

FRDC Workforce Capability Framework Report

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We acknowledge the First Nations communities of the Country that we live and work on throughout Australia, and we recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present. We express gratitude for the knowledge and insight that First Nations people contribute to our shared work.

Abbreviations

Abbreviation	Expanded term
AHRI	Australian Human Resource Institute
APFA	Australian Prawn Farmers Association
ARLP	Australian Rural Leadership Program
CALD	Culturally and Linguistically Diverse
D & I	Diversity and Inclusion
DIDO	Drive in Drive Out
EAL	English as an Alternate Language
EAP	Employee Assistance Program
EON	(FRDC) Extension Officer Network
ESG	Environmental and Social Governance
F & A	Fisheries and Aquaculture
FRDC	Fisheries Research and Development Corporation
FPIC	Free, Prior and Informed Consent
HR	Human Resources
IMAS	Institute for Marine and Antarctic Studies
NSILP	National Seafood Industry Leadership Program
PAG	Project Advisory Group
QA	Quality Assurance
SIA	Seafood Industry Australia
SMEs	Small and Medium Enterprises
SMT	Seafood and Maritime Training
WH&S	Work, Health and Safety
WISA	Women in Seafood Australasia

Executive Summary

In 2023 RM Consulting Group (RMCG) was contracted by FRDC to develop a Fisheries and Aquaculture (F&A) Workforce Capability Framework (hereafter referred to as the Framework) that would be used as a high-level, standardised tool across all F&A sectors. The FRDC and other groups in leadership roles for Australia's F&A sectors have highlighted workforce development as a key opportunity and priority.

We have created a comprehensive Framework that captures the enablers (the internal and external systems and culture that either help or hinder employees and businesses to thrive and support growth in people's capability) and the people capabilities (knowledge, skills, abilities and behaviours) that should be considered as a starting point in F&A workforce planning.

Information was gathered from individuals and groups across the whole of Australia to build a strong foundation of knowledge and understanding of the current workforce challenges, opportunities and gaps in the sector. From July 2023 to April 2024 the RMCG project team carried out a literature review, and individual and group interviews to inform the development of the Framework and supporting case studies found in the Framework and this report.

Background

The purpose of this project was to begin to understand and address the gaps, challenges and opportunities being faced by F&A sectors around workforce planning and capability building. By improving the level of comprehension of what the current situation is we have been able to create a Framework that can be easily and readily adapted to the many different business contexts and used by all F&A sectors. The Framework will also create a shared language with stakeholders to enable capability and capacity building awareness and future activity.

This Framework is in line with Fish Forever 2030 Vision for Australia's F&A sectors, with the long-term outcome of the Framework being:

Strong, resilient, adaptable fishing and aquaculture sectors supported by a collaborative, capable and inclusive workforce.

The Framework is a tool that has been developed to assist F & A sector leaders to:

- Recruit talented and diverse people
- Engage employees on their career pathways
- Target capability gaps with training and development opportunities and future investments
- Create roles to address challenges, gaps and opportunities
- Assist strategic workforce planning at a sector and business level
- Start conversations around mobility and transferability within F&A sectors and with other industries
- Inform and lead to development and extension for FRDC

The Framework is relevant to all F&A sectors and is supported by case studies and a literature review.

Aims/Objectives

The main objective of this project was to *Collaborate with industry to produce a F&A Workforce Capability Framework*. The Framework will support a more strategic, consistent and collaborative approach to workforce planning and build ongoing ownership, involvement and interest in workforce planning amongst key stakeholder groups. The following four objectives capture these ideas:

- Development of a fit-for-purpose capability framework for the fisheries and aquaculture industries and individual organisations
- Engagement and collaboration with key industry stakeholders to enable adoption and use of the Framework

- Establishment of a shared process and terminology for talking about capabilities throughout the fishing and aquaculture industry
- Mapped critical capabilities highlighting gaps and opportunities for collaborative action.

Methodology

A literature review was conducted by the RMCG project team to further define the scope of this project and identify existing frameworks and learnings from both the F&A sectors and other industries. This literature review informed the creation of the interview questions and assisted in the identification of gaps, opportunities and challenges.

Qualitative interviews were conducted as they allowed the project team to further understand the workforce experiences that individuals and businesses are having in F&A. Through this approach the interviewer was able to explore the realities of working in F&A sectors, what the challenges and opportunities are and where this capability Framework can be utilised in their own business.

Over 70 stakeholders were engaged through individual interviews (33), group interviews (8) and follow up discussions (10). The project was supported by a Project Advisory Group (PAG) of 7 and a sub-consultant who advised on engagement, relevance to the F&A sectors and design of the Framework. To add to the data collected, two questions on key capability gaps and successful projects or programs were included in a FRDC training preferences survey where 39 people responded.

Results/key findings

The intention of this project was to *Collaborate with industry to produce a F&A Workforce Capability Framework*. This has been achieved, as demonstrated through the many and diverse stakeholders engaged and the attached Framework. The stakeholders interviewed and engaged had some interest and/or experience in workforce issues so were able to add value to the development of the Framework. They will also be able to champion the subsequent implementation of projects that emerge from the Framework.

The F&A sectors are facing many environmental, social, economic and political challenges. These include an aging and dispersed workforce, issues around diversity and inclusion, changing perceptions of roles and the sector, difficulties in visualising career pathways, transferability of skills, and prioritisation and investment in the sector for broader purposes.

There is an identified need for standardisation of approach, collaboration and establishment of partnerships, together with improved people management skills to attract and retain employees and build individual and sector capabilities.

Implications

The Framework is a step towards addressing the above challenges and opportunities. It provides a broad, high-level approach to thinking about how to meet the needs and aspirations of businesses and organisations.

The case studies included in this document offer real-world examples of where innovative thinking has been used to solve issues around workforce planning, attraction and retention of staff, and broader geographical and social challenges.

The research and the development of this Framework emphasises the need to think differently, innovate and enable collaboration.

Recommendations

Our key recommendations are described below with further related recommendations provided in the body of this report. We have separated these into whether they address enablers or people capabilities.

Enablers:

- Work together on a “Business enablers better practice guide” to assist businesses to increase their capabilities. The case studies attached can be used as prompts and examples.

People capabilities:

Training and development:

- Implement the Framework through a variety of development and extension programs and tools.

Careers pathways:

- Create clear and visible pathways for career progression and promote the diversity of job options available.

Collaboration:

- Use the Framework as a conversation starter for connecting within F&A sectors and with other sectors on enablers, capabilities and transferability of capabilities.

Keywords

Workforce Planning | Capability | Capacity | F&A Sectors | Diversity | Inclusion | First Nations | Seafood | Fisheries | Aquaculture | Research |

Introduction

The FRDC and other groups in leadership roles for Australia's fishing and aquaculture (F&A) sectors have highlighted workforce development as a key opportunity and priority.

This Framework is in line with Fish Forever 2030 Vision for Australia's fishing and aquaculture sector, with the long-term outcome of the Framework being:

Strong, resilient, adaptable fishing and aquaculture sectors supported by a collaborative, capable and inclusive workforce.

For the first time in Australian history there will soon be five different generations working together in the workplace. These generations will think differently, have different needs and expectations and varying contributions to make¹. At present many of these generations, and the demographics within them, are underutilised.

There are skills and capability gaps across many industries, not just in the F&A sectors, in regional Australia. Rural Australia Institute research on The Future of Regional Jobs² identifies that "local and regional scale interventions are critical" and that "aligning skill supply with skill demand requires proactive and innovative education and training practices that involve a wide range of participants such as employers, young people, educators, trainers, older job seekers and even families and communities more broadly."

McKinsey Global Institute have undertaken research on the future world of work, which has shown that demand for manual skills will decline, while demand for technological, social and higher cognitive skills will increase³. Their research has identified 56 'foundational skills' that will be needed for people to thrive in future workplaces. These skills cover 13 skills groups and four main categories of Cognitive, Interpersonal, Self-Leadership and Digital. In a similar way, the World Economic Forum's⁴ comprehensive annual survey about what skills organisations view to be 'core' for their workers arrived at a list of 26 candidate core skills, and the eight domains under which the World Economic Forum researchers allocate those skills.

Skills Impact also note "we are amidst the *fourth industrial revolution*, with the rise of digitisation, automation, biotechnology and robotics changing the way work is done. The industries we support are familiar to change and the need to adapt. Many of them work in unpredictable and changing industries, affected by changes in the environment, legislation, technology, products and consumer demands⁵." This is particularly true for F&A sectors.

FRDC Workforce Capability Framework was identified as a need to begin to address the challenges and opportunities noted above. It also builds on previous and current work by FRDC and others in the F&A sectors over many years.

FRDC 2020-2025 Research & Development Plan

As one of the five enabling strategies, the FRDC R&D Plan defines key terms:

- **Capability** – knowledge, skills, competencies and experience – they can be the difference between simply knowing a fact or skill, and being able to apply it

1 Commonwealth of Australia. (2018). *Senate Select committee on the Future of Work and Workers. Hope is not a Strategy – Our shared responsibility for the future of work and workers.* https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Future_of_Work_and_Workers/FutureofWork/Report

2 Regional Australia Institute. (2019). *The Future of Regional Jobs.*

https://static1.squarespace.com/static/59ae4a2a6f4ca38d47990cd8/t/5d6349bdad10d80001585dba/1566788048201/RAI_SIP-2018-2-1-2_FutureRegionalJobs_Booklet_Print_3.pdf

3 Dondi, M., Klier, J., Panier, F., and Schubert, J. (2021, June 25). Defining the skills citizens will need in the future world of work. *McKinsey & Company.*

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>

4 World Economic Forum. (2023). *The Future of Jobs Report 2023: 4. Skills outlook.* <https://www.weforum.org/publications/the-future-of-jobs-report-2023/in-full/4-skills-outlook/>

World Economic Forum. (2023). *Future of Jobs Report 2023: Insight Report.* https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf

5 Skills Impact. (2024). *Our Role Establishing Skills Insight JSC.* <https://www.skillsimpact.com.au/>

- **Capacity** – what's required *to get things done*. Including human capital [and] the number of people with capability, time constraints, budget, resources, structures, assets, equipment and networks.

Capability and Capacity Steering Committee

FRDC has set a clear path to addressing workforce issues. The Capability and Capacity Steering Committee strategically guides the Capability and Capacity Building Plan. The Plan has three objectives, each with associated initiatives:

- Attract & retain great people
- Connect and collaborate to drive meaningful change
- Grow and nurture diverse people to navigate uncertainty and survive.

Current initiatives under the Plan relevant to this capability and capacity project include:

- Establish an accurate **baseline of who is working in F&A (2022-034)** and understand the diversity of the workforce, by assessing and challenging the current methods of collecting data (University of Adelaide)
- Partner with Seafood Industry Australia to build **Seafood Careers (2023-075)**, an interactive online platform showcasing roles and opportunities across F&A, including tools to explore pathways and training
- Work with Women in Seafood Australasia on **Turn the Tide**, aiming to increase the capacity and capabilities of all women and help change perceptions and culture within F&A. Turn The Tide aims to make workplaces more attractive and encourage diversity, inclusion and wellbeing
- Work with River & Sea to develop the **Recreational Fishing Fundamentals & Vocational development course (2022-033)**, enabling women across Australia to access resources and networks to commence and continue their recreational fishing journey
- **National Seafood Industry Leadership Program (NSILP 2022-187)**, **Australian Rural Leadership Program and Nuffield** opportunities to grow and nurture the emerging and existing leaders of F&A
- **Primary Industries Education Foundation Australia (PIEFA 2023-084)** conducting research and understanding current levels of engagement, barriers, and opportunities to position F&A within primary and secondary schools. PIEFA provides a mechanism to showcase F&A and food and fibre more broadly.

The Framework

The Framework developed focuses on capabilities broad enough to be readily adapted to different business contexts and needs across all F&A sectors. Individual operational capabilities (business-specific sets of knowledge, skills and abilities) are described in existing educational pathway documentation or can be developed in line with this Framework. It is envisaged that the two types of capabilities would be used together to build workforce success.

It also includes enablers. These are internal and external business and sector systems and cultures that either help or hinder employees and businesses to thrive. These enablers support growth in people's capability.

Adding to this existing work, the Framework is a tool that has been developed to assist F & A sector leaders to:

- Recruit talented and diverse people
- Engage employees on their career pathways
- Target capability gaps with training and development opportunities and future investments
- Create roles to address challenges, gaps and opportunities
- Assist strategic workforce planning at a sector and business level
- Start conversations around mobility and transferability within F&A sectors and with other industries.
- Inform and lead to development and extension for FRDC

The Framework is relevant to all F&A sectors and is supported by case studies and a literature review. The literature review was the first step in developing the Framework, providing a base that has been built on with data collected from the Project Advisory Group and other stakeholders engaged as part of the project.

Objectives

The main objective of this project was to *Collaborate with industry to produce a F&A Workforce Capability Framework*. The Framework will support a more strategic, consistent and collaborative approach to workforce planning and build ongoing ownership, involvement and interest in workforce planning amongst key stakeholder groups.

The following Program Logic (Figure 1) demonstrates where this project aligns with higher level outcomes for the sector, outlines the four objectives for the project together with outcomes, outputs and activities.

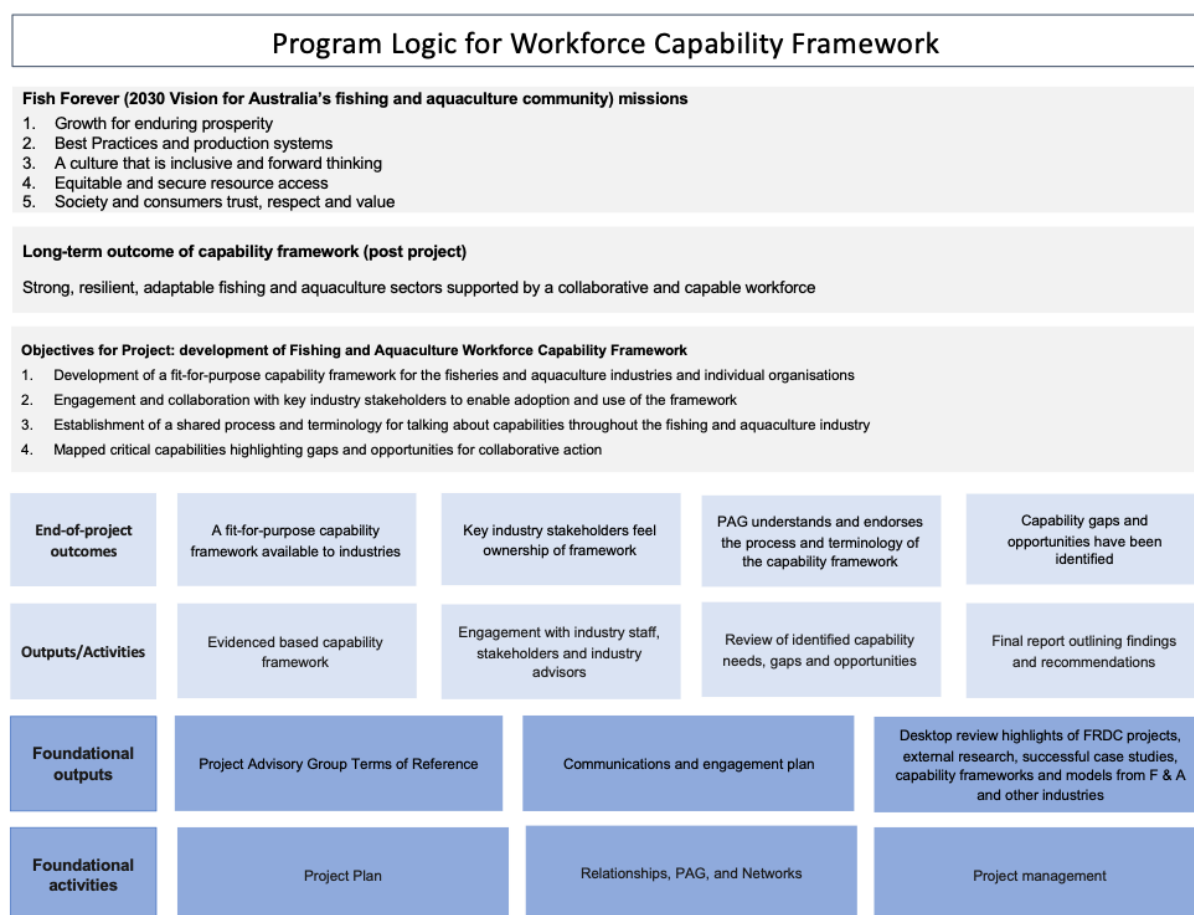


Figure 1: Program logic for the FRDC Workforce Capability Framework

The objectives of this project are captured in the Program Logic above and listed below:

1. Development of a fit-for-purpose capability framework for the F&A sectors and individual organisations
2. Engagement and collaboration with key sector stakeholders to enable adoption and use of the Framework
3. Establishment of a shared process and terminology for talking about capabilities throughout F&A sectors
4. Mapped critical capabilities highlighting gaps and opportunities for collaborative action.

Feedback from interviewees led to an amendment of the initial *Long Term Outcome of the Capability Framework*. There was the addition of “inclusive” into this outcome. The term “industry” has also been replaced by “sector”.

Through the process of developing the Framework specific F&A opportunities and challenges were identified and formed into four Objectives (Figure 2). These objectives are Framework specific and not to be confused with the objectives of this overall project.



Figure 2: Framework objectives

Method

A qualitative approach was adopted in the development of this Framework with the primary sources of data being a literature review and interviews and workshops with key stakeholders. The development of the Framework itself was iterative – we continually adapted and updated content based on feedback from the PAG, sub-consultant and key interviewees. We sought further input and advice from key interviewees when finalising the Framework.

An overview of our approach to developing the Framework is described in Table 1. We then outline the methods utilised and the justification for their use in this project.

Table 1: Project tasks, activities undertaken and outputs

Task	Activities	Outputs
1. Project inception		
1.1. Project Inception meeting	<p>During the inception meeting, the following tasks were addressed:</p> <ul style="list-style-type: none"> • Project scope and supply chain segments • Inclusions for the desktop review • The formation of a Project Advisory Group • Identification of key stakeholders and their contact details • Ideas for the engagement strategy • Alignment with related FRDC projects • Confirmation of communication channels. 	<ul style="list-style-type: none"> • Project scope • List of key stakeholders and contact details • Confirmed timeframes for project milestone delivery
1.2. Project Planning	Following the inception meeting this project plan was developed.	<ul style="list-style-type: none"> • Project plan
2. Scoping		
2.1. Desktop Review	The desktop review examined and analysed key documents listed in the RFQ together with frameworks from other sectors and references recommended by key stakeholders. This began the identification of gaps and opportunities that have been the focus of the Workforce Capability framework.	<ul style="list-style-type: none"> • Desktop review identifying areas of strengths and gaps in the sector • A suggested model framework to adapt for this project
2.2. F&A Sector Specialist Input	<p>Connections were made with F&A sector specialists who have been working on related topics, and provided insights into this project. This included:</p> <ul style="list-style-type: none"> • University of Adelaide who are working on 'Profiling and tracking change in Australia's seafood workforce: establishing a baseline workforce dataset' • Engagement of sub-contractor, Jo Ruscoe (Lotic Consulting) for input on the design of project, consultation and engagement and advice on the Framework itself • Consultation with other sector specialists, Capability and Capacity Steering Committee, Extension Officer Network, FRDC leadership team, Skills Insight and Australian Rural Leadership Program alumni, Seafood Industry Australia 	<ul style="list-style-type: none"> • Guidance on consultation and engagement strategy • Meetings and input/feedback from Jo Ruscoe throughout the project • Alignment with other related projects • Capability gaps and opportunities • Meetings with specialists as required including First Nations F&A sectors

Task	Activities	Outputs
3. Consultation, Communication and Engagement		
3.1. Establish Project Advisory Group (PAG)	<p>This group was engaged to inform project design, consultation advice and ensured the framework is fit-for purpose for F&A sectors. Terms of Reference were provided to the group prior to the first meeting.</p> <p>The PAG met 3 times throughout the project. These meetings focused on:</p> <ul style="list-style-type: none"> • Outcomes, current and future needs, design of project, mapping of key stakeholders • Initial findings discussion to inform development of framework • Draft framework input • Additional information as required. <p>Meetings were held online</p>	<ul style="list-style-type: none"> • Project advisory group members confirmed • Terms of reference developed • 3 meetings plus out of session engagement
3.2. Communication and Engagement Plan	<p>A stakeholder communication and engagement plan can be found in Project Materials 3. This was provided to the PAG and FRDC Project Manager for feedback. It details all the engagement activities and stakeholders.</p>	<ul style="list-style-type: none"> • Communication and engagement plan • List of key stakeholders and individuals with contact information
3.3. Engagement activities	<ul style="list-style-type: none"> • Interviews • Group interviews • Follow up secondary interviews and check-ins 	<ul style="list-style-type: none"> • Interviews (proposed 25-30, actual 33), group interviews (proposed 2, actual 8) follow ups x10. Total engaged = 70
3.4. Analysis of engagement themes	<ul style="list-style-type: none"> • Collation and analysis of interviews • Analysis of key themes 	
3.5. Provide Feedback from Stakeholder Engagement	<p>Regular updates were shared with opportunities for feedback to build ownership, involvement and interest from key stakeholders. Opportunities for input were promoted through FRDC program manager discussions at events and meetings. These were followed up with extra meetings where required.</p>	<ul style="list-style-type: none"> • Feedback given to stakeholders and individuals engaged during the interview and workshop process
4. Framework Development		
4.1. Draft Framework	<p>A Draft Workforce Capability Framework was developed.</p> <p>Feedback on this draft was provided by FRDC, the PAG, and key stakeholders.</p>	<ul style="list-style-type: none"> • Draft Workforce Capability Framework. • Feedback on framework from FRDC, PAG and key stakeholders
4.2. Checking back in	<p>A second round of engagement effort was instigated to check back in with identified experts and case study owners for input and accuracy of reporting.</p>	
4.3. Final Framework	<p>Feedback has been incorporated, and a Final Framework developed and provided to FRDC for sector communications.</p>	<ul style="list-style-type: none"> • Final Workforce Capability Framework
4.4. Whole of Sector Implementation Approach	<p>To accompany the Framework, a high-level, whole of sector approach for considering the framework and implementing change has been developed.</p>	<ul style="list-style-type: none"> • Approach for sector implementation
5. Project Management		
5.1. Project Management	<p>Development of this Project Plan.</p> <p>Monthly catch ups with FRDC Project Manager.</p>	<ul style="list-style-type: none"> • Project Plan • Progress reports and deliverables

Literature Review

A literature review was conducted by the RMCG project team to further define the scope of this project and identify existing frameworks and learnings from both F&A sectors and other industries. This literature review informed the creation of the interview questions and assisted in the identification of gaps, opportunities and challenges. It was the first step in developing the Framework. The literature review can be found in Project Material 4: Literature Review. It is broken into three areas:

- Relevant projects, strategies and initiatives
- Examples of workforce strategy and exemplars of capability frameworks from sectors or jurisdictions outside F&A
- Recommended candidate examples with potential to be adapted to this project.

Interviews

Qualitative interviews were conducted as they allowed the project team to further understand the experiences that individuals and businesses are having in F&A sectors. Through this approach the interviewer was able to explore the realities of working in this industry, what the challenges and opportunities are and where this capability Framework can be utilised in their own business.

Over 70 stakeholders were engaged through individual interviews (33), group interviews (8) and follow up discussions with over 10 key stakeholders. Confidential lists of interviewees can be found in Project materials 5. These were conducted online via Microsoft teams. Although an initial stakeholder list and engagement plan was in place, additions to the list and opportunistic group meetings were embraced throughout the project to garner understanding and future support for the Framework.

Data was recorded into a private excel spreadsheet for use in the development of case study examples and the Framework itself. This data is stored in the secure RMCG hard-drive. Consent was explicitly sought for use of any of this data where names are mentioned. Participants were all presented with the opportunity to review and edit the case studies or Framework content that specifically referred to their interview data. Some names and key identifiers were removed to ensure anonymity of certain participants that requested this.

Interview data was thematically analysed and coded. The data was closely examined to identify common themes, topics and patterns of meaning. This data was then used to further identify or reinforce the findings from the literature review. The findings were grouped into various categories based on the needs identified by the participants and current approaches to workforce planning:

- Capability requirements
- Gaps (current)
- Opportunities (future)
- Key audience
- Workforce capability interests
- Successful capability planning
- Key external challenges
- Key internal challenges
- Measurement
- Diversity and inclusion
- Health and wellbeing programs
- Existing programs.

Results, Discussion and Conclusions

Through the literature review, external data, interviews and development of the Framework the project objectives were met. The intention of this project was to *Collaborate with industry to produce a F&A Workforce Capability Framework*. This has been achieved, as demonstrated through the many and diverse stakeholders engaged and the attached Framework. The Stakeholders interviewed and engaged had some interest and/or experience in workforce issues so were able to add value to the development of the Framework. They will also be able to champion the subsequent implementation of projects that may emerge from the Framework.

Below we detail how we have achieved the **four main objectives** of the project, relevant findings and resources, and the intended outcomes.

1. Development of a fit-for-purpose capability framework for the fisheries and aquaculture sectors and individual organisations

The development of the Framework has been informed by the needs and gaps identified by the PAG, interviewees and literature. We utilised existing frameworks and language from other literature and industries to guide thinking from sources such as:

- The Agricultural Workforce Digital Capability Framework (2019)
- The Data Science Competency Framework (2017)
- FRDC Indigenous Reference Group (IRG) (2021)⁶
- The NSW Public Service Capability Framework (2020)
- PIRSA Capabilities Checklist (2011)
- PIRSA Capabilities Dictionary (2024)
- Sea Country an Indigenous Perspective – The South-East Regional Marine Plan (2002).

The Framework has been designed to be accessible and incorporates visual aids where possible. It is an adaptable document that can be altered as required to meet the needs of individual businesses and organisations.

Drawing on feedback and commentary from interviewees and the PAG we have worked to ensure that the Framework is able to be user friendly with a one-page summary of all enablers and capabilities that link to each individual item.

2. Engagement and collaboration with key industry stakeholders to enable adoption and use of the Framework

This Framework was developed collaboratively, drawing on the expertise and knowledge of individuals and groups working within F&A sectors. This broad level of engagement and input is intended to encourage use and adoption in F&A sectors and builds on existing awareness, understanding and connection. The engagement process involved talking with individuals and groups from small and large-scale enterprises, government agencies, NGOs, and First Nations communities to ensure the integration of a wide range of attitudes, knowledge and values into the Framework (Figure 3).

The PAG and key interviewees have had the opportunity to respond to the Framework and provide feedback and commentary. Key stakeholders were engaged a second time once the draft Framework was developed to further clarify language and intent for the audience.

⁶ FRDC. (2021, June 21). *Indigenous Reference Group (IRG)*. <https://www.frdc.com.au/indigenous-reference-group-irg>

Who did we engage with to build the framework?



Figure 3: Individuals and businesses engaged in consultation to build this Framework.

There are numerous benefits of engagement and collaboration, such as challenging and changing the perspectives of the project team and the stakeholders. This has then influenced content development in response to new understandings, e.g. sector context, nuances between small and large businesses, fisheries and aquaculture and First Nations and non-First Nations communities. Engagement also means that we, as the project team, have ensured relevance and applicability of the output (the Framework) to the broader F&A community.

3. Establishment of a shared process and terminology for talking about capabilities throughout the fishing and aquaculture industry

The Framework will act as a foundation and guiding document for personalised capability frameworks, position descriptions and career progression support for all members of F&A sectors. It can be adapted and applied at any scale of business, organisation or agency. Consequently, the language used in the Framework establishes shared and standardised terminology that can be implemented across the sector.

Importantly it can be used as a conversation starter across businesses, F&A sectors and with others outside the sector. This will assist leaders in understanding the potential transferability of capabilities e.g. someone from another sector who is a level three (highly skilled) in the capability *engage, support, develop and empower diverse teams* could transfer their skills to the F&A sectors. The Framework could be used to identify where the gaps in their enablers or capabilities are (e.g. in *knowledge and awareness of employee capabilities*). A plan can then be put in place for that individual to upskill in those areas.

In the Framework we define capabilities and enablers and how these directly contribute to achieving foundational and outcome objectives. We explored current and future sector challenges and opportunities to inform the development of the four Framework objectives through the interviews and literature. These objectives have also been influenced by the FRDC *Capability and Capacity Steering Committee*, established in August 2022. Their objectives are:

- i. *Develop thriving organisations to build inclusive, forward thinking, collaborative and confident seafood communities*
- ii. *Attract, retain and develop a capable workforce*
- iii. *Improve productivity, profitability and sustainability*
- iv. *Predict and prepare for external challenges and opportunities*

The sector derived objectives above can be achieved through the implementation of the business and sector enablers and by providing support to develop the relevant people capabilities.

Through the desktop review and engagement, it was clear that the *enablers* (factors or aspects related to business systems and culture, that can either help or hinder employees and businesses to thrive) are a key element in creating the space for employees to increase their capabilities. This is particularly relevant for people in regional areas and diverse groups such as young people, women, First Nations communities, CaLD communities and people with disabilities. The inclusion of *enablers* alongside the *people capabilities* demonstrates their importance to F&A sectors.

Descriptions of the *enablers* and *people capabilities* can be found in the Framework (Project materials 1).

4. Mapped critical capabilities highlighting gaps and opportunities for collaborative action

The desktop review and engagement drew out the critical enabling, capability and position gaps and opportunities. These have been themed and grouped as shown in Table 2 below.

Table 2: Enabling, capability and position gaps identified through engagement

Enabling Gaps	
<ul style="list-style-type: none"> Improved models for remuneration Innovation (openness to change, culture, mindset and sharing of ideas) Holistic thinking and support for First Nations communities. 	<ul style="list-style-type: none"> Visa and immigration support Contemporary work practices Networks and networking Enabling organisational culture.

Capability Gaps	
Aptitude and attitude <ul style="list-style-type: none"> Willingness to work Thinking of fisheries as a career (employee and their family) Valuing diversity and inclusion – encouraging more women into operational as well as policy or research Ability to work autonomously Adaptability and resilience. 	Operational <ul style="list-style-type: none"> Safety – mental and physical Food safety and hygiene Basic operational e.g. coxswains certificate, Cert III Mechanical skills – design and operational Engineering Quality Assurance.
Digital <u>Operational</u> <ul style="list-style-type: none"> Recording information Mapping Using fishing technology Basic digital skills (for connection). <u>Enabling</u> <ul style="list-style-type: none"> Understanding new technology Defining the problem Collaborating with technical companies Change management. 	Technical <ul style="list-style-type: none"> Business continuity Planning and preparedness Leading in uncertain times Workforce planning Change management Succession planning Marketing/story-telling skills Biosecurity.
Relationships <ul style="list-style-type: none"> Communication Leading self Leading others Working with/leading employees with EAL Instruction on the job Formal teaching/facilitating Making decisions on behalf of others/representing others Negotiation 	Scientific/ knowledge and application <ul style="list-style-type: none"> Statistical analysis Data modelling – scientific, economic and environmental Research including implementation, extension and application Taxonomy Animal health Hatchery skills Monitoring (water quality, animals) Basic biology

Capability Gaps	
<ul style="list-style-type: none"> Partnership management/Traditional Owner partnership management Conflict resolution Confidence to act. 	<ul style="list-style-type: none"> Social science Science based auditing Chemistry Marine and fresh water science.

Position Gaps	
Operational <ul style="list-style-type: none"> Deck hands – wild catch Forklift operators Maintenance staff. 	Supply chain <ul style="list-style-type: none"> Filleters Export/trade specialists Processors – grading, packing, freezer.
Science and knowledge application <ul style="list-style-type: none"> Scientific modelers Taxonomists Animal health specialists Biosecurity specialists. 	Networkers/intermediaries/knowledge brokers <ul style="list-style-type: none"> For government and industry For supply chain and industry For First Nations and non-First Nations people Project managers.
Leadership and management <ul style="list-style-type: none"> Frontline managers/team leaders/skippers Aquaculture farm managers. 	HR/wellbeing <ul style="list-style-type: none"> People and culture specialists Mental health champions.

In addition to the desktop review and engagement, two questions relating to this Framework development were included in a survey on Seafood Industry Learning and Training Preferences. This was conducted on behalf of FRDC by First Person Consulting (see Appendix 3). They obtained feedback from 39 people working in F&A sectors to contribute to a stronger and more relevant Framework. Respondents were asked to indicate the areas where they felt there were capability gaps and provide specific examples. Figure 4 shows there was a relatively even spread across each category with interpersonal receiving the highest number of responses (32%), followed by scientific (28%).

Although the categories listed in the survey are different to the final categories developed in the Framework, it supports the emphasis on interpersonal capabilities (now categorised under “relationships”) as a key area of focus for sectors, above operational capabilities. These relationship capabilities are an important backbone of all the enablers and provide an opportunity for transferability and collaboration across F&A sectors and with other industries. Together with scientific (now categorised as develop and apply knowledge) and digital (now categorised as develop and enable technologic literacy) they are also critical for current and future challenges and opportunities.

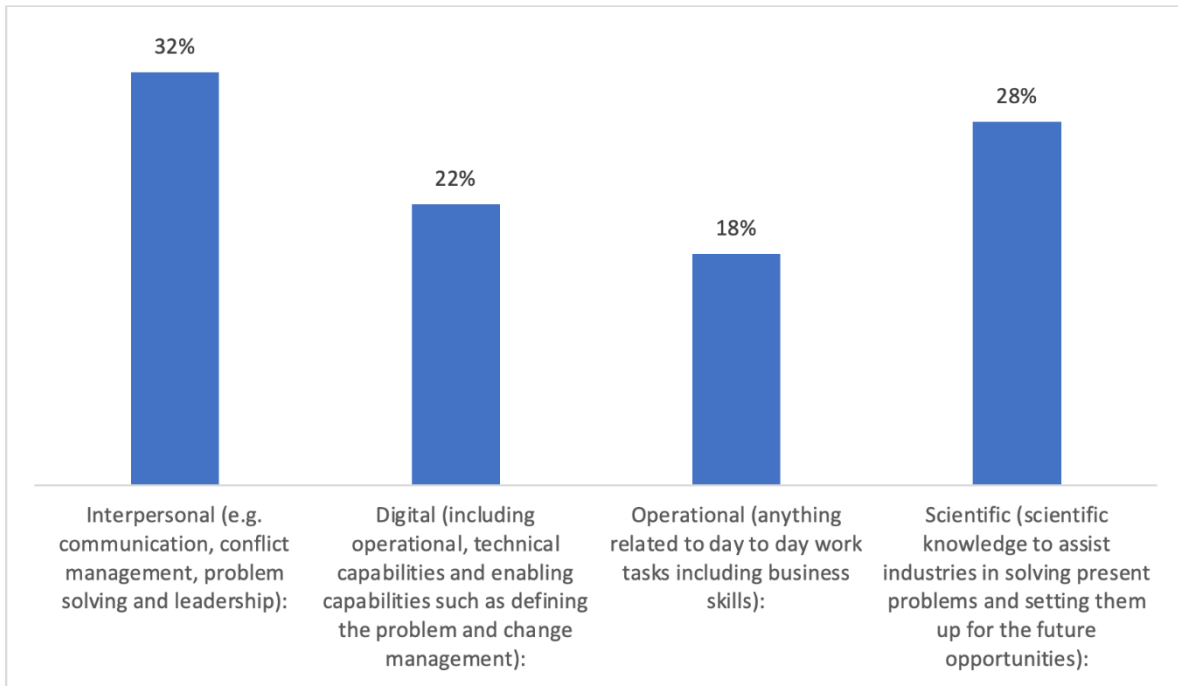


Figure 4: Perceived gaps in F&A sectors

During the engagement for this project, it was often highlighted that there are capability and enabling gaps outside the F&A sectors, particularly with government organisations who deal directly with F&A sectors. Although out of scope for this project, increasing *enablers* and *people capabilities* such as the following (included in the Framework) will assist in working together with these stakeholders. An additional set of enablers, specific to the government/sector interface could be established as a communications tool.

- *Networks and networking, partnership management*
- *Communicate effectively, work collaboratively*
- *Influence and negotiate*
- *Embrace and lead change*
- *Engage with stakeholders.*

Although there will be individual sector and business critical gaps and opportunities, the themes identified through this work provide a starting point for collaboration on tailored development programs, projects and training across industries.

Final comments

The F&A industries are facing many environmental, social, economic and political challenges. These include an aging and dispersed workforce, issues around diversity and inclusion, changing perceptions of roles and the sector, difficulties in visualising career pathways, transferability of skills, prioritisation and investment in sector for broader purpose. There is an identified need for standardisation of approach, collaboration and establishment of partnerships, and improved people management skills to attract and retain employees and build individual capabilities.

The Framework is a step towards addressing these challenges and opportunities. It provides a broad, high-level approach to thinking about how to meet the needs and aspirations of businesses and organisations. The case studies offer real-world examples of where innovative thinking has been used to solve issues around workforce planning, attracting and retaining staff, and broader social challenges such as housing.

The research and the development of this Framework emphasises the need to think differently, innovate and enable collaboration.

Implications

See above for comments.

Recommendations for broader implementation

Based on the findings from this research we recommend the following for broader implementation of the Framework with and for the F&A sectors. Many of these recommendations have come from the interviewees as part of the engagement process. As a first step to following through on these recommendations, FRDC can consider who is best placed to implement.

The recommendations are described under – enablers and people capabilities and include the sub-categories of training and development, careers pathways and collaboration.

Enablers

Key Recommendations

- Work together on a “Business enablers better practice guide” to assist businesses to increase their capabilities. The case studies attached can be used as prompts and examples. Some, or all of the other recommendations below can also be included in this guide.

Other recommendations:

- Provide sector wide opportunities for networking and interaction to increase job satisfaction. Offer opportunities for engagement and sharing of knowledge, including research.
- Provide People and Culture (HR) templates to small and medium businesses to aid employers in navigating a changing workforce and workplace.
- Work on a sector standard for wild catch payments and conditions in line with contemporary remuneration and remuneration for people working under visa arrangements.
- Continue to explore and provide pathways for diverse groups to be involved in the seafood sectors e.g. Women, CaLD communities, people with disabilities.
- Continue to work with First Nations Communities to provide pathways to be involved in the F&A sectors.
- Provide foundational support mechanisms to address issues and challenges that are preventing uptake of training and development. This should include additional support for programs that provide learning opportunities at a foundational level to encourage young and inexperienced people into the F&A sectors.

People Capabilities

Training and Development

Key recommendation:

- Implement the Framework through a variety of development and extension programs and tools.

Other recommendations:

- House the Framework, case studies, related tools and sector specific programs in a central, accessible location. Include links to current RTOs delivering seafood related courses.
- Pilot the Framework with individual sectors to assess current and future capability needs and build sector specific technical subsets to complement the overarching Framework.
- Continue to invest in and support the National Seafood Industry Leadership Program (NSILP).
- Continue to investigate the option of a leadership/*relationships capabilities* course for those early in their leadership journey or for more informal leaders to sit alongside NSILP.
- Incorporate *relationships capabilities* into other technical upskilling programs e.g. the Fisheries innovation project. This will allow people to consider new things in other sectors, work with others and then report back as a way of building people skills.
- Incorporate diversity and inclusion principles and discussions into other technical upskilling programs and courses to better enable attraction and retention of diverse communities.
- Promote the Australian Agricultural Workforce Digital Framework questionnaire and self-assessment and partner with RTOs on training and curricula.

Careers pathways

Key recommendation:

- Create clear and visible pathways for career progression and promote the diversity of job options available.

Other recommendations:

- Link the Framework to the recently developed Seafood Careers platform as a tool for businesses and individuals to use <https://seafoodcareers.com.au>.
- Continue to promote opportunities for individuals to begin or progress in their career pathway:
 - Provide simulated or introductory sessions to help set expectations of the working environment e.g. what it is like to work on a boat, required levels of fitness, attention to detail, digital in action.

People Capabilities

- Work with schools, higher education or community organisations with the above sessions for those new to the seafood sector.
- Encourage businesses to create a suite of responsibilities for employees to maintain interest and grow their capabilities.
- Link to other FRDC projects such as '*Profiling and tracking change in Australia's seafood workforce: establishing a baseline workforce dataset*', University of Adelaide (2022-034) to highlight opportunities for diverse careers.

Collaboration

Key recommendation:

- Use the Framework as a conversation starter for connecting within F&A sectors and with other sectors on enablers, capabilities and transferability of capabilities.

Other recommendations:

- Work with the Skills Insight Aquaculture and Wild Catch Formal Network to continue to make connections between the vocational educational pathways and this Framework.
- Co-design tools, programs and extension as an opportunity to collectively raise the capabilities of the sector.
- Increase strong training relationships between providers and sectors across Australia (similar to the offers in some states e.g. Tasmania).
- Use the Framework to develop a communication guide or tool for engagement with key government stakeholders.
- Offer opportunities for exchange programs across businesses so that smaller scale enterprises can upskill their employees. Currently there are very limited resources to prioritise capability.

Project coverage

N/A

Intellectual Property

The intellectual property is held by FRDC.

Glossary

Term	Definition
Aptitude	Aptitudes are natural abilities, talents and competencies. They may be acquired by performing particular tasks.
Attitude	Attitude is defined by one's beliefs, mentality and drive to achieve goals. It is a particular way of thinking.
Capability	The knowledge, abilities, skills and behaviours that contribute to overall individual and business performance.
Capacity	Refers to time, resources, money – the current ability of a business. Capacity is a finite resource.
Cultural competency	The ability to understand and respect values, attitudes and beliefs that differ across cultures and then respond appropriately to these differences in planning, implementation and evaluation. It is the ability to participate ethically and effectively in personal and professional intercultural settings.
Cultural safety	The creation of an environment that is emotionally, spiritually, physically and socially safe.
Employer of choice	An employer of choice is an employer that has built and nurtured a workplace culture and environment that is able to attract and retain its most talented employees.
Enablers	Enablers are those factors or aspects related to business systems and culture, that can either help or hinder employees and businesses to thrive
Existing educational pathway documentation	This refers to vocational and tertiary documentation on specific skills, routines and processes required for roles. These work in partnership with this Framework.
High level capabilities	High level capabilities refer to the overall business and systems capabilities.
Operational capabilities	Business-specific sets of skills, routines and processes.
Business capabilities	How the business brings people and resources together to respond to the business environment.
Relationships	In the context of this Framework, the capabilities required to establish relationships internally and externally. A relationship is the way in which two or more people are connected and interact.
F&A sectors (Sectors)	F&A businesses, organisations, boards, committees, networks and agencies at local, regional and national levels who work across harvest, policy, sales, transport, regulation, processing, monitoring, recreation, marketing, research and enforcement.
Social licence	The ongoing acceptance of a business or sector, their practices and operating procedures by employees, stakeholders and the general public.
Strategic workforce planning	A continual process of identifying gaps in the workforce and developing a plan to ensure that the business can meet current and future goals. This is achieved by making sure the business has the right people, skills and knowledge.
Systems	A set of practices, principles and procedures used to achieve results. A way of implementing your business.
Systems capabilities	How the system of the business is able to execute a set of actions to achieve a desired outcome.
Technical capabilities	How a business can use technology and specific skills to support and enable the achievement of goals.
Workplace culture	Workplace culture is the overall character of the business. Often unique to the organisation, workplace culture can include elements such as the business's values, beliefs, behaviours, goals, attitudes and work practices.

Project materials developed

The materials developed as part of this project are provided below. These include the FRDC Workforce Capability Framework, Case Studies, the Stakeholder and Engagement Plan, the Literature Review and the List of Interviewees

Project Material 1: Framework

The FRDC Workforce Capability Framework was identified as a need to begin to address the challenges and opportunities the F&A sectors are currently facing. It is a tool describing enablers and high level capabilities relevant to F&A sectors.

FRDC Workforce Capability Framework

June 2024



FRDC
FISHERIES RESEARCH AND
DEVELOPMENT CORPORATION

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the First Nations communities of the Country that we live and work on throughout Australia, and we recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present. We express gratitude for the knowledge and insight that First Nations people contribute to our shared work.



FRDC Workforce Capability Framework



Who is the Framework for?

This Framework can be used by any of the fishing and aquaculture (F & A) sectors (**Figure 1** on page 3) for their own workforce planning, career planning or conversation starting.

What are we aiming for?

Long-term outcome: strong, resilient and adaptable F & A sectors supported by a collaborative, capable and inclusive workforce.

What is the Framework?

The Framework is a tool describing high level capabilities and enablers relevant to F & A sectors.

The Framework is broad so it can be easily and readily adapted to different workplace contexts and needs and allow for future of work considerations. Individual operational capabilities (workplace-specific sets of knowledge, skills and abilities) are described in existing educational pathway documentation or can be developed in line with this Framework. Existing regulation also describes operational and job requirements. This Framework does not seek to replicate these existing qualifications or competencies but provides an opportunity to be used together to meet long-term outcomes.

How can we use the Framework?

1. To **recruit** talented and diverse people
2. To **engage employees** on career pathways
3. To **target capability gaps** with training and development opportunities and future investments
4. To **create roles** to address challenges, gaps and opportunities
5. To assist **strategic workforce planning** at a sector and workplace level
6. To **start conversations** around mobility and transferability within F & A sectors and with other industries.

Why do we need a Framework?

There are four objectives of the Workforce Capability Framework including a foundational objective and three supporting objectives.

OBJECTIVE 1 - FOUNDATIONAL OBJECTIVE

Develop thriving organisations to build inclusive, forward thinking, collaborative and confident seafood communities

OBJECTIVE 2

Attract, retain and develop a capable workforce

OBJECTIVE 3

Improve productivity, profitability and sustainability

OBJECTIVE 4

Predict and prepare for external challenges and opportunities

Where does this fit into our strategic direction?

This Workforce Capability Framework supports existing strategic directions of the F & A communities through Fish Forever 2030 and the Fisheries Research and Development Corporation (FRDC) Capacity and Capability plan.

Fish Forever 2030

1. Growth for enduring prosperity
2. Best Practices and production systems
3. A culture that is inclusive and forward-thinking
4. Equitable and secure resource access
5. Society and consumers trust, respect and value.

FRDC Capacity and Capability Plan

1. Attract and retain great people,
2. Connect and collaborate to drive meaningful change,
3. Grow and nurture diverse people to navigate uncertainty and thrive.

◦ TERMINOLOGY

Term	Definition
Aptitude	Aptitudes are natural abilities, talents and competencies. They may be acquired by performing particular tasks.
Attitude	Attitude is defined by one's beliefs, mentality and drive to achieve goals. It is a particular way of thinking.
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Existing educational pathway documentation	This refers to vocational and tertiary documentation on specific skills, routines and processes required for roles. These work in partnership with this Framework.
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Operational capabilities	Workplace-specific sets of skills, routines and processes.
Relationships	In the context of this Framework, the capabilities required to establish relationships internally and externally. A relationship is the way in which two or more people are connected and interact.
Seafood sectors (Sectors)	See Figure 1 on page 3
Social licence	The ongoing acceptance of a business or sector, their practices and operating procedures by employees, stakeholders and the general public.
Strategic workforce planning	A continual process of identifying gaps in the workforce and developing a plan to ensure that the workplace can meet current and future goals. This is achieved by making sure the workplace has the right people, skills and knowledge.
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Technical capabilities	How a workplace can use technology and specific skills to support and enable the achievement of goals.
Workplace capabilities	How the workplace brings people and resources together to respond to the workplace environment.
Workplace culture	Workplace culture is the overall character of the workplace. Often unique to the organization, workplace culture can include elements such as the workplace's values, beliefs, behaviours, goals, attitudes and work practices ¹ .

¹ <https://studyonline.rmit.edu.au/blog/positive-workplace-culture>

ABBREVIATIONS

Abbreviation	Expanded term
ARLP	Australian Rural Leadership Program
CALD	Culturally and Linguistically Diverse
D & I	Diversity and Inclusion
EAL	English as an Alternate Language
EON	(FRDC) Extension Officer Network
ESG	Environmental and Social Governance
F & A	Fisheries and Aquaculture
FRDC	Fisheries Research and Development Corporation
FPIC	Free, Prior and Informed Consent
HR	Human Resources
NSILP	National Seafood Industry Leadership Program
QA	Quality Assurance
SIA	Seafood Industry Australia
SMEs	Small and Medium Enterprises
WH&S	Work, Health and Safety
WISA	Women in Seafood Australasia

Who are the F & A sectors?

The Framework is relevant to all F & A sectors as described in **Figure 1** below. The Framework supports F & A businesses, organisations, boards, committees, networks and agencies at local, regional and national levels.

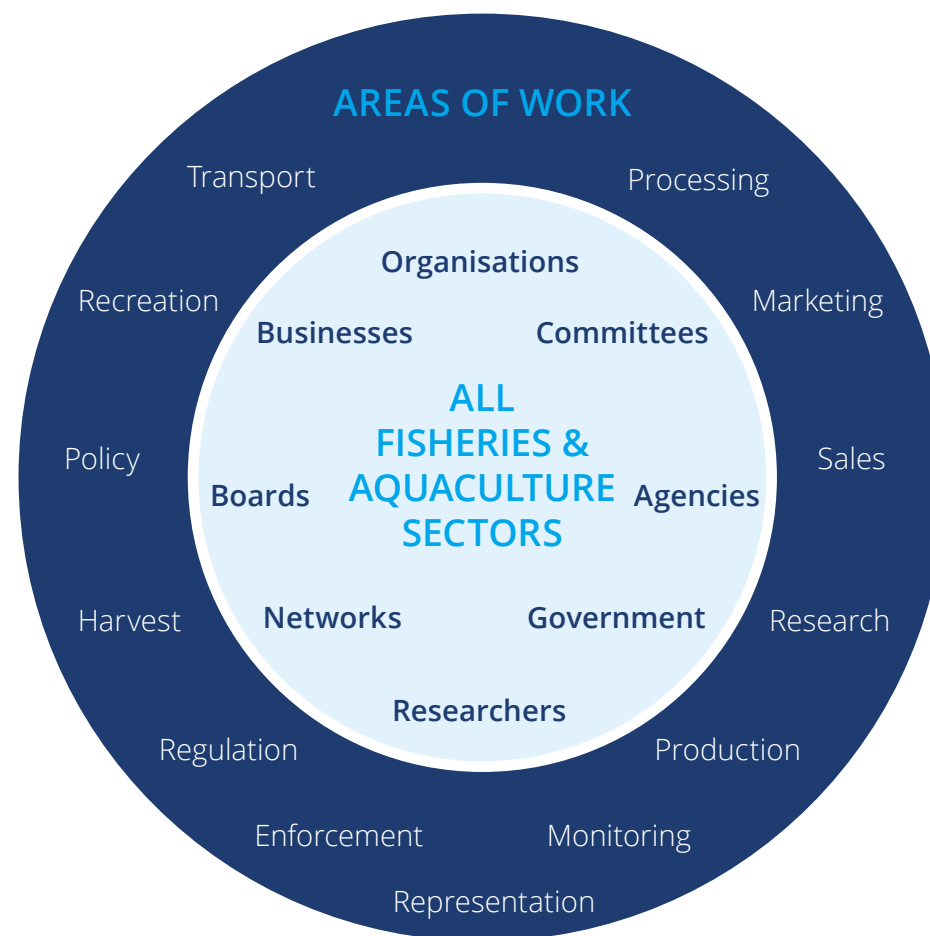


Figure 1 Relevant F & A sectors and work areas for this Framework

Structure of the Framework

The Framework is structured across **enablers** and **people capability** categories as described in [Figure 2](#) right.

ENABLERS




Enablers are internal and external systems and culture that either help or hinder employees and workplaces to thrive. These enablers support growth in people's capability. The two enablers are:

1. **Community** 
2. **Workplace** 

Descriptions of these enablers and associated priority areas are provided under the Enablers section of this Framework.

PEOPLE CAPABILITIES

People capabilities refer to the knowledge, skills, abilities and behaviours commonly needed across F&A. The capabilities are:

1. **Aptitudes and attitudes** 
2. **Relationships** 
3. **Technical** 

For each of the people capability categories, descriptions are provided against three levels being: Level 1 – Foundational, Level 2 – Intermediate, and Level 3 – Advanced.

The level of capability required will vary for every role with different expectations for each employee/team member appropriate to their experience and competency. For example, a new employee with minimal experience may meet the capabilities described at Level 1 for Communicate Effectively, whilst a member of the leadership team would be expected to demonstrate a high level of competency and meet Level 3. They would also need to demonstrate competency in the first two levels.

Levels of competency within each capability help to situate an employee within a workplace to determine appropriate position description, role allocation and remuneration. This approach can also help identify where employees need support to improve, and areas of focus to facilitate career progression.

**Note: not all capabilities will be relevant for every position in a workplace.*

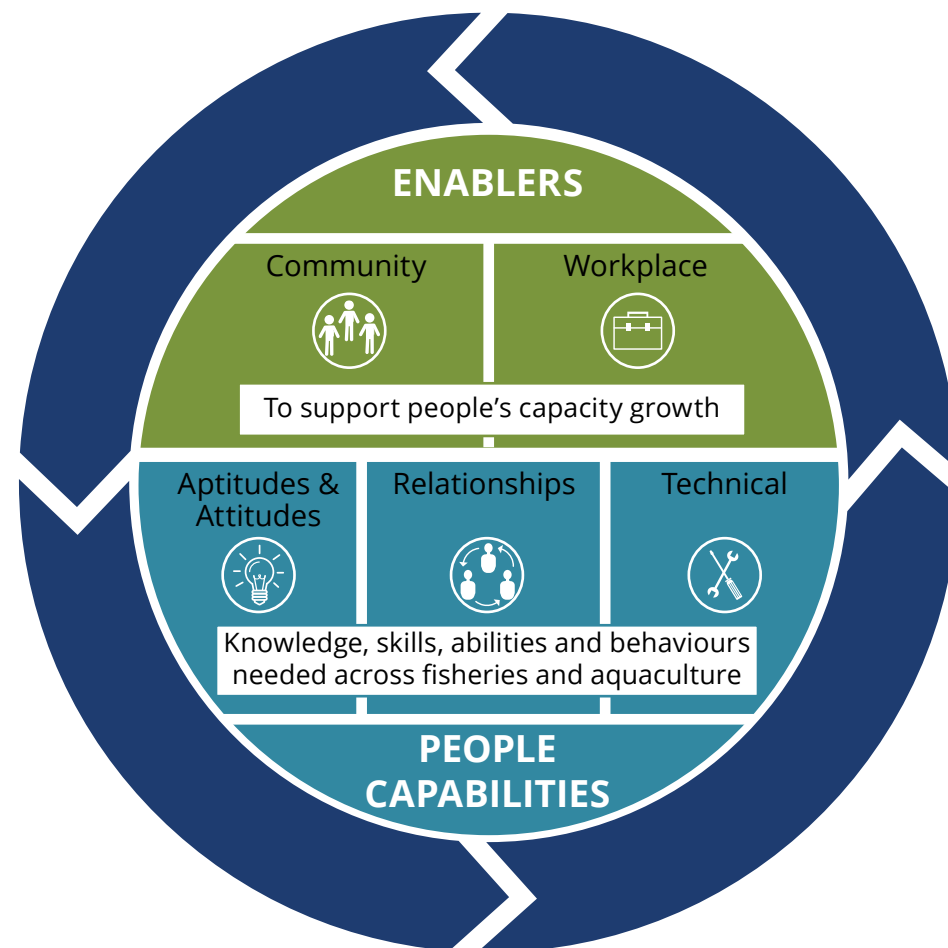


Figure 2 Structure of the Framework



CASE STUDIES

Links are provided to case studies illustrating the different enablers and capabilities. These examples were raised during engagement with F&A communities and are provided to assist workplaces, sectors and individuals use the Framework.



How this Framework was developed

This Framework was developed with contribution from a variety of individuals and businesses (Figure 3 below). We acknowledge and appreciate the extensive input from Project Advisory Group members and interviewees.

This is the first Workforce Capability Framework for F & A industries. Importantly, this version incorporates previous related work undertaken by sectors. The Framework will be a live document that can be reviewed frequently in line with changing sector needs.

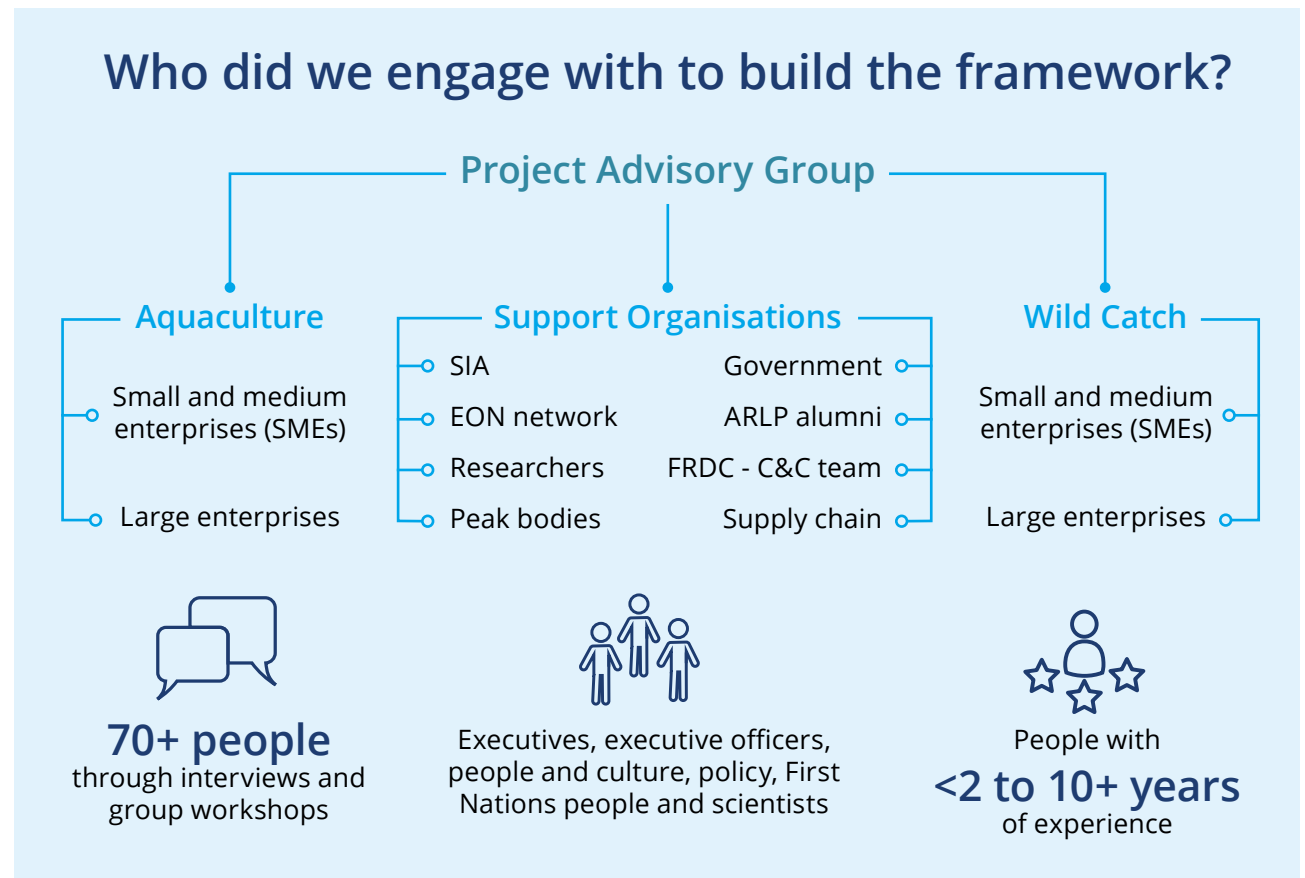


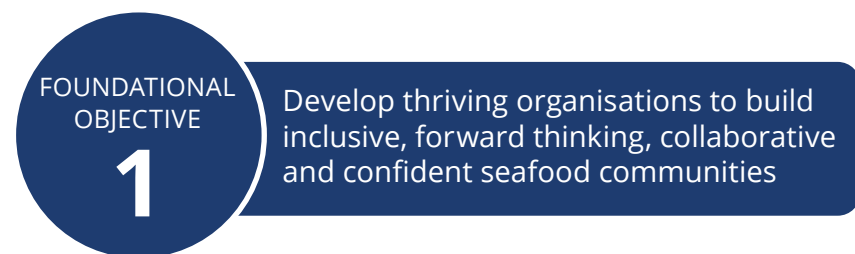
Figure 3 Individuals and businesses engaged in consultation to build this Framework

Sector Opportunities and Challenges

Current and future sector challenges and opportunities were explored following extensive engagement. The specific challenges and opportunities for the Foundational and Outcome objectives are provided.

FOUNDATIONAL OBJECTIVE

Stories about the importance of enabling factors for workplaces and sectors to support employee's capability growth, led to the identification of Objective 1 as the foundational objective.



Challenges and Opportunities

Be an **employer of choice**: build and nurture a workplace that attracts and retains talented employees and facilitates a healthy workplace culture through actions such as adoption of the Inner Development Goals²

- Be an **employer of choice** for Australian First Nations people
- Maintain and improve **employee wellbeing**: physical, psychological and cultural
- **Prevent burnout** of high-performing workers³.

OUTCOME OBJECTIVES

Building on the strong foundation established by Objective 1, the following three objectives cover the next priorities that sectors face. Although they are in priority order, each one affects the other e.g. if a workplace is not profitable or working sustainably, it will find it hard to attract and retain a capable workforce. Or, if a workplace does not consider current and future trends, it may miss an opportunity to work more productively.

OBJECTIVE

2

Attract, retain and develop a capable workforce

Challenges and Opportunities

Attract employees by addressing remoteness of many workplaces, **competition** with other industries and **social licence** to operate

- **Minimise risks** around frequent recruitment
- Embrace **diversity and inclusion** to attract the largest recruitment applicant pool and diversity of thought to meet challenges and opportunities
 - » Co-design capability projects with Australian First Nations fishers and communities, and adopt the approach of **Free, Prior, and Informed Consent (FPIC)** in all engagements
 - » Work with people with English as an Alternate Language (EAL)
 - » Promote opportunities for people with disabilities
 - » Increase women in the F & A sectors across all levels (e.g. from leadership teams to skippers).
- Maintain and improve the terrestrial and marine **environment for F & A sectors** including recreational, scientific/research, supply chain and local communities
- Attract and retain **First Nations employees** by providing a **culturally aware workplace** free from racism. Embrace the opportunity to work together, with co-design and mutual respect of capabilities for the protection of healthy environments and people
- Establish a closer working **relationship with the recreational fishing sector** to provide potential recruitment and opportunities for collaboration on messaging that supports a healthy environment and commercial sector
- Ensure a **flexible and adaptable** environment to deal with emerging challenges and the **speed of** environmental, social, political and regulatory **changes**
- Increase **strong training relationships** between providers and sectors across Australia (similar to current offers in some states e.g. Tasmania). Encourage and enable workplaces to provide **time and financial** resources to do the training.

² <https://www.innerdevelopmentgoals.org/framework>

³ Global Burnout – Australia is higher than the global average (i.e. 24% compared to 20% - McKinsey, 2023)

OBJECTIVE

3

Improve productivity, profitability and sustainability

Challenges and Opportunities

- **Leverage information, technology and intelligence systems** to ease manual labour and improve efficiencies and effectiveness
- Promote and encourage **innovation at all levels** in workplaces and broader sectors to improve productivity, profitability and sustainability
- Understand **consumer needs and wants** including quality issues in the supply chain, impact of individual work practices on quality, price, shelf life and consumer support and potential for partnerships with other sectors e.g. enable food tourism
- Understand and collaborate with **global and local supply chains**
- Capitalise on **mobility and transferability** within F & A sectors and other industries
- Embrace Environmental and Social Governance (ESG) including **sustainability and circular economy** to attract younger, values-based employees, encourage resilience against external challenges and take advantage of new opportunities.



OBJECTIVE

4

Predict and prepare for external challenges and opportunities

Challenges and Opportunities

- Understand, address and prepare for **climate change and changeable weather**
- Understand, address and prepare for **biosecurity** risks
- Understand, address and prepare for global health crises and other external risks
- Manage and comply with the administration and complexity of **regulation and governance** requirements including:
 - » Monitoring and regulation requirements
 - » Working with government and regulators to improve environmental and social outcomes and support industry development.
- Make connections with science-based organisations to grow the sector's **science and research skills and knowledge**
- Use clear messaging to manage crises through **public relations** campaigns.

The Framework

The sector-derived objectives can be achieved through the implementation of the **enablers** and by providing support to develop the relevant **people capabilities**. This is described in **Figure 4** (right).

The Framework (Figure 4) can be used like a dictionary. Click on the enablers and/or capabilities related to the role to see the details.

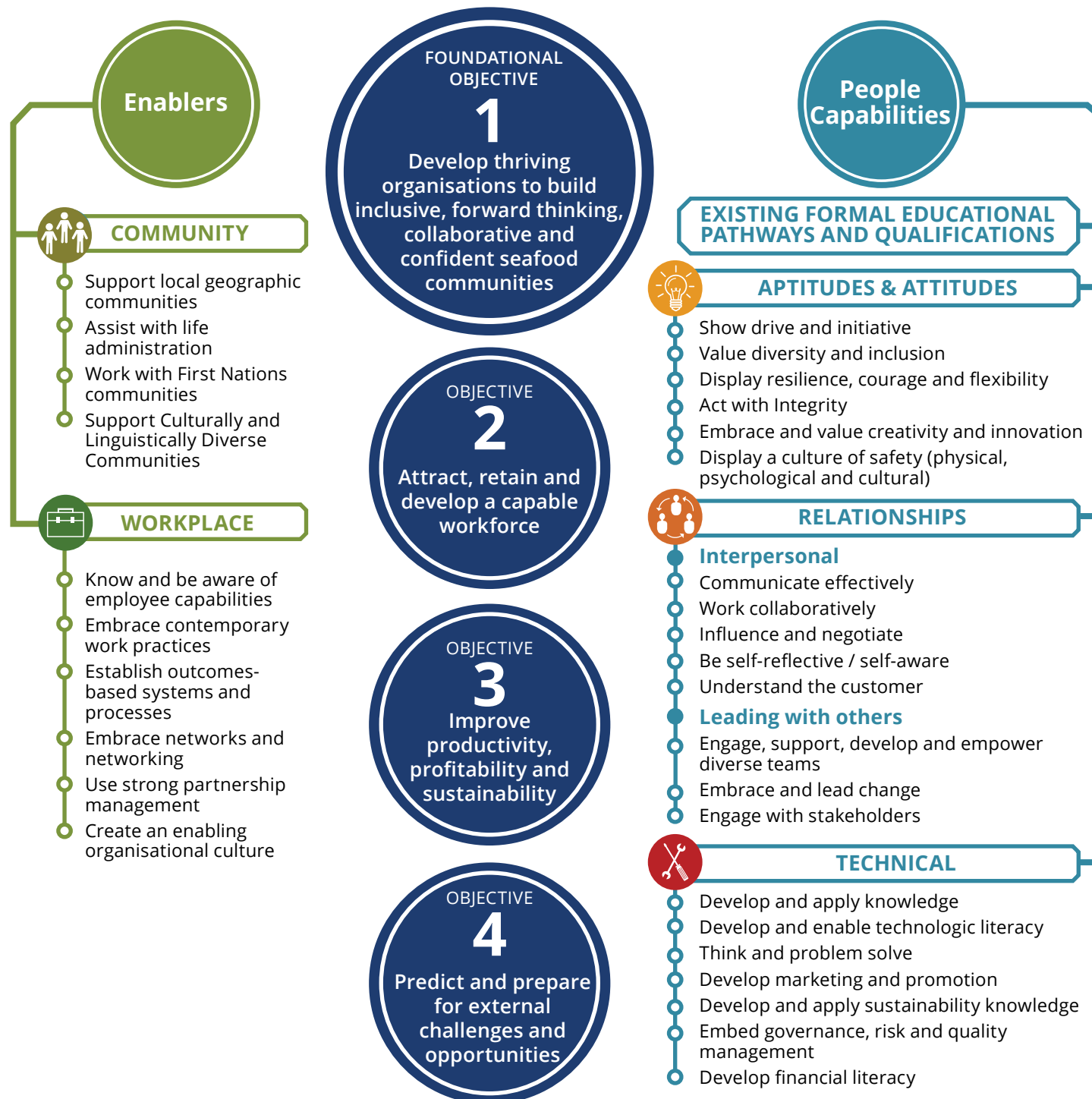


Figure 4
The F & A Workforce
Capability Framework

Enablers

FOUNDATIONAL OBJECTIVE

1

Develop thriving organisations to build inclusive, forward thinking, collaborative and confident seafood communities

Enablers are those factors or aspects related to workplace systems and culture, that can either help or hinder employees and workplaces to thrive. A workplace should take the time to consider these enablers and if improvements can be made. Systems are easier to improve than culture. However, being clear about the kind of values and culture you wish to encourage in your workplace will make it easier to identify which systems need improving.



COMMUNITY

Many F & A sectors are located in regional or rural areas. They may have high numbers of employees from First Nations or CaLD backgrounds, with mental health concerns and conditions, and/or facing challenges related to living or settling in remote areas. All employers, but particularly those in regional and rural areas, need to take a genuine interest in their employee's individual and external challenges to support their growth and ensure they reach their potential for the benefit of the individuals, workplaces and sectors.

The following are common considerations based on engagement with regional workplaces. Case study examples illustrate where workplaces have been innovative with their enabling practices.

1. **Support local geographic communities** – Working in partnership with others in the community can enable better working environments. For example, consider when local food, transport or childcare services are operating and work with these service operators to align with F & A time requirements. Consider the benefits of having more than one employee from particular backgrounds. Encourage and mentor employees to engage in local community groups and activities to reduce the stresses of isolation. **Understand local connectivity and its impact on employees.**



CASE STUDY

REALISING THE POTENTIAL OF LOCAL COMMUNITIES

⁴<https://www.un.org/development/desa/indigenouspeoples/publications/2016/10/free-prior-and-informed-consent-an-indigenous-peoples-right-and-a-good-practice-for-local-communities-fao/>

⁵<https://www.frdc.com.au/sites/default/files/inline-files/Eleven%20Key%20Principles%20-%20Cairns%20Forum%202012.pdf>

⁶Identifying opportunities and challenges for Culturally and linguistically diverse (CaLD) communities to address workforce gaps in Victoria's agriculture, RMCg, 2020

2. **Assist with life administration** – Some community members, at the beginning of their employment journey, are lacking basic requirements such as Medicare cards, driver's licences, literacy and numeracy skills or housing. **Provide assistance** to employees and potential employees in these areas to increase the recruitment pool and **provide the mental space** for employees to think about improving their capabilities at work.



CASE STUDY

REALISING THE POTENTIAL OF LOCAL COMMUNITIES

3. **Work with First Nations communities** – Working with First Nations communities to protect Sea Country, reduce disadvantage and create space for innovation and creativity requires **holistic thinking and true co-design of projects**. Using the principles of **free, prior and informed consent**⁴, First Nations and non-First Nations F & A communities can work together to create better relationships that lead to more sustainable fishing resources. Examples: **FRDC RD & E Principles**⁵



CASE STUDY

SMART SHARK DRUM LINE



CASE STUDY

CULTURAL FISHING

4. **Support Culturally and Linguistically Diverse (CaLD) Communities** – There are several barriers and opportunities to employment and capability development that are specific to CaLD employees⁶. **Support** for CaLD employees and their spouses in accessing or transferring **visas**, accessing English as an Alternate Language (EAL) friendly training and/or development and facilitating **connections into communities** (e.g. through sport, faith or interests) are a couple of ways to support retention of these employees.



CASE STUDY

SUPPORTING EMPLOYEES FROM CALD BACKGROUNDS



WORKPLACE

Once the community enablers have been considered, there are several other enabling factors for workplaces to focus on. The following list is not exhaustive, however they have been identified as priorities for workplaces and sectors to improve capabilities and retention of employees.

1. **Know and be aware of employee capabilities** – Understand the different and sometimes hidden capabilities of your employees, as well as their interests in developing capabilities in areas where they have not previously worked. Understand the capabilities that may be in the local community and other sectors. This framework can be one way to help assess their capability levels and also opportunities for increasing employees' capabilities. Assess whether there are opportunities for transferability of capabilities within your workplace or with other workplaces or industries. Growing the capabilities of your own employees is usually cheaper than recruiting new ones.



CASE STUDY

GROWING YOUR OWN EMPLOYEES

2. **Embrace contemporary work practices** – Understand the regulatory requirements around fairness, remuneration⁷ and flexible work⁸ and more importantly understand the benefits which can include: greater job satisfaction, lower levels of workplace stress, lower absenteeism, increased productivity, and increased ability to attract and retain employees. Be open to trialling flexible arrangements for a set period of time and assess how it works for both the employer and employee.



CASE STUDY

FLEXIBILITY FOR BUSINESS & PERSONAL BENEFITS



CASE STUDY

FLEXIBILITY FOR REMOTE AREA ATTRACTION & RETENTION

⁷ <https://employsure.com.au/guides/wage-and-pay/remuneration-in-australia>

⁸ Fairwork Australia, Flexible working arrangements best practice guide, Fairwork Ombudsman, Oct 2023

⁹ <https://www.dca.org.au/resources/di-planning/inclusive-recruitment>

¹⁰ https://www.vichealth.vic.gov.au/sites/default/files/2023-05/VH_Partnerships-Analysis-Tool_web%5B1%5D.pdf

¹¹ <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-organization-blog/culture-4-keys-to-why-it-matters> and <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/organizational-health-is-still-the-key-to-long-term-performance>

3. **Establish outcomes-based systems and processes** – Are there systems and processes that are limiting the growth of both the employees and the workplace? Or, getting in the way of innovative or productive new ways of working? A simple example is a timesheet system that does not allow employees to enter flexible time, though the workplace encourages flexible work. Look for inherent biases in systems or processes (in particular recruitment processes⁹) or sometimes infrastructure that may be a deterrent to attracting diverse employees e.g. are there women's/gender neutral toilets? With technology and work practices constantly changing, continue to look at what you are aiming to achieve and involve employees in identifying barriers to reaching those goals.



CASE STUDY

DIVERSITY & INCLUSION



CASE STUDY

OVERSEAS EMPLOYEES AND CONTEMPORARY WORK PRACTICES

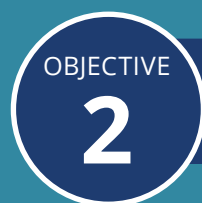
4. **Embrace networks and networking** – This can be either professional or community networking depending on the purpose. For larger workplaces, consider networking across areas for strategic planning and to prevent silos that may compete and slow growth. (case study or just e.g. Tassal LEAP). Professional networking for employees can improve morale and job satisfaction and enable information sharing. Putting in place systems that allow for networking and the subsequent sharing of information are key first steps. Community networking recognises that employers in regional and rural areas play an important role in supporting that community who, in turn, provide employees for their workplaces. Networking and supporting local education providers such as schools, vocational training providers, and universities can improve pathways into F & A roles. It also helps generate social licence for the business to operate.
5. **Use strong partnership management** – Partnerships within and outside F & A sectors are important for enhancing capabilities for your workplace or the broader sector. Partnerships need to have a clear purpose, benefit all those involved and be maintained over the length of the partnership arrangement. There are many tools to assist workplaces in this area. E.g. [Vichealth Partnerships Analysis Tool](#)¹⁰
6. **Create an enabling organisational culture** – Organisational culture refers to the shared mindsets and beliefs that shape how people work and interact day to day. Workplaces with successful cultures have better performance and are readily able to adapt in times of change. Health and safety and business resilience outcomes are also greater in these workplaces¹¹. Where a workplace or sector values lifelong learning and enables employees to continue to learn and improve their capabilities is one example of a healthy culture.



CASE STUDY

SUPPORTING EMPLOYEES FROM CALD BACKGROUNDS

People Capabilities



Attract, retain and develop a capable workforce



Improve productivity, profitability and sustainability



Predict and prepare for external challenges and opportunities

For each of the people capability categories, descriptions are provided against three levels being: Level 1 – Foundational, Level 2 – Intermediate, and Level 3 – Advanced.

The level of capability required will vary for every role with different expectations for each employee/team member appropriate to their experience and competency. For example, a new employee with minimal experience may meet the capabilities described at Level 1 for Communicate Effectively, whilst a member of the leadership team would be expected to demonstrate a high level of competency and meet Level 3. They would also need to demonstrate competency in the first two levels. Levels of competency within each capability help to situate an employee within a workplace to determine appropriate position description, role allocation and remuneration. This approach can also help identify where employees need support to improve, and areas of focus to facilitate career progression.

**Note: not all capabilities will be relevant for every position in a workplace.*

Case studies that demonstrate capabilities in action can be found by clicking on the links provided in each section.



APTITUDES AND ATTITUDES



CASE STUDIES

CULTURAL FISHING

SMART SHARK DRUM LINE

DIVERSITY & INCLUSION

MENTAL HEALTH SAFETY

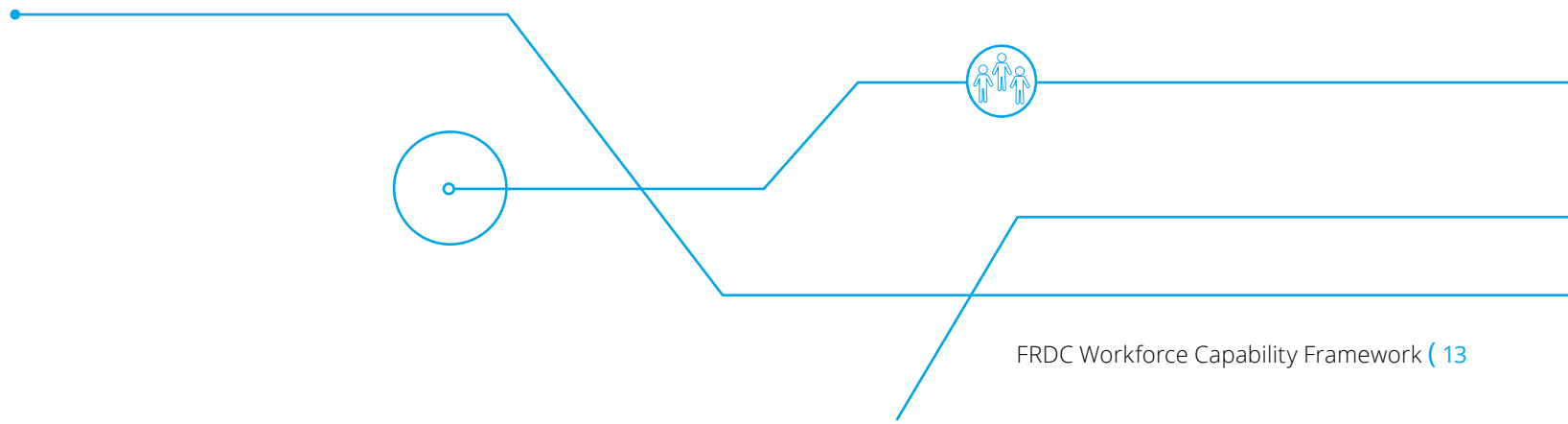
Level 1	Level 2	Level 3
Show drive and initiative		
Shows a good work ethic, is dependable and takes personal responsibility.	Adapts existing skills to new situations and aims for attention to detail.	Takes the initiative and acts in a decisive way based on evidence and experience.
Shows energy, passion and optimism.	Leads by example demonstrating a high level of personal motivation, dependability and attention to detail.	Values and engenders energy, passion and optimism in others and finds ways of maintaining them.
Is curious and shows commitment to lifelong learning.	Keeps up to date with relevant and contemporary knowledge and practices.	Promotes, models and empowers others by proactively seeking opportunities for learning and growth.



Level 1	Level 2	Level 3
Value diversity and inclusion		
Is open to ideas and approaches different to own.	Seeks participation from people with different backgrounds, perspectives and needs.	Actively shows employees how they are valued for their capabilities and diversity of thought.
Acknowledges and respects diverse cultures, backgrounds, experiences, perspectives.	Leads by example by engaging with and integrating the views of others. Seeks knowledge and understanding of First Nations culture. Seeks knowledge and understanding of working with employees with EAL.	Promotes the value of diversity and inclusive practices for the workplace, sector and stakeholders and inspires others by modelling inclusive behaviours. Understands and promotes the expectation that inclusion involves discomfort and challenge but can be managed to deliver the benefits of safe, inclusive and diverse workplaces. Develops employee capability to feel confident in values, disagreements and difficult conversations.
Understands unconscious bias and is aware of own values and biases that may affect others. Is curious about people's various identities.	Demonstrates cultural sensitivity, challenges systems and practices that have inherent biases and supports initiatives that create a safe and equitable workplace.	Creates and drives a culture where employees feel safe and included and maximises diversity in the workforce to foster innovation, drive change and deliver business outcomes. Creates a culture that is curious about people's various identities.
Display resilience, courage and flexibility		
Be open and honest and adapt well to new situations.	Maintains composure and focus under pressure and adapts to change. Doesn't give up easily when problems arise.	Manages challenging, ambiguous and complex issues calmly and logically, using a range of strategies and acting as a stabilising influence.
Is prepared to express their views for the improvement of relationships, organisations or industries.	Listens when ideas are challenged, seeks to understand the nature of the comment and responds appropriately.	Creates a culture that encourages and supports openness, persistence and genuine debate around critical issues.
Is flexible and adaptable and responds quickly when situations change.	Welcomes new challenges and works through difficult issues seeking alternative ways of managing them.	Provides clear argument for agreed positions while remaining open to valid suggestions for change.



Level 1	Level 2	Level 3
Act with Integrity		
Behaves in an honest, ethical, and professional way and has a foundational understanding of what ethical behaviour is.	Represents the workplace honestly and professionally and supports a culture of integrity. Encourages others to do so.	Models and promotes the highest standards of ethical and professional behaviour in the workplace, in dealings with other businesses, and with government. Is involved in communicating and evaluating ethical practices, standards, and systems.
Follows the legislation, policies, guidelines and codes of conduct that are applicable for their role, sector and workplace.	Ensures others understand and are aware of the legislation and policy frameworks that are applicable for their roles.	Facilitates the creation of a workplace culture in which employees feel able to report breaches of legislation, policies and guidelines.
Reports misconduct, illegal, inappropriate behaviour and conflicts of interest.	Works to prevent and report misconduct, illegal and inappropriate behaviour.	Is prompt in preventing and responding to unethical behaviour.
Embrace and value creativity and innovation		
Shares ideas and works with others to improve work tasks and come up with creative solutions.	Applies critical and creative thinking in the analysis of information individually and in group settings. Makes recommendations based on relevant evidence.	Establishes and promotes a culture that encourages creativity, innovation and initiative with the goal of continuous improvement. Sees and seizes opportunities when they arise.
Is curious and asks questions to explore and understand issues and problems.	Supports others to make contributions to problem-solving. Seeks input from people with diverse backgrounds, experience and thinking. Respects other's curiosity and is continuously reflective.	Engages in high-level critical analysis and formulates effective, innovative responses to help resolve issues and work towards organisation-wide impact. Creates an environment that supports input from people with diverse backgrounds, experiences and thinking.





Level 1	Level 2	Level 3
Display a culture of safety (physical, psychological and cultural)		
Safely uses all equipment and adheres to safe use, handling, storage, and transport of food products.	Safely uses all equipment and adheres to safe use, handling, storage, and transport of food products. Monitors and reports on condition of equipment and employee conduct.	Safely uses all equipment and adheres to safe use, handling, storage, and transport of food products. Addresses quality control issues and misconduct as it arises. Promotes a culture of accountability.
Refers to and follows the Work, Health and Safety (WH&S) policy and procedure of the workplace and takes care of others' health and safety where possible. Reports misconduct to appropriate team leader.	Identifies and implements safe work practices according to the WH&S policy and procedure. Ensures one's own and others' health and safety and addresses low-level misconduct as it arises. Reports more serious misconduct to the appropriate team leader.	Implements safe work practices according to the WH&S policy and procedure of the workplace. Ensures that the relevant legislative and regulatory frameworks are applied consistently and effectively. Ensures one's own and others' health and safety and address misconduct as it arises.
Is aware of, and uses, the mental health resources available for support if needed. Alerts relevant team leader if concerned about the mental health of a colleague.	Promotes the use of mental health resources and provides support if needed. Uses the resources as required. Helps to set a safety culture by encouraging reporting of issues, being sensitive and normalising discussion around mental health.	Develops, sources, and directs employees to the appropriate mental health resources and support within the workplace. Ensures that the workplace has a framework for support and strategies in place to assist employees managing their mental health. Leads and promotes a safety culture in own workplaces and broader sector.
Demonstrates an understanding of cultural safety and competency. Treats everyone with respect, is inclusive and transparent.	Has an in-depth understanding of cultural safety and demonstrates a reasonable level of cultural competency. Treats everyone, regardless of identity, with respect and is inclusive and transparent.	Has a high level of understanding of cultural safety and demonstrates a high level of cultural competency. Sets a standard of open and respectful communication, trust, two-way dialogue, and connection. Recognises that identities overlap and understands the concept of intersectionality ¹² .
Respects women and people of diverse genders and sexual orientation. Supports and works to create a safe workplace for all genders.	Respects and creates a safe environment for women and people of diverse genders and sexual orientation. Supports the leadership team in recruitment of diverse employees.	Empowers, connects and responds to the needs of women and those who identify as other genders. Recognises and promotes women and people of diverse genders as valuable and equal contributors to the sector. Role models fair and equitable behaviour and creates a safe environment for women and people of diverse genders.

¹² Intersectionality – Definition: The ways in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation.
<https://www.vic.gov.au/understanding-intersectionality>



RELATIONSHIPS



CASE STUDIES

SMART SHARK DRUM LINE

OVERSEAS EMPLOYEES & CONTEMPORARY WORK PRACTICES

	Level 1	Level 2	Level 3
INTERPERSONAL	Communicate effectively		
	Actively listens and allows others time to speak and have input.	Creates opportunities for others to be heard, listens actively, and encourages others to express their views. Creates a safe space for open dialogue.	Facilitates and provides opportunities for genuine dialogue from different individuals and groups, actively listens, speaks articulately and adapts delivery approach as needed. Advocates on behalf of the workplace, sector and for others.
	Uses inclusive language when engaging with others, is conscious of body language, and checks understanding.	Communicates with influence and tailors communication and delivery to diverse audiences.	Articulates complex ideas clearly and to diverse audiences with a focus on acknowledging and adapting to different needs.
	Positively represents the workplace or sector.	Helps to find opportunities to expand awareness of the workplace and represents the workplace or sector positively in all encounters.	Actively promotes and represents the workplace or sector to others internally and externally. Advocates for a culture of transparency which helps to improve credibility across sectors and government.
	Work Collaboratively		
	Is supportive and cooperative, shares information and acknowledges the efforts of others.	Encourages a culture that recognises the value of collaboration and the outcomes achieved together.	Leads and facilitates the development of a culture and system that allows for information sharing, learning and open communication across the workplace and broader sectors.
	Informs the team leader of challenges as they arise.	Engages with, and leverages the skills of others, to solve issues together and find better ways of doing the work in the future.	Identifies opportunities to engage and leads collaboration with others in the sector(s), across different industries and internally to develop shared solutions.
	Develops honest, trusting relationships with other employees.	Creates a work environment that is open and trusting. Works to develop transparent and honest relationships with partners.	Leads the establishment of honest and trusting relationships internally and externally. Promotes a culture of trust, transparency and joint problem solving.

People Capabilities



RELATIONSHIPS

	Level 1	Level 2	Level 3
INTERPERSONAL	Influence and Negotiate		
	Engages with others enthusiastically.	Engages enthusiastically and facilitates the involvement of others in decision-making.	Has excellent skills in inspiring and mobilising others to engage in working towards a shared purpose.
	Helps to find solutions and resolves differences with other employees or stakeholders as necessary.	Works with others to gain commitment to different areas, recognises diverse perspectives and the need for finding mutually beneficial outcomes.	Represents the workplace in challenging negotiations and communicates the workplace's position clearly.
	Responds or withdraws from conflict without worsening the situation and refers to the team leader where appropriate.	When conflict arises shows sensitivity and understanding in resolution. Anticipates and minimises conflict.	Achieves effective solutions when dealing with ambiguous or conflicting positions. Anticipates and avoids conflict across workplaces.
	Be self-reflective / self-aware		
	Reflects on feedback from colleagues and stakeholders.	Seeks feedback from the leadership team and other employees and responds positively. Accepts guidance.	Actively seeks feedback to improve performance. Has a strong capacity and willingness to alter behaviour as needed.
	Stays motivated when tasks become difficult.	Is committed to achieving challenging goals.	Manages complex and challenging issues calmly and logically.
	Is willing and excited to develop and apply new skills.	Keeps up to date with current knowledge and practices.	Promotes and encourages self-improvement and seeks opportunities for growth. Supports others to also find new opportunities.
	Understand the customer		
	Has an awareness of the customer base and their expectations and focuses on establishing trust and meeting customer needs including quality. Demonstrates accountability to customers.	Understands the needs and expectations of a diverse range of customers. Establishes trust and actively works to build customer confidence. Anticipates needs including quality and creates mechanisms to gather feedback.	Understands the needs and expectations of a complex customer base and successfully builds trust and rapport. Develops and maintains customer confidence and can communicate issues from the customer perspective. Actively builds the capability of employees to deliver outstanding quality and services and uses benchmarking to improve delivery.

People Capabilities



RELATIONSHIPS

	Level 1	Level 2	Level 3
LEADING WITH OTHERS	Engage, support, develop, and empower diverse teams		
	Encourages others to take initiative and works with others in decision-making.	Empowers others to take initiative and involves others in decision-making.	Empowers others to develop critical thinking and innovation skills. Actively recruits and engages others in the decision-making process at all business levels.
	Is supportive of all other employees and respects diversity.	Supports others in their roles and helps employees to navigate challenging situations.	Creates a culture of openness and provides support and guidance across the workplace and sector, utilising each employees' expertise.
	Works to maintain a work-life balance and reports to team leader any concerns about burnout and mental health.	Recognises the importance of wellbeing (physical, psychological and cultural) and works to demonstrate work-life balance to others in the workplace. Supports employees to set boundaries and look after themselves.	Creates an enabling workplace/sector culture and one that supports work-life balance and caring for one's wellbeing. Establishes the workplace/sector as an employer of choice for all communities (including Australian First Nations people).
	Embrace and lead change		
	Embraces change and offers alternative perspectives.	Embraces change and encourages new ways of thinking and more efficient practices.	Leads change adoption and continually seeks out ways to improve systems and practices. Creates a culture that actively seeks opportunities to improve. Invigorates other workplaces to embrace change and build the capabilities of their leadership team.
	Recognises opportunities and works with team leaders to potentially action some of those opportunities.	Identifies opportunities and supports the need for change. Works with diverse groups to implement change.	Determines feasibility of opportunities then leads the implementation of the most viable options. Identifies the need for change and forms appropriate groups to implement the change.
	Recognises barriers to change and supports employees to better facilitate and accept change.	Identifies cultural barriers to change and adapts. Implements strategies to address these barriers considering the cultural context.	Anticipates, plans for and addresses the cultural barriers to change at a workplace or sector level.



Level 1

Engage with stakeholders

Understands the importance of stakeholder engagement and works with senior colleagues to map stakeholders by interest and influence.

Reflects on feedback from stakeholders.

Identifies potential barriers to stakeholder engagement and collaboration. Reports this to their team leader.

Level 2

Engages with stakeholders by understanding the purpose of the engagement, the diverse audiences (stakeholder mapping), the level of engagement required and the negotiables and non-negotiables. Works well with stakeholders from diverse backgrounds in different cultural contexts.

Seeks feedback from stakeholders and actions improvements from that feedback.

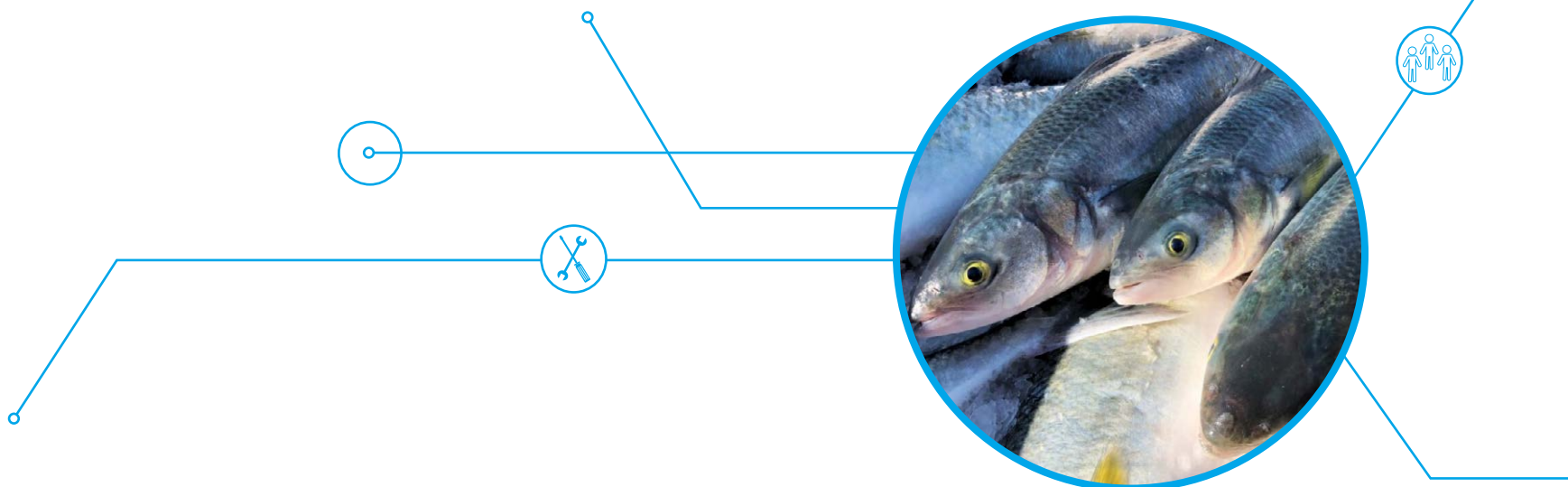
Identifies barriers to collaborating and engaging with stakeholders and works with the leadership team to find solutions.

Level 3

Leads stakeholder engagement and demonstrates a high level of engagement knowledge and cultural competency when required. Seeks opportunities for collaboration which have mutual benefits and develops joint solutions.

Actively seeks, reflects on and integrates feedback from stakeholders in delivery, engagement and outputs.

Identifies barriers to collaboration and engagement with stakeholders. Works to reduce barriers to engagement for harder to reach groups.
To find out more go to IAP2
<https://iap2.org.au/resources/spectrum/>





TECHNICAL



CASE STUDY

PRAWN INDUSTRY DIGITAL SKILLS HUB

Level 1	Level 2	Level 3
Develop and apply knowledge		
Displays critical thinking and a basic level of understanding of scientific principles.	Has the ability to apply critical thinking, specific scientific knowledge and problem-solving skills.	Possesses deep technical and scientific understanding and how it relates to business issues. Contributes to or leads the implementation of science-based solutions including new technologies.
Identifies an issue, can research and can choose the right technique to solve it.	Identifies and is able to find the root cause of issues to address them. Undertakes informed, evidence-based solutions and understands workplace requirements and constraints, including trade-offs between speed and accuracy.	Identifies recurring issues at an organisational scale and can outline large scale scientific solutions. Develops informed evidence-based solutions with large scale impacts.
Can use tools to gather information, uploads and uses this for reporting or picking up issues or trends.	Uses a diverse set of tools to gather, analyse and report information. Is able to guide others in the use of these tools.	Is involved in the use, development and distribution of tools and creates guidance for the workplace/ sector on how to apply these tools.
Critically analyses information sources to recognise and question biases and misinformation.	Researches and applies critical-thinking techniques in analysing information, identifying interrelationships and makes recommendations based on relevant evidence. Questions biases and misinformation and reports to change makers.	Engages in high-level critical scientific analysis of complex information and formulates effective responses to critical scientific issues. Implements change where possible.
Understands that Traditional Knowledge is knowledge, skills, practices and innovations that has been passed down through generations of First Nations people and for which First Nations people act as the guardians or custodians. Understands that to use Traditional Knowledge requires the consent of First Nations people. To find out more you can go here .	Engages with First Nations people to listen to Traditional Knowledge and what western science can learn from it. Seeks opportunities to learn more about Traditional Knowledge and its application to protecting Sea Country.	Creates a culture of sharing and partnership so that First Nations people and non-First Nations people can work together to protect and enhance Sea Country. Embraces opportunities to share the benefits of research – both Traditional Knowledge and non-First Nations research and development.

People Capabilities



TECHNICAL

Level 1	Level 2	Level 3
Develop and enable technologic literacy¹³		
Acquires and maintains a basic awareness and knowledge of current and emerging technologies impacting on F & A industries.	Keeps up with current and emerging technologies impacting F & A industries. Shares that knowledge with others in their workplace.	Identifies and supports others to adapt and develop innovative methods and learn new software packages.
Operates F & A technologies and devices relevant to their role.	Operates most F & A technologies and devices relevant to themselves and their employees. Anticipates the occurrence of digital problems.	Has a high level of understanding of all F & A technologies and devices relevant to their sector. Can anticipate the occurrence of digital problems and works to proactively implement preventative solutions.
Participates in monitoring activities and contributes to analysis with guidance from supervisors. Understands the importance of managing data safely.	Monitors and analyses collected data and reports back to supervisors. Can identify patterns in the data to guide decision-making; however, requires some guidance in this. Meets expectations around data safety.	Critically monitors and analyses collected data. Selects and interprets data to identify opportunities, problems and trends to make informed decisions. Manages data safely and in accordance with the workplace's governance framework.
Communicates in the digital space clearly both internally and externally. Recognises the importance of appropriate language in communication.	Communicates clearly both internally and externally. Supports others in digital communication skill development and reports to the leadership team. Trouble-shoots when required.	Effectively communicates and reports in the digital space, including within the workplace/sector, with digital service providers, regulatory bodies, online communities and other stakeholders. Guides others to the most appropriate way to engage and sets a benchmark.

Note: Digital enabling capabilities are covered under [Relationships](#) and [Think and problem solve](#)

¹³ Source: Agricultural Workforce Digital Capability Framework, KPMG and Skills Impact, 2019

People Capabilities



TECHNICAL

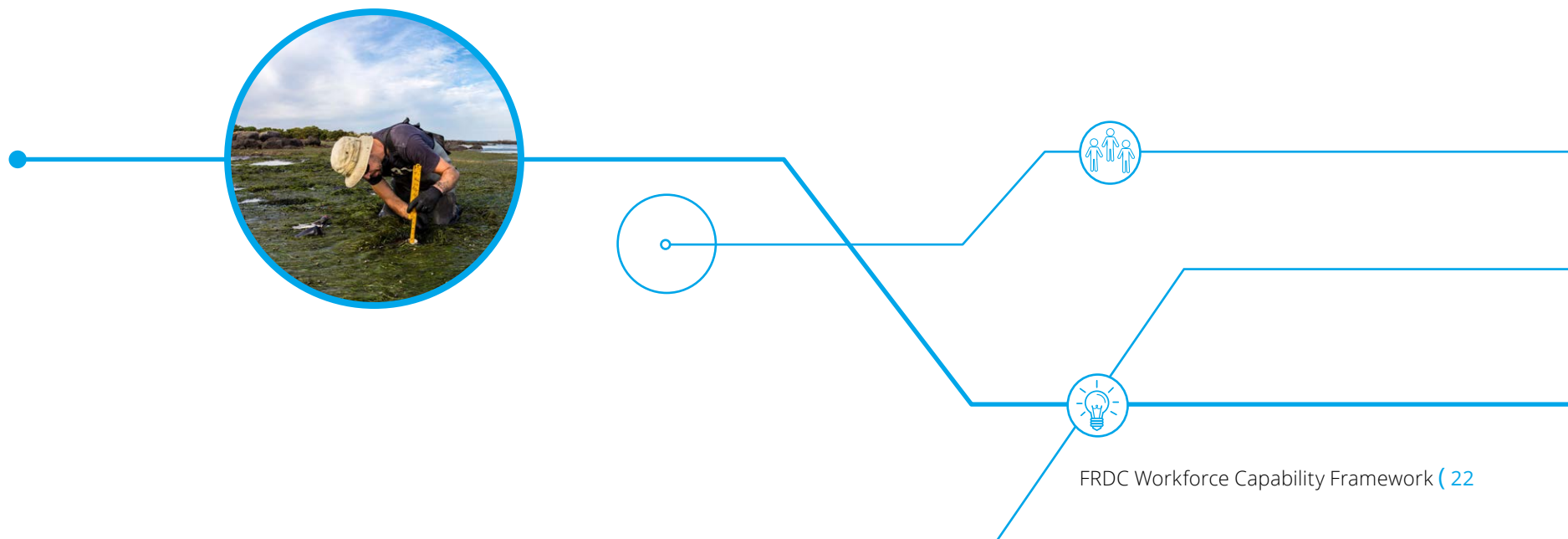
Level 1	Level 2	Level 3
Think and problem solve		
Identifies problems and works with others to find solutions.	Identifies problems, the cause of the problem and proposes solutions that help to address the root cause.	Identifies problems, determines the cause of the problem and can then prioritise and offer alternative solutions. Is instrumental in leading and implementing solutions.
Shows the ability to think analytically about problems and is beginning to understand cause and effect.	Thinks analytically and can discern patterns in information. Is able to work with and support others to find logical solutions.	Thinks about problems critically and analytically when needed to break down and process complex information. Can identify cause and effect relationships to make connections between actions and outcomes.
When needed can focus on how the whole system works and how the different parts interrelate.	Has a high level of understanding of how the whole system works and is beginning to recognise when to apply analytical vs systems thinking in various contexts.	Is a systems thinker and understands the ways in which the system's constituent parts interconnect and operate over time in the context of a larger system. Knows when to be an analytical thinker and when to be a systems thinker.
Is innovative and focuses on continual self-improvement and shares lessons learnt with others. Is adaptive to unforeseen changes and events.	Finds innovative solutions and focuses on self-improvement and improvement of the whole system, processes and practices. Adapts approach to work, communication and engagement to the situation.	Is entrepreneurial and able to extract value to benefit others. Establishes and promotes a culture that encourages innovation and initiative and emphasises the value of continuous improvement.
Works to support succession planning when needed and provides insight into issues around workforce and scenario planning.	Supports the development and implementation of workforce and succession plans. Is involved in training and bringing on new employees.	Leads the development and implementation of workforce strategy and planning, succession planning and scenario planning. Identifies workforce gaps, is involved in recruitment and can identify possible future scenarios.

People Capabilities



TECHNICAL

Level 1	Level 2	Level 3
Develop marketing and promotion		
In all interactions relating to the workplace or project clearly communicates the vision and values. Is beginning to communicate through different platforms.	Clearly communicates and promotes key messages, the vision and values of the workplace to diverse audiences through various platforms including social media, email, phone and in-person scenarios. Delivers value to the project or workplace through this communication.	Is a clear communicator across all modes of engagement and is able to connect with audiences and customer segments through this delivery to bring value to the workplace. Models how to market and communicate the values, vision and goals of the workplace or project clearly.
Has a reasonable level of written competency and has input into different written communications outputs.	Has a high level of written competency and can communicate clearly in different contexts using this format (e.g. briefs, scientific reports).	Has a high level of written competency and leads the development of different communication outputs which successfully engages diverse audiences.
Is involved in researching and analysing data to identify target audiences.	Research and analyses data to identify target audiences and customer segments. Supports the leadership team to deliver value.	Leads research and data analysis to identify target audiences and customer segments. Uses this knowledge to appropriately deliver value propositions.
Develop and apply sustainability knowledge		
Possesses an understanding of the importance of the environment for the prosperity of the workplace.	Participates in processes and advocates for improved environmental outcomes for the workplace and sector.	Ensures the workplace mitigates environmental impacts as much as reasonably possible and advocates for a more sustainable sector.



People Capabilities



TECHNICAL

Level 1	Level 2	Level 3
Embed governance, risk and quality management		
Possesses an understanding of the importance of governance frameworks and adheres to the policies and procedures of the workplace.	Participates in governance processes such as project steering groups and planning committees. Knows where to go to access information on governance, risk and quality standards.	Ensures effective governance, frameworks and guidance enables high-quality strategic corporate, business, financial and operational planning. Guides others in where to access information on governance, risk and quality standards.
Understands the importance of cyber security and ensures that their actions do not compromise the integrity of this system.	Participates in the development of governance frameworks to guide the use of technology.	Ensures that effective governance frameworks are in place to efficiently and effectively apply technology within the workplace and comply with high cyber security standards.
Is aware of risks (such as biosecurity) and ensures that they do not act in a manner that may escalate risks.	Identifies and implements safe work practices and takes appropriate steps to mitigate the risks to oneself and others to ensure everyone's health and safety.	Sets standards and exercises due diligence to ensure WH&S risks and other health and safety risks are addressed. Directs the development of short- and long-term risk/benefit management frameworks to ensure aims and objectives are achieved.
Works with others to ensure that they are being consistent in the delivery of goods/services and procurement of them.	Supports employees to meet expectations set under quality management. Upholds the policies and procedures of the workplace to ensure consistency.	Ensures effective governance systems are in place to guarantee quality analysis, management, research and reform. Motivates and inspires employees to improve and work towards the shared goals of the workplace.
Develop financial literacy		
Appreciates how important it is to accurately and completely estimate and calculate costs and record financial information.	Understands and identifies errors in financial and budget reports and proposals. Takes corrective action.	Identifies and analyses trends, reviews data and evaluates business options to ensure business reports and proposals are financially sound.
Understands basic financial terminology, policies and procedures.	Has an understanding of core financial terminology, policies and procedures. Demonstrates knowledge of relevant recurrent and capital financial measures.	Applies an in-depth understanding of recurrent and capital financial terminology, policies and processes to planning, forecasting and budget preparation and management.
Understands basic compliance obligations related to using resources and recording financial transactions.	Responds to financial and risk management audit outcomes, addressing areas of non-compliance in a timely manner.	Establishes effective governance and frameworks to ensure that financial resources are used ethically and judiciously across the whole workplace.

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Relevant **enablers** and **people capabilities** are captured in each case study with italicised headings in each section.



Community



Workplace



Aptitudes & Attitudes



Relationships



Technical

Smart Shark Drum Line

<https://www.oric.gov.au/publications/spotlight/creating-sustainable-employment-sea-country>

Objectives being met:

① ② ③ ④

Introduction

Joonga Land and Water Aboriginal Corporation (Joonga) is providing local jobs on Land and Sea Country in projects that care for Country on the NSW South Coast.

After Joonga trained the local mob in all things boating – such as deck hands, coxswains (skipper), tour guiding, boat safety, weather and getting a taste for general sealife – they were successful in winning a tender for Eurobodalla Shark Smart Drumline, a shark tagging project with NSW Department of Primary Industries (NSW DPI).

The project has created highly skilled jobs for seven locals and a renewed sense of pride. NSW DPI provided further training for the specific drumline roles in shark handling, research and tagging (data collecting).

Walbunja man and Joonga Operations Manager, Wally Stewart, with the support of a small board of Yuin Traditional Owners, spent over 12 months working through financial, governance and logistical hurdles (such as applying for grants to lease and then purchase very specific and expensive boats) to set up the program.

The project's value extends further than just the seven crew members employed – in an area with traditionally high unemployment, the drumline crew have become role models for the next generation who want to know where they can get a similar job.

Wally recently designed a full training program so that young people can get a taste for working on the water, whether they end up on a drumline, fishing trawler, ferry, charter boat tours or other maritime industry-related jobs.

"I can't believe the change in the drumline crew members. They are so proud and content with being connected to the water and earning a proper wage," Wally said.



Community: Work with First Nations communities – South Coast mob



Use strong partnership management

Getting the local community engaged and working in fishing is more than just a job. It provides a decent income to support their families, a sense of pride, a healthy lifestyle with healthy eating (traditional diet from the ocean) and the opportunity to work on Sea Country.

Critical partnerships and relationships include local service providers who maintain the crew's vessels, bait suppliers and the local marina etc. Building trust with these providers through paying on time and working collaboratively helps to keep the crew on the water and ensure everything runs smoothly.

"Connecting to Sea Country helps with that healthy lifestyle – it's in their blood. It's therapeutic – they are content when they are on the boat. It has changed their lives," Wally said. "They have built themselves a team which has to work together for long hours on the boat. Working on Country is a natural thing for them which is why they are so good at it."



Embrace networks and networking / Know and be aware of employee capabilities



Work collaboratively / Engage, support, develop and empower diverse teams

Wally is a skilled networker in his local community, with government and universities. This helped him to find a trustworthy and skilled Professor of Business who has a 'listening' rather than 'telling' nature.

The South Coast mob were missing skills in business planning and submission writing and the Professor of Business worked with Joonga to write the business plan and apply for grants. According to Wally, he has been the backbone of Joonga's success.

Through networks on the South Coast, the Professor of Business is now working with others to help them realise their ideas. As a trainer, he also builds capability with those he works with so they can do the job once they receive a grant.

It has taken years of advocacy from the local community to break down barriers that limited the South Coast mob's ability to work on the water. Wally and others have been building relationships with NSW DPI over the years so there is now mutual respect. This relationship building continues to develop.



Act with integrity



Communicate effectively / Work collaboratively / Engage, support, develop and empower diverse teams

Wally recognised the attitude, aptitude and fishing skills of a young, talented non-Aboriginal local skipper who is now the leading skipper on the boats. He was the youngest skipper in Australia when he received his qualification and naturally mentors, trains and leads his teams well.

The skipper manages the drumline and performs this task to the highest level – everything from fixing a rusty screw to communicating clearly with the crew. This has the double benefit of providing guaranteed work for the skipper (essential for housing or car loans) and developing strong, capable, empowering leadership for the crew.

Wally and the skipper agreed on remuneration and have an ongoing honest and trusting relationship. They speak every few days and do joint business planning, asset management, safety management and financial planning to ensure they meet contractual arrangements with NSW DPI.



Display resilience, courage and flexibility / Show drive and initiative



Embrace and lead change / Engage, support, develop and empower diverse teams



Embed governance, risk and quality management

Embed governance, risk and quality management
It took many years for Joonga to grow from an advocacy organisation to a corporation including several businesses. During this time there were challenges with bookkeeping and convincing others of the importance of becoming a corporation. Wally had to continue to stay focussed under pressure, keep calm and logically work through each challenge (e.g. learning about good governance and reporting to meet government requirements) while being flexible when needed (e.g. responding quickly when hearing about new government grants).

The South Coast NSW mob have a duty of care for Sea Country as the song lines extend into the ocean. Joonga also has a scientific dive team which carries out research on sea urchins in partnership with NSW DPI. They have noticed the decline in fishstock over the years and their knowledge has been incorporated into invasive species inquiries. They are now working on a Sea Country Plan with Wollongong University (funded through FRDC). Using holistic thinking around Sea Country, their next steps will identify what capabilities they need to implement the Sea Country Plan.

While Wally's community was initially resistant to complete diving accreditations, (as they have always dived!) he worked with them to understand the bigger picture and the requirement for a dive certificate to be employed as part of the dive team. There is ongoing training and fitness tests to maintain the accreditation and necessary skill levels.

"I can't believe the change in the drumline crew members. They are so proud and content with being connected to the water and earning a proper wage."

- Wally Stewart, Operations Manager



Realising the Potential of Local Communities

Introduction

The development of the Ord River irrigation scheme has created significant employment and investment opportunities in remote north east of Western Australia. Kununurra, the primary town that services the Ord, has many social problems that are inter-generational. With the Ord River Scheme came many investors who needed employees and communities to support them. Positive stories from this area illustrate how innovative thinking does not always need to be a technology based solution, instead, practical support in life administration has enabled more of the local people to enter the workforce.



Community enablers



Embrace and value creativity and innovation



Work collaboratively

With the advent of COVID, many of the traditional sources of seasonal workers became unavailable as Australia's borders closed. Kimberley Agricultural Investment (KAI) needed more workers during this time and the local First Nations people needed jobs. It was the provision of a birth certificate, medicare card and drivers licence that enabled many long-term unemployed people from the Mirriwong Gujjerong people to partner with KAI and participate in the workforce. These items, taken for granted for most people, were the basic barriers for people to be employed. KAI with the local Aboriginal leaders organised for these to happen and then employed them in the business – a win for all.



Engage, support, develop and empower diverse teams

The Cooperative Research Centre for Developing Northern Australia (CRCNA) also organised micro-businesses for women. This included teaching basic literacy and numeracy skills together with women's circles to discuss the opportunities for businesses the women could develop. This provided the women with a sense of self-worth where they could value themselves, especially when recovering after experiencing trauma.



Community enablers

Liveability and basic services are essential in building regional and remote communities. The Kununurra health service was allocated funding for two additional nurses to work in the community. The two successful candidates also had a rural background and a higher level aptitude for working in a rural area. Both candidates had kids so required daycare in order to work. The Kununurra Day Care centre had a six month wait period for care. The community offered \$100k remuneration to attract daycare workers, however while there were applicants, there was no available housing. The local council had also been trying to address the housing crises by opening up new development areas. However, they had been frustrated in this endeavour by a two-year delay in the state signing off on their development approvals.

For geographically isolated areas, all these issues overlap and need to be thought of and worked through as one, alongside identifying and managing capability needs.

Supporting Employees from CaLD Backgrounds

Introduction

Education and training for CaLD workers can often underwrite their success regionally. Language is one the most common barriers for CaLD workers in both meaningful settlement and effective workplace performance – meaning demand for accessible English as an Alternate Language (EAL) courses in regional hubs is critical together with pathways for enrolment. Providers need CaLD-specific supportive learning environments – with trained staff and support programs.



Know and be aware of employee capabilities / Create an enabling organisational culture



Display a culture of safety

Essential ingredients for realising the benefits of employing a diverse workforce are: employers supporting study with time, resources and connections, creating a culture of inclusion and cultural safety (where all workers feel comfortable, supported and connected), providing support and opportunity within workplaces and learning institutions.



Engage, support, develop and empower diverse teams / Communicate effectively

In Victoria, Wodonga, South West and Suni TAFE, have all worked to enhance their services for CaLD communities, including by engaging CaLD staff in teaching and support roles. They are also enabling easier pathways for learners – with more students moving from EAL to other courses to support employment opportunities. Training through community groups such as the Country Fire Authority (CFA) or State Emergency Services (SES) in Victoria has also been seen to promote skills-based learning and enhanced community connections.

Examples of CaLD specific training resources are:

- <https://www.sunitafe.edu.au/courses/essential-farm-worker-training/>
- <https://www.cfa.vic.gov.au/schools/english-as-additional-language/understanding-cfa>

Language is one the most common barriers for CaLD workers in both meaningful settlement and effective workplace performance.



Growing Your Own Employees

Introduction

Tassal Group is an Australian aquaculture leader and a prominent seafood brand. With more than 35 years' experience, Tassal's passion for aquaculture drives its commitment to produce healthy, sustainable and nutritious food.

The business has over 1800 employees spanning from Dover in Tasmania to Mission Beach in North Queensland and Cone Bay in Western Australia.

Working on the water is a challenging environment due to the unpredictability of each day. The attraction, recruitment, retention and safety of new employees became a challenge that impacted existing team members. Dealing with extreme weather conditions and complexities of the job can be difficult for even the most experienced farm attendant, so it was somewhat overwhelming for new employees with little to no experience.

To overcome the challenge of developing capable, confident new employees in a work environment that is inherently difficult, Tassal developed the Accelerate Program – an intensive six-week training program to support the safety of new employees and existing team members.



Know and be aware of employee capabilities

The Accelerate Program supports three of Tassal's key initiatives:

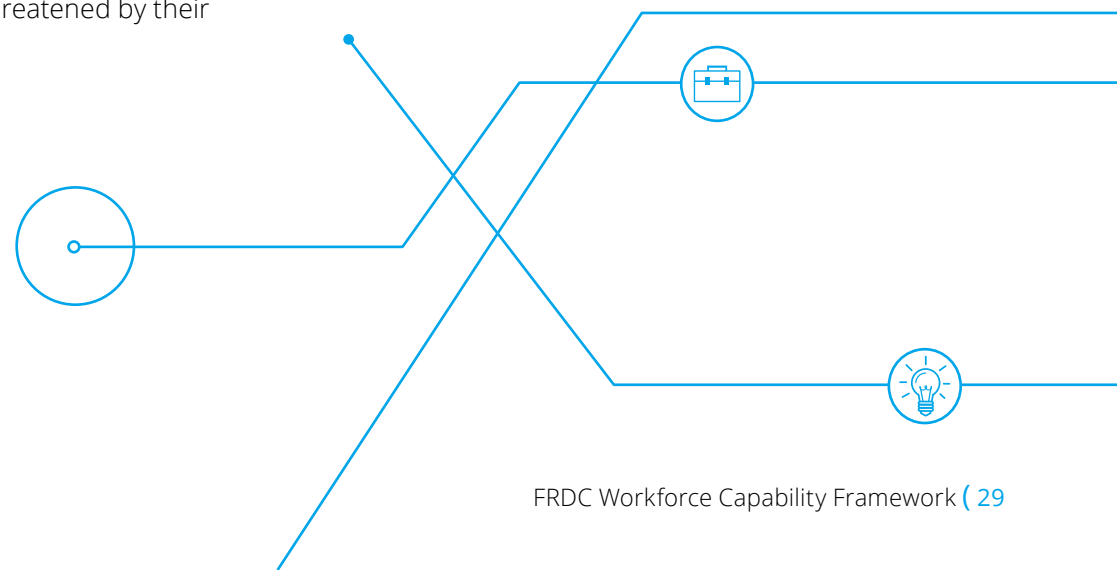
1. **Have world-class engaged teams delivering optimal performance**
Tassal's employees must feel safe. This includes having a purpose, accountability and mastery in the work they are required to undertake.
2. **Deliver business-wide operational excellence through our highly engaged safe teams, working collaboratively in alignment**
New team members can contribute immediately, and safely, to the business. It enables Tassal to have a pool of skilled talent ready to fill vacancies with minimal disruption to workflows.
3. **Establish psycho-social safety as a foundational component/lever to the success of Tassal's Safety System**
A 'safe' training space has bolstered employee confidence to do the job and interact with colleagues without feeling threatened by their lack of expertise.



Embrace contemporary work practices

Several strategies were trialed to overcome high turnover and low retention within the Tassal farming division.

Accelerate ensures that new employees are exposed to different aspects of the business, have opportunities for additional training, and focus on managing risk and prioritising safety. Proactive recruitment was a new concept to many leaders at Tassal. Past ad-hoc recruitment of new employees created issues for the Tassal WHS trainer to provide suitable and consistent training to ensure staff were operating in a safe manner.





Embrace and value creativity and innovation



Embrace and lead change

Accelerate is the first of its kind in Australia's aquaculture industry and is focused on providing business-wide impact and supporting career progression.

Tassal initially took a risk to increase the number of its employees to enable training. The initiative challenged the way Tassal's leadership team approached employee vacancies and created a shift from being reactive to proactive. Tassal leaders now see the benefits of additional headcount in the short term as they can access capable people quickly.

In the past, teams would often 'pick up the slack' while Tassal recruited from a limited talent pool and trained new farm attendants on the job. Under the previous training process, employees trained under the buddy system and needed to leave the site to gain tickets to use deck machinery and gain their Coxswains license over a 12-month period.

Accelerate has alleviated this stress, resulting in upskilled employees with required licenses to work on the farms and avoid leaving the site.



Display a culture of safety (physical, psychological and cultural)

Throughout the 6-week program, Tassal prepare new staff to safely manage themselves on the water in a high-risk environment and know the basics of their role.

As experienced farm attendants, Accelerate facilitators interact with new team members throughout the program and observe safety actions among the group, flagging anyone who may pose a risk. This does occur occasionally where newcomers are unaware of the dangers. This behaviour is closely monitored, standards and goals set, and if necessary, the person is removed from the training.

Accelerate gives people a sense of psychological safety in addition to purpose, accountability and mastery. New team members learn about their role and where it fits within the broader Tassal environment; what is expected of them during training and in their permanent role; and the basic skills required to complete their function on the water.

The biggest achievement for Tassal relates to improvements in physical safety, psychological safety and wellbeing. Importantly, there has been a reduction in safety incidents involving people under a year tenure. Further to this, new team members meet people from other sites and can bond and form networks before they join their permanent teams, which has been a positive overall.



The Accelerate program ensures that new employees are exposed to different aspects of the business, have opportunities for additional training, and focus on managing risk and prioritising safety.



Flexibility for Business and Personal Benefit

Introduction

Rhett works for Raptis, a 4th generation family-owned business in Northern Queensland and the Great Australian Bight. Most of their catch is wild prawns from Darwin and the Cape, which is unloaded in Kurumba and Darwin, and then sent to Brisbane for processing. The business also purchases some prawns in from other businesses. The catch is processed into different products and exported, sold to supermarkets, wholesalers or other depots.

Lots of Rhett's work is focused on workforce planning and logistics. Retaining staff in the fishing industry is challenging and they are always trying to find ways to incentivise people to stay working for them. Rhett and his team focus on creating an environment that staff want to stay working in.



Embrace contemporary work practices



Think and problem solve

Rhett and the leadership team are conscious of creating an environment where people want to work. They want to retain staff long-term. This has meant adjusting work hours and shifts to improve employee satisfaction. They have achieved this through moving from 8 to 12-hour days on split shifts (e.g. 3 days of 12 hours then off for 3 or 4). There was some resistance to the change at the beginning, however, now that staff have adjusted, they are enjoying the change as they get extra days off. The remuneration is the same for 36 hours as 38 as the business increased the base rate so that staff did not lose income in the loss of two hours labour. Through this new approach the business has managed to increase the volume processed e.g. from 40 tonne over 5 days to 70 tonne over 6 days as staff are happier and thus more productive.

By being flexible and open to change, the business is experiencing greater job satisfaction, higher levels of staff retention, and increased productivity.



Value diversity and inclusion



Communicate effectively / Engage, support, develop and empower diverse teams

Rhett's team is made up of staff from lots of different cultural backgrounds and locations. He and his team are very conscious of clear messaging, especially with their staff who have English as an alternate language. They have set up a communication structure which strongly utilises the skills of their line supervisors. The business values the diversity that working in an international space brings and focuses on creating an environment that staff want to work in.



Embrace and lead change

As noted above, the business has embraced change to improve their systems and practices which benefits the staff and business in the long-term. They have identified a communication framework to overcome cultural barriers and have worked with their diverse team to implement change.



Flexibility for Remote Area Attraction and Retention

Introduction

Mackays are a long standing, large agricultural business who grow bananas, avocados and other agricultural goods in Queensland. Attraction and retention of staff is a greater challenge for their more remote locations compared to ones near bigger towns. However, the advantage of having their most remote location, at Lakeland Downs in far north Queensland, is that it mitigates some biosecurity and extreme weather risks by being further inland than the other locations. The following trial and rollout of a flexible work arrangement helped the business to meet those competing needs of remoteness and staff retention.



Embrace contemporary work practices



Assist with life administration / Support local geographic communities



Embrace and lead change

Mackays trialled a 5 days in 4 work week in one of their more remote locations to enable their employees to get to and from major centres for shopping, family and recreation. After extensive engagement with employees and some initial resistance, employees adjusted and found it worked for them. It was then rolled out to their other locations who also, after an adjustment period, found that employees were happier due to the improved work/life balance and employers anticipated improved retention.

Keys to its success were further flexibility in how it was rolled out for different cohorts and locations. For example, slightly different flexibility was required depending on whether you worked in the office or on farm and/or for employees with child drop off responsibilities.



Rollout of a flexible work arrangement helped the business to meet competing needs of remoteness and staff retention.

Overseas Employees and Contemporary Work Practices

Introduction

Jodie and her partner are wild catch employers and run a small business that has struggled to attract local employees on a permanent basis that are trustworthy, reliable and skilled. In their search for a solution, they have gone through a process of hiring two Filipino workers to fill the needs gap. This has been very successful, and they now have excellent staff working under conditions that satisfy both the business and worker needs.



Support Culturally and Linguistically Diverse Communities (CaLD)



Embrace contemporary work practices



Value diversity and inclusion / Display a culture of safety

Employing overseas workers involves some logistics and skills that some businesses may not be familiar with. There are costs involved, and potentially the development of new capabilities. These include: engaging immigration lawyers, development of new labour agreements and employment contracts, understanding visas and legislation, analysis and understanding of documents, understanding and engagement with employees from CaLD backgrounds and/or with English as an Alternative Language (EAL). Whilst there is some investment in the process of hiring employees from overseas, there are benefits for both parties.

For Jodie and her partner, hiring two Filipino employees means that they have employees who are already highly skilled in fishing, boating and most importantly, safety. To have trust in your employees' capabilities when out at sea for extended periods of time means a major reduction in the physical and psychological safety of skippers (and indirectly of their crews). For Jodie's partner, the skipper, this change has been life-saving.

Jodie recognises that the way that employees are paid who work in the physical part of wild catch fisheries is not ideal. They are generally remunerated in lump sums based on percentage of catch (share-fishing agreement) rather than through a steady income. In some circumstances, the share fishing

agreement may not include superannuation or leave entitlements. This does not provide security or a safety net for employees and significantly reduces the attractiveness of the industry.

The Filipino employees are under an employment contract with a guaranteed base wage with a bonus based on percentage of catch. Sick leave, annual leave and superannuation are also included. This way of remunerating employees allows them to plan their lives (e.g. with family commitments, purchase cars or houses) with a guaranteed income, incentive to increase catch and safety nets such as leave entitlements. Without this standard remuneration, it is difficult to attract and retain employees whether they are from overseas or locals.



Embrace and lead change / Work collaboratively / Engage, support, develop and empower diverse teams

Jodie has continued to seek out ways to improve her business' systems and practices and has been an advocate for change in the F&A industry. She has focused on building and maintaining relationships to help build cross-sector relationships for information sharing. She also works as a National Seafood Industry Leadership Program (NSLIP) facilitator where she supports others to develop skills and capacity at personal, business and national levels.

Cultural Fishing for Broad Benefits in Tasmania

<https://www.abc.net.au/news/2022-03-18/indigenous-tasmanians-commerical-abalone-fisheries-deal/100916392>

Objectives being met:

① ② ③ ④

Introduction

Dr Emma Lee, Federation University Australia, and Tim Russell-Jarvie, Land and Sea Aboriginal Corporation Tasmania, are working to support Tasmanian Aboriginal communities to establish a market for cultural fisheries, through abalone, in Tasmanian waters. Abalone is a keystone species and has traditionally been harvested by Aboriginal Tasmanian women.

In 2022 the Tasmanian Government and the Land and Sea Aboriginal Corporation of Tasmania (LSACT) signed an agreement with the Tasmanian Government to establish a cultural fisheries program that includes, for the first time, the right for an Aboriginal non-government organisation (NGO) to fish for abalone commercially – a huge step after years of advocacy for Aboriginal leadership in fisheries management.



Work with First Nations communities

Emma and Tim both recognise the importance of gaining support from the whole community and thinking holistically to enable the learning and passing down of knowledge. For young people to move into jobs and then increase their capabilities – such as deck hands to skippers or public servant to policy leader, there needs to be a whole village of people to get them there ie. Government, private, local communities and training and research organisations such as Institute for Marine and Antarctic Studies (IMAS). Jobs are only part of the journey with connection to Country, kinship and reciprocity all required for overall regional development. Emma refers to this idea as “Cradle to Grave”.

“We’re going to create a cradle-to-grave sea country program so we can get people connected, so they can see a future for themselves in jobs and culture, and just belonging” Dr Emma Lee.

“This is about us ending juvenile justice interventions through establishing cradle to grave programs for connections to Sea Country” Dr Emma Lee.

“It’s about transforming commercial fisheries into fisheries with social impact, and this is about Aboriginal Tasmanian leadership for regional development that is not competitive with export industries”. Dr Emma Lee



Develop and apply sustainability knowledge



Use strong partnership management

The new abalone program will assist Aboriginal and non-Aboriginal people in understanding species and ecosystems particularly with the increasing impacts of climate change and overfishing. The partnering of Traditional knowledge and western science will work together to understand and protect the species.

“We want to be able to start new narratives about how to care for that abalone,” Dr Emma Lee

“Particularly in times of climate change and warming waters, so that that industry doesn’t collapse,” Elder Rodney Dillon, head of LSACT





Work with First Nations communities



Value diversity and inclusion

Caring for Sea Country is holistic and having access influences the Indigenous health sector, youth justice, cultural care and flexibility to support communities, and a transfer of knowledge. This program is working to improve transfer of knowledge and traditions and implementation of caring for Sea Country.

It is also testament to the value of diverse people with diverse thoughts (First Nations people, western scientists, social justice, health and communities) coming together to protect Healthy Waters and young people's futures. There is also a great opportunity for First Nations women to have a key role.

"In Tasmania, women are of the sea, men are of the land and everyone's from night sky country, so we've got a real opportunity here to have women in leadership in fisheries." Dr Emma Lee



Work collaboratively / Influence and negotiate / Embrace and lead change

This project is a catalyst for change. Tim is embracing the opportunity to work collaboratively with the food tourism sector to put local abalone on hospitality and restaurant tables with the many benefits:

- economic - driving local demand for high quality produce and increased food tourism,
- social – creating space for everyday people to recognise indigenous knowledge through abalone.

Creating more jobs for local First Nations people in fisheries and food tourism. Taking up this opportunity is requiring many relationship capabilities:

- work collaboratively with the tourism and hospitality sectors
- Influence stakeholders to understand the benefits and negotiate for fair deals for all
- embrace and lead change in a new area



"It's about transforming commercial fisheries into fisheries with social impact, and this is about Aboriginal Tasmanian leadership for regional development that is not competitive with export industries."

- Dr Emma Lee,
Federation University Australia



Introduction

The Stay Afloat initiative originated in Tasmania and is a grassroots program aimed at supporting individuals who work in the seafood industry. [Stay Afloat \(Seafood Industry Tasmania\)](#) and [Stay Afloat \(Seafood Industry Australia\)](#) offer a range of mental health and wellbeing activities, tools and support for F & A communities. These programs were developed in response to high suicide rates and ideation. There are many trusted advocates who are part of the Australian Stay Afloat program who provide a listening ear. For the Tasmanian Stay Afloat there are also staff who can offer clinical support.



Display a culture of safety (physical, psychological and cultural)



Engage, support, develop, and empower diverse teams

Recognising when yourself or a fellow team member needs help and knowing what to do can be challenging. The Stay Afloat programs are available to anyone who is part of the F & A sector and can provide a stepping stone to getting the help that yourself or your colleague may need.

If you need support, please do not hesitate to reach out to the relevant Stay Afloat programs:

- **Stay Afloat Tasmania:** tsic@sit.org.au or phone 1300HELPMATE
- **Stay Afloat Australia:** info@seafoodindustryaustralia.com.au or phone 0408 008 344



Recognising when yourself or a fellow team member needs help and knowing what to do can be challenging.

Prawn Industry Digital Skills Hub

<https://www.seafoodcareers.com.au/course/digital-skills-hub-prawn-farmers>

Introduction

The Prawn Digital Skills Hub was established by the Australian Prawn Farmers Association (APFA) in collaboration with CQUniversity to address the current skills gap in the sector around digital capabilities and literacy. Inadequate digital capability is one barrier that limits the Queensland prawn farming industry's adoption of digital technologies. This project provided industry-wide learning opportunities for employees across the prawn farming industry, ensuring a capable and confident workforce to drive digital transformation into the future. The Hub includes videos, overview information, additional resources, video demonstrations and links to further resources. The training was blended training (on-the-job and online) and allowed for self-paced skill development.



Develop and enable technologic literacy



Use strong partnership management



Work collaboratively / Engage with stakeholders

When upskilling the workforce using online training, the challenge is in designing training materials that are perceived to be useful and easy to use. This means considering the target cohorts preferences for subject matter, content form, and time duration for activities. From extensive consultation and co-design with industry stakeholders, (interviews, focus groups, and an industry-wide survey), the following guidelines were set for design and delivery of the Prawn Farmers Digital Skills Hub:

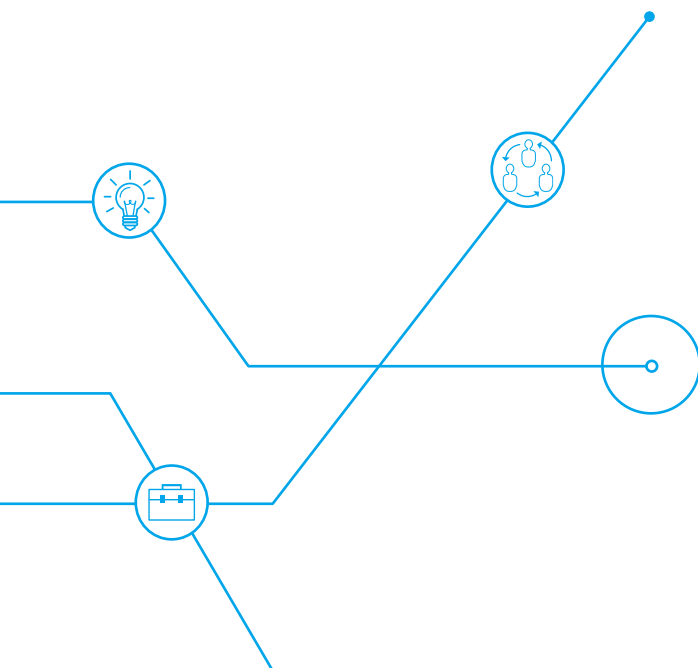
1. Topics for modules to include "Water Quality Technology", "Digitalising Data Collection" and "Introduction to Digital Aquaculture" and be mapped to digital skills aligned with the respective capability areas of technology operation, data monitoring, analysis, and interpretation/data management, and digital literacy.
2. Where applicable, the modules need to include case studies, application to WHS systems, and explanations of basic scientific concepts that underpin the "why" of technology use.
3. Modules need to be easy to integrate into prawn farm employees' workflow/schedules as not all employees have access to digital devices at home.
4. Content should be designed in 10 minute "chunks" and make use of audio/visual delivery of content.

5. Workshops on how to integrate the online modules with practical activities on farm to complement the theoretical knowledge are needed to support the roll out of the Hub.

Immediately following the successful delivery of the Prawn Farmers Digital Skills Hub workshops and webinars, almost all (94.4%) of the workshop participants reported intentions to use the Prawn Farmers Digital Skills Hub in the future. Furthermore, an industry led value proposition for the digital skills hub was identified that included the usefulness of this tool to:

- i. support the induction of new staff,
- ii. provide on-the-job training in digital skills, and
- iii. attract new recruits by showcasing the progressive nature of the industry and ensuring the next generation are aware of the digital transformation taking place on QLD prawn farms.

As a result of their use of the Prawn Farmers Digital Skills Hub, participants reported acquiring the knowledge, skills and confidence to introduce digital systems and to work with digital systems in QLD Prawn Farming enterprises. For a quick introduction on how to access the Prawn Farmers Digital Skills Hub and overview of the contents you can watch <https://www.youtube.com/watch?v=rLFRq7QPfL0>



Futures of Seafood

<https://futuresofseafood.com.au/>

Objectives being met:

① ③ ④

Introduction

Futures of Seafood is an innovative research program designed to understand the breaking points and challenges being faced by the F&A sector and identify future growth opportunities. This program has been driven by SIA and Blue Economy CRC. It seeks to address this question: as competition for ocean space intensifies, how can we measure and manage the cumulative impacts on Australian seafood?

This study will profile and map Australia's seafood footprint and provide evidence-based insights into ocean usage. It will be a novel study that describes, maps and models the spatial, economic and social impacts of Government targets and decisions, including but not limited to: offshore energy zones and proposals, marine parks and environmental regulation, oil and gas, desalination plants, tourism and recreational use and rocket launch pads. The program is trying to establish what Australia's future could look like in a rapidly evolving landscape that is overlaid with a complex regulatory environment.



Use strong partnership management



Work collaboratively / Influence and negotiate / Engage with stakeholders

This program will involve businesses and organisations across the F&A sector, governments and the community. There is an identified need to collectively understand the impacts of decisions that change ocean access, what the breaking points are and where there are opportunities. The opportunity to draw knowledge and wisdom from the ground up (fishers, small operators and from a range of businesses) will improve science-based decision-making and result in co-designed processes and outcomes.

A strong governance model is proposed to capture the breadth of stakeholders and ensure oversight of the study, strategic relevance and timely input from data and information contributors (you can view the Governance Model in this report).

Ensuring that there is meaningful and genuine participation means that the research will move beyond the desktop and data into delivery and implementation. There will be ongoing consultations and submissions to involve individuals and groups from across the sector.



Develop and apply knowledge / Think and problem solve

This study is reliant on both data and insights, and information will be sought through a series of data audits, workshops, surveys, interviews and consideration of direct support to seafood related associations to secure information from their members (as appropriate).

The aim of this program is to understand the potential pathways and opportunities that lie ahead for the industry during a time of rapid change and transformative agendas.



Women in Seafood Australasia (WISA) – Diversity and Inclusion

Objectives being met:

① ②

Introduction

There is increasing recognition of the importance of diversity in the workplace and creating an inclusive environment. Women in Seafood Australia (WISA) is the only national organisation representing women who work in the seafood industry. WISA's primary purpose is to champion an inclusive industry with diverse voices for a thriving seafood sector. They empower, connect and are responsive to the needs of women in seafood. WISA has become more active in the last five years with a push to professionalise the organisation. Some of the challenges that women are facing in the F&A sector include a lack of representation of women on committees and boards, structural barriers around selection processes for jobs and volunteer positions, and safety.

Another program designed to connect, enable, support and champion all women in F & A is Turn the Tide. For more information: <https://wisaturnthetide.com.au>



Value diversity and inclusion



*Work collaboratively /
Be self-reflective/self-aware /
Engage, support, develop, and empower
diverse teams / Embrace and lead change*

Seafood and Maritime Training (SMT) have worked collaboratively with WISA to look for opportunities to raise awareness around the benefits of a diverse workforce and the importance of gender equality in the F&A sector. SMT trains over 1000 students annually in a variety of commercial fishing, aquaculture, and maritime courses. Of these students 95% are employed in the Tasmanian Seafood and Maritime industry and many of them are undertaking the training as they have just been employed for the first time. The student cohort, however, is majority male aged between 16-30 years. As part of SMT's focus on people, in 2023 they embarked on a program of promoting the benefits of inclusion and diversity in their training. The partnership between SMT and WISA seeks to find opportunities to improve the gender balance in these training programs through workshops, training of SMT staff, and identification of partners to help drive change. SMT is trying to focus on the benefits of diversity of thought in their work.



Establish outcomes-based systems and processes



Value diversity and inclusion



*Be self-reflective/self-aware /
Engage, support, develop, and empower
diverse teams / Embrace and lead change*

WISA recognises that there is often mentoring needed to complement a promotion or to support an individual in a new position, such as on a board or committee. The WISA Bursary Program has been developed to support women to attend industry events, such as the Seafood Directions Program Industry Conference. The bursaries are designed for women who would like to further develop their networks, connections, skills and capabilities. They are intended for women who would otherwise not attend an industry conference or event due to financial or other barriers. As part of this initiative support is also provided to participants prior to a conference or event to make it a positive experience. WISA facilitates and supports involvement through making sure experiences are positive and by facilitating connections between people. Many from this Program have gone on to secure jobs at WISA and in other associated industries. Key outcomes from this Program include professional development and networking.



Sea Forest - Mentoring, Mental Health, and Capability Building

Objectives being met:

② ③ ④

Introduction

Sea Forest is a Tasmanian-based organisation that has developed a product called SeaFeed: a livestock supplement that reduces livestock emissions at scale. Asparagopsis is a red seaweed that is native to Australian Coastal waters and through photosynthesis it captures carbon from the atmosphere which makes up 40% of its biomass. The SeaFeed product range is based upon the bioactives found naturally in this seaweed. Sea Forest is working with the Institute for Marine and Antarctic Studies (IMAS) and James Cook University to carry out this work. As this is a relatively new organisation, they are still in the early stages of workforce planning; however, Sea Forest recognises the importance of mentoring and creating a safe, supportive workplace.

Being a new organisation, and part of the emerging industries sector, there have been some challenges around recruiting staff such as quality assurance managers who understand the science (chemistry and marine science). As they are working regionally it can further contribute to this challenge of recruitment. Workforce recruitment challenges are also further complicated by a lack of technical and digital skills. They recognise the need to work smarter, not harder.



Embrace contemporary work practices



Embrace and lead change



Think and problem solve



Embrace and value creativity and innovation

Sea Forest acknowledge the importance of flexibility and are trying to break away from the standard 9-5 workday model. The organisation is currently thinking about how they can focus on outcomes and provide options for part-time and flexible work arrangements. As Sea Forest operates in a more remote, regional area they provide accommodation on site to attract employees. They support relocation and are currently improving their Drive in Drive Out (DIDO) system. There is also a free bus service from Hobart to Triabunna that is funded by the government. This is all part of their **employer value proposition**.

The organisation believes that mentoring and building the capabilities of their workforce is essential. They provide access to courses through a network called **BEST**, who offer free training in forklift use, Cert IV in leadership, and first aid. Sea Forest try to provide mentorship opportunities for employees so that they can connect with others in the sector and in the organisation. These opportunities allow people from different levels in the business and different backgrounds to share their journey and help others to identify career pathways. Employees

are connected once a month with someone in the team other than their direct line manager. There are also opportunities to be part of industry groups, such as the Australian HR Institute (AHRI).

Sea Forest values the skills and knowledge that their employees bring to the table. They believe in empowering others to articulate ideas and feed into change across the organisation.



Display a culture of safety (physical, psychological and cultural)

Sea Forest recognise that safety extends to mental health and wellbeing. They provide access to the Employee Assistance Program (EAP) through Acacia Connection. The EAP provides support on a range of topics relevant including stress, burnout, and WHS on wellbeing as well as other resources on harassment, and discrimination. There is an element of eco-anxiety in the positions at Sea Forest as employees are out working in the elements noticing changes and listening to external news. Sea Forest have also spoken to SIA's Stay Afloat program so they can further understand who is working the mental health space and how to be involved.



Project Material 2: Case Studies

The case studies have been developed from the interviews that informed the development of the Framework. These case studies are directly linked to the enablers and capabilities of the Framework and demonstrate applicability in a real-world context. They offer ideas for innovation.

Case studies have been hyperlinked throughout the Framework document as part of project material 1.

Project Material 3: Stakeholder communication and Engagement Plan

Stakeholder engagement was a key focus of the Workforce Capability Framework. The project collaborated closely with key F&A sector stakeholders to build a robust and practical Framework and implementation approach. The engagement also began the process of capacity building with the sectors – introducing a shared language for workforce capability and gaining awareness, understanding and support for when the Framework is rolled out.

Other objectives of the engagement were to:

- Identify additional key stakeholder groups or individuals to interview
- Identify which regions or segments of the F&A sectors have current existing workforce plans
- To seek feedback on their expectations and needs of the Framework
- Scope a draft Framework of enablers and capabilities relevant to their F&A sector
- To test the emerging capability Framework, and further consolidate the lists of current and future needs for capabilities and behaviours.

The stakeholder engagement plan of the project is outlined in Table 3.

The plan outlines:

- Why certain stakeholders were engaged
- The level of engagement; and
- Method of engagement.

Table 3: Stakeholder Engagement Plan

Stakeholder group	Organisations (including but not limited to)	Purpose of engagement	Level of engagement	Method of engagement
CORE STAKEHOLDERS				
FRDC	FRDC	<ul style="list-style-type: none"> Inform about project progress, issues and opportunities Ensure the project delivers practical and sector focused outputs Provide feedback on opportunities for strengthened coordination in the sector 	Collaborate	Email updates Team Meetings Project reporting
Project Advisory Group (PAG)	Seafood Industry Australia FRDC Skills Insight South Coast Seaweed Seafood Maritime Training Oysters Australia	<ul style="list-style-type: none"> Contribute to project design, consultation advice and ensure the framework will be fit-for purpose for sector Inform about project progress, issues and opportunities Ensure project delivers practical and sectoral focused outputs Create awareness and support sector ownership of the Framework Facilitate sector commitment through the development of a sector implementation approach Future facilitation of opportunities for collaboration across the sector and key stakeholder groups 	Collaborate	Email updates PAG Meetings Interviews or meetings outside of PAG meetings on specific topics
FRDC - Extension Network and R&D	FRDC	<ul style="list-style-type: none"> Input into engagement Understand the gaps and opportunities in capabilities specific to this group. Create awareness and support sectoral ownership of the Framework Source any case studies of exemplars 	Involve	Online group workshop(s) max 12 attendees Email drafts
SECTOR				
Key sector bodies	Seafood Industry Australia (SIA), SIA subcommittees for wild catch and aquaculture; SIA for contacts in emerging segments (e.g. seaweed, abalone ranching, freshwater finfish) Commercial – wild catch, aquaculture, processing, retail and wholesale	<ul style="list-style-type: none"> Gain feedback on expectations and needs of the framework including barriers to implementation Understand what current and past workforce strategies have been developed Understand gaps and opportunities in capabilities Create awareness and support sectoral ownership of the Framework Identify opportunities for sharing of staff or transferability of skills Source any case studies or exemplars 	Consult Inform	Group interview x1
Governance and management	Australia Fisheries Management Forum			Individual interviews x1
Indigenous groups	FRDC Indigenous Reference Group			Individual interviews x2 or Workshop if available

Stakeholder group	Organisations (including but not limited to)	Purpose of engagement	Level of engagement	Method of engagement
Sector partners	Industry Partnership Agreement (IPA) groups			Individual interviews x12
NSILP alumni	Varied			Online workshop (max 10) Survey to all
R & D – capability	Varied			Interviews x3 Survey (potential)
Recreational	FRDC Recreational Fishers Co-ordination Program, Australian Recreational Fishing Foundation, citizen science, NGOs e.g. Ocean watch, activities.			Interviews x3
EDUCATION AND TRAINING				
Education and VET Providers, Research and Higher Education	Primary Industries Education Foundation Australia (PIEFA); Marine Science Teachers Association. Australian Maritime College, Fremantle TAFE, Seafood Training Tasmania, LMC Training. CSIRO Fisheries, James Cook University, University of Adelaide, Charles Darwin University, University of Tasmania. RTOs and trainers from NSILP.	<ul style="list-style-type: none">▪ Understand what current and past workforce strategies have been developed▪ Understand the gaps and opportunities in capabilities▪ Create awareness and support sectoral ownership of the Framework▪ Source any case studies of exemplars/what’s worked/has not worked	Consult Inform	Interviews x7 Potential workshop later in process
SUPPLY CHAIN				
Processing, logistics and transport	Refrigerated Warehouse and Transport Association of Australia.	<ul style="list-style-type: none">▪ Gain feedback on expectations and needs of the framework including barriers to implementation▪ Understand what current and past workforce strategies have been developed▪ Understand the gaps and opportunities in capabilities▪ Create awareness and gain sectoral ownership of the Framework▪ Source any case studies of exemplars	Consult Inform	Group interviews x1

Stakeholder group	Organisations (including but not limited to)	Purpose of engagement	Level of engagement	Method of engagement
OTHER RELATED STAKEHOLDERS				
Others and Related Projects	Australian Rural Leadership Foundation. Jill Briggs, Ian Knuckey, Australian Commercial Vessel Operators Association (fishing charter and fleet owners). Current FRDC projects such as University of Adelaide workforce data project.	<ul style="list-style-type: none"> ▪ Gain feedback on needs of the framework including barriers to implementation ▪ Understand what current and past workforce strategies have been developed ▪ Understand the gaps and opportunities in capabilities ▪ Create awareness and gain sectoral ownership of the Framework ▪ Understand and imbed any learnings from related projects 	Involve Consult	Interviews x5 Potential workshop with alumni Regular online catch ups

*** Levels of engagement:**

- **Inform** – To provide information to assist stakeholders to better understand the issue, and/or identify alternatives, opportunities and/or solutions to the issue
- **Consult** – To obtain feedback from key stakeholders on the issue, alternatives and/or outcomes
- **Involve** – To engage directly with key stakeholders throughout the project to ensure that major concerns and needs are understood and considered
- **Collaborate** – To partner with key stakeholders to develop/evaluate solutions to problems, to make decisions, provide advice and to identify preferred solutions
- **Empower** – To deliver solutions and/or the ability for informed decision-making in the hands of the stakeholder. Stakeholders are then enabled to directly contribute to the achievement of project outcomes.

Project Material 4: Literature Review

SEPTEMBER 2023 - UPDATED APRIL 2024

Fisheries & aquaculture workforce capability framework

Literature Review

FRDC

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the Country that we work on throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present, and we acknowledge emerging leaders. Moreover, we express gratitude for the knowledge and insight that Traditional Owners and other Aboriginal and Torres Strait Islander people contribute to our shared work in Australia.

We pay respects to all Aboriginal and Torres Strait Islander communities. We recognise that Australia was founded on the genocide and dispossession of First Nations people and acknowledge that sovereignty was not ceded in this country. We embrace the spirit of reconciliation, working towards self-determination, equity of outcomes, and an equal voice for Australia's First People.

1 Introduction

1.1 BACKGROUND

The FRDC and other groups in leadership roles for Australia's fishing and aquaculture (F&A) industry have highlighted workforce development as a key opportunity and priority to improve the sector.

The Framework for Australia's fishing and aquaculture community is in line with Fish Forever 2030 Vision, with a long-term outcome to develop:

Strong, resilient, adaptable fishing and aquaculture sectors supported by a collaborative and capable workforce.

For the first time in Australian history there are now five different generations working together in the workplace¹. Each generation were born in a context that led to shaping the way they see the world. They have different needs and expectations and varying contributions to make to the workforce². At present many of these generations, and the demographics within them, are underutilised whilst workplaces report having skills and capability gaps.

At the same time there is a transformation in the demands and needs of employers to keep up with global trends. Skills Impact stated that we are amidst the 'fourth industrial revolution', with the rise of digitisation, automation, biotechnology and robotics changing the way work. This is consistent with research done by McKinsey Global Institute about the future world of work, which has shown that demand for manual skills will decline while demand for technological, social and higher cognitive skills will increase³.

Rural Australia Institute's research on The Future of Regional Jobs⁴ identifies that and that "aligning skill supply with skill demand requires proactive and innovative education and training practices that involve a wide range of participants such as employers, young people, educators, trainers, older job seekers and even families and communities more broadly." To target regional labour markets "local and regional scale interventions are critical" to target the people and businesses that are in need.

Fisheries and aquaculture has challenges common to regional jobs with further limitations on extreme remoteness. The Framework seeks to aid F&A communities to achieve the alignment of supply and skill demand that is instrumental for the industry to succeed.

1.2 STRUCTURE OF THIS REPORT

This literature review has been undertaken by RM Consulting Group (RMCG) to support the development of a Workforce Capability Framework for the F&A sector. During this desktop review, we found many examples of existing frameworks to build upon from the F&A industries and also from other industries.

¹ The silent generation (1928-1945), Baby boomers (1946-1964), Generation X (1965-1979), Millennial (1980-1994), Gen Z (1995 and after).

² Hope is not a Strategy – Our shared responsibility for the future of work and workers, Senate Select committee on the Future of Work and Workers, Commonwealth of Australia, 2018.

³ Dondi, M, Klier, J, Panier, F and Schubert, J (2021). Defining the skills citizens will need in the future world of work. McKinsey Global Institute. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>.

⁴ The Future of Regional Jobs, Regional Australia Institute, April 2019.

The workforce strategies and example frameworks reviewed here are presented as a range of elements and exemplars from which an Australian F&A Workforce Capability Framework may build upon.

- Section 2 of this report outlines relevant recent projects, strategies and initiatives conducted by, or in association with, the F&A industry in Australia. We include international projects and examples, where appropriate
- Section 3 provides several examples of workforce strategy and exemplars of capability frameworks from sectors or jurisdictions outside F&A. They are included as examples of framework structure and presentation with potential to be adapted to the F& A workforce context
- Section 4 includes recommended candidate examples with potential to be adapted for a F&A Workforce Capability Framework. These are presented as '**what**' schemas of capability, and a '**how**' framework to guide analysis and action on identified capability gaps.

2 Strategic Alignment

2.1 OVERVIEW

Building the capability and capacity of people involved in fisheries and aquaculture is one of five enabling strategies included in the Fisheries Research and Development Corporation (FRDC) 2020-2025 Research & Development Plan. This plan defines key terms:

Capability – ‘knowledge, skills, competencies and experience – they can be the difference between simply knowing a fact or skill, and being able to apply it’.

Capacity – ‘what’s required *to get things done*. Including human capital [and] the number of people with capability, time constraints, budget, resources, structures, assets, equipment and networks.

At a strategic level, descriptors of capability are necessarily broad and generic. This enables currency and the future of work ideation and consideration. These capability domains are interpreted and operationalised at the enterprise-level in the form of ‘job’ or ‘role’ descriptors. Role descriptors allow each of the capability domains to be described in concrete terms. In other words, the way that individual workers need to apply specific elements of each generic capability is spelled out in role descriptions and tailored to the day-to-day activity of individuals in the F&A workforce.

For the purposes of this review, we will necessarily focus on capabilities at the generic level, as opposed to the role-specific level which is the domain of implementation of workforce development at the region, enterprise or role level.

A workforce capability framework needs to describe in broad terms both capability the workforce needs (**what**) and provide a structured process for the sector to achieve the desired workforce capability (**how**).

2.2 DRIVING CAPABILITY & CAPACITY CHANGE

FRDC has set a clear path to addressing workforce issues. In August 2022, an expert-based steering committee was formed called the *Capability and Capacity Steering Committee* to strategically guide the Capability and Capacity Building Plan. The Plan has three objectives, each with associated initiatives:

1. Attract & retain great people
2. Connect and collaborate to drive meaningful change
3. Grow and nurture diverse people to navigate uncertainty and survive.

Current initiatives under the Plan relevant to this capability and capacity project include:

- Establish an accurate **baseline of who is working in F&A (2022-034)** and understand the diversity of the workforce, by assessing and challenging the current methods of collecting data (University of Adelaide)
- Partner with Seafood Industry Australia to build **Seafood Careers**, an interactive online platform showcasing roles and opportunities across F&A , including tools to explore pathways and training
- Work with Women in Seafood Australasia on **Turn the Tide**, aiming to increase the capacity and capabilities of all women and help change perceptions and culture within F&A. Turn The Tide aims to make workplaces more attractive and encourage diversity, inclusion and wellbeing
- Work with River & Sea to develop the **Recreational Fishing Fundamentals & Vocational development course (2022-033)**, enabling women across Australia to access resources and networks to commence and continue their recreational fishing journey

- **National Seafood Industry Leadership Program (NSILP) (2022-187), Australian Rural Leadership Program (2022-192) and Nuffield (2016-407)** opportunities to grow and nurture the emerging and existing leaders of F&A
- **Primary Industries Education Foundation Australia (PIEFA) (2021-073)** conducting research and understanding current levels of engagement, barriers, and opportunities to position F&A within primary and secondary schools. PIEFA provides a mechanism to showcase F&A and food and fibre more broadly.

3 Industry context

3.1 OPERATING ENVIRONMENT

There has been significant focus over the years on workforce in line with the strategic direction of the industries. To understand how these operating environment impacts workforce issues for F&A we have reviewed industry strategies, reviews and initiatives and found recurring themes describing:

- Industry context and
- Enabling factors.

3.1.1 INDUSTRY CONTEXT

F&A industries are facing many challenges from environmental, social, economic and political impacts. Those affecting aquaculture are different to those affecting wild catch, and small to medium sized businesses have different challenges to larger businesses. Some of this changing context will also provide opportunities.

Significant contextual issues relevant to workforce capability can be summarised as follows:

- Attraction and retention of employees –an aging and dispersed workforce, diversity and inclusion, perception of roles, work and industry, visibility of pathways, transferability, prioritisation and investment in industry for broader purpose e.g. AUKUS – defence capability
- Productivity and efficiency in the use of labour
- Increasingly greater proportion of skilled as compared to unskilled labour
- Cost of training vocational, para-professional and professional
- Social licence to operate – environmental and social
- Accuracy of skills and jobs data
- Indigenous involvement and engagement
- Mental health
- Remoteness of work areas
- Competing employment opportunities with higher wages and different value proposition (outdoors, autonomous, varied lifestyle)
- Increased mechanisation and automation
- Biosecurity threats and requirements
- Changing political/regulatory setting
- Climate change events
- Global supply chain disruptions both upstream and downstream
- Introduction and expectation of alignment with ESG/sustainability frameworks.

3.1.2 ENABLING FACTORS

Enabling factors are activities or other aspects that businesses or industries can implement to make it easier (or more difficult) to increase employee capability and empower them to reach their full potential in the workplace, for them and their careers and, for the benefit of the businesses and industries.

For young people, women and people with disabilities in particular, systems such as flexible work, effective environmental management and procedural fairness play a large role in attracting and retaining people.

For the growing market of Culturally and Linguistically Diverse (CaLD) workers, thinking beyond the individual in the workplace to include actions to smooth the transition to a regional/rural area and to working in an Australian environment are key to retaining this cohort.

Examples of enabling factors provided in the strategies and reviews were:

- Contemporary workforce practices – flexibility, fairness and remuneration, transferability of skills
- Fit-for-purpose training and education and funding including cost, vocational, para-professional and professional
- Knowledge and awareness of current employee capabilities and industry resources

Others could include:

- Life-long learning culture – valuing learning and development in business planning and actions
- Partnerships – partnering with similar or complementary organisations on staff development or support
- Networks/networking – highly valued for women and young people. Allowing and valuing the time to network is key
- Systems/process – ensuring existing systems and processes don't get in the way of innovative or productive new ways of working
- Emotionally healthy organisations – psychologically safe, open and honest, feedback is taken on board, learning is valued, interpersonal skills are valued and Inner Development Goals embraced (See dot point below), an employer of choice

Inner Development Goals⁵ - aim to provide a blueprint of the capabilities, qualities and skills needed to achieve the Sustainable Development Goals.

⁵ <https://www.innerdevelopmentgoals.org/framework>

4 Skills & Capability gaps in F&A

The following section will synthesize the information found from national and some international strategies and projects in the industry.

4.1 AUSTRALIAN STRATEGIES AND PROJECTS

4.1.1 OVERVIEW

Analysis of the F&A workforce strategies and reviews highlighted several recurring themes related to development of skills and capabilities. These are provided in Table 4-1.

Table 4-1: Themes in F&A workforce documentation.

THEMES	ISSUES
The sector needs to promote the F&A sector as an attractive career option for young people	Aging workforce, remote location, barriers to entry, ownership for wild catch and employer capability and capacity in marketing and communication
It can be challenging to attract and retain labour, with the right skills and experience	Labour shortages, staff retention, lack of access to or uptake of training
Workplace practices may need to modernise and offer workers flexibility, job security, good pay and conditions	Human resources practices, workplace culture
Leadership capacity development is required across the board	Managers and leaders needed to think differently, drive innovation and enable collaboration; modernise workplace practices and culture; advocate for industry, including social licence and sustainability; risk management and mitigation skills for extreme events and biosecurity threats
Future workforce will have fewer unskilled jobs	Need for greater higher level thinking and problem solving skills together with interpersonal skills such as communication, empowerment and inclusivity to manage a different workforce (hybrid work and/or interest in values based work). Additionally, skills in technology, science, digital data, automation, and business management; need for traceability, provenance, cool chain control, documentation and reporting of practices and products
Education and training providers, and industry need closer communication and cooperation to ensure fit-for-purpose education programs that meet the needs of future employers	

Further to the themes and issues some specific capability gaps were noted. Some of the **key capability gaps** identified were:

- Leadership and interpersonal
- Digital and technology
- Traceability, provenance and blockchain
- Knowledge and application of knowledge
- Logistics/transport/warehousing/distribution
- Equipment manufacturing & maintenance.

Many of these capabilities will be relevant across all the F&A sectors providing opportunities for transferability, collaboration and partnerships. The subsequent engagement with the F&A sectors will explore and test these desktop findings.

4.1.2 IDENTIFIED CAPABILITY AND POSITION GAPS

The following documents were reviewed to identify key capability and position gaps. The documents and the key findings are provided in Table 4-2.

Table 4-2: Capabilities, enablers and position gaps.

STRATEGY	ISSUER	YEAR	CAPABILITY	ENABLERS	POSITION GAPS
National					
Victorian skills plan: agriculture, forestry and fishing	Victorian Skills Authority	2022			<ul style="list-style-type: none"> ▪ Aquaculture technicians and scientists
Industry skills: aquaculture and wild catch	Skills Impact	2022	<ul style="list-style-type: none"> ▪ Digital skills 	<ul style="list-style-type: none"> ▪ Training delivery barriers that are nationally consistent ▪ Understand digital skills needs 	<ul style="list-style-type: none"> ▪ Traceability, provenance and blockchain
Australian aquaculture and wild catch industry sector: annual update	Industry Reference committee	2021		<ul style="list-style-type: none"> ▪ Commitment to funding and increasing participation of existing training ▪ Attracting pools of talent not previously sought after (e.g. indigenous) ▪ Increase participation in existing training 	
The next generation: Tasmanian seafood industry workforce	Tasmanian Seafood Industry Council	2020	<ul style="list-style-type: none"> ▪ Showing drive and aspiration at work 	<ul style="list-style-type: none"> ▪ Changing workforce practices for changing workforce aspirations and expectations ▪ Flexibility, fairness and remuneration ▪ Culture of mental health safety 	
FRDC partner priorities	FRDC	2016	<ul style="list-style-type: none"> ▪ Leadership skills ▪ Engagement with local communities 	<ul style="list-style-type: none"> ▪ Supporting staff to participate in lengthier training programs 	<ul style="list-style-type: none"> ▪ Social media and marketing
International					
Workforce needed to support future growth of aquaculture	World Aquaculture Society	2021	<ul style="list-style-type: none"> ▪ Leadership and management skills ▪ Cross-skills ▪ Resilience 	<ul style="list-style-type: none"> ▪ Improving productivity and efficiency in the use of labour 	<ul style="list-style-type: none"> ▪ Information technology skills including robotics, “big data”, automation and data analysis ▪ Aquatic animal and plant biology

STRATEGY	ISSUER	YEAR	CAPABILITY	ENABLERS	POSITION GAPS
					<ul style="list-style-type: none"> ▪ Nutrition, fish health and water quality ▪ Warehousing and distribution ▪ Equipment and maintenance
North American workforce trends analysis	Builders Initiative	2020	<ul style="list-style-type: none"> ▪ Technological and science ▪ Business management ▪ Collaborative ▪ Engagement 		

*Note: details of the above research can be found in **Appendix 5**.*

4.2 SKILLS & CAPABILITY INITIATIVES

This section provides a description of initiatives illustrating how specific workforce capability gaps are identified, analysed and addressed. These examples demonstrate the purpose a capability framework might serve including:

1. Structuring the process that groups use to analyse existing and future workforce for capability gaps; and
2. How groups might design and advocate for specific actions to remedy capability gaps identified.

The workforce issues addressed in the following project examples include:

- A regional initiative to grow skilled seafood workforce for future industry in Northern Australia
- Overview of mental health status and initiatives in the Australian F&A industry
- A region-level analysis of need for aquaculture industry workforce and a localised collaboration plan to meet that need (Bay of Plenty, NZ)
- Development and implementation of a people and capability development framework for a single aquaculture business (Huon Aquaculture).

4.2.1 AQUACULTURE INDUSTRY NEED FOR SKILLED STAFF TO 2050

The *Future-proofing Northern Australia: aquaculture industry need for skilled staff to 2050* project is currently underway and aligned with FRDC strategic direction 5.3: *Deliver skills for the new economy*.

It is estimated the Northern aquaculture industry will need 1400 - 2300 new skilled staff by 2030 to support projected industry growth. However, the industry is facing challenges in a shortage of domestic, skilled and experienced staff, on farm biosecurity needs and concerns, and insufficient health management capacity.

The project aims to build skills including professional development for current staff, training aligned to industry needs, and promoting Northern Australia aquaculture career opportunities to regional communities delivering on four specific objectives:

1. Provide education providers with information on skills sets required of graduates so they can shape their course outcomes
2. Provide education providers with data to guide course sizes so that they will meet expansion ambitions of the industry
3. Provide students with evidence of meaningful career opportunities during latter years of secondary education
4. Workforce education to more closely match the industry demand for qualified personnel.

4.2.2 MENTAL HEALTH IN FISHERIES AND AQUACULTURE

FRDC funded research in 2018 reviewed a specific high priority issue facing the F&A workforce; mental health. The research project aimed to address and acknowledge:

- Falling levels of mental health among members
- The need for a gap analysis of available RD&E
- The link between mental health and workplace health and safety.

The following key points were identified to be considered and actioned at both enterprise (individual businesses) and strategic level (e.g. member associations, peak bodies, fisheries regulatory bodies, policy and funding bodies):

- Psychological health is part of workplace health and safety
- Fatigue is a priority issue for the industry
- The mental health sector has evidence-based approaches that can be applied and adapted
- Raising of awareness of the industry and workforce mental health is required
- Trusted advisors are required in the industry, and they professional support
- Language is important when addressing mental health issues
- Reforms and change are workplace stressors
- Mental health must be addressed at all levels: individual, workplace, industry, community
- Clarity of roles is required, including for FRDC and industry associations.

Initiatives and gaps were classified as focused on or addressing one (or more) of three essential mental health response elements:

1. Promotion and awareness raising
2. Prevention and minimisation
3. Intervention and support.

4.2.3 SMART AQUACULTURE WORKFORCE DEVELOPMENT STRATEGY

The Smart Aquaculture Workforce Development Strategy (2021)⁶ was developed at the Bay of Plenty in New Zealand. It is an example of region-level analysis of workforce need, and a specific, localised plan for collaboration to meet that need. The Strategy was developed to grow workers for new jobs and aimed to identify educational pathways from school through to employment in specific jobs, outlining job profiles in the industry and pathways, in a dashboard display (Figure 4-1).

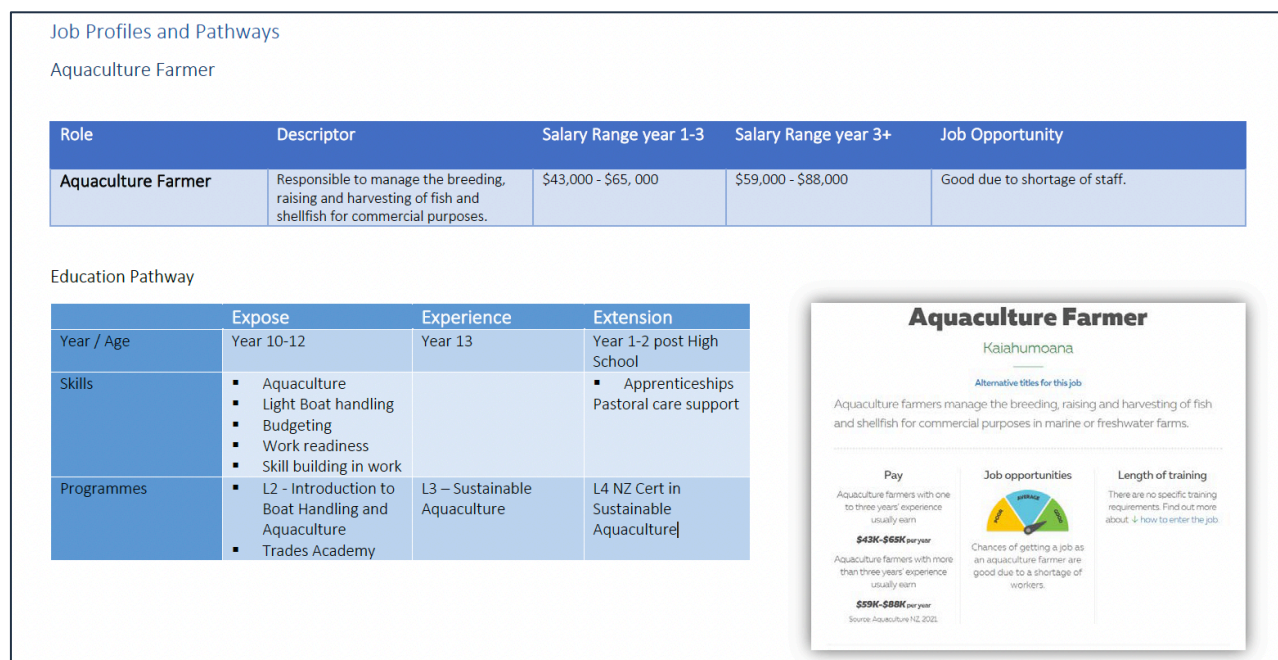


Figure 4-1: Job Profiles and Pathways dashboard example

⁶ <https://smartmaoriaquaculture.co.nz/wp-content/uploads/2022/04/Workforce-Development-Strategy.pdf>

4.2.4 PEOPLE AND CAPABILITY FRAMEWORK HUON AQUACULTURE

During 2019, Huon Aquaculture in Tasmania undertook enterprise-level analysis to assess and develop a People and Capability Framework for the aquaculture industry with the objective of improving leadership capacity at Huon Aquaculture, and introducing new and needed strategic people development activities. The key findings and development tools from this project were:

1. Documented succession planning competencies, focused on leadership positions
2. Organisation-wide innovation process and an assessment tool
3. Career pathway mapping to improve workforce retention.

Examples of these three tools can be found in Appendix 2.

INDIGENOUS CAPACITY BUILDING PROGRAM⁷

Designed to address the need to increase the number of Indigenous Australians with capacity to engage in management and governance of fisheries and aquatic resources, an Indigenous capacity building program was developed. This included consultation with the Indigenous Reference Group, supporting materials on technical components, formal meeting processes and leadership skills. A three day interactive workshop was held with video features and case studies to be used post workshop to empower Indigenous participation in sustainable fisheries management.

⁷ <https://www.frdc.com.au/project/2017-069>

5 General workforce strategies & frameworks

5.1 OVERVIEW

This section encompasses a wide range of examples of elements that may contribute to a comprehensive capability framework. Each of the examples in this section have been drawn from sectors other than F&A, however the concepts, representations and worked examples each offer insights about how to simplify the complex landscape of workforce development, and devise ways to negotiate action for change and improvement.

There is a depiction of core skills or future skills including the:

Eight domains of skills from the World Economic Forum's annual employer survey⁸

McKinsey Global Institute's future world of work research which identified 56 "foundational skills" that will be needed for people to thrive in future workplaces⁹

Generic skills from NCVER research¹⁰ plus the importance of scientific literacy

- Agriculture digital capability framework providing a gap analysis and intervention recommendations.

In addition, specific **industry workforce strategies** have been described including the:

- Australian Sugarcane RD&E workforce plan - highlighting challenges in attracting and retaining skilled staff, and offering a process to guide action to meet that challenge
- Tasmanian building and construction industry Diversity and Inclusion Plan – providing worker career path as a series of four potential 'intervention points' for employer or peak body action
- NSW Public Service Commission and Victorian Community Sector Workforce provide worked examples of capability statements and how each organisation drills those down to individual staff-member level to guide and appraise performance
- Australian dairy farmers dairy industry leadership strategy
- Horticulture sector people development strategy.

5.2 CORE AND FUTURE SKILLS

EIGHT DOMAINS OF SKILLS: WORLD ECONOMIC FORUM

One of the challenges in devising a workable F&A Workforce Capability Framework is describing or naming the capabilities that may or may not need to be developed. The World Economic Forum (WEF) undertakes a comprehensive annual survey about what skills organisations view to be 'core' for their workers¹¹. The 26 candidate core skills, and the eight domains under which the WEF researchers allocate those skills are listed

⁸ <https://www.weforum.org/reports/the-future-of-jobs-report-2023/in-full/4-skills-outlook/> and https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf

⁹ Dondi, M, Klier, J, Panier, F and Schubert, J (2021). Defining the skills citizens will need in the future world of work. McKinsey Global Institute. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>.

¹⁰ https://www.ncver.edu.au/__data/assets/file/0020/4457/nr2102b.pdf

¹¹ <https://www.weforum.org/reports/the-future-of-jobs-report-2023/in-full/4-skills-outlook/> and https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf

in Appendix 3. This list of descriptors is long and potentially too broad in scope/terminology for the Australian F&A stakeholders in this work. However, the WEF list may offer an alternative to those identified in the introduction to this report. Adopting an agreed set of descriptors that is internationally recognised would potentially allow international benchmarking as the WEF survey includes sector-specific data (agriculture, forestry, fisheries).

FOUNDATIONAL SKILLS: MCKINSEY GLOBAL INSTITUTE

McKinsey Global Institute have undertaken research about the future world of work, which has shown that demand for manual skills will decline, while demand for technological, social and higher cognitive skills will increase¹². Their research has identified 56 'foundational skills' that will be needed for people to thrive in future workplaces. These skills cover 13 skills groups and four main categories of Cognitive, Inter-personal, Self-Leadership and Digital. A summary of these skills is provided in Appendix 4.

GENERIC SKILLS: NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

The National Centre for Vocational Education Research (NCVER) defines generic skills as¹³:

- General thinking skills – including the capacity for critical thinking, analytical thinking and deciding;
- People-related skills – including empathy, interpersonal communication, advocacy and influencing, leadership;
- Personal attributes – including self-efficacy, time management, initiative, ethical behaviours;
- Business skills – understanding money, production, logistics, customer focus and management of processes and people;
- Basic or fundamental work skills – numerical, language and digital literacy sufficient to enable successful functioning in given role and work context.

For the F&A industries there will be a need to include:

Scientific literacy – including applied science of technology use, understanding biological systems, environmental stewardship¹⁴.

AGRICULTURAL DIGITAL CAPABILITY FRAMEWORK

There is a general understanding that digital and artificial intelligence (AI) technologies are transforming the world of work and that today's workforce will need to learn new skills and learn to continually adapt, regardless of the industry.

Skills Impact, KPMG, Faethm and The University of Queensland produced the *Agricultural Workforce Digital Capability Framework* report¹⁵ with support from all the Research and Development Corporations. According to studies underpinning the report, the agriculture sector was found to have low-levels of digital maturity and although this varied across the supply chain, it was found that there is a consistent lack of proficiency in operating technologies and digital devices applicable to business activities and processes¹⁶.

¹² Dondi, M, Klier, J, Panier, F and Schubert, J (2021). Defining the skills citizens will need in the future world of work. McKinsey Global Institute. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>.

¹³ https://www.ncver.edu.au/__data/assets/file/0020/4457/nr2102b.pdf

¹⁴ <https://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/33707226.pdf>

¹⁵ https://www.crdc.com.au/sites/default/files/Agricultural%20workforce%20digital%20capability%20framework_Report_Final%20deliverable.pdf

¹⁶ <https://www.voced.edu.au/content/ngv%3A87300>

To assist the agriculture industry in moving forward, the Agricultural Workforce Digital Capability framework (Framework) was developed identifying six digital capabilities and five enabling capabilities for agriculture sector to thrive (Figure 5-1).












Digital capabilities		Enabling capabilities	
	Digital literacy		Process improvement
	Technology operation		Personal learning & mastery
	Data management		Collaboration
	Data monitoring, analysis & interpretation		Business transformation
	Digital communication		Critical thinking
	Incident management		

Figure 5-1: Capabilities from Agricultural Workforce Digital Capability Framework

The Framework provides practical guidance for future work needs and upskilling opportunities for industries to meet technological challenges in a rapidly changing environment. Complementing this Framework are a training and curricula handbook for education and training providers and a questionnaire and self-assessment approach¹⁷.

5.3 INDUSTRY WORKFORCE STRATEGIES

SUGARCANE RD&E EMPLOYMENT & CAPABILITY STRATEGY

As at 2019, the Australian national sugarcane industry set its vision and workforce of the future goals and developed their RD&E employment and capability strategy. This included being a “*preferred employer, offering an exciting future together with opportunities for skills development, advancement, and work-life balance.*”

They see technology as being a major disruptor to the industry and note some similar challenges to F&A industries in attracting school leavers who are choosing environment based courses rather than agriculture or F&A type courses. They note that modern workforce requirements include clear career paths, professional development, innovation, flexibility, corporate social responsibility, competitive remuneration. and good communication.

Their strategic framework follows a process of: engage, train, attract and collaborate.

BUILDING & CONSTRUCTION INDUSTRY DIVERSITY STRATEGY

The Tasmanian Building and Construction Industry Training Board developed a workforce development schema that recognised a workforce gap in terms of ‘who was participating in building and construction work’. The associated Diversity Strategy was intended to increase participation of poorly represented groups (women, LGBTIQ people, Indigenous Australians, Culturally and linguistically Diverse (CaLD) people). The workforce development strategy was aimed at employers, training providers and industry representative

¹⁷ <https://www.skillsimpact.com.au/vetinsights/digital-skills/>

groups (e.g. peak bodies, member associations), and under each heading, listed the strategic actions required by those groups to successfully attract, recruit, retain and advance workers in the poorly represented groups. This form of capability framework does not focus on specific skill or knowledge gaps in workers, rather it aims to catalyse structured and strategic action by employers and others to source, keep and develop diverse workers.

NSW PUBLIC SERVICE COMMISSION WORKFORCE CAPABILITY FRAMEWORK

The NSW Public Service's workforce capability framework was developed to give the large and diverse public sector a common language to describe the capabilities and behaviours expected of employees across the various agencies and site locations of the NSW public sector. Capabilities are described generically and seen as transferable knowledge, skills and abilities relevant to a role.

The Capability Framework has 16 core capabilities organised into five groups:

1. Personal Attributes
2. Relationships
3. Results
4. Business Enablers
5. People Management (for managers).

Each capability has five levels: foundational; intermediate; adept; advanced and highly advanced. The levels allow the framework to be used for staff assessment and professional development planning. This also provides clarity in role and level of responsibility description, when new roles or positions are being designated and advertised.

In terms of a capability framework for the F&A sector, the NSW exemplar shows clear and agreed language about what the capability clusters and descriptors are. It also demonstrates how generic capability descriptors can be described in terms of level of competence, for practical purposes in management of human resources (Figure 5-2 & Figure 5-3).

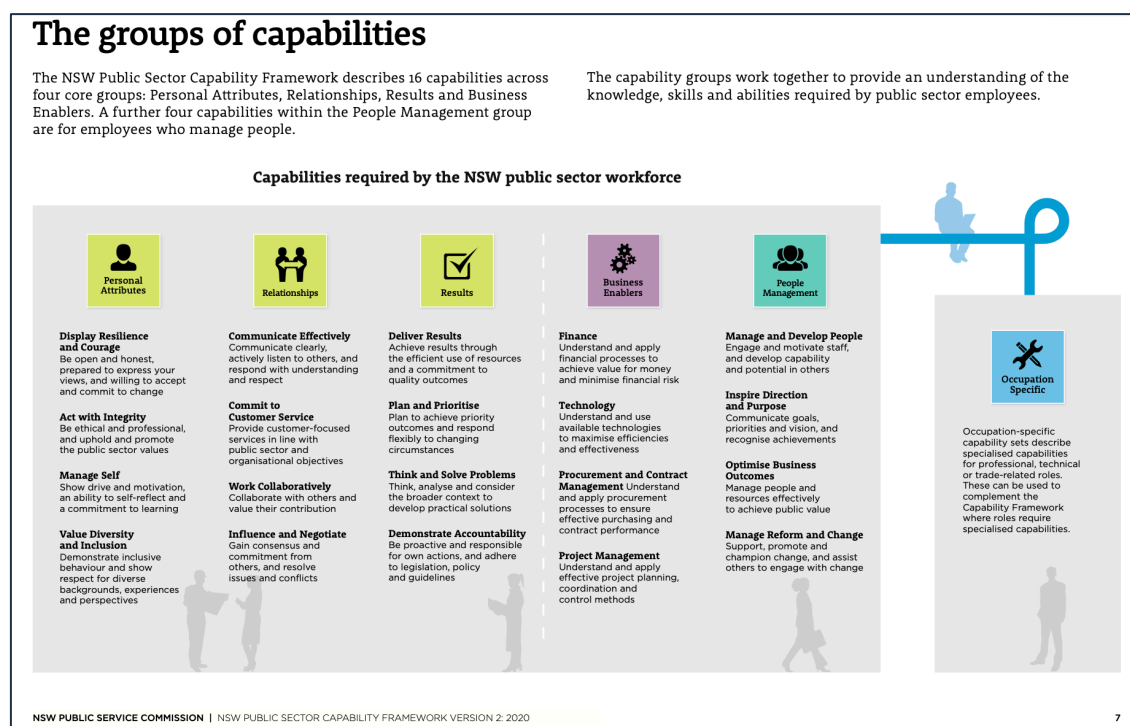


Figure 5-2: NSW Public Service Commission Groups of Capabilities

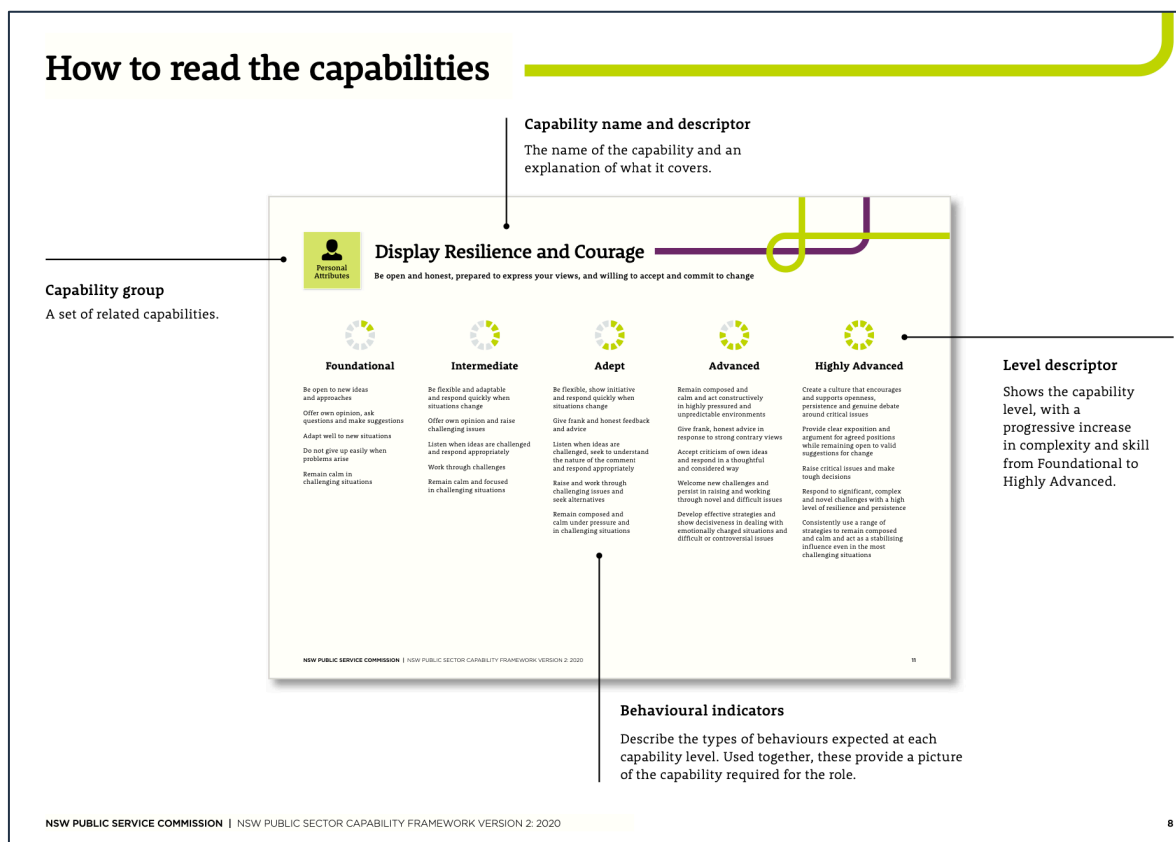


Figure 5-3: NSW Public Service Commission - Descriptions of capability levels

VICTORIAN COMMUNITY SECTOR WORKFORCE CAPABILITY FRAMEWORK

This Capability Framework responds to the Victorian public service and provides a well-developed range of implementation tools as potentially useful examples of the outcomes F&A industries might pursue.

Streams

There are nine generic themes in this industry's framework, but these can be adapted, and specialist streams can be expanded:

1. Community and inter-agency relations
2. Professionalism
3. Communication
4. Leadership and teamwork
5. Service delivery
6. Program management and policy development
7. Change and responsiveness
8. Governance and compliance.

Personal attributes

The Community Sector Workforce Capability Framework includes a *Personal Attributes* and a *Capability* assessment. The personal attributes assessment describes qualities expected of people in this sector. The emphasis on particular qualities will vary depending on the focus of the organisation. Some of the qualities listed will be relevant to the organisation; others are more relevant to a specific job or task. The attributes and indicative behaviours are not connected to any particular level of employment (e.g., trainee, manager, CEO).

The Community Sector Capability Framework lists 14 Personal Attributes:

- | | |
|----------------------------|--------------------------|
| 1. Creative and Innovative | 8. Client/member focused |
| 2. Determined | 9. Culturally aware |
| 3. Positive | 10. Honest |
| 4. Self-Disciplined | 11. Inclusive |
| 5. Analytical | 12. Ethical |
| 6. Flexible | 13. Collaborative |
| 7. Resilient | 14. Supportive. |

AUSTRALIAN DAIRY FARMERS DAIRY INDUSTRY LEADERSHIP STRATEGY

In August 2021, Australian Dairy Farmers launched their Dairy Industry Leadership Strategy. The Strategy set out a vision of leadership that encompassed all workers. A key principle is “that everyone is or can become a leader through leading self, leading with others or leading the community and industry”¹⁸. This positioning represented a shift away from the more traditional view of leaders as senior employees with specific role titles including ‘leader’, ‘manager’ or ‘supervisor’.

A strong theme through this strategy is the importance of **interpersonal and leadership** skills and capabilities.

The Dairy Australia Capability Framework which comes with the Strategy provided a series of ‘I’ statements associated with a ‘leadership mindset’, which they designated as applicable across the full spectrum of roles in the dairy industry, from dairy hand to managing director.

Dairy Australia (DA) delivers the People in Dairy program which provides a range of resources to support dairy producers to be ‘an employer of choice’. Resources cover recruitment, employment processes and management of staff that can help underpin business success. These resources are available through the DA website¹⁹ and include webinars as well as face-to-face training delivered through DA regional groups.

HORTICULTURE SECTOR PEOPLE DEVELOPMENT STRATEGY

The recent horticulture sector People Development Framework (Figure 5-4) illustrates a ‘process’ for continual work on capabilities, or in this case development of employees. It shows four steps for capability development processes: analyse, review, collaborate and develop. It is surrounded by the two important pieces of the puzzle to keep it relevant to the sector’s needs i.e. Industry Context and Enabling Factors.

¹⁸ <https://australiandairyfarmers.com.au/purpose-of-strategy/>

¹⁹ <https://thepeopleindairy.org.au>

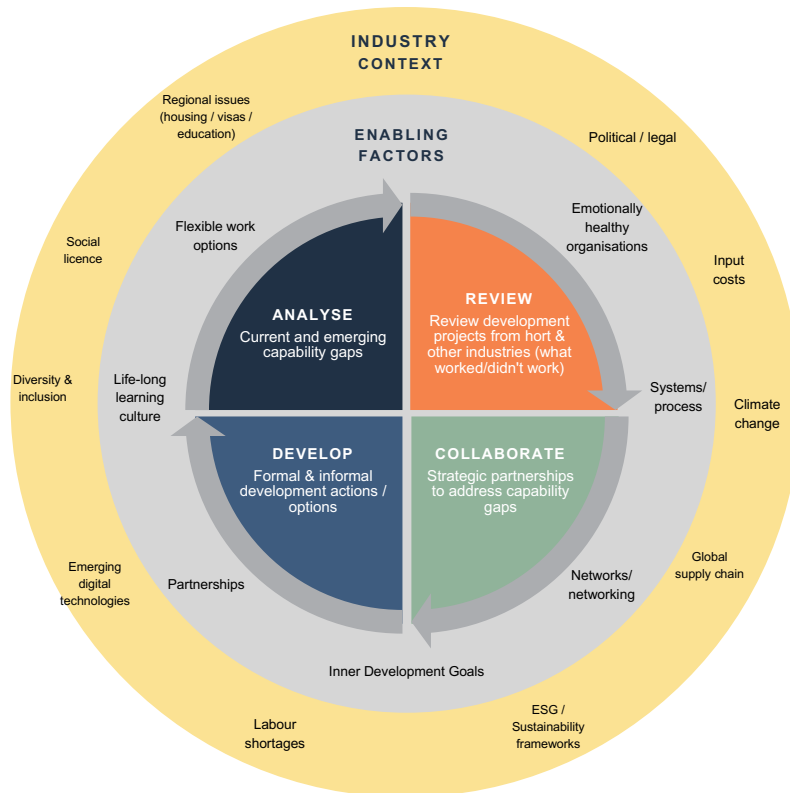


Figure 5-4: People Development Framework for vegetables, onions, potatoes and banana industries

6 Proposed Components for F&A Workforce Capability Framework

6.1 KEY ELEMENTS

A useful workforce capability framework needs to offer its users clarity on two fronts.

1. **What** – identifying and agreeing what the requisite and desirable critical capabilities are for a sector; and
2. **How** – outlining a clear and workable process for assessing collective capability, linked to a process to identify and remedy critical capability gaps.

Based on the above points, a Workforce Capability Framework is a series of related and agreed organising structures to support sector-wide action. This is focused on answering the overarching question of ‘What capability (skill, knowledge, attribute or attitudinal) gaps need addressing for F&A industry success’.

6.2 WHERE TO FROM HERE

There are many useful elements from all the strategies, frameworks and initiatives described in the previous sections. This literature review is the first step in developing the Framework and will provide a base from which prompting questions can be formed for the Project Advisory Group and stakeholder engagement.

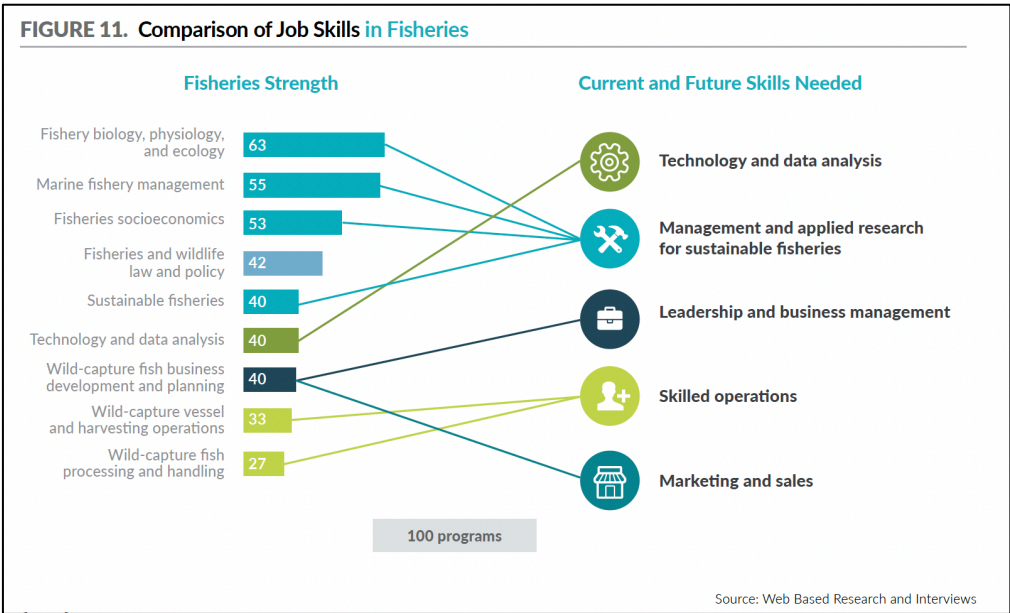
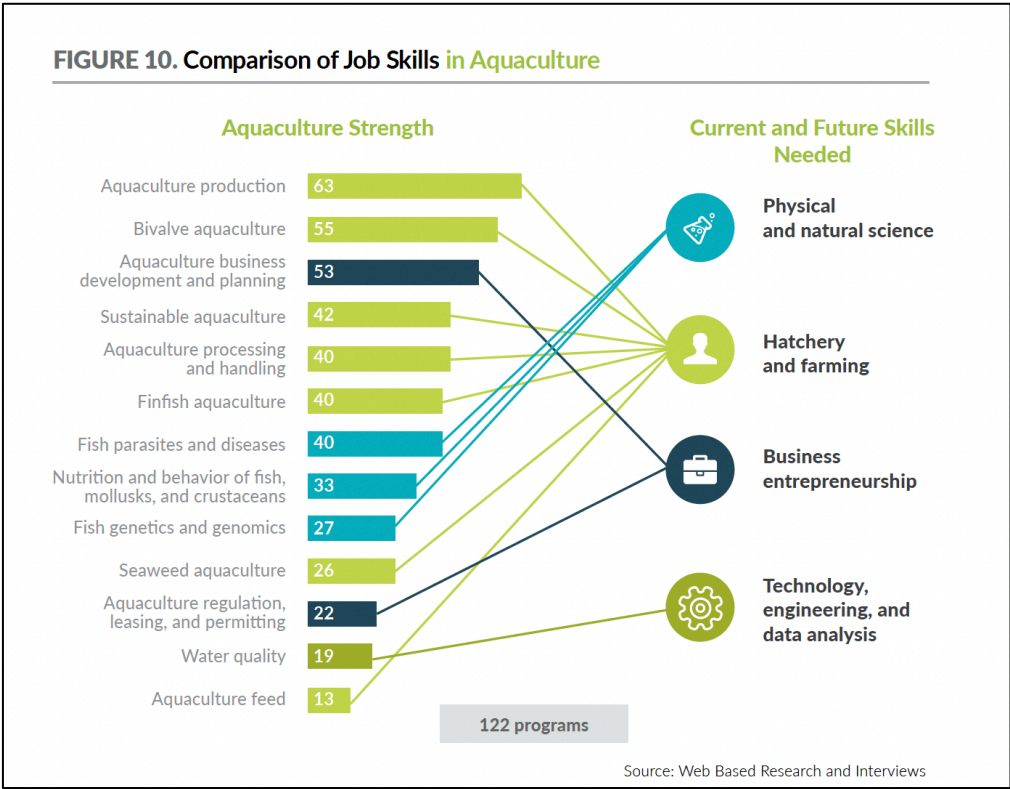
The key parts to explore further in the engagement period include:

1. A visual diagram such as the one developed for the horticulture industry outlining the **process** to imbed into the F&A industries to ensure it remains relevant over time.
2. Establishing the **industry context** to identify the key capabilities important to the industries now and in the immediate future to answer the question “for what purpose do we need these capabilities?”
3. Understanding the **enabling factors** necessary to support any capability initiatives.
4. Identifying, agreeing and categorising ‘**chunking**’ the **critical capabilities** under 6-8 headings drawing from and ensuring alignment to the existing F&A workforce reviews, strategies and initiatives.

The information to feed into the analysis of the critical capability gaps includes:

- (Skills and knowledge) the FRDC-funded University of Adelaide F&A workforce data project,
- (Attribute and attitude) literature review of capability statements and frameworks from other sectors and jurisdictions (this project),
- Input from the Project Advisory Group (this project), and
- Upcoming engagement with key stakeholders (this project).

Appendix 1 – North American workforce trends analysis²⁰



²⁰ https://blueearthconsultants.com/wp-content/uploads/2020/08/pub37FINAL_Public_Report_Builders_Initiative_Landscape_Analysis_032620.pdf

Appendix 2 – People capability Framework – example tools

Appendix C – Sample of Succession Planning Competencies

Big Picture - Competency

Competency: Managing Vision and Purpose

Descriptor:

Develops, defines, demonstrates and promotes the Mission, Vision and Values of Huon.

Behavioural Indicators:

The following list is a set of behaviours that are expected from staff in these positions:

General Manager	Manager / Leader	Team Leader/Supervisor/Assistant Manager
<ul style="list-style-type: none"> Determines the Mission, Vision and Values of Huon and promotes a clear direction and purpose to internal and external stakeholders. Defines and ensures the development of strategies which are consistent with Huon values and which are necessary for the achievement of the Mission and Vision. Articulates an inspired and compelling vision that promotes commitment to others to help achieve the goals of Huon. 	<ul style="list-style-type: none"> Promotes the vision and mission of Huon to internal and external customers and stakeholders. Behaves in a way which is consistent with Huon values. Clearly communicates and clarifies the Vision, Mission, Values and long-term goals for others. Ensures that the values of Huon are embedded into structures, policies, practices and behaviours. 	<ul style="list-style-type: none"> Inspires commitment to the vision, mission and values by team members and stake-holders. Translates the Mission, Vision & Values into demonstrable outcomes at the local level. Systematically links work activities to the Mission, Vision and Values of Huon. Engenders optimism and engages staff and stakeholders in the implementation at the local level. Thinks beyond the “day-to-day” to take the long-term view of the business.

Appendix F – Innovation Assessment Tool

Value	Category	
We value our employees and work together to develop our industry	People	
We provide a safe and healthy workplace for all our staff, contractors and visitors	Safety	
We are responsible neighbours helping to build and support sustainable communities	Community	
We are ethical, transparent, and inclusive in all our dealings	Integrity	
We embrace the challenge of innovation and are driven by an improvement culture	Creativity	
We produce seafood that is delicious	Taste/Quality	
We are passionate about our business working together to achieve quality outcomes	Care	
	TOTAL	

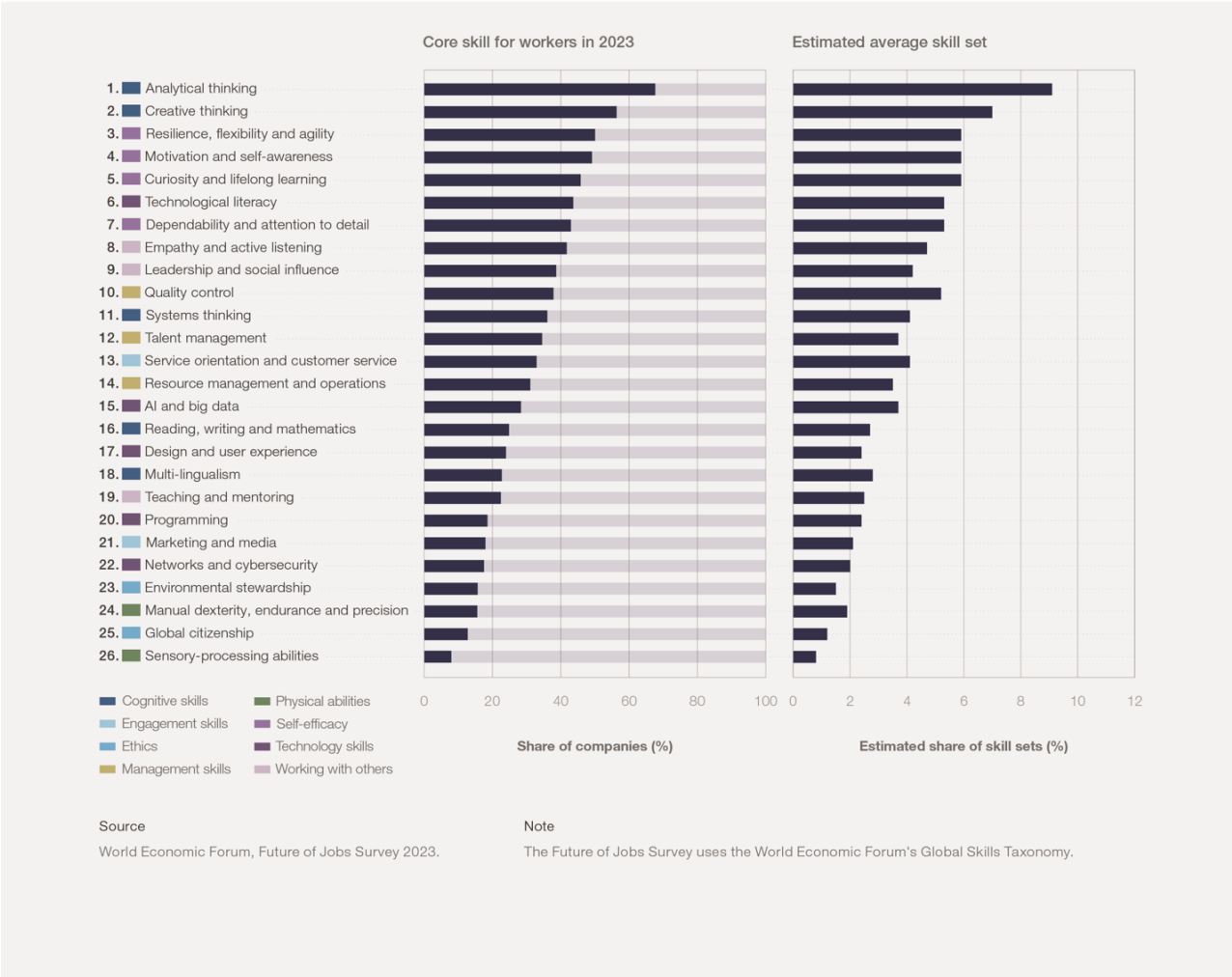
Appendix G Career Path Samples



Appendix 3 – Core skills

FIGURE 4.2 Core skills in 2023

Share of organizations surveyed which consider skills to be core skills for their workforce. Estimated average composition of the skill sets of workers in organizations surveyed. Skills are ranked and ordered by the share of organizations surveyed which consider the skill as core to their workforce.



Appendix 4 – Future of work skills

Our research identified 56 foundational skills that will help citizens thrive in the future of work.

56 DELTAS¹ across 13 skill groups and four categories

Cognitive		Interpersonal	
Critical thinking <ul style="list-style-type: none"> ● Structured problem solving ● Logical reasoning ● Understanding biases ● Seeking relevant information 	Planning and ways of working <ul style="list-style-type: none"> ● Work-plan development ● Time management and prioritization ● Agile thinking 	Mobilizing systems <ul style="list-style-type: none"> ● Role modeling ● Win–win negotiations ● Crafting an inspiring vision ● Organizational awareness 	Developing relationships <ul style="list-style-type: none"> ● Empathy ● Inspiring trust ● Humility ● Sociability
Communication <ul style="list-style-type: none"> ● Storytelling and public speaking ● Asking the right questions ● Synthesizing messages ● Active listening 	Mental flexibility <ul style="list-style-type: none"> ● Creativity and imagination ● Translating knowledge to different contexts ● Adopting a different perspective ● Adaptability ● Ability to learn 	Teamwork effectiveness <ul style="list-style-type: none"> ● Fostering inclusiveness ● Motivating different personalities ● Resolving conflicts ● Collaboration ● Coaching ● Empowering 	
Self-leadership		Digital	
Self-awareness and self-management <ul style="list-style-type: none"> ● Understanding own emotions and triggers ● Self-control and regulation ● Understanding own strengths ● Integrity ● Self-motivation and wellness ● Self-confidence 		Digital fluency and citizenship <ul style="list-style-type: none"> ● Digital literacy ● Digital learning ● Digital collaboration ● Digital ethics 	
Entrepreneurship <ul style="list-style-type: none"> ● Courage and risk-taking ● Driving change and innovation ● Energy, passion, and optimism ● Breaking orthodoxies 		Software use and development <ul style="list-style-type: none"> ● Programming literacy ● Data analysis and statistics ● Computational and algorithmic thinking 	
Goals achievement <ul style="list-style-type: none"> ● Ownership and decisiveness ● Achievement orientation ● Grit and persistence ● Coping with uncertainty ● Self-development 		Understanding digital systems <ul style="list-style-type: none"> ● Data literacy ● Smart systems ● Cybersecurity literacy ● Tech translation and enablement 	

¹Distinct elements of talent.

McKinsey
& Company

Appendix 5 – Summary of strategic research documents showing, challenges, opportunities and capability gaps

VICTORIAN SKILLS PLAN: AGRICULTURE, FORESTRY AND FISHING (STRATEGY/PLAN, 2022)

The Victorian Skills Plan: Agriculture, Forestry and Fishing Industry Insight was released in 2022²¹. The plan identified aquaculture and fisheries as being a low employer in the primary industries workforce for the State (“less than 500”). It listed **aquaculture technicians and scientists as emerging occupations**.

The Plan also combined much of the information for agriculture, forestry and fishing industries, making it difficult to identify demands and initiatives that were specific to F&A. The main focus of this Plan’s recommendations was on attracting people, and making improvements to formal training relative to these industries, in a broad sense.

INDUSTRY SKILLS: AQUACULTURE AND WILD CATCH (2022, PROJECT)

Skills Impact prepared an Industry Skills Report at the request of the Aquaculture and Wild Catch Industry Reference Committee (IRC). The Report described industry-specific skills and issues covered in the *Agribusiness, Food and Fibre Industries Skills Report (2022)*²².

The Aquaculture and Wild Catch IRC identified key priorities in skills and training for the consideration of industry, including:

- Support for engaging with employers and RTOs to address **training delivery barriers** to seafood industry qualifications, potentially including the development of nationally consistent assessment and training materials, and participation in industry attraction and retention programs working with the National Careers Institute and relevant federal, state, territory and industry bodies
- Playing a key role in an agribusiness, food and fibre industries research and planning project to identify and address **skills gaps related to traceability, provenance and blockchain**
- Identifying **digital skills needs** utilising the Digital Workforce Capability and VET framework (along with other digital capability frameworks).

AUSTRALIAN AQUACULTURE AND WILD CATCH INDUSTRY SECTOR: ANNUAL UPDATE²³ (2021, PROJECT)

The Industry Reference Committee provided an annual report in 2021 (during Covid-19 pandemic) including a Skills Forecast and Proposed Schedule of Work highlighting the following priorities:

- Ability of the industry **to attract workforce** is the biggest barrier to training, as competition for workers continues to grow (e.g., growth in the WA mining industry is a detriment to other industries)
- Need for **commitment to funding of training** by employers or governments

²¹ <https://www.vic.gov.au/sites/default/files/2022-10/Agriculture-Forestry-and-Fishing-Industry-Report-Final.pdf>

²² <https://www.skillsimpact.com.au/industries-skills-report/>

²³ https://www.skillsimpact.com.au/site/skillimpactmedia/uploads/2021/06/ISF.SFI_IRCSkillsForecast.2021AnnualUpdate.Final_.pdf?x47173

- Interest in **indigenous involvement** in the industry is increasing with Aboriginal and Torres Strait Islander communities expressing a desire to have more economic opportunities around fishing, particularly in their own sea country
- Covid-19 pandemic reduced demand for seafood (limited export, closed restaurants), supply chains failed, profitability dropped, and workers left the industry (multiple reasons)
- Cooperative Research Centre for Developing Northern Australia estimated 1,400 to 2,300 new direct jobs in aquaculture over the next 10 years
- Identified **drivers of the low use of qualifications**, including things such as the unmet demand for 'flexible' training, negative industry perceptions of the VET system & training delivery, emerging preference for short courses and micro-credentials, a lack of trainers with both pedagogical and industry expertise, and training availability in rural areas.

THE NEXT GENERATION: TASMANIAN SEAFOOD INDUSTRY WORKFORCE²⁴ (2020, PROJECT)

In 2020, the Tasmanian Seafood Industry Council (TSIC) completed analysis of the workforce and identified issues and key recommendations pertaining to young people's perceptions and priorities related to working in the seafood industry. This study identified:

- A large misalignment with the next generation's **aspirations and workforce needs and expectations**
- Labour **market signals** are failing to reach young people during the years of making education choices, from primary school, and through parents and teachers
- Young Tasmanians are unclear about TAFE and VET related pathways due to **parental and education provider misinformation/stigma** and out-of-date information.
- **Misalignment between educational and occupational aspiration** fuels unrealistic expectations of young people and creates skewed attitude to work. This is exacerbated when academic ability does not align with career aspiration.
- Employers are **unrealistically expecting a lot from our next generation**, notably that they are work-ready, productive, skilled, confident, and able to work autonomously from day one
- Employers need to offer young workers a balance between **flexibility, fairness, and remuneration**.

As a result of this research, the Tasmanian Seafood Industry Council is aiming to:

- Develop a strategy whereby, from a young age, young Tasmanians are inspired to be the next generation of seafood industry workers
- Better understand the career aspirations of young Tasmanians, particularly in regional areas where seafood industry work opportunities exist
- Undertake research to better understand and map the careers, clusters, and educational pathways available to achieve a career in the seafood industry, and work with education providers to ensure contemporary content
- Work with the Department of Education, the University of Tasmania and vocational education and training providers (e.g. Seafood Marine Training and TasTAFE) to develop and deliver contemporary content
- Develop a segmentation, targeting and positioning marketing strategy for the seafood industry workforce advertising that:
 - Considers the environmental values of young people

²⁴ https://www.skills.tas.gov.au/__data/assets/pdf_file/0005/262940/The_Tasmanian_Seafood_Industry_Workforce_-_Next_Generation_Seafood_Report_-_Aug_2020.pdf

- Appeals to young women with travel and activism ideals
- Highlights the ability to align career aspirations and lifestyle desires for young males
- Connects the opportunity to live regionally (stay local) and have the desired lifestyle
- Encourages men to consider vocational pathways
- Continue to provide **mental health support to seafood workers** through the dedicated 'Stay Afloat' mental health outreach officer in Rural Alive and Well Tasmania. Recognising that employers need to prepare for future mental health challenges and access to mental health support for staff, particularly in regional areas.

FRDC PARTNER PRIORITIES (2016, PROJECT)

In 2016, FRDC supported a project to review the people development RD&E priorities of FRDC's partners (Research Advisory Committees (RACs), Industry Partnership Agreements (IPA) and sub-programs). The project confirmed existing programs to address people development priorities, identified each group's priorities and areas for potential co-investment, and identified gaps in services.

Insights from that work included:

- Support for an extension of the **leadership development opportunities** available to all levels of industry members
- **Under-utilisation of existing people development resources** and programs in the seafood industry
- Small and medium size enterprises (**SMEs**) **are missing out on opportunities from industry R&D** project outcomes. A review of access, readability ('digestibility') and (absence of) focus on commercial application of the outcomes of R&D to SMEs was proposed
- Industry **members do not support full 'TAFE'- level certificates** which are lengthy development programs. Consideration of short programs based on individual units or groups of units (Skill Sets) were proposed. Existing programs were identified as those based on qualifications in the Seafood Industry Training Package.
- Fishers and other industry members need a **better understanding of 'social license'** and how best to **engage with local communities**. Skill development programs on the use of social media were suggested.

This project identified a range of State-based workforce analyses and initiatives, recommended that priority be given to forming an Expert Group to review and confirm the industry's leadership development requirements and to coordinate a leadership program and development opportunities to complement the NSILP.

INTERNATIONAL

THE WORKFORCE NEEDED TO SUPPORT FUTURE GROWTH OF AQUACULTURE (2021)

The World Aquaculture Society in 2021 proposed that internationally, there is an increasing need for a more skilled, as compared to unskilled, workforce in aquaculture (Engle, 2021)²⁵. It was proposed that education and training focus has been on the development of farming practices with much less attention paid to understanding the quantity and nature of labour required for aquaculture to continue to grow into the future. Issues identified relevant to the Australian aquaculture context included:

- An aging workforce in aquaculture

²⁵ <https://onlinelibrary.wiley.com/doi/full/10.1111/jwas.12838>

- Issues of recruitment and retention of an adequately trained and capable workforce
- Remoteness of work areas
- Competing employment opportunities with higher wages
- Productivity and efficiency in the use of labour
- Mechanisation and automation
- Increasingly greater proportion of skilled as compared to unskilled labour.

Future needs identified in the European market that may impact Australia in coming decades included:

- Strong information technology skills, including **robotics and “big data” and managing datasets** from **automated monitoring systems**
- Knowledge of **aquatic animal and plant biology, nutrition, fish health, and water quality**
- **Managers and leaders**
- **Cross-skills and resilience** in the workforce
- **Warehousing/distribution**
- **Equipment manufacturing and maintenance**

NORTH AMERICAN WORKFORCE TRENDS ANALYSIS (2021)

A 2020 ‘landscape analysis’²⁶ undertaken in North America focused on ocean-related leadership and career pathways and included an assessment of North American F&A education and training programs. The authors concluded that employers in both Aquaculture and Wild Catch have a strong demand for skilled labour jobs and individuals well versed in **technology, science, and business management**. A need to strengthen **collaboration between the industry, and education and training providers**, to help ensure programs meet the needs of future employers was also identified.

The findings in this report (Appendix 1) offer an example of how capabilities might be described at sector level (e.g. aquaculture, wild catch) and how priority training focus areas might be indicated (e.g. Physical and natural sciences, sustainable fisheries management).

²⁶ https://blueearthconsultants.com/wp-content/uploads/2020/08/pub37FINAL_Public_Report_Builders_Initiative_Landscape_Analysis_032620.pdf

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Project Material 5: List of Interviewees (Confidential)

This is provided in a separate document due to its confidentiality.

Appendices

Appendix 1: Researchers and project staff

The main staff involved in this project are provided in Table 4.

Table 4: Researchers and project staff for the development of the Framework

Name	Role
Deborah Prentice	Project manager: Lead researcher
Anne-Maree Boland	Project Director: Reviewer
Sasha Brightman	Support: Writing, analysis and development
Natasha Fraser	Support: Writing, graphics and development
Emily Tee	Interviewer, reviewer
Mel Ludeman	Interviewer
Steph McNulty	Interviewer, initial analysis of data
Jo Ruscoe	Sub-consultant

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Seafood Industry Learning and Training Preferences. This was conducted on behalf of FRDC by *First Person Consulting*.

Appendix 3: Footnotes

1 Commonwealth of Australia. (2018). *Senate Select committee on the Future of Work and Workers. Hope is not a Strategy – Our shared responsibility for the future of work and workers.* https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Future_of_Work_and_Workers/FutureofWork/Report

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Appendix 4: Seafood Industry Learning and Training Preferences survey.

This was conducted on behalf of FRDC by *First Person Consulting*.

FRDC Workforce Development Capability Framework – feedback from seafood industry

Fisheries Research and Development Corporation (FRDC) are currently developing a Workforce Capability Framework. Feedback was obtained from people working in the Seafood industry to contribute to a stronger, more relevant framework. A total of 39 survey responses were received.

Respondents were asked to indicate the areas they feel there are capability gaps in the industry and provide specific examples. Figure 1 shows that there was a relatively even spread across each category with **interpersonal receiving the highest number of responses (32%)**, followed by scientific (28%).

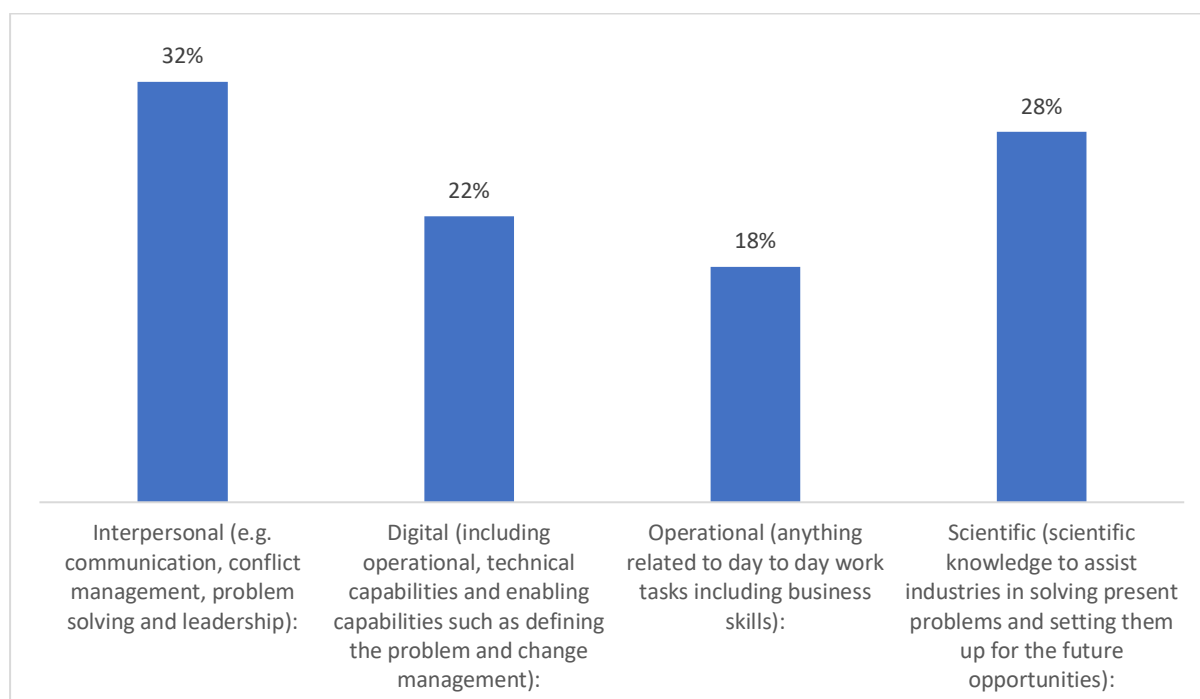


Figure 1: Perceived industry gaps (n=78)

When providing specific examples, **conflict management was repeatedly highlighted as an area for growth relating to interpersonal capabilities, along with communication**. In the digital space, **technical capabilities** were identified as an area for development (Table 1).

Table 1: Examples of capability gaps

Interpersonal	Digital	Operational	Scientific
Leadership, management, coaching	Definitely change management and numeracy	Problem solving, planning and project management	Broad based science knowledge
Conflict management	Technical	Providing inadequate training for staff on the on-call roster, leading to stress for staff members.	Scientific

Interpersonal	Digital	Operational	Scientific
Communication and presentation style	Technical know-how and practice	Resourcing	Sources of truth
Leadership, integrity, new and re-thinking, conflict management	A lack of understanding of how to encourage digital adoption. The social psychological component	If a survey was to be taken, I believe most answers would be overconfident in their operational abilities and operational cooperation. Standard operational practice doesn't cut it anymore, even best practice is a finite proposition, novel operational activities need to be explored	Social science research into integrity and industry organisations - SS research into unionisation
Communication	Technical capabilities		Ability to conduct the right science
Conflict management especially in wild-catch context, with multiple user groups and different scales of operation			Lack of fisheries management skills by government managers
Conflict management, communication, time management, prioritisation			
Lack of communication between groups and ineffective conflict management			
Government dealing with fishers			
Conflict management			
Productive communication	Implementation of existing technical resources		Bridging the gap between technical and operational (for both the scientists and the producers)

When asked to describe any examples where employees have been successful in increasing their capabilities, the following were provided:

- Formal and informal mentoring, particularly early career.
- I've seen how on-the-job training really works. At my manufacturing job, we set up a clear training plan for machine operators. This helps them learn the necessary skills while doing their job. This practical approach not only makes us better at the technical stuff but also makes us more confident and efficient. The good news is our production capacity went up by 5% – a clear sign that the training is doing its job.
- Women in seafood programs.
- Stay-a-float mental health.
- Mentoring programs at businesses particularly where senior and retiring staff are paired with individuals as part of a succession plan.
- I would tick all the boxes. Where I have seen successful outcomes is where there has been an inclusive working environment where there is a focus on what is important and what is not so important. Where all information is communicated effectively to industry and the science behind it is trusted to inform the decision-making process. Where there is a good communication and working relationship between all sectors involved such as industry, govt, science in my opinion you see a better capability and therefore better outcomes.
- On the job projects allows for a safe place to learn and fill in any gaps.
- Our technical officer manager was able to complete the Affectus NSILP in person last year.
- There are some good news stories out there - but, and mainly due to cost and lack of staff - this kind of beneficial training tends to be low on the list of priorities. Success stories are a result of a lot of training, mentoring and support delivered by trainers that understand the industry and have the skills and knowledge to train, mentor etc.
- I believe in our company we have seen an increase in interpersonal skills in some areas through the completion of the NSILP training course. This has enabled us to embed a level of culture and standards for the company that has had flow on effect across staffing levels. I also believe that there is significant benefit implementation of health and wellbeing programs. Since delivering the Stay Afloat program since 2022, we have had a number of staff realize they need to seek professional help by understanding the signs of mental health.
- Technical staff often have limited access to other facilities/sites. When given the opportunity they really thrive on seeing how others operate and often reinforces what they are doing is really valuable.
- Empowering supervisors or mentors, businesses who enable their staff to thrive through systems, culture of learning or opportunities to grow, diversity and inclusion, health and wellbeing programs,
- Strong technical or interpersonal training courses formalised or imbedded on-the-job training. Access to and awareness of training methods, models and courses. People don't know about what they don't know about.
- Delivering a leadership course internally to empower middle management to take care of their teams. learning how to manage people is half of the job done.
- As an industry we tend to promote 'good workers' from within and put them into leadership roles with little or no development. Some survive the process and do well, others struggle.

- Good (more senior) leaders tend to mentor and support their new leaders and help them to succeed, either through mentoring or coaching, or the identification that external support is required. Those people tend to thrive. It is the new leaders reporting to mediocre managers that spreads the mediocrity in leadership.
- Effective informal mentorship.
- Vessel training (tickets).

Appendix 5: Identified areas of focus

Appendix 5: Identified areas of focus

Figure A5 shows the capabilities and enablers identified through the engagement as being priorities for those interviewed. These gaps, capabilities and enablers together with areas identified through the desktop review have informed the development of this Framework.

Enabling Gaps	
<ul style="list-style-type: none"> Improved models for remuneration Innovation Holistic thinking and support for First Nations communities 	<ul style="list-style-type: none"> Visa and immigration support Contemporary work practices Networks and networking Enabling organisational culture
Capability Gaps	
Aptitude and attitude <ul style="list-style-type: none"> Willingness to work Thinking of fisheries as a career (employee and their family) Valuing diversity and inclusion – encouraging more women into operational as well as policy or research Ability to work autonomously Adaptability and resilience 	Operational <ul style="list-style-type: none"> Safety – mental and physical Food safety and hygiene Basic operational e.g. coxswains certificate, Cert III Mechanical skills – design and operational Engineering Quality Assurance
Digital <u>Operational</u> <ul style="list-style-type: none"> Recording information Mapping Using fishing technology Basic digital skills (for connection) <u>Enabling</u> <ul style="list-style-type: none"> Understanding new technology Defining the problem Collaborating with technical companies Change management 	Technical <ul style="list-style-type: none"> Business continuity Planning and preparedness Leading in uncertain times Workforce planning Change management Succession planning Marketing/story-telling skills Biosecurity
Relationships <ul style="list-style-type: none"> Communication Leading self Leading others Working with/leading employees with EAL Instruction on the job Formal teaching/facilitating Making decisions on behalf of others/representing others Negotiation Partnership management/Traditional Owner partnership management Conflict resolution Confidence to act 	Scientific/ knowledge and application <ul style="list-style-type: none"> Statistical analysis Data modelling – scientific, economic and environmental Research including implementation, extension and application Taxonomy Animal health Hatchery skills Monitoring (water quality, animals) Basic biology Social science Science based auditing Chemistry Marine and fresh water science

Figure A1: Position and capability gaps identified through engagement