the age profile in the SW and make correlations between different age groups and suitable types of employment. • Reach older age groups through different advertising techniques (ie, word of mouth networking and contact with active senior groups). • Encourage mature people to enter the workforce as they have the work experience and specific skills suited to the industry. 	<p><u><i>W & I</i></u></p>	<p><i>Short-term</i></p>
<p>Partners of employees cannot find work so the couple move on.</p> <p><i>Ref: Education, #14</i></p>	<ul style="list-style-type: none"> • Establish networks amongst industry to aid in partner placements. • Assist partners to find work in advance of their arrival in the SW District. 	<p><u><i>SWDC</i></u></p> <p><u><i>SWEDT</i></u></p>	<p><i>Medium-term</i></p>

Key Issue	Action	Lead Agency	Timeframe
<p>The local SW labour pool is not work ready. Issues include:</p> <ul style="list-style-type: none"> a. Poor attitude b. Personal presentation problems c. Low aspirations/no goal to upskill d. Lack of passion for work/industry e. Difficulties engaging with people f. Poor motivation g. Poor work ethic <p>Ref: Retail, #6 Professional, #3 Agriculture, #7 Manufacturing, #8 & #9 Priority: ✓✓</p>	<ul style="list-style-type: none"> • Improve life skills of young people and instil in them the aspiration/passion to work. • Provide work experience opportunities for school students (eg, farm visits and holiday work experience). • Encourage large companies to provide work experience opportunities (ie, students could gain experience by working in different departments). • Establish a cadetship scheme (eg, for engineers, builders, plumbers and planners) to give a broad skills grounding for staff – advertise nationally. • Encourage and extend the Gateway programme locally. • Actively profile local job opportunities. • Ensure that employers make employees aware of their expectations (ie, length of employment and personal conduct). 	<p><u>SWLLG</u></p>	<p>Long-term</p>
<p>Large numbers of people commute from out of town resulting in a community leader deficit (lack of middle and senior managers).</p> <p>Ref: Education, #12 & #13</p>	<ul style="list-style-type: none"> • Raise awareness within the SW District of the importance of middle and senior managers in the local community. • Recognise and promote the positive aspects of the SW as a place to live and work (ie, education, activities, lifestyle). • Enhance social networks for middle and senior managers. 	<p><u>SWDC</u></p>	<p>Long-term</p>
<p>People move out of town (ie, to Tauranga or Papamoa).</p> <p>Ref: Education, #10</p>	<ul style="list-style-type: none"> • Keep in touch with locals living and travelling outside the district. • Encourage website advertising of the district and jobs available (use Forest View High School's website as a template). • Promote the lifestyle in the SW (eg, healthy lifestyle). 	<p><u>SWTT</u></p>	<p>Long-term</p>

Key Issue	Action	Lead Agency	Timeframe
<p>Issues specific to the SW District (eg, young people moving away, image issues, cultural preferences).</p> <p><i>Ref: Manufacturing, #19 Agriculture, #14</i></p> <p><i>Priority: ✓</i></p>	<ul style="list-style-type: none"> • Provide incentives for staff to stay working in the district. • Promote positive factors (eg, lifestyle, accessibility) of the SW District. • Take a holistic approach to solving problems. 	<p><u>SWDC</u></p> <p>SWEDT</p>	<p>Long-term</p>
<p>There is a need to encourage people to stay locally after school or after training (eg, people have a view of the bush or university and nothing in between).</p> <p><i>Ref: Education, #21</i></p>	<ul style="list-style-type: none"> • Ensure that all scholarships are being uplifted. Ensure that schools are encouraging students to 'grab' opportunities. • Provide the total package (eg, scholarships and holiday work experience) to encourage students to stay locally. • Encourage students to return to the SW after training/living outside the district: • Develop systems for keeping in touch with locals while they are away (eg, encourage internet communication). 	<p><u>SWDC</u></p> <p>SWLLG</p> <p>SWEDT</p>	<p>Long-term</p>
<p>Specific staff members move on (eg, planners).</p> <p><i>Ref: Professional, #15</i></p>	<ul style="list-style-type: none"> • Encourage staff retention through clear career pathways (liaise with staff to ensure that pathways are in line with their expectations). • Establish what can be done in terms of flexibility and innovative environments for staff: <ul style="list-style-type: none"> • Investigate and develop different techniques for SME's and large scale businesses. • Shift the main focus from the business to the staff. • Ensure that all staff have a strong sense of place. • Encourage interest in how the organisation operates. 	<p><u>Business Group</u></p>	<p>Long-term</p>

Key Issue	Action	Lead Agency	Timeframe
<p>There is a lack of suitably skilled and qualified people within the SW (eg, planners, field operators, fellers, customer services and health professionals).</p> <p>Jobs require work ethic and work experience as well as industry specific skills.</p> <p>Ref: Retail, #3 Professional, #1 Agriculture, #1 Education, #2 Manufacturing, #1 Priority: ✓✓✓✓✓</p>	<ul style="list-style-type: none"> • Develop a one-stop-shop website/community database outlining job vacancies, businesses, schools and the benefits of living and working in the SW. • Establish action plans with secondary schools and industry to encourage young people into the industry. <ul style="list-style-type: none"> • Target subsidies and cadetships to specific groups within the SW community and provide scholarships for young people. • Upskill students through work experience opportunities. • Provide improved employment preparation to make people more work ready and skilled. • Establish the use of active recruitment personnel to fill local vacancies. • Encourage the collective networking of businesses to develop strategies for filling vacancies. • Increase the involvement of ITO's in filling vacancies locally. • Make it known that companies will take skilled staff on without them having any formal NZQA training. Show employers that qualifications help to improve the skills of their staff – ensure that employers encourage ongoing staff training. • Profile opportunities within the industry (eg, start your own business). Show Aucklanders the cheap business set-up costs available locally to encourage them to move. • Advertise the broad range of experiences gained from working in a small town (eg, planners do a broader range of jobs than in a larger organisation/city). • Encourage cadet training to give staff a broad skills grounding. • Develop strategies and tactics for attracting people back to the district after they have travelled/studied outside the SW. • Encourage school students to enter into the industry or training (eg, expos for students). Get staff from various labour sources: • Get staff from various labour sources: <ul style="list-style-type: none"> • Attract staff from other industry sectors. • Encourage out of town people (both domestic and international). 	<p>ITOS</p> <p>SWEDT</p> <p>SWTT</p>	<p>Medium-term</p>

<p><i>Continued...</i></p>	<ul style="list-style-type: none"> • Attract people to the district for other reasons (eg, rugby club). • Support immigration initiatives currently in place (health). • Target people from countries with a similar way of life (eg, rural living). Conduct research on how best to recruit overseas staff. 		
<p>Attitude and work ethic problems in SW people. Some young people do not want to work a full-time job, they lack passion and have low stickability (ie, some last less than 1-2 days).</p> <p><i>Ref: Agriculture, #13 Manufacturing, #16 & #17</i></p>	<ul style="list-style-type: none"> • Expand the skills of staff through the provision of training in a wide range of skill areas (ie, reduces workplace monotony and upskills staff). • Make staff feel valued (ie, increases their productivity and ensures they take care in their work) in order to increase their self-esteem. • Improve people's passion for the work they are undertaking. • Instil the desire to go to work in young people. 	<p><i>SWEDT</i></p>	<p><i>Long-term</i></p>
<p>Some older staff members do not want to work full-time.</p> <p><i>Ref: Manufacturing, #18</i></p>	<ul style="list-style-type: none"> • Encourage employers to change/mould their business practices to suit older employees. • Investigate job sharing opportunities (ie, part-time work for older staff). • Match people to the jobs available. 	<p><i>SWEDT</i></p>	<p><i>Long-term</i></p>

6.9 National Issues/Immigration

Key Issue	Action	Lead Agency	Timeframe
<p>Overseas people can only stay two years in NZ as they are seen as unskilled. No funding is available for training until full immigrant status is achieved.</p> <p><i>Ref: Manufacturing, #30 & #31 Education, #5 & #6</i></p> <p><i>Priority: ✓✓</i></p>	<ul style="list-style-type: none"> • Support immigration changes. • Support certification for overseas people. • Put the trade vacancies on the immigration list to prioritise various jobs and industries (eg, transport). • Recognise overseas licensing/training in New Zealand. • Investigate central government immigration policies and carry out changes over time (ie, encourage the provision of incentives for rural districts to have immigrants). 	<p><u>NZIS</u></p>	<p><i>Long-term</i></p>
<p>Is the SW migrant friendly (ie, suitable for non-English speakers)?</p> <p>Support immigrants – second language staff.</p> <p><i>Ref: Education, #5, #6 & #15</i></p> <p><i>Priority: ✓✓</i></p>	<ul style="list-style-type: none"> • Establish key indicators to determine if the SW is migrant friendly. • Provide an attractive package for overseas people (ie, establish a 'South Waikato Migration Programme'). • Construct a registry of immigrants to increase networking opportunities between locals and immigrants. • Focus infrastructure and assistance networks around immigrants in order to successfully integrate them into the SW community. • Find proactive ways to promote the area for immigrants. • Avoid problems experienced by past immigrants (eg, give a better understanding of the NZ and SW way of life) through the development of a transition mechanism for immigrants to become integrated within the SW community and within local education and training. • Offer courses to aid staff to learn English. 	<p><u>SWDC</u></p> <p><i>ESOL</i></p> <p><i>Pacific Island Churches</i></p> <p><i>NZIS</i></p>	<p><i>Long-term</i></p>

APPENDIX 1: ACKNOWLEDGEMENTS

The Project Management Group would like to acknowledge the following people who contributed time and effort towards the development of this strategy:

Adrienne Bell, Putaruru Council of Social Services
Carl Crafar, Work and Income
Caroline Rhoades, APR Consultants
Charlene Kerr, NZ Road Transport Association
Chris Fryer, NZ Road Transport and Logistics ITO
Col Heke, South Waikato Community Technology Trust
Craig Gulliver, NZ Motor ITO
Dave Moodie, Building and Construction ITO
David Hammond, South Waikato District Council
Dean Gittings, South Waikato Education Community Trust
Deryck Shaw, APR Consultants
Dianne Turco, South Waikato Economic Development Trust
Elvis Bowring, APR Consultants
George Harrison, Carter Holt Harvey
Garry Brunton, Tokoroa Information Centre
Glenn Thrush, Dexcel
Graham Sheldrake, GJ Sheldrake Ltd
Grant McFarlane, Competenz
Gwen Syme, Dairy Industry
Heidi Symon, Te Wananga O Aotearoa
Helen Van Der Werff, Waiariki Institute of Technology
Howard Goold, Putaruru Gospel Chapel
Ian Ferguson, Forest View High School
Jackie Tamaki, Te Wananga O Aotearoa
Jacqui Arstall, Work and Income
Jeanette Ginns, Tokoroa Central School
Karen Forbes, Alan Forbes Transport Ltd
Kathryn Bridson, Tokoroa Welding
Linda Spafford, Work and Income
Liz Padman, South Waikato Economic Development Trust
Liz Tera, SW Education Centre Trust
Maree Kendrick, Waiariki Institute of Technology
Mereheeni Hooker, Waiariki Institute of Technology
Murray McAlister, South Waikato District Council
Noel Ferguson, South Waikato District Council
Nora Creigh-Smith, Tokoroa Hospital
Pam Fegan, NZ Hairdressing ITO
Pat Menzies, Tokoroa A Naturally Growing Success
Peggy White, Te Wananga O Aotearoa
Rees Fox, South Waikato District Council
Reynold Macpherson, Waiariki Institute of Technology
Theo Greyling, Wastepro Solutions Ltd
Yvonne Charlie, Raukawa Education & Training Services

APPENDIX 2: CONTACT DETAILS

For further information:

David Hammond

Economic Development Unit
South Waikato District Council
Private Bag 7
TOKOROA

Phone: (07) 885 0340
Email: david.hammond@swktodc.govt.nz
Website: www.swktodc.govt.nz

Dianne Turco

Business Facilitator/Manager
South Waikato Economic Development Trust
PO Box 413
TOKOROA

Phone: (07) 886 0126
Email: dianne.facilitator@lakes.net.nz

APPENDIX 3: RECOMMENDED SECTOR ACTION PLANS

Five sector groups were formed to make specific recommendations to address issues identified in the South Waikato Employment Skills Survey. This section presents the recommended action plans that were developed by each sector group. These have been included as an appendix to this strategy because not all points were included in the final strategy.

Agriculture, Horticulture & Forestry Action Plan

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Recruitment					
1. Lack of trained and skilled people (eg, field operators and fellers) within forestry.	<ul style="list-style-type: none"> • Make it known that companies will take skilled staff on without them having any formal NZQA training. • Provide cadetships (ITOs). • Establish clear career pathways for agriculture. • Encourage more people to work in the bush to get work experience. 	✓			
	<ul style="list-style-type: none"> • Get staff from various labour sources: <ul style="list-style-type: none"> • Establish if labour can be sourced from overseas (eg, Chilean people for silviculture – however staff often leave after planting). • Encourage school students to enter into the industry or training (eg, expos for students). • Attract staff from other industry sectors. • Encourage out of town people (both domestic and international) to move to the district. • Youth are the key – establish action plans with secondary schools and industry (customise for the SW District). 	✓			
2. People are unaware of jobs available.	<ul style="list-style-type: none"> • Make businesses and training opportunities known to school students through branding and marketing. • Raise the profile of all job opportunities in the district. • Create a one-stop shop for jobs available (web based option which is also available at the library). • Advertise the additional labour requirements for the future eg, conversion of forestry land into other land uses (eg, roles will be available for dairy farmers, fencers, sustainability issues, environmental work, builders etc). 	✓	✓		

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
3. Nature of the industry (seasonal labour requirements, physical work, long hours, mud, early starts) - suits males (not part-time females).	<ul style="list-style-type: none"> Find different techniques to suit different people – cater for needs – flexible hours to suit females and part-time work (note: this can't be done for forestry). 				
4. Perception of low pay rates (forestry and agriculture). 5. Students unaware of wages available in the agriculture industry.	<ul style="list-style-type: none"> Tell people the salaries/wages involved in forestry and farming compared with other industries (eg, farming wages approximately \$10,000 higher than the average NZ starting wage). Provide motivation for staff – most motivated by money. Highlight 'what's in it for me' (eg, 'long hours but can go straight into the industry from school and within five years you could have made X dollars'). Bring back to forest owners of what they can pay for staff. Make people aware of agriculture wages – can make big money (fast track to financial security). Very lucrative business. 	✓			
6. Industry is not seen as attractive to enter.	<ul style="list-style-type: none"> Promote good employment practice eg, encourage staff through time-off, flexibility. Employers to provide a total attractive package for staff (eg, move from a commodity – now many contractors). Employers to create clear job descriptions for staff (eg, clear expectations for both employer and employee). Create a model for good HR practice for employers. Illustrate to the community the positive aspects of the agriculture industry – what's currently going on and achievements. 				
7. Poor work ethic and attitude of young people eg, believe that 'anyone can get a job in the forestry industry' – career aspirations need to improve.	<ul style="list-style-type: none"> Provide work experience opportunities for school students (eg, farm visits and holiday work experience). Extend the Gateway programme. 	✓			

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
8. High unemployment in the SW.	<ul style="list-style-type: none"> Reduce the number of unemployed people in the district by looking at specific cases (eg, who doesn't have transport, who has a disability etc). Advertise that unemployment levels are on the decline in the district eg, halved since Feb 2004. Create regulation and incentive models. 				
9. Bad press – drugs (forestry) – health and safety issues.	<ul style="list-style-type: none"> Encourage drug testing within companies (eg, prior to and during employment). Establish policy interpretation in the district concerning drug tolerance levels within companies – zero tolerance (eg, lose job) versus more relaxed (ie, send people home). Educate staff on the dangers involved with drugs in the workplace. Networking of contractors to solve recruitment issues – talk one-on-one with them – encourage them to be part of the solution. 				
10. Difficulties attracting people to the SW District to live and work.	<ul style="list-style-type: none"> Promote the positive elements of the SW (eg, temperature, centrality, roading network, wide range of services available and location to other centres). Brand the South Waikato as distinctively different (eg, holistic lifestyle, lakes district branding). Make the South Waikato a destination not a place to travel through. Encourage the networking of contractors within the SW to lift the profile of the district. Put the district on the map. 	✓			
11. Instability in forestry (selling forests for dairy farming). 12. Change to the way farms operate – farms amalgamating (trimming down of farms) – less satisfaction with large operations.	<ul style="list-style-type: none"> Advertise that record profits are being made in the farming industry. Show the benefits to the local community involved with the conversion of forestry into pastoral farming. Highlight 'what's in it for me' to enter the industry. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Retention					
13. Work ethic low and staff not passionate about jobs.	<ul style="list-style-type: none"> • Increase self-esteem in employees. • Focus skills and training around different jobs (eg, milking and administration). • Look after staff – make them feel valued so they work better and look after the farm etc. 				
14. Issues specific to the SW District (eg, image issues, cultural district).	<ul style="list-style-type: none"> • Take a holistic approach to solving problems. 				
15. Bad employment practice by many local employers.	<ul style="list-style-type: none"> • Educate employers on treating staff well. 	✓			
16. Low pay rates (forestry).	<ul style="list-style-type: none"> • Pay staff on production and efficiency (works well for some individuals – some prefer it). • Promote and improve time-off for staff (promote trips to the beach, fishing etc – sell the lifestyle). • Training for staff to keep them interested in the job (eg, silviculture – so many fluxes it's hard to keep stability in training). • Encourage employers to care about workers (eg, different culture than 20 years ago) and not just focus on getting the work done. • Provide clear career pathways for existing staff (eg, provide a future for forestry workers). 				
17. Farm operation issues (agriculture).	<ul style="list-style-type: none"> • Encourage changes to the way farms operate such as once a day milking (often forced by cold weather). 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
18. Staff poached (eg, from forestry to harvesting).	<ul style="list-style-type: none"> • Make staff feel valued (eg, if they feel undervalued or taken advantage of, then they will leave – provide incentives to stay). • Start up the four year scheme. 				
19. Ownership of issues.	<ul style="list-style-type: none"> • Encourage networking between industries and businesses – key players and contractors from all areas to meet to discuss issues faced in the forestry industry: <ul style="list-style-type: none"> • Need a chairperson, purpose and clear objectives. • Need to make it non-competitive and create incentives to attend and participate. • Build trust over time. • Establish a planning group within the forestry industry with the appropriate/interested people. • Create a database of all parties which should be present and circulate information between all people. 		✓		
Education and Training					
20. People are not aware of training opportunities (eg, computer training).	<ul style="list-style-type: none"> • Create a one-stop-shop for training opportunities available. • Make people aware of the training provided in the local community (eg, Waiariki provide a wide range of general purpose skills such as construction). • Use a variety of methods such as magazines, newspapers and the internet to distribute to people outlining training provided. • Establish a model for information eg, Kiwi Careers (Waiariki) programme. • Use a variety of advertising techniques (eg, South Waikato A to Z and the Lion's phone book). 				
21. Issues around careers advisors.	<ul style="list-style-type: none"> • Establish best practice for careers advisors. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
22. Low quality of people undertaking training – train difficult clients.	<ul style="list-style-type: none"> Schools should teach basic skills (to aid in the transition of students from school to the workplace) eg, Forest View High School programmes. Teach people how to write a CV and how to improve their interview technique. 				
23. Transitional issues – all people should be either in school or education.	<ul style="list-style-type: none"> Encourage STAR (Secondary Tertiary Alignment Resource) customised programmes. Establish working relationships amongst education and training providers and businesses. Encourage the Lifelong Learning Programme through the networking of appropriate people. 	✓			
24. There is an increasing number of machines rather than people (as a result of trying to stop accidents) – can only train people in machines.	<ul style="list-style-type: none"> Develop software for simulation for training. 				
25. Attraction difficulties in the SW.	<ul style="list-style-type: none"> Create a unique opportunity for the region of why people should study in the SW (eg, lifestyle, standard of living, no waiting, low stress, cheaper housing, good schooling etc). Scholarships created over a wide range of subjects to attract people to the district (eg, gain further education and then come to work in the SW District). Encourage apprenticeships. 				
26. Ongoing training is required.	<ul style="list-style-type: none"> Encourage ongoing training to keep staff interested in the job (eg, silviculture – so many fluxes it's hard to keep stability in training). Encourage farm discussion groups to be held monthly throughout the district. Establish schemes for training (eg, companies to pay for basic training modules – if employee doesn't pass or leave then the employee pays a percentage of the cost of training back). 				

Manufacturing, Engineering, Transport & Construction Action Plan

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Recruitment					
1. Lack of all-round trained staff (eg, require work ethic and work experience as well as industry specific skills such as welding).	<ul style="list-style-type: none"> Recruit people from overseas and within NZ: <ul style="list-style-type: none"> Encourage people from Auckland to move – cheaper costs for business set-up etc. Research how to recruit staff from other countries (eg, Chinese). Attract people to the region for other reasons (eg, South Africans come for the rugby club). Target people from countries who have a similar way of life as the SW (eg, rural living). Employers to encourage ongoing training for all staff – promote that qualifications help to improve staff’s skills resulting in fewer mistakes. Identify opportunities to students around trades (housing boom). 				
2. Poor image of the trades as occupations (eg, trades seen as being poorly paid and “not cool”). 3. Marketing issues.	<ul style="list-style-type: none"> Push the image of trades: <ul style="list-style-type: none"> Use marketing techniques to make the trades sexier. Make it as cool as tertiary study (produce material like uni brochures and Army TV ads). Compete with other industries – not pushed enough currently in comparison to other industries. “What’s in it for me” – make a personal connection so students know benefits of the trades (eg, wages). Encourage school visits (talking to students about what’s out there). Careers advisors to understand trade occupations – focus on trade career paths in schools. Support the Gateway programme – be proactive. Involve schools in marketing and increase liaison. 	✓			

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>4. High unemployment rates – differences in society groups (cultural issues around unemployment).</p> <p>5. Second generation unemployed.</p>	<ul style="list-style-type: none"> • Focus marketing at different groups (eg, at different ethnicities). • Customise solutions around unemployed people. • Provide life skills training (eg, instil in people the drive to work – ‘switch them on’). • Use of Work and Income work brokers. 				
<p>6. Transition problems between school and industry (eg, students must wait until they are 21 to drive trucks).</p>	<ul style="list-style-type: none"> • Encourage the Gateway programme: <ul style="list-style-type: none"> • Expand the programme and have schools take all responsibility for students on work experience. • Encourage more students to undertake work experience – give a helping hand to make this possible. • Target assistance to young people going into the trades – develop a structure. • Create models around apprenticeship/career progression for young people (transport). 				
<p>7. Many small companies cannot afford to have a full-time apprentice within their business.</p>	<ul style="list-style-type: none"> • Investigate the opportunity of sharing apprentices around several businesses: <ul style="list-style-type: none"> • Operate a broker scheme for apprenticeships – requires a coordinator for all industry sectors. • Need a central coordinator to manage. • Show the benefits to employers of sharing apprentices with many companies ie, less risky for small businesses. • Encourage businesses to take apprentices for a short time – would help small businesses to have an apprentice (if it isn’t sustainable in the long-term). 				
<p>8. Lack passion for work and industry.</p> <p>9. Attitude issues of young people.</p>	<ul style="list-style-type: none"> • Instil passion into young people (improve their confidence and the will to work). • Make employees aware of employer’s expectations (ie, they will be employed for a long period – not just a short time). 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
10. Fewer students doing work experience.	<ul style="list-style-type: none"> Establish an entry mechanism for people wanting to undertake work experience. Schools to focus on the right/interested students and give these young people work experience opportunities (such as the Gateway programme). Encourage major companies to provide work experience for students: <ul style="list-style-type: none"> Focus on 16 year olds for work experience. Establish rules/assistance (eg, subsidy) available for taking on apprentices. Develop an innovative and flexible apprenticeship structure (eg, central management of student – move apprentice around several companies for experience). 	✓			
11. OSH requirements are strict – make it difficult for work experience students (owner of site is responsible for student – need to be older than 16).	<ul style="list-style-type: none"> Encourage more flexible work opportunities for students. Establish systems within industry to deal with OSH requirements. 				
12. Sickness benefits give people no incentive to work.	<ul style="list-style-type: none"> Change rules so that people on the sickness benefit can gain employment. 				
13. People are not attracted to the SW District as a place to live and work.	<ul style="list-style-type: none"> Market the SW as a cultural experience. Show overseas people the similarities in environments between countries (eg, search for similarities and focus on these people in marketing). 	✓			
	<ul style="list-style-type: none"> Encourage overseas trades qualifications to be accepted and recognised in the SW. 	✓			
	<ul style="list-style-type: none"> Establish innovative marketing techniques (eg, South Africans come for the rugby club). Match people’s non-work interests with the region. Use the internet for innovative advertising (eg, advertise all staff within companies and their lifestyles within the area). 	✓			
14. People are unaware of jobs available.	<ul style="list-style-type: none"> Promote what’s available – liaise with Work and Income to show what’s out there. 	✓	✓		

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
	<ul style="list-style-type: none"> • Create a website advertising jobs and opportunities in the region – create links to specific companies. • Establish links between industry and school careers advisors. • Match people’s skills specifically for various jobs (eg, trades skills). 				
15. Businesses unaware of recruitment options available.	<ul style="list-style-type: none"> • Encourage the use of recruitment agencies – work together to fill vacancies. Show managers the value of using recruitment agencies. • Encourage a network for the sharing of staff in a labour pool: <ul style="list-style-type: none"> • Requires a central employer who hires staff out for short-term jobs. • Promote the benefits such as avoiding poaching from other businesses and lower short-term rates. • Encourage small networks between employers and aim for long-term networking of businesses within the community – develop a model and process. 				
Retention					
16. Low stickability – some staff last only one or two days.	<ul style="list-style-type: none"> • Improve people’s passion for the work they are undertaking. 				
17. Attitude and work ethic problems in young students (eg, don’t want to work a full-time job).	<ul style="list-style-type: none"> • Instil the desire to go to work in young people. 				
18. Older workforce (don’t want to work full-time hours).	<ul style="list-style-type: none"> • Match people to the jobs available. • Change workplace/business practices eg, part-time and job sharing opportunities for staff (transport). 				
19. Issues specific to the SW District (eg, young people moving away).	<ul style="list-style-type: none"> • Provide incentives for staff to stay working in the district. • Promote positive factors (eg, lifestyle, accessibility etc) of the SW District. 	✓			
20. Competition with other companies (eg, apprentices snapped up after training).	<ul style="list-style-type: none"> • Reward staff for training (eg, keep them longer). 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Education and Training					
<p>21. Young students and many employers are not aware of what opportunities are available locally.</p> <p>22. Marketing issues – need to get information to students.</p>	<ul style="list-style-type: none"> • Promote to young people, schools and industry what's available locally (positions and training). • Invite people along to a mini-expo (ITO's, Work and Income and companies to attend). • Market further education as fun. • Cluster businesses for work open days: <ul style="list-style-type: none"> • Show a wide range of local careers. • Give students a taste of a variety of occupations (eg, provide an overview and then bus students around to look at industries to establish links between interested people). • Careers advisors at the school level is important. Promote school coordinators to promote training. • Show students what's available other than university and follow through with employment of these people. 	✓	✓		
<p>23. No encouragement provided for further training.</p> <p>24. Attitude problems.</p>	<ul style="list-style-type: none"> • Get all people into training (encourage people to learn and work a day and increase their self-esteem, confidence and work ethic). • Schools to encourage students with potential to undertake apprentices and help them into roles: <ul style="list-style-type: none"> • Need to make students comfortable/confident to undertake further training. • Encourage students from a young age (ie, 15 years) to study in an area of interest. • Schools to help students identify areas of interest. • Schools to identify students who would make good trades people and enrol them into a pre-trade training course (where they can live at home and learn generic trade skills). • Encourage the community to take on work experience students and accept non-NZQA trained people. 	✓			

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
	<ul style="list-style-type: none"> Promote the benefits of training – get paid and learn at the same time with on-job training. 				
25. Current training/skills issues – gaps in current training. 26. Training needs to be practical – aimed at skill gaps/vacancies in the community. 27. Delivery issues.	<ul style="list-style-type: none"> Explore lifestyle and training options. Encourage trades businesses to work with schools to develop specific subjects/training around current needs (eg, elementary construction skills). Encourage practical training (eg, model education and training around successful training courses currently provided in New Zealand). Develop links with other training providers. 		✓		
28. Transition issues between school and industry. 29. Links lacking between community groups.	<ul style="list-style-type: none"> Establish links between industries/ITO's and schools. Sustain relationships on a long-term basis to solve problems. Get industries, schools, polytechnics, ITO's and businesses together for focused talks. Educate parents and teachers about the options available for young students. Provide information to the Lifelong Learning Group and to local schools. 	✓	✓		
30. Immigration issues. No funding is available for training until full immigrant status is achieved. 31. 'Unskilled labour' – people from overseas can only stay 2 years in NZ as seen as unskilled.	<ul style="list-style-type: none"> Support immigration changes. Support certification for overseas people. Put the trade vacancies on the immigration list to prioritise various jobs and industries (eg, transport). Recognise overseas licensing/training in New Zealand. 				
32. Networking of businesses.	<ul style="list-style-type: none"> Establish a coordinator for ideas and networking between local businesses in the SW District. 		✓		

Wholesale, Retail, Personal Services, Tourism & Hospitality Action Plan

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Recruitment					
1. Very poor/negative perceptions of customer service roles. 2. Perception of 'servitude' not 'service'.	<ul style="list-style-type: none"> • Improve young people's perceptions of the industry – reduce the pressure for young people of working in customer service roles. • Show staff the difference between providing a service and being a servant. • Encourage networking of tertiary education providers and industry to build effective links and improve young people's perceptions of the industry. • Provide clear career pathways for students. 	✓			
	<ul style="list-style-type: none"> • Introduce structural changes to the industry – establish criteria for excellence to raise standards of businesses (make these standards widely available). 	✓			
3. Lack of skilled people in the area (very poor customer service skills). 4. High unemployment – ongoing problems for getting people into work.	<ul style="list-style-type: none"> • Encourage young people into the industry: <ul style="list-style-type: none"> • Upskill students through work experience opportunities (subsidies need to be targeted to specific groups). • Provide scholarships for young people. • Establish a clear career pathway for entry level people. 	✓			
	<ul style="list-style-type: none"> • Have active recruitment personnel working to fill vacancies. • Encourage the collective networking of businesses to develop strategies for filling vacancies. • ITO's need to be more proactive in filling vacancies locally. 				
	<ul style="list-style-type: none"> • Conduct a dialogue with Work and Income around subsidies available for employment of 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
	<ul style="list-style-type: none"> trained staff. Improve the perceptions of Work and Income within the local community. 				
	<ul style="list-style-type: none"> Get people engaged in the industry (eg, from unemployment through to being fully engaged in the workforce in customer services). 	✓			
	<ul style="list-style-type: none"> Profile opportunities within the industry (eg, start your own business). 				
5. Cultural issues (eg, a lot of time off for family, tangi etc).	<ul style="list-style-type: none"> Show the benefits/dynamics of a mixed cultural base in the community. Encourage businesses to take ownership of cultural issues and take shared responsibility. Provide clarification of expectations of both employers and employees (employers are not always sympathetic to cultural issues). 				
6. Local labour pool is not work ready; personal presentation problems, difficulties engaging with people, low aspirations, poor motivation and no goals for youth to upskill.	<ul style="list-style-type: none"> Improve life skills of young people eg, improve young people's self-awareness and motivation. Instil in young people the aspiration to work. 				
7. Age group issues (businesses targeting different groups)	<ul style="list-style-type: none"> Correlate different age groups to different types of employment. Establish the age profile in the SW (contact Work and Income). Reach the older age groups through different advertising techniques (eg, word of mouth networking, contact active senior groups, over 50's etc). Encourage more mature people into the industry as they have the work experience and specific skills suited to the industry. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>8. Nature of the industry (reality is different to perception).</p> <p>9. Perception of mass tourism not niche based.</p>	<ul style="list-style-type: none"> • Establish the district's tourism industry capacity and advertise this within the community. • Target students in schools. • Inspire students: <ul style="list-style-type: none"> • Education and training should have a strong practical component as theoretical courses are currently not effective. • Encourage work experience opportunities. • Promote what is available locally and profile the jobs available (eg, sports and events, Tirau retail tourism, mountain biking, supporting industry, hospitality etc). 	✓			
<p>10. Career structure.</p>	<ul style="list-style-type: none"> • Improve the career pathways available (eg, provide a retail cadetship and other innovative techniques for getting young people into the industry). • Need a starting point for young people to enter the industry (eg, cadetships): <ul style="list-style-type: none"> • Create easy entry points (eg, retail can be a transition for people entering the workplace – can be an opportunity to gain skills and get engaged in the industry). • Set-up transition structures. • Establish the potential for an apprenticeship community coordinator – across various industry sectors and liaison with schools. • Businesses in each town to be identified for training/pathway. • Involvement of all parties (ITO's, Mainstreet organisations etc). 	✓			

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
11. Nature of the work – hours of work.	<ul style="list-style-type: none"> Establish a central resource of staff to fill in for short-term vacancies. Establish job sharing opportunities – encourage employers to be flexible around staff. 				
Retention					
12. Image of the industry (reality is different to perception) – staff become disillusioned and leave.	<ul style="list-style-type: none"> Encourage appropriate HR practice in the local community. <ul style="list-style-type: none"> Employers to find incentives for staff (increased pay, tipping system, bonuses). Employers to encourage employees to be more involved in the business and have a sense of belonging and ownership. Employers need to take on staff feedback. Talk to students in secondary schools around industry issues. Show clear career pathways from basic entry level jobs to more technical ones. Rotation of people in jobs within and between companies (note that this wouldn't work for hairdressing). Networking and partnerships formed. 	✓			
13. Nature of the industry (many casual and part-time positions). 14. Low pay (tourism).	<ul style="list-style-type: none"> Grow the industry. Involvement with the economic development of the district. 				
15. Support for staff.	<ul style="list-style-type: none"> Encourage on-job peer support networks (eg, establish the equivalent of the Young Guns agriculture group). Encourage mentoring and coaching within businesses – give both specific training and basic support for staff. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
16. Employment practice.	<ul style="list-style-type: none"> Encourage local businesses to adopt flexi-time arrangements (ie, suitable for older staff who have a range of other commitments). 				
Education and Training					
17. Need for community networking.	<ul style="list-style-type: none"> Build relationships and networks: <ul style="list-style-type: none"> Include all community groups, ITOs, businesses and training providers. Establish links between retailers and providers to get specific skill requirements. Build relationships with ITO's and schools (ie, expos/seminars with tradespeople and young students, parents etc). Establish key personal relationships (ie, with Head of Departments and principals at schools). Encourage collective networking of businesses to develop strategies – establish a sense of connectedness (vertical integration). Need for community tertiary educational networking. 	✓	✓		
18. Inconsistent awareness of training opportunities available locally.	<ul style="list-style-type: none"> Make people aware of the training and education opportunities available in the SW District. Encourage the tertiary forum marketing strategy: <ul style="list-style-type: none"> Make linkages and encourage networking. Raise awareness and build capacity. 		✓		

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
19. Low propensity of people in the local community to engage in training.	<ul style="list-style-type: none"> Show the community the wide range of training available locally – illustrate the different ways of learning (formal and informal). Marketing to show the advantages/benefits of lifelong learning – change local people’s attitudes towards training and education – must be aimed at the local community (eg, role models that students can relate to). Look at overseas examples of learning cities/communities – follow their main concepts. 				
	<ul style="list-style-type: none"> Encourage people into basic training on life skills – make training targeted and aimed at each trainee’s learning capability/pace. 		✓		
	<ul style="list-style-type: none"> Share passions/networking of people locally – set up a formal process to engage these people. Establish structures to facilitate training within businesses – employers to encourage staff to upskill (eg, customer services and KiwiHost). Promote seminars and encourage current training. Encourage trainers to go on-site with specific skills training. Encourage internet courses which can be accessed by all businesses (eg, library 15 minute video course). Encourage Mayor’s Taskforce for Jobs – wide range of initiatives available (tourism operators). 				
	<ul style="list-style-type: none"> Provide training and involvement for unemployed people and establish clear entry points into the industry. 				
	<ul style="list-style-type: none"> Council could provide scholarship funding. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
20. Specific skills training – make people work ready (eg, presentation, confidence, motivation, work ethic, life skills).	<ul style="list-style-type: none"> • Create courses more specific and targeted to the industry: <ul style="list-style-type: none"> • EFTPOS processing. • Customer services skills and life skills. • Internet modules (eg, 3 hour accountancy training then move onto further training). • ‘General requirements’ course (internet). • Focus training around real world examples (eg, filling out forms, creating CVs etc). • Encourage training in interest subjects to give tutors the ability to ‘take the edge off people’. 	✓	✓		
	<ul style="list-style-type: none"> • Employers to give clear expectations to young people around their requirements/expectations. 				
	<ul style="list-style-type: none"> • Support the Gateway programme (target at secondary school students). • Support programmes to get tertiary students into employment – show employers what programmes are available. 				
21. Need more work experience opportunities.	<ul style="list-style-type: none"> • Encourage employers to take on work experience students (show them the benefits such as seeking good staff in the future). • Establish and support a work experience week (ie, could be held annually): <ul style="list-style-type: none"> • All employers in the district have students during the same period. • Identify where there are gaps in employment. • Link with Adult Learning week. • Support the Gateway programme (target at secondary school students). • Match people on block courses with work experience. 	✓	✓		

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>22. Many employers not fully committed to education/training – little focus on training.</p>	<ul style="list-style-type: none"> • Ensure that training is targeted at the needs of the business: <ul style="list-style-type: none"> • ‘Just in time learning’. • Atomisation of learning. • On-line training for modules (short time frame). • Show employers the importance of training ie, ‘what’s in it for me’ – underpin lifelong learning and the values of employees training. 		✓		

Professional, Business & Government Services Action Plan

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Recruitment					
1. Need qualified staff in specific areas (eg, planners).	<ul style="list-style-type: none"> • Encourage cadet training to give staff a broad skills grounding – esp. in central government. • Develop clear career pathways locally. • Attract people back to the district having travelled/studied out of the district – develop strategies and tactics for this. • Advertise the broad range of experiences gained from working in a small town (eg, planners do a broader range of jobs than in a larger organisation/city). 	✓			
2. Small employers currently go to the wrong sources for recruitment help.	<ul style="list-style-type: none"> • Establish mechanisms to assist local businesses with staff recruitment issues: <ul style="list-style-type: none"> • Local HR practitioners to guide local employers regarding HR practice (provide assistance regarding appropriate practice). • Develop a website that all companies can tap into -link into Charles Handy – holistic. • Tap into current recruitment agencies. 		✓		
3. Young people need encouragement.	<ul style="list-style-type: none"> • Encourage large companies to provide work experience opportunities (eg, students could move around departments for experience). • Establish a cadetship scheme for engineers, builders, plumbers and planners etc (to give a broad skills grounding for staff – especially in central government). • Advertise nationally for cadetships. • Encourage the Gateway programme locally for students. • Profile local job opportunities. 	✓			
4. Poaching/mobility amongst local	<ul style="list-style-type: none"> • Upskill employers to meet the needs of the 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>businesses.</p> <p>5. Difficulties matching dollars with other businesses (lower incomes locally).</p>	<p>employees.</p> <ul style="list-style-type: none"> • Provide work opportunities for partners – look at family packages (partners and children). • Sell the bigger picture to employees: <ul style="list-style-type: none"> • Promote the advantages of living and working in the SW District such as lifestyle, activities, cheaper housing and local opportunities. • Use innovative marketing (eg, save \$X thousand per year by living in the SW District rather than in Auckland). 				
<p>6. Word of mouth is used extensively for filling vacancies (used for convenience).</p> <p>7. People feel they are too busy to recruit and don't understand HR practice.</p>	<ul style="list-style-type: none"> • Show the positive and negative aspects of word of mouth as a technique for filling vacancies. 				
<p>8. Negative perceptions of the SW – difficulty attracting skilled people to live and work here.</p>	<ul style="list-style-type: none"> • Establish recruitment barriers such as why people do not want to come to the South Waikato and actively remove these barriers. • Need to make a fundamental change to the way people see the district (eg, be specific about the people the community wants to attract). • Make the district stand out from the crowd. • Profile the advantages/features of living in the South Waikato District such as very cheap accommodation costs, lack of traffic and road stress, natural beauty, lakes, location and centrality. 	✓			
<p>9. Branding/profiling of the South Waikato District.</p>	<ul style="list-style-type: none"> • Establish clear branding for the region in the long-term such as the 'Lakes District' (eg, billboards showing what's available and 'what you can't see from driving down the main road'). • Put the region on the map. 				
<p>10. Legislation problems around providing</p>	<ul style="list-style-type: none"> • Change employment legislation. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
work experience. 11. It is costly to have work experience students (many businesses cannot afford to pay for students to be supervised).					
12. Some businesses employ the 'best of the bad bunch' to save time and money (this is very costly in the long-term). 13. Workload pressures – employers too busy to recruit and get more help (national issue).	<ul style="list-style-type: none"> Establish good HR practice within local firms to cope with recruitment issues. Quantify recruitment techniques – eg, the overall cost of replacing an employee and training them (information sources such as Jobs Letter – Mayors Task Force). Follow-up companies around their HR practice. Encourage companies to invest in staff education and training and reciprocate bonds. Provide specialist and intelligent HR practice for local business people. Encourage job sharing within the district (and between towns). 	✓			
Retention					
14. Difficult environment to work in/stressful and difficult clients.	<ul style="list-style-type: none"> Build team environments within companies. Build jobs around the staff within a business (eg, some forestry gangs are based on a rugby team set-up which builds the cultural and team atmosphere). Encourage good employment practice and the use of buddy systems within companies. Employers/managers should be encouraged to shift their company culture: <ul style="list-style-type: none"> Make company culture reflect staff. Introduce a higher level of flexibility. Use innovative HR techniques. Reduce pressure for professional staff through the reshuffling of jobs around the staff available. 				
15. Specific staff members move on (eg,	<ul style="list-style-type: none"> Retain staff through a clear career path – live up 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
planners).	<p>to staff's expectations and keep promises of pathways available.</p> <ul style="list-style-type: none"> • Establish what can be done in terms of flexibility and innovative environments for staff: <ul style="list-style-type: none"> • Establish different techniques for SME's and large scale businesses. • Shift the main focus from the firm to the staff: <ul style="list-style-type: none"> • Give staff a sense of place. • Encourage interest in how the organisation operates. 				
16. Flexibility issues – working is not just about money for professional staff.	<ul style="list-style-type: none"> • Encourage good HR practice: <ul style="list-style-type: none"> • Establish structures to be innovative around professional staff. • Employers should focus on employees rather than jobs. • Create a company culture. • Let staff leave early if they start early – organise lieu time arrangements. • Employers need to be more flexible to staff's needs in order to: <ul style="list-style-type: none"> • Reach a work/life balance. • Reach higher outputs with staff and grow the business (encourage company growth). • Firms need to grow and shift around their staff – provide staff with a connection with their company. • Staff need to feel valued within their business (eg, know why they are in charge of a specific aspect). Show staff the bigger picture around them. • Staff need to feel valued within the community they live/work in. • Staff need to feel comfortable with change in their company (be secure). 		✓		

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Education and Training					
17. Difficulties for local businesses to train staff eg, time and money involved and pressures around time off for courses.	<ul style="list-style-type: none"> • Assist companies to set up systems to cope with staff taking time off for training. • Find ways to minimise disruption for businesses. • Provide support (ie, grants) for small businesses to do in-house training. • Share trainers for in-house training within the district. • Increase in-house training capability (eg, degree programmes). • Encourage small incremental 'just in time' learning – available now (real time) on the internet. 	✓			
18. Focus training around local requirements.	<ul style="list-style-type: none"> • Training should focus around local SW rules and the local environment eg, skills provided in Wellington or Auckland are different to the local skills required. 				
19. People are not aware of what's available locally.	<ul style="list-style-type: none"> • Show people what's available in the local community: <ul style="list-style-type: none"> • Raise the profile of education/training locally. • Use innovative advertising techniques eg, billboards to show courses. • Use electronic and hard-copy advertising techniques. • Actively help people into training by pointing them in the right direction. • Provide up to date information for local businesses around training available (eg, SME's – use BIZ INFO). • Encourage networking between education and training providers and local businesses to show people what's available locally. 		✓		

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
20. Employers don't want to pay for in-house training, yet need qualified staff.	<ul style="list-style-type: none"> • Show locals that training breaks down barriers – reduce the amount of resistance in the community towards further education and training • Measure the value and results of training in some capacity (retention and performance appraisal etc). • Encourage KiwiHost skills as all businesses need customer service skills (especially during stressful periods). • Encourage internal training (eg, manager's course – Work and Income). • Management need to understand the value/benefits of training relative to business growth opportunity: <ul style="list-style-type: none"> • Create models to establish change in productivity. 	✓			
21. People don't know where to start in setting up a small business and the requirements involved.	<ul style="list-style-type: none"> • Provide small business training for people interested in starting up a business in the SW District eg, setting up skills and information on procedures and requirements. 				

Education, Health & Other Social Services Action Plan

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Recruitment					
1. People are unaware of job vacancies.	<ul style="list-style-type: none"> Extend and focus on current website advertising for local job opportunities: <ul style="list-style-type: none"> Focus on developing a stand alone website for coordination of all aspects available in the district. Link up schools and businesses (ensure computer access is available to the general public) – provide free internet access in schools? Information to be updated regularly. 		✓		
	<ul style="list-style-type: none"> Use a wide range of advertising techniques: <ul style="list-style-type: none"> Advertise nationally – eg, housing ads not available in other city papers. Encourage use of the local South Waikato News (delivered weekly) and Waikato Times (delivered daily). Distribute brochures outlining jobs and opportunities available. 				
2. Lack of suitably qualified people in health (national issue).	<ul style="list-style-type: none"> Look internationally for health staff – use website advertising when recruiting staff from overseas (eg, Forest View High School). Support immigration initiatives currently in place (health). Develop a business directory with linkages to schools (eg, community database) – need focused people to develop it quickly – update business details and job vacancy status every few months (eg, Web Raising). Provide improved employment preparation to make people more work ready and skilled. 	✓			

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>3. Difficulties attracting people to the local area.</p> <p>4. Negative perceptions of the SW District (eg, bad press/perception of people outside of the community).</p>	<ul style="list-style-type: none"> • Publicise opportunities in the district (as a place to live and work including relocation opportunities) – place ads in papers. • ‘What’s in it for me’ – provide motivation for moving here: <ul style="list-style-type: none"> • Promote the positive aspects of the South Waikato (eg, beautiful community and people, sense of community and partnership, allegiance with high schools, small schools, centrality, location, lifestyle, beaches, mountains, fishing). • Locals to promote what’s good about living/working locally. • Promote both outside and within the district (locals to be proud). • Show that the SW would appeal to a certain type of person (eg, focus advertising around what types of people you want and do not want living here). • Position the SW with specific attributes (eg, have a unique point of difference with other districts). • Brand the district to attract people here using innovative techniques (eg, SH1 billboards). 	✓	✓		
	<ul style="list-style-type: none"> • Profile school’s achievements/educational successes to the wider community: <ul style="list-style-type: none"> • Staff to attend national conferences to discuss issues and achievements (‘exporting SW’s achievements). • Profile successes on job vacancy websites. • Advertise the successes ie, real estate companies, libraries, shops, doctors. 	✓			

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>5. Immigration issues (second language staff).</p> <p>6. Is the South Waikato migrant friendly?</p>	<ul style="list-style-type: none"> • Provide an attractive package for overseas staff (eg, 'South Waikato Migration Programme'). <ul style="list-style-type: none"> • Develop assistance networks. • Construct a registry for networking of immigrants with local people (eg, residents give immigrants the info required about local life and economy). • Establish focused and planned immigration structure – help to assimilate immigrants into the SW community (eg, language, life skills, cohesive environment etc). • Focus infrastructure around immigrants in order to successfully integrate them into the community. • Look at central government immigration policies – go about making changes over time – provide incentives for rural areas to have immigrants. • Establish key indicators to determine if the SW is migrant friendly. • Find proactive ways to promote the area for immigrants (eg, give a better understanding of NZ and the SW way of life to avoid problems experienced by past immigrants). 	✓	✓		
Retention					
<p>7. Nature of the job (national health issue).</p>	<ul style="list-style-type: none"> • Encourage sharing of info between health providers and the District Health Board. 				
<p>8. International professional staff only stay for six months (eg, physiotherapists).</p>	<ul style="list-style-type: none"> • Encourage the networking of professionals for support. • Steer people towards specific schools for their children. • Share community information. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
9. Professional development/on-job training is done in the South Waikato and then staff move on (eg, doctors).	<ul style="list-style-type: none"> Establish professional development opportunities to help retain staff. Determine bonding opportunities (eg, scholarships to retain staff). 				
10. People move out of town (eg, move to Tauranga or Papamoa).	<ul style="list-style-type: none"> Keep in touch with locals living and travelling outside the district. Encourage website advertising of the district and jobs available (eg, use Forest View High School's website as a template). Promote the lifestyle in the SW District (eg, healthy lifestyle). 				
11. Uncertain perceptions around the local education system (high school especially). Parents send children to Hamilton and Cambridge.	<ul style="list-style-type: none"> Provide clear, accurate and convenient information about the local education system (eg, publications, ERO reports, websites, brochures eg, top 10 highlights of district). Promote education within the district – profile schools and their achievements. Schools to advertise and put profile 'out there' (eg, put SW on the map). Encourage staff to attend national conferences to talk about school issues and their achievements. 				
12. Lack of middle and senior management leading to community leader deficit – lose credibility in community. 13. Large numbers of people commute from out of town (negative perceptions of some people).	<ul style="list-style-type: none"> Illustrate to employers the importance of middle and senior managers in the community. Promote the social networks in the district. Businesses to promote positive aspects of the SW (ie, education, activities, lifestyle). 				
14. Partners cannot find work so the couple will move on.	<ul style="list-style-type: none"> Establish networks amongst industry to aid in partner placements. Provide work for partners by giving them a helping hand in advance of their arrival in the SW District. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
Education and Training					
15. Support immigrants – second language staff.	<ul style="list-style-type: none"> • Offer courses to aid staff in learning English. • Develop a transition mechanism for immigrants to become integrated within the SW community and within local training/education 				
16. People not aware of local education and training opportunities.	<ul style="list-style-type: none"> • Promote what education/training is provided locally. • Show students that they can train locally (eg, promote what's available in town to develop student's skills). • Promote the benefits/advantages of small town education (eg, it gives students the skills they need for university). • Promote the broad range of opportunities outside of education available locally (eg, multi-cultural society with plenty of recreational activities available). • Make people aware of local apprenticeship opportunities. 	✓			
17. Many small companies cannot afford to have a full-time apprentice within their business.	<ul style="list-style-type: none"> • Investigate the opportunity of sharing apprentices around several businesses: <ul style="list-style-type: none"> • Need a central coordinator to manage. • Show the benefits to employers ie, less risky for small businesses. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
18. Transition difficulties from school to the workplace.	<ul style="list-style-type: none"> • Ensure that current transition systems are working in schools. • Ensure networks are in place between key groups (eg, Work and Income, schools, businesses). • Encourage the successful flow of students from schools to tertiary training and then into jobs/industry (make it difficult to get the unemployment benefit eg, direct them to transition coordinators and give them options). • Encourage the monitoring of students from school into the workforce (it's critical for young people to be either in employment or training). • Ensure connections are made between Work and Income and other groups (ensure no school leavers slip through the system). 		✓		
19. Need to encourage young people.	<ul style="list-style-type: none"> • Encourage the Gateway programme – give companies the confidence to take on work experience students. • Give direction to students through real-world experience – students should be encouraged to go into the community from a young age to gain interest in specific industries. • Encourage career counselling in schools (eg, putting together CVs). • Develop skills and provide support for students/young people to set up businesses locally in the future. 				
20. Negative perceptions of the South Waikato District.	<ul style="list-style-type: none"> • Improve people's perceptions of the area: <ul style="list-style-type: none"> • Provide images of local activities and people living within the SW. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
<p>21. Need to encourage people to stay locally (eg, people have a view of the bush or university and nothing in between).</p>	<ul style="list-style-type: none"> • Provide the total package (eg, scholarships and holiday work experience) to encourage students to stay locally (eg, technical 'ABB Scholarship'). • Ensure that all scholarships are being uplifted: <ul style="list-style-type: none"> • Schools to encourage students to grab opportunities. • Provide more training opportunities locally. • Encourage students to return to the SW after training/living outside the district: <ul style="list-style-type: none"> • Develop systems for keeping in touch with locals while they are out of the district/overseas (eg, encourage internet communication). 				
<p>22. Growth of the district. 23. Industries are going through a rapid educative process.</p>	<ul style="list-style-type: none"> • Encourage the setting up of small businesses locally – show people that they don't need to be in Auckland to run a business. • Promote the region as a valuable place to set up small businesses (eg, location, current small businesses). • Encourage the use of the current trust (rather than the council) to handle various economic development issues. 				

Key Issue	Action	Priority 1	Priority 2	Responsibility	Timeframe
24. Relationships of providers and industry.	<ul style="list-style-type: none"> • Encourage industries to develop long lasting relationships and ongoing communication. • Develop a district wide education strategy eg, create a seamless process from early childhood education through primary, secondary and tertiary education). • Develop a district wide health strategy (eg, illustrate health needs and create a community strategy. • All health providers need to work together to provide health care and create a community strategy. • Create pathways with local secondary schools. • Promote where the current pathways are (promote within and outside of New Zealand). 	✓	✓		

