



VACC Apprentice Communication and Retention Strategy

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Executive Summary

Currently, an excess of 50% of automotive apprentices fail to complete their apprenticeships, largely in part due to poor communication between apprentices and supervisors and to a lesser extent, trainers. In 2014-15, as part of the Productivity Leadership Program, the Australian Chamber of Commerce and Industry (ACCI) commissioned VACC to undertake a research and solutions project which sought to improve productivity within the automotive industry by increasing apprentice retention.

The project aimed to increase apprenticeship retentions through a campaign to improve communications between apprentices and their supervisors. The project operated over a twelve month period and was very successful in achieving increased communication between supervisors and apprentices, with a 7% to 13% improvement across a range of six identified problem areas.

The project commenced with a thorough research process, which revealed attitudes to communication and preferred communication styles and channels between the supervisor and apprentice. This was undertaken across a range of business sizes and types, and in businesses across metropolitan and regional areas. For supervisors and trainers, the research determined two main factors contributing to poor communication and the resulting non-completions of apprentices. These two main factors are:

- the long held assumptions and perceptions about the way things are in the industry held by supervisors and trainers
- the entrenched belief that the current generation of young people are different from previous generations.

In contrast, for apprentices, the research determined that poor communication is largely attributed to:

- a reduced ability to focus and sustain attention due to constant distraction, with mobile phones being the main distraction
- an insufficient level of maturity in their understanding of work and life or behaving as an adult in the workplace, despite being seen as an adult chronologically (aged over 18). This is compounded by poor face-to-face communication skills due to different methods of communication and the influence of technology.

The above factors have led to a key complaint made by supervisors; that apprentices lack listening skills. Indeed, many apprentices are unable to see situations from another's point of view, such as their supervisor, which is also a result of not developing adequate holistic communication and negotiation skills in interactions with other people. In the absence of a holistic suite of communication skills and especially non-verbal cues, communication is often misunderstood. Supervisors hold a number of assumptions and perceptions about the automotive industry based on personal experiences. Consequently, this has led to many holding assumptions of young apprentices being 'different' compared to previous generations. However, what supervisors frequently do not take into account are the changes that have occurred in an apprentice's social environment today compared to previous cohorts. This is exemplified in the prevalence of smart phones as a primary communication tool among today's young apprentices. In essence, rather than assuming that today's young apprentices are inherently 'different,' supervisors should note that the methods, expectations, styles, and preferences of communication have changed due to advances in communication technology.

Considering the aforementioned factors contributing to poor communication, the aim of this project was to develop a communications campaign to improve communication and subsequently apprenticeship completions. The project focused on using channels and media relevant to apprentices to ensure that key messages are being heard, understood and acted upon by all groups. As such, short videos were developed as this was deemed the most effective medium to gain attention from this younger cohort of apprentices and to have the message absorbed. This is based on the reasoning that today's young apprentices have a reduced attention span due to their reliance on brief phone messages via social medium platforms such as Facebook, Snapchat and Instagram as the preferred form of communication.

A series of six training or messaging videos were produced, each with a simple but important message which the research identified as key to improving communication. In addition, four in-depth case studies were also developed and filmed on site at automotive businesses and featured apprentices, supervisors and other staff discussing their own practices. Two case studies were with larger automotive businesses and two with smaller automotive businesses.

To facilitate the research, the six instructional videos were initially made available for viewing via an unlisted YouTube link. In addition, twenty VACC field supervisors and mentors visited over 200 business across a two-month period to discuss the videos and assist both supervisors and apprentices so that the messages were understood and implemented. The mentors and field supervisors also sought to gain feedback from the businesses in subsequent visits to see what had changed as a result of the videos. Feedback was tracked over a three-month period with VACC members being invited to view the videos and complete a short survey over three waves to measure the success of the campaign.

The campaign was a resounding success with a demonstrated improvement of 7% to 13% across the six problematic communication areas. The most significant was an improvement in 'understanding and communicating the need for flexibility within the workplace.' Furthermore, feedback demonstrated a 13% improvement in 'communicating the need to understand business requirements and the ability to negotiate a fair and equitable trade off when things come up.'

Research methodology

The research involved extensive desk research and stakeholder and industry specialist interviews. The background research included examining local and international training, communication and intergenerational attitudes literature.

Over 70 qualitative interviews (unscripted discussions to illicit honest and non-biased sentiments), were undertaken with supervisors, teachers/trainers, apprentices, pre-apprentices, school careers teachers, school students (attitudes to trades and apprenticeships), stakeholders and other industry experts:

- 24 supervisors, face to face (individual and in pairs)
- 24 apprentice face to face interviews (20 individuals and 4 groups at trade school)
- 10 pre-apprentice and high school students face to face individual and groups
- 7 automotive trainers (TAFEs and RTOs), face to face and via phone
- 9 careers teachers (high schools), face to face and via phone.

There were 320 responses to the online survey:

- 208 supervisors
- 78 apprentices
- 34 RTO automotive trainers and teachers.

1. Summary of research findings

The results of this research supports the bulk of the previous research into automotive apprentice non-completions, in which the three prime drivers were that this group of young people is different, conditions for apprentices and community attitudes towards the industry. Of concern is the robustness and entrenched nature of these factors. This means that for many supervisors and trainers, the issues formed the "lens" through which apprentices are viewed. These biases drive what is expected and results in reduced effort to communicate effectively with apprentices.

There exists a consistent comment from supervisors that young apprentices are different from previous generations and is therefore the main issue driving non-completions. These supervisors comment that today's young people communicate differently, have a lower level of resilience, lack focus, are constantly distracted due to phones, lack life skills and are unable to take initiative and think ahead. In contrast, those supervisors and trainers that do not differentiate today's apprentices from previous generations recognise that it is the environment, not the apprentices that has changed. As such, these supervisors and trainers understand that like previous cohorts, today's apprentices still require proper guidance and mentoring.

With young apprentices communicating mostly through technology via smart phone and social media, there is limited opportunity for verbal and face-to-face communication compared with other generational groups who grew up without a reliance on such technology. As a result, there is a reduced ability for young apprentices to communicate in person. In addition, key components of non-verbal communication that other generational groups take for granted, such as the ability to read people and situations, are greatly reduced in today's cohort of apprentices.

This generation of young apprentices have been born into a world which has changed completely from the world most supervisors and trainers were born into. Rapid technological advances have shaped new styles and preferences for communication among the younger cohort. The same technological advances have also contributed to the group requiring frequent change and as such, repetitive tasks or activities are frequently perceived as boring. This is a concern, as to varying degrees, repetitive tasks or activities are an essential aspect of most work situations, and particularly so for an apprentice learning trade skills.

Traditional face-to-face and other forms of verbal communication have non-verbal elements and cues which most people learn by default and therefore becomes part of an automatic skill set. The current generation has missed out on developing many of these skills, which other generations fail to realise. Even school based learning and communication has changed and is now very heavily focused on using technology.

In addition, many young people are now entering apprenticeships after Year 12, meaning that new apprentices are generally 17 or 18 years of age. This has resulted in many having limited life experience and often no work experience despite potentially being an adult chronologically. Consequently, this impacts on a supervisor's expectations of how a person of that age should behave and the level of maturity they should have.

2. Communication within the automotive industry

The impact of entrenched attitudes and biases on effective communication is significant and it is well understood that concepts such as culture and unwritten ground rules (UGR) are powerful factors in determining the effectiveness of communication within the workplace. UGRs also exist in an industry and the automotive industry is no exception to this. Together these attitudes, beliefs and assumptions about the way things are, become the unconscious framework through which an industry (which includes supervisors, trainers and apprentices within the industry), communicates.

With the automotive industry being under pressure from a number of directions other than the 'busy as usual busyness' that impacts all businesses, the lens through which people in the industry go about their activities and how they communicate is predominantly negative.

In addition, the advance of technological change serves to create a situation where most business owners and managers are time poor and in a state of constant struggle to keep up.

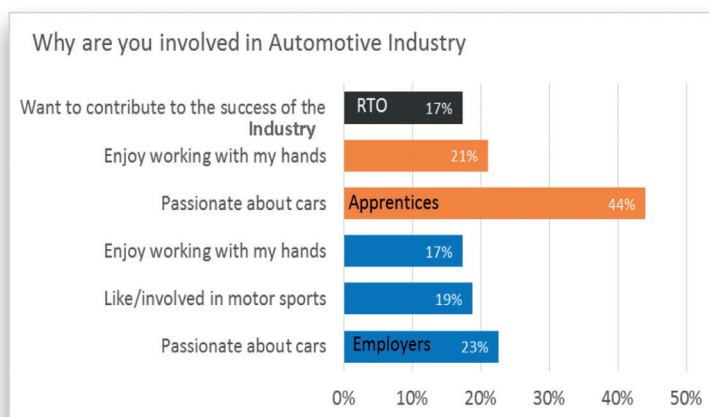
This time pressure is also transferred to others, predominantly employees and this is reported in the research as being a significant issue for apprentices. Pressure to perform duties quickly is reported as one of the worst things about working in the industry and follows the way in which apprentices are sometimes treated. A standout with the verbatim responses from apprentices was that "the supervisor doesn't have time for me", and not having time is sometimes used as excuse to not do things.

Passion for the industry

One factor that this research has taken into consideration is the passion of those working in the automotive industry for the industry itself. This is an important factor as this passion continues to thrive despite the negative portrayals of the current state of the automotive industry in general discourse. It can be seen that passion for the industry is a contributing factor for those deciding to remain in the industry.

As a result, this research was able to harness this passion to determine the attitudes and unconscious drivers that control how communication is facilitated within the industry. In many cases, such attitudes and unconscious drivers are also factors that drive non-completes among apprentices.

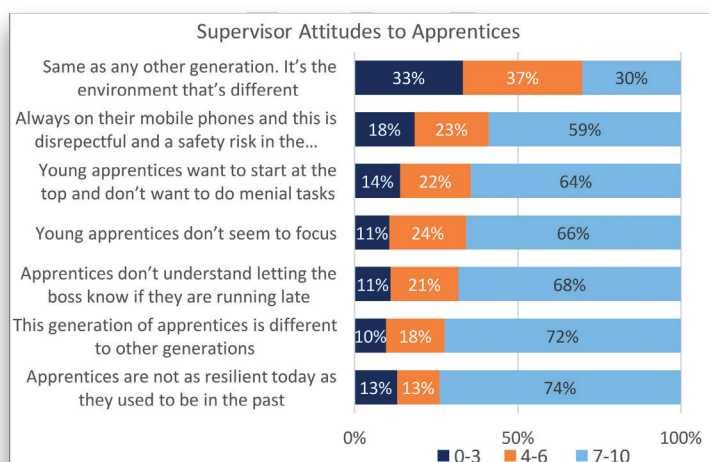
Above is a brief profile of each stakeholder's reasons for their involvement in the automotive industry.



3. Profile of the supervisors within automotive industry

Essentially, there are two main driving factors contributing to poor communication between supervisors and apprentices in the automotive industry. The first is the attitude to the industry and time pressures that have resulted in lowered levels of patience, tolerance and overall optimism among supervisors; the second is the belief that the young people of today are different. This belief is very robust and includes the whole generation, not just apprentices.

This generation of young people is no different to previous generations and the research revealed that those supervisors who are not having any issues with apprentice non-completions agree. Technology has markedly changed the environment and the automotive industry is no exception to this, as exemplified in the rapid advances in car safety features. In addition, smart phones and other technological devices have completely and irrevocably changed the way we live and communicate.

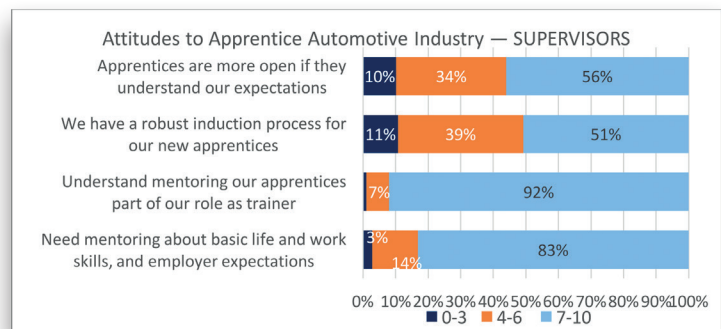


These environmental changes have occurred more rapidly than at any other time in history. The speed of change due to technology has occurred in a little over a decade and can be likened to the same extent of change seen in the Industrial Era, which occurred over a 200 year period. As a result, most people become change weary and therefore seek areas that have remained the same such as the workplace. Indeed, the workplace is one place where resistance to change is rife. This is purely due to change exhaustion per se, rather than a result of any other reason.

This factor along with the historical attitudes within the automotive industry serve to compound the current problem. The research results show that those supervisors who have problems regarding apprenticeship completions and communication with apprentices blame the apprentice, rather than attribute it to environmental factors. In contrast, those supervisors not having such problems are able to view the current generation of young people as young people doing things in response to the environment they live and work in.

The current generation is not different, the environment is

The view that this generation of apprentices is emphatically different to previous generations is shared by the majority of those supervisors surveyed online in this project. However, this was not the predominant experience from the supervisors consulted in the qualitative stage of in-depth interviews. Of those supervisors contributing to the survey online, two thirds were over 45 years of age, more than 70% are business owners and 70% have been in the industry more than 20 years.



Those supervisors interviewed were not dissimilar and described the industry in the same way as the results of the survey. Where they differ is in their view that issues around apprentice retention and communication in the automotive industry are due to the effects of the changed environment on the expectations of each party, rather than a result of individual people or specific segment groups, namely generational groups. In other words, those supervisors who had issues, expected issues because of their overall mindset and their view of the world, in particular their view of the automotive industry.

However, the research shows a promising result of more than 80% of supervisors agreeing that apprentices need mentoring on basic life and work skills and expectations. The research further shows that more than 90% of supervisors understand that mentoring is part of their role as on-the-job trainers. Indeed, this is further supported by evidence that although today's young apprentice is older chronologically (17-18+ years), they remain similar to the 15-year old apprentices from previous generations. In essence, today's apprentices do not have the requisite life and work experiences and hence, require the same level of guidance and assistance that younger apprentices from previous generations received from their supervisors and trainers.

This finding can be used in this project to help supervisors better understand how to communicate with apprentices. Although supervisors agree that apprentices need mentoring and guidance, they continue to expect resilience and maturity from apprentices. However, the research illustrates that supervisors know that apprentices require mentoring and guidance. Yet factors such as assumed views, workplace pressure, being time poor and a chronologically older apprentice are preventing supervisors from acting on their instincts that today's young apprentices require significant guidance and help.

Apprentices need guidance and boundaries and they naturally look to their supervisor for this. They will follow instructions just as apprentices did in the past. Supervisors need to take the time to set things right from the start. Despite this, the results indicate that approximately half the group have no induction process for their apprentices. This research holds the view that although today's apprentices may be older, they are not mind readers, nor do they understand what is expected and what to do by osmosis – they want and need information and guidance from their supervisors.

4. Profile of apprentices within automotive industry

The apprentices who participated in the current research were very high functioning and for the most part, were having a good experience with respect to their apprenticeships. More than 40% were over the age over 21, and almost three quarters were employed at automotive dealerships. The likelihood of dealership apprentices quitting is much lower than with small business owners and equally, recruitment and induction procedures are much more robust within dealerships than with small businesses.

However, all the participating apprentices knew of others who were having poor experiences and all had a robust and homogenous view of the industry from the perspective of the way apprentices are sometimes treated. A key point made from those apprentices interviewed was that apprentices who are passionate about the industry and are in the industry because of that passion, are very resilient. In other words, such apprentices

are willing to accept conditions of being an apprentice for the duration of their apprenticeship as they saw it as a means to an end.

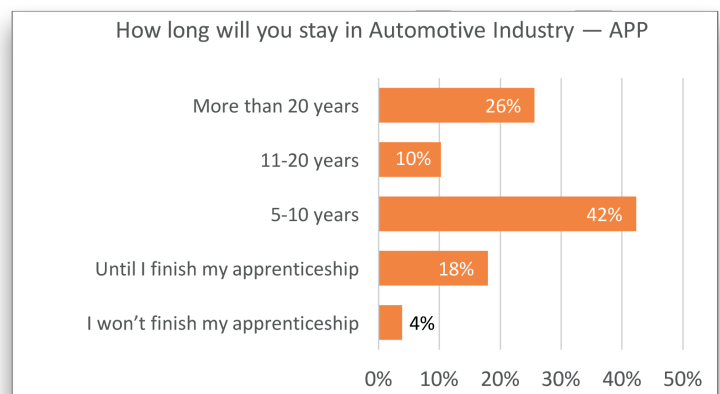
The apprentices interviewed had knowledge of the existence of poor supervisors within the industry and their use of apprentices for cheap labour and as such, were sympathetic towards apprentices that ceased their apprenticeship as a result of this. There was also an understanding of the pressures within the industry, being a major contributor to the poor communication and treatment of apprentices, and its role towards the non-completes of apprentices.

The apprentice verbatim comments from the survey revealed a high level of frustration among apprentices. This is evidenced by the fact that two thirds of apprentices reported that they do not see themselves staying in the industry for more than 10 years. Almost one quarter reported that they would either not complete their apprenticeship or leave the industry altogether after they had completed their apprenticeship.

Most concerning is the existence of a substantial group who report that they need change and want to explore different things. While the reasoning behind this is not fully understood given the widespread poor perceptions of apprentice's ability to focus and stick with things from supervisors, it is reasonable to attribute this need for constant change to why some of these apprentices want to move on from the industry.

The current technological environment has facilitated an average young apprentice's need for change.

There seems to be a perception that this is unique to young apprentices within the automotive industry. However, this extends substantially beyond the younger generation and is something that many industries are having to cater for to employees in general. As suggested by some of the apprentices interviewed, this attitude can be harnessed and used by the business to help them stay current, which is essential for the future of the industry due to the prevalence of technological change in the automotive industry.



Attitudes to automotive in schools is misaligned to educational demands of the trade

The reports from the apprentices included in the sample also noted that there exists a group of apprentices who should never have entered the trade. According to the apprentices surveyed, this as a major issue contributing to non-completions of apprenticeships. Additionally, those surveyed report that there is a group consisting of apprentices who lack passion for the job have poor social and life skills and are contributing factors towards their decision to cease their apprenticeship. Interestingly, reports from both the qualitative and quantitative verbatim responses squarely point to poor parenting and upbringing as contributing to apprentices ceasing their apprenticeship.

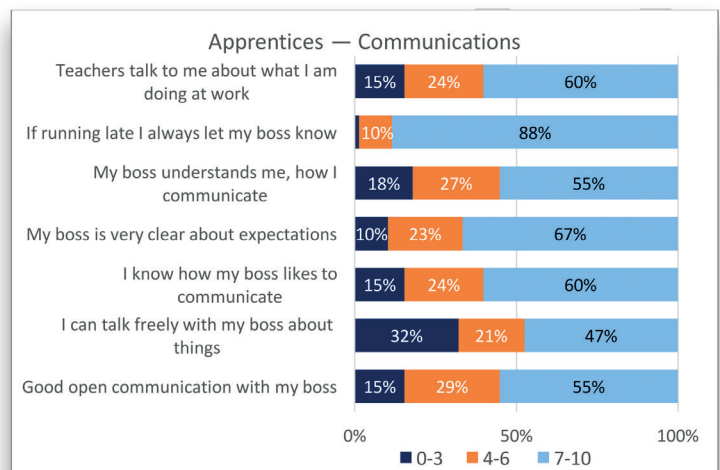
The sample of apprentices in the research did not include this group as by definition, such a group would be deemed uninterested in participating in the research. The interviews with supervisors and the mentors also confirmed that despite all good intentions and best efforts by supervisors with some of these apprentices, these apprentices will nevertheless quit. This fringe group of young people are being directed to automotive largely due to the attitudes that remain robust in schools; that automotive is for those who do not do well at school and are reserved for those considered difficult to handle.

These non-completions are likely to remain so long as community and public attitudes towards the automotive industry remain unchanged. This group causes frustration with supervisors and will colour their view of apprentices. The apprentices interviewed are very aware of this factor. In the absence of a robust recruitment and induction process, supervisors are likely to engage with such apprentices and experience the aforementioned problems. Indeed, the demands of the job and trade school are factors that drive

these apprentices to discontinue their apprenticeship.

On the whole, the percentages indicate a strong result in communication for the sample that was recruited to participate in the research, compared with reports from poor supervisors and supervisors who use apprentices as cheap labour. Like their supervisors, the group of apprentices who participated in the research displayed significant levels of passion for their job.

As mentioned above, this shared passion allowed the development of a base category for each group. Any disconnect with communication required the groups to identify some common ground in order to develop an agreed position to advance forward. This common ground can be seen in the passion for cars and for the job. Passion is a positive emotion and elicits positive responses. Interestingly, a standout from the interviews with supervisors was the desire to get the industry back on its feet. People in the industry genuinely care due to their love for their job. Likewise, young apprentices come to the trade because they love the idea of working with cars.



5. Profile of RTO Trainers within automotive industry

The profile of automotive trainers and teachers who participated in the research is similar to the supervisors in terms of age and years they have been associated with the automotive industry. Almost three quarters are aged over 46 and almost 90% have been associated with the automotive industry for more than 20 years. For the most part, trainers began their careers as apprentices within the automotive industry.

A few caveats must be raised with respect to this group. The first is the small sample (N=34) and secondly, a VET sector characterised by funding cuts, indecision, change and general lack of direction have very much coloured the attitudes and perspectives of those in the industry. This is particularly evident from the fact that no one selected job security as one of five factors they like best about being employed in the automotive industry.

This also results in a substantial amount of cynicism and frustration being evident with the group from the interviews conducted, as well as the sentiments expressed in the verbatim comments in the online survey. Just over 50% agreed that the training system was meeting the needs of apprentices. As with the supervisors, this group was also of the view that the current generation is different to previous generations. Once again this was not the view of most of the educators who were interviewed in the qualitative research.

For supervisors, there was high agreement – 81% that once apprentices fully understood expectations, communications improved. Almost 80% agreed that the demands of the job in automotive requires higher education standards and levels to successfully complete their apprenticeship. Reports from the interviews confirmed that those who were pushed into automotive due to poor school performance, struggled in trade school and hence, this had a negative impact on their performance in the workplace.

Reports suggested that this factor was a major contributor to communication problems as apprentices feared having their lack of understanding exposed. Once again this points to the need to provide an improved recruitment and induction process in the workplace. There was also very good awareness of supervisors who were using apprentices as cheap labour, as these apprentices did not attend trade school. This was a source of frustration for apprentices as they contend that these trainers will half expect such apprentices to quit.

6. Communications solution overview

The main challenges with the current communication project is that entrenched views and attitudes and methods of communication have created a status quo. In essence, each side is largely unaware of the impact their biases and views of the way things are, and communication style have on communication. In order for this project to succeed, such biases and perceptions must be brought to conscious awareness. This can be achieved by finding common ground where both sides can agree that they are seeking the same outcome.

As mentioned earlier, a key advantage for the automotive industry with regard to this is the existence of a high level of passion for the industry among automotive practitioners, as exemplified in the love of motor vehicles and the broader industry. The starting point or headline point for the communication campaign will be positioned and linked to the passion stakeholders have for their industry. In essence, this communication campaign will emphasise the understanding of the common goals and desires of those working in the automotive industry.

The communication campaign was developed to directly improve communication between the major stakeholders with the intention of positively improving apprentice completion rates and the experience for apprentices and supervisors. The strategy aimed to reframe current attitudes to achieve an emotional shift as explained above to optimise and maximise the possibility of success of the communications campaign.

7. Communications strategy – precursors to change

The campaign position statement – we are all going in the same direction:

We have a shared “passion for cars and getting involved in the way they work” – collectively we want to see our industry do well.

Step One – Effective communication requires self-awareness

- Things only stay the same when we do the same thing over and over again, i.e. the way some supervisors/trainers explain things to apprentices.
- Complaining about the problem incessantly will not solve it; the problem has to be solved by different thinking.
- Understand your own biases and assumptions; take a walk in the other person’s shoes.

Communication – highlight the need to change thinking in order to move forward. The problems of today cannot be resolved by the thinking of yesterday.

Begin by understanding our own biases and assumptions – what are they, get a handle on them and how they drive you – increased self-awareness. Then take a look at the other party from a different perspective.



Step Two – Understand EXPECTATIONS – they are your habits

- Expectations create habits and it is underlying subliminal values and beliefs that impact on everything we feel, think, say and do.
- We look for and align to others who share our expectations or habits, and reject those who don’t. Generational habits are powerful, potent and exclusive by default.

- When under pressure, tolerance of others' habits is reduced, acceptance of anything different is reduced, because it takes effort to see the other person's perspective.

Communication – acknowledge the power of expectations to create habits and drive subsequent communications. These expectation habits are unconscious and what we tend to do (especially under pressure), is wanting the other person to be like us – why do they do things that way?



We cannot change anyone else's expectations – only our own.

A powerful tool is to create a set of guidelines about the way we do things around here. This is much more impacting and less daunting than inductions, KPIs or other performance expectations.

Step Three – The power of misaligned EXPECTATIONS

- Misaligned expectations create a dichotomous stalemate.
- By definition, this is gridlock – because each side is right and the other wrong.
- The way around the current generational stalemate is to accept that the changed environment is the causal factor rather than attributing it to something innate in the current cohort of apprentices or to the 'old-school' mindset of supervisors.



Communication – the environment is different and has changed rather than the apprentices or supervisor.

It is much easier to tolerate differences when they are not directed to a person as it removes the emotion. Communicating between young apprentices and supervisors requires acceptance of differences.

Step Four – Apprentices today are no different – they need GUIDANCE

- Apprentices of today may be chronologically older than those from the past, however, they are still green in life and in work experience. Most of them only understand the school environment.
- While they can drive and drink alcohol etc., they still need to be taught how to behave at work and at trade school.

Communication – young apprentices are looking to the supervisor/trainer for direction for boundaries around how things are done at work and trade school.



They learn by watching and in the absence of communication provided directly from their supervisor/trainer, they are likely to shut down and not communicate.

Be very clear about what is expected – and check, double check and re-check that they understand. If they don't, then say it in a different way until they understand.

Step Five – TIME trap keeps problems as problems, and makes them BIGGER

- Assumptions, expectations and habits, when combined with busyness and pressure at work, are a toxic combination for communication generally, but with an apprentice, this becomes much more problematic.
- This reduces supervisor tolerance and patience, therefore resulting in reduced quality, safety risks and apprentices failing to learn properly, an atmosphere of uncertainty and insecurity, and a grossly changed power hierarchy within the workplace.
- As a result, the apprentice is even less likely to ask for help and will dramatically reduce their confidence in their ability to do their job.

Communication – Being too busy for your apprentice creates many more problems such as reduced quality, safety risks, apprentices failing to learn properly, an atmosphere of uncertainty and insecurity, and a grossly changed power hierarchy within the workplace.

Timely effort will prevent more work later.

Step Six – Distraction and its impact on attention and focus

- Young apprentices today have been born into the technology age. They process differently and communicate differently as a result. An impact of this is that they have a much narrower attention span, hence will frequently not hear and lose focus.
- The busyness of today's world has also impacted the attention capabilities of all of us. Prior to the technology age, the amount of information that the brain could process was 7+/-2. That has reduced to 3+/-2, meaning that everyone has a reduced ability to focus and pay attention.
- The added element distracting young apprentices (and their generation), is the total dependence on phones and social media apps for communication.
- Busy Mind Syndrome (BMS), is a phenomena where people become anxious if they don't continually check their phone. For most young apprentices this is reality for them.

Communication – Overload and the resulting distraction is part of life in the modern world. Having the phone on the apprentice greatly increases the risk of distraction. The consequences are the potential loss of life as a car is a dangerous machine if a mistake is made when the car is being serviced, e.g. failure to tighten wheel nuts.

The potential risk far outweighs the need for the phone for emergency. All businesses have a land line. Work is work – not the time to plan social activities. There needs to be a clear distinction between the two.

Further distraction grossly increases the risk of not hearing because of lack of focus. Indeed, a common complaint from supervisors is that apprentices do not hear the supervisor due to their distraction.



8. Communication strategy – media, channels and format

Six short videos (less than two minutes) were created using VACC personnel as actors on site at a TAFE college, automotive training centre. These short films were balanced and aimed specifically towards supervisors (bosses) and apprentices to ensure that the way in which the messages are presented gained the attention of the intended audience. The short films were based on results from both the qualitative and quantitative research.

A further component of the communication campaign was to develop and film four case studies of best practice within the industry by way of example and guidance to others. Two of these case studies were with large organisations and two were with small organisations of less than 10 employees. The level of willingness to contribute to solving issues with apprentice non-completes from the industry is high. As such, many businesses visited as part of the research, agreed to tell their story so that others may learn. The short films utilised these offers as the need for genuine authenticity with the communication it was of paramount importance that the case studies were filmed on site at these businesses. Examples of good practice via story telling is the most efficient way to portray messages as it enables the intended audience to relate.

The six short videos each consisted of actors playing a role designed to espouse a clear message. It aimed to show supervisors and apprentices positive ways of doing things. The messages were:

1. A sense of the culture of the business – This is the way we do things around here. The desired impact was to have both supervisors and apprentices be mindful of ensuring that workplace practices and the way people behaved and completed their work accords with the agreed way in which things were done in that particular business.
2. Highlighting that mistakes are a normal part of learning and if an apprentice continues to make the same mistake, each side should therefore look for the reason why this is occurring and to work out a solution. For example, the supervisor may need to change the way they communicate by explaining why the apprentice needs to do a certain thing in a particular way, and the apprentice must pay attention and remember to do it this way next time.
3. Planning and organising the day – this was aimed at making sure that everyone knew what jobs were due that day, who was responsible for what, provide good service, and that this was to meet the expectations of customers. This story was developed to help apprentices understand that the business needs to make sure they stay viable by getting work done on time at the standard customers expect.
4. What to do if something comes up, i.e. a family commitment – apprentices often have commitments with younger siblings for example and if they need to leave early one day a week, then they will need to come in earlier one day to make up for it. The aim of this message was to learn to negotiate and be flexible when things come up.
5. Mobiles phones and safety – This was a key finding from the research due to the risk this has to workplace and customer safety. A number of breaches of quality and the resulting risk to people were identified from the research. This message was about the appropriate use of mobile phones and highlighting to apprentices that mistakes in vehicle repair and maintenance can have detrimental effects on the safety of the customer.
6. The way we communicate and our expectations of how we talk to each other and let each other know about things was the final message for the short videos. This message highlights the risk of assuming that other people understood the message that was communicated in the workplace. Due to such risks, it is therefore important to make sure that each party learns to communicate so that the other party understands clearly the message being delivered.

9. Delivery of the communications campaign

The six short videos were put on the VACC YouTube website individually and together in one film that is approximately 7-8 minutes long. It was rolled out via a link in an e-mail to the VACC database. Workshops were conducted with 20 VACC apprentice field officers and mentors who are responsible for apprentices and spend each day in the field visiting sites. The workshop was held to show the videos and to explain the campaign's intention to improve communication with supervisors and apprentices in order to impact positively on apprentice retention. Between the group of field officer and mentors, they visited over 200 sites during the communication campaign rollout period.

Each of the field officers and mentors was asked to make sure that the videos had been viewed and to get feedback from apprentices and supervisors during visits over a one month period. When the field officers and mentors made further subsequent visits to the same sites following the initial visit, they were asked to check in to see if there had been any change in communications within the business.

10. Success factors – measurement of the campaign

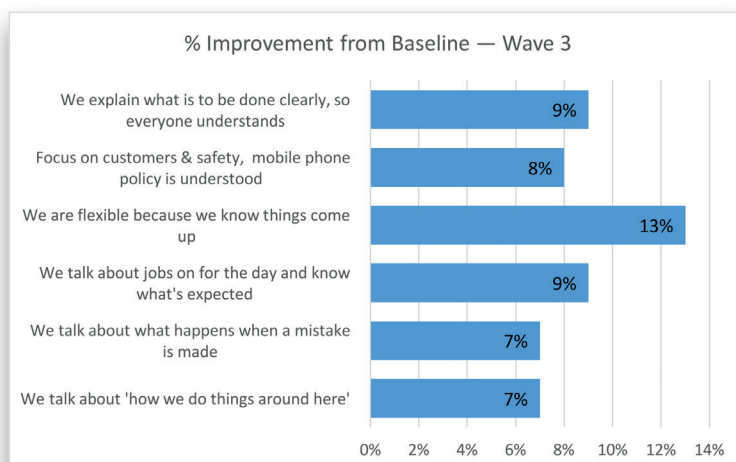
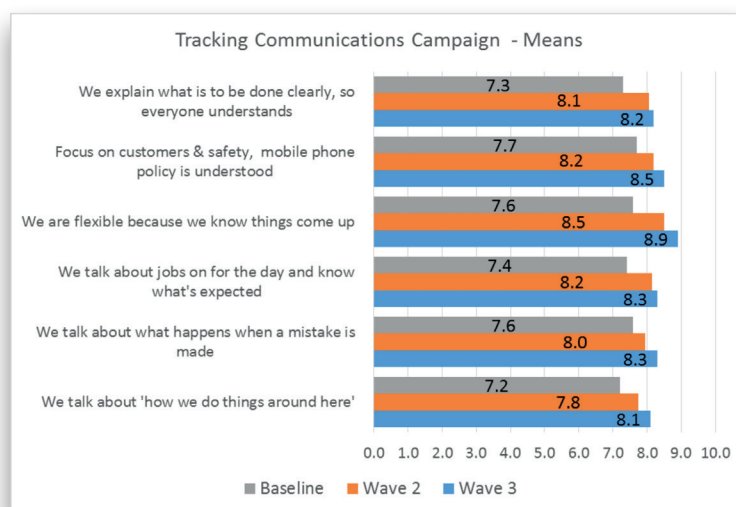
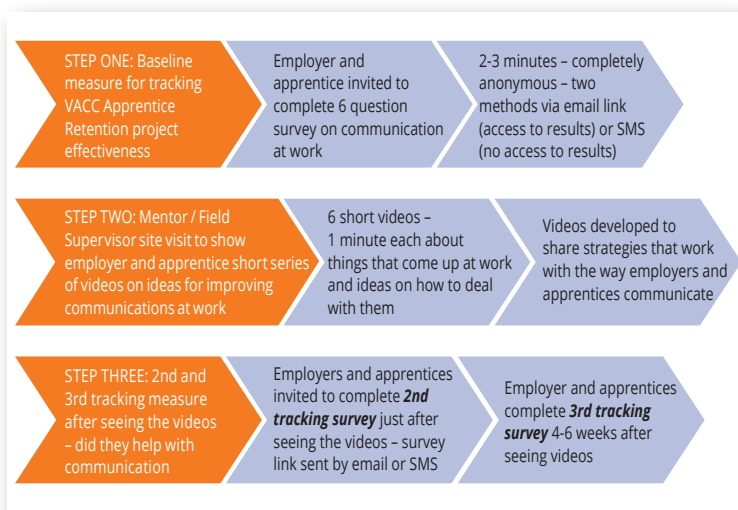
The impact of the communication campaign and the actions taken were tracked over the roll out period. This tracking was done via a very short brief survey of six questions relating to each of the video messages and an optional comment question for each question. A baseline measure was collected via a link which was emailed to the VACC database prior to the link to the videos being sent out.

The evidence indicates that there were improvements with communications over the period the campaign was rolled out from baseline to Wave 2 and the final Wave 3, two months following the viewing of the videos. The means scores across each wave show that communication within the workplace between apprentices and their bosses improved over time.

The level of change and improvement with communications over the campaign period was 7% to 13% improvement in perceived communications within the businesses according to the graph below right.

The improvement with apprentices compared to supervisors over time was not as significant, except for flexibility when things come up. Apprentices showed a 15% improvement over time, and evidence from the verbatim responses suggests a real shift towards an understanding the importance of communication when things come up.

The tracking process across the communication campaign collected in excess of 250 comments from the open ended questions and included some good ideas and observations about improving communications. Feedback from the 20 VACC field officers and mentors were also conducted to further track the effectiveness of the videos in improving communication between apprentices and supervisors.



"The video highlighted the importance of explaining why we do/don't do certain things in order to make staff understand, rather than just telling."

"On a chart board in the morning we all gather around it and our manager goes through what to do every day."

"I will be showing all our employees the videos. All the messages have value for all employees."

"We already have similar tactics, but it's on going with the younger generation now-a-days .You have to keep a close eye on things and learn to read your people."

"I will be showing all our employees. Operations manager needs to be more levelled when delivering these messages so I asked him to take note of how the message is delivered."

"It's important not to scold or penalise the person who made the mistake, but to discuss it and treat it as a learning experience. If repeat mistakes are made then further action is taken and this is communicated during discussion after the first instance."

"The reaction to the videos was positive and useful and heightened their knowledge of the required process."

"Yes we ensure we communicate clearly, avoid using slang and abbreviated terms."

"Yes good reaction, Showed mainly communication breakdown, which many could not relate to even though this is what their difficulties come from"

"Introducing short clips as part of the induction might help apprentices to learn how we do things."

"Sometimes the qualified guys can forget how the obvious for them is not so obvious for the new apprentice."

"My family has the shop number in case of emergency, so there is no need to use my phone. This works best and makes my work more efficient."

The verbatim responses from the tracking highlighted some specific improvement across each of the six messages areas:

1. Improvements to the way we do things around here – The feedback indicated there was a significant level of open, transparent communication both with daily, weekly tool box discussions and indications that induction processes would improve.
2. Improvements with how to deal with mistakes – The feedback suggests that there is a good awareness of the necessity to repeat instructions and explain both by telling and showing why the mistake occurred and ways in which to help the apprentice not repeat the mistake.
3. Improvements with being aware of the day to day jobs – Feedback indicates that the videos contributed to understanding the importance of keeping the workshop and job sites clean as it makes it easier to work and get the jobs for the day done to keep customers happy. This feedback was from both supervisors and apprentices.

"Include video in induction package for new apprentices."

"The video helped to just keep a cool head, resolve it and move forward and learn."

"I learned to remember why it is important to follow the procedures and do the job properly and how I am instructed to do so."

4. Improvements with dealing with things that come up, flexibility – There is good evidence from the feedback that there is flexibility within workplaces so long as communication is timely, open and transparent. There is also evidence of understanding the need to understand other people's perspectives.
5. Improvements with understanding when mobile phones can be used – The responses indicate that there is a good understanding of how mobile phones can be distracting. There is also evidence of appropriate use of phones as a work tool – e.g. photographing work in progress or researching technical information.
6. Improvements with seeing things from others perspective – The evidence shows that there was improved insight and awareness of noticing how other people may do things differently and that there are sometimes different ways to do things.

"Not doing everything your own way, getting everyone on the same page."

"Yes, from the video I now leave my phone in my toolbox."

"It gave me a few new ways of approaching things"

11. Ongoing actions and continual improvement

How to use the six communication videos.

Informed by suggestions from the tracking feedback as a guideline for businesses on how to continue to use the videos, case studies and other materials developed as part of the communication campaign, a one page flyer (Appendix A) was developed. The evidence suggests that there are two main areas where the material can continue to benefit supervisors and their apprentices as well as continue the work done to date on improving the retention of apprentices. These areas are ongoing toolbox discussions with current apprentices where the need to improve work habits should be emphasised during the induction process.

The flyer emphasises the importance of communication within the workplace based on the need to provide a safe working environment. The initial research indicated that many supervisors report being too busy to guide their apprentices, with even more apprentices reporting that their bosses were too busy to help them. Such attitudes can be attributed to the perception that it is too hard or there exists lack of ability to start or initiate conversations. One of the many benefits of the videos other than the short duration (being just over one minute in each), is that they serve as conversation starters and provide words and ideas for supervisors in particular to stop and analyse their attitudes over why they do not have time to guide their apprentices.

From the apprentices' perspectives, they are able to see how other workplaces do things and can therefore serve as a method for initiate a conversation with their boss regarding something of concern. The research indicated that the intention to guide and communicate is largely present, but busyness and time pressure are allowed to compromise open and transparent conversations. Attitudes such as not having enough time becomes entrenched and hard to shift. Short, focussed messages as seen in the videos serve to begin the process of shifting these entrenched attitudes.

How to use the case studies.

The four case study videos were deliberately developed with two large organisations and two small organisations. This is so that businesses of all sizes can commonly relate to the workplace situations seen in the videos, and therefore increasing the chance for businesses to view these videos. Indeed, for any communication or learning material to have a chance of being viewed as valuable, it must relate to the viewer's experiences.

Each of the case studies have a significant number of messages and key take outs in them. Supervisors, apprentices and other employees were interviewed separately to gain a holistic picture of the business and all the things that are important for its success while having the apprentice be a part of it.

The Small Business Workshop Case Studies

The two small businesses employed less than 10 people, with one consisting of an auto-electric and mechanical repair shop and the other being a specialist turbo diesel workshop. The auto electric workshop focused on understanding how the apprentices learned, noting that everyone learns differently and is therefore important as a supervisor of apprentices to understand how the apprentice intuitively learns. Equally, the apprentice was encouraged to adjust the way they learn and do things that meet the way things are done at this workplace. The overarching message was to seek a common understanding and to meet in the middle. This is a critical message for both supervisors and apprentices today, as there are perceptions on both sides and a propensity to generalise young people and older supervisors into common stereotypes. This is perhaps the most critical message to get across currently as entrenched attitudes and assumptions are severely constraining progress, real learning and workplace efficiency within the automotive industry.

The turbo diesel business case study was more focused on the need to ensure the continuing development of specialist skills by focusing on making sure apprentices learn to fully understand and become experts on specific engines and components. This case study highlights the need for a comprehensive understanding of the requirements of what makes a good auto technician as the basis for developing a specialist technician. The base skills and learning must be taught and embedded before the technician can become a good specialist.

The Larger Workshop Case Studies

The larger business case studies focused on industry good practice. Both businesses were in the heavy vehicle industry, with one being a truck specialist and the other being heavy earth moving equipment specialists. Safe working practices and procedures featured strongly as a determinant of the good practice exhibited at both businesses.

The truck company focused on recruiting the right apprentices for the job. They have a rigorous and exhaustive recruitment process to ensure proper job fit. Emphasis was placed on being able to do the job well and fitting in with the culture of the business.

The most recent recruit was an adult female apprentice with prior work experience in another industry. She brought a range of transferable skills to the job and understood the process of aligning with the requirements of the role and business culture.

It is valuable learning for businesses to be aware of and avoid making assumptions when recruiting apprentices. People with different skills and backgrounds can bring a whole new dimension to the business and improve productivity.

The case study on the heavy earth moving equipment business focussed on inclusion. Each new employee, apprentices included, goes through a thorough induction process that not only guides them as to the expectations of their duties, but also inducts them into the culture of the way we do things around here. This starts at the top with the business owner who knows all his employees by name and promotes a culture of team inclusiveness which can be seen reflected in every person throughout the company.

This induction process has led to apprentices to fully embrace the way things are done and to completely focus on being safe and meeting customer expectations. They are a respected member of the team – valued and rewarded for their efforts and contributions. The culture of mutual respect and valuing, and focusing on delivering only the best quality work to customers makes this business one of the supervisors of choice in the industry.

Appendix A – flyer for ongoing communication improvement

VACC – Tips for Supervisors and Apprentices on How to Use the Videos from Skills Development Centre to Continue Improving Communication

Apprentice Performance Feedback

- Ask all staff to watch the videos (7 minutes in total).
- Choose one of the topics to discuss at tool box meetings, agree on a goal for the week, e.g. only use the phone for work related tasks.
- Review each goal the following week i.e. share strategies for remembering proper use of the phone.
- Do the same with each of the four case studies – this can stretch over a period of 3-6 months by continuing to take a new example of good practice shown in a case study every few weeks.

Induction of New Apprentices

- Use the six videos as part of the induction process when hiring new apprentices.
- Show them the videos and talk about what each means in your business – how do you do things around your workshop, what are the expectations of the business?
- Use the case studies as a way of showing apprentices how a successful apprentice works and does things.
- Follow up with the apprentice each week on how he/she has applied what they learned.

How to use the videos

- **The way we do things around here** – sometimes apprentices need to hear how things are done more than once, use the videos as a different way to get this message across.
- **Mistakes are part of learning** – Use this video to reinforce with apprentices and other employees the need to fully understand and accept that learning sometimes means not getting things right the first time. Mistakes are part of the learning process and the time is taken to explain the reasons why, will not be made again.
- **Planning the day** – Apprentices need to understand that the business (and their own work tasks), must deliver what is promised to keep customers happy and stay in business.
- **Flexibility on both sides** – this video can be used to aid negotiating a fair compromise when things come up. Sometimes when it is busy, apprentices may be asked to work longer hours. Equally sometimes things come up for them and they may need to leave work early.
- **Mobile phone safety and risks** – mobile phone use has a time and place – and customer safety must be the prime consideration. Apprentices must adopt this policy.
- **Make sure what you say is understood** – don't assume the person knows what you mean.

Appendix B – verbatim comments from tracking from apprentices and supervisors

Video One

What new ideas do you have about the way your workplace does things since watching the video – Baseline

- Induction, mentorship
- Toolbox meeting, inductions
- Induction for an overview of the company, but mostly via meetings and supervisor communication.
- On a chart board in the morning we all gather around it and our manager goes through what to do every day.
- Taught as I go
- Fortnightly tool box meetings
- Induction and safety meetings
- Induction, Weekly team meetings
- We have induction & weekly meetings.
- Informal Induction
- Area specific to start with and then a full site induction for full time employees
- Induction
- Induction – day to day communication in the workshop – tool box meetings in the morning
- Tool box meetings, memos
- Very little communication is held.
- Workshop meetings help on a regular basis especially when updates or new information to be communicated to all staff.
- Talking to staff directly
- Weekly team meetings
- Induction, regular staff meetings, morning briefs.
- Induction and toolbox meetings
- MEETINGS
- We will show how it is done a talk about it
- Informal discussion on the importance of doing things right at trade school and learn things by the book, because in the workplace there are often faster ways that skip unnecessary steps.
- Toolbox conference, Chat in the office when something has NOT been done “the way we do it”
- Induction and weekly meetings
- Tool box meetings

What new ideas do you have about the way your workplace does things since watching the video – Wave 2

- I will be showing all our employees the videos.
All the messages have value for all employees.
- TO EXPLAIN WHY WE DO THINGS

- Reasons for why not to do things
- JUST TALK TO THE APPRENTICE IN GENERAL
- Showing the videos as a part of the induction
- Need to explain why rather than just tell.
- We already have similar, tactics but it's on going with the generation now days.
You have to keep a close eye on things and learn to read your people
- This is already in place for all staff
- Phone policy tightening
- The way in which the foreman approaches mistakes, also explaining could be better approached and executed.
- Clear explanations as to why certain things are done. Always ask if unsure.
- As a service manager, we communicate and motivate our workshop staff very effectively, this is reflected with high staff retention.
- Looking at how we mentor our apprentices. And the lack of ability of our technicians to mentor
- Include video in induction package for new apprentices
- Operations Manager will take 2-3 staff at a time to look at the videos.
Operations manager needs to be more levelled when delivering these messages so I asked him to take note of how the message is delivered

What new ideas do you have about the way your workplace does things since watching the video – Wave 3

- We talk about operational things in a workshop meeting. This way it is not picking out one person so all are aware of procedures
- WE FIND OURSELVES EXPLAINING AND ASKING THINGS TO DONE IN A CERTAIN WAY HOWEVER AT TIMES THEY CONTINUE TO DO AS THEY PLEASE MAKING US SOUND LIKE A BROKEN RECORD
- Different ways of tackling jobs
- Take extra time and effort to communicate effectively.
- Better communication
- Introducing short clips as part of the induction might help apprentices to learn how we do things

Video Two

Did you find the video helpful with dealing with mistakes – If so can you tell us – Baseline

- During induction but followed up by senior staff also
- Need to understand how, but also need to have a formal process
- I have not been privy to the process, but I am hoping we get a chance to discuss where we go wrong & find ways to rectify the situation.
- Shown how to do it properly, but it's okay to make mistakes as an apprentice for I'm still learning
- Report to supervisors.
- Giving me an example of what happens if things go wrong
- We discuss on how the error occurred, we then discuss on how it should have been done.
We then discuss on we implement the changes.
- Safety meetings
Incident specific meetings

- Individually and in team meetings
- On the job training
- Daily communication meetings at the start of shift
- Review what went wrong
- Talk to employee about the mistake. Discuss what was done, what should have been done. Have the employee re-do the work to rectify the mistake
- One on one with supervisor
- Little communication and discipline is involved in my workplace about this issue.
- Again well have meetings either with the individual or with the team to talk about what happened, and how to prevent it in future.
- Team & individual discussions
- Not sure, but staff member is taken to management to discuss what went wrong.
- SPEAK TO THE INDIVIDUAL PRIVATELY
- We show what has happened and if we can fix it and talk about how we can make sure it does not happen a again
- No process, just a discussion of how we handle mistakes
- As above
- Disciplinary process is undertaken and training need analyst is conducted.
- Comeback register and cost
- Lunch box meeting, discuss ways to rectify and eliminate mistakes

Did you find the video helpful with dealing with mistakes – If so can you tell us – Wave 2

- If something happens, it can take 2 weeks or has taken over a month before something is said. Also the attitude from one of our supervisors is terrible. Would be appreciated if we were approached quickly and nicely
- That's what we do
- You can learn from mistakes, but a supervisor repeatedly bringing them up is not helpful.
- WE TALK ABOUT STEP BY STEP ON HOW WE DO THINGS
- Very helpful
- Not to make it a life sentence, understand that apprentices will make a mistake during their learning process.
- In our place we talk about and we put it behind us. Yes
- Yes. I can see the need to explain why and be OK that they made the mistake as it is a learning curve
- Yes it makes it clear how mistakes should be approached in a workplace.
- We all make them and the important thing is to know what went wrong and how to do it differently next time.
- Usually get a mouthful straight up, or it can take days/weeks before you're informed
- Yes. Always ensure when giving info that apprentice is given the how and the why.
- I believe we need to ask why a mistake has happened before delivering the message about The Mistake as there could be two versions on how it happened in the first place.

Did you find the video helpful with dealing with mistakes – If so can you tell us – Wave 3

- Is the way I do things. Learn by your mistakes and try not to do it again
- VERY HELPFUL HOWEVER I DO THIS AND AM VERY PATIENT AND DO UNDERSTAND THAT MISTAKES HAPPEN WE SPEAK ABOUT IT AND EXPLAIN WHAT HAS GONE WRONG AND HOW IT SHOULD HAVE BEEN DONE
- Yes, to just and keep a cool head, resolve it and move forward and learn
- It's important not to scold or penalise the person who made the mistake but to discuss it and treat it as a learning experience. If repeat mistakes are made then further action is taken and this is communicated during discussion after the first instance.
- Better communication
- We also mention that everyone makes mistakes, it is part of learning.

Video Three

Did you get any new ideas about daily work procedures from the videos – Baseline

- Calendar kept with jobs booked and parts planned in advance. Anyone can access this.
- Cleaning or help/watch other jobs.
- There's always jobs
- Clean
- Confirm with the boss
- There's never no work
- All jobs are never finished.
- Clean workshop
- Work is structured daily with room for adjustment.
- Clean up workshop
Start assembling warehouse stock.
- Team Leaders address their Team members.
There is always cleaning up to be done, online training, and working in other departments.
- Clean
- Assess progress on other jobs. Re-allocate employee.
Spend time on workshop clean up if no other work available
- If all jobs are completed, workshop is normally cleaned to prepare for following day
- Meetings between workshop control, foremen and front line staff.
- Maintenance
- Cleaning
- CLEAN WORK SHOP
- Run reports and we can start doing bin check or sweeping the warehouse cutting up boxes
- There are always more jobs
- Clean, maintenance, knock off early if it's late in the day
- Clean up
- Our shop always has a list of maintenance jobs that can be completed when down time becomes available.

Did you get any new ideas about daily work procedures from the videos – Wave 2

- Our jobs are constantly changed and it's difficult to manage time
- Just some reminders
- WE HAVE PROCEDURES IN PLACE STOCK MUST BE PUT AWAY ASAP MARKED OFF THE STOCK SHEET IF PARTS ARE MISSING WHAT TO DO IF THE STOCK IS MISSING
- Yes... ensure that the apprentice has a clear understanding of what is required but then what to do once the job has been completed.
- Talk about the normal operations in our workplace more with apprentices and other new employees.
- Learning to keep them motivated, yes
- When being instructed on a task that I haven't carried out before I know to make sure I understand why it is being carried out in that specific way so as to remember why it is important to follow the procedures and do the job properly and how I am instructed to do so.
- Ask more experienced staff for ideas of how to be more efficient.
- Jobs are constantly changed from what was allocated at the start of the day, makes it hard to manage time

Did you get any new ideas about daily work procedures from the videos – Wave 3

- Better communication
- All jobs are discussed, generally the apprentice when given a job is asked how long they think it will take, this is taken into consideration when advising the customer of pick up day/time

Video Four

Have you thought about dealing with things that come up differently – Baseline

- As a family owner company, we realise that things can happen at short notice and that people require time off for a multitude of reasons
- Customers and uptime are very important.
We must never be at a point where we could not support the customer.
- Schedule jobs to fit around our family commitments, if we cannot stay back; allow us to work on our weaknesses; allow us to follow through jobs.
- When there's something personal up then the boss allow us to do what we need to do
- Yes we are very flexible in our industry.
- Give time off when requested and ask for extra work to be done after hours when machines are critical to our business
- We use a scheduling program to allow for life's hick ups.
- Last minute work comes in which takes priority
- Rotating work groups, from workshop departments, oil lab, warehouse, yard duties and office tasks.
- Assess priorities first thing in morning. As break-downs etc. filter in re-assess priorities and allocate appropriate staff members to each job.
- overtime, leave early
- If it is a family emergency or serious personal issue, work can be flexible but if not, they expect you to be at work all the time.
- We have to always be prepared for possible changes, delays.
- Allow us to follow jobs through, attend family commitments.

- IF AN SUPERVISOR HAS SOMETHING ON WE RATHER HE TALK TO US AND WE CANT LET HIM GO DURING WORK HRS RATHER THAN TAKING A SICKIE
- we cut people slack for family issues etc. but we won't tolerate people who abuse the trust
- If someone {employee} needs time to go off to do something it is normally allowed and worked around to the staff members benefit.
- we believe that being flexible and good communication is essential for workplace satisfaction

Have you thought about dealing with things that come up differently – Wave 2

- Anytime somethings happened the manager has been able to help
- We try to be accommodating to our employee's needs.
- YES WE JUST NEED TO TALK AND WORKIT OUT
- Yes, everyday things constantly change
- I know if I have an appointment in work hours to give plenty of notice so the managers know that I will be absent for the given times and they can work more efficiently.
- Give plenty of notice and offer ways to pick up any slack.
- As manager, you always need to be open minded and adapt to certain staff related challenges. A bit of give and take goes along way and enhances a winning culture.
- Only had 1 instance that I needed to leave early but the manager was good about it
- We try not to allow too many people to be above the rules but we work with staff when it comes to family commitments. Staff are more demanding now days.
- TO KEEP GOOD EMPLOYEES YOU NEED TO BE FLEXIBLE. WE CURRENTLY HAVE AN EMPLOYEE WHO STARTS LATE BECAUSE HE NEEDS TO TAKE BROTHER TO SCHOOL DUE TO A FAMILY ILLNESS. BETTER THAN LOOSING THEM AND RETRAINING ANOTHER.

Have you thought about dealing with things that come up differently – Wave 3

- WE LIKE TO KNOW IN ADVANCE IF TAKING TIME OFF WE ARE VERY FLEXIBLE AND VERY UNDERSTANDING AND ALWAYS ACCOMMODATE TO EVERYONE NEEDS MOST OF THE TIME
- Not doing everything your own way, getting everyone on the same page.
- Nothing has changed as we are flexible within reason.

Video Five

Did the video help you to think differently about mobile phones and safety – Baseline

- Induction
- Mobile phones are allowed as long as their use is kept to a minimum during work hours
- Phones are allowed at the moment, but usage is been watched closely.
- I keep mine in my locker. I am at work to do a job and learn all I can.
- Locker room or lunch room
- We can use it when needed as long as it doesn't take too long
- They are not to be used during working hours, or personal will receive a written warning, as this policy has been well documented.
- Poorly – it has been raised to leave in tearoom but not inforced
- We are currently debating the use as they are a valuable tool – as a torch, camera, etc

- Mobile phones are not permitted during work hours!
- Vacc has its policy which we enforce
- allow mobile phones to be used in emergency situations & during employee break times. due to our large work group you cannot always see what is going on and you rely upon your Team Leaders to assist with managing employees.
- Written policy – Phones can only be accessed at morning tea, lunch. Policy is in writing and has been signed by employees.
- All mechanics undertaking field work must have phone with them.
- they are to be used only when required
- Mobile phones are not managed at my workplace.
- Phones can only be used during breaks.
- Not allowed during work hours
- Mobiles are to be kept in locked box in foreman's office or in personal lockers in changerooms
- I leave it in my locker till lunch and home time. All people know to contact work land line.
- SOMETHING WE ARE LOOKING INTO
- we all have mobile phone it is up to the individual when to use your phone or not if it was constant I would have to say same think may be break time only
- we don't have a phone policy
- No mobile phones to be used during work hours
- phones are important as we are mobile mechanics, they are required for contact on the field and for safety of employees.
- We allow our workers to have them and use them but they are not to encroach on work efficiency or the privilege will be removed

Did the video help you to think differently about mobile phones and safety – Wave 2

- Sometimes im uncomfortable with the car on the hoist and have told the supiviser. And i think the mobile phone policy is fair
- Will be a good tool to remind our employees about mobile phone use.
- staff continually try to hide their phones.
- Yes, I now leave my phone in my toolbox.
- YES BUT WE ALL KNOW CUSTOMER COME FRIST
- Yes.. we are contemplating having a 'no mobile phone usage' during working hours at one of our dealerships
- Mobile phones are needed more and more for diagnosing issues with vehicles infotainment systems and the boys use the cameras for photo reference. The days of a blanket ban are gone, it is a case by case issue now if one of the team abuse the use of there phone.
- My guys already know not to use phones during work or in the work area. Unless pre-arrange due to certain situations, its away from the working area
- i have my mobile phone locked in a drawer and i check it at lunchtime only. my family has the shop number incase of emergency so there is no need to use my phone. this works best for me and makes my work more efficient.

- I keep my mobile in my locker.
- Not really an issue at our workplace, however, we need to be mindful of incidents that could arise from mobile phone distractions.
- I have no issues with no phones
- Policy is already in place
- We are a high vis company and we put a high standards to OH&S etc but one can always improve.
- APART FROM MANAGERS OUR EMPLOYEES HAVE THEIR MOBILES IN THEIR LOCKERS AND IF NEED BE TAKE CALLS FROM OUR LAND LINE.

Did the video help you to think differently about mobile phones and safety – Wave 3

- phones are still an issue . apprentice attitude is everything. we cannot teach attitude we can only lead
- MOBILE PHONES IS AN ISSUE HOWEVER WE DO NOT ALLOW THEM IN WORKSHOP BUT EVEN THOUGH YOU TELL THEM I FEEL LIKE IT FALLS ON DEAF EARS
- Only using it on breaks or after work hours
- Held meeting to discuss policy and make all aware
- Looking at lockers for safe storage of phones, and having all the workers have the main office and or workshop managers mobile number.
- We have a simple rule.
- no mobile phones if someone wanted to talk to you or needs you ring the work number
- Mobile phones are a big part of all of our mechanics lives. We are discussing having better lockers to keep belongings safe in.

Video Six

Did the video help you with being able to see things from others perspective – Baseline

- WE have exceptionally experienced staff, but they are busy and sometimes clear instructions can be a little lost.
- Area of opportunity for improvement
- Always ask questions!!!
- Don't be scared to ask questions is what I'm always told.
- listen
- Show and tell policy
- Ask personal, that if they are not sure of instructions, they are to ask.
- Work with each other to help understand
- Everything is documented if it is not on paper do not do it.
- verbal communication
- Communication white boards in each workshop area.
- One to one supervision.
Communication via staff room white board
Written guidelines (e.g. policy). Signage in workshop.
- buddy system when new employee starts, tool box meetings,
- Try and help other apprentices or employees if they are stuck on work.

- Through workshop meetings.
- Documentation, open discussions, notice boards, newsletters
- Ask if I need ANY clarification. It annoys some people, but bad luck.
- MEETINGS
- showing and explaining of each task and check-up before the task is finish
- Run through a job step by step or sometimes in stages so the apprentice can complete one section (of a larger job) at a time.
- We use a white board to leave messages. Mechanic meetings and discussions.

Did the video help you with being able to see things from others perspective – Wave 2

- A good reminder of what to be careful of.
- YES IF ALL THE WORK IS DONE WE CAN ALL CLEARN UP
- Yes it was a good reminder.
- yes, it gave me a few new ways of approaching things
- Not everyone has the same experience or view on things. No one is more right, but many perspectives give greater clarification.
- We try to make this happen – regular productions meetings and monthly KPI one-on-one meetings with the staff.
- YES, MOST IS COMMON SENSE AND FLEXIBILITY IN THE WORK PLACE

Did the video help you with being able to see things from others perspective – Wave 3

- Yes we ensure we communicate clearly, avoid using slang and abbreviated terms.
- Yes people deal with the same issues differently
- Sometimes the qualified guys can forget how the obvious for them is not so obvious for the new apprentice.

Appendix C – sample demographics for tracking

	Baseline	Wave 2	Wave 2
Apprentice	45%	42%	48%
Supervisor	55%	58%	52%
Business Size			
1 to 4	13%	8%	9%
5 to 9	25%	28%	19%
10 to 20	24%	28%	41%
21 +	38%	36%	31%
Gender			
Male	89%	89%	84%
Female	11%	9%	16%
Years of Apprent			
1st	14%	42%	31%
2nd	12%	23%	31%
3rd	12%	27%	31%
4th	7%	8%	6%
Years in Automotive			
<5	41%	41%	50%
5 to 10	9%	6%	3%
11 to 20	9%	16%	16%
21+	41%	37%	31%
Age group			
< 20	11%	14%	16%
20-25	26%	20%	25%
26-35	9%	11%	16%
36-45	26%	27%	9%
46-55	17%	19%	16%
56+	11%	9%	19%
Region			
C	14%	14%	12%
NE	13%	11%	25%
NER	4%	5%	9%
NW	20%	1%	13%
NWR	7%	5%	6%
P	3%	11%	3%
S	30%	38%	28%
SEV	4%	0%	0%
SWR	5%	5%	3%