



Skills for Sustainability



Manufacturing Skills Australia

Assessment Guide:

MSS017004A Lead sustainable
strategy deployment



- ☒ skills
- ☒ knowledge
- ☒ assessment methods
- ☒ evidence
- ☒ context

This project is supported by the Australian Government
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MSS017004A Lead sustainable
strategy deployment



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assessment methods



About the assessment guide	3
Aim of the guide	3
What the guide does not provide.....	4
Focus of the guide	4
What's in the assessment guide	6
Assessment planning and design.....	7
Context: The scenario.....	8
Evidence: What evidence will be available and suitable?	12
Assessment activity: Work based project	14
Assessment activity: Questions	16



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August 2012

Page 2

Assessment Guide

MSS017004A Lead sustainable strategy deployment



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About the assessment guide

Aim of the guide

The Sustainability Skills assessment guide will assist Registered Training Organisations (RTOs) to design and contextualise their assessment activities and evidence requirements for the unit of competency

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In particular the guide demonstrates how:

- **Assessment methods can be chosen to suit the learner**, for example, if a learner has existing skills and experience in the unit of competency a portfolio of evidence is more useful than direct observation.
- **Assessment methods can be chosen to suit the industry context**, for example, where a work place has established sustainability policies and procedures direct observation and work place documentation / records could be used.
- Specific types of evidence can be identified that relate to the unit requirements and the industry context, for example, if the company has weekly production meetings minutes of these might provide evidence of making recommendations.

These decisions are used to design the assessment activities. For example a work place project might be developed around the aspects of the unit that can be applied and/or demonstrated in the workplace. Portfolio requirements might be designed around evidence that can be found, or generated, from typical day to day activities. An interview or test might be designed around aspects of the unit where knowledge needs to be tested because it is not clearly demonstrated in the practical activities or to test an individual's knowledge in a team environment.

The guide also provides examples that show how:

- **a contextualised workplace project can be developed** that demonstrates relevant aspects of the unit
- **questions can be identified** to assist in the authentication of evidence and show understanding of the application of the concepts of sustainability.

The assessment guide uses a fictional scenario as the basis for demonstrating one approach to developing an assessment tool for this unit of competency.

Note that the guide should be read in conjunction with the unit of competency (see training.gov.au).



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August 2012

Page 3

Assessment Guide

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What the guide does not provide

The guide focuses on selecting assessment methods and evidence and does not provide a complete or validated assessment instrument. It is for guidance only; there are others ways that the unit could be assessed and many ways that an assessment can be contextualised. None of the processes or ideas in this guide is mandatory.

It does not cover everything that an RTO must address to deliver an assessment and meet compliance. For example the RTO will need to address:

- development of assessment instruments and documentation
- validation of assessment tools, processes and outcomes
- consulting with industry and developing a training and assessment strategy
- how the assessment will be 'delivered', for example, scheduling the activities, monitoring and providing support to the learner, and engaging input from enterprise managers
- full mapping of evidence to units of competency.

Each RTO will need to decide whether to follow any of the processes demonstrated here. If so, the RTO will need to amend the evidence and other details to reflect the characteristics of their learner/s and the context of their assessment. This should be based on their consultations with industry and clients, and the other information within their training and assessment strategy.

Focus of the guide

MSS11 Sustainability Training Package Assessment Guidelines

The Assessment Guidelines in MSS11 state that *"assessment should be conducted in the workplace or in a in a work-like environment. Many of the units also require the measurement of environmental and other indicators over a period of time and for this reason project based assessment is also preferred."*

This unit of competency states that *"Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different situations and contexts."*

In addition the Sustainable Operations qualifications are designed for workers experienced in their industry who require an 'overlay' of skills to improve the sustainability of the business.

Therefore the assessment guides focus on assessment methods for experienced workers and workplace assessment.



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August 2012

Page 4

Assessment Guide

MSS017004A Lead sustainable strategy deployment



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Contextualising

The guide focuses on contextualising assessment to the participants / learners and the workplace context. It demonstrates how the context of the assessment can be analysed and used to select assessment methods and evidence to meet the requirements of the unit of competency.

Typically the context comprises information about:

- industry or enterprise systems, practices and documentation
- characteristics of the learner/s
- mode of delivery of any training.

The guide outlines one approach to planning and designing assessment activities and evidence that are contextualised.

There are many ways that an assessment can be designed to meet the context and the unit requirements. The approach outlined in this guide is just one way. If an RTO follows this approach they should amend the activities, evidence and other details to reflect the characteristics of their learner/s and the context of their assessment.

Contextualising for different sectors is critical. The sustainability issues that are significant to one industry sector or process might not be found in another. For example the casting and forging sectors use large amounts of energy and produce emissions such as dust and greenhouse gases (GHGs). However, one of the key sustainability issues in furniture manufacture may be sourcing plantation timber.

Additional information is available on the Skills for Sustainability website at <http://www.sustainabilityskills.net.au> including information about this unit of competency and information about sustainability issues in different sectors.

The website also has information about contextualization, understanding sustainability issues within different sectors, designing an assessment, developing workplace projects and using simulated workplace environments.



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August 2012

Page 5

Assessment Guide

MSS017004A Lead sustainable
strategy deployment



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What's in the assessment guide

This guide provides:

- a scenario outlining the RTO, learner and enterprise context
- key points drawn out from the scenario
- checklists to help link the context to the assessment methods and evidence:
 - checklists relating to the context for the assessment
 - checklists relating to assessment methods, and methods of collecting and submitting evidence
- an evidence planning table, linking the scenario context with evidence and the unit of competency
- a work-based project based on the scenario and unit of competency and contextualised using the identified evidence
- questions based on the scenario and unit of competency and contextualised using the identified evidence.



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August 2012

Page 6

Assessment Guide

MSS017004A Lead sustainable strategy deployment



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evidence



knowledge



context



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Assessment planning and design

Planning every aspect of an assessment is a broad process that requires many steps and sources of information. Arguably it can start with industry consultation and developing the training and assessment strategy; and conclude with the assessment decision and feedback to the learner.

This guide focuses on a small section of the process. It targets the steps of analysing the unit of competency and the context of the assessment in order to select appropriate assessment activities and evidence collection. These steps are represented in the flow chart at Figure 1.

Typically the context comprises the industry or enterprise systems, practices and documentation and characteristics of the learner/s and mode of delivery of any training. As an RTO you will collect much of this information from your industry consultation and discussion with clients, and capture it in your training and assessment strategy.

In this guide the context is described in a scenario which includes a fictional RTO, learner profile and an industry sector or enterprise context. It uses this information to identify suitable assessment methods and available evidence that are aligned to the unit of competency. These are used to design the assessment activities linked to the unit requirements.

Information inputs

Context

Assessment guide uses a scenario for the context
RTO uses its training and assessment strategy for the context (including consultation and review of the unit of competency)

Competency requirements

Unit of competency

Steps in designing assessment activities

Identify key aspects of the context
(learner, enterprise, sector, sustainability issues, other?)

Select assessment methods and evidence collection aligned to context

Identify specific evidence (valid, sufficient, current, authentic and aligned to the unit and context)

Design the activities to generate/capture and authenticate the evidence

Figure 1 Designing assessment activities



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Page 7

Assessment Guide

MSS017004A Lead sustainable strategy deployment



skills



evidence



knowledge



context



assessment methods



Context: The scenario

The RTO

Systems Improvements (SI) is a private RTO specialising in competitive systems and processes. The trainers and assessors deliver training and assessment via four different delivery models; workshop (groups in a classroom), implementation support (workshop plus hands on implementation support in the workplace), mentorships (one-on-one on the job) and recognition of prior learning (RPL).

Yogita, the owner of the RTO and chief trainer and assessor, has worked with Bronco for over a year and is mentoring Radhika one-on-one in leading sustainable strategy deployment for operations.

Radhika is enrolled in MSS70111 Vocational Graduate Certificate in Sustainable Operations and will start with this unit of competency, MSS017004A Lead sustainable strategy deployment.

The learner

Radhika is a group manager – operations for Bronco. She oversees the operations for the manufacture of garage doors and openers and has a team of team leaders and technical specialists in maintenance and IT. As a senior manager she is experienced in auditing and managing improvements on the shop floor.

As part of her management responsibilities Radhika has been invited to join the sustainability implementation committee. The committee is hoping that a set of fresh eyes will assist them with the periodic review the existing sustainability strategy and the implementation of the ISO 26000 Guidance on social responsibility.

Radhika is required to:

- participate on the sustainability implementation committee and contribute to the implementation and continuous improvement of the sustainability strategy
- assist with the review the sustainability strategy – social sustainability has been flagged as an area of need by the directors
- provide advice on how to manage the increasing skill needs of the employees, increasing need for innovation, use of smart technology and redeployment of employees as the skills mix changes
- implement the sustainability action plan in the new combined garage doors and openers manufacturing facility
- use continuous improvement processes to periodically review sustainability improvements.



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August 2012

Page 8

Assessment Guide

MSS017004A Lead sustainable strategy deployment



skills



evidence



knowledge



context



assessment methods



The enterprise context

Bronco supplies innovative branded garage doors and openers to trade and industrial customers in Australia and New Zealand and has 1,600 employees. The business is investing in new technology and innovation, for example, the rollout this year of a new combined door manufacturing facility.

Bronco is committed to adopting sustainable practices across its business and embedding these practices into its corporate culture. This year it has concentrated on inventory management, IT, improving the supply chain and controlling hazards (it has identified its 5000th hazard and has controlled 94% of these hazards). At a group level, there was participation in events such as Earth Hour and a focus on purchasing Forest Stewardship Council certified products. The Group Motor Vehicle Policy was updated mandating the use of diesel cars and cars with smaller engines.

Bronco adopts a 'lean manufacturing' philosophy to its manufacturing business designed to eliminate waste, improve power consumption and deliver process improvement. This year's lean focus has targeted machine downtime and scrap generation and increasing efficiencies and yield. As part of their lean implementation they have some established systems and procedures, for example, they typically use the *hoshin kanri* strategic planning/strategic management methodology, SWOT and balanced scorecard techniques for planning and evaluating, and cause and effect analysis and diagrams for analysis. They have an effective Kaizen continuous improvement system in place to periodically review the sustainability strategy.

Bronco recognises that its business performance and future growth relies on capable and engaged people, combined with the appropriate organisational design and processes to deliver good business outcomes. This means that as productivity improvements are made there will be a need to up skill and redeploy part of the workforce.

Bronco has a sustainability improvement committee which has developed a sustainability strategy. The committee includes the group operations managers, HR manager, chief financial officer, chief executive officer and a director who has experience and a special interest in sustainability issues. The business has decided to implement ISO 26000 Guidance on social responsibility to enhance its reputation in the community and with customers; retain skilled workers; maintain employee morale, commitment and productivity; and support sustainable resource use.



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August 2012

Page 9

Assessment Guide

MSS017004A Lead sustainable strategy deployment



skills



evidence



knowledge



context



assessment methods



Key points from the scenario

- The industry sector is metals fabrication.
- Radhika is taking part in a course delivered by mentoring and on-the-job implementation, so a workplace project is feasible as a key assessment method.
- Radhika does not have full technical knowledge all of the processes of her group so she will need to consult with other people to source information/data.
- Part of Radhika's job role is to implement social sustainability.
- Bronco is committed to lean practices, has Kaizen procedures for continuous improvement and uses techniques such as SWOT, balanced scorecard and root cause analysis (RCA).
- The sustainability focus at Bronco is well developed across the pillars of economic and environmental sustainability. The business is now focusing on social sustainability to manage the impact of workforce restructure.

What does the scenario tell us about the context for the assessment?

- ☐ Classroom based
- ☒ Existing worker in this field
- ☐ Not currently employed in this field
- ☒ Off the job learning
- ☒ On the job implementation
- ☐ RPL
- ☐ Simulated workplace environment
- ☐ N Single unit of competency
- ☐ Skill cluster
- ☒ Whole qualification
- ☒ Workplace based

Which assessment methods are suitable?

Direct observation, for example;

- ☒ Practical demonstration in the workplace
- ☐ Real work/real time activities in the workplace
- ☐ Work activities in a simulated workplace environment



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August 2012

Page 10

Assessment Guide

MSS017004A Lead sustainable strategy deployment



- ☒ skills
- ☒ knowledge
- ☒ assessment methods
- ☒ evidence
- ☒ context

Structured activities, for example;

- ☐ Activity sheets
- ☐ Presentation to colleagues
- ☐ Scenario based project
- ☐ Simulation exercises such as hypotheticals and role plays
- ☐ Work based case study
- ☒ Work based project (and documentation)

Questioning, for example;

- ☐ Oral or written examinations (may be applicable at higher AQF levels)
- ☐ Questionnaires
- ☐ Self assessment
- ☒ Verbal questioning / discussion / interview
- ☐ Written questions

Portfolios of evidence, for example;

- ☐ Authenticated prior achievements
- ☐ Collection of work samples compiled by the learner
- ☐ Evidence of training courses attended
- ☐ Historical evidence
- ☐ Information about life experience
- ☐ Journal or log book
- ☐ Photographs or video
- ☐ Product with supporting documentation
- ☐ Verified workplace history/CV
- ☒ Workplace documentation / records

Third party feedback, for example;

- ☐ Interview with employer, supervisor, or peer
- ☐ Letter of support from a work place
- ☐ Testimonials and reports from employers and supervisors
- ☐ Third party report from supervisor or technical expert

How will evidence be collected or submitted?

- ☒ Documents - electronically / in person / mail
- ☐ Data capture - video / audio / notes / smart pen by assessor / 3rd party / candidate
- ☐ Data submission - web upload / mail (USB drive / SD card / disc etc)
- ☐ Online real time - Skype, web conference
- ☐ Online self paced – online tests, interactive simulation



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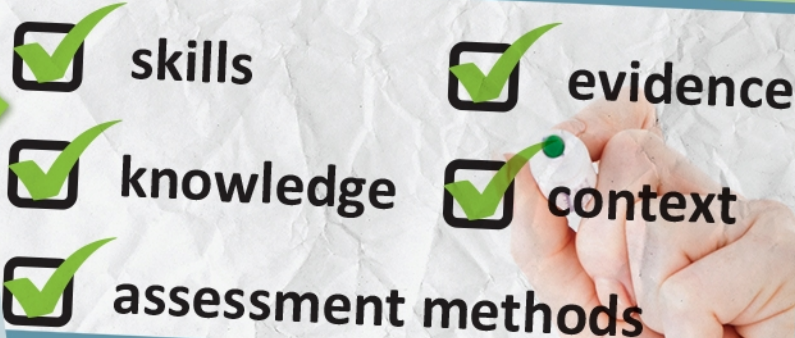
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August 2012

Page 11

Assessment Guide

MSS017004A Lead sustainable strategy deployment



Evidence: What evidence will be available and suitable?

The evidence planning table shows one way of linking the context of the scenario with the unit of competency. It examines the unit of competency, the context and the selected assessment method in order to identify appropriate assessment evidence.

Based on the scenario, the learner and the context identified above, the following evidence could be expected to be available as part of the assessment. Keep in mind that some evidence might apply to several aspects of the unit or even several units.

Evidence planning table

This table provides an example of identifying evidence that is available in the workplace. The evidence listed here has been selected so that it covers the required skills, required knowledge and critical aspects of assessment for this unit, however, this has not been shown in the table.

The table is not intended as a format for mapping to meet compliance requirements and each RTO needs to determine the type of mapping that may be required by its registering body.

Element	Performance Criteria	Evidence
1 Develop sustainability strategy	1.1 Examine existing organisation vision and strategy for impact on sustainability, including any currently identified sustainability goals and objectives 1.2 Identify external sustainability best practice 1.3 Examine current operations for economic, social and environmental factors relevant to sustainability for the organisation 1.4 Liaise with relevant stakeholders 1.5 Develop appropriate sustainability vision and goals 1.6 Develop sustainability strategy 1.7 Obtain required approvals	<input checked="" type="checkbox"/> Work-based project (and documentation) <ul style="list-style-type: none"> Work plan and schedule for a work-based project SWOT analysis of sustainability performance of the organisation, including analysis of risks and RCA Records of evaluating the reviewed sustainability strategy against the strategic business goals and continuous improvement procedures, such as a hoshin kanri process <input checked="" type="checkbox"/> Workplace documentation/records <ul style="list-style-type: none"> Evidence of communicating and consulting with stakeholders, for example, notes of meetings and emails, and approvals from committees <input checked="" type="checkbox"/> Verbal questioning/discussion/ interview <ul style="list-style-type: none"> Interview by the assessor about the work plan and schedule

Assessment Guide

MSS017004A Lead sustainable strategy deployment



skills



evidence



knowledge



context



assessment methods



Element	Performance Criteria	Evidence
2 Examine proposals for sustainability improvement	2.1 Communicate sustainability strategy and request improvement proposals 2.2 Examine fit of proposals with sustainability strategy 2.3 Determine possible synergies between proposals 2.4 Have proposals modified to achieve better strategic outcomes, as appropriate 2.5 Facilitate the development of integrated implementation plans for selected proposals 2.6 Facilitate the provision of resources required for implementation	<p><input checked="" type="checkbox"/> Work-based project (and documentation)</p> <ul style="list-style-type: none"> Evidence of collecting suggestions and proposals for improvements, for example, analysis of sustainability audits, review of items in the continuous improvement system, and suggestions from management and employees Analysis of proposals using a balanced scorecard approach to short list the projects against criteria such as relationship to broader business goals, relationship to sustainability strategy, synergies between proposals, application of hierarchy of control to sustainability hazards, and consideration of different mitigation techniques Strategic sustainability plan for the projects to be implemented <p><input checked="" type="checkbox"/> Workplace documentation/records</p> <ul style="list-style-type: none"> Evidence of promotional activities, such as articles for the staff newsletter, text for the intranet, and notices for notice boards <p><input checked="" type="checkbox"/> Verbal questioning/discussion/ interview</p> <ul style="list-style-type: none"> Explanation of the criteria used in the process to select the proposals for improvement, such as synergies between the proposals, relationship to broader business strategic goals, availability of staff and cost
3 Facilitate implementation of selected proposals	3.1 Ensure appropriate project plans have been developed 3.2 Ensure appropriate metrics are identified and will be collected 3.3 Facilitate any necessary capability development 3.4 Organise for appropriate controls and feedback 3.5 Ensure appropriate improvement processes are implemented	<p><input checked="" type="checkbox"/> Work-based project (and documentation)</p> <ul style="list-style-type: none"> Sustainability project action plans, including team members, timelines, outcomes and key performance indicators (KPIs) to indicate if the project is on track and if it delivers the required outcomes <p><input checked="" type="checkbox"/> Workplace documentation/records</p> <ul style="list-style-type: none"> Evidence of managing the projects for sustainability improvements, such as notes of meetings with team leaders, and emails discussing quotes



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August 2012

Page 13

Assessment Guide

MSS017004A Lead sustainable strategy deployment



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evidence



knowledge



context



assessment methods



Element	Performance Criteria	Evidence
4 Lead periodic review of sustainability improvements	4.1 Ensure appropriate data is available 4.2 Convene appropriate review process 4.3 Validate current strategy 4.4 Validate current tactics 4.5 Review progress and impacts of current projects 4.6 Develop required changes 4.7 Facilitate implementation of required changes	<p><input checked="" type="checkbox"/> Work-based project (and documentation)</p> <ul style="list-style-type: none"> Previous and new sustainability strategy with changes marked up <p><input checked="" type="checkbox"/> Workplace documentation/records</p> <ul style="list-style-type: none"> Sustainability project progress reports reviewing progress, barriers to success and impact Evidence of processes to review the current sustainability strategy, for example, minutes of meetings, photographs and electronic whiteboard printouts <p><input checked="" type="checkbox"/> Practical demonstration in the workplace (within project)</p> <ul style="list-style-type: none"> Observation of meeting where the learner seeks information from the sustainability project team members about the progress and impact of the project
5 Communicate as appropriate	5.1 Identify what communications are required and to whom 5.2 Prepare appropriate communications 5.3 Communicate as appropriate 5.4 Finalise appropriate recording	<p><input checked="" type="checkbox"/> Work-based project (and documentation)</p> <ul style="list-style-type: none"> Strategic sustainability plan for the business <p><input checked="" type="checkbox"/> Workplace documentation/records</p> <ul style="list-style-type: none"> Visual management charts for sustainability improvements, such as resource use efficiency, productivity, waste, staff morale and community complaints <p><input checked="" type="checkbox"/> Verbal questioning/discussion/ interview</p> <ul style="list-style-type: none"> Interview by the assessor about the sustainability strategy

Assessment activity: Work based project

The work based project defines a project that the learner can do in the work place. This might be part of their normal activities or it could be an additional activity. In this example there is a clear relationship between the unit of competency and a work place activity to 'lead sustainable strategy deployment'.

So, for this unit, the outline of the project can come from the unit itself. The details of the project can be designed by bringing together the context with the evidence that is available in the work place (or that can be generated by the project). The evidence that has been identified in the evidence planning table helps to define the project.



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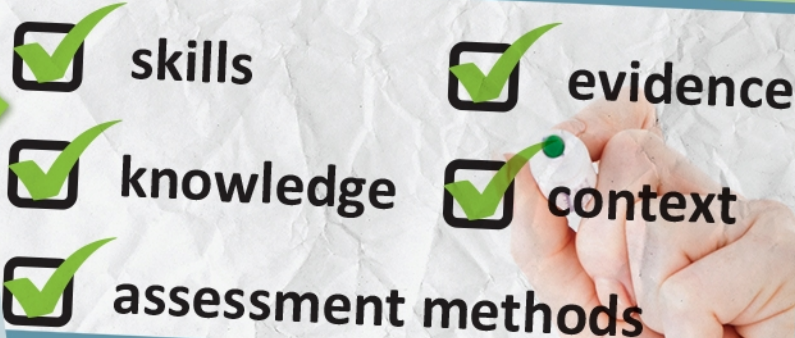
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August 2012

Page 14

Assessment Guide

MSS017004A Lead sustainable strategy deployment



A work-based project for Radhika at Bronco

The project is to implement the existing sustainability strategy and review sustainability improvements for the garage doors and openers operations.

The purpose of the project is to improve sustainability by reviewing the existing sustainability strategy, inviting and examining proposals for sustainability improvements, choosing proposals to implement, facilitating the implementation of proposals and managing continuous improvement.

Radhika will need to complete the following:

1. Prepare a work plan and schedule outlining:
 - a description of the overall business and boundaries of the business sustainability strategy in the supply chain
 - who she will need to consult with (e.g. regulators, management, customers, employees and the community) and how she will consult with them
 - timeline
 - deliverables.
2. Undertake a SWOT analysis of the current economic, environmental and social sustainability status of the section of the business and the existing sustainability strategy taking into account the principles of sustainability, current best practice in sustainability, current and previous sustainability improvements, RCA and risk analysis.
3. Undertake a hoshin kanri process to evaluate the reviewed sustainability strategy against the strategic business goals and business continuous improvement procedures.
4. Gain approval for the reviewed sustainability strategy from the sustainability improvement committee.
5. Consult and communicate about the strategic sustainability strategy and request proposals for improvements.
6. Select and short list the projects to go ahead using a balanced scorecard approach.

Assessment Guide

MSS017004A Lead sustainable strategy deployment



7. Develop a strategic sustainability plan for implementing the projects, including details such as:
 - what, who, how and when
 - resources required
 - performance indicators, such as sustainability metrics
 - expected outcomes.
8. Establish project teams and facilitate implementation of the sustainability projects.
9. Facilitate implementation of the proposals, including provision of required resources, development of staff capability, setting controls and gaining feedback.
10. Review the sustainability improvements as part of the continuous improvement process.

Assessment activity: Questions

In this guide, questioning is used to assess required knowledge and aspects of competency which are difficult to assess in other ways, for example, testing the application of the concepts to the project activities. The questions also help to authenticate the evidence.

Based on the scenario, Yogita will interview Radhika at pre-determined points during the project, as part of her monitoring and mentoring responsibilities.

Questions for Radhika at Bronco

How did you decide what you were going to do and how you were going to go about it?

What are the main drivers for improved sustainability performance at Bronco?

What regulations, covenants, ISO guidance and ISO standards are applicable to Bronco?

How is the sustainability strategy integrated with the business goals and strategic directions at Bronco?

Who were the people that you consulted with? Why was it important to consult with them?

What changes were made to the sustainability strategy as a result of the SWOT analysis?

Explain the criteria you used to prioritise the proposals for improvement? Why did you choose them?

What factors trigger the strategic sustainability plan periodic reviews at Bronco? For example, changes to the strategic business goals, changes to legislation, new government incentives?

Outline your role in the sustainability improvement committee processes.



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August 2012

Page 16