



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

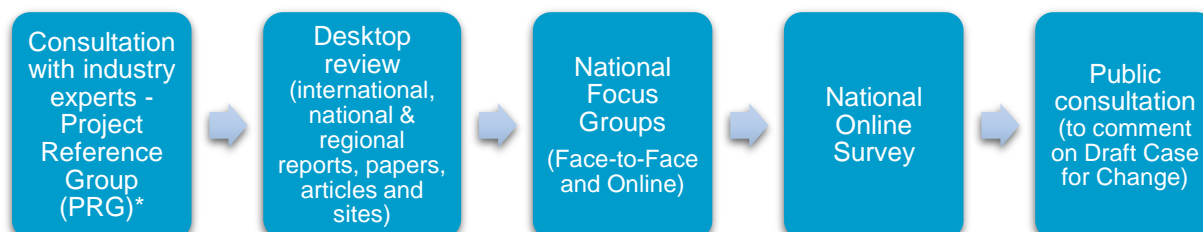
**Cross-Sector Project:
Consumer Engagement
via Online & Social Media**

BRIEFING PAPER



1.0 Purpose and scope

- The key aim of the project was to consult with a range of stakeholders and industries to identify the **common skills needs** of various industries in relation to consumer engagement through online and social media to inform the **update of future Training Package products** and ensure skills training is in line with workforce needs.
- An extensive multi-channel consultation plan was conducted to collect feedback from a range of stakeholders and industries. It involved:



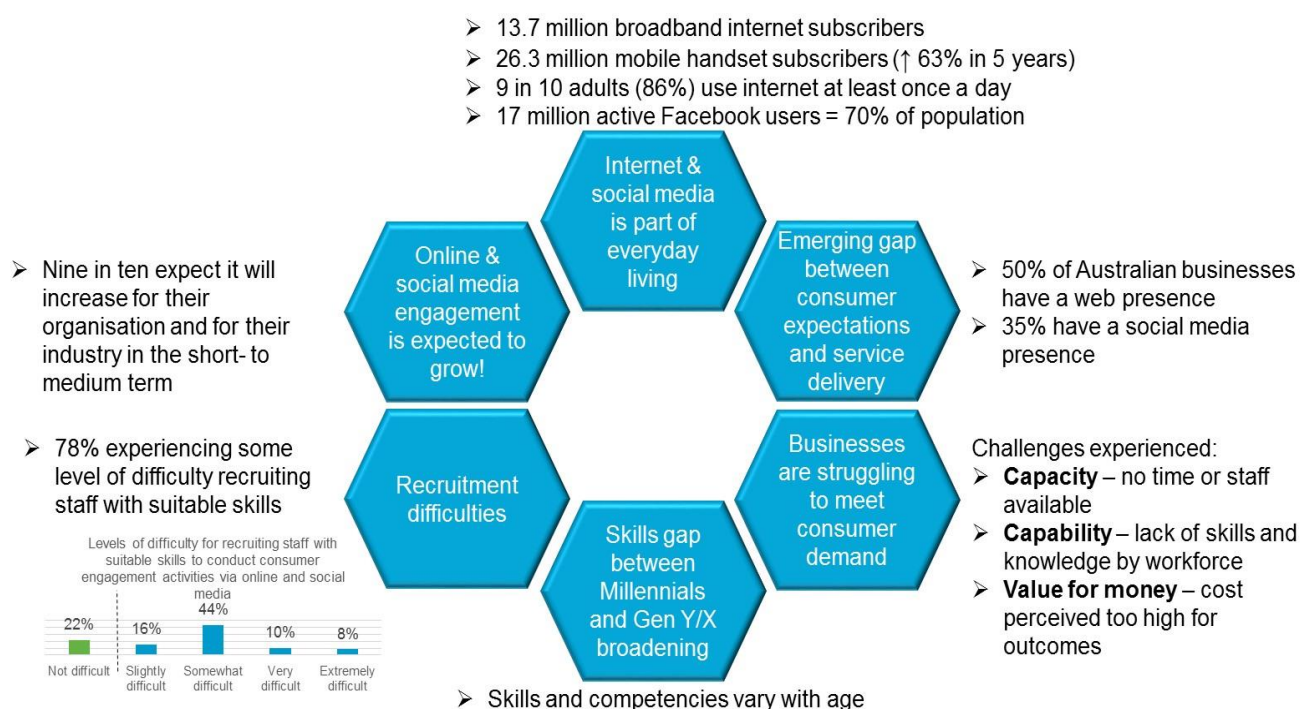
Note:* A Project Reference Group (PRG) was established at the outset of the project and represents a broad range of Industry Reference Committees (IRCs) to ensure that all feedback and expert advice collected was inclusive and representative of industries across Australia.

- A total of **234 responses from across 46 industries** were received via the multiple channels established to collect feedback. Participants represented a range of stakeholders across industry and the VET sector, including employees and employers, government, associations and training providers. All state and territory locations were represented as well as a very broad range of industries, including Business, Health, ICT and Agriculture.

2.0 Drivers of change – why focus on online and social media skills?

- Digitalisation and the increasing popularity of online consumer engagement means that the demand for, and supply of, workforce skills are shifting significantly. An overview of the key factors raised during the consultation which are driving the need to review skills training is provided in Figure 1.

Figure 1: Summary of key drivers of change – Consumer Engagement via Online and Social Media



3.0 Skills needs of industry – summary of stakeholder feedback

- There is consensus that skills training related to conducting online and social media engagement **is both needed by and beneficial to all industries**.
- The top skills needs identified are:
 - **Ethical practices** – social responsibility, duty of care, harassment and online bullying, and impact awareness.
 - **Privacy regulations and protocols** – disclosure, security, data confidentiality, sharing, and disclosure.
 - **Awareness of online/social media users** – understanding of who the audience is, including demographics, attitudes, behaviours, and expectations.
 - **Risk management** – crisis control and reputation management.
 - **Knowledge of tools and applications** – what, when and how to use.
 - **Performance monitoring** – using tool/application analytics, statistics, measuring reach.
- Stakeholders are in agreement that the **general principles (i.e. foundations)** of the skills for online and social media engagement **are common across all industries**. Contextualisation to reflect specific application across various industries is, however, fundamental to ensuring that skills are both relevant and of use in the workplace.

4.0 Proposed changes to meet skills needs

- The consultation feedback indicated that there is no request or requirement to develop a new VET qualification to address skills training regarding consumer engagement via online and social media engagement at this time. Skills instead should be incorporated as part of the 'broader role' of occupations and be facilitated in the form of skills sets and Units.
- The proposed actions and changes for modernising Training Package products are:
 - Undertake an in-depth review of 20 existing Units to determine their suitability for use as 'common' Units of Competency for importing across Training Packages.
 - Develop eight (8) new Units (U) to be used broadly and which can be imported across Training Packages relating to the following topic areas:

U1 Use ICT in the workplace

Note: Based on consultation feedback, this is proposed to provide learners with a single unit to obtain basic digital literacy skills which are currently offered across three different Foundation Skills units.¹ Some level of digital literacy and confidence is required to conduct online and social media engagement activities therefore the unit aims to bridge the skills gap for those individuals with little to no experience or skills in using technology in a workplace.

U2 Identify online and social media tools

U3 Review and evaluate online analytics

U4 Use online and social media tools (Doer Unit)

U5 Manage online and social media tools (Manager Unit)

U6 Develop and launch a basic website

U7 Risk management for online and social media use

U8 Ethical use of online and social media.

- Develop four (4) new skill sets (SS) which comprise a combination of selected new Units to address skills gaps and demands revealed via the consultation:

SS1 Introduction to online and social media

SS2 Basic social media implementation

SS3 Engage customers through online and social media

SS4 Develop online customer engagement interfaces

¹ The Foundation Skills units of reference are FSKDIG01 Use digital technology for basic workplace tasks, FSKDIG02 Use digital technology for simple workplace tasks and FSKDIG03 Use digital technology for routine workplace tasks.

Mapping of Proposed New Skills Sets and New Units			
SS1 Introduction to online and social media	SS2 Basic social media implementation	SS3 Engage customers through online and social media	SS4 Develop online customer engagement interfaces
U1 Use ICT in the workplace U2 Identify online and social media tools U8 Ethical use of online and social media.	U2 Identify online and social media tools U3 Review and evaluate online analytics U4 Use online and social media tools (Doer Unit) U8 Ethical use of online and social media.	U3 Review and evaluate online analytics U4 Use online and social media tools (Doer Unit) U5 Manage online and social media tools (Manager Unit) U7 Risk management for online and social media use U8 Ethical use of online and social media.	U3 Review and evaluate online analytics U4 Use online and social media tools U6 Develop and launch a basic website U7 Risk management for online and social media use U8 Ethical use of online and social media.

5.0 Key considerations for implementation

- During the consultation period, stakeholders raised a number of questions regarding the implementation of cross-sector Units to address skills for online and social media engagement. The issues and considerations raised are as follows:
 - **Future-proofing** skills training so it remains relevant and up-to-date with technological and online/social media developments.
 - **Obtaining endorsement** from all IRCs to implement potential new Units and skill sets outcomes from cross-sector project.
 - **Establishing responsibility for overseeing** and managing new cross-sector project products (i.e. skill sets and Units of Competency).
 - **Technical development** of new Units and skill sets outcomes from cross-sector projects to involve expert technical writers and online/social media experts.
 - **Units need to be taught by skilled trainers** in the fields of online and social media.
 - **Communicating** the Training Package and product changes to the VET sector, and to industry.
 - **Need to avoid creating a perception** that the common Units are **so** generic that they are impractical in application within any given industry.
 - **Connecting common Units** across all cross-sector projects to determine synergies (if any) and minimise duplication of training package product developments.

SkillsIQ has put forward a number of recommended actions for mitigating the risks of issues when enacting any implementation of the proposed changes. For a full summary, please refer to the Final Case for Change: Consumer Engagement via Online & Social Media (Cross-Sector Project) available on SkillsIQ's webpage: <https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/Consumerengagement>

Project Contacts:

Silvia Munoz
Senior Researcher / Project Manager
E silvia.munoz@skillsiq.com.au
P 02 9392 8100

Melinda Brown
General Manager
E melinda.brown@skillsiq.com.au
P 02 9392 8100