

**Q: The first bit is what activities require you to do research or find information in your workplace?**

P1: Gee, that's a broad question isn't it? In my workplace? Look, a lot of it would be around – because we're growing the company, a lot of it would be around trying to understand demographic changes. Demographics in areas that we're exploring to set up or somehow move our brand into. In the NDIS space, it's that plus more. It's also about – NDIS requires us to take on a different business model. Most of the people here are practitioners, or yeah, they've operated in a (2.28) funded mode for a long, long time. So the concept of being in a different model – a business model, is alien to them. So you know, as I've been doing some units and – in the MBA course and the grad cert course, I've bringing some of that, especially from the last unit I did, back into the business and using that to help formulate some business plans and some thinking. But most of it's either new ways of doing business and researching that and researching basic demographic and cultural issues.

**Q: Okay, that's a good overview, yep. So the next bit is what types of information do you use in the workplace?**

P1: Yeah, so again, it's that demographic data. It's – most of it's demographic data.

**Q: Really?**

P1: I wonder what types of information you use in the workplace. Because ours is about children's services, it's always going to be about where are the growth rates? Where are the young - - -

**Q: The population.**

P1: Yeah, where are the people – kids being born. Blacktown has the highest rate of births at the moment. But we're looking at an area in regional New South Wales and it's again, the demographics. It's about is this a thriving community or a dying community? What's the population break up of that? Or breakdown of that locality, what's the income breakdown of that space? You know, it – ultimately, it's the data we need to be able to model for viability. So looking at numbers, we're looking at birth rates and we're looking at flow.

**Q: Makes sense, yep. So in terms of the resources or tools to gather that information.**

P1: Look, it's ABS data.

**Q: That's what I thought, yeah (4.39).**

P1: Yeah. We're starting to look at a mob called id.com.au who take ABS data and then represent and re-analyse it in different ways and whatever.

**Q: Sorry, ID?**

P1: id.com.au I think. They're - - -

**Q: But they use data from ABS to - - -**

P1: Yeah, so they take ABS data. In some cases, they take Council data or municipal data as well. But they break it down to – what that – yes, ABS

called – statistical local areas, SLAs. So we can get really detailed data about an area that isn't about all of Blacktown or - - -

**Q: Because ABS can be a bit overwhelming, yeah.**

P1: Yeah, yeah, yeah. So they'll break it down and they – we can get down to just within a couple of scripts through the data analysis they do. We're still in the infancy in looking at using them and so forth. On the other stuff, we resource or tooled, is we actually just go out and look. So a couple of my exec guys in Vancouver went out to this regional centre about four hours away and just spent 24 hours there and just looked. Kind of eyeballed it themselves and got a feel for the place, spoke to the locals.

**Q: (6.02) observational - - -**

P1: Just in coffee shops.

**Q: - - - sort of – yeah.**

P1: Yeah. Yeah, just sat in coffee shops and spoke – and the local club and whatever and just spoke to people. What else do we use? We certainly use some industry comunicos, papers, newsletters, whatever that come round. And we're members of four or five different industry peak groups. So we get some of our data from them.

**Q: Yeah, the person – the peer sort of network of (6.37) is a big sort of information thing that keeps coming up.**

P1: Yep, yep. Absolutely. Absolutely, because it's – yeah, no one organisation can capture all of that data, so you know, it really is about having that peak group and what network of some sort that then brings it all together.

**Q: So now the next bit's about the skills that are necessary to sort of do that research in the workplace, do you think are important?**

P1: It's – there's an obvious need to be able to interpret the ABS data and make sense of it. That's one skill. That's not necessarily all that hard, especially if you use somebody like id.com, because they'll do it for you. Some of the other things, oddly enough, are around understanding governance. And so I've sent all my execs off to the institute of company directors, to do their director's course, or at least – either the full course or a cut down version of that course. Because oddly enough, it's about – also knowing about how the board's going to react and what we need for the board and how to be strategic and all that sort of business. So it's no good just going and pulling a whole bunch of data, if we don't understand the strategic consequence and what the board's going to need. So it's also about pulling the right data and having a look at the right data. And that's a bit of a specialised skill.

**Q: Yeah, that's come up quite a bit too, that analysing is good for collecting lots of information, but that the ability to synthesise it or put it into context of a proper business report or whatever - - -**

P1: Yep.

**Q: - - - (8.37) strategic sort of - - -**

P1: And being able to, you know, take the good parts and then chucking out what you don't need. And having enough nous and knowledge and understanding

and training to be able to understand what's good and what's not good. What's valuable and what's not valuable. And then how to present the valuable stuff. I mean, some of it's about – what's the question again?

**Q: Skills - - -**

P1: Skills. So some of it's about how you actually present all of that. It's not enough to just say, you know, there's a thousand babies in Blacktown but we need to be able to present that in a way that talks about you know, long term viability and you know, what percentage of these babies are going to actually end up in a centre and what percentage of these babies might have a disability or whatever. And then, how does that track over five years, until they go to school and so forth. So it's about how you present it and how you analyse and how you make sense of it and how you can ultimately use it to build a business case that's realistic and model financial viability or financial models that have got some rigour to them.

**Q: Good stuff. Yeah, that's a lot about you know, we're – (10.09) brands try to build business, sort of yeah. Not just gathering information, yeah. So it's more than that, it's how use it.**

P1: Yeah, exactly. Yeah, yeah. And so you know, some of the units I've been doing in the MBO have been really good in terms of trying to separate the wheat from the crap. And like the business communications unit I did with xxxx – yeah, xxxx – I had xxxx. But yeah, that unit was really good about how you presented, how you make sense of it, how you put together a cogent argument.

**Q: Okay cool. The next one's just about any specific situation, which you've kind of talked about, so the ABS stats I guess and (? xxxx) had to go to - - -**

P1: And using babies.

**Q: To solve a workplace issue, oh yeah.**

P1: Any number of times. I suppose the most – well, we shut down the service at the end of last year, because it just wasn't viable. So there's a lot of work in putting together the historical data, but also looking into the future and recognising that there wasn't going to be the flow of kids into – so this was a out of school service – out of school hours service. So we had to look at what's the flow of students through that school, because we draw the – our kids from that school, for before and after school care. So it's not enough to just look at, you know, there's not enough kids there at the moment. But you know, what's their flow coming in and what's their flow going out and what we could see was in talking to the school and whatever, that they were losing more kids at the back end to what was coming in at the front end. So you had a situation where the school numbers are going to be reducing over time. So in the end, we made a decision about this – it certainly wasn't viable now. We'd been trying a few options for a couple of years. We've been supporting it for a couple of years and it's just going to go from bad to worse for the foreseeable future.

**Q: It's being under – understanding those trends and how it - - -**

P1: Exactly.

**Q: - - - will impact on your – yeah.**

P1: Yeah, and then looking at the bigger picture. So this is a community where in the past, there's been one school, there's two larger schools there now. There's

additional before and after school services in the area, because each of those two schools, they're private schools, they're Anglican, Catholic. They've both set up their own. So all of a sudden, you've got a smaller pot. And that pot is reducing as well. And there's no foreseeable property development in that locale. So you've got no obvious flow of new families into the area.

**Q: It won't change.**

P1: Yep.

**Q: For short term, yeah.**

P1: Yep.

**Q: All right, great. So the next bit's about when we talk about information skills, it's gathering, locating, using and then also storing and managing. So what would you use to sort of – once you've gathered (13.17) stuff.**

P1: So mostly computers and we're just in the process of setting up a – we're going through a process at the moment, of revamping our ITC. Information, Internet and Communications backbone. So moving across from one supplier to another and putting in a whole new system, which should be going live any day now. And that's all about having a more modern system and a capable system and then in with that, our I.T. person, he's setting up something we've not had before, which is an external – a server, so that we can access our data remotely, access our files remotely. So it all gets stored ultimately in our central server. Ultimately.

**Q: And specific software, or?**

P1: For analysis.

**Q: Or just spreadsheety stuff I guess, is it?**

P1: It's mainly spreadsheety stuff, yeah, yeah. Yeah. So one of the things we're doing is trying to set up – as we set up the server, is trying to set up a logical directory structure, right from day one. So we know where our research information is. We know where our photos are. We know where – and they're all in logical spots and logical locations. So there's nothing (14.43).

**Q: Sounds like a job for a librarian, but - - -**

P1: Sorry?

**Q: A job for a librarian, sort of thing.**

P1: Yeah, yeah. Yeah.

**Q: Organising, yeah.**

P1: Yeah, yeah.

**Q: That's good.**

P1: Yeah, there's nothing flash about where we store it.

**Q: No, I heard someone mention that the cloud, just when I was sitting out the before, the tool – the cloud tool you were going to use, which I use too, Dropbox is it?**



P1: Dropbox.

**Q: Dropbox, yeah.**

P1: Yeah, look, we do use Dropbox primarily for our board papers at the moment. So our board members can access the board papers. We use it for a few other things, but we have issues – I have issues, but we have issues as well, that anything like Dropbox or – who else has it? Yahoo, I think have got terabyte data available and whatever. It's all located off country and offshore and we're then subject to US or some foreign statutory - - -

**Q: Yeah. In terms of ownership and access and yeah.**

P1: Yeah, yeah, yeah.

**Q: Potentially, yeah.**

P1: Given that we're dealing with very sensitive data about our children, about whatever, we're very big on trying to maintain any of that data on servers that are located in Australia. And so when we're talking to providers, one of the first questions we ask them is where are your servers located and where are your backups located? And if they're located offshore, we tend to think hard and long about it.

**Q: Yeah. Which covers nicely one of the later questions.**

P1: Oh, okay.

**Q: So the second last one is how do you assess the quality – yeah, the next one's about assessing the quality of information you gather.**

P1: Yeah, we don't have a formal way of doing that. I mean, if we get it from ABS, we trust the quality.

**Q: Well, that's assessing reliability - - -**

P1: Yeah, yeah.

**Q: - - - of the source, yeah.**

P1: Basically.

**Q: I mean, that id.com - - -**

P1: Yeah.

**Q: - - - is that – would you go and sort of say, well who is this? Who's doing this?**

P1: Yeah, absolutely. Absolutely. So whenever we're pulling data or getting data, one of the first things we currently try to grapple with is yeah, how reliable is the data, how reliable is the source we're getting it from and what's the evidence for that? So yeah, we do get a lot of evidence and data from – but it's anecdotal data. I suppose – yeah, a form of grey literature, really. But we get it from school principals. We get it from when we go to a regional town, we get it from the people in the coffee shop and the club who we're talking to. But it's usually pretty good data. But - - -

**Q: And yeah, the nature of business relies on that first hand sort of (17.36).**

P1: Yeah. And - - -

**Q: (17.39)**

P1: Yeah and you know, like these two, when they went to this original centre, you know, they heard something, then they asked somebody else something, they heard something similar. So when you start getting the same story from a number of sources, yes you can start to think well there's probably a fair level of confidence in that data.

**Q: Which I guess is, in terms of how we provide those – or CT say, skills or something, we probably haven't looked at enough, because you know, we're (18.17) just usually just pointing to, you know, you must look at your source and make sure it's a reliable source and all that. But there are instances like yours where you can rely on other forms of data, yeah.**

P1: Yeah. And look, my xxxx works in the indigenous space and she's very big on what she considers, what she terms great literature. So it's, you know, the stories of the elders and the stories of the – whatever. Wooden past, academic rigour, in terms of – you know, reference material. But you know, it's original stuff, you can't actually get a referenced. And you know, when we go to a regional town, we're talking to the locals. You know, it's original stuff, you can't actually get that at – you know, you can't put academic rigour around that sort of data – that information and data. You just have to accept it at face value.

**Q: Yeah. And often they're more important, yeah.**

P1: Yeah, yeah, yeah. It's grass roots stuff. You know, it's what – ultimately, it's what the pollsters use when they're trying to work out which way an election's going to go.

**Q: Yeah. That's true. That information – yeah, with social media is a bit – a lot more of that people networking and whatever it is, yeah, on social media.**

P1: Yeah. Yeah, so interestingly, if something comes up through social media, then for me, it's much more about, oh, you know - - -

**Q: Who's saying this?**

P1: Who's saying it and which social media forum is it? So if it's Facebook, I'm less likely to accept it. Unless it's coming from a company page on Facebook. But I'm on – I don't use Facebook, I used LinkedIn. Even there, I tend to be a little bit wary when I look at it. But you're far more likely to get journal articles or magazine articles posted. So it really is about - - -

**Q: Yes. I mean, it's a whole new space in terms of there's so many blogs going on and - - -**

P1: Yeah.

**Q: And you do have check who's doing this and what's their agenda, yeah.**

P1: Yeah, that's right. That's right. Even Twitter, you know, I tend to disregard Twitter largely, except where people are putting a link to an article. Then at least you can go to – source document of types.

**Q: Which is why Twitter's good, because it's, you know it's - - -**

P1: Yeah.

Q: --- it's a quick message, but it's often how people share content in terms of links to whatever their blog post is or website share.

P1: Yeah, exactly. Yeah.

Q: Yeah.

P1: Yeah.

Q: Yeah, it's getting interesting, the whole information space. I read a thing yesterday on how Snapchat, which is kind of the new Facebook thing, which I (20.53) know that much, do you know Snapchat? No. It's kind of a new, but it's more instantaneous sort of image – based on imagey stuff. And there was this you know, there was the idea around Facebook, yeah you'll put content there and you'll create your profile, whereas Snapchat's just instant stuff. It's like ---

P1: It's like Twitter sort of ---

Q: Yeah, if you're just walking down the street, bang, bang, bang. Yeah, it's kind of that's how information will change from people creating sort of big profiley stuff and – to more just instant bang, bang, bang.

P1: Yeah.

Q: So it's – hmm.

P1: The thing that struck me was an article on news.com last – yesterday, I think, about Tony Abbott spotted pushing a car on the - - -

**Q: M4**

P1: No, it wasn't the M4. I think it was the parklands or something out at Warringa. And somebody had videotaped it. They were in another car. They grabbed their camera and quickly videotaped Tony Abbott pushing this car off the road, rung the radio station and sure enough - - -

**Q: There it is out there.**

P1: Yeah, and sure enough, it's in the news today with the same article, you know, a little bit of extra – it turns out it was some soccer player who I probably ought to know, but I don't and so there's a selfie of the soccer player that the soccer player took with Abbott in the background and oh – yeah, it's different to when Harold Holt, you know, jumped off a cliff and we never saw him again.

**Q: Yeah, it's interesting, hey? All right. Was there anymore just to add, in terms of last – information skills is the whole set of skills in terms of, you know, we've mapped them quite good.**

P1: Yeah.

**Q: And we've talked about the confidentiality of some of the information. Anything you want to add about sort of ethical issues around information, or that's the kind of - - -**

P1: Oh, look for us it's really – our information management, such as copyright – yeah, because we deal with kids, we've got issues around that. So we've got issues around making sure we've got consent forms if we're dealing with photography and all that sort of business. But for us, the bigger issue, information – for us the bigger issue is making sure that our information, especially where it relates to – in any way, shape or form, relates to our children and our clients, doesn't – it oversees servers if we can afford it.

**Q: Yeah.**

P1: You can't absolutely guarantee it, but we ask for guarantees from, say our web people. We chose a web design company, based on [phone rings] – this one I do have to get, because that's my wife.

**Q: Yeah, oh yeah.**

P1: We base who we chose for our web design on – and whatever on where their servers are kept.

**Q: Yeah, okay.**

P1: Yeah. Hey, can I get back to you? Can I call you back? Okay. Okay, I'm just with [NAME REDACTED] from library at xxxx campus. Okay. Okay, bye. Okay.

**Q: All right. The next bit's about the phrase information literacy, which we kind of – we've thrown at you and – but it – how – what's your understanding of that phrase and is it, sort of something you or your postgrad students would know and have an understanding of?**

P1: Look, I would assume it's really about under – you know, I'd break that phrase down into what do the two words mean and then re-combine it. So for me, when I hear information literacy and – I would assume that means about being able to read and understand the information you're looking at. Whatever that is. Whether it's a photo, you know we – my xxxx and I like going to art galleries and that's information. And so yeah, being able to read what you're looking at, whether it's a painting by Michelangelo or an academic paper by the latest, in my case, business and management gurus.

Q: **Okay.**

P1: I'm making sense of it in context.

Q: **Yep. Okay. Yeah, we're just pretty much yeah, the business or the research we did on this is yeah, it's not sort of recognised in the business world as a term. But then if you explain what it means, people say yeah, yeah, we do that.**

P1: Did I get it right by the way?

Q: **Yeah, yeah. Of course. It means lots of things; I mean we've kind of covered it.**

P1: Yeah, that's right.

Q: **With all those previous things. So the next bit's just talking about how it is one of the graduate attributes for western Sydney, that people access, evaluate user information to solve problems. How important do you think it is for graduates when they get in this industry?**



P1: Look, it's got to be up there. It's one of the top things. If a – you know, if you've done a three-year undergrad or four-year undergrad or a – or a two-year postgrad full time or whatever it's going to be part time and you walk away and you can't understand the information and you can't read the information as presented to you that in your space, in your field, then why both in the first place. You've got to be able to – even forgetting any study (26.50) in my sort of role as CEO or my executive's role, we've got to be able to, without any university qualifications, be able to look at that – that information and understand the input of what we're looking at. For graduates from western Sydney, you would expect after three or four or six or whatever years it is, that they're really good at that. That they're able to look at the information they're getting, whether that's from an academic article, from the annual report, from a meeting with the CEO or senior executive or junior staff, from just looking around, wherever they draw their information from and that they can actually – yeah, understand that, contextualise it, make sense of it, discard what's useless to them and use what's of benefit to them.

**Q: Brilliant, thanks. And in terms of – this might go back a bit, so in terms of when you interviewed for this position.**

P1: It was only 18 months ago (27.59).

**Q: All right. Okay.**

P1: You know this one.

**Q: Was – do you think information – or do you recall if information skills were kind of part of the interview process, or?**

P1: They wouldn't have known it, but it was. But they wouldn't have understood that. But in the questions they were asking, yeah it's there. But the guys on the panel, maybe with one exception, wouldn't have understood that. Wouldn't have understood the expression, wouldn't have known that's what they were asking about. Like, you know, they were asking about governance issues. You know, I've done AICD course. One of the people on the panel is from a competing organisation I should say, has also done the AICD course. And so we were able to talk governance issues and whatever. They were asking me questions about the local area in Blacktown. And asking me to be able to speak to it, to what I know about the area. You know, what the relevance is of that to the job and whatever.

**Q: So it's formulating a sort of overview of the information, you know on the area, then - - -**

P1: Yeah, yeah, yeah.

**Q: (29.11)**

P1: And then what, you know, how my skills – yeah, and I must admit, I take a fairly broad view at the moment, during this interview at least, of when you're talking about information and informational literacy, I'm taking a very broad view. Because I think the information isn't just academic papers or whatever it is. It's whatever you've got. And so they were asking me about my skills and how they would relate to the job and whatever. And again, that was about being able to – in my mind at least, transfer my understanding of the role in the organisation into – and how my skills would support and benefit the organisation and the role. And again, that – yeah, I needed to be able to understand the organisation very quickly, try and understand the role, try and understand what they were looking for in a CEO, all that very quickly. I had

to be able to make sense of that information and then you know, put my layer on top of that, if that makes sense. I'm probably not putting that particularly well, but - - -

**Q: Yeah, that's fine. So in terms of – we might have to go back to your undergraduate days, do you think that the university provided those skills around understanding information and - - -**

P1: Can I say, my undergrad days were back in the - - -

**Q: They were probably a while back.**

P1: - - - 1980s. Early 80s. No. No, it was a – it was a different environment in the early 80s. I was at Macquarie. It was a different environment back then.

**Q: Were you at xxxx in the 80s? That's when I was there too.**

P1: Really?

**Q: 83, HSC 82.**

P1: Oh see, I started - - -

**Q: 83, 84 maybe.**

P1: I think I started 79 to 80 something.

**Q: Yeah. I just did two years of teaching and then I decided I didn't want to be a teacher. Travelling to London.**

P1: I did three – two or three years of study, but mostly the institute involved – enjoy the politics much more than I did the study.

**Q: It was a bigger thing back then, wasn't it?**

P1: Oh, yeah, yeah. Yeah. Well, we were the - - -

**Q: Being a student.**

P1: - - - 1979, we were the first moderate student representative Council elected from xxxx University.

**Q: All right.**

P1: So before that, it had been (31.25) and then the whatever. Now it's whatever controller for years.

**Q: Different days.**

P1: But look, they were different days. And - - -

**Q: Or maybe more – if there's any – enough experience with postgraduate experience, that you think they're teaching the right skills, or?**

P1: I think largely, yeah. I mean, it's much more around - from what I can tell – and maybe it's different days. Maybe it's a – I think it's a different mindset on pedagogy and learning generally. But what I'm experiencing now, is much more an ability to look at the information, especially if it's coming out of books and academic journals and whatever and critique it. And try and make sense of it. And then apply that into your own space. And so we've done a

number of – I think over the four units I've done in the last year, I've done three assessments, one in each unit, on my own company here xxxx. I think it's three. And so it's about applying that knowledge in a way that makes sense here in the company.

**Q: Yeah. And you can use, I guess - - -**

P1: Yeah, yeah. Absolutely. And I don't have a sense that that was the case back in the early 80s at xxxx. Yeah, I don't know.

**Q: All right. That's pretty good. In terms of the broader skills and knowledge, do you think – we've talked about the other information skills that are being taught at university. Do you think the broader professional skills, making or providing that basis for graduates entering the workforce? What other – what are the important skills now, you think graduates should have? I mean, this is the generic question.**

P1: Oh, okay.

**Q: In terms of when they hit the workplace, what are the - - -**

P1: Look, I think they should be – I think they should know their field, they've just studied three or four years. They shouldn't – you know, you don't expect them to be top notch performers, because they've basically just done their traineeship and now they've got to get into the space itself. But (34.01) it's not even traineeship. They've basically had this massive dump over three years of the information. But hopefully, they've also learnt a whole bunch of other things, which are around how to communicate. You know, how to work in – in this case, in an office type environment. How to differentiate the good from the bad, in terms of information. And you know and they're new, so they're

going to get it wrong. But that's okay, as long as they're open to learning and understanding. They should know how to be flexible and adjust and know that just because the textbook says A, B, C, D and because a bunch of theorists say that, it doesn't mean that those theories actually apply perfectly in the workplace. And it's about being able to make that adjustment. You know, we just – are we up to the intern question yet? Which question are we up to?

**Q: I've kind of jumped from the first skills - - -**

P1: Oh, it doesn't matter. Let me tell you. We had an intern from xxxx uni, in the marketing space. We thought we'd give marketing - we wanted to start in the marketing space and we thought we'd give a graduate from xxxx an opportunity, so we went down the internships path. Notwithstanding they (35.36) canned the whole internship program at the end of last year. Actually, one of the things – [they] couldn't write a report if [their] life depended on it. A basic marketing plan. [They] couldn't take the information [they] was given - or wouldn't - and apply it to what we were after. And what I mean by that is, one of my assessments, we'd done a social marketing for one of my units. We'd done something on social marketing. And did a paper based on our company and what social marketing we ought to get involved in and not have strong views on which platforms we wanted to use, which ones we didn't want to use. Gave it to [them] and said, "This is part of an assessment, this is an assessment I did, this is something I think is valuable." And one of the things it said was, "We don't want to get involved Facebook – we don't want to get involved in –" can't remember. One of the platforms. You know, we basically we think we ought to use Facebook and LinkedIn, I think, was what it said.

**Q: Or Yammer. Was it Yammer maybe?**

P1: No, we didn't get to Yammer. And you know, this other one, we don't think is valuable because it actually – what it does gets partially picked up. It gets picked up fully by this other – by Facebook. But Facebook also picks up this other thing, blah – anyway. We were very specific about it. So [their] first, very poor, marketing plan, recommended this one that we rejected. And I said to [them] later, I said, "Yeah, you need to take some clues. When the CEO says to you, "This is my paper, this is what I firmly have a commitment to," you've got to take some clues out of that." And you know, it was that inability for [them] to understand the environment. Inability that when a CEO says, "This is something that I've worked on, that I'm committed to." You've got to have a good argument to then go against.

**Q: He's an expert.**

P1: Yeah, yeah. If you're going to put up something that I've just, you know, bagged, then you know – give me a bloody strong argument.

**Q: Yeah.**

P1: Do you know what I mean? It's that – it's they need that ability to understand their environment they work in. And - - -

**Q: It comes up quite a bit, yeah. That sort of professional know how, sort of thing.**

P1: Yeah, and you know what? That's not totally the university's ability to do anything about. I mean, some of that is about just logic and nous of the person. But you'd hope that somewhere they'd been exposed to that in their studies.

**Q: And that came up quite a bit with the business review – the new course, in terms of trying to – yeah, immerse students in a sort of experience situation, business experience. But how we do that with 500 hundreds, is kind of – there was lots of talk about that.**

P1: Yeah, yeah, yeah. And if you're dealing with 500 students, it's going to be very difficult. That's a lot of vacancies that you've got to find or mentors you've got to find and whatever.

**Q: Workload issues, yeah.**

P1: Yeah. I mean, that said, I reckon there's a lot of organisations like ours that would – yeah, we deal with social work students. We start taking social work students – in my last gig, when I was with xxxx, that's a regular thing for a stage four, five social works students. Business students, you know, if you run that same sort of notion that we're going to place somebody with you. You know, you can – they'll do a bit of a project and whatever and it's all agreed that, I reckon you'll get a lot of businesses would actually take it on. But it's got to be sold the right way.

**Q: Yeah, yeah. I mean, are you familiar with the west project? From western Sydney?**

P1: No, no. What – what side are they?

**Q: It's kind of an internship program, but they don't come and sort of sit in the workplace, they do a project based on your realistic business report or case that this business would have to do, so they actually as part of their – and it's just an extra add-on that these academy student – you know the academies? It used to be UWS Academy, but it sort of – the advanced**



**students get to do and it's like an extra add-on thing the west project arranged with businesses like xxxx and various other businesses, to where they come in and do a project for you, as part of their sort of assessment thing.**

P1: Okay. No, I wasn't aware of that. So yeah, we'll look into that.

**Q: Yeah, I'll send you xxxx, she's one of the, who's at the academy.**

P1: Okay.

**Q: Who arranges that, yeah.**

P1: Yeah, yeah. That'd be good.

**Q: (40.35)**

P1: Yeah, great. Great.

**Q: That'd be something to do.**

P1: Yeah, absolutely.

**Q: Well, thanks. I think we've kind of gone over time, possibly.**

P1: That's okay.

**Q: Your time.**

P1: No, that's fine.

**Q: So the last one is number nine, it's just about sort of, what sort of skills – oh, we've kind of touched on this, to prepare graduates, do you think would be useful in your business?**

P1: Yeah, look it's – I think it'd be good if graduates were somehow exposed to a business environment. And I say that, knowing that there's no such thing as a homogenous business environment. Each environment's different. Each company's going to be different and whatever. But you know, there's the old adage that McDonald – people have gone through the McDonald's system, the McDonald's restaurant system, are considered to be great employees by a lot of employers. Because they've been exposed, they've been trained, I think, they've been given work experience, but they've also been exposed to a business environment.

**Q: And what that involves - health and safety and all different, yeah. Training.**

P1: Yeah. Thinking, acting quickly, you know all of that. So there's something to be said for that. Notwithstanding that the university's not a TAFE, it's not about vocational education. It's much more about the academic and I get that. But you know, equally, it works for social work students to do that placement. It could easily work for a business student. It might not be a 40 week placement as it is for social work students. It might be a much shorter placement.

**Q: I mean, they do try and have – the undergraduates courses have an engagement unit.**

P1: Do they? Okay.

**Q: Sort of (42.22) of where they're supposed to – yeah, do a report or case study on it.**

P1: Yeah, yeah, yeah.

**Q: Actually go out in the workplace.**

P1: Well, I suppose my concern about anything like that, is there's a kind of a potential assumption there that business is homogenous. And it's not. It's – even the one business over a period of time is not homogenous. Because it depends on the culture of the leader and the culture of the executive and what the issues are, whether the business is financially viable or struggling and a whole bunch of things that any business goes through over decades.

**Q: But still there was change, which sounds like quite a bit, yeah.**

P1: Yeah.

**Q: And design (43.10).**

P1: And I don't know if there is a change unit, is there?

**Q: No, I mean design thinking is a bit about dealing with change, the innovation thing is a lot of part of the new agenda.**

P1: See, there could be a unit around change management or managing change and/or a unit around leadership versus management. It could be something that could be useful. They could have met compulsory units. Something that gets these people recognising – yeah, one of my favourite questions when I'm interviewing for management roles is what's the difference between

leadership and management. It's unbelievable how many people don't know the answer to that. And yet, when my youngest was five and I asked that question over lunch, he could answer it perfectly. But when we get older, we get confused by it all.

**Q: I've got to go home and ask my four-year-old.**

P1: Yeah, yeah, yeah.

**Q: See if he can - - -**

P1: Yeah, yeah. And yeah, he got it, because he - - -

**Q: He got (44.09).**

P1: He doesn't have any theories in his head, so he just looked at the words and then went well leadership's about leading, management's about managing. Pretty basic stuff, really.

**Q: (44.16) pretty much.**

P1: If you think about it. But you know, sometimes that needs to be put back into people's heads. You know, we get too caught up in the management versus leadership, leadership versus management. And sometimes we need to go back to basics. And maybe a unit around that could be useful.

**Q: Yeah. All right. Good point. Okay, thanks for your time.**

P1: No worries, thank you.

**Q: That was very useful, yes. Good stuff there.**

P1: Thank you. So what happens with this?

**Q: I'll just finish that. Finish that.**

**END OF RECORDING: (44.47)**