



Criteria for assessing Skill Ecosystem Strategies 2007

Skill Ecosystem Strategies that are funded as part of the NSW DET/DEST program need to have the following characteristics:

1. They address supply and demand sides of the skill equation (ie they focus on the availability or development of skills, and their utilisation); and
2. They balance the achievement of business performance outcomes with positive outcomes for the individual employees.

Within this framework, the criteria below define specific minimum expectations for individual strategies. Individual networks will need to refine their focus to concentrate on one or two central issues, but it is important to note that skill ecosystem strategies by definition involve a multi-dimensional approach to the issues listed below. The following criteria are broad; individual networks will develop customised responses tailored to individual industry areas.

Requirements that apply across all strategy types

1. The nominated businesses or organisations have agreed on initial scoping of the problem and are prepared to trial and share possible solutions
2. A convincing case is made of how the Skill Ecosystem Strategy will be continued, replicated and/or extended to other parts of the industry if successful. The relevance of the learnings from the strategy to other industries should also be demonstrated.
3. The Skill Ecosystem Strategy reflects explicit agreement to consider and report on the impact of initiatives on:
 - Business performance
 - Impact on job content/skill levels, both for the target group and the wider workforce
 - Rewards and recognition within the industry/workplace
 - Career paths – for target group and broader workforce
 - Perceived value of initiative – business; employees; (where relevant) customers
 - How industry/businesses will embed/sustain change.

4. Issues of intellectual property (IP) ownership and potential commercial conflicts of interest are explicitly identified and managed. For example, where specific consultants or content owners and/or RTOs stand to benefit commercially from project implementation, consideration is given to whether this is appropriate, cost sharing options and how the IP or resources can be made more widely available.
5. The project proponent has the capacity to implement the strategy successfully and the proposal is clear, coherent and convincing.
6. The strategy is led by a national organisation and/or will operate over two or more States/Territories. Lead organisations need to provide evidence of their representativeness, and also their ability to extend the learnings acquired through the skill ecosystem strategy to others.

Additional requirements applying to different strategy types

Strategy type 1: supply of labour	Requirements
<p>Strategies that focus on:</p> <ul style="list-style-type: none"> • Attraction and retention strategies such as career path development • Rural/remote attraction/retention • Targeting new labour market pools • Developing managerial capacity to aid retention <p>Example – EE-Oz Training Standards, <i>Regional/ remote cross-industry utilities recruitment strategy</i></p> <p>The electro-utilities industry has identified the need to increase the pool of potential entry level employees particularly in remote and regional areas. The Skill Ecosystem Strategy targets an underutilised labour pool, and creates purpose-designed jobs to give people access to work and training on infrastructure maintenance and auditing, and thereby entry into the industry.</p> <p>Competencies relevant to a variety of energy utilities and water authorities (and eventually local government) will be identified with the aim of training people to work for a number of different organisations at any given time. This pool of competent people will be managed by a brokerage type arrangement (eg a Group Training Organisation) with ongoing training and mentoring. A high level of underpinning support will be provided, to address the needs of the target groups (Indigenous people and unemployed/underemployed mature age people in remote/regional areas.</p> <p>Example: Meat and Livestock Australia, <i>Taking pride in the red meat industry</i></p> <p>One aspect of the Skill Ecosystem Strategy involved the creation of a cross-industry (processing to retail) traineeship in order to support the attraction and retention of workers with aspirations broader than the meat processing sector.</p>	<ul style="list-style-type: none"> • Strategy connects with and doesn't duplicate other programs and organisations operating in this area – Careers Advice Australia, Job Network, CDEP etc. • Proposed new job/career pathway is consistent with training package qualification streams • Industrial implications are explicitly identified and negotiated • Impact on job roles and boundaries of related jobs is explicitly identified and negotiated.

Strategy type 2: supply of skills	Requirements
<p>Strategies that focus on:</p> <ul style="list-style-type: none"> • Addressing the rapid change that industries or workplaces are experiencing • Responding to the need for complex or deeper skill development • Innovation in delivery through industry input • Exploring the role for the public provider in emerging markets. <p>Example: Dairy Australia, <i>Accelerating high-end development in the dairy manufacturing sector</i></p> <p>The Skill Ecosystem Strategy involves developing and implementing a brokerage model for the delivery of high-end technician skills where the VET provider becomes the conduit to relevant sources of technical knowledge including:</p> <ul style="list-style-type: none"> • Dairy manufacturing company employees • Technical experts and consultants • Equipment manufacturer suppliers • Other training providers (in particular the Massey University NZ) • Allied research and development organisations (eg the Dairy Research Centre) <p>The training provider's role will be to build a pathway between these knowledge sources, training content and structure and program participants.</p> <p>Example: TAFE SA, <i>Mobile Enterprise Growth Alliance Australia</i></p> <p>The strategy seeks to adapt incubator, 'bootcamp' and mentoring models to address simultaneously the mobile digital content industry's needs:</p> <ol style="list-style-type: none"> 1. to expand through the creation of new start-up companies, and support for growth for existing companies; and 2. to develop a proactive and collaborative strategy for having skills in place to meet the demand. 	<ul style="list-style-type: none"> • New delivery model or programs are integrated with mainstream VET system • Implications for updating and revising existing training packages and qualifications are identified and taken up with relevant policy arm (typically Industry Skills Councils). Where international standards are relevant, a process for linking these to national competency standards is established and implemented. • The respective responsibilities of industry, the individual and the government for skill acquisition and development are identified.

Strategy type 3: demand for labour and skills	Requirements
<p>Strategies that focus on:</p> <ul style="list-style-type: none"> • Changing work roles or job design • Adjusting employment arrangements • Matching of work roles to the available labour • Encouraging the growth of industries that contain high skill jobs • Developing workplace and industry capacity to support the application of skills. <p>Example: Swinburne University of Technology (TAFE Division), <i>Promoting and using technology to improve competitiveness in the manufacturing sector</i></p> <p>The Skill Ecosystem Strategy involves creating project teams in small and medium firms to encourage the use of, and demand for, simulation technology and simulation technology skills in manufacturing. Teams will involve TAFE teachers, technology consultants, and SME workers/managers, supported by a range of industry awareness strategies.</p> <p>Example: National Disability Services, <i>National Disability Services Workforce Management Strategy</i></p> <p>The industry has identified that while work structures and job design have altered to accommodate changing service delivery models and increased compliance obligations, these innovations have not kept pace with the needs of the workforce. As the shift from centre to home-based care separates and isolates workers, new approaches to management and workplace learning are needed to improve the experience of work and support skills development. The Skill Ecosystem Strategy involves the development and trialling of an industry tool that disability service managers will use to:</p> <ul style="list-style-type: none"> • Understand and measure workforce issues • Address identified issues drawing from a tool box of options • Monitor and evaluate changes implemented. 	<ul style="list-style-type: none"> • Doesn't lead to deskilling or to the creation of a low skilled pool; pathways for career progression are available and learning development options identified • Where the project involves business development, a workforce development element also needs to be strongly present • The organisation's capacity to fund the new roles after the pilot stage is considered • Employee consultation and representation in the change process is built in to address issues including industrial implications and career development • Where the strategy is lead by an RTO, the RTO has capacity to add value and work in partnership with content experts.