



FOUNDATION SKILLS IN SEASONAL WORKPLACES

Phase II Report | December 2006



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EXECUTIVE SUMMARY

Introduction

The Department of Labour (DOL) engaged Workbase: The New Zealand Centre for Workforce Literacy Development to complete Phase II of the Foundation Skills in Seasonal Workplaces (FSSW) project. Phase I explored barriers to engaging in foundation skills training and identified levers to overcome these barriers. Phase II aimed to provide an understanding of specific foundation skills needs in the horticulture and viticulture seasonal industries.

Workbase was asked to:

- complete a foundation skills needs and task analysis of seasonal workers in three organisations
- identify areas where there is greatest need to develop foundation skills, and recommend options for foundation skill development in these industries
- clarify the activities of other agencies relating to seasonal workers in the three industry sectors.

Foundation skills include reading, writing, speaking and listening, numeracy (maths applied in specific contexts), critical thinking and use of information technology.

Three enterprises were directly involved in the project, one from each of the pipfruit, viticulture, and kiwifruit sectors. A range of representatives from industry associations, training providers and government agencies also provided input.

Key findings

Critical issues for the industry as a whole

- Supply of a skilled workforce who choose a career in these industry sectors.
- Supply of sufficient numbers of permanent workers with practical skills.
- Supply of appropriate numbers of seasonal workers with basic horticulture skills and a good work ethic.
- Retaining experienced people.
- Developing opportunities for new groups of workers to move into permanent supervisory positions.
- Need for training resources and methods to suit the diverse workforce.
- Communication issues – especially with people from non-English speaking backgrounds.
- Infrastructure issues, including staff accommodation and transport.

Future skill demands

- Increasing need for cross cultural understanding and communication.
- Increased quality compliance requirements.
- Impact of technology, including computer-based technology.
- Need for supervisors to increase their skills to meet needs of changing workforce.

- Need for specific technical skills (e.g. with changes in pruning methods and requirements).
- Increasing requirement for business skills (e.g. strategic thinking, planning, marketing and management skills).

Most important foundation skills

- Understanding oral instructions and explanations given by growers and employers.
- Critical thinking and decision making skills for picking and pruning.

Understanding of importance of foundation skills

- Not seen as a greater priority than getting enough staff, dealing with absenteeism and coping with the volume of work at different times of the year.
- Industry needs to develop a training and education culture across the horticulture sector.

Key barriers to foundation skills training

- Urgency of work in the industry, with no time for additional training during peak work periods.
- The cost of this type of training.
- Little incentive to invest in development of people who will only be with the company for a short time.
- Employers are not sure that seasonal workers want foundation skills training.
- Logistics of how training would take place.
- The skill needs of seasonal workers are largely focused on immediate goals rather than future focused, but without training it is difficult for seasonal workers to follow pathways to permanent roles.
- Most of the current formal training programmes are focused on permanent staff. Seasonal workers are not the main audience for formal training and therefore do not access it.

How barriers could be overcome

- Develop foundation skills through other training, such as the Kiwifruit Orchard Skills Certificate.
- Train the trainers in the workplace to increase the ability of employers to do good training.
- Demonstrate the cost benefit from training in these skills.
- Find ways to do training around harvest requirements.
- Fully fund pilot foundation skills programme to build understanding/ownership with associated employers.
- Develop good resources to support training – simple, visual practical resources.
- Consider packhouses as a location for training.

Government agencies and industry associations in the regions are working on a range of initiatives to address seasonal workforce issues. Many of these initiatives could help supervisors and managers improve their understanding and knowledge

about foundation skills, and improve their oral instruction techniques. Information about these initiatives is often not co-ordinated. The creation of a central information point would enable valuable information to be identified and shared.

Recommendations

Train the people who train seasonal workers

- Develop modules that address good oral communication and instructional skills that can be incorporated into existing training programmes.
- Develop materials on critical aspects of giving oral instructions, for distribution to employers through a variety of media accessed by the industry.
- Add oral communication and instructional skills components to activities where the government departments are providing training and related services to the industry.

Collate, co-ordinate and develop audience- accessible training resources

- Identify and review resources currently or previously used by employers of seasonal workers and provide centralised access to these where appropriate.
- Develop additional materials or rewrite items from the stock-take, to be made available as exemplars.
- Develop training materials that relate to critical issues such as pruning, for delivery via websites or CD ROM/DVD.

Trial a foundation skills program in a kiwifruit and/ or pipfruit packhouse

- Pilot a funded workplace literacy training programme for selected packhouses to meet identified employer and employee needs, with the aims of providing the course more widely within the pipfruit and kiwifruit sectors of the industry and using the pilots as case studies to educate and inform the industry of the value of contextualised foundation skills training.

Develop more co-ordination between government departments and agencies working with seasonal workforce issues

- Develop and regularly update a single database of all seasonal work initiatives being undertaken by government agencies and industry bodies, with web based access and query facility.

Develop systems to capture learning, experience and information

- Review with the Ministry of Social Development (MSD) the suitability of the PickNZ website to be used as the central point to post and disseminate information about all aspects of seasonal work (e.g. compliance training, health and safety, job search), possibly in a number of different languages.

An industry representative made an additional recommendation:

Complete a case study to measure productivity gains through training

- Complete a case study as a way to illustrate the benefits of training. Training programmes in places such as the National Certificate in Kiwifruit

Orchard Skills could be used to measure productivity gains through improved training.

1. INTRODUCTION

1.1. Project background

The aim of Foundation Skills in Seasonal Workplaces (FSSW) project was to look at foundation skills issues in seasonal labour industries, particularly the horticulture and viticulture industries, and how improving these skills might impact on productivity. This project is a key initiative in the Towards Innovative and Productive Workplaces: Upskilling Strategy, which aims to lift literacy, numeracy and language skills in the workforce at the low-skilled end. In addition, the Horticulture and Viticulture Seasonal Labour Strategy aims to support these industries to manage seasonal labour demand to achieve sustainable growth. Objective 4 of the strategy is developing skilled workers.

The FSSW project was divided into two phases. Phase I consisted of interviews with representatives from the horticulture and viticulture industries to find out what barriers existed within the industries to engage in foundation skills training and what levers could be used to overcome these barriers.

This report covers Phase II. The purpose of this phase was to conduct a foundation skills analysis of tasks in the horticulture and viticulture industries with a view to understanding:

- the specific foundation skills needs of these industries
- the type of foundation learning programmes that could be potentially implemented
- the benefits and opportunities these programmes offer for improving workforce productivity.

The project commenced at the end of May 2006 and was completed in July 2006.

The project was limited in scope to three enterprises operating in three different geographical areas – pipfruit in the Hawke's Bay area, viticulture in the Marlborough region, and kiwifruit packing in the Bay of Plenty.

1.2. Foundation skills

Foundation skills are a complex web of interrelated skills. For the purpose of this report, the following foundation skill areas have been targeted – reading, writing, speaking, listening, problem solving, numeracy, and information technology use. This set of skills may also be called literacy, language and numeracy (LLN) skills.

New Zealand participated in the International Adult Literacy Survey (IALS) in 1996. This survey showed that 47% of people employed in the agriculture sector have literacy skills at IALS level 1 or level 2. IALS level 3 is thought to be the minimum level of competence required for the demands of everyday life and work.

People use a number of foundation skills at once. For example, pruners listen to verbal instructions from their trainer to gather the technical knowledge they need to make good decisions about which part of the plant to prune. They look at a tree or vine, use their technical knowledge, prune the plant and move on quickly

to ensure that they meet their target for number of trees or vines pruned in a certain time. They use numeracy and critical thinking skills to complete this task. The context (workplace systems and processes) in which the skills are used is as important as the skills of individual people. Each workplace will have its own systems and processes.

Employees draw on their foundation skills to perform most aspects of their jobs. If there is a gap in foundation skills, work outputs will suffer. The following are examples of how a lack of foundation skills on the part of a seasonal worker can lead to productivity issues.

- Seasonal workers do not understand specific instructions about the amount of colour on apples to be picked and instead pick apples with not enough colour on them. Apples which do not comply are either discarded or sent for juicing, resulting in a financial loss to the grower.
- A seasonal worker does not fully understand instructions for pruning, and removes good wood as well as weak wood on trees or vines. The pruning compromises the tree's future crop bearing.
- A seasonal worker from a non-English speaking background (NESB) is told to remove apples with a stem – a translator translates the instruction to "when you pick apples make sure there is a bit of stick as well". The seasonal worker pulls off a bit of the spur with each apple, and compromises the tree's future crop bearing.

1.3. Report aims

Workbase has written this report to:

- describe the methodology used to carry out our research into foundation skill needs for seasonal workforces
- briefly describe the foundation skills required of seasonal workers in three specific enterprises
- summarise discussions with people from the pipfruit, viticulture and kiwifruit sectors
- suggest actions the Department of Labour could take to address foundation skill issues for seasonal workers in these sectors.

Dr John Benseman reviewed literature relating to training, particularly foundation skills training for seasonal workforces. This is included as Section 3.

2. METHOD

Data was gathered in three stages:

- In stage one, Workbase identified key informants.
- In stage two, Workbase carried out interviews with industry association personnel to identify employers from each industry sector to approach. Industry association personnel also provided a broader list of contacts to interview during the project.
- In stage three, Workbase visited three regions, interviewed employers, observed seasonal workers, and interviewed other relevant people, including employees from government departments, training providers and industry representatives with a specific interest in the seasonal workforce.

2.1. Selecting the three enterprises

Enterprises were selected in key growing areas – Hawke’s Bay for pipfruit, Marlborough for viticulture and Bay of Plenty for kiwifruit.

Analysis from Phase I of the research identified that large companies are more likely to have interest and capacity to engage in foundation skills training. They therefore became the focus of this research. The following characteristics were considered in selecting enterprises:

- employers in the wine (vineyard side), kiwifruit (orchard) or apple (orchard) industries
- with more than 20 permanent staff
- who employ more than 100 seasonal staff
- who are fully compliant with employment, health and safety and immigration law
- who have HR management capability
- who operate according to KPIs
- who are associated with industry bodies.

While enterprise size was a key factor in selection, so was finding enterprises that were willing and able to participate. Enterprises that agreed to be involved are all leading organisations in their industry sectors. While all the enterprises selected had HR management functions, the people who carried out these functions generally had other responsibilities as well.

In the kiwifruit sector, virtually all orchard work is done by contractors. The contractors tend to be smaller employers who do not meet the criteria specified in the brief for this project. After discussion with Kiwifruit Growers Incorporated (KGI), Workbase selected a packhouse operation to visit.

Workbase developed interview guides for interviews with:

- workplaces that employed seasonal workers (including questions for managers, supervisors and employees)
- contractors
- training providers
- industry training organisation representatives

- industry association representatives.

Examples of the questions covered with each of these groups are attached in Appendix 3. Discussions did move beyond the planned questions at times.

3. LITERATURE REVIEW

This section provides a brief review of research literature related to the key elements of this project. Workbase was fairly selective in the studies reviewed, choosing only those that appeared to have substantial relevance to the content of our study. Overall, there is a surprisingly small amount of research about seasonal workers in relation to workplace programmes generally and foundation skills specifically.

3.1. The characteristics of seasonal workers

A recent Australian study of seasonal workers (Kilpatrick and Bound, 2005) reported that their characteristics vary from region to region, with female workers often dominant. In their literature review, the authors reported that the most frequent categories of seasonal workers were professional workers who travel following work, unemployed people, migrants, backpackers and students. However, as a result of their own research, they refined their categories into the following groups of seasonal workers:

- temporary workers motivated by income (e.g. backpackers and students)
- less experienced temporary seasonal workers with a low motivation
- aspiring seasonal workers
- employers of seasonal workers.

Although they found that some seasonal workers aim to move into higher paid work, there is also a distinct group who choose to be seasonal workers mainly for the flexibility that it offers, such as women who work to supplement family income when they wish to buy large consumer items, and others who work to supplement low-income businesses such as small farm units.

Like other workers who work part-time in small non-unionised rural workplaces and have low qualifications, seasonal workers have higher rates of unemployment and underemployment, poor job security, low income and limited opportunities for training.

3.2. Training needs of seasonal workers

There is a common perception of all seasonal work being uncomplicated and repetitive, requiring much more brawn than brain. Nonetheless, Kilpatrick and Bound (2005, p.11) point out that even with mundane work, effective training can help reduce or prevent many workplace issues, such as repetitive strain injury (RSI), and that there is also a growing demand from employers for generic skills such as communication and teamwork. Other skills they listed included occupational health and safety and technical skills; those with low motivation required "attitudinal and generic skills for the job such as reliability and teamwork" (p.6). Supervisors (drawn mainly from the career seasonal worker group) needed "basic training and assessment, conflict resolution and basic front-line management skills". The need for training seasonal workers is constant due to the high turnover of workers and employers therefore tend to put only their more permanent workers through formal training programmes.

3.3. Training programmes for seasonal workers

Consistent with such a part-time itinerant workforce, seasonal workers not only have low levels of qualifications, but also have low levels of interest in training, and their work situations mean that they do not readily fit into most conventional programme formats (Kilpatrick and Bound, 2005). Issues such as accessing information about training opportunities, transport difficulties in rural areas, demanding work hours and childcare all mean that seasonal workers face considerable barriers to accessing existing training opportunities, even if learner motivation is high.

Most training for seasonal workers in the Australian study occurred on the job and most was informal, offered as needed and was not accredited. The formal VET system is largely seen as inappropriate and inflexible for seasonal workers.

Specific barriers to both formal and informal training included:

- inappropriate training delivery such as standardised packages, delivery of whole qualifications and content not being customised to the specific group
- for workers – costs of training, transport and childcare costs; for all stakeholders – identifying and accessing formal training; for employers and other stakeholders – access to appropriate funding
- limited understanding by employers and other stakeholders of how structured on-the-job training can be used flexibly to enhance outcomes for enterprises and seasonal workers
- lack of career pathways in seasonal work
- limited learning-to-learn skills and literacy and numeracy skills with some workers.

A review of rural provision (including workplace programmes) in the UK (Atkin, Rose and Shier, 2005) identified these factors as barriers to involving rural-based learners in workplace programmes:

- A lack of suitably qualified literacy, numeracy and ESOL teachers.
- Situational barriers for learners such as distance, lack of transport and access to childcare. The authors argue that the stigma of having poor literacy and numeracy skills is greater in rural areas.
- Poor publicity about what provision was available.
- Difficulties in attracting minimum numbers to satisfy funding requirements – what providers in a New Zealand rural study (Benseman, 2006, April 25) identified as a “tyranny of numbers” for rural providers. This issue is especially true for ESOL learners who tend to be even less numerous in many areas, although their educational needs may be considerable.
- Difficulties caused by the rhythms and crises of production cycles.

The report also identified a range of strategies that had been used to overcome or minimise these barriers:

- Offering ICT and embedded (integrated) provision in first aid or food hygiene courses helped de-stigmatise “basic skills” provision and also ensure higher enrolment numbers.
- Working in association with union learning representatives in areas with unionised workforces.

- Word-of-mouth was the most effective way of recruiting learners, especially those who are initially reluctant.
- Training of ESOL learners (especially those who have qualifications in their own language) as tutors to increase numbers of teachers available.
- Development work and “taster” courses were useful in reaching learners apprehensive of enrolling in programmes.

In the Australian study, the following were identified as factors to enhance effective formal training:

- Collaborative arrangements among stakeholders.
- On-the-job customised delivery facilitated by providers with deep knowledge of the industry, the employers and the workers; selection of individual competencies as appropriate; flexible delivery and recognition of current competence.
- Appropriate business and legislative factors including quality assurance processes and health and safety.
- Pay levels structured to training.
- Employer training orientation, fostered by membership of relevant industry association with an interest in training.
- Subsidising costs incurred by employers in providing training.
- Strong planning at regional level to co-ordinate and deliver programmes.

In Britain, the Employer Training Pilots (ETP) programme was set up to test the effectiveness of an offer of free or subsidised training to employees without a level 2 qualification, wage compensation to their employers and access to information, advice and guidance. Although not specifically about seasonal workers, ETP is of interest because it predominantly involved employees with minimal qualifications and who had not been involved in workplace education prior to ETP. The evaluation report of ETP (Hillage, Loukas, Newton and Tamkin, 2004) reviewed how well the programme had worked since its inception in 2002. ETP was successful in involving many employers who had not been involved in workplace training previously. The learners were predominantly female, aged 26–45 and working full-time.

Only 11% of the learners opted for a basic skill (literacy) qualification, even though there was considerable effort made to recruit them into these qualifications. Those groups that included learners with ESOL needs were much more likely to enrol in basic skill (literacy) qualifications. In other words, learners with basic skill needs are more likely to want to enrol in vocational courses, meaning that their basic skills then need to be addressed as part of the vocational courses. The other UK study (Atkin et al., 2005, pp.50,66) also found that ESOL issues were prominent among migrants in rural jobs, especially in relation to health and safety issues and “coping better with daily life”.

For employers, the most attractive elements of ETP are the full subsidies available, the flexible delivery and the help with the brokerage offered and identifying training needs. The report concluded that there is no relationship between the level of compensation offered to employers and the level of take-up among

employers or employees. Training providers have proved to be an important source of employer recruitment.

Over 17,000 learners had successfully completed their training; just under half completed in less than nine months, 20% left their course and 30% were "still in learning". Most of the withdrawals occurred when the learners left their jobs or for personal reasons; 40% however left because they did not have enough time, lost interest or found the training too difficult – all factors that the evaluators felt pointed to the need for better support for these learners in the programme.

The authors concluded that successful completion was associated with three groups of factors:

- Learner-related – learners who are older, male, do not have a disability, work flexibly and have lower (but at least some) prior attainment.
- Course-related – completion rates were lower for learners with college (i.e. more formal) providers.
- Area-related – those offering initial assessment and high employer support have higher completion rates.

A subsequent follow-up evaluation by the Adult Learning Inspectorate (Ashton et al., 2005) showed that the quality of provision had risen, with the inspectors rating it as "generally satisfactory or good", and most aspects of the programme were working very well. Employers and employees were still very enthusiastic about ETP, especially its relevance and flexibility.

3.4. Benefits for employers

The ETP evaluation showed that employers saw increasing benefits as the programme progressed; they reported that the benefits were more immediate than anticipated and were most obvious in their employees' new-found levels of self-confidence and important business skills. As a result, employers said that they were more positive in their attitudes about training and more likely to train less-skilled employees in the future.

A comprehensive literature review done in the UK of the research on the benefits to employers of raising workforce basic skills levels shows that there is a frustrating lack of quality studies internationally on this topic (Ananiadou, Jenkins and Wolf, 2003). This is not to say that there is not a strong link between the two, simply that the quality of the research to date is not methodologically rigorous enough. The review does point out that adults with good literacy skills tend to have higher wages and better chances of being in work (i.e. there are economic benefits for learners who participate in literacy and numeracy programmes) and that there are market studies showing that very few jobs can be performed properly without basic skills and that the literacy (and especially numeracy) skill demands of most jobs will continue to increase. Feedback from employers (as in the previous study above) is consistently positive.

Ananiadou, Jenkins and Wolf also reviewed the research evidence on training in general rather than basic skills specifically; here, the research studies are both more numerous and more sophisticated. With this body of research, there is clear

evidence that training has a positive impact on firm performance, including productivity, greater innovation and better financial performance. Finally, the review points out that, contrary to popular perception, offering workplace training does not lead to the poaching of trained workers – indeed, quite the opposite occurs with workers who have been in training programmes having higher levels of commitment to the company as expressed in their loyalty, pride in the organisation and agreement with its values.

The NRDC study (Atkin et al., 2005) stressed the importance of being able to demonstrate the benefits of improving basics skills to employers.

3.5. Summary

This brief review shows that seasonal workers are a challenging group to involve in LLN programmes and indeed any workplace programmes for a range of reasons. Their circumstances – working long hours in tasks affected greatly by vagaries of weather and production demands, situated often in rural areas away from transport and other facilities and their high geographic mobility – all make the planning and running of provision constantly challenging for this occupational group. Most funding for provision is based on a model of high concentrations of learners who are regularly available during “conventional” times – all factors that fit poorly with seasonal workers’ environments.

On top of their work circumstances, seasonal workers usually include significant numbers of adults who have not succeeded in most of their previous educational experiences. They are therefore often reluctant to become involved in workplace programmes, no matter how well they are planned and structured. Recruiting, retaining and ensuring success for these learners takes considerable educational skill.

Finally, it is important to note that seasonal workers are an extremely diverse group of workers (including their educational backgrounds and aspirations) and that workplace programmes for this group need to be tailored to the needs of the specific groups of learners involved and their learning needs.

Despite the challenges these learners bring, this brief review has listed some successful strategies to increase the likelihood of making this provision effective.

4. PIPFRUIT SECTOR

4.1. Johnny Appleseed (Brand name: Yummy Fruit Company)

This company owns or leases six orchards and operates its own packhouse in Hawke’s Bay. The research focused on the orchard (input) operation. Workbase did not view the packhouse (output) operation.

Johnny Appleseed is a vertically integrated company, growing its own trees in a nursery.

The company employs 50 permanent employees in the orchards. This represents a larger permanent workforce than many other orchards. The company prefers to employ their own seasonal staff directly so they can be responsible for their training and development. They employ about 200 seasonal workers each year. The company also uses seasonal workers in the packhouse and cold store, but they are employed for longer periods of time. There is no crossover between post harvest and orchard staff. The company has an “informal” pathway from seasonal into permanent work, and prefers to employ local people if possible. The company is a member of Horticulture New Zealand, New Zealand Fruit Growers Association, Hawke’s Bay Fruit Growers Association, and Pipfruit New Zealand.

Workbase interviewed:

- the General Manager – Horticulture Operations
- the orchard manager
- one supervisor
- one seasonal worker undertaking pruning.

Seasonal activities	Season	Staffing
Picking (harvesting)	February to May	<ul style="list-style-type: none"> • 200–250 • 60% Pasifika, 20% Māori and 20% backpackers • 85% male • Supervised by permanent staff
Pruning	June to July	<ul style="list-style-type: none"> • 50–60 • 80% Pasifika, 10% Māori, 10% NZ Pakeha • Almost all male
Thinning	November to December	<ul style="list-style-type: none"> • 70–80 • 60% Pasifika, 5% Māori, 20% NZ Pakeha and 15% backpackers • 65% men, 35% women • All supervised by permanent staff

4.1.1. Seasonal workforce

Where possible, the company tries to keep a flow of work going for seasonal workers. Once the picking season has finished, people can move on to other seasonal work in the orchard.

4.1.2. Recruitment process

Applicants complete a job application form and are interviewed by administration staff or by the orchard manager.

4.1.3. Training process

All Johnny Appleseed seasonal and permanent staff start work with an induction briefing from the orchard manager or another management representative. The briefing covers the pay system, EurepGAP,¹ facts about the company and basic health and safety information. Seasonal workers need to understand the pay system as it is tied to targets. In apple picking, for example, pickers are paid on the numbers of bins and the quality of the apples they pick. A picker must pick a certain number of bins per hour to earn more than the minimum wage. The more bins of apples of acceptable quality they pick, the higher their pay.

The company trains seasonal workers using oral instruction, demonstration and coaching. All training is provided on-job in the orchard environment. Generally, training begins with the supervisor explaining what has to happen and how to do it. Workers observe a demonstration of the skills required and are then required to practise the skill on demonstration trees. After the initial training phase, supervisors coach seasonal workers on the job until they are performing at the level required.

The company does everything it can to make the training process efficient. The key emphasis is to get people up to speed and doing the work as quickly as possible. The training focuses on making sure people get the information they need to know to do the job – no more and no less.

4.1.4. What issues concern Johnny Appleseed?

The company tries not to use contractors because of concerns around the training workers receive, the extent to which contractors comply with the law (including paying the minimum wage) and the immigration status of some contract workers.

The company is concerned with continuity of labour supply and recognises this as an issue that affects the whole pipfruit industry.

The company reported that some seasonal workers have ESOL issues and they are unable to understand verbal instructions given to them in English. To mitigate this, the company employs supervisors from the same ethnic group as their employees wherever possible.

Some staff also lack motivation and have poor “life skills”. The company had experienced absenteeism, with staff not sending messages or calling in to advise the company when they would not be at work. When given an instruction, some staff failed to follow it through, because they were not motivated to do so, or had no experience of carrying out a task from beginning to end.

Other issues raised by the company:

¹ EurepGAP was issued by the European retailers in co-operation with fruit and vegetable producers. Today it is the globally recognised standard for ensuring quality and safety of a final product in the agricultural sector.

Source: http://www.dnv.com/certification/food_beverage/eurepgap/overview.asp

- How are we as growers/employers changing to meet the changing face of our workforce (referring to increasing numbers of Pasifika and Māori employees)?
- How can we ensure that there are training pathways that help people move through from seasonal to permanent work?

The company recognises that the pipfruit industry workforce is increasingly diverse and people entering the industry may not have the skills to enter training pathways that were established some years ago. The company wants to engage with industry and training providers to ensure that training programmes are accessible to this new group of employees, either by establishing different training pathways, or by rethinking and restructuring existing training programmes.

4.1.5. Work demands

Apples are picked when they are at the correct stage of ripeness. The picking crew goes back to the same tree several times during the season to harvest apples. This means that pickers must have decision-making skills to select fruit of the correct colour and size. It is critical that this task is performed correctly. Growers spend a whole year growing fruit. If a picker makes the wrong decision and picks an unripe apple, all that work is wasted.

The company has learned that training needs to mirror the actual activity that the seasonal worker is about to carry out. Training is provided exactly when it is needed and focuses only on the level of detail seasonal workers need to do the upcoming work.

Pruners need to understand the effect of auxin² on plant growth (and therefore what branches to prune). Company representatives identified this as one of the few pieces of scientific knowledge that seasonal workers need.

The urgency of seasonal growth phases and the harvest drives everything. Fruit must be picked when it is ready. Tree maintenance tasks must be done at the appropriate time. The timeframes within which activities must be completed are often short.

4.1.6. Foundation skill gaps

Some workers, especially those from NESB backgrounds, do not have the English language skills to understand oral instructions and explanations in English.

Some workers do not have good critical thinking skills. Often this is because they do not have a good technical understanding of what they are doing and make poor decisions about which apples to pick, or how to prune or thin a tree.

In addition, concerns were expressed that some workers seem unable to self manage, for example, to follow an instruction through to completion. Others

² Auxin is a plant hormone that promotes root formation and bud growth.

make poor choices about what clothing to wear or forget to advise the company when they will not be available for work.

4.2. Skill profile – pipfruit

4.2.1. Seasonal roles

There are three main areas of seasonal work in pipfruit orchards.

Picking

Picking is the most critical task for the pipfruit industry. It requires precision. Workers can easily pick the wrong fruit or damage fruit when they transfer it into their buckets and bins.

Pickers must selectively hand pick fruit to size, colour and/or maturity specifications, which change depending on variety. Pickers should turn the fruit to detach it when picking, rather than pulling it off, so that they do not damage spurs. Pickers must manage their own hydration and nutrition, and monitor their body for signs of occupational overuse syndrome (OOS) and body strain.

To pick fruit, pickers climb ladders wearing picking buckets. When they have filled the picking bucket they carefully empty the fruit into a bin to ensure no damage to the fruit. Pickers are taught how to pick and how to empty the bucket through demonstration and coaching. They are taught about colour using “apple line-ups”. Pickers are also taught to use a range of gauges as reference points to help them estimate the percentage of red (colour) on an apple.

Thinning

Using shears and their hands, thinners selectively remove flowers and fruitlets to maximise crop-loading on spurs, so trees bear optimal crop. They therefore need technical knowledge about crop loading of trees. This helps them decide whether to leave singles or pairs of fruitlets and flowers on particular spurs, and on which parts of the tree.

Pruning

As pruning is the most technical activity in pipfruit, pruners must have and recall the most technical information. Pruners selectively remove dead and weak wood and inappropriate growth from trees to encourage optimal growth for crop bearing in the future. Pruners use and take care of their own gear, which includes loppers, shears and saws.

4.2.2. Foundation skills required

Each skill has been annotated to show if it is used frequently (at least hourly), critical to the company, and complex in terms of the amount of technical information.

Speaking and listening	
Receive instructions (including significant technical information in English and sometimes in mother tongue through a translator).	<i>frequent, critical and complex</i>
Ask questions to check understanding and clarify (optimal).	<i>frequent and critical</i>
Report problems orally in English or mother tongue (e.g. hazards, disease, damage to trees).	<i>critical</i>
Discuss pay rates in English or mother tongue. Note: Pay rates can vary for different rows of trees and orchards.	
Reading	
Job application forms.	
Conditions of employment.	<i>critical</i>
Signage (speed, hazardous chemicals, hazardous machinery, handwritten notices).	<i>critical</i>
(Future demand) A written "systems manual" is developed containing job instructions and diagrams to show seasonal workers how to carry out tasks in the orchard.	
Writing	
Fill in job application forms.	
Complete timesheets.	
Sign conditions of employment.	
Sign for pay.	
Numeracy	
(Picker) Estimate size of fruit following instructions about picking, using sizing tool or pipe as a reference point.	<i>frequent and critical</i>
(Picker) Use percentages to identify amount of red needed on fruit to be picked (e.g. apple must have 66% of red on it).	<i>frequent and critical</i>
(Thinner and pruner) Count flowers and fruitlets left in 1s and 2s.	<i>frequent, critical and complex</i>
Understand and work to numerical targets.	<i>frequent and critical</i>
Understand pay rates and be able to calculate pay.	
Critical thinking, decision making	
Monitor own hydration and nutrition (hunger and thirst).	<i>frequent and critical</i>
Check stability of ladder to reduce risk of injury.	<i>frequent and critical</i>
Identify health and safety hazards and take appropriate action.	<i>frequent and critical</i>
(Picker) Check product against specification (ongoing).	<i>frequent, critical and complex</i>
(Thinner) Make decisions about what flowers and fruitlets to leave based on technical information received and state of tree (variety of tree, number of spurs, weak wood, strong wood).	<i>frequent, critical and complex</i>
(Pruner) Make decisions about what wood to remove/leave based on technical information received to ensure optimal future crops (depends on varieties and state of tree).	<i>frequent, critical and complex</i>
Identify if tree is showing signs of disease and take appropriate action (e.g. report to supervisor).	<i>critical</i>

5. VITICULTURE SECTOR

5.1. Pernod Ricard New Zealand – Marlborough

Pernod Ricard New Zealand has a large vineyard operation in the South Island, covering ten vineyards – nine in the Marlborough region and one in North Canterbury. The company also has a propagation unit in Marlborough, and other vineyards in New Zealand and overseas.

Pernod Ricard New Zealand employs approximately 1,200 seasonal workers each year for the 10 vineyards and the propagation unit. Approximately 750 are employed over the winter and approximately 450 during the summer season.

The company aims to employ all seasonal workers directly, but if this is not possible, individual vineyard managers will use contractors. The company prefers direct employment so they can ensure all employees have correct permits and are properly trained and supervised. The company prefers people from New Zealand’s domestic pool of seasonal workers, or backpackers and tourists who come to the region to fund their holidays or simply enjoy the vineyard experience.

Workbase interviewed the company’s Vineyards Office Administrator in Marlborough, and observed two seasonal workers carrying out pruning. The Office Administrator is responsible for co-ordinating the recruitment of seasonal workers, and has close working relationships with the Department of Labour’s Immigration Service, Occupation Health and Safety Services and the Inland Revenue Department.

The company is a member of the NZ Winegrowers’ Association and Marlborough Winegrowers’ Association and of the local Viticulture Advisory group.

Seasonal activities	Season	Staffing
Canopy maintenance (bud rubbing, fruit thinning and wire lifting)	November to February	<ul style="list-style-type: none"> • 450 casual staff (allows for replacement as casuals move on) • Permanent staff (supervisor) ratio of 1:15–20 seasonal workers • Responsibilities of permanent staff are to supervise, train, complete paperwork (daily tally sheets), enforce H&S policies, assist seasonal workers
Harvesting/picking	March to April	<ul style="list-style-type: none"> • 200 casual staff • Permanent staff supervise harvesting at a ratio of 1:20
Pruning (includes wrapping and tying)	Mid May to mid August	<ul style="list-style-type: none"> • 750 casual staff (approximately 460 positions on vineyards at any given time – 750 allows for replacement as some casuals move on) • Permanent staff supervise pruning at a ratio of 1:15–20
Propagation (includes bagging wood cuttings, grafting onto root stock)	June to December	<ul style="list-style-type: none"> • 90–100 seasonal workers • Permanent staff supervise propagation at a ratio of 1:15–20

5.1.1. Seasonal workforce features

Most seasonal workers are hired during the pruning season. In 2006, 62% of Pernod Ricard New Zealand's employees were from New Zealand. The percentage of New Zealand resident workers generally rises at this time of the year; many travel to the region to join the pruning teams. Each season, however, the industry relies on a percentage of the workforce being made up of backpackers/overseas tourists. Some move to the region specifically to participate in pruning and the rest to supplement their incomes while travelling in New Zealand. During the pruning season, the company employs both male and female workers.

5.1.2. Recruitment process

Applicants complete an application form and are interviewed either by the Vineyards Office Administrator or by individual vineyard managers.

5.1.3. Training process

Before seasonal employees begin work, they attend an induction briefing covering terms of employment, sickness, pay details, health and safety policies, and facilities at the vineyard. Workers are also introduced to key staff with whom they will be working. New workers are employed on a regular basis throughout the seasons, so induction briefings are ongoing.

The company has relocatable "smoko" huts, with notice boards displaying training and work related information. For example, there are pictures and text descriptions of each stage of pruning, and examples of exercises to assist with preventing occupational overuse injuries.

Over the last two seasons, Pernod Ricard New Zealand, two locally based health providers and ACC have hosted a Pruning Without Pain workshop at the Montana Fairhall Estate. The workshop was held on two pre-pruning occasions and was open to all industry workers. It covered exercise, clothing and nutrition and was very well received. It has now been decided that individual companies and contractors can host their own pre-pruning workshops.

Pernod Ricard New Zealand also hosts a pre-pruning information day for interested parties. ACC, OSH, Fruitfed and Bahco (ergonomic pruning equipment) have information stands. Handouts of relevant reports (e.g. Pruning Without Pain) are available, as well as pruning and wrapping demonstrations.

All seasonal workers receive on-job training, consisting of oral instruction and demonstrations. Workers are closely supervised and coached during their first week on the job. An important feature of the supervision and coaching is getting workers up to speed to move from an hourly rate on to piecework (contract) rates as soon as possible.

The company has laminated cards as training aids for the main activities carried out on the vineyards.

5.1.4. What issues concern Pernod Ricard New Zealand?

The company has to compete with other industries to attract seasonal workers. Many industries in the Marlborough area need seasonal labour. The hospitality industry, for example, is a key competitor for labour. Hospitality establishments have more "glamour" and can appear more attractive to some people. Some casual applicants also prefer to work indoors over the winter months.

Pernod Ricard New Zealand prefers to use contractors on a small scale only. This way, the company has control over hiring legitimate workers who have the correct documentation for working in New Zealand. The company is also responsible for proper training and supervision of the various tasks being performed.

The company is deeply interested in and concerned about law-related and compliance issues. Occupational health and safety, immigration and work permits are issues that the company addresses with all seasonal workers. Pernod Ricard New Zealand has close working relationships with the Department of Labour's OSH and Immigration officials, and the Inland Revenue Department.

Fitness is critical for seasonal workers in vineyards. They must walk a long way each day, and the work involves sustained physical activity. The Pruning Without Pain workshops are an example of how Pernod Ricard New Zealand has addressed this issue.

The company reported that oral comprehension of English is important if employees are to understand the induction process, health and safety policies and general instructions. This can become an issue when the workforce speaks a range of languages. The company has put simple strategies in place, such as placing a fluent English speaking employee with others from the same language group.

Accommodation is a major issue for seasonal workers in Marlborough. Various people talked about substandard accommodation being offered at premium prices. If backpackers cannot find accommodation, they will move on to another region where accommodation is available. The demand for quality, reasonably priced accommodation for seasonal workers is being addressed, with new providers planning to build facilities and some existing providers expanding their businesses to house the escalating influx of workers into the region. A focus is to eliminate instances of people living in substandard conditions.

Some seasonal workers in the Marlborough region have transport issues. Some transport is provided but a large percentage of workers are required to provide their own. Many staff travel to the vineyards together and share expenses.

Finally, the company mentioned that a small proportion of the seasonal workers lacked motivation and life skills. A small percentage of applicants were not suited to casual vineyard work. Problems experienced include:

- late out of bed – miss bus ride or arrive at vineyard at morning tea time

- leaving before the work day is completed or an acceptable number of vines pruned/wrapped
- non-comprehension of instructions (a very small group)
- inability to master outdoor vineyard tasks
- inability to work at the pace expected to earn the minimum wage.

5.1.5. Work demands

Seasonal workers in viticulture do practical, hands-on jobs. The company has developed a training system that involves significant on-job practice and activity, with verbal explanation and descriptions.

Written training materials and job aids are available for reference, but the primary sources of training are oral instructions, observation and practice on the job with coaching.

Vine yield depends on the quality of pruning. Poor pruning can adversely affect the yield of the vine for a number of seasons.

As with the pipfruit industry, seasonal tasks must be completed in specific timeframes. Work is driven by the demands of the growing season, and can be very high pressure. Grapes must be picked at the optimum time to ensure that the end product (wine) is of the highest standard.

5.1.6. Foundation skill gaps

Some workers, especially those from NESB backgrounds, do not have the English language skills to understand oral instructions and explanations.

Some workers' lack of understanding impacts on their critical thinking skills and the decisions they make, especially during pruning.

Some workers are unable to self manage – some have low levels of personal fitness, others find it difficult to work to set targets.

5.2. Skill profile – viticulture

5.2.1. Seasonal roles

There are three main areas of seasonal work in vineyards.

Harvesting

Speed is the most important requirement of harvesting. Grapes are harvested by hand and machine. Hand harvesters pick bunches of grapes using snips. Harvesters must manage their own hydration, nutrition and occupational overuse syndrome.

Pruning

Pruning is the most critical role in vineyard work. It affects vines' crop loading for ensuing years. Pruners must leave a certain number of canes, selecting the best ones for crop bearing. They strip out the canes into the area between vine rows ready for mulching. Pruners use loppers and must follow best safety practices to

minimise strain related injuries. They are personally responsible for maintaining their gear (loppers, secateurs etc). Pruning is very physical work, and pruners need to manage their hydration, nutrition and monitor their bodies for occupational overuse syndrome.

Wrapping and tying down

People in this role trim the canes with secateurs where necessary after the canes have been pruned. The worker then wraps the canes on to wires at regular intervals and secures them using prime ties, cable ties or wire twist ties, depending on the trellis system. People in this role also maintain their gear, manage their hydration and nutrition and monitor their bodies for occupational overuse syndrome.

5.2.2. Foundation skills required

Each skill has been annotated to show if it is used frequently (at least hourly), critical to the company, and complex in terms of the amount of technical information.

Speaking and listening	
Receive and understand instructions in English. Instructions include technical information, health and safety briefings, company policies, and pay and entitlement discussions. Note: For harvesting, there is very little technical input. For tying and wrapping there is a moderate amount of technical input. Pruning requires the most technical input.	<i>frequent, critical and complex</i>
Ask questions to check understanding and clarify (optimal).	<i>frequent and critical</i>
Report problems orally (e.g. hazards, strains etc).	<i>critical</i>
Discuss pay rates. Note: Pay rates vary. For example if there are a lot of grapes on the vines, the harvest rate per vine may be higher than if there are fewer grapes on the vines.	
Reading	
Job application forms.	
Terms and conditions of employment, employment agreement.	<i>critical</i>
Health and safety policies and information.	<i>critical</i>
Vineyard signage (hazards etc).	<i>critical</i>
Training material.	<i>critical</i>
Information on notice board in smoko hut/staff room.	<i>critical</i>
Writing	
Fill in job application forms.	
Sign employment agreement.	
Numeracy	
(Pruning) Estimate lengths in centimetres.	<i>frequent, critical and complex</i>
(Wrapping/tying) Estimate length of cane.	<i>frequent and critical</i>
(Pruning and wrapping/tying) Count canes and estimate how many canes to target per day to reach desired level of income.	<i>frequent and critical</i>
Understand and work to numerical targets.	<i>frequent and critical</i>
Understand pay rates and be able to calculate pay.	

Critical thinking, decision making	
Monitor own hydration and nutrition (hunger and thirst).	<i>frequent and critical</i>
Monitor own muscle tension and carry out exercises to reduce risk of injury.	
Maintain equipment daily, as instructed.	<i>frequent and critical</i>
(Pruning) decide which canes to take out and which to leave, decide where to prune.	<i>frequent, critical and complex</i>
(Wrapping/tying) make decisions about where to tie canes and to which wire.	<i>frequent, critical and complex</i>

6. KIWIFRUIT SECTOR

In the kiwifruit sector, virtually all orchard work is done by contractors. The contractors tend to be smaller employers who did not meet the criteria specified in the brief for this project. Instead, the team selected a packhouse operation to visit.

Workbase understands that the foundation skill demands of kiwifruit orchard workers are most similar to those of vineyard workers.

6.1. Trevelyan Pack and Cool Ltd

This is a family-owned packing and cool store operation based in Te Puke. They process a significant amount of kiwifruit and a smaller amount of avocados.

Trevelyan has a relatively small management structure, with nine management level full-time roles. Approximately 55 staff are employed on an arrangement called "flexi-plan". They stay with the company most of the year, moving from seasonal job to seasonal job, with some breaks.

In the peak of the kiwifruit picking season, the company has up to 1,000 seasonal employees "on the books". On any given week during the peak season, the company will need about 600 hands in the packhouse. The packhouse employs all staff directly and draws on every available source, including backpackers, Work and Income clients, local residents and people from outlying areas (Eastern Bay of Plenty).

Workbase interviewed the packhouse coolstore manager, and observed a number of packhouse workers going about the work of repacking fruit that had been in the cool store for at least six weeks.

The company is a member of G6 Kiwi and is affiliated with KGI. Company personnel are involved in various industry groups representing grower interests. The company works closely with the MSD-KGI seasonal workforce co-ordinator, Work and Income, and Hairy Berry Backpackers' Lodge.

Seasonal activity	Season	Staffing
Packing newly picked kiwifruit and putting it into cool stores	April to June	<ul style="list-style-type: none"> • Four shifts operate – one day and one night shift in each of two packhouses • Each shift has 120–150 staff (all seasonal workers): • 30 graders • 45 packers • 25 stackers • 30 tray supply • 2 bin dump operators • 1 labeller • 5 staff on documentation and tracking related duties • 4 quality control staff • 1 packhouse manager • 1 assistant packhouse manager

Seasonal activity	Season	Staffing
		<ul style="list-style-type: none"> • 5 on fork trucks (load fruit in from trucks and load fruit out into coolstore)
Unpacking, checking and repacking stored kiwifruit	June to October	<ul style="list-style-type: none"> • About 60-70 seasonal workers are employed on one shift: • 50 re-packers • 8 stackers • 4 documentation-related duties • 5 load outs/fork truck operation
Packing newly picked avocados and putting into cool stores	December to February	<ul style="list-style-type: none"> • Figures not provided as this is a completely different industry sector and operation.

6.1.1. Seasonal workforce features

The company estimated that around 75% of seasonal workers in the packhouse are female. The majority of staff are Māori. About 10% of staff have English as a second or other language. About 50% of staff return each season.

In the packing season, when employment is at its peak, a high proportion of staff travel significant distances to Te Puke from the Eastern Bay of Plenty. On a packing season day shift, Trevelyan has approximately 20% of people from the Te Puke area, 20–30% are travellers (backpackers and tourists), and 50% travel from the Eastern Bay of Plenty area. On a night shift, approximately 10% of people come from the Te Puke area, 10% are travellers, and 80% travel in from the Eastern Bay of Plenty.

The company has a close relationship with Work and Income and employs a large number of Work and Income clients in the packing season.

6.1.2. Recruitment process

Trevelyan uses a simple recruitment process. Applicants complete a job application form, and are interviewed either by the packhouse cool store manager or by one of the seasonal work staff liaison people.

6.1.3. Training process

At the beginning of the season, every seasonal worker attends an induction briefing at the packhouse. They have to complete this training before they are called up for a shift. The induction covers company standards and employment conditions, health and safety, and orientation to work information. It normally takes two to three hours.

Seasonal workers then receive on-job training to learn the tasks they have been employed to do. The supervisor (who is also a seasonal worker) does this training, which involves oral instructions and on-job coaching. Team members work in close proximity to each other, so the supervisor is able to monitor what they are doing.

Most people work at an acceptable pace and level of accuracy after a week of on-job coaching.

6.1.4. What issues concern Trevelyan?

The company employs a large contingent of people who live a long way from Te Puke, in the Eastern Bay of Plenty. Transport can be an issue. There is no public transport available from the Eastern Bay of Plenty to Te Puke, so workers must drive to work. The company reported that local law enforcement targets roads leading to packhouses in the area, ticketing vehicles for expired warrants of fitness and registrations. Workers have no choice about using their vehicles to get to work, but the fines are significant in relation to their weekly pay. This is a demotivating factor.

A number of the seasonal workers have outstanding court fines and child support payments. The company is required by the Ministry of Justice and Inland Revenue to deduct payments from seasonal workers' wages. For some people, the net result of these deductions is that they receive less pay than they would receive if they stayed on a benefit. This has caused some people to stop working.

Trevelyan reported some concerns about the "life skills" of some staff. Specific examples:

- High rates of absenteeism – Seasonal workers regularly do not turn up for work. In many cases, they do not advise the company that they are not coming. Absenteeism peaks later in the working week.
- Nutrition – Packhouse work is physically demanding, and people need to start the day on a full stomach. Some arrive at work without having eaten, and do not have any food with them. Trevelyan provides free morning tea three times a week (savouries, scones and muffins), breakfast once a week for the day shift, and hot soup on cold evenings for the night shift.

Employees from non-English speaking backgrounds have some communication issues. In most cases, someone else in the company has sufficient language skills to translate.

Like all packhouses and cool stores in New Zealand, the company must comply with the British Retail Consortium³ (BRC) standards. The company handles compliance with BRC by covering the standards required in induction and by supervisors monitoring compliance.

6.1.5. Work demands

The packhouse has a range of different roles for seasonal workers. The biggest demand is for relatively simple jobs – packing kiwifruit, stacking and moving boxes, and so on. People start in these less complex jobs. If they show initiative, they may be trained to do more complex jobs such as documentation or supervision. If people are not able to cope with a job, the work can be "divided up" to simplify it even more until the worker is able to cope.

³ The British Retail Consortium has published a series of food safety standards, which cover areas such as handling, packaging and storage of food products.

Work in the packhouse is urgent and pressured during the picking/packing season. Kiwifruit that have been harvested must go into the cool stores as soon as possible. There is no time for additional training activities.

6.1.6. Foundation skill gaps

Some workers, especially those from NESB backgrounds, do not have English language skills to understand oral instructions and explanations.

Concerns were expressed that some workers lack the ability to manage themselves. Some are unable to arrange transport; others do not advise the company when they are not available for work.

6.2. Skill profile – kiwifruit packing

6.2.1. Seasonal roles

Many roles in the kiwifruit packhouse are seasonal. Seasonal roles at the packhouse visited included:

- graders – grade and sort fruit
- packers – pack fruit into trays/boxes
- tray supply – compile packaging and provide stocks of trays and boxes to the packing area
- stackers – stack boxes of fruit onto pallets
- fruit reception – receive fruit coming into packhouse
- fork truck drivers – load fruit off and on trucks and move pallets around cool store and packhouse as required
- packhouse manager – manages all operations within and around packhouse
- assistant packhouse manager – assists with managing operations around the packhouse
- supervisors – supervise the work of others in all areas
- bin dump operators – supply fruit to the sorting tables
- quality controller – checks quality standards are met, ensures compliance with quality systems
- labeller – label boxes
- documentation – records on pallet card which grower and how many trays from that grower are on pallet
- EAN (track and trace) – responsible for documentation and co-ordination to record where fruit has come from and where it has gone to
- load out staff – load fruit onto transport to leave the packhouse
- staff liaison – advise staff of shift times, take calls from people unable to work (HR role)
- tea staff
- security staff.

This profile focuses on the foundation skill tasks required of graders, packers, tray supply and stackers, as these are the most common seasonal roles.

6.2.2. Foundation skills required

Each skill has been annotated to show if it is used frequently (at least hourly), critical to the company, and complex in terms of the amount of technical information.

Speaking and listening	
Receive oral instructions in English (includes work instructions, training briefings).	<i>frequent, critical and complex</i>
Ask questions to check understanding.	<i>frequent and critical</i>
Report problems verbally to supervisor/manager (e.g. fruit quality, labelling incorrect, health and safety issue, accident).	<i>critical</i>
Interact with co-workers to request assistance, offer help when needed.	<i>frequent and critical</i>
Phone packhouse to advise if sick, unable to attend work.	<i>critical</i>
Reading	
Job application forms and recruitment information.	
Employee details forms, tax forms.	
Job description, employment contract.	<i>critical and complex</i>
Induction checklist.	<i>critical</i>
Processing instructions written on whiteboard.	
Tables showing specific packing instructions.	
Labels.	<i>frequent and critical</i>
Signs and notices with short instructions.	<i>frequent</i>
Payslip.	
Text messages advising when next shift will start.	<i>critical</i>
Writing	
Fill in job application forms, employee details forms, tax forms.	
Complete induction checklist (short 1–2 word answers).	<i>critical</i>
Sign employment conditions to confirm understanding of these.	
Send text messages to advise if unable to attend work.	<i>critical</i>
Numeracy	
Read numbers on labels and recognise what the numbers represent (e.g. grower number, packing line number).	<i>frequent</i>
(Packers) Check number of fruit in a box against a specification to ensure the correct number of fruit are in each box.	<i>critical</i>
(Stackers) Count numbers of boxes and layers of boxes on pallets.	<i>frequent and critical</i>
Understand pay rates and be able to calculate pay.	
Critical thinking, decision making	
Identify defects and faults in fruit.	<i>frequent and critical</i>
Check details on labels against fruit being packed (correct box for line).	<i>frequent and critical</i>
(Tray supply) Work out how many trays/boxes needed by each section on line (includes monitoring use, anticipating requirements).	<i>frequent and critical</i>
(Stackers) Sort boxes onto correct pallets.	<i>frequent, critical and complex</i>
Understand the quality management system and what that means for their work (e.g. must wear hair net for food safety).	<i>critical, can be complex</i>

Note: Seasonal roles in documentation demand higher levels of reading and writing skills. Staff may be required to use the computer system. Staff are usually carefully selected for these roles from the existing staff pool, and given special training.

7. TRAINING OPPORTUNITIES AVAILABLE IN THE PIPFruit, VITICULTURE AND KIWIFRUIT SECTORS

Workbase staff asked a range of staff from the Horticulture ITO and training providers about training opportunities for seasonal workers in the three regions. Horticulture ITO personnel pointed out that the training system is suited to permanent horticulture workers and it is very difficult for seasonal workers to complete the National Certificate in Horticulture. They are rarely employed long enough to fulfil the requirements of a training agreement, and are likely to move from employer to employer.

A range of higher level courses are aimed at permanent workers. New Zealand Wine and the Tairāwhiti Polytechnic recently completed a thorough training needs analysis in which they list courses in winemaking and viticulture currently available through Christchurch Polytechnic, Eastern Institute of Technology, Lincoln University, Nelson Marlborough Institute of Technology, Otago Polytechnic, Tairāwhiti Polytechnic and University of Auckland. None of the people Workbase spoke to during the course of the research mentioned these courses as options for seasonal workers.

Industry association representatives and company representatives did not know of any foundation skills training programmes run specifically for seasonal workers in New Zealand. A small number of seasonal workers currently attend general English language training courses in Hawke's Bay.

Table 1: Training opportunities available in each region and sector

Type	Pipfruit – Hawke’s Bay	Viticulture – Marlborough	Kiwifruit – Bay of Plenty
School to work	Pipfruit New Zealand and Horticulture New Zealand are looking at expanding a pilot primary school resource focusing on integrated fruit production. This resource was originally developed by Pipfruit New Zealand.	No information received during interviews.	In partnership with the Horticulture ITO, Bay of Plenty Polytechnic (BOP Poly) and industry representatives, Priority One Bay of Plenty is developing a programme that will link into NCEA, focusing on kiwifruit horticulture. A school work experience programme has been going with various industries in the Bay for some years. A BOP Poly tutor has developed an interactive CD ROM game about the kiwifruit industry.
Short courses	Short courses with associated assessments of competency have been developed in: <ul style="list-style-type: none"> • orchard quality control • harvest tractor driving • harvest techniques <p>The Eastern Institute of Technology (EIT), Horticulture ITO, Hawke’s Bay Fruitgrowers Association and Hawke’s Bay Horticultural Contractors Group have all been involved with these “passport” courses. Some seasonal workers have completed them.</p> <p>GrowSafe (spray safety) courses are offered by a number of providers in Hawke’s Bay.</p>	Nelson Marlborough Institute of Technology (NMIT) runs adult and community education courses. Seasonal workers who are not New Zealand residents have tried to enrol in these but have been refused entry.	BOP Poly runs GrowSafe (spray safety) and quality assurance courses. They also offer tractor driving and first aid courses on request. Fruition Horticulture also runs GrowSafe courses. Most participants on these courses are permanent workers, but some seasonal workers attend.
Certificate level	EIT runs National Certificate in Horticulture Cadetships and National Certificate in Horticulture (Fruit Production) training and apprenticeship programmes. Linked to Horticulture ITO.	Permanent employees can complete the National Certificate in Horticulture through a Marlborough provider and the Horticulture ITO. No-one was aware of any seasonal workers undertaking these qualifications.	The BOP Poly and Kiwifruit Growers Inc. (KGI) have developed the Certificate in Kiwifruit – Orchard Skills. This is only available in the Bay of Plenty. BOP Poly also offers the National Certificate in Horticulture as a full-time or part-time course. This is more likely to be taken by people either in or seeking a permanent role.

Type	Pipfruit – Hawke’s Bay	Viticulture – Marlborough	Kiwifruit – Bay of Plenty
Supervisory/management	The National Certificate in Horticulture (Advanced) is offered to long serving orchard managers, and may be completed by a recognition of current competency process (Horticulture ITO).	NMIT runs a Certificate in Viticulture Skills aimed at first line management and supervisory staff.	KGI has developed a training package to help contractors develop supervisory and management skills. They are currently looking for a provider.
Higher level	Massey or Lincoln University Horticulture qualifications. Horticulture New Zealand Leadership programme. Kellogg Rural Leadership Programme.	Massey or Lincoln University Horticulture qualifications. Kellogg Rural Leadership Programme.	Massey or Lincoln University Horticulture qualifications (supported by Fruition). Horticulture New Zealand Leadership programme. Kellogg Rural Leadership Programme.
Foundation skills related	Learning Innovations (a private training establishment) offers English language courses (participants must be legally resident in New Zealand). A very small number of seasonal workers attend these courses in their own time for up to 3 hours per week. Most had attended a full-time course at the same training provider before they obtained seasonal work.	NMIT have approached employers to offer English language training. The offer has not yet been taken up because issues about who would pay seasonal workers to attend, location, and content were not addressed.	None identified.
Other training initiatives	In previous years, WINZ has arranged orchard and packhouse readiness training for WINZ clients.	Department of Labour is working with the Rural Contractors’ Federation and a group of contractors to establish better practices in the industry across a number of areas including <ul style="list-style-type: none"> • contracts with growers • health and safety • employment agreements. <p>In the past, WINZ has arranged viticulture pruning courses. This is not happening currently as training is provided by growers and contractors.</p> <p>In the past, ACC, Pernod Ricard New Zealand and two local health care providers jointly arranged Pruning Without Pain courses at a vineyard.</p>	WINZ staff are trialling a jobs partnership programme with kiwifruit employers. WINZ staff reported a one-off programme they had facilitated in the Bay of Plenty with a tomato growing employer. 12–15 trainees went through a structured training programme that included horticulture unit standards and literacy, language and numeracy skill development.

8. DISCUSSIONS WITH INDUSTRY ASSOCIATION PERSONNEL AND AGENCIES

Workbase personnel asked representatives of industry associations to comment from an industry perspective. They discussed critical issues for each industry sector, skill demands, barriers to training and strategies to overcome these barriers. A list of responses for each sector on the industry is included as Appendix 1. Respondents agreed that a number of issues are common across the three industry sectors. Others are specific to particular industries and these are identified below.

8.1. Critical issues for the industry as a whole

- Supply of good quality workforce who want to commit to the industry.
- Supply of sufficient numbers of permanent workers with practical skills.
- Supply of appropriate numbers of seasonal workers with basic horticulture skills and a good work ethic.
- Retaining experienced people.
- Developing opportunities for new groups of workers to move into permanent supervisory positions.
- Need for training resources and methods to suit diverse workforce.
- Communication issues – especially with people from non-English speaking backgrounds.

8.2. Critical issues for particular industries

8.2.1. Pipfruit industry

- Need to find different ways to work with and motivate different ethnic groups.
- Impact of exchange rate.

8.2.2. Viticulture industry

- The effect of bad pruning on the productivity of grapevines.
- Infrastructure – especially housing and transport.

8.2.3. Kiwifruit industry

- Compliance with quality standard requirements.
- Late harvest in 2006 resulting in high cost of quality through fruit loss at harvest.
- Employee motivation and lack of “life skills”.
- Alcohol and drug use.

8.3. Future skill demands for the industry as a whole

- Changing business models leading to increasing demand for people skills (e.g. move from owner operated to larger consolidated corporate structures or small niche operators).
- Increasing need for cross cultural understanding and communication.
- Increased quality compliance requirements.
- Impact of technology, including computer-based technology.

- Increasing requirement for business skills e.g. strategic thinking, planning, marketing, management skills.
- Supervisors will need increased range of skills to meet needs of workforce.

8.4. Future skill demands for particular industries

8.4.1. Viticulture industry

- Preferred pruning methods will change over time and as vines age.
- Cell phone based camera technology beginning to be used to keep track of workers.

8.4.2. Kiwifruit industry

- Quality requirements will continue to change.
- Computer-based technology will increase in packhouses – grading, track and trace technology will remove some jobs.

8.5. Most important foundation skills across the industry

- Understanding oral instructions and explanations given by growers and employers.
- English language skills for NESB people.
- Making correct decisions in relation to picking and pruning.
- Critical thinking and decision-making skills for picking and pruning.

8.6. Understanding of importance of foundation skills across the industry

- These are not seen as a priority.
- Employers assume that people will have these skills.
- Industry needs to develop a training and education culture across the horticulture sector.

8.7. Key barriers to foundation skills training across the industry

- Urgency of work in industry, leaving no time for additional training during peak work periods.
- Cost of this type of training – concerns about who will pay for it.
- Little incentive to invest in development of people who will only be with the company for a short time.
- Employers are not sure that seasonal workers want foundation skills training.
- Logistics of how it would take place.

8.8. How barriers could be overcome

- Develop good resources to support training – simple, visual, practical resources.
- Develop foundation skills through other training such as the Kiwifruit Orchard Skills Certificate.
- Train the trainers in the workplace to increase the ability of employers to do good training.
- Raise awareness of the issue among employers.
- Demonstrate the cost benefit from training in these skills.

- Find ways to do training around harvest requirements.
- Fully fund pilot foundation skills programme to build understanding/ownership with associated employers.
- Deal with other issues that impact on seasonal workforce (e.g. security of employment, accommodation, transport).
- Consider packhouses as a learning environment.

Other comments included the need to improve employees' "life skills", including hygiene, poor clothing choices for working outdoors in wet conditions, and lack of personal fitness, which makes working on ladders a risk.

8.9. Activities of various agencies

Government agencies, industry associations, ITOs and economic development agencies are engaged in a range of activities in each region. These are set out in Appendix 2. The activities are dynamic and change over time in response to industry needs.

Kiwifruit Growers Incorporated (KGI) were particularly positive about the impact of the Kiwifruit Contractors' Liaison positions that have recently been established. These liaison roles are breaking new ground in upskilling contractors in the kiwifruit industry. KGI sees much potential in continuing to develop these roles.

The Department of Labour's initiative in the Nelson/Marlborough region to upskill contractors has similar potential in terms of its impact on contractors' employment health and safety, and contracting practices in the region.

The Ministry of Social Development, because of its role in supplying seasonal workers, has lead and/or funded many regional initiatives identified in this project. As a result they have developed significant knowledge of regional networks and what different employers require. This knowledge is a largely untapped source of information at a national level.

9. SUMMARY AND DISCUSSION

9.1. Introduction

Companies in the pipfruit, viticulture and kiwifruit industries operate in a challenging environment. They must deal with a large number of practical issues that take up a great deal of time. The demands of the harvest come first in the list of priorities. Broader skill development (including the development of foundation skills) and industry issues fall further down the priority list.

The three enterprises we visited identified their key concerns as:

- getting fruit harvested at the optimal time
- competition with other industries for seasonal labour
- having enough workers present for each working day.

Industry association representatives identified these concerns as also applying to the industries as a whole.

Some stakeholders believe that seasonal workers can be “fixed” with a little training. Their comments about life skills are an example. They suggested that if someone was available to teach seasonal workers basic skills, such as how to get to work on time, what to wear, and to make sure they have something to eat, everything would be much better. But training on its own will not address systemic issues relating to the type of seasonal worker employed in the sector, how training is delivered and external issues.

External issues include regional infrastructure matters such as transport and accommodation. Many seasonal workers from overseas are not native English speakers and sometimes have difficulty accessing information in English. For example, tourists and backpackers need information about accommodation options, so that they can book suitable accommodation before they arrive. Most accommodation information is only available in English. One option would be to use the web to make information available to potential tourist or backpacker seasonal workers in a range of languages.

9.2. Research questions

Workbase was asked to address eight research questions. These are discussed below in the light of the research findings.

9.2.1. What general and specific foundation learning skills needs were identified in the one to three enterprises? To what extent are skills needs generic to the industry, the sub-sector or firm specific? Are these skills future focused for new processes and enhanced productivity?

Speaking and listening in English and critical thinking skills are central to most tasks that seasonal workers undertake and generic to seasonal workers in the horticulture and viticulture industries as a whole.

Oral communication

The skill profiles show significant similarities in the oral comprehension demands of roles across the three enterprises

Reading skills

Reading demands on seasonal workers are likely to vary across enterprises, and therefore across the sector. Each enterprise will provide employees with different information to read. Some will provide more written information than others, and the complexity of the reading material will vary depending on who wrote it.

In Workbase's experience, supervisors often take on the responsibility of reading material and providing verbal explanations of the material to their employees. This is likely to be a feature of many enterprises across the horticulture and viticulture sector.

Critical thinking/decision-making skills

The profiles show that all roles require critical thinking/decision making-skills, but these vary depending on the technical knowledge required for each role. Each sector – viticulture, pipfruit and kiwifruit – requires seasonal workers to have some generic technical knowledge of plants and fruit.

Seasonal workers apply their technical knowledge (often newly acquired) to make decisions in their workplace. The apple picker decides which fruit to pick based on their knowledge of the ripening patterns and colour of the variety, and the instructions given to them by the grower. The kiwifruit grader looks for signs of imperfection in fruit that will cause it to deteriorate in storage. The tree or vine pruner must select which wood to remove to promote optimum fruiting.

The critical thinking and decisions seasonal workers make are highly specific to the role they carry out, and are guided by enterprise specific procedures that relate to varietal and market difference.

Writing skills

Seasonal workers in the three enterprises were only asked to complete relatively simple employment related forms, sign checklists and in some cases complete timesheets. The low level of writing demand is likely to be generic to seasonal roles across horticulture sectors.

Numeracy skills

In all three enterprises, seasonal workers needed numeracy skills to understand their pay rates and be able to calculate if they had the correct pay. These skills are required across all sectors.

All three enterprises have numerical targets to guide speed and quality of work. Seasonal workers need numeracy skills to be able to understand and work to targets. The concept of pay tied to targets is generic across the sectors, especially for orchard and vineyard work. However, the actual targets and the way they are set up will vary in each sector and enterprise, so elements of understanding targets will be sector- and enterprise-specific.

The numeracy skills required for specific tasks vary. A kiwifruit packer needs to be able to work out the number of boxes on a half-filled pallet by adding, subtracting and multiplying. A grapevine pruner needs to estimate length of canes, and cut to these lengths with a degree of accuracy. An apple picker uses concepts of ratio or percentage to decide if an apple is red enough to be picked. Many of the concepts (e.g. addition, subtraction, multiplication, division, using units of measure, understanding percentage) are generic. However many numeracy demands are specific to jobs or tasks, so cannot be regarded as generic to the industry.

Future focused

The skills listed in the profiles are not future focused per se. People in these industries tend to focus on immediate goals – what needs to be done today, what is happening with this harvest, what needs to happen after this harvest.

Industry people were concerned about the future supply and training of their workforce – both seasonal and permanent. If seasonal workers do not come to the industry with well developed foundation skills, they cannot access current training pathways. If they do not have opportunities to develop their skills, they will be unable to move from seasonal to permanent work. As new training pathways are put in place, foundation skills will need to be developed alongside technical skills. People who have no experience of training will need extra support to achieve training outcomes.

9.2.2. What are the different roles, functions and responsibilities that are fulfilled by workers in these enterprises? What foundation learning skills come into play in performing these roles functions and responsibilities? Is there a gap between the foundation skills workers have and what they need to perform their roles?

Employers have traditionally structured seasonal work to be as simple as possible. However, new compliance requirements and customer demands have made the information that seasonal workers need to know and respond to more complex. The traditional approach is proving less effective as the make up of the workforce changes; it does not develop seasonal workers' potential to be more productive.

The most significant skill gaps reported by employers and industry associations relate to:

- English language for NESB employees
- lack of background technical knowledge to make good decisions
- lack of experience – people with more experience apply their technical knowledge of work processes to make better decisions.

Other gaps related to matters that are not specifically related to foundation skills:

- Motivation and attitude of seasonal workers – Many seasonal workers are detached from the job and only work a few days out of the working week. This may be related to their skills but may also relate to systemic issues that the worker has little control over (e.g. access to reliable transport).

- “Life skills”, which include ability to get themselves organised and get to work, lack of money management skills and lack of skills to plan ahead, for example, by arranging food or transport for themselves.

9.2.3. What are the perceived benefits and opportunities of undertaking a foundation learning skills needs analysis within the workplace? How can the knowledge be leveraged to develop a foundation learning programme within the workplace?

Employers in the pipfruit, kiwifruit and viticulture industries do not currently know a great deal about the foundation skill demands of seasonal work, or the benefits of improving workers’ skills. A concerted effort is needed to educate employers in this sector about the relationship between skill development (including literacy, language and numeracy) and improved employee productivity.

Employers recognise issues with the English language skills of people from non-English speaking backgrounds. They tend to attribute many other issues to a lack of “life skills” in their workforce.

The structure of work in these industries compounds issues further. Seasonal work is characterised by employers and seasonal workers as low wage, low skill, short-term, and undertaken in a highly pressured, urgent environment.

In fact, some of the seasonal roles require considerable skills but it is difficult to identify arguments that would convince employers to develop the skills of the seasonal workforce beyond the simple training required to “get the job done by tomorrow”.

Employers rely on supervisors and managers to provide face-to-face training through verbal explanations of technical information and practical demonstrations of work processes. In recent years, the requirements for employing seasonal workers have changed (e.g. written employment agreements and written health and safety requirements now exist) and the seasonal workers themselves have become more diverse (e.g. from non-English speaking backgrounds). These factors have increased the demand on seasonal workers’ oral comprehension and English language skills. They also increase demands on supervisors and managers who are generally not trained in how to give oral instructions, including sometimes complex technical information, to a workforce with diverse linguistic and cultural backgrounds.

A range of existing education and training programmes aimed at employers and supervisors could be used to promote good practice in oral instruction techniques and raise employer, manager and supervisor awareness of these issues. The information gained from this project could be used to develop training and communication materials to improve the sectors’ understanding of foundation skills demands, and demonstrate simple things they can do to improve foundation skills in their workplaces.

Contractors are a critical part of the employment landscape for all three industry sectors. Some excellent regional initiatives to develop contractors’ capability and

skills are already under way. Examples include the KGI training package to help contractors develop supervisory skills, and the work that the Department of Labour has done in Marlborough to upskill contractors. Learning and information from these initiatives should be shared to increase the impact.

Opportunities do exist to develop the skills of supervisors and managers but as yet they do not include addressing how supervisors and managers adapt to working with a diverse workforce. Industry representatives identified the need to develop supervisors and managers, providing a further opportunity to address recruitment among seasonal workers as a pathway to longer term or permanent employment.

9.2.4. What contextual issues in the horticulture and viticulture seasonal industries are relevant to the content and the delivery of a foundation skills training programme?

Learners involved in conventional workplace literacy programmes are usually tutored one-on-one or in small groups in a training room during work time. Programmes are run over a period of time, with learners attending on a regular basis. These types of programmes are unlikely to be effective with a seasonal workforce due to:

- pressure of work – any training would have to occur in the off season, when people are not being paid, may have other jobs, or may not be in the region
- concerns from employers who are unable to pay people in the off season: “If we train them, they will expect a job.”
- access to suitable training spaces
- workers not attending unless they are paid
- workers not being motivated to attend training to improve their prospects for employment in a short-term, low paid role
- workers not seeing the need for or benefit of improving their foundation skills
- high staff turnover in seasonal workforces.

Packhouses could be an exception. Because people work in the same environment on an ongoing basis, a training routine could be established to fit with staff rosters. The packhouse has a range of seasonal roles, some of which require higher levels of foundation skills. This provides more opportunity to develop workers’ specific skills and show business benefits for employers. Packhouses are also likely to have a space where training could occur.

Other options for developing critical thinking and decision-making skills and oral communication in the workplace include developing more accessible training resources and developing the skills of on-job trainers.

9.2.5. What types of foundation learning programmes have been piloted or trialled in this workplace and how successful were they? What were the factors that helped or hindered their success?

None of the three workplaces visited had trialled foundation learning programmes, nor did industry association personnel know of any foundation learning

programmes that had been trialled in the three regions (Marlborough vineyards, BOP kiwifruit, Hawke's Bay pipfruit).

One education provider in Hawke's Bay reported having a small number of seasonal workers attend Foundation Learning Pool funded programmes in their own time to improve their English skills. These workers had previously attended a targeted training course run by the same training provider, before being employed as seasonal workers. Learners attend classes for approximately three hours per week to work on personal goals e.g. obtain a driver's licence.

The KGI has worked closely with Bay of Plenty Polytechnic, growers and contractors to develop the Kiwifruit Orchard Skills Certificate. This certificate is beginning to be taken up by seasonal employees as well as permanent workers. The learning process follows the flow of seasonal work. For example, if a learner starts the certificate during the pruning season, then they work through the modules on pruning.

While very few seasonal workers are engaged in formal training courses, some excellent training and education initiatives are happening in the industry, including in individual workplaces, but information about them cannot be easily accessed or shared. People also identified the need for resources, including bilingual resources. Some already exist, particularly among larger employers, and there is potential to share these within the industry.

9.2.6. What are the barriers for firms and employees to participate in foundation learning programmes in the horticulture and viticulture seasonal industries? What are the opportunities for developing foundation learning programmes in these industries?

Time and work pressure were the main barriers to participating in foundation learning programmes or other developmental training initiatives. Employers were concerned about who would pay for programmes and what job outcomes seasonal workers might expect as a result of attending.

Some seasonal workers may see the wider opportunities a foundation skills programme might bring (such as achieving a permanent better paid job) and attend voluntarily. Others might wonder why they should attend a foundation skills training programme to help them secure and keep a temporary job.

Other barriers include access to suitable training spaces, high turnover of staff and the need to pay staff to attend.

9.2.7. How can a skills needs analysis be most effectively and efficiently conducted in the horticulture and viticulture seasonal industries? Is it possible or desirable for the skills needs analysis and the learning needs analysis to be conducted by separate organisations?

Skills profiles could be reviewed more widely and adjusted to have industry application. They could be issued in industry publications, supported by key messages:

- How you give oral instructions and check for understanding is important.

- Theory is critical to good decision making.
- Supporting oral instructions with appropriate training material is important.

Publication could include examples of good instructional techniques and how to use them.

At this stage, Workbase does not recommend that a comprehensive skill gap analysis be done for this industry. A number of other industry issues need to be addressed before this kind of detailed information would be useful. These issues include:

- providing the industry with evidence of the benefits of investing in workforce development
- improving the training and education culture
- dealing with infrastructure issues such as transport and accommodation
- continuing to improve compliance with legal requirements
- improving the capability of contractors to address training and compliance issues.

9.2.8. How should skills training be targeted to ensure that investment is retained to increase productivity of the industry?

This is covered in the recommendations in the following section.

9.3. Conclusion

The low wage, low skill model is slowly being re-thought by key people in the industry, as they grapple with issues of ensuring ongoing workforce supply. A number indicated that they appreciate that the permanent and seasonal workforce will contain fewer New Zealand-born workers, which affects recruitment of permanent employees to supervise and manage seasonal workers. The industry notes the need to structure rewards and benefits (such as transport, accommodation and meals) to attract and retain skilled workers.

10. RECOMMENDATIONS

A number of systemic issues need to be addressed with seasonal horticulture industries. These include:

- providing the industry with evidence of the benefits of investing in workforce development, and improving the training and education culture
- dealing with infrastructure issues such as transport and accommodation
- continuing to improve compliance with legal requirements
- improving the capability of contractors to address training and compliance issues.

Training initiatives alone will not fix systemic issues.

It is also important to recognise the urgency and immediacy of the industry. At peak work times, growers need to concentrate on getting the harvest in and packed, and making sure all the plants are pruned at the appropriate time. Training initiatives need to fit in with, and directly relate to, seasonal demands.

The Seasonal Labour Strategy Group will be able to provide practical feedback on these ideas. We recommend that they are involved so that they take ownership and promote the uptake of any new initiatives in consultation with the industry groups.

Workbase recommends:

10.1. Train the people who train seasonal workers. The trainers can improve their communication and oral instruction skills.

Develop practical modules that specifically address good communication with seasonal workers, especially those who come from a different language, ethnic or cultural background. Add these modules to training, certificate, diploma and degree programmes attended by contractors, supervisors, managers and growers.

In conjunction with industry peak bodies, develop information about critical issues such as giving oral instructions to seasonal workers. Distribute this information to employers through trade magazines, DVDs, web and other media.

Identify ways that the Department of Labour can enhance current activities, for example, in health and safety and immigration areas, to emphasise good practice in giving oral instructions to seasonal workers. Identify other government activities that could be enhanced in similar ways.

10.2. Develop accessible training resources as exemplars for employers

Undertake a stock-take of resources currently or previously used by employers of seasonal workers (including contractors). Review the resources in terms of current use, suitability for seasonal workers and acceptability to employers and funding agencies. Ask respondents to say what additional resources would be useful in training seasonal workers with a view to developing generic resources for the industries.

Develop some simple materials to use as exemplars (e.g. PowerPoint slides or laminated cards showing the basics of picking or pruning). Select examples that can be replicated for each sector.

Develop one or two high-tech examples of training materials for critical tasks such as pruning in viticulture and pipfruit. Deliver this material via computer-based training through websites or on CD ROM.

10.3. Trial a programme in a kiwifruit and/or pipfruit packhouse

In conjunction with industry organisations, approach selected packhouses in the pipfruit and kiwifruit industries to pilot fully-funded workplace literacy programmes to meet employer and employee needs. Consider the possibility of extending this opportunity to other packhouses if the programmes are effective.

Use case studies and data gathered from these programmes to develop resources to educate and inform employers of the value of contextualised foundation skills training.

10.4. Develop more co-ordination between government departments and agencies working with seasonal workforce issues

Develop and regularly update a database of all seasonal work initiatives being undertaken by government agencies and industry bodies. Make sure that this information is easily accessible and shared.

Develop and regularly update an inventory of all websites that contain seasonal work information (e.g. DOL, PickNZ, Horticulture NZ, Wine Institute, Seasonal Solutions, KGI). Consolidate and list these on one "portal".

10.5. Develop systems to capture learning, experience and information

As MSD moves out of funding seasonal work co-ordinators for regions, capture the knowledge held by current seasonal work co-ordinators and people who have held these positions in the past.

Discuss with MSD how the PickNZ website could be used to disseminate information about all aspects of seasonal work (e.g. compliance, training, health and safety, accident prevention, hydration and nutrition, clothing choices, sun smart practices and occupational overuse syndrome). Consider providing this information in a number of languages.

An industry representative made an additional recommendation:

10.6. Complete a case study to measure productivity gains through training

Complete a case study as a way to illustrate the benefits of training. Training programmes in places such as the National Certificate in Kiwifruit Orchard Skills could be used to measure productivity gains through improved training.

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12. APPENDIX 1 INDUSTRY ASSOCIATION RESPONSES BY SECTOR

Issue	Pipfruit industry	Viticulture industry	Kiwifruit industry	Horticulture NZ
Critical issues for industry	<p>Supply of good quality workforce who want to commit to the industry.</p> <p>Retaining experienced people.</p> <p>Developing opportunities for new groups of workers (e.g. Pasifika) to move into permanent supervisory positions.</p> <p>Need to find different ways to work with and motivate different ethnic groups.</p> <p>Impact of exchange rate.</p> <p>Need for training resources and methods to suit diverse workforce.</p>	<p>The effect of bad pruning on the productivity of grapevines.</p> <p>Labour shortages.</p> <p>Employee retention/ workforce stability.</p> <p>Employee motivation.</p> <p>Lack of supervisory skills in some enterprises.</p> <p>Infrastructure – especially housing and transport.</p> <p>The changing face of the workforce (ethnic diversity).</p>	<p>Productivity of workforce.</p> <p>Compliance with quality standard requirements.</p> <p>Late harvest in 2006 resulting in high cost of quality through fruit loss at harvest.</p> <p>Employee motivation and lack of “life skills”.</p> <p>Alcohol and drug use.</p> <p>Communication issues – especially with people from non- English speaking backgrounds.</p>	<p>Supply of skilled workforce who choose a career in these industry sectors.</p> <p>Supply of appropriate numbers of seasonal workers with basic horticulture skills and a good work ethic.</p> <p>Supply of sufficient numbers of permanent workers with practical skills.</p>
Future skill demands	<p>Increased quality compliance requirements will drive more documentation.</p> <p>Supervisors will need increased range of skills to meet needs of workforce.</p>	<p>Preferred pruning methods will change over time.</p> <p>As vines age, pruning requirements change.</p> <p>Cellphone-based camera technology beginning to be used to keep track of workers.</p>	<p>Quality requirements will continue to change.</p> <p>Computer-based technology will increase in packhouses – grading, track and trace technology will remove some jobs.</p> <p>The industry needs to develop more supervisory and leadership skills.</p>	<p>Changing business models lead to increasing demand for people skills e.g. move from owner operated to larger, consolidated corporate structures or small niche operator structure.</p> <p>Increasing need for cross cultural understanding and communication.</p> <p>Impact of technology.</p> <p>Increasing requirement for business skills e.g. strategic thinking, planning, marketing, management skills.</p>

Issue	Pipfruit industry	Viticulture industry	Kiwifruit industry	Horticulture NZ
Most important Foundation skills	<p>Oral comprehension of English (especially instructions).</p> <p>Critical thinking to decide which fruit to pick and which part of the tree to prune.</p>	<p>Critical decision making during pruning process.</p> <p>Speaking and listening – communication to get the job done.</p> <p>English language skills for NESB people.</p>	<p>English language skills for NESB people.</p> <p>Counting skills.</p> <p>Would be useful if people could read and write better, training would be easier.</p>	<p>Understanding oral instructions and explanations given by growers and employers.</p> <p>Making correct decisions in relation to picking and pruning.</p>
Does the industry understand the importance of foundation skills?	<p>Not seen as a priority – other issues to consider.</p>	<p>Not seen as a priority.</p> <p>Assume that people will have these skills.</p>	<p>Not really – some are starting to develop understanding of this area.</p>	<p>Not really – industry needs to develop a training and education culture across the horticulture sector.</p>
Key barriers to foundation skills training taking place	<p>Urgency of work in industry – no time for additional training during peak work periods.</p> <p>Who will pay for people to attend training?</p> <p>Not sure seasonal workers will want foundation skills training.</p> <p>Logistics of how it would take place.</p>	<p>Work pressure – when seasonal workers are there, the work has to be done.</p> <p>Little incentive to invest in development of people who will only be with the company for a short time.</p>	<p>Cost of this type of training.</p> <p>Employee motivation to be involved in this type of training.</p> <p>Previous negative learning experiences of employees.</p>	<p>Harvest is a very urgent, immediate time.</p> <p>Employers need to understand the benefits of any training, let alone training for seasonal workers.</p>

Issue	Pipfruit industry	Viticulture industry	Kiwifruit industry	Horticulture NZ
<p>How could barriers be overcome?</p>	<p>Development of resources to assist with training.</p> <p>Focus on developing skills of people giving training to seasonal workers.</p> <p>Raise awareness of issue amongst employers.</p> <p>Packhouses are a potential place for foundation skills training – needs to show bottom line benefits for company.</p>	<p>Identify what would motivate employers and employees to do this sort of training.</p> <p>Don't try to do extra training during peak work periods.</p> <p>Develop good resources to support training – simple, visual, practical resources.</p> <p>Deal with other issues that impact on seasonal workforce e.g. security of employment, accommodation, transport.</p>	<p>Build pathways – develop foundation skills through other training such as the Kiwifruit Orchard Skills Certificate.</p> <p>Train the trainers in the workplace – increase the ability of employers to do good training.</p> <p>Demonstrate the cost benefit from training in these skills.</p>	<p>Find ways to do training around harvest requirements.</p> <p>Fully fund pilot foundation skills programme to build understanding/ ownership with associated employers.</p> <p>Packhouse environment most likely to be a possibility for foundation skills training.</p>

13. APPENDIX 2 ACTIVITIES OF VARIOUS AGENCIES

Agency	Hawke's Bay (Pipfruit)	Marlborough (Viticulture)	Bay of Plenty (Kiwifruit)	Nationally
Ministry of Social Development	<p>Funds seasonal labour co-ordinator for sector.</p> <p>Funds transport, particularly to vineyards and orchards some distance from residential areas.</p> <p>Funds (through Hawke's Bay Fruit Growers) PickNZ website.</p> <p>Has arranged and funded training for seasonal workers in the past.</p>	<p>Employs seasonal co-ordinator to provide information to prospective employees and match with growers and contractors.</p> <p>Has arranged and funded training for seasonal workers in the past.</p> <p>Regional Commissioner plays prominent role in regional industry group.</p>	<p>Works closely with Kiwifruit Growers Inc.</p> <p>Co-invests in the seasonal workforce co-ordinator employed by KGI.</p> <p>Work and Income staff members dedicated to work with kiwifruit industry.</p> <p>Jobs Partnership programme underway with kiwifruit employers.</p> <p>Develops training programmes for identified groups of seasonal workers. Co-funds transport for workers to come from other regions to Te Puke.</p>	<p>Has seasonal strategies in place for five regions – Northland, East Coast, Bay of Plenty, Nelson/Marlborough and Southland.</p> <p>National seasonal labour co-ordinator joint initiative with Horticulture NZ.</p>
Department of Labour	<p>Employs immigration and OSH officials who interact on a regular basis with employers of seasonal workers.</p> <p>Employs person in the local area to liaise with industry (not interviewed).</p>	<p>Employs Nigel Teal to work with contractors' group, developing compliance and contracting good project practice.</p> <p>Employs immigration and OSH officials who interact on a regular basis with employers of seasonal workers.</p>	<p>Employs immigration and OSH officials who interact on a regular basis with employers of seasonal workers.</p> <p>One OSH official works closely with the KGI Industry Relationship Co-ordinator.</p>	<p>Employs immigration and OSH officials who interact on a regular basis with employers of seasonal workers.</p> <p>Is developing and refining a range of schemes to ensure an ongoing supply of migrant labour for these industries.</p>
Ministry of Education	<p>MOE staff have strong links to Pasifika community including adults working in seasonal roles.</p>	<p>No information collected.</p>	<p>No information collected.</p>	<p>Learning for Living cluster projects (currently these are not specifically targeted at these three industries or providers working with seasonal workers).</p>

Agency	Hawke's Bay (Pipfruit)	Marlborough (Viticulture)	Bay of Plenty (Kiwifruit)	Nationally
Tertiary Education Commission	Funds ESOL courses through Foundation Learning Pool. Seasonal workers who are New Zealand residents may attend these.	Funds adult and community education courses at NMIT. Seasonal workers who are New Zealand residents may attend these.	No information collected.	Funds providers through a range of mechanisms – Student Component Funding, Targeted training, ACE courses. Also funds activities using the Foundation Learning Pool and the Workplace Literacy Fund.
Industry associations	Act as advocacy group for issues that impact on its members – growers in the region. Working closely with Hawke's Bay contractors to improve contractors' skills and understanding of legal obligations. Looking at pathways for providing 9–10 consecutive months of seasonal work in the area. Ongoing liaison with Work and Income regarding placing Work and Income clients in seasonal work. Involved with Horticulture and Viticulture Seasonal Working Group.	Working to improve contractors' and growers' understanding of legal obligations. Ongoing liaison with MSD seasonal workforce co-ordinator. Involved with Horticulture and Viticulture Seasonal Working Group.	Has developed a seasonal labour plan, which includes a training framework for the kiwifruit industry. Actively working to upskill contractor employers in supervisory and management skill areas. Two industry relationship co-ordinators work with contractors to improve education and compliance. These roles are funded by Priority One and Trade and Enterprise, and work out of KGI offices. One permanent seasonal labour co-ordinator (Te Puke) and one part-time (Katikati) work under KGI umbrella. Involved with Horticulture and Viticulture Seasonal Working Group.	Has established a People in Horticulture portfolio as a response to industry requirements for development of human resources. Co-manages the National Seasonal Labour Strategy and associated working groups. Liaison with regional membership associations and industry groups. Close association with Horticulture Industry Training Organisation. Involved with Horticulture and Viticulture Seasonal Working Group. National Seasonal Labour Co-ordinator joint initiative with MSD.

Agency	Hawke's Bay (Pipfruit)	Marlborough (Viticulture)	Bay of Plenty (Kiwifruit)	Nationally
Horticulture Industry Training Organisation	<p>Regional staff work with employers interested in providing training for their employees.</p> <p>Regional staff liaise with local horticulture training providers.</p>	<p>Regional staff work with employers interested in providing training for their employees.</p> <p>Regional staff liaise with local horticulture training providers.</p>	<p>Regional staff work with employers interested in providing training for their employees.</p> <p>Regional staff liaise with local horticulture training providers.</p>	<p>Manages horticulture industry training and modern apprenticeships using the different strands available under the National Certificates in Horticulture.</p> <p>Arranges training mostly directed at permanent horticulture workers.</p> <p>Has staff based in all regional areas of New Zealand.</p> <p>Has relationships with horticulture training providers.</p>
Economic development agencies	Not identified.	Not identified.	<p>Priority One.</p> <p>Employs school to work co-ordinator, promoting employment opportunities in a range of BOP industries, including horticulture.</p> <p>Funds industry relationship co-ordinator positions.</p>	Not identified.

14. APPENDIX 3 QUESTIONS USED WITH DIFFERENT INDUSTRY GROUPS

14.1. Workplace questionnaire

Section A – Workplace profile

1. Could we start by getting an overview of this company and how it operates?
 - a. Main activities/crop etc
 - b. History of company
 - c. Ownership, structure
 - d. Role of contractors
 - e. Links with industry, other key bodies
 - f. Union role
 - g. Markets/customers
 - h. Quality management systems
 - i. International market requirements
2. What are this company's products?

Section B – Workforce profile

3. Can you give me an idea of who works for this company (on this site only)?
 - a. (asked about numbers, positions, permanent vs. seasonal, ethnic background, ESOL, people who returned each season)
4. Do you use a contractor for seasonal workers?
 - a. Who?
 - b. How long have you be using this contractor?
5. How many would you classify in these groups?
 - a. Students/backpackers
 - b. Inexperienced temporary seasonal
 - c. workers with low motivation
 - d. Seasonal workers returning each season
 - e. "Professional" seasonal workers (follow the work)
 - f. Migrant workers
6. What employment arrangements are in place?
 - a. Hours of work/shifts
 - b. Overtime arrangements
 - c. Pay rates
 - d. Union involvement/collective agreement
 - e. What process do you use to induct new employees into the company

Section C – Workplace issues and developments

7. What are the main issues you are facing at present in this company?
8. What critical areas of wastage/non compliance matter to you at this company?
9. What are you trying to do about these issues?
10. How typical are these issues for this industry?
Very typical Reasonably typical Unusual

11. Are you planning any changes or new procedures in future seasons that will affect the way work is done?
12. Looking to the next 5 years, are there any other issues you see?

Section D – Workplace training

13. What training is done “on the job”
 - a. For seasonal workers
 - b. For others
14. Have you had any training programmes on-site over the past year?
 - a. Over the past 3 years?
 - b. Internal or external trainers used?
15. Have any of your workers been involved in any training programmes with training providers over the past year/the past 3 years?
16. Can you tell me who provides training in this area? Do any of these providers specialise in foundation skills?

Section E – Foundation skills

17. How are work instructions given – in writing, orally?
18. What speaking and listening do employees need to do?
19. What reading do people need to do?
20. What writing do employees need to do – forms etc?
21. What maths do employees need to do – weighing, measuring, and calculating?
22. What technology do employees need to use?
23. What decision making/problem solving activities do employees have to complete?
24. How big an issue are these for your company?

Foundation skill	Major difficulties	Moderate difficulties	Minor difficulties	No difficulties
Reading				
Writing				
Spelling				
Maths				
Speaking (general)				
English lang.				

Questions about team leaders and supervisors (for managers)

- How do supervisors/team leaders usually communicate with their staff?
- What reports and other documents do they have to write?
- What happens with health and safety/incident/accident reporting?
- What are the KPIs for supervisors and team leaders?
- How are supervisors/team leaders involved in managing the performance of staff?
- What technology do they have to use for their roles (e.g.: computers – email, spreadsheets, Word, company database, QMS, scanning?)
- Anything that team leaders/supervisors can’t do that you think they should be able to do?

25. What proportion of your workers in these categories do you think have significant difficulties?

	Reading	Writing	Spelling	Maths	Speaking (general)	Speaking English	Using technology
Supervisors							
Office staff							
Pickers							
Packers							
Pruners							

26. Are there any particular groups of your workers that you see as having the most difficulties?

Section F – Possible solutions

- 27. If you were going to run a foundation skills programme for your workers, how would you go about doing it?
- 28. What are the key factors to making it work (including people)?
- 29. What would be the biggest obstacles to running it successfully?
- 30. If you were to run a foundation skills programme in your company, what types of worker do you think would be most interested in doing it?
 - a. And the least interested?
- 31. (If don't see direct training for seasonal workers as a priority) What channel or vehicle would you use to make sure they get some training?

Section G – Questions for supervisors/team leaders

- 32. Tell me about literacy issues in your department/area and how they are showing up.
- 33. What is it that people in your department/area can't do that you think they should be able to do.
 - a. Extent of multi-skilling.
 - b. Extent of job coverage.
 - c. Involvement with technology.
 - d. Involvement with training.
 - e. Completion of literacy tasks up to company standards e.g. forms filled in full, calculations all correct.
- 34. What is one thing that you would change in your department that would make your job easier?
- 35. Barriers to literacy skill development (could be organisational or personal).
- 36. Reception by others of possible programme.
- 37. Are you planning any changes or new procedures in future seasons that will affect the way work is done?
- 38. Any skill needs you have yourself?

14.2. Questionnaire for government department personnel

Department details:

Name of Department/Ministry:

Address:

Interviewee:

Phone:

Fax:

Email:

1. What involvement does your department have at the national and/or local level in the pipfruit/kiwifruit/wine industries?
2. Has your department funded any research into foundation skills or foundation skill development programmes for workers in **pipfruit/kiwifruit/wine industries**?
 - a. Which group? Pip Kiwi Wine

Areas:

3. What about other horticulture sectors?
4. Or other seasonal workers?
 - a. Which groups of other seasonal workers?
 - b. What happened?
5. Are there any specific issues that these programmes have been aimed at?
 - a. Pipfruit/kiwifruit/wine workers
 - b. Other types of horticulture workers
 - c. Other seasonal workers
6. Are you aware of any training providers who teach foundation skills courses to people in the pipfruit/kiwifruit/wine industries?
 - a. Yes No
 - b. If yes, who?
7. What advice do you have for anyone trying to run foundation skills courses in the pipfruit/kiwifruit/wine industry?
8. Any other comments?

14.3. Questionnaire for training provider personnel

Provider details:

Name of Provider:

Address:

Interviewee:

Phone:

Fax:

Email:

1. Main areas of training offered by company/organisation:
2. What involvement has your organisation had in training for the **pipfruit/kiwifruit/wine industries?**
3. What about **other horticulture sectors?**
4. Type of worker (permanent/supervisors):
 - a. Sector:
 - b. Type of worker (permanent/supervisors):
5. Or **other seasonal workers?**
 - a. Type of worker (permanent/seasonal/supervisors):
 - b. Sector:
6. What do you see as the key future skill demands for horticulture in Kiwifruit/pipfruit/wine sectors in the future?
 - a. for permanent staff?

Kiwi	Pip	Wine
------	-----	------
 - b. for seasonal workers?

Kiwi	Pip	Wine
------	-----	------
7. What do you see as the critical foundation skills in the wine/kiwifruit/pipfruit industries?
 - a. for horticulture workers generally
 - b. for other types of seasonal workers
8. Do you have plans to do anything to address these skills? If so, what?
9. Do you know of any training providers in this area who teach foundation skills courses?
 - a. Yes No
 - b. If yes, who?
10. Any comments on what they offer?
11. What do you see as the key elements of running successful training courses in the pipfruit/kiwifruit/wine industry?
12. And the biggest issues for these sorts of courses?
13. Do you see any opportunities for foundation skills development or other training in the pipfruit/kiwifruit/wine industry? If so, what?
14. Any other comments?

14.4. Questionnaire for industry association personnel

Association details

Name of Association:

Address:

Interviewee:

Phone:

Fax:

Email:

1. Can we start by looking at some facts and figures about your association?
 - a. How many members?
 - b. Distribution throughout New Zealand?
 - c. What types of operations do they run?
2. Do you have labour force employment figures for permanent and seasonal workers in **pipfruit/kiwifruit/wine industry**?
 - a. Locally?
 - b. Nationally?
3. What are the critical issues (e.g. wastage/non compliance/competition) that matter to your members?
 - a. Industry issues
 - b. Worker/staffing issues
4. What do you see as the key skill demands for horticulture in your sector in the future?
 - a. for **permanent staff**?
 - b. for **seasonal workers**?
5. What are the most important foundation skills in your industry (**wine/kiwifruit/pipfruit**)? How important do you think these skills are?
 - a. for **horticulture workers** generally?
 - b. for **seasonal workers**?
6. Do you know if workers have issues with their foundation skills in your industry? Is so, what issues do they have?
 - a. for **horticulture workers** generally?
 - b. for **seasonal workers**
7. Do your members understand about the importance of foundation skills to other skill development?
8. What evidence do you think your member growers/operators would need to convince them of the value of foundation skills programmes in the **pipfruit/kiwifruit/wine** industry?
 - a. for **horticulture workers** generally?
 - b. for **seasonal workers**?
9. What foundation skills training providers are you aware of?
 - a. on job/off job courses
10. What do you see as the key barriers to foundation skills training taking place?
 - a. for **permanent workers**?
 - b. for **seasonal workers**?
11. How could these barriers be overcome?
12. Any other comments?

14.5. Questionnaire for Horticulture ITO personnel

Section A: Questions for Norm Miller only

1. Can you explain what the seasonal workers' programme that you are involved with is all about?
2. Is it related to training agreements/unit standards/ITO?
3. What is the ITO learning from this programme?

Section B: Questions for any Horticulture ITO staff interviewed

1. What training is available throughout the country for workers in wine, kiwifruit, pipfruit industries at present?
 - a. for horticulture workers generally?
 - b. for seasonal workers?
2. What do you think about seasonal workers and training generally? Are there training issues? Are there ways it could be done?
3. What are the critical issues (e.g. wastage/non compliance) for your clients?
 - a. Pipfruit
 - b. kiwifruit
 - c. Wine
4. What are the opportunities and drawbacks for training in the pipfruit, grape and kiwifruit industries?
 - a. Pipfruit
 - b. Wine
 - c. Kiwifruit
5. Does the ITO have plans to do more with seasonal workers?
 - a. If so, what?
 - b. If not, do you know why not?
6. Do you think the Hort ITO sees foundation skills for the industry as a:
 - a. A major issue needing to be addressed
 - b. A major issue, too difficult to address
 - c. A minor issue
 - d. Not an issue at all
7. What specific types of foundation skills need to be addressed (in order of importance)?
 - a. Kiwifruit
 - b. Pipfruit
 - c. Wine
 - d. Permanent
 - e. Seasonal
8. Any other comments?

14.6. Questionnaire for contractors

Contractor details

Name of Contractor:

Address:

Liaison Person:

Phone:

Fax:

Email:

Contracts to:

1. Can we start by finding out some facts and figures about your company.
 - a. What sort work does your company do?
 - b. How many staff do you employ?
 - c. How many are permanent?
 - d. How many seasonal workers do you have?
 - e. How many orchards/vineyards do you contract to?
2. What kind of work do your staff do?
3. How do you train your staff?
 - a. Seasonal workers
 - b. Supervisors/permanent staff
4. What key issues (e.g.: wastage/non compliance) matter to you at this company?
5. What key issues (e.g.: wastage/non compliance) matter to the companies you contract to?
6. What are you trying to do about the key issues?
7. What foundation skill requirements are there?
 - a. for seasonal workers
 - b. for others (especially supervisors)
8. What are the gaps – what can't they do?
 - a. for seasonal workers
 - b. for others (especially supervisors)
9. Where do your seasonal workers come from?
 - a. Students/backpackers
 - b. Inexperienced temporary seasonal workers with low motivation
 - c. Seasonal workers returning each season
 - d. "Professional" seasonal workers (follow the work)
 - e. Migrant workers
10. Any other comments?

