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Tasmanian forest industry workforce development and implementation plan (2021 to 2025)

Final V2.1

Tasmanian Forests and Forest Products Network
(TFFPN)

Developed with support from the Tasmanian Training and Skills Development Service, a service funded by the Australian and Tasmanian Governments to support the rebuilding and reskilling of the Tasmanian forest and timber industry.



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Partners and Supporters



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Overview of the Tasmanian forestry workforce development and implementation plan



THE VISION

The forest and wood processing industry is an industry of choice and has a skilled workforce to support industry development.

FOUNDATIONS

Three important action areas will underpin the implementation of the 2021–25 Tasmanian Forestry Workforce Development and Implementation Plan.

One voice – leadership, collaboration, and coordination

Integration of available and new resources, and initiatives aimed at workforce development will occur to avoid duplication or leaving gaps. Tasmanian Forests and Forest Products Network (TFFPN) will lead and coordinate this integration and the implementation of the Plan with support from a representative stakeholder steering group.

Effective engagement and communication

Effective engagement and communication with all stakeholder groups, and the current and future workforce, will be essential to implement the Plan and realise the industry's vision.

Good data will support good decisions

Maintaining relevant data on the current workforce and forecasting workforce demand will be essential to workforce development. Good data will enable the industry to design and maintain pertinent workforce development initiatives to support a progressive, prosperous industry.

POSITIONING OF THE FORESTRY INDUSTRY

In support of implementing of the Forestry Workforce Development Plan, industry leaders and members will work together under the guidance of TFFPN to continue fostering a positive, safe workplace culture and an industry that embraces sustainability and diversity.

The workplace culture will cultivate professional and personal development, nurture physical and mental safety at work, support diversity, and celebrate achievements and foster leadership on all levels.

THE ACTION PLAN

The Action Plan incorporates the prioritised recommendations from the Tasmania Forestry Hub workforce report¹.

Purpose of the Tasmanian Forest Industry Workforce Development and Implementation Plan

This Action Plan outlines strategic workforce development goals, required outcomes and targeted actions **to attract, train and retain people** with the skills necessary to capitalise on Tasmania's opportunity to be a world leader in producing and manufacturing sustainable and innovative wood and fibre products.

The Tasmanian forestry and forest products industry identified its workforce development goals.

Goal 1: Career pathways mapped and supported – career pathways with multiple entry and exit points are documented and promoted from school age to mature age; they are used by all relevant stakeholders.

Implementation of Goal 1 actions will support attracting, training and retaining people in the industry.

Goal 2: Relevant education and training available and used – engagement with formal and informal education and training providers to map out how to increase the knowledge, skills and qualifications of new and existing employees and employers, via relevant education and training services and take action.

Implementation of Goal 2 actions will support training needs and relevance and thus, retaining of people in the forest industry workforce.

Goal 3: Focus on employees and workplace diversity – employers have the skills to manage a diverse workforce; they are looking after employees so that people from diverse backgrounds can flourish in the workplace and skilled employees are retained. Workplaces are safe and supportive.

Implementation of Goal 3 actions will support attracting and retaining people in the industry.

Goal 4: Effective promotion, attraction and retainment – attracting people with the 'right soft and/or hard skills'; attracting people from diverse backgrounds (cultural background, gender, age, level of education) including from related sectors, and especially younger people; promoting a sustainable industry that looks after the social, environmental, and economic well-being of its people and communities.

Implementation of Goal 4 actions will support attracting and retaining people in the industry.

¹ Anderson, NM, H Stewart and RJ Keenan. 2020. Culture, Training and Skills Assessment Report. Prepared for the North-North West Tasmania Regional Forestry Hub. 17 November 2020. School of Ecosystem and Forest Sciences, Faculty of Science, University of Melbourne, Melbourne. 110p.

1 Introduction

1.1 THE TASMANIAN FOREST INDUSTRY

“Tasmania’s forest and forest products industry is dynamic, highly diversified, and has been one of the central drivers of the Tasmanian economy since the state was settled. It is constantly evolving to meet market, environmental and community expectations.”²

1.2 ABOUT THIS TASMANIAN FORESTRY WORKFORCE DEVELOPMENT AND IMPLEMENTATION PLAN

This Tasmanian Forest Industry Workforce Development and Implementation Plan (Forestry Workforce Plan) 2021–25 provides actions based on the content of several publications introduced below and, importantly the input from key stakeholders. It will support the entire forest industry to strategically develop its future workforce to meet market, environmental and community expectations. It will be an important cornerstone of a progressive, vibrant industry now and into the future.

This Forestry Workforce Plan provides a tactical framework with clear goals and objectives. It recommends key actions to be implemented over the term of this Plan to achieve them. The framework is a living document that will allow key stakeholders to regularly review progress against agreed measures of success, set new goals as required and agree on actions to achieve them. A robust framework provides the flexibility to adapt to changing markets, technologies, policies, industry, and community needs as required at any time.

1.3 THE FORESTRY WORKFORCE PLAN CONTEXT

1.3.1 THE TASMANIAN GROWTH PLAN

‘A Strategic Growth Plan for the Tasmanian forests, fine timber and wood fibre industry’³ was developed by the Ministerial Advisory Council on Forestry in 2017. It outlined several elements that will support a growth objective to double the industry value add to \$1,200 million by 2036. Strategies under the ‘Skills retention and development’ element include:

- Creating a continuum in education and skills development, which extends from technical training through to university and beyond
- Developing a parallel industry training program that provides practical ‘on the job’ experience, as well as potential career pathways
- Implementing world’s best practice in worker safety and welfare.

1.3.2 THE PREMIER’S ECONOMIC AND SOCIAL RECOVERY ADVISORY COUNCIL (PESRAC) REPORT

Following on from its extensive consultation with Tasmanians, the Premier’s Economic and Social Recovery Advisory Council (PESRAC) identified four strong themes to underpin a whole-of-state approach to Tasmania’s post-COVID-19 recovery – this included:

- Creating new economic opportunities and connecting people to them; and
- building community connection and engagement.

² TFFPN website: <https://www.tffpn.com.au>.

³ A Strategic Growth Plan for the Tasmanian Forests, Fine Timber and Wood Fibre Industry: Recommendations from the Ministerial Advisory Council on Forestry March 2017.

PESRAC identified that Tasmania's young people entering the workforce, and those already engaged, looking to upskill, or be retrained, faced the prospect of investing their time and money into training that business did not value. Consequently, the pathway to new job opportunities or advancement remained blocked. PESRAC also highlighted that the Australian Government's jobactive system was not working, further impacting on the pathway to employment⁴. PESRAC also notes that implementation of local networks across the state to provide place-based job matching, coaching, and referral services is a solution to support skills and training evolution.

1.3.3 NATIONAL FOREST INDUSTRY PLAN

"The Australian Government supports plantation expansion in the right places, at the right scale and with the right species."

The national forest industry plan, 'Growing a better Australia'⁵ (2018), highlights opportunities for the forest industry to meet growing demand for wood and wood products, through an expansion of plantation forestry. The plan highlights the need for a qualified and skilled workforce and the need to attract students, to enable the industry to grow and to take advantage of the increasing demand for wood products.

1.3.4 CULTURE, TRAINING AND SKILLS ASSESSMENT (THE TASMANIA FORESTRY HUB WORKFORCE REPORT⁶)

The authors report that those leading Tasmania's forest sector aspire for it to be a high-quality, high technology industry employing more highly skilled workers. The sector can build on Tasmania's strong positive association with forests and the timber industry, and the global view of timber as a renewable, environmentally friendly and low-carbon footprint product, to attract investment capital and a new generation of more highly qualified workers. A strong and vibrant forest management and forest products sector can contribute towards creating more resilient and secure employment opportunities for communities across Tasmania, while contributing towards Australia's greenhouse gas reduction and environmental sustainability goals.

The authors conclude that achieving this vision will require a major transformation from the current workforce, which is older, less educated and lower skilled than the forest sector workforce in other states or other Tasmanian industries. Levels of educational attainment in some regions of Tasmania are substantially lower than the Australian average. To attract more highly skilled, knowledge-based employees the sector faces strong competition for qualified personnel in an increasingly mobile national workforce, with evolving expectations of their workplace and pay. The sector also faces challenges receiving public recognition for the positive contributions it makes to the Tasmanian economy and society. This includes, challenges in meeting changing community expectations on environmental issues, including community concerns about native forest management and conversion of agricultural land to plantations.

Furthermore, the retention of older workers and delayed retirement means there are limited career progression opportunities for younger workers, further reducing the pool of management ready skilled workers as older workers retire or reduce their work hours. Low literacy and numeracy skills in the current workforce are a barrier to accessing skills and training opportunities and improving productivity and performance. Lack of diversity in the industry workforce was identified as having a negative effect on attracting new staff and on prospects for growth within the industry. Attracting younger people to the sector is vital. However, the industry does not effectively promote the benefits of forest-relevant training in developing a broad skill set applicable to other workplaces. Negative perceptions of forestry mean that the sector is not seen by most as a preferred career choice.

⁴ PESRAC Final Report Short Form, pp.4-7.

⁵ Department of Agriculture and Water Resources 2018, Growing a better Australia – A billion trees for jobs and growth, Canberra.

⁶ Anderson, NM, H Stewart and RJ Keenan. 2020. Culture, Training and Skills Assessment Report. Prepared for the North-North West Tasmania Regional Forestry Hub. 17 November 2020. School of Ecosystem and Forest Sciences, Faculty of Science, University of Melbourne, Melbourne.

2 Scope, purpose and approach

2.1 SCOPE

This Tasmanian Forestry Workforce Development and Implementation Plan represents the shared objectives and priorities of all businesses in the following industry segments across Tasmania:

- Primary production – growing, management and harvesting to create forest products and services (including nurseries and contractors)
- Primary processing – haulage, wood-chipping, sawmilling.

Secondary processing / manufacturing (e.g., carpentry) is out of scope for the Forestry Workforce Plan.

The scope addresses all types and levels of employment (permanent full-time, permanent part-time, casual) and training (informal, VET, university), and contractors. The Plan covers the period from 2021–25.

Attachment 1 provides relevant background information, including relevant recommendations from the Premier's Economic and Social Recovery Advisory Council (PESRAC).

2.2 PURPOSE

The Tasmanian Forest Industry Workforce Development and Implementation Plan outlines strategic workforce development goals, required outcomes and targeted actions to attract, train and retain people with the skills necessary to capitalise on Tasmania's opportunity to be a world leader in producing and manufacturing sustainable, and innovative wood and wood fibre products.

The Plan addresses challenges and opportunities, such as a changing workplace due to the influence of new technologies, work health and safety needs, the image and culture of the forestry industry, competition from other sectors, the need for good data and communication, as well as attraction of a diverse workforce to a rewarding occupation in regional economies. It identifies goals and actions across key themes for all forestry sectors, from nursery to primary processing and stresses the need for leadership, collaboration, and coordination to achieve goals.

2.3 APPROACH

Key themes, goals and actions for this Forestry Workforce Plan were identified via desktop research and consultation as follows:

- Reviewing relevant documents and resources listed in Attachment 2, especially:
 - 'A Strategic Growth Plan for the Tasmanian forests, fine timber and wood fibre industry'⁷
 - The national forest industry plan, 'Growing a better Australia'⁸ (2018)
 - The Tasmania Forestry Hub workforce report and prioritised recommendations⁹
- Compiling relevant background information as included in Attachment 1
- Receiving input from industry, education and training providers and government representatives via:
 - Responses to a discussion paper based on the abovementioned desktop research, and
 - consultation with key stakeholders (via a workshop and one on one conversations).

⁷ A Strategic Growth Plan for the Tasmanian Forests, Fine Timber and Wood Fibre Industry: Recommendations from the Ministerial Advisory Council on Forestry March 2017.

⁸ Department of Agriculture and Water Resources 2018, Growing a better Australia – A billion trees for jobs and growth, Canberra.

⁹ Anderson, NM, H Stewart and RJ Keenan. 2020. Culture, Training and Skills Assessment Report. Prepared for the North-North West Tasmania Regional Forestry Hub. 17 November 2020. School of Ecosystem and Forest Sciences, Faculty of Science, University of Melbourne, Melbourne. 110p.

3 Industry challenges and opportunities

The main challenges and opportunities for the current Tasmanian forest industry workforce were identified by stakeholders. They are summarised in the following sections.

3.1 CHALLENGES

The workforce:

- An ageing workforce
- Low workforce diversity (age, gender, cultural background)
- Competition from other industries for labour and management positions
- Common reliance on regionally based workers, often in 'remote' regions
- Difficulty obtaining hands-on workers as well as tertiary trained and management staff.

The work:

- Seasonality for some silvicultural tasks
- Long hours during peak times
- Hands on work is physically demanding
- The pay for some jobs is perceived to be low
- Increasing need to improve innovation and safety performance.

The location of work:

- 'Remote' regions with poor infrastructure (e.g., schools, childcare, health services, transport, shops, entertainment) and potentially close-knit communities, that do not embrace 'newcomers'.

Careers:

- Low attractiveness as a career and industry of choice
- No clear career pathways documented
- Lack of understanding of work and career opportunities, that are not hands-on.

Training:

- No ingrained training culture
- Lack of or limited understanding of training packages, university course options and pathways
- Limited accessibility of relevant training, either because it is not offered by training organisations or, it is offered in an unsuitable location and/or at an unsuitable time
- Limited number of trainers available
- Quality of training and trainers may not be at the required level, especially where new technologies are concerned
- Short courses are preferred, but seldom offered
- Limited opportunities for/offers of cadetships, apprenticeships, and traineeships
- Larger scale businesses do their own in-house training of varying quality and coordination, which are usually not connected to skills or competencies in VET training packages, other formal training or industry, qualifications required and career pathways
- Smaller scale businesses require support to be able to train staff.

The industry:

- Poor or limited promotion of the industry as an employer of choice
- Some negative perceptions about the industry (industry image and associated social licence issues):
 - Competition for land and water
 - Increasing of wildlife grazing pressure on neighbouring grazing properties
 - Apparent ‘blokey’, conservative industry with little cultural diversity
 - Perceived lack of care for the environment, especially old growth forests and sustainability
 - Lack of value adding (focus on wood chips).

Employees that were the most challenging to recruit according to the 2017 Forest Industry Survey were:

- High level professional staff (e.g., management and technical expertise)
- Administration staff
- Financial managers/bookkeepers
- Transport workers.

In addition, there was a shortage of contractors (e.g., roading and earthmoving), to meet increasing demand.

The 2017 data is the most recent data set. If it still applies, it highlights that the positions that are hard to fill were not required to have specific training for or in forestry sectors. This may indicate that people with the required skills prefer to work in other industries because of better:

- Remuneration (which often is not the key driver for decisions about a workplace)
- Perceived lack of career progression opportunities in forestry and forest products industries
- Working conditions
- Location and associated infrastructure
- Industry image and perceived culture.

Nationally, the industry has also indicated the need for employees with high-level financial, middle management, and information and communication technology (ICT) skills¹⁰. The workforce challenges and needs mirror those in the agricultural industry and, to a degree, the mining industry. This means all primary industries are competing for people with similar skills. A parallel to agriculture, is a lack of a training culture, including an unwillingness by smaller scale businesses to train staff. They fear that well trained staff will be ‘poached’, and poaching is a recognised issue. Smaller scale businesses cannot afford the time and or financial commitment to send staff away for extended training, especially, if the training does not appear to be directly relevant to the business.

Potential employees and employers are often failing to connect effectively with training and career pathway options available. Many are not aware of training and pathway options, and how to access and adapt them to their needs. This leads to frustration with the system.

¹⁰ Skills Impact. IRC Skills Forecast and Proposed Schedule of Work 2019–2022.

3.2 OPPORTUNITIES

The National Agricultural Labour Advisory Committee's report (2020)¹¹ reflects the above analysis about missing connections. It identified that inclusion, alliances, consultation, and communication will be an important way (and opportunity) of combating the fragmentation common in the agriculture workforce ecosystem. PESRAC¹² also supports this perspective and notes that implementation of local networks across the State to provide place-based job matching, coaching, and referral services is one solution to support skills and training evolution.

Some direct opportunities have been identified to address certain challenges. Ideas for the areas of 'skills and knowledge' as well as 'workforce attraction and promotion' are included below. They are examples that can be included with other activities when implementing the Workforce Plan.



¹¹ National Agricultural Workforce Strategy, National Agricultural Labour Advisory Committee (2020).

¹² PESRAC Final Report Short Form, pp.4-7.

3.2.1 SKILLS AND KNOWLEDGE

Several skills and knowledge areas could be updated or included in the 'FWP – Forest and Wood Products Training Package'¹³ or delivered via informal, coordinated industry training courses that may include project and program-based learning and on the job learning.

- Advanced bushfire prevention and management skills for forest workers
- Operating under COVID-19 and similar conditions, to maintain essential supplies of forest products
- Managing forest health and biosecurity (emerging pest threats) e.g., using Plant Health Australia resources¹⁴
- Use of new(er) technologies such as:
 - Drones and spatial/remote sensing tools, big data
 - Aerial ignition to support safe and effective hazard reduction burning and assessment
 - Drone-assisted tree survival/damage assessments
 - Fauna survey visualisation and pre-harvesting animal welfare surveying
 - Tree count and height assessment in mid and long rotations
 - New processing technologies and products
 - Site specific nutrient management
- Use of research and development findings (technology transfer)
- Environmental management and sustainability
- Climate change, knowledge, and application of greenhouse gas emission reduction methodologies¹⁵:
 - Carbon sequestration in long-rotation plantations
 - Carbon sequestration, through the retention of plantations on economically marginal sites
 - Carbon storage in harvested wood products
 - Use of biomass from forest harvest operations and wood processing facilities, to generate bioenergy
 - Increasing carbon stocks in forests through enhanced forest management
 - Reduced emissions through bushfire prevention.

3.2.2 INDUSTRY INFORMATION AND PROMOTION

- Industry involvement in National Trees Days (example from South Australia) and National Science Week etc
- Teacher education days (example from Western Australia)
- Forestry Innovation Expo or similar event
- Industry-developed YouTube videos and case studies, including information on occupations and careers in forestry that are not hands-on
- Working with Google Expeditions to take virtual tours of working forest ecosystems (example from United Kingdom)
- 'Adopt a Forest' program and or 'Plant a Forest' program for schools/communities and introducing school tree nurseries as part of school gardens
- Ensure that web searches for 'people in forestry' or careers in forestry bring up images that convey realistic, well-rounded information and show the diversity of opportunities and people.

¹³ <https://training.gov.au/Training/Details/FWP>.

¹⁴ <https://www.planthealthaustralia.com.au/industries/plantation-forestry/>.

¹⁵ Smith H. and F. Ximenes, 2019, Production Forest Methodologies for the Emissions Reduction Fund, FWPA.

3.2.3 EDUCATION AND TRAINING

- Support and promote ForestWorks resources and services
- Use virtual reality resources developed as part of the Forest Learning Program by Forest and Wood Products Australia Limited
- Use of simulators and virtual reality as a careers promotional tool in schools and colleges, providing students with an opportunity to use equipment (Arbre Forest Industries Training and Careers Hub by the Forest Education Foundation)
- Use of Forest Education Foundation programs to provide teachers and students with the opportunity to engage with forest environments and the connection between humans and natural environments
- Making connections to the Australian Curriculum: Science, Humanities and Social Sciences, and Design and Technologies
- Supporting the Women in Forests and Timber Network (WFTN, ForestWorks) and build/foster networks that foster cultural diversity, with initiatives to access professional development opportunities
- Supporting the Arbre Forest Industries Training and Careers Hub Cadet Forester program
- Fostering participation in leadership courses and scholarships
- Connecting with group training organisations, that assist with apprenticeships and traineeships¹⁶
- Conduct an annual Forestry Careers Expo where employers can promote their businesses and positions available, RTOs can promote training, Arbre can promote careers in the industry, Cadet Forester Program, FIVE+5 Program, Next Generation Forestry Operators Program (when up and running) and others can participate; it should be a public event open to anyone who is either currently in the industry or interested in joining the industry
- Consider a permanent virtual careers expo.

3.2.4 OTHER

- React to changes in government policy, that impact on the workforce quickly and with one voice
- Maintain links with workforce development initiatives nationally
- Link with initiatives for agriculture where appropriate.



¹⁶ [https://www.apprenticeshipsupport.com.au/more-information/Group-Training-Organisations-\(GTO\).](https://www.apprenticeshipsupport.com.au/more-information/Group-Training-Organisations-(GTO).)

4 The workforce plan

4.1 THE VISION

The forest and wood processing industry is an industry of choice and has a skilled workforce to support industry development.

4.2 FOUNDATIONS

Three important action areas will underpin the implementation of the 2021–25 Workforce Development Plan. They must continue to function to support effective workforce development into the future. They are vital for successfully implementing and resourcing the Plan together with positioning the industry.



4.2.1 FOUNDATION 1

ONE VOICE – LEADERSHIP, COLLABORATION, AND COORDINATION

There is a need to integrate available and new resources and initiatives aimed at workforce development to avoid duplication, as well as leaving gaps. One organisation or person must lead and coordinate this integration and the implementation of the Workforce Plan. Stakeholders such as government, training providers or media need to be clear whom to talk to about workforce development opportunities.

Actions:

1. TFFPN to arrange with relevant stakeholders to lead, foster collaboration and coordinate the overall workforce development initiative and implementation of the Workforce Development Plan 2021–25
2. A reference or steering committee will oversee the delivery and refreshing of the Plan using the Framework (which also can be adjusted if required)
3. Align existing initiatives and collaborate to fill gaps
4. Explore funding options for a Workforce Development Coordinator (Coordinator) position.

Why is this important?

One voice is a prerequisite to successfully implementing the Plan and maintaining a workforce development initiative for the industry. Leadership and collaboration are also essential to support applications for funding and make them successful, including e.g., ForestWorks Training and Skills Development Service or similar programs.

4.2.2 FOUNDATION 2

EFFECTIVE ENGAGEMENT AND COMMUNICATION

Effective engagement and communication with different stakeholder groups, and the current and future workforce, are essential to implement the Plan, realise the vision and provide a positive industry image and culture.

Actions:

1. TFFPN and the steering committee to develop a Stakeholder Engagement and Communications Plan, based on the level of engagement required and the necessary impact on outcomes. An engagement and communication framework has been developed for guidance.
2. Creation of an industry communications hub (website & associated appropriate social media) that links all relevant information about the industry and for job/career seekers. (example: New Zealand forestry careers website <https://www.forestrycareers.nz/about-us/the-forestry-story/>.) Scope, creation, hosting and funding of the hub needs to be decided by key stakeholders (example <https://wayfinder.org.au/>). The Hub could be incorporated within an existing website; the Greenlife Industry Australia website is one example of how this can be done (refer to: <https://www.greenlifeindustry.com.au/greenlife-careers-hub/greenlife-careers>).
3. Attract resources (coordinator, funding) to develop and implement the Stakeholder Engagement and Communications Plan and 'Hub' which could entail a system of shared resources between TFFPN or Arbore that is engaging and easy to access and navigate.

Why is this important?

Well planned and executed communication to all stakeholders is essential to accomplish changes to the required positioning of the industry, as well as implementing the Plan and maintaining a workforce development initiative for the industry.

4.2.3 FOUNDATION 3

GOOD DATA WILL SUPPORT GOOD DECISIONS

The latest relevant data available for the Tasmanian forest industry is from the 2017 industry survey (see Attachment 1). Maintaining relevant data on the current workforce as well as forecasting workforce demand are essential. Good data will enable the industry to design and maintain pertinent workforce development initiatives and support a progressive, prosperous industry. Data will support lobbying and receiving funding for workforce development and related initiatives. It will improve the understanding of why people stay in or leave the industry, allowing for preventive action.

Actions:

1. TFFPN (leadership) to coordinate an annual self-reporting survey to collect up-to-date workforce data. Alternatively, collection of workforce data could be included with existing mechanisms, such as the Private Forests Tasmania collection of industry data. To maintain confidentiality, the data may be analysed and deidentified and aggregated to maintain confidentiality of sources.
2. Link with Skills Impact which conducts annual reviews of the Forestry & Timber Industry Skills Forecast and Industry Reference Committee (IRC) Skills Forecast and Proposed Schedule of Work (<https://www.skillsimpact.com.au/forest-management-and-harvesting/skills-forecast/>)
3. Share deidentified and aggregated data and progress on the implementation of the Plan (evidence from data and Measures of Success in the Plan) at an annual event e.g., Innovation Expo and awards function.

Why is this important?

Achieving and monitoring progress towards achieving goals and outcomes listed in the Plan, and maintaining a targeted workforce development initiative for the industry relies on relevant data. Data is also essential to support applications for funding.

4.3 POSITIONING THE INDUSTRY

Linked to implementation of the Workforce Development Plan 2021–25 (and future initiatives in this area), industry leaders and members must work together on (re-)positioning the industry by fostering a positive, safe workplace culture and image of an industry that embraces sustainability and diversity. This is not only important in support of the Plan, but also to differentiate forestry from competing industries with similar workforce challenges for instance agriculture or mining.

Why is positioning important?

A negative industry image and a perceived unenticing culture have been identified as possible reasons why people may not be interested in working in forestry and related industries. Changing perceptions will strongly support the implementation of the Plan. Change may be gradual; therefore, the current plan must be executed concurrently with other initiatives to foster a positive industry image and culture, making the industry attractive for a diverse, younger workforce that reflects the diversity of the community.



INDUSTRY IMAGE

Forestry should continue to position itself as a positive industry that is looking after the environment, is creating a valuable, renewable resource. It should be seen to foster the sustainability of wood and timber production, prosperous communities, and care for its people. The industry image should promote the diversity of employment opportunities and people within the industry, demonstrate that work in forestry industries is a good career choice, and highlight positive aspects of living and working in regional areas.

Actions:

1. Develop, implement, and monitor communication, via a range of media and relevant stakeholders conveying positive messages and case studies that support 'myth busting'. Communications should:
 - a) Highlight the advantages of living in regional areas
 - b) Be inclusive of all workforce diversity agendas (gender, cultural background, age, physical ability)
 - c) Show that the industry cares about sustainability and communities.

CULTURE

The workplace culture should foster professional and personal development, nurture physical and mental safety at work, support diversity, and celebrate achievements and leadership on all levels. People in the industry should feel proud to be part of it.

Actions:

1. The Australian Forest Products Association (AFPA) has developed the "Australian Forest Industries Diversity and Inclusion Charter". The TFFPN and other industry members shall focus on adoption of existing charter, and if deemed necessary, work with AFPA and stakeholders to review it.
2. The Charter should be endorsed by employers and implemented. Adherence to the Charter should be monitored e.g., as part of an annual industry survey.
3. The Charter should address:
 - a) Training and professional development expectations
 - b) Best practice guidance on making the industry attractive to a diverse workforce and communities.



4.4 THE ACTION PLAN

This section covers outcomes, actions, measures of success and issues addressed for four overarching goals. Some key outcomes linked to foundational and industry positioning activities are included under goals 3 and 4 in the Action Plan. The below overview reiterates the overall purpose of the Plan, summarises the action areas and which of the issues identified (refer to Section 3) they will address or partly address.

The Plan incorporates the prioritised recommendations from the Tasmania Forestry Hub workforce report¹⁷.

Purpose of the Tasmanian Forest Industry Workforce Development and Implementation Plan

The Plan outlines strategic workforce development goals, required outcomes and targeted actions **to attract, train and retain people** with the skills necessary to capitalise on Tasmania's opportunity to be a world leader in producing and manufacturing sustainable, and innovative wood and fibre products.

Goal 1: Career Pathways Mapped and Supported – career pathways with multiple entry and exit points are documented and promoted from school age to mature age; they are used by all relevant stakeholders.

This addresses identified issues of:

- a) Low attractiveness as a career choice
- b) No clear career pathways documented
- c) Lack of understanding of work and career opportunities, that are not hands-on
- d) Lack of understanding of training opportunities and or which training can support careers.

Implementation of Goal 1 actions supports attracting, training and retaining people.

Goal 2: Relevant Education and Training Available and Used

Engagement with formal and informal education and training providers to map out how to increase the knowledge, skills and qualifications of new and existing employees and employers, via relevant education and training services.

This addresses identified issues of:

- a) Limited accessibility of relevant training, either because it is not offered by training organisations or, it is offered in the wrong location
- b) Quality of training and trainers may not be available or at the required level, especially where new technologies are concerned
- c) Short courses are preferred, but seldom offered
- d) Larger scale businesses do their own in-house training of varying quality and coordination, which are usually not connected to skills or competencies in VET training packages, other formal training or industry, qualifications required and career pathways
- e) Smaller scale businesses require support to be able to train staff.

Implementation of Goal 2 actions supports attracting, training and thus, retaining people.

¹⁷ Anderson, NM, H Stewart and RJ Keenan. 2020. Culture, Training and Skills Assessment Report. Prepared for the North-North West Tasmania Regional Forestry Hub. 17 November 2020. School of Ecosystem and Forest Sciences, Faculty of Science, University of Melbourne, Melbourne. 110p

Goal 3: Focus on Employees and Workplace Diversity – employers have the skills to manage a diverse workforce; they are looking after employees so that people can flourish in the workplace and skilled employees are retained. Workplaces are safe and supportive.

This supports addressing identified issues of:

- a) An ageing workforce
- b) Low workforce diversity (age, gender, cultural background)
- c) Competition from other industries for labour and management positions
- d) Common reliance on regionally based workers, often in 'remote' regions
- e) Difficulty obtaining hands on-workers, as well as tertiary trained and management staff
- f) Hands on work is physically demanding
- g) Increasing need to improve innovation and safety performance
- h) Pay is perceived to be low; award levels often are low.

Implementation of Goal 3 actions supports attracting and retaining people.

Goal 4: Effective Promotion, Attraction and Retainment – attracting people with the 'right soft and/or hard skills'; attracting people from diverse backgrounds (culture, gender, age, level of education), including from related sectors, and especially younger persons; promoting a sustainable industry that looks after the social, environmental, and economic well-being of its people and communities.

This supports addressing identified issues of:

- a) An ageing workforce
- b) Low workforce diversity (age, gender, ethnicity)
- c) Competition from other industries for labour and management positions
- d) Common reliance on regionally based workers, often in 'remote' regions
- e) Difficulty obtaining hands on-workers, as well as tertiary trained and management staff
- f) Poor or limited promotion of the industry as an employer of choice
- g) Some negative perceptions about the industry (industry image and associated sustainability and social licence issues).

Implementation of Goal 4 actions supports attracting and retaining people.



The Plan will not or not fully address identified issues of:

The work:

- Seasonality for some silvicultural tasks
- Hands on work is physically demanding.

The location of work:

- 'Remote' regions with poor infrastructure (e.g., schools, childcare, health services, transport, shops, entertainment) and potentially close-knit communities that do not embrace 'newcomers'.

The following tables describe outcomes, actions and measures of success for the four main goals. They are segmented into short-, medium- and long-term objectives or outcomes:

- Short-term goals mainly aim at improving knowledge and understanding, and affecting attitudes and aspirations, which is the basis for changes in practices
- Medium-term goals aim at reenforcing or instilling good practices, which is the basis for changed conditions
- Longer term goals aim at achieving a desired change in conditions.

4.4.1 IMPLEMENTATION OF THE PLAN

TFFPN, with agreement by key stakeholders, will facilitate the implementation of the Plan. The following steps will be taken:

- Formation of a representative steering group and preparation of a terms of reference for the group that covers:
 - Scope
 - Membership
 - Roles and responsibilities
 - Meeting schedule and quorum
 - Term of operation
 - Communication
 - Other agreed matters
- The Steering Group will decide operational details on:
 - The budget – resourcing and accessing funding and
 - data collection and analysis – recording and use
 - The schedule and accountability – how, by whom and when the Plan's actions will be executed
 - Evaluation, measures of success – documenting, reviewing and reporting on achievements
 - Maintaining currency and relevance of the Plan – approach to and frequency of updating the Plan's goals, outcomes and actions
 - Communication plan – engagement level and communication with different stakeholder groups
 - Risks and their management.

Table 4-1: Goal 1 – Career pathways mapped and supported

GOAL 1:	CAREER PATHWAYS MAPPED AND SUPPORTED		
TIMEFRAME	OUTCOMES	ACTIONS	MEASURES OF SUCCESS
<p>Short term outcomes (1–2 years)</p> <p><i>Short term goals aim at improving knowledge and understanding, and affecting attitudes and aspirations</i></p>	<ol style="list-style-type: none"> Clearly defined career pathways with multiple entry and exit opportunities ('training train') have been documented and are promoted e.g., via the "industry communications hub". Pathways include for instance trades, contracting, administration, science, and other relevant qualifications now and for the future. Pathways in the industry include: <ul style="list-style-type: none"> careers directly in forestry and in emerging domestic processing and value adding supply chains emerging careers in precision forestry and innovation in the use of digital technologies (including drones, robotics, A.I. image processing etc) advanced materials and manufacturing, and emerging value-added products. 	<ol style="list-style-type: none"> Engage with Skills Impact to ensure training packages meet industry needs. Produce an agreed career pathways map and guide with Arbre that includes: <ul style="list-style-type: none"> An overview of the industry Case studies Job descriptions and training pathways showing how to get there. Make career pathways available to all stakeholders, via the communications program. Engage with TasTAFE to ensure their training offered, supports career pathways and can lead into degree courses. Investigate opportunities for graduate certificate level qualifications in forestry. Make connections with the University of Tasmania (including University College) to promote existing AgScience, Business and or other complementary degrees or programs, to embed or link to forestry units to allow pathways between sectors. 	<ol style="list-style-type: none"> Tasmanian industry representatives are actively engaged with the VET packages process for the industry, they communicated with the relevant IRC member, and provided feedback on revisions and new packages/skills sets. Universities and the VET systems in Tasmania offer courses that support career pathways including e.g., apprenticeships and traineeships, and graduate certificate level qualifications in forestry. Check in with employers, employees, schools, career advisers, training providers and community members about their understanding and use of, or intention to use, the career pathways guide. Funding received to progress actions over the term of this Plan, especially for expanding for school-based programs and events (e.g., a technology and careers expo).

GOAL 1:	CAREER PATHWAYS MAPPED AND SUPPORTED		
TIMEFRAME	OUTCOMES	ACTIONS	MEASURES OF SUCCESS
Medium term (3–4 years) <i>Medium term goals aim at reenforcing or instilling good practices</i>	1. Pertinent career pathways are widely known, and used by ‘Gatekeepers’, communities, employers (in contracts) and education and training providers.	1. Review career pathways annually together with reviewing the Plan. 2. Ensure UpToDate career pathways continue to be available to all stakeholders, via the communications program. 3. Career pathways to cover future jobs esp. related to processing in Tasmania, new technologies and sustainability as well as traditional jobs such as: <ul style="list-style-type: none"> – High level professional staff with management and technical expertise – Administration, financial managers/bookkeepers – Logistics, transport, haulage. 	1. Annual reviews are conducted, and updates reflect career pathways that match with jobs that are new and innovative (e.g., big data, remote sensing, new processing technology, etc.). 2. Universities and the VET systems in Tasmania continue to offer courses that support career pathways and training for future jobs and careers. 3. Usage of career pathway information, via the industry communications hub (e.g., number of downloads). 4. Job seekers and newcomers to the industry mention that the understanding of career pathways attracted them.
Long term (5+ years) <i>Longer term goals aim at achieving a desired change in conditions</i>	1. The need to maintain ‘career pathways’ as a goal for the Workforce Development Framework has been reviewed.	1. Review the need for maintaining ‘career pathways’ as a goal and replace if required.	1. Review completed, to check whether ‘career pathways’ are self-supporting, based on actions taken. 2. Forestry and associated, relevant courses (VET, university and informal industry led courses) with clear pathways are available, delivered and attended. 3. Courses support training from a Cert. I or II to university level ¹⁸ .

¹⁸ Refer to: Australian Qualifications Framework Council, Australian Qualifications Framework First Edition January 2013, <http://www.aqf.edu.au/>. Skills Impact (April 2020) Forestry & Timber Industry Skills Forecast and IRC Skills Forecast and Proposed Schedule of Work (Skills Forecast).

Table 4-2: Goal 2 – Relevant education and training available and used by forestry and forest products industry sectors

GOAL 2:		RELEVANT EDUCATION AND TRAINING AVAILABLE AND USED	
TIMEFRAME	OUTCOMES	ACTIONS	MEASURES OF SUCCESS
<p>Short term (1–2 years)</p> <p><i>Short term goals aim at improving knowledge and understanding, and affecting attitudes and aspirations</i></p>	<ol style="list-style-type: none"> 1. A training needs analysis has been conducted by most employers for their business, key needs have been compiled (by the coordinator) and, as a result, gaps in the provision of training have been identified and are in the process of being addressed. 2. Smaller scale employers are supported in fostering training and development of their staff. 3. Transfer of knowledge from the mature, experienced workforce to the next generation is happening. 4. Apprenticeships, cadetships, and traineeships are set to increase in all industry sectors. This builds on the Schools Based Apprenticeship for a Cadet Forester, which has been developed by Arbre Hub. 5. Assistance has been received to fast track the Forest Operator Cadetship, which has already been recognised by Industry as an important matter to progress through Arbre Hub. 	<ol style="list-style-type: none"> 1. Lobby for and or access funding, where required to support actions. 2. Encourage/assist companies to conduct a training needs analysis, especially smaller scale businesses. Include needs for short courses, on the job training and other appropriate delivery methods (e.g., project/problem-based training) and timing for training. 3. Engagement with formal and informal education and training providers to map out how to increase the knowledge, skills and qualifications of new and existing employees and employers, via relevant education and training services. This includes exploring how to increase the number of apprentices, trainees and cadets in the industry, especially in areas of identified need, e.g., logistics/haulage. It includes options for a range of credentials. 4. Discuss the use of more flexible, targeted training delivery that accommodate constraints of time and location as well as adhere to principles of adult learning and how young people like to learn. 5. Investigate how training needs of new Australians from culturally diverse backgrounds can be accommodated and commence communication with training providers about options. 6. Investigate/institute an industry coaching or mentoring program. 	<ol style="list-style-type: none"> 1. Training needs analyses completed by businesses, compiled, and used. 2. At least two education and training providers have commenced to deliver targeted (based on the needs analysis) training for forestry industries and are accommodating flexible training delivery arrangements. 3. At least one provider is investigating training for culturally diverse people with the aim to deliver it. 4. 50% of employers and or their managers have participated in training and reported on how it helped them. 5. 30% of smaller scale operators have supported staff to conduct additional training. 6. A decision about the value and practicality of a coaching program has been made and if not going ahead, another way of transfer of knowledge from the mature, experienced workforce to the next generation has been identified. 7. Assistance received to fast track the Forest Operator Cadetship. 8. Number of businesses employing or committing to employ apprentices, cadets, and/or trainees increased compared to 2021.

GOAL 2:	RELEVANT EDUCATION AND TRAINING AVAILABLE AND USED		
TIMEFRAME	OUTCOMES	ACTIONS	MEASURES OF SUCCESS
Medium term (3–4 years) <i>Medium term goals aim at reinforcing or instilling good practices</i>	<ol style="list-style-type: none"> Multiple RTOs with forestry training on scope, and other providers are delivering quality, relevant, flexible, and easily accessible, training including targeted and modular short courses, and remote learning and training. Teachers and trainers are taking up the opportunity to learn about and in the industry. Training services are taken up, including formal, informal, and in-workplace training. Apprenticeships, cadetships, and traineeships have increased in all industry sectors. Delivery of informal training to fill gaps, including via the “industry communications hub” (webinars, online courses) is happening. Environmental care and sustainability principles, people management, financial literacy, and business management, as well as farm forestry are included in relevant training programs. All training records are kept, and informal training records are transferable. 	<ol style="list-style-type: none"> Develop and implement a ‘train the trainer’ program to ensure teaching and training is of the best possible standard. Develop a ‘graduate/newcomer training program’ for people wanting to start working in the industry; the program may differ between entry levels (e.g., ex school, ex TAFE, ex University). Identify industry people or retired industry people, who are willing to and capable of delivering informal training and/or coaching. Explore opportunities of including forestry content in ag courses and develop training for rural landowners, advisers and others in agribusiness about the financial and farm benefits of integrating trees on farms (e.g., Master TreeGrower Program), online programs, seminars and briefings for farm agronomists and advisors. Develop an ‘industry training passport’ where all training records (micro-credentials, certificates, degrees are kept, informal training certificates). 	<ol style="list-style-type: none"> Number of people who have finished the ‘train the trainer’ program. Number of people who have finished the graduate/newcomer training program. Number of apprenticeships, cadetships, and traineeships compared to 2 years ago. Number of informal training events delivered. Number of training events delivered by RTOs. Review of training relevance and impact. Increase in the interest in trees on farms.
Long term (5+ years) <i>Longer term goals aim at achieving a desired change in conditions</i>	<ol style="list-style-type: none"> Employers, employees, and communities support a culture of training, and people development. Apprenticeships, cadetships, and traineeships have again increased in all industry sectors. Tasmanian forestry related training is recognised nationally for its quality. 	<ol style="list-style-type: none"> Continue to support and develop training services based on industry needs. 	<ol style="list-style-type: none"> Positive feedback on all training services and outcomes. Number of apprenticeships, cadetships, and traineeships compared to 3 years ago. Attendance of training by people from interstate compared to 4 years ago. Review of training relevance and impact.

Table 4-3: Goal 3 – Focus on Employees and Workplace Diversity

GOAL 3:		FOCUS ON EMPLOYEES AND WORKPLACE DIVERSITY	
TIMEFRAME	OUTCOMES	ACTIONS	MEASURES OF SUCCESS
Short term (1–2 years) <i>Short term goals aim at improving knowledge and understanding, and affecting attitudes and aspirations</i>	<ol style="list-style-type: none"> Employers / supervisors have the skills to manage a diverse workforce. Training for employers/managers is available and taken up. Workplaces are safe and supportive. 	<ol style="list-style-type: none"> Ratify and use the existing Industry Code of Practice (CoP). Examine reason for issues with employment conditions or poaching, other than 'low interest in entering the industry' to assist in improving the situation. Develop a program for employers¹⁹ to improve people management skills or identify suitable courses. Training to include coaching in the workforce to foster knowledge transfer. Investigate and potentially introduce workplace safety scorecards and awards. 	<ol style="list-style-type: none"> CoP accepted, ratified, and used. Training program for employers developed and a pilot roll out has been completed. Workplace safety scorecards and awards have been developed and piloted (if deemed a good idea). Employers commit to train staff rather than 'poach'. Feedback shows that poaching has decreased.
Medium term (3–4 years) <i>Medium term goals aim at reenforcing or instilling good practices</i>	<ol style="list-style-type: none"> Forestry has a more diverse workforce and more skilled workforce than in 2021/22. Employers are looking after employees from diverse backgrounds, so that people are safe and flourish in the workplace. Skilled employees are retained in the industry, lateral movement within the industry occurs without 'poaching'. 	<ol style="list-style-type: none"> Continue employer training and leadership programs. Continue to award excellence. 	<ol style="list-style-type: none"> Forestry has the data to confirm it has a more diverse workforce and more skilled workforce than in 2021/2. Businesses that have participated in employer training and leadership programs have changes practices (survey). Reduction in issues with employment conditions or poaching (survey).
Long term (5+ years) <i>Longer term goals aim at achieving a desired change in conditions</i>	<ol style="list-style-type: none"> Forestry companies embrace a diverse workforce, across all sectors and employment levels. The workforce is proud, and confident to talk about their job and industry. 	<ol style="list-style-type: none"> Keep up positive messaging and uptake of the Industry Code of Practice (CoP); review and update CoP as required. Continue to foster good working conditions. Acknowledge good performance (scorecards, awards). 	<ol style="list-style-type: none"> Scorecards and awards show an improvement in employment conditions and safety. The CoP is up to date, used and effective as show in the annual survey. Issues around unsatisfactory conditions or poaching have been reduced.

¹⁹ Reference: Matthew Cunnigham. 2021: Building Great Teams. Hierarchy, self-management, scorecards, candour and coaching, Nuffield Report.

Table 4-4: Goal 4 – Effective promotion, attraction and retainment of employees at all levels

GOAL 4: EFFECTIVE PROMOTION, ATTRACTION AND RETAINMENT			
TIMEFRAME	OUTCOMES	ACTIONS	MEASURES OF SUCCESS
Short term (1–2 years) <i>Short term goals aim at improving knowledge and understanding, and affecting attitudes and aspirations</i>	<ol style="list-style-type: none"> 1. Targeted communications promote a positive industry image and it's benefits to key 'gatekeepers' (parents, advisers, teachers). 2. Communication about the industry to all stakeholder is leveraging sustainability to improve employee attraction, especially of young people. 3. Students, teachers, and families have correct information about the industry and career pathways. 4. Introductory programs continue to be run for year 10 to year 12 students; school-based programs are routinely run for all grades. 	<ol style="list-style-type: none"> 1. Develop, implement, and monitor a communication program to better inform relevant stakeholders. 2. Develop a Code of Practice (CoP) describing important elements of the desired workplace culture. CoP to be implemented by employers. 3. Support the Forest Education Foundation Inc. (FEF) and Arbre to continue to deliver their programs. 4. Support and expand school-based pre-vocational programs, including building a connection to future employees at all levels. 5. Continue to engage with the Primary Industry Education Foundation (PIEFA) to ensure it provides relevant resources to schools. 	<ol style="list-style-type: none"> 1. Feedback on the communication program showing that 'gatekeepers' and others have developed a good understanding of the industry and what it has to offer. 2. Employers agree to the current CoP and its use. 3. Understanding of the breadth of employment opportunities in the sector by students, teachers, and parents. 4. Feedback confirms that messaging around the industry's sustainability has improved employee attraction, especially of young people.
Medium term (3–4 years) <i>Medium term goals aim at reenforcing or instilling good practices</i>	<ol style="list-style-type: none"> 1. The industry has a culture of safe work practices at all levels to ensure peoples' physical and mental health. 2. It is possible to 'call out' inappropriate practices and behaviour, and support improvements. 	<ol style="list-style-type: none"> 1. Showcase good work practices and culture in communication and media. 2. Introduction of mental health programs for all workplaces. 	<ol style="list-style-type: none"> 1. Workforce and community members' feedback on workplace culture. 2. Safety scorecards show reduction in issues. 3. Resources such as the Rural Business Tasmania's workplace harassment video²⁰ series are used by employers.
Long term (5+ years) <i>Longer term goals aim at achieving a desired change in conditions</i>	<ol style="list-style-type: none"> 1. Forestry is an 'industry of choice' with good career prospective, attracting people from diverse backgrounds. 	<ol style="list-style-type: none"> 1. Continue telling positive stories that showcase the diversity and breadth of opportunities for people from a range of training levels, age, culture, gender, and professions to work in a sustainable and progressive industry. 	<ol style="list-style-type: none"> 1. Positive media reports. 2. Number of people approaching forestry businesses for work compared to 4 years ago. 3. Retention of workers.

²⁰ <https://www.ruralbusiness tasmania.org.au/healthier-safer-and-productive-work>

Attachment 1: Background information

THE PREMIER'S ECONOMIC AND SOCIAL RECOVERY ADVISORY COUNCIL (PESRAC)

Consideration of PESRAC's Final Report identifies that this Workforce Development Plan will greatly support the achievement of the following recommendations made in the report.

Table A1-1: Recommendations

THEME	RECOMMENDATIONS
Skills Schools and Youth Recommendation 11	<p>The Year 9 to 12 Project vocational learning elements should be finalised and implemented in strong ongoing consultation with industry. These elements include:</p> <ul style="list-style-type: none"> ▪ Career education; ▪ work based learning, vocational education and training; ▪ apprenticeships and traineeships for school-aged learners; and ▪ industry engagement.
Training priorities Recommendation 17	<p>The State Government should shift the relative priority in skills funding to:</p> <ul style="list-style-type: none"> ▪ The forms of training that provide the most direct route into a job for unemployed and under-employed Tasmanians, rather than solely to nationally accredited VET qualifications; and ▪ industry-endorsed skill sets, micro-credentials, and short courses for unemployed or under-employed Tasmanians linked to industries or occupations with workforce shortages.
Skills Responsibilities for industry Recommendation 20	<p>Industry bodies (associations and employer representatives) should enter into industry contracts with the State Government, that include step-up commitments to:</p> <ul style="list-style-type: none"> ▪ Provide clear and specific advice to TasTAFE and Skills Tasmania on current and future industry-wide training requirements, including training product development; ▪ implement a range of training and education pathways, including school-age work experience, apprenticeships, and university cadetships and internships; ▪ collaborate with TasTAFE and other training providers to support more people from industry working as trainers; ▪ collaborate with TasTAFE and other training providers to share infrastructure to enable students to train on modern technology; ▪ collaborate with education providers to support the provision of career information in schools; and ▪ better promote the availability, attractiveness, and benefits of jobs in their industries.
Jobs Tasmania Principles Recommendation 21	<p>A state-wide set of Jobs Tasmania Local Networks should be established on the following principles:</p> <ul style="list-style-type: none"> ▪ Local leadership and flexibility for tailored solutions to be developed in a place based way; ▪ priority given to understanding and meeting the needs of employers; ▪ job seekers are comprehensively assessed, including their strengths, aspirations and barriers to work; ▪ draws on education and training providers in developing solutions for job seekers; and ▪ collaborates with existing services and, only where gaps exist, undertakes or commissions new activity.

THEME	RECOMMENDATIONS
Jobs Tasmania Design Features Recommendation 22	Jobs Tasmania Local Networks should: <ul style="list-style-type: none"> ▪ Be governed by local boards with oversight of the performance of employees and ultimate accountability for service delivery, as well as supporting coordination with government, education, industry and the community sector; ▪ have autonomy to design and deliver solutions for unique place-based conditions; and ▪ be based on boundaries that align with geographic workforce catchments and industry clusters.
Jobs Tasmania Funding Recommendation 23	Jobs Tasmania Local Networks should be appropriately funded to engage with community and collective impact networks to provide networks for job seekers through a link into local industry.
Jobs Tasmania State Responsibilities Recommendation 24	The State Government should use learnings from the Local Networks to address state-wide systemic needs of employers and job seekers.
Place based recovery Recommendation 35	The State Government and its agencies should actively seek out and fund community-led, place-based recovery activities. Priority should be given to activities with the objective of increased community connection including collaboration across existing community organisations.

CURRENT EMPLOYMENT IN 'FORESTRY REGIONS'

In Tasmania, most forestry jobs are in a few local government areas (LGAs) (2017 Forest Industry Survey)²¹. Figure A1-1 shows the employment numbers in forestry up to primary processing for the five key LGAs.

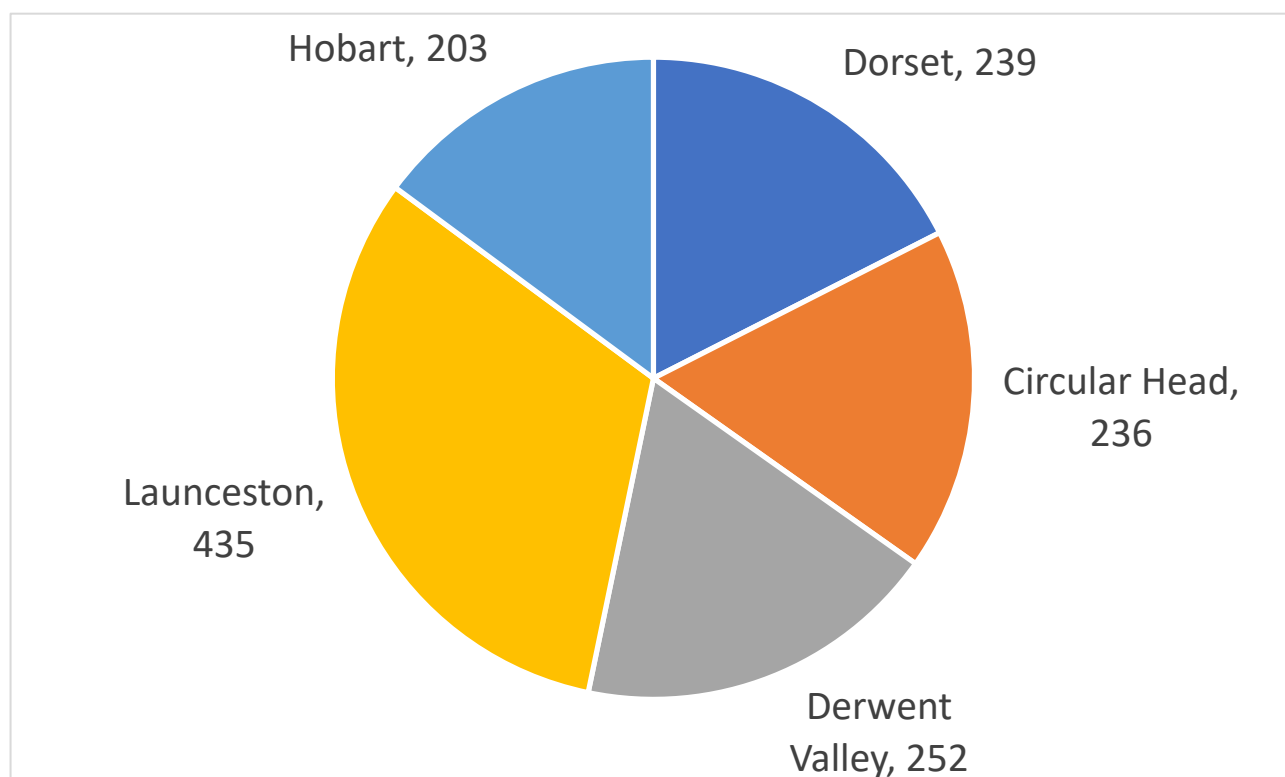


Figure A1-1: Employment numbers for five key LGAs for forestry employment

²¹ Schirmer, J., Mylek, M., Magnusson, A., Yabsley, B., and Morison, J. 2018. Socio-economic impacts of the forest industry: Tasmania.

LGAs with relatively high forestry for employment as percentage of total employment are shown in Figure A1-2.

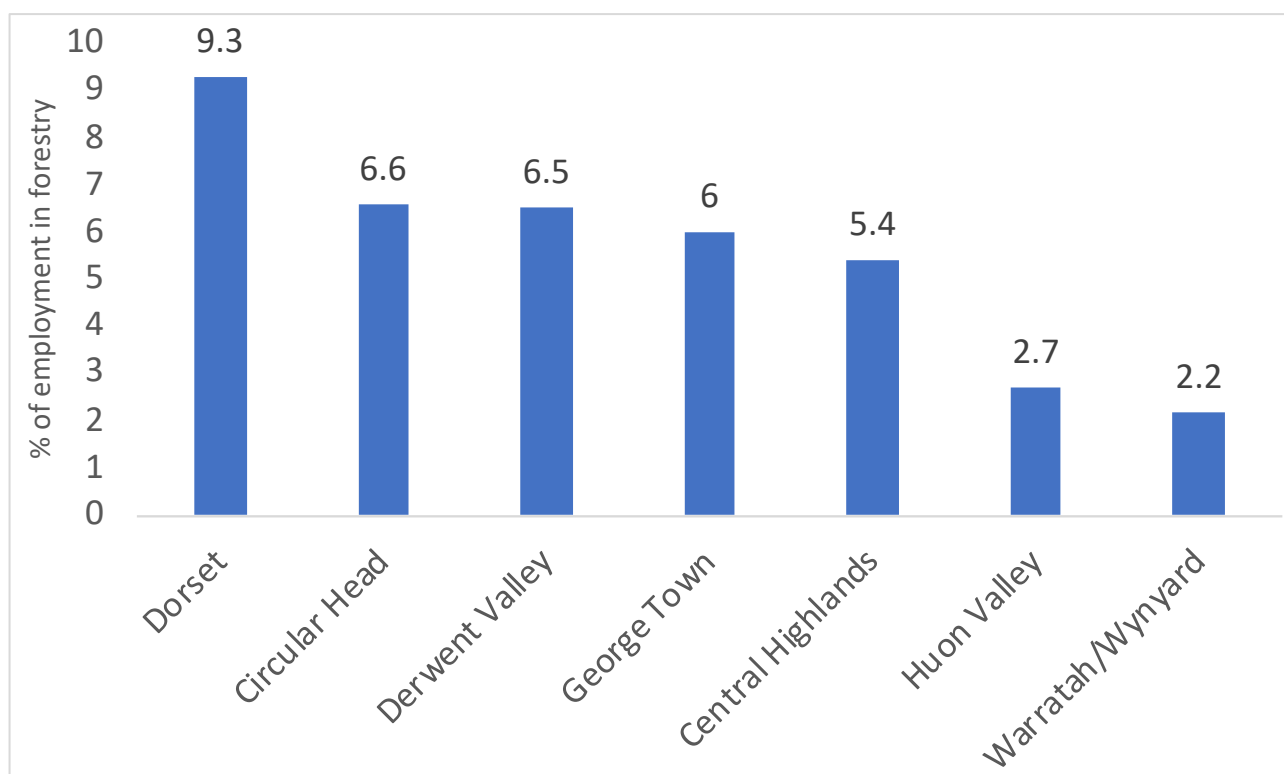


Figure A1-2: Percentage of employment in forestry for the seven LGAs with highest reliance on forestry

Of the jobs up to the point of primary processing, 38% were in the Southern region, 38% in the Northern region and 24% in the Cradle Coast region (2017 industry survey). While fewer people are employed in the Cradle Coast region than the Southern or Northern region, employers in the Cradle Coast region find it very difficult to find people. The same is true for the agriculture and mining sectors in the Cradle Coast region. Still, the region has a high level of unemployment, especially young people. Therefore, alongside the need for a cooperative training culture in the forestry sector (and agriculture), it may be important to cooperate to develop a training culture in the population. If training is not valued by many employers, it may be challenging to expect training to be valued by potential employees. Engagement with education and training providers, especially schools and VET providers would be an important part of changing the situation.

The census data for the key (forestry) LGA regions for 2011 and 2016 shows that employment from 2011 to 2016 increased in some industries e.g., 'agriculture, forestry and fishing' sector, but decreased in other sectors e.g., manufacturing.

This means that overall, the workforce capacity remained relatively stable in these regions. However, labour market challenges include:

- **The predominant disinterest of local unskilled labour to work in forestry (or work at all)**
- **Regional locations of some forestry businesses affecting the ability of partners of those employed to find adequate work in those regions**
- **Lack of infrastructure or infrastructure quality in regions**
- **Lack of relevant, targeted training services.**

WORKFORCE PROFILE

CURRENT WORKFORCE

In 2017–18 the Tasmanian forest industry generated 3,076 direct jobs comprising²²:

- 2,714 direct jobs up to the point of primary processing
- 362 jobs in secondary processing.

Of the 2,714 direct jobs up to the point of primary processing, 653 were in the Cradle Coast region, 1,035 in the Northern regions and 1,014 in the Southern region.

Only 16% of workers were female (2017 Industry survey) (Table A1-2) and the workforce was ageing more rapidly than the broader labour force (Table A1-3)³. A majority, 83%, of jobs were full-time, 8% were part-time and 9% casual (Table A1-4). Casual employment was more likely for jobs with contractors, i.e., 38% of these jobs were casual.

Table A1-2: Workforce characteristics: gender (2017 industry survey) (Source: Schirmer et al, 2018³)

	MALE WORKERS	FEMALE WORKERS	FULL-TIME MEN	FULL-TIME WOMEN	PART-TIME/ CASUAL MEN	PART-TIME/ CASUAL WOMEN
Growers	73%	27%	79%	21%	19%	81%
Harvest and haulage contractors	89%	11%	85%	15%	94%	6%
Processors	89%	11%	92%	8%	43%	57%
Whole industry	84%	16%	87%	13%	67%	33%

Table A1-3: Tasmanian forest industry workforce by age, 2006–2016 ABS Census of Population and Housing (as cited by Schirmer et al, 2018³)

	% AGED <35 YEARS			% AGED 55 AND OLDER		
	2006	2011	2016	2006	2011	2016
Forest Industry Workforce – Tasmania	35%	31%	27%	13%	16%	22%
Employed labour force (all industries) – Tasmania	34%	30%	32%	16%	16%	22%

Table A1-4: Full-time, part-time and casual work (2017 industry survey) (Source: Schirmer et al, 2018)

	FULL-TIME	PART-TIME	CASUAL
Growers	89%	10%	1%
Harvest and haulage contractors	60%	2%	38%
Processors	95%	1%	4%
Whole industry	83%	8%	9%

²² Schirmer, J., Mylek, M., Magnusson, A., Yabsley, B., and Morison, J. 2018. Socio-economic impacts of the forest industry: Tasmania.

FUTURE WORKFORCE

The following assumptions will be tested and included in the workshop (TFFPN working group) and industry consultation.

Industry image and therefore **attracting people** to the industry is a fundamental challenge. Generally, there is a negative perception of the industry. However, with new business models there is an opportunity for forestry to become an employer of choice industry – one that people are proud to be part of. A focus on developing social licence and therefore, employing specialists with professional engagement and communication skills is crucial. Engagement with young people and their key influencers to consider forestry sector careers is critical to ensure they are fully aware of the range of career opportunities in the forest industry. Engagement has to be multifaceted to attract a diversity of people in age, gender and background.

In the 2017 Forest Industry Survey only 17% of businesses said that they expected to increase the size of their workforce. However, we do not know how many jobs this would entail and in which areas or level of qualification.

Given the nature of the industry, operational workers and managers will always be required in the regional areas, despite advances in technology, especially in the next few years, considering the age of the current workforce.

Demand for plantation **agronomy** skills and roles is expected to increase in line with an increase in plantation forestry and productivity objectives. Strong demand is likely for high level professional roles, because they are already difficult to fill and there is currently limited education and training offered in Tasmania at this level. In addition, competition from other industries will contribute to overall demand for this type of professional.

New business models e.g., carbon offsets, integrating trees on farms, and new **value streams**, means that the industry needs people with skills and knowledge in innovation, creativity and global markets. The development of value adding, and domestic processing is a must to buffer geopolitical risks and grow the industry.

Increasing use of **technology** in workplaces means that digital / technology literacy skills are required. It also means that the nature of jobs is changing. Training for the future has to focus on the emerging skills required as well as supporting the current industry.

The number of people required might not increase substantially in the next 5 to 10 years, but the types of roles and the knowledge and skills required will be different from today. Therefore, industry and formal and informal education and training providers need to ensure that education and training services meet these needs; and that there is demand from participants in these courses.



COMPETITION FROM OTHER INDUSTRIES

To understand the overall demand story, it's important to understand the demand from other related industries such as agriculture, mining and manufacturing. Nationally, jobs in 'agriculture, forestry and fisheries combined' is projected to decrease²³. However, there is a predicted increase in Tasmania of 400 (2.6%) for jobs in 'agriculture, forestry and fisheries'. Mining jobs in Tasmania are projected to decrease by –100 (–3.8%).

This may mean an overall increase in demand for operational workers in Tasmania and therefore, more competition for hands-on roles. However, a large proportion of this expected overall increase in the primary production sector may be for casual labour on fruit farms. Compared to horticulture, forestry has an advantage of offering more full time and permanent jobs.

There may be increased demand for 'Agricultural and Forestry Scientists' jobs (professionals with a Bachelor's degree or higher qualification) in Australia, which are projected to increase by 1,400 (14.6%) from 2019–2024. Agricultural, Forestry and Horticultural Plant Operator jobs are projected to increase by 2,500 (12.7%).

Competition from other industries will most likely be for professional level jobs and hands-on jobs. Thus, the forest industry needs to address this through providing attractive workplaces and career pathways, underpinned by effective and coordinated training and education.

THE ROLE OF EMPLOYERS

A culture of training and also, best practice human resource management will enable employers to attract and retain people.

The training needs of employers, especially small scale businesses, should be included in the Plan.

Generally, training is valued more highly by those who are well trained themselves. If employers support training for themselves, then they are more likely to support it for their employees and attract and retain a skilled workforce.

Employers should be encouraged to use best practice people management and human resource management. The Plan should identify how to engage employers to relevant training, and how to work together at an industry level to leverage leaders and deliver on this objective at an industry level.

Generally, high-performing organisations in Australia and overseas share certain features in relation to training, learning, and development of staff on all levels:

- They align and integrate their training and development initiatives, with business planning and budgets
- The business and industry culture supports training and addresses barriers to training and learning
- Managers invest in, and are accountable for, training and development of staff as well as their own
- They focus on the business application of training; they consider:
 - Appropriate learning options to get the best outcomes for the business
 - De-emphasising classroom style training
 - Allowing employees time to apply what they have learned on the job, consistent with adult learning principles
- They evaluate learning outcomes and make changes as required
- They actively engage with the education and training sector.

²³ Australian Government, Labour Market Information Portal.
<https://lmip.gov.au/default.aspx?LMIP/GainInsights/IndustryInformation/AgricultureForestryandFishing>.

THE TRAINING SECTORS

The training sector is facing several challenges for delivering relevant training to forestry industries in Tasmania. The Plan will make suggestions how these can be overcome in a collaborative approach. Some challenges are listed below:

- Tradespeople require a qualification to be allowed to do certain jobs. While this is not required for all jobs in forestry, this has an impact on how training is viewed, supported, and used.
- Developing a culture of training and relevant training delivery, when industry does not actively engage with the training sector
- Although training packages and associated skill sets/competencies have been developed by Skills Impact, the system of funding RTOs does not enable delivery of some of these as VET courses unless a minimum number of students apply
- Enrolments may be low because:
 - Of the image of the forestry industry and because clear and attractive career pathways are not being promoted, especially to schools and career advisers
 - Course offers are not seen as being relevant
 - The quality of trainers and teachers are not seen as ‘up to scratch’ or there are not enough trainers available
 - A lack of timely promotion of training and information about training options for employers and those who may want to undertake training
 - The physical distance to a training centre, especially for courses that deliver qualifications, which take longer, as compared to short courses; transport can be an issue
- There is a general shortage of trainers with the level of industry experience many employers would like to see. However, RTOs and training providers could work together to find industry experts to fill the gap.
- There appears to be a lack of suitably qualified workplace supervisors to oversee instruction and assessment on the job for apprentices or trainees
- Not all who start a training course to get a qualification finish it
- Similar to RTOs’ training courses, university courses require a certain level of enrolment to justify delivery. Universities heavily rely on overseas students for many courses.
- The usually low number of people wanting to attain specific qualifications in forestry makes it hard to design and deliver targeted education and training
- There appears to be an inadequacy of some physical training resources (equipment and machinery, current and emerging technology). However, it is not possible to have a multitude of physical resources covering all technologies used available at all training centres, especially if enrolment numbers for training are usually low.
- Places of employment vary widely, including in the use of technology; this makes it difficult to deliver practical training that meets all needs, especially in a training centre. Delivery at workplaces, if feasible may improve the situation.
- The different level of literacy, numeracy and software skills (e.g., email, internet, word processing, and spreadsheet, database, or specialised software packages) of students adds to the complexity of training in new and emerging technologies
- Employers often mention a lack of soft skills/employability skills
- Challenges for delivering targeted training, e.g., as a short course, as often requested are:
 - Getting timely feedback on training needs
 - Having systems and trainers in place that allow fast and flexible delivery of training, especially in regional areas
 - Non-enrolments or cancellations and ‘no shows’ by business owners/managers and their staff to training events they have asked and even booked in for
 - Funding priorities, lack of funding.

Attachment 2: References and resources

Industry Plans

A Strategic Growth Plan for the Tasmanian Forests, Fine Timber and Wood Fibre Industry: Recommendations from the Ministerial Advisory Council on Forestry March 2017.

Department of Agriculture and Water Resources 2018, Growing a better Australia – A billion trees for jobs and growth, Canberra.

Sustainable Timber Tasmania (2019). Forest Management Plan. Sustainable Timber Tasmania, Hobart.

Reports

Schirmer, J., Mylek, M., Magnusson, A., Yabsley, B., and Morison, J. 2018. Socio-economic impacts of the forest industry: Tasmania.

Anderson, NM, H Stewart and RJ Keenan. 2020. Culture, Training and Skills Assessment Report. Prepared for the North-North West Tasmania Regional Forestry Hub. 17 November 2020. School of Ecosystem and Forest Sciences, Faculty of Science, University of Melbourne, Melbourne. 110p.

Skills forecasts

Skills Impact. Forest and Wood Products Industry Sector: IRC Skills Forecast and Proposed Schedule of Work: 2019–2022.

Skills Impact. Australian Forest and Wood Products Industry Sector. Annual Update 2020. IRC Skills Forecast and Proposed Schedule of Work.

Skills Impact. Pulp and Paper Manufacturing Industry Sector: IRC Skills Forecast and Proposed Schedule of Work: 2019–2022.

Skills Impact. Australian Pulp & Paper Manufacturing Industry Sector. Annual Update 2020. IRC Skills Forecast and Proposed Schedule of Work.

Workforce data

Australian Government, Labour Market Information Portal.

<https://lmip.gov.au/default.aspx?LMIP/GainInsights/IndustryInformation/AgricultureForestryandFishing>.

Websites

Arbre Forest Industries Promotion and Training Hub. Promoting the careers within the industry, capturing any interest, then offering a pre-employment training program to cater for that interest. Deliver training and also a job shop. <http://arbre.net.au/index.php>.

Forest Education Foundation. The Forest Education Foundation (FEF) provides teachers and students with the opportunity to learn about forest systems and the ways in which individuals, communities and our society interact with these environments. <http://www.forest-education.com>.

Forest Industries Skills Training Pty Ltd. Registered Training Organisation. Cert II in Harvesting and Haulage, Cert III in Harvesting and Haulage. <https://www.myskills.gov.au/courses/search?RtoCode=60138&anzsco=>.

Forest Learning. Resources for schoolteachers and educators. <https://www.forestlearning.edu.au>.

Forest Practices Authority (FPA). Overseeing the training of Forest Practices Officers is a function of the FPA under section 4C of the Forest Practices Act 198. <https://www.fpa.tas.gov.au>.
https://www.fpa.tas.gov.au/fpa_services/training_and_education.

ForestWorks. ForestWorks is an industry owned not-for-profit organisation offering skills development services for industry. <https://forestworks.com.au/about-forestworks/>.

Growing careers. Forest and Wood Products Australia Ltd (FWPA); information of careers, jobs, education required for those jobs and information on courses. <https://www.growingcareers.com.au>.

National Careers Institute – myskills. <https://www.myskills.gov.au>.

The Northern Tasmania Regional Forestry Hub. Hub documents. <https://www.tffpn.com.au/hub-documents/>.

Skills Impact (April 2020) Forestry & Timber Industry Skills Forecast and IRC Skills Forecast and Proposed Schedule of Work (Skills Forecast).

Skills Tasmania – Apprentice and Trainee Training Fund (User Choice). The Apprentice and Trainee Training Fund (User Choice) provides subsidies to Endorsed RTOs to provide training to Tasmanian apprentices and trainees. https://www.skills.tas.gov.au/providers/rto/funding_programs_for_endorsed_rtos/user_choice.

Smith H. and F. Ximenes, 2019, Production Forest Methodologies for the Emissions Reduction Fund, FWPA.

TasTAFE. Cert III in Forest Growing and Management, Cert III in Harvesting and Haulage. Agriskills Entry Program. <https://www.tastafe.tas.edu.au>. <https://www.tastafe.tas.edu.au/agriskills>.

The Institute of Foresters of Australia (IFA). Professional Association. The IFA incorporates the Australian Forest Growers (AFG) and the Association of Consulting Foresters of Australia (ACFA).
<https://www.forestry.org.au/forestry>.

Timber Training Creswick Ltd. Registered Training Organisation. Delivering short courses, Certificate II, III, IV, Diploma. <https://timbertrainingcreswick.com.au>.

University of Tasmania, A training centre for the forestry & wood products sector funded by the Australian Research Council through the Industrial Transformation Training Centre Scheme.
<https://www.utas.edu.au/arc-forest-value>.

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