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20 February 2018

The Secretary
Select Committee on the Future of Work and Workers
Department of the Senate
futureofwork.sen@aph.gov.au

Dear Mr Stephen Palethorpe

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Inquiry into the Future of Work and Workers

Thank you for the opportunity to make a submission to the Senate Select Committee's Inquiry into the Future of Work and Workers.

Introduction

The Centre of Work and Organisational Performance (CWOP)[1] at Edith Cowan University's (ECU) School of Business and Law conducts research relevant to the Future of Work and Workers. CWOP brings together a collective of multi-disciplinary researchers who have an on-going research agenda in various aspects of work (including human resource management and employee relations) and organisational studies (including change management, organisational behaviour, leadership, and industrial-organisational psychology).

This submission highlights five recently completed or ongoing research projects that members of CWOP have been involved in (technological disruption, tele-work, organisational change in the public sector, recruitment and retention of non-Indigenous workers in remote areas, and Aboriginal and Torres Strait Islander Employment in remote Australia), that addresses the first two Terms of Reference of the select committee as follows:

A. *The future earnings, job security, employment status and working patterns of Australians*

Project 1: Industry 4.0: Technological Disruption and Implications for Vocational Education and Training in Australia

1.1 **Introduction.** Technological innovation is seen as an engine for long-run sustainable economic development and a driver of productivity growth. It is also widely accepted that the disruptive impacts of technology are amplified by their interaction with each other in the so-called Fourth Industrial Revolution (Industry 4.0 or i4.0). Collectively, this has important implications for employment and training, particularly the demand for specific skills and capabilities.

1.2 **Research objectives.** Professor Pi-Shen Seet, Deputy Director of CWOP, together with Professor John Spoehr and Dr Janice Jones from Flinders University, have recently completed a National Vocational Education and Training (VET) Research Program funded project entitled: *"The Fourth Industrial Revolution – technological disruption implications for Australian VET"*[2]. The project's main aim was to examine the

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[1] https://www.ecu.edu.au/schools/business-and-law/research-activity/centre-for-work-and-organisational-performance
[2] https://www.ncver.edu.au/about/research/research-projects/individual-managed-research/the-fourth-industrial-revolution-technological-disruption-implications-for-australian-vet

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relationship between disruptive technologies and skill development needs in the VET sector from the perspective of industry (technology users) and innovators (technology producers). In so doing, it attempted to address the following research objectives:

1.2.1   What is the nature of the relationship between disruptive technologies and demand for skills?

1.2.2   To what extent are specialist skills versus generic skills relevant to the implementation of disruptive technologies?

1.2.3   To what extent is there consensus between the technology innovators and end-use employers when it comes to skills acquisition/development for disruptive technologies? And

1.2.4   What are the barriers to VET students and graduates' skill acquisition and development in the next 5 to 10 years in the context of disruptive technologies?

1.3   **Research method.** The qualitative research saw a total of 23 Australian chief technology officers (CTOs) or chief executive officers (CEOs) and 18 Australian VET sector respondents interviewed. Two case studies, one from industry and the second from the VET sector, were also developed to highlight a number of initiatives that could be learned and replicated by firms and/or VET providers to facilitate skills development for disruptive technology.

1.4   **Main findings.** The main findings in relation to the 4 research objectives are as follows:

1.4.1   **The relationship between disruptive technologies and demand for skills.** Disruptive technologies are influencing the demand for skills and capabilities in many occupations, with a decline in demand for some skills linked to routine tasks and growth in demand for knowledge and skills linked to the development of the digital economy. The research found the adoption of disruptive technologies has changed the nature of existing jobs and in doing so, expanded the range of tasks, creating the need for additional skills and knowledge. However, as technological change accelerates towards Industry 4.0 where the cyber-physical domains merge, the relationship between technology driving skills development or vice-versa become less clear. While larger firms implement in-house training to help fill gaps, including those that exist in VET courses, smaller firms prefer to hire workers with the requisite skill set, rather than develop them internally.

1.4.2   **Specialist skills versus generic skills for disruptive technologies.** Specialist technology-related skills were important to disruptive technologies, especially in firms in information technology and advanced manufacturing. Employers sought university graduates with technology-related skills over employees with VET qualifications. Employers also sought employees with generic, non-technical skills and competencies that would help employees to cope with the rapid changes brought about by disruptive technologies.

1.4.3   **Consensus (or lack of) between technology innovators and employers in skills acquisition/ development for disruptive technologies.** There appears to be consensus among technology innovators and employers on the need to enhance skill development for disruptive technology. However, this finding needs to be treated with caution given there were few respondents who were both innovators and employers.

1.4.4   **Barriers to VET students and graduates' skill acquisition and ongoing skill development for engaging with these disruptive technologies.** While there was consensus amongst employers on the importance of Science, Technology, Engineering and Mathematics (STEM) to skills development, employers believe that employees have deficits in STEM which have adverse implications for their ability to

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develop skills, including their ability to pass apprenticeships. With the ongoing rationalization due to budget and resource cuts to the VET sector, there has been lack of investment in changes to incorporate these additional requirements and this has led to a shortage of local private and public training providers able to deliver training needed for employees to attain the requisite skills to take advantage of new technologies. In the VET sector, reduced resourcing, organisational changes, and policy uncertainty, combined with the limitations of training packages, resulted in many VET trainers perceiving they were not ready and underinvested in terms of preparing themselves and their students for disruptive technologies.

1.5   **Recommendations.** Based on these findings, the following are recommendations for the Australian VET sector in terms of preparing its educators, students and graduates better for the impact of disruptive technologies in the future workplace:

1.5.1   Given that emerging disruptive technologies will change the nature of existing jobs, enhanced training solutions should be developed that allow for the expanded scope of tasks in existing jobs/roles/positions, with a concomitant increase in the range of knowledge and skills job holders need to be equipped with in order to utilise these technologies.

1.5.2   Besides developing technical skills and knowledge relevant to disruptive technologies, it is equally important to enhance the development of 'generic' or soft skills as these are essential to prepare workers to be flexible and cope with the rapid changes in the future workplace as a result of disruptive technologies.

1.5.3   The disruptive nature of some advanced technologies has implications for the demand for skills, curriculum content and the knowledge and skills of the VET workforce, all of which have implications for VET planning, offerings and delivery.

1.5.4   To better manage ongoing changes brought about by disruptive technologies, the VET sector and employers need to work together to support updating and upgrading of skills of VET graduates in support of lifelong learning.

1.5.5   Disruptive technologies, particularly pervasive digitalisation, are eroding the traditional boundaries between disciplines and sectors.

1.5.6   Finally, as Industry 4.0 has implications beyond the VET sector, it is recommended that a review of the implications of the Industry 4.0 agenda for the demand for skills and qualifications in Australia be initiated. This should include sectoral consultations with companies with different levels of technological maturity. It should also be informed by international comparisons involving nations where the Industry 4.0 agenda is well advanced.

1.6   The project report is undergoing final reviews now and will be available soon on the National Centre for Vocational Education Research (NCVER) website.

Project 2: The Trans-Tasman Telework Survey: A Future of Work Program Research Project

2.1   **Introduction.** Professor Stephen Teo, Director of the CWOP, ECU and his Australia and New Zealand collaborators examined the changes of technology on the work patterns of a sample of Australian and New Zealand teleworkers. In conjunction with Cisco Australia and the Institute for a Broadband Enabled Society (IBES) at the University of Melbourne, this research (see the report on the Auckland University of Technology, New Zealand website) is part of a series of projects examining the impact of the future of work in Australia and New Zealand [3].

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[3] Bentley, T., McLeod, L., Bosua, R., Gloet, M., Teo, S., Tedestedt, R., Rasmussen, E., Tan, F. (2013). The Trans-Tasman Telework Survey: A Future of Work Programme Research Project Report. AUT, Auckland (assessed from https://workresearch.aut.ac.nz/reports-

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2.2 **Research background – Telework.** The nature of work is changing and mobile working enabled by advanced technology is an important mega-trend in the future of work. One such arrangement, telework (also known as telecommuting, remote working, agile working and anywhere working) is becoming increasingly popular and a common feature in work life due to advances in digital technology and changing attitudes towards where and when work is undertaken. Telework is not new but it is only recently that this concept has become an attractive and viable organisational choice to support work. This can be attributed to recent developments in Information and Communication Technologies (ICT), media publicity, and management awareness, which jointly encourage employees to participate in virtual work. Telework offers many potential benefits for organisations including productivity improvements, employee retention, and other forms of competitive advantage.

2.3 **Research aim and method.** The primary aim of this mixed method study (including quantitative and qualitative methodologies) was to examine manager and employee perspectives on telework productivity and wellbeing. The research surveyed more than 1,800 employees and almost 100 HR and senior managers in 50 businesses and organisations across New Zealand and Australia.

2.4 **Main findings.** The research found that teleworkers believe their flexible work arrangements allow them to be more productive and to perform better at work, while managers found teleworkers to deliver better work outcomes and suffer less from absenteeism. Other findings included:

2.4.1 There was strong empirical support for the benefits of telework for both individual workers and their organisations. A key finding was that telework promotes improved productivity and satisfaction with work, with hybrid teleworkers performing better than those who do little telework. These conclusions were supported by findings from both the on-line survey, where teleworkers out-performed non-teleworkers, and from manager interviews, with managers expressing high levels of satisfaction with their teleworkers' productivity.

2.4.2 Managers noted that teleworkers scored more highly on engagement surveys and had less absenteeism than non-teleworkers. Additionally, some managers directly credited telework as a main reason for their organisation's ability to attract and retain talented staff, especially where there were industry shortages or as part of the organisation's commitment to workforce diversity.

2.4.3 While there was some evidence of reduced wellbeing impacts for hybrid teleworkers in particular, the difference in ratings for these variables was markedly smaller than for the positive telework variables (productivity and job satisfaction), suggesting relatively small negative effects. These negative impacts, notably social isolation, strain/stress, and work/family conflict, need to be addressed through the provision of good organisational, peer and technical support.

2.4.4 Both qualitative and quantitative data strongly indicated that telework was a common arrangement within our study organisations. In the majority of cases this arrangement was informal or ad hoc in nature, without written agreement to telework. This perhaps reflected the absence of formal telework policy in the majority of participating organisations. Moreover, this finding suggests that organisations were not applying telework performance management strategies, as they did not keep a record of who teleworks in their organisations, and were not able to measure and report their economic, social and environmental contributions through telework arrangements.

2.4.5 The concern that telework results in more injuries was not supported by this study, with no significant differences in overall injury and lost time reporting for teleworkers. However, organisations did appear to have some effective protocols for managing the health and safety of teleworkers. Managers reported that in most cases the organisation provided some OHS training or guidelines, which the

and-projects/publications-and-reports).

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employee was expected to follow. In some organisations, employees were required to fill in a self-check OHS assessment form. In others, an individual teleworker could request a workplace assessment, which was provided by the organisation. These OHS practices will assist in promoting healthy and safe remote work, and should be formalised within the wider OHS management system within organisations engaged in telework.

2.4.6   Most survey respondents rated technology support for teleworkers as moderate to high. While teleworkers most often supplied their own broadband internet connection, the technology hardware was most often supplied and maintained by the organisation. Telework-related training was provided by 34 organisations in less than 50% of cases for most training areas. The finding that few teleworkers received training for setting up a home office was of particular concern given the ergonomics and workstation problems encountered by teleworkers.

2.5   **Summary and recommendations.** This study has provided further evidence of the effectiveness of telework in promoting improved productivity and satisfaction with work, particularly for hybrid teleworking. This mode of working seems to provide the right balance of individual and organisational flexibility while maintaining opportunities for face-to-face interaction within the workplace. But, to realise these benefits organisations must:

2.5.1   Provide the necessary management, peer and technology support to advance productivity and reduce the potentially negative impacts on social isolation and employee stress.

2.5.2   Develop appropriate telework policy and effective telework management approaches, and seek to measure the social, economic and environmental contributions to the organisation and society.

Project 3: New Public Management (NPM), Organisational Change and the Impact on Public Sector Workers

3.1   **Introduction.** One of the sectors that has experienced significant organisational change in recent times is the public sector. As noted in Deloitte's report into Government in 2020, governments have to continue to evolve and adapt in order to keep up with the changing needs and demands of its citizens[4]. Some of the drivers of these changes include demographic changes, improved socio-economic status of women as they participate in the workforce, technology usage and digital innovation. Australia is not alone among countries with large-scale organizational change in the public sector. These include the restructuring of local government in Greece and the Machinery of Government (MOG) changes in the United Kingdom and currently undergoing in Australia.

3.2   **Impact of change on public sector workers.** Organizational reforms in the public sector have implications on the work experiences of recipients of change, including work intensification that translates into employee stress, employee cynicism about public sector organisational change, and perceived breach of employees' psychological contract. The impact of these changes on public sector workers has been an area of focus among researchers at ECU's CWOP as shown in the following 3 strands of research below:

3.3   *Research strand 1: Ethical leadership and employee psychological well-being during constant change in the public sector.* An on-going project conducted by researchers at Edith Cowan University's Centre for Work and Organisational Performance studied the relationship between leadership and change management in public sector organisations among 739 people employed in Australian federal, state, and local government organizations[5].

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[4] Eggers, W.D. & Macmillan, P. (2015). Gov2020: A Journey into the Future of Government. Deloitte, (https://www2.deloitte.com/tr/en/pages/public-sector/articles/gov2020-journey-future-government.html).
[5] Teo, S.T.T., Nguyen, D., & Pick, D. (2018). Ethical Leadership and Public Sector Organizational Change: A Mediation Model. Unpublished manuscript (under review).

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3.3.1 Main Findings:

3.3.1.1 Where ethical leadership was present during change, there is an associated improvement in psychological well-being and work engagement of employees who are the recipients of change.

3.3.1.2 When public sector agencies implement changes too frequently, this led to an increase in the perception that psychological contracts were breached, which resulted in growing resistance to change.

3.3.2 Main Recommendations: Ethical behaviours of public sector managers should be emphasised and developed especially in context of change. This could be done via recruitment and selection, and through management development.

3.4 Research strand 2: Effective change management processes and motivation of public sector employees. A study by Professor Stephen Teo and colleagues from Curtin University, QUT and Griffith University (Teo et al., 2016) surveyed 308 public sector employees in Australia on the impact of change management processes in the public sector.

3.4.1 Main Findings:

3.4.1.1 The results showed that the implementation of various change initiatives could result in change-induced stressors.

3.4.1.2 Change processes, such as participation in change decision-making and the provision of change information, could be implemented to increase public service motivation, reduce change-induced stressors and ultimately improve person-organisational fit and job satisfaction. This could lead to a reduction of intention to quit. Successful implementation of change required an alignment of values between the employees and the public sector agency.

3.4.2 Main Recommendations. The main recommendation is that there is a need to provide information about change to those affected by change as it allows management to educate employees about the change, and helps to develop a sense of urgency and to be able to provide employees with timely updates about the change process.

3.4.2.1 Information about the process of change assists management to create employee acceptance of the change.

3.4.2.2 Senior management could provide employees with clear and timely information and opportunities to participate in the change process over human resource policies that favour recruiting employees with high motivation to work in the public service.

3.5 Research strand 3: Negative work behaviours in the context of constant change in the public sector. CWOP research has found that public sector employees report a high incidence of negative workplace behaviours (such as workplace bullying and incivility) during change (see research by Omari and Paull, 2015; Teo et al. 2016)[6][7]. In particular, Omari's (2007) study collected data from APS employees, human resource managers and policy makers across 11 agencies on the nature of the changes, context of work, and workplace interactions [8].

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[6] Omari, M. & Paull, M. (2015). "Public sector work intensification and negative behaviors", Journal of Organizational Change Management, Vol. 28 Issue: 4, pp.603-613, doi:10.1108/JOCM-11-2013-0225.

[7] Teo, S.T.T., Pick, Matthew Xerri and Cameron Newton (2016) "Person-Organization fit and public service motivation in the context of change," Public Management Review, 18(5), pp. 740–762. doi:10.1080/14719037.2015.1045016.

[8] Omari, M. (2007). "Towards dignity and respect: An exploration of the nature, causes and consequences of workplace bullying."

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The study adopted a triangulated mixed method interpretivist approach using a survey instrument, stories, focus groups, and interviews.

3.5.1   **Main Findings:**

3.5.1.1   That the implementation of New Public Management (NPM) changes were aimed at creating a more professional and accountable APS. This resulted in individual agencies pursuing different approaches to productivity and efficiency while being accountable to the public and the government within a tight regulatory framework. These changes created competing priorities, affected the nature of the work through intensification, and fuelled workplace tensions, thus affecting progress toward the goals of NPM.

3.5.1.2   In search of flexibility, agility and efficient meeting of Key Performance Indicators (KPIs), organisations often reduce (job) security and increase performance demands. In the public sector, this has created a pressure cooker environment where employees not only compete externally, but also internally with their colleagues for scant resources and promotional opportunities, and choice assignments.

3.5.1.3   The context created often resulted in some staff resorting to inappropriate and negative workplace behaviours to achieve results. Often, those who met KPIs effectively, won large clients, and grew the business, were highly driven people who competed fiercely to survive, and were rewarded for it as they were seen to be valuable to the organisation. This, however, incurred costs in other ways for fellow colleagues or line reports, where tense and highly charged work climates were created and perpetuated, and becomes engrained in the organisation's culture.

3.5.1.4   The amended Fair Work Act (2014) introduced anti-bullying provisions to mitigate against workplace bullying, however, the current provisions do not address the negative behaviours in a proactive or preventative matter. The introduction of legislation has not been a panacea for inappropriate workplace behaviour.

3.5.2   **Recommendations.** Two main recommendations come out of this strand of research as follows:

3.5.2.1   Fair treatment of employees in the context of change is important, especially with the challenges posed by the Future of Work, as found in Professor Omari's research. [9] [10] Many change management activities in the public sector can lead to negative behaviours if implemented in a way lacking in respect for staff. Employees spend a significant part of their day in the work environment. The work context and their quality of their work-life therefore is a key contributor to their levels of engagement and in turn productivity. A multi-pronged approach is needed through different players to create work environments that are sustainable, and provide employees with the dignity and respect they are entitled to at work.

3.5.2.2   Human source departments have a key part to play in ensuring safe and secure workplace provides the backdrop to employees and therefore organisations to reach their potential. Importantly, they alert organizational leaders of possible unintended negative consequences of poorly implemented change programs. They provide evidence that the negative behaviours, which arise from the implementation of efficiency-focussed change, can be damaging to individuals, the

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Sarrbrücken: VDM Verlag Dr Müeller.

[9] Omari, M., & Paull, M. (Eds.). (2015). "Workplace abuse, incivility and bullying: Methodological and cultural perspectives." London: Routledge.

[10] Omari, M., & Paull, M. (2017). "Debate: 'Robust performance management' or workplace bullying? not just the 'what' but the 'how'." Public Money & Management, 37(5), 315-316. doi:10.1080/09540962.2017.1328172.

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nature of work, and therefore organizations and the outcomes sought.

B. *The different impact of that change on Australians, particularly on regional Australians, depending on their demographic and geographic characteristics*

Human resource issues have been identified as the single biggest success or failure factor that Aboriginal art centres negotiate[11]. Professor Seet has been involved in two recent research projects with the **Australian Cooperative Research Council for Remote Economic Participation (CRC-REP/ Ninti One)** together with co-researchers, Mr Tim Acker (Tracker Development) and Dr Janice Jones and Ms Michelle Whittle (both from Flinders University).

Project 4: Understanding the Challenges of Recruitment, Work and Retention of Workers from outside the non-Indigenous community in Remote Australia

4.1   **Introduction.** The first project, entitled **"Art Economies: Out of Place and Out of their Comfort Zone: Understanding the Challenges of Recruitment, Work and Retention of Workers from outside the non-Indigenous community in Remote Australia"**, studied the problem of staff turnover in remote locations, in particular attracting and retaining skilled and professional non-Indigenous managers to work in remote art centres. This was part of a wider Aboriginal and Torres Strait Islander Art Economies (AE) program. The AE program is one of the key research programs being delivered by CRC-REP that aims to comprehensively understand and address the various modes of fragility that affect the sector.

4.2   **Aim of research.** This study explores the challenges non-Indigenous art centre managers face, from a cultural competence perspective, when they work in remote Aboriginal and Torres Strait Islander communities.

4.3   **Main findings.**

4.3.1   Because of their non-Indigenous backgrounds and lack of experience and preparation for working in isolated remote communities, art centre managers faced significant cross-cultural challenges in working with their mainly indigenous communities, mainly in the differences in understanding aspects of relationships, status, communication differences and differing views of time.

4.3.2   In addition, the study found other challenges like the physical urban-remote cultural gap, culture shock and unmet expectations.

4.3.3   Furthermore, there were significant challenges of working and coming to terms with an environment that had significant poverty and issues of conflict and violence.

4.3.4   The net result of these challenges was high employee turnover, difficulty attracting suitable, qualified staff, inefficient training programs, unmet worker expectations and no career path or career development.

4.4   **Main recommendations.** The following were recommendations of the research

4.4.1   **Better recruitment procedures for workers in remote communities.** The study also found that most participants felt they were underprepared when they arrived into a community, because of the lack of information provided to them during the recruitment process, or their own assumptions being different to

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[11] https://www.aph.gov.au/DocumentStore.ashx?id=5e7204a0-e138-4803-af72-767824bef73a&subId=515313

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community realities. These deficits carried on into the early years of the job that consequently resulted in difficulties in the ACMs adjusting to work and community life. Participants felt that the job description provided to them during the recruitment process was insufficient and did not describe the true nature of the job they were expected to perform. Therefore, the people recruiting for these jobs need to be honest with applicants about the challenges they would need to manage. Conversely, applicants must be open and honest about their understanding of Aboriginal and Torres Strait Islander culture and their ability to cope with living in a remote community.

4.4.2   **Enhance preparation for new workers in remote communities.** Most participants felt they were underprepared when they arrived into a community because of the lack of information provided to them during the recruitment process. Consequently, adjusting to work and community life was more difficult. Therefore, organisations must do more to help managers prepare themselves for the transition into their job and the community. Participants suggested several ways they had attempted to prepare themselves which could benefit others, including: researching the art centre specifically and talking to other people who had worked in the community. It should be the responsibility of the organisation to help managers find this information and make these connections.

4.4.3   **Improve training for workers in remote communities.** No formal training is provided for art centre managers before they commence work in a remote community. Generally, the only training managers receive is on-the-job and it was common to hear from participants that in hindsight they could find training courses to take if they knew where to look. The lack of training before beginning the role may be due to an insufficient or non-existent handover because the previous manager had already left. Being underprepared and then lacking sufficient training has implications for managers' abilities to manage not only the cultural challenges they will face but also general work pressures.

4.4.4   **Clearer work/ non-work boundaries.** Clear boundaries concerning when a manager was prepared to work and with respect to what a manager was prepared to do were vital. Clear boundaries helped some non-Indigenous art centre managers successfully manage cultural challenges and were important so managers did not become too involved in local politics or community issues and remembered the primary purpose of their job.

4.4.5   **Expand the support for workers in remote communities**. Lastly, art centre managers felt they lacked support from government and peak bodies. Most participants felt they were better supported by artists and the locals within the community. Most managers would appreciate the opportunity to be able to talk to other people who shared their experiences and who understood what they are going through because working in a remote community can be extremely isolating. Participants suggested more support could be offered through a counselling service where managers could debrief. Overall, this means that organisations and agencies that employ, recruit and provide support for ACMs can do more to help managers prepare themselves for the transition into their job and the community and should take greater responsibility for providing adequate job-related information, preparation and orientation, particularly at the recruitment stage.

4.5   Although the CRC-REP officially ended in June 2016, more details of this research can be found on the CRC-REP website[12] and in the following publications:

4.5.1   Whittle, M. 2013, Honours Thesis: 'Understanding the Challenges of Managers from Non-Indigenous Backgrounds working in Remote Australia: a cultural competence perspective.' (supervised by

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[12] https://old.crc-rep.com/

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Professor Pi-Shen Seet, Dr Janice Jones, and Mr Tim Acker)[13]

4.5.2   Seet P-S., Jones, J., Acker, T., Whittle, M., 2015. Shocks among managers of indigenous art centres in remote Australia. *Management Decision.* 53(4): 763-785.[14]

Project 5: Aboriginal and Torres Strait Islander Employment in Remote Australian Art Centres

5.1   **Introduction.** Recent policy changes have shifted the way that remote area employment systems function. The project investigated local Aboriginal employment amidst these changes and seeks to enhance the stability and potential of these employment options. A second project, entitled **"Aboriginal and Torres Strait Islander Art Economies - Human Resources in Remote Australian Art Centres"** seeks to better understand place-based employment and how it intersects with cultural/ artistic practices in social enterprise structures is vital for remote Indigenous community economic self-determination.

5.2   **Aim of research.** The project studied Aboriginal people employed as Arts Workers in central Australian art centres with the aim of better understanding the challenges and opportunities of employment in the cultural sector – one of the few long term, non-welfare opportunities for remote community residents. It involved interviews of 72 Indigenous art centre workers employed in remote Australia

5.3   **Main findings.** The research found that although art centres have a dual for-profit and social missions, it is mainly pull factors related to paid, local employment aligned to vocational interests, and pro-social motives that are important in explaining why Indigenous Australians choose to work there. In particular, career motives explain workers' decision to stay, while diverse pull and push factors explain why workers quit. Importantly, the factors that explain employment decisions are multi-factorial, interrelated and closely tied to the social and cultural logic of community life.

5.4   The findings of the research has been incorporated into the final exit report of the CRC-REP[15] while more detailed aspects are undergoing peer-review in international human resource management journals.

Conclusion

The five ongoing/ recently completed research projects highlighted above point to the significant the challenges that organisations and employees in Australia are already facing in terms of 'future' work.

Should you have any questions regarding the various aspects of this submission, please do not hesitate to contact us. We understand that the committee will be holding public hearings in Perth, WA in March 2018 and if invited to do so, we will be happy to elaborate on some of these issues further.

Yours sincerely,

<Submitted via e-mail>
Professor Stephen Teo, Director CWOP, ECU,
Professor Pi-Shen Seet, Deputy Director CWOP, ECU,
Professor Maryam Omari, Executive Dean, School of Business and Law, ECU,

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[13] https://www.nintione.com.au/resources/rao/understanding-the-challenges-of-managers-from-non-indigenous-backgrounds-working-in-remote-australia-a-cultural-competence-perspective/
[14] https://doi.org/10.1108/MD-06-2014-0386
[15] http://www.nintione.com.au/resource/CRC-REP_ExitReport.pdf