

Q: Okay, welcome, my name is Paul, I'm the business librarian at UWS and today we are going to interview you regarding information literacy and graduate employability in Great Western Sydney. And thanks for your time and if you give us your name and position, that would be good.

P: So I'm a partner at xxxx, operating out of the Western Sydney Office here at Parramatta.

Q: Okay, thanks, and I think we'll just straight into the questions. I mean, I've given you a brief overview about the purpose of the study and the aims. So please summarise the work of your business or your division.

P: Okay, the division that I work as the insurance and advisory division. It's a, the focus is on external audit in the main, although much of the work that, well, a good amount of the work I should say, the work we do is advisory pieces for our clients, helping them with perhaps technical matters or the (01.27) where we help them, but the statutory role is auditors of largely companies, Australian listed companies, multi-nationals, not-for-profits, that sort of thing, represent our customer base. So from the Parramatta office here, we, we serve Western Sydney, so we have a focus on the business in Western Sydney which cover distribution businesses, manufacturers, importers, exporters, distributors, wholesalers, that style of business that is more common in Western Sydney than it is in other parts of Sydney and indeed the country.

Q: Okay, good, now the project is on, we'll try and keep the questions, I'm reading the questions (02.16) conversation wise, what are the most important skills or competencies which students graduating from university should have mastered in training for professional work in your business, so it's kind of a generic question.

P: Okay, we're not necessarily looking for the best marks from people. We want well rounded people, so clearly marks come into it and clearly you've got a better chance of catching our attention with a higher 8R or equivalent. But it's deeper into the CV that we look. We're looking for people that have worked in teams, people who have worked with other people and managed conflicts in perhaps group work or team work. We're looking for people who've probably had a job or some role where they've got some sort of I guess commercial and or group approach to things. So the reason I'm a bit careful with those words is that we love to see people who have been check-out chicks or check-out guys at Coles or Woolworths, McDonald's, any, any employer really. We're interested to know that they've worked there because they've had the initiative to work there to get up and get a job. But equally it might something in the church, it may be some community thing that you do that demonstrates that you've got the ability to get out of your own world and get out into the real world and participate. So it's a rounding of people that we're after.

Q: It makes sense. Okay, and in your workplace, do you understand the phrase, information literacy, what that would entail?

P: Looks, it's not a phrase that we commonly use. I mean, it says to me how comfortable are you getting access to information and interpreting it for the purpose which you've got. Is that how you would, you would define it?

Q: I think so, yeah, I mean, there's quite, most of the studies that we've looked at, it's not recognised as a term so much by our peers, there's sort of other terms which might be a bit more relevant, even though the actual task we're talking about around would be probably the same, yeah. Which we'll probably get more into in terms of skills or actual, what it actually involves

in a sec, I guess. So we'll go on. UWS aims to equip our graduates with specific skills and competencies. One of those is information literacy which is defined as I mentioned, and I'll just quote here, a UWS graduate accesses and evaluates users relevant information to solve problems and to continue learning. So how important do you think information literacy as described is for graduates in terms of accessing information, evaluating and using? So it's kind of a holistic look at information, well, information literacy is meant to encompass all those aspects of information, not just locating information on Google. It could be how do you use it, manage it, store it, ethical use of information, there's a lot more to it. So from that perspective how important is it?

P: Look, as a principal very important, but I think people who come to us, probably get the advantage of when they specialise in for instance in audit in my case, or it might be tax or it might be corporate finance or something like that, the areas where we look to get our information is probably much narrower than the wide range of sources that they are required to at university to get into university. So I guess in many ways, their research and information gathering activities are much simpler when they come to work with us, because it's more focused. To give you an example, if you were working in corporate finance in xxxx or indeed any of the bigger accounting firms or investment banks, you'll have access, direct access to Bloomberg and Reuters and all of that online sort of information and the research that goes behind it, so yeah, we have dedicated terminals for, for accessing that sort of information. So those people are very focused on getting into particular things they need. If you're in my division in audit, you have accounting standards and auditing standards and things like that, which we all know where to find and therefore are relatively easy to get to.

Q: Which I know is something (07.12) by the time they're doing second and third year accounting, it's looking at those, tax.

P: Yes, tax, absolutely, absolutely. So one of the challenges in xxxx I believe is making available in the most useful and friendly way, all the databases that we've purchased throughout the country and throughout the world, to get to, to the sort of information we want very quickly, and I think it would be fair to say that if I'm not looking just at pure graduates but a more cross-section of the audit practice, people probably lose that skill of where to find things. And certainly, me, as one at the other of the scale and in the workforce (08.02)

Q: You just go here, here and (08.01)

P: Well, yes, but I guess there's more than just a handful of sources. There's probably 20 or 30 or 50 sources that you can potentially go to, but to find those other than the ones that you normally look at is something that I personally struggle with. But the younger ones seem more adept at getting to, to those places within our databases in the firm. So does that answer that question?

Q: I think so, yes. Certainly in terms of the importance of it in the workplace. I mean, we'll go more into in depth stuff shortly. So we want to find out more about what information literacy skills would be relevant to graduates working in your business. Now, I'm not sure if that's the overview of this question, in some parts. Please describe a situation when your employees or those you supervise have had to gather and use information to solve a workplace issue or used information skills in a project at work, a specific sort of project?

P: Yeah, all right, I'm thinking of one at the moment. We were trying to do some financial analysis and there was two or three of us working on it, and we felt

sure that Excel had the functionality to do what we wanted to do, but we couldn't, it didn't intuitively come out to any of us. So the instant reaction of our graduate member of the team was to Google it, and what, how do you do whatever this activity was that we needed and he came straight up with an answer within a minute or two or something like that. So that was interesting that his fall back was to go to Google, they'll have the answer. My fall back might have been to ring someone in, you know, who I knew might be - - -

Q: Give them a call.

P: Yeah, that's right, exactly, so I guess we in our little trio of people working on this project, went to the graduate and said, "Well, that's your job, you go and find it." And he did. So we, I guess from that point of view, we do have high expectations of our graduates that they, that we want them to be able to access those things that we of a different generation would find more difficult to do.

Q: Yeah, and I guess they knew how to find or where to find something.

P: Yes.

Q: Research strategies. The correct ones. I think you've kind of touched on, the next one is a about what types of information do your employees use in the workplace, which you've kind of touched on.

P: Yes, not so much in that last response I gave you, but the one before that, it's very focused - - -

Q: (10.44)

P: Yes.

Q: And the next one is what information tools do employees use which you've kind of touched on, databases, are there any others you can think of? You mentioned, was it Reuters, what was the other one? Bloomberg.

P: Bloomberg, yeah, so they're particular to certain divisions, I mean, the tax people, they would have access to all of the Thompsons and those sorts of, what do you call them, that bring all the databases together.

Q: (11.22) for anything- - -

P: That's right, yeah, so that reminds me, this response might also cover a couple of the previous questions, that, I've just lost my train of thought (11.41)

Q: Sources, information sources.

P: What was I thinking about there? It will come back to me (11.55)

Q: That's fine. And in terms of sources, I had a discussion the other day with one of our vendors from Ibis World, is that something that you use in your workplace?

P: That's one that we, we access reasonably often.

Q: Because that surprised me, I thought I knew a little bit about Ibis, is it is used in quite a few accounting firms which I hadn't sort of registered that potential there, for reports, yeah, which was interesting.

P: Yeah, it's a fairly good place for our young ones, in particular, who are just trying to understand the industry that their new client is working in, that you

can call up, you know, retail or something like that and they'll have a pretty good summary of retail is all about.

Q: Yeah, the competitive (12.43)

P: Exactly, which can then take you off to, if you wanted to know about Woolworths, a link to their reporting on Woolworths, so that's, that's a kind of commonly used one.

Q: It is, yeah.

P: It was interesting, I found with one of the classes, I first taught the xxxx unit, people hadn't heard of Ibis World in the class, and I found that interesting, (13.09) across that cross-section of business and industries, but that's not something that they found that they had to use.

Q: And if not, well, I've been told by this marketing student, that we should be pushing it more because of how it good was and the potential there and the expensive nature of it, and we ought to pay for it.

P: That's right.

Q: That's why I was speaking to that vendor because he's going to help us with looking at assessment tasks and the best way to focus on what's available. All those assessment tasks.

P: I just remembered what I was going to say earlier. A good, bright young ones, and indeed our good ones throughout the organisation, make it their business to know which databases can give them some pretty good snapshot or up-to-date information feeds. So we used to use Factiva so if you're working on a

listed company, whether it be an Australian one or the parent of a multinational that you work on, the, the good sharp operators would get into Factiva and order the daily feeds on anything that happened with that company. So that quite often I'd have a young one come into my office and said, "Did you realise that client A, B, C, limited has just done this today?" And that's brilliant information for us in our job to, to be up-to-date with what our clients are doing, because we're not with our clients every day. Quite far from it, we're there three or four times a year, but to know things that are happening as they are happening, it's a very powerful thing for us, because sometimes it has implications on what we're advising them on and we can get onto them straightaway. So.

Q: And that's an excellent skill that we possibly don't do enough of, yeah, get you know, is how to get RSS feeds or (15.08)

P: Yeah.

Q: Would be very useful, yeah. All right. Let's see what's next. What information tools do employees use in the workplace – I just did that one. What activities are informed by research and information in your workplace, please give examples?

P: What activities. Well, we're trying to understand, and again, this is in the context of audit, when we bring new members into an audit team, working for a particular client, we want them to get up to speed quite quickly on what the industry is all about. Now, some of that, we've got pretty good stuff on the file from last year, but in other situations it's not as good as you would like it to be. So, rather than just being able to appoint a new graduate team member onto the client team, just point them at last year's file and read that, and you'll know everything you need to know, what we want them to do is actually go

out and do a bit of searching to find some stuff relevant to that industry that they can digest, document and come back and teach the rest of the team.

Q: That digesting is kind of the part of the skills we have to teach?

P: That's right, absolutely.

Q: What's important for context as you're doing it is pulling out the right stuff, yeah. That's good. What research skills are necessary – we've kind of just touched on that. In your workplace, do you have to be aware of ethical issues around information management?

P: That's a very interesting one.

Q: It's a newish one, yeah, not so much newish, so I mean it comes up more in maybe other industries, in terms of journalists, is the information sought, it may not be worthwhile. Copyright issues is probably another thing around ethics.

P: What I'm thinking is perhaps off to a tangent for that, confidentiality of client information, is paramount in what we do, so that's not any information that's going to be copyrighted or anything like that, it's just their confidential commercial, confidence sort of information that our life blood is our confidentiality in dealing with that client's information and that it doesn't go any further than the file or the team that's working on that job.

Q: So that sort of awareness of what you do with the information?

P: Yeah.

Q: Now, do you come across more of a professional sort of skill - - -

P: That's right, absolutely, yeah. I'm just trying to think of the situations in which, see, if the team goes and accesses Ibis World, it really only will be for the purpose of our file and I guess building our general knowledge, so probably I think in all instances, if we had to quote that to the client, we'd be saying something like, "Look, our research in Ibis World shows this sort of thing," so there'd be an acknowledgement, although it's only verbal because gee, the number of times we might write something about it in the report that we forward to the client, would be just so tiny that I'd like to think we gave proper attribution to it.

Q: And students or new graduates would be aware of that, acknowledging sources?

P: I would think so, I would think so, yeah, look, I mean that's something I think that I would be confident of, that they'd come out and, if we asked them to go and investigate that industry or something, they'd probably come back with Ibis World, because we probably told them to go and look at it, at the very least, but other things that they might have found. See, they might have called upon something that they learnt at Uni and go and look at that book or that journal, whatever it might be and quote that as well. So, yes, so I'd be confident enough that they know enough about it. As an aside, in the teaching that I've been doing in these first three units in the SGSM, I'm finding myself saying to people, "Don't get so wrapped up about, you know, quoting back references to me," because a lot of the stuff we're doing in the SGSM is stuff that they've got to apply their own thinking to their own business situation, and you're actually not calling upon very often the exact work of someone. You're calling upon the general knowledge that you've built and certainly, I've discovered that people through presumably their

under graduate studies have had it drummed into them sufficiently that any time they even look at a book as a reference source, they quote it down as one of their sources. And in the business world, we're not doing that nearly as much. I don't think, I don't think we're taking people's ideas without attribution, but we're dealing with more the practical outcomes of things.

Q: Yeah, the experience in the workplace, I guess. (20.20) report has references (20.24)

P: Yeah.

Q: I mean, you touched before on new graduates might go and come back with a journal article or a book source. Do they do that much?

P: I wouldn't say it's much, no. No.

Q: Okay. Because that's kind of what we're trying to kind of learn is do they rely on those old sources or presume they just move into the new sources and (20.55) generic skills around just searching (21.00) databases.

P: That's right, I think that's spot on. And probably the focus has got to be on the particular company that they go to work for. I mean, we have, because of the sort of business we're in, we have large databases that we've got access to that we're paying someone to forward, just like you're library would, it's a case of finding out how, how to negotiate your way to identify where they are and how to get into them from there.

Q: Do you consider information skills when recruiting for your business? Or maybe you have to put yourself in the position of a recruiter.

P: I do plenty of interviewing, I interview graduates, yeah, so it's something I can answer. I don't think I looked at it at all, Paul, I don't think I consider that, because there's a whole bunch of things, the fact that someone is coming in with a university degree, you just sort of assume it's there.

Q: I mean, ask them before about team work and group work (22.03)

P: Yes, that's right, yeah.

Q: Are university graduates generally well prepared to work in your business in terms of their information skills?

P: I'd say pretty, pretty well okay, probably up to the expectation that we have of them. I mean, I gave that earlier example about Excel and the young gentleman googling. That's what I expected that person to be able to do and they did it very quickly, probably exceeded my expectations in that regard. I feel fairly sure that if they couldn't find an easy answer from googling, they'd then sort of apply their mind to where they take it from there, how far they'd dig back or at least talk around the group that's in the room at the time and say, "Look, I'm not getting much here, has anyone got any other ideas where I can go?" I think they're alert enough to know that in a given situation, there's got to be answer if they dig deeper and they will call upon their skills that they've learnt at university.

Q: I mean we've deliberately left that one, generic, initially we had, do you think the UWS graduates are generally well prepared in (23.21) have you perceived any difference between the information skills or (23.31)

P: It is a little bit hard because I've got to try and remember which university each of them came from.

Q: It doesn't really matter I guess (23.43)

P: Look, there would definitely be students from other universities that probably I would perceive would be better at it than UWS students, but yeah, so sometimes you've got people, the real cream of the crop, I think as I said in the beginning, we don't need actually the students with the best ATAR's and the best, you know, grade point average, because in fact, what we do is not rocket science. We used to think it was and we used to go for the 99.9 students and we still take plenty of those, but we also know that someone with 80 can probably do the job every bit as well if they're worldly and an enquiring mind and that sort of thing.

Q: So I guess that's what this document is about – about new employees being able to shift more quickly changes and technology or whatever the changes are in the workplace, how knowledge has come about or information (24.50) being able to shift quickly. Yeah, which is a more probably motivational thing, probably more than an ATAR thing.

P: Yeah, look, you're probably right, the one that I, even to this day got right in my head, we have, we have at xxxxx, what's it called (?Yama) which is Microsoft sort of Twitter sort of thing for corporate - - -

Q: Yeah, so a Facebook sort of platform (25.24) you noticed?

P: I think I had heard (25.26)

Q: He's kind of pushed it as a big communication tool now.

P: Yes, okay, our CEO was too, and he was a good one for being able to look at it in a way that he got to seemingly every day or every other day and if he saw something interesting come up, he'd be straight in there to give a comment or contact that person to get more background or something or other. The difficulty I find is, is sort of changing your work habits so that you actually go and look at it and get some value out of it because our boss used to say it was his best barometer check on the business, was to see what sort of language and topics were being discussed there. But curiously, when I tried on many occasions to get for instance, our whole office to get everyone to actually make sure they had an (?Yama) account and they had it turned on each day, was just about an impossible thing. And it seemed to me - - -

Q: In the case with the newer ones though?

P: The newer ones were as bad as anyone, yeah, which quite amazed me, but to give you a funny story, I had a whole team of people, our office had several teams, I should say working in Canberra, and a couple of the clients were mine there, and this goes back six or eight years ago probably, and I had to go down to visit my clients. So I asked the question around a few people who are all our staff that are in, that are in Canberra at the moment, because I'll get onto them and we'll all get together in a restaurant and have a meal together. Anyway, the only way I could end up doing I was getting onto HR and finding out who was away from the office that week. Anyway, we got around the dinner table and I was just asking our team how they were all getting on in Canberra working away from home and so forth. And one of them came back and said, "It would be good if you let us know exactly who was working in Canberra." And I said, "Just a minute, wouldn't it be really easy for you guys to do on Facebook or on (?Yama) and just get the word out and I reckon within five minutes you'd know everyone that was working there, so why are you asking me to do that?" And so it's the flexibility and its adaptation and

you've got these cool tools to use and most of the young ones are on Facebook and on it every available moment, but adapting themselves to use that for business purposes, there seems to be a gap there in my mind and that's not just UWS. That's, that's community wide.

Q: That's a good point, yeah, adapting to the work. And we've talked about, you know, having some practical outcomes with this research study to yeah, and have some tools or how we would focus, you know, improving information skills that our students have and one of those things we looked at was social media, and there's plenty of support out there, well, not support but there's people that have done presentations, slide-shows and things on how to use Twitter and stuff, but I guess, that would be one thing that might be useful, is using social media in the workplace.

P: Because there is a difficulty there. Some companies don't allow that sort of thing at all, and whether you have a personal account or a professional account (28.58) our firm is quite progressive in that we didn't mind, we didn't block them using the internet for anything, they could have Facebook if they wanted it and we trusted that they would use it appropriately and that doesn't mean they weren't allowed to use it at 10 o'clock in the morning just because they felt like it. But, they'd no doubt make up that time after hours or not work as long during lunch-time, so we trusted them to do that, but other employers don't trust them. So you need to be careful of the skills you learn there, because they may not be able to be taken into your next job. So I think that took us right off tangent there so if you want to bring us back.

Q: Yeah, thanks, it's a good tangent. Where are we up to? (29.52) are university graduates well prepared for working in your business in general?

P: I can give you a good answer to that.

Q: Look, because we recruit so many, they have to be (30.08)

P: Yes, and I mean, there's a whole separate topic on picking the right ones, but having recruited so so many and consistently recruit so many, that's our life blood is recruiting graduates, you have the general impression of what they can do. And some of them would be better than the general impressions, some might be a little bit worse. So we know what we've got to do to train them to do the things that we want them to do, and that's a two-edge sword in itself, because on the one hand, you want free thinking, imaginative and so forth, graduates to come through and look at things through a whole different lens, but on the other hand you've still got to get your work done. So there's an induction program at the beginning for about week and then it's a follow up one a few months later to bring in some different areas that we want them to be sharper on. And that one week induction is a reflection of what we think we need to do to get the average student from the knowledge base they have, transitioned into how we use that work to do the job that they've got to do.

Q: Do you recall if, I mean, or do you know if that induction process would involve information seeking skills?

P: Yes, it would, absolutely.

Q: So it would be finding where the sources (31.31)

P: Yeah, so how to navigate the intranet which is where all the databases are, yeah.

Q: What else could or should UWS do to prepare graduates to work in your business?

P: Business acumen - developing their business acumen. So few of them read the daily press and the business journals, so few of them, it's less than a percent I'd reckon, if you looked at it carefully. It's, it's bridging between the theory that must be taught at university and helping the students understand how that really works in reality, and it's been my strong view that simply just reading The Herald or the Financial Review, perhaps not even every morning, but quite a number of mornings a week, two or three mornings a week, you develop a very different way of looking at the business world. But look, I could be saying this, having the same conversation with people who have been with us five, six, 10 years, you don't know business well enough. And in my (32.46) teachings, it's the same sort of thing, you've got to open up some business papers every so often and journals.

Q: And immerse yourself in that kind of world?

P: Yes.

Q: That's a good point, yeah.

P: I think that's probably the main reason why the guest lecturers that I've had in the units I've taught, you know, the students hang on every word they say because that's the real life version of what they aspire to be.

Q: Good point. Okay, that pretty much covers it. I mean, we did have quite, the last one which kind of went into which are the following (33.40) literary would be relevant to your workplace. Which we kind of covered social media, knowledge management, I'm not sure how much to go into all these things, yeah -

P: Knowledge management is a topic – there was a, probably sort of eight to 10 years ago where xxxx, we recruited some knowledge managers, it was the exact title we used for them, because what the thinking was, well, there's so many different sources of information out there or different ways to get to that information, how as a firm do we manage it? And you know what, it just dwindled out to nothing, and one or two of those people, I can still picture, probably just retired a little bit before me, but it was this superseded thought that you needed a few people within the organisation, if you liked the librarians of the age, to be able to make you aware of what new and different ways and new and different information that might be out there that you can access. So it's actually, it doesn't have any prominence at all in the firm anymore. People are left up to their own devices.

Q: It's interesting how it develops, yeah, as a roll. Yeah. So where is that, are those tasks gone do you think (35.05) spread out - - -

P: That's right, it's spread out amongst all the people so that it's a bit like, yeah, no accountant ever used to type, but we all type now though don't we, because that's what you've had to do to survive, but because it's such an efficient way to put it down now, is to type something straight into your computer rather than write it out in hand like we used to, give it to a typist who would give it back, you'd correct it and you'd go back a couple of times. Now, someone just writes things down – types things down I should say.

Q: Change in role. Okay. That pretty much wraps it up. I mean, I think, these last ones are probably more in tune with the written sort of online survey I guess.

P: I don't mind if you want to just - - -

Q: Yeah, I guess would trial, I mean, we've just spoken about the social medial knowledge, your use of human contacts or people as information sources, I mean that's something that comes up in quite a lot of the surveys, as important in the workplaces or when people answer questions about what's an important information source it tends to be people.

P: Absolutely, because in the environment that I work in, we are very, very similar to this, someone – a companies boardroom perhaps or large meeting room they'd have and we might have three or four or we might have, actually we might have actually every seat filled, so there might be 10 of us in the room and if someone goes about their initial sort of scratching the surface of the search for some information for something particular they were after and they can't find it, they'll just look up, "Hey guys, girls, I'm after this, where would I go," and someone down the end would go, blah, blah, blah, or they'll chew the fat about it for a few minutes to figure out where the best place was, so absolutely it's people and the people who may have experienced it somewhere before. Because in this room of 10 people, there will be two or three first year graduates in there, in the second year and the third year graduate probably, that have been with us two or three years after they've finished. They'll be senior managers been working with us for 10 or 12 years. So there's a real pyramid of structure of the people in the room and what a new grad would ordinarily do, so they don't embarrass themselves around the table of 10 is that they'd ask their buddy who did the job last year, sitting next to them, "What's this all about, how can I find this," and that buddy would - - -

Q: Slowly filter down.

P: That's right, exactly, yeah.

Q: We've got life-long learning here, professional development and need to keep up dating skills in a changing competitive world. How important is the information seeking skills, that continual sort of professional development?

P: Yeah, look, it's a very good point. The life cycle of someone in a professional accounting firm is on average sort of three to four years. So they come to us, they do their chartered accountants qualification, their post-graduate study after they've finished at Uni, so there's about a year and a half, two years of that and that puts them into their second or third year with us, and it's the time that we are really asking them to step up to quite an involved role, and it's also they're, they're beginning to know what they know and know what they don't know, or know what they know and they start to get itchy feet, that there must be something to the world and that's where they're going out to see that, sort of loosely information but more, probably more appropriate, they're looking for a different job to see whether things are different in a different, different environment. And I don't think it's too a long a (38.58) to draw that they're out there looking for different information, different ways of doing things.

Q: Or more how to up-skill for that next job.

P: And I think largely, that's a good point, largely I think they up-skill by jumping out of the deep end and changing jobs, and go along (39.17) based on their broad base of knowledge, they think that a new job, and learn on that job. We do talk a lot about learning on the job. We do run restructure training sessions, you know, at certain times in people's careers but it's probably also fair to say that when people get to sort of Manager or Director level and certainly a Partner level, the on-going training in investment in people probably peters out.

Q: From an organisational perspective?

P: Yeah, from an organisational perspective.

Q: But for a personal level it should be - - -

P: I guess being such a high-powered environment, you're spending your time churning out work for your clients and perhaps not investing as much in yourself and the firm is not investing as much in yourself as might otherwise be thought appropriate. However, you're also working at the cutting edge of things, so in some ways you're actually the pointy end of the ship in terms of creating new ways of doing things and interpreting knowledge in different ways. So you're creating it rather than to an extent learning it.

Q: Yeah, and I guess at that level, you'd probably have others to feed you knowledge?

P: Yes, that's right, that's one way of putting it. Well, it might be good for you to understand, in, in certainly the bigger divisions like audit and tax, we have specifically devoted technical people, so people that just love knowing the Corporations Act or love knowing the Audit Standards or the Accountant Standards, and they choose their career to stay solely in that area, so they don't have a whole lot to do directly with clients. It would be people like me that take the technical problem to them to get them to help me solve it. So, those people in the technical groups need to have the best access to information, particularly statutes that they're working with, but indeed ways of finding out how other companies are dealing with the things that are problems to us. So a certain sort of graduate who is really good at information access and is very technically minded goes into this sort of very defined role

within the firm and then, as I said, in the bigger divisions like audit and tax, they'll be whole teams of those people that are there, because they're more comfortable in that area, whereas most people who do audit, do it because there's variety there, you have different clients with different teams all the time.

Q: Yes, good to know. Okay, that pretty much wraps it up. Thanks, and hopefully this will impact or provide some knowledge and information for us to feed on into our program. Thank you for your time.

P: All right, thank you.

END OF RECORDING: (42.24)