



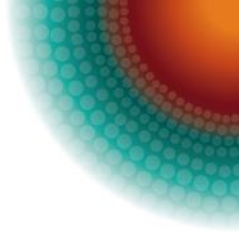
# Cultural Capability Matters

Queensland Government Aboriginal and Torres Strait Islander Cultural  
Capability Training Strategy

November 2016

Department of Aboriginal and  
Torres Strait Islander Partnerships





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*Foreword*

*From the Department of Aboriginal and Torres Strait Islander Partnerships and the Public Service Commission.*

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On behalf of the Queensland Government Cultural Agency Leaders Committee, it is our pleasure to present Cultural Capability Matters: Queensland Government Aboriginal and Torres Strait Islander Cultural Capability Training Strategy.

Fostering workplace cultures that respect and value the skills, experiences and perspectives of Aboriginal and Torres Strait Islander employees is crucial if we are to improve outcomes for Aboriginal and Torres Strait Islander peoples.

We have progressed from the development of the Queensland Government Aboriginal and Torres Strait Islander Cultural Capability Framework to a point where all Queensland Government agencies have their own Cultural Capability Action Plans. These plans aim to improve the quality and level of Queensland Government services to Aboriginal people and Torres Strait Islander people through a more culturally capable workforce and culturally responsive management practices and business processes.

Cultural Capability Matters is key to the Queensland Government's commitment to develop a culturally capable public sector workforce. It puts in place the platform for Queensland Government to develop a systematic approach to provide quality assured cultural capability training services.

A strong cultural capability within the Queensland public service will enable all employees to identify and develop skills that support better outcomes for Aboriginal and Torres Strait Islander peoples.

Cultural Capability Matters was developed by the Department of Aboriginal and Torres Strait Islander Partnerships, however, it has been made possible through the contribution and guidance of all Queensland Government departments. It is also important to acknowledge the Australian Public Service Commission for allowing us to draw upon their Aboriginal and Torres Strait Islander Cultural Capability – A Framework for Commonwealth Agencies.

We encourage all Queensland Government departments to embrace this strategy to drive continuous improvement and enhance service delivery to Aboriginal and Torres Strait Islander peoples across the public sector.

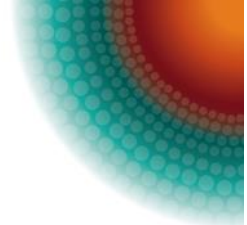
We know by working towards true inclusion and diversity in the workplace we can improve employment and retention, and ultimately ensure better outcomes for the community we serve.

**Helena Wright**

Acting Deputy Director-General  
Department of Aboriginal and Torres Strait  
Islander Partnerships

**Robert Setter**

Acting Commission Chief Executive  
Public Service Commission



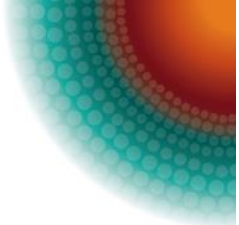
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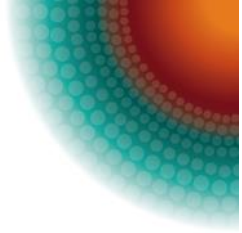
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*The information in this publication is general and does not take into account individual circumstances or situations.*



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## Introduction

The Queensland Government Aboriginal and Torres Strait Islander Cultural Capability Framework (the Framework) underpins all Queensland Government actions aimed at ensuring Aboriginal peoples and Torres Strait Islander peoples enjoy the same opportunities as non-Indigenous Queenslanders in the Queensland public sector. We will achieve better outcomes by embedding Aboriginal and Torres Strait Islander perspectives into the design, delivery and evaluation of policy, programs and services. We understand that recognising, respecting and valuing Aboriginal and Torres Strait Islander cultures is fundamental to improving our services. Building the sectors cultural capability to improve services and facilitate sustainable employment outcomes will lead to greater economic prosperity. We acknowledge that sustained, respectful and inclusive engagement is essential to gaining an understanding of Aboriginal and Torres Strait Islander peoples. And, all leaders are accountable for demonstrating and promoting cultural capability within the sector.

Each Queensland department has developed a Cultural Capability Action Plan (CCAP) to coordinate the implementation of cultural capability objectives and strategies within their department.

Whilst the CCAPs have been in place formally since late 2015 there is a limited range of quality assured cultural capability training resources and/or courses in place to underpin the successful implementation of the Framework.

Since the endorsement of the CCF and the subsequent development of CCAPs, there is a growing level of demand for quality assured cultural capability training services in all government agencies. An effective and efficient response to this demand requires the government to adopt a coordinated and consistent approach to the procurement and delivery of training services.

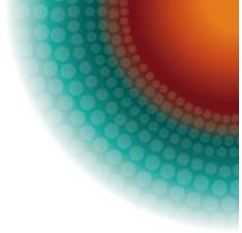
The Queensland Government has benefited from the timely release of the Commonwealth Government's [Aboriginal and Torres Strait Islander Cultural Capability Framework](#) which spells out two core capabilities and five functional capabilities (Core = Foundation, Leadership; Functional = Community Engagement, Individual Service Delivery, Policy Formulation, Program Delivery, and Research).

This training strategy draws on the Commonwealth's Framework by using the core and functional cultural capabilities but adds a sixth functional category – Community Planning to meet the needs of Queensland public service staff, particularly those who work closely with the State's discreet Indigenous communities . The desired learning outcomes for each of these Capabilities can be found at Appendix 2.

Given the close and ongoing relationship between the two tiers of government, the use of the Commonwealth Framework's core and functional cultural capabilities should further strengthen, align, and improve the development and delivery of policies, programs and services to Aboriginal and Torres Strait Islander peoples of Queensland.

## Purpose

The purpose of the whole-of-government training strategy is to enhance the quality of cultural capability training courses offered and delivered across the Queensland Public Service by setting out



the overarching desired capabilities of Queensland Government officers, and to provide a flexible, consistent, and collaborative approach to the procurement and delivery of Aboriginal and Torres Strait Islander Cultural Capability Training across the Queensland Public Sector.

These collaborative relationships will, in turn, require Queensland Public Sector staff to be increasingly culturally capable – at a leadership level, in policy and service design, in planning, within public sector agencies and organisations, and while engaging with community representatives or delivering services to clients.

### Strategic approach

The strategy aims to be adaptable and dynamic and is best regarded as ‘a living document’ - one that maintains currency in future years by being responsive to regular reviews that identify ‘what works’ in building cultural capability, highlight areas for change where things can be done better, and place a spotlight on new ideas, skills, knowledge and emerging practice.

The strategy:

- Is firmly located within the spectrum of evidence-based responses to closing the gap in social and economic wellbeing between Indigenous and non-Indigenous Australians.
- Aims to support departments to design and adapt cultural capability training programs to meet local/regional and specific client, community and departmental needs, and
- Seeks to enable strong leadership to emerge within and across the sector and State that will influence the design and delivery of culturally responsive services.

The cultural capabilities of Queensland Public Sector staff will need to be developed through a combination of training, improved recruitment and retention practices, experiential-based activities including buddying, mentoring, and engagement, as well as through workforce management and key performance agreements – most of which are captured in the CCF objectives and commitments in each CCAP.

### Evaluation

The success of the implementation of the Cultural Capability Framework will be assessed and measured through a Cultural Capability Evaluation and Review Framework, soon to be developed. The evaluation framework will utilise a range of tools, such as client surveys, combined with analysis of key data such as Closing the Gap reports, to make an evaluation of effectiveness and to inform the review process.

### Methodology

The methodology used to develop the strategy comprised the following key elements:

- Desktop research and analysis conducted by the DATSIP Cultural Capability team,
- Consultation with the Australian Public Service Commission,
- Consultation with WA, NSW, NT and SA State Governments,
- Expert advice from Queensland Departmental Cultural Capability trainers,
- Consultation with the Cultural Capability Community of Practice and Training Sub-Group,
- Analysis of procurement policies,

- Consultation with the DATSIP/DCCSDS procurement section and the State's Chief Procurement Officer, and
- Informal comment and feedback from DATSIP cultural capability advocates.

## The Strategy

### Essence of Cultural Capability

The APSC Framework describes cultural capability as a process of continuous learning across three domains - Knowing, Doing, and Being (Sook 2012<sup>1</sup>). Each domain is broken down into core and functional areas of capability that are relevant to any job classification. The cultural capabilities identified under core and function areas can be used in conjunction with existing frameworks for leadership, core skills, and management expertise. Cultural capability domains are described as follows:

#### *Knowing*

- Gaining knowledge of Aboriginal and Torres Strait Islander culture, customs, histories, and place-based circumstances, and
- Understanding Aboriginal and Torres Strait Islander peoples' current and past interactions with government.

#### *Doing*

- Taking action in a culturally appropriate way, and
- Doing our business in a culturally skilled manner.

#### *Being*

- Demonstrating authentic respect for culture in all interactions,
- Being aware of personal values and biases and their impact on others, and
- Having integrity and cultural sensitivity in decision-making.

#### *Knowing, Doing, and Being*

- Continuously building capability across all three domains, and
- Cultural capability is a process of continuous learning.

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<sup>1</sup> Snook, Scott, Nitin Nohria, and Rakesh Khurana, (2012, XV) *The Handbook for Teaching Leadership: Knowing, Doing, and Being*. Thousand Oaks, CA: Sage Publications

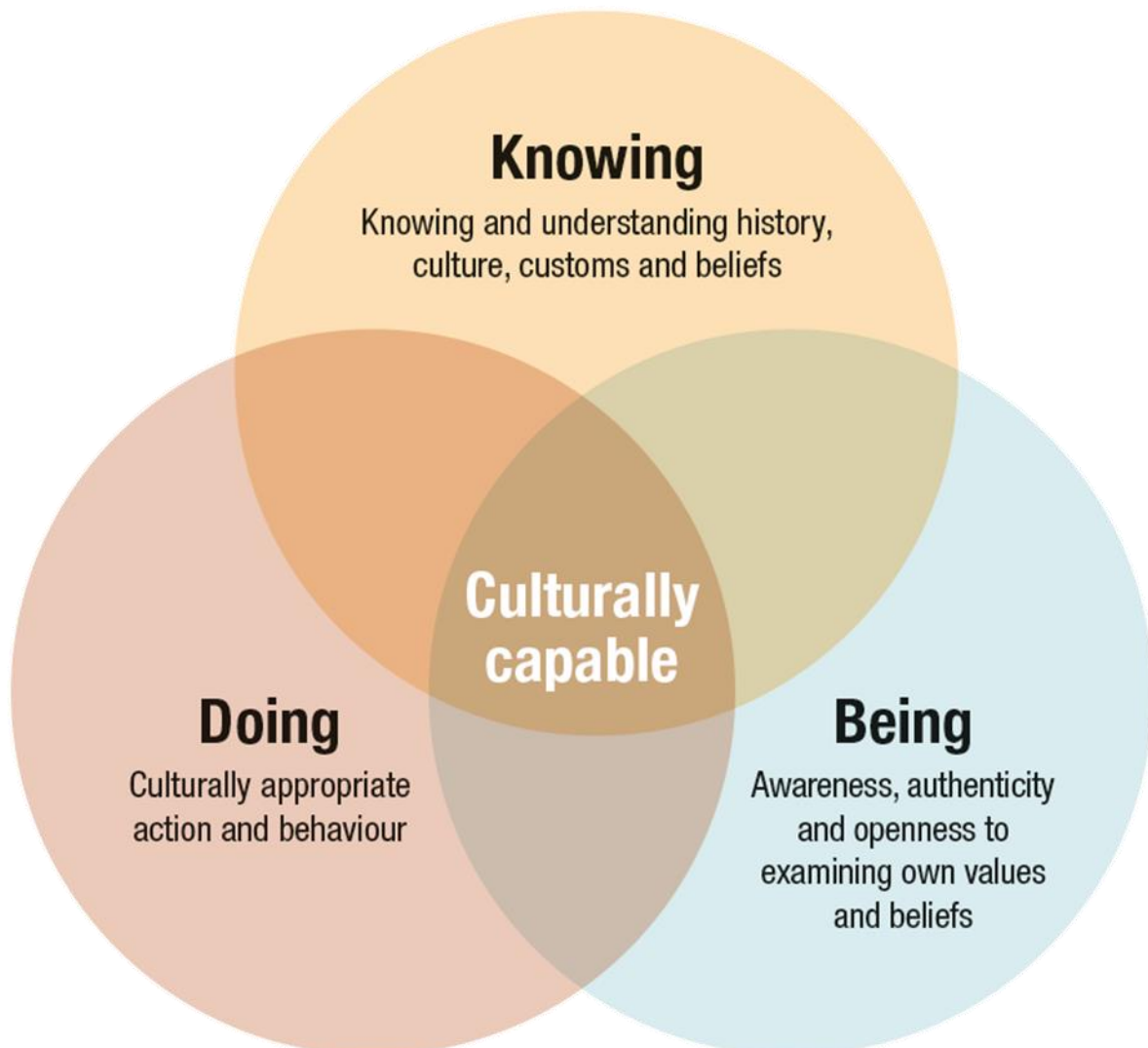


Figure 1: The Commonwealth Aboriginal and Torres Strait Islander Cultural Capability Model. Effective practice in all three domains contributes to an employee becoming culturally capable (<http://www.apsc.gov.au/publications-and-media/current-publications/cultural-capability-framework>)

### Applying the Strategy

The Strategy is designed to assist:

1. Departments in its procurement and assessment of cultural capability services.
2. To assist Human Resources (HR) practitioners and managers to identify the cultural knowledge, skills, and personal attributes needed to deliver the department's outcomes. For example, the Framework can be used to:

**Recruit for cultural capability** — inform the content of job advertisements and recruitment processes.

**Assess cultural capability** — identify, analyse, and benchmark workforce capability strengths and gaps at a whole of agency, team or individual level.

**Develop cultural capability** — support the development and delivery of targeted learning and development initiatives.



- Lead with cultural capability** — clarify the cultural expectations of leaders in their day-to-day work and as managers of others.
- Improve workforce planning** — identify the workforce requirements for current and future agency functions where Aboriginal and Torres Strait Islander peoples are affected.
- Improve performance management** — increase cultural capability for all employees through integration into performance frameworks.
- Support mentoring and coaching** — transfer cultural understanding and skills against targeted areas of capability.
- Support procurement and intellectual property** — build understanding of the cultural implications of procurement policies and intellectual property laws and policies, including those relevant to Aboriginal art and heritage.

The Framework's **cultural capability map** has two core capabilities and six functional capabilities. These eight types of capability will provide the overarching categories for structuring cultural capability training in Queensland.

## Core cultural capabilities

### Foundation

Foundation cultural capabilities are the baseline capabilities for all employees, regardless of their role, function, agency, or classification. These are the essential cultural capabilities for all employees.

### Leadership

Leadership is a practice rather than a position and it can be practised at all levels. The leadership capabilities are important in setting direction and embedding culture. They should be developed and applied by anyone exercising leadership responsibilities.

## Function-specific cultural capabilities

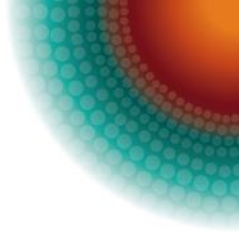
Certain functions and work activities are more likely to impact outcomes for Aboriginal and Torres Strait Islander peoples and communities. Employees performing these functions or activities need additional cultural capabilities. (Desired learning outcomes for each capability, see Appendix 2).

### Community engagement

Employees who work with Aboriginal and Torres Strait Islander people and communities will achieve better outcomes if engagement, consultation, and negotiation are culturally informed. The 'community engagement' cultural capabilities support effective community engagement activities.

### Individual service delivery

Many employees deliver services directly to members of the public, including to Aboriginal and Torres Strait Islander peoples and communities. The 'individual service delivery' cultural capabilities support effective interactions and communication with Aboriginal and Torres Strait Islander peoples aimed at improving service delivery.



### **Policy formulation**

The 'policy formulation' cultural capabilities target employees responsible for developing policy that may impact on Aboriginal and Torres Strait Islander peoples and communities. The impact may be direct or indirect.

### **Program delivery**

Program delivery is undertaken throughout Queensland, in cities and in regional and remote areas, and is often contracted to third parties. The 'program delivery' cultural capabilities provide a base level for employees developing, delivering and contract managing programs. Specific local knowledge and insights may also be needed to be effective in this work.

### **Research**

Employees engaged in research projects that involve Aboriginal and Torres Strait Islander peoples and communities require 'research' cultural capabilities. These help employees take a culturally informed approach to the research method, publication, evaluation, and management of outcomes.

### **Community Based Planning**

This capability acknowledges that community decision-making may require time and resources for the community to undertake internal consultation, independent information gathering and planning. The International Declaration on the Rights of Indigenous People advocates for the free, prior, informed consent of Indigenous people in any decisions made by governments that will impact them. Community based planning is a process that can help to meet this threshold by empowering communities with the required time and resources to plan for their future and to understand their options in this context.

The desired learning outcomes for each of these Capabilities can be found at Appendix 2.

## **The Training Challenge**

The key aim of the Training Strategy is to increase the cultural capability of our workforce. We will do this by improving our training procurement processes. Previous approaches to cultural capability training has been ad hoc and has failed to significantly improve and sustain cultural capability across the Queensland Public Service. This is consistent across Queensland Government agencies.

Reasons why previous training has failed to make an impact include:

- Content - off-the-shelf training packages may not be relevant to the staff members' role, location and/or client group.
- Delivery – the common delivery method of single session/module training lacks a learning path and cannot adequately cover the depth of skills and knowledge needed for cultural capability.

- Purchasing - a lack of understanding by training purchasers about the depth and complexity of Aboriginal and Torres Strait Islander culture and perspectives, means training purchased might not meet the needs of the staff.

### Appreciating the diversity within Aboriginal and Torres Strait Islander cultures

A significant barrier to progressing Cultural Capability is a lack of understanding and appreciation of the diversity in the Cultural groupings. Only when we can appreciate the depth and complexity of the Aboriginal and Torres Strait Islander client groups, and the depth and breadth of the issues from both historical and contemporary perspectives, can we begin to appreciate the enormity of the cultural landscape. For example there are over 230 Aboriginal Cultural Heritage bodies, there are 17 Torres Strait Islander communities, there are 16 Aboriginal LGAs; and there are many other ways the community can be broken down into significant sub-groups.

Almost equally complex as our Aboriginal and Torres Strait Islander client group is the complexity of the Queensland Government, with over 20 departments, that means in-all we have approximately 230,000 potential training clients. This complexity of subject material and the sheer volume of potential training clients demands a sophisticated solution.

### Learning Path Methodology / Learning Pathway

Given the complexity described above, the solution is, rather than attempting to learn “everything”, to focus on learning the critical skills and knowledge you need to complete your work, as described in your current personal performance plan.

The **Learning Path** methodology for employee training uses a performance improvement approach to learning and defines a Learning Path as the ideal sequence of learning activities that enables employees to reach proficiency in their job in the shortest possible time. It also provides a cycle for continuous improvement for roles that are dynamic in nature.

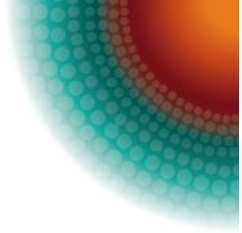
In the Learning Path methodology a learning path is created for the entire job done by an employee. By looking at learning as a complete process rather than a single event, a Learning Path enables employers and employees to find new ways to “drive out time, waste and variability in training” which leads to improved results and reduced costs ([Williams & Rosenbaum 2004<sup>2</sup>](#)).

A Learning Path methodology has been adapted for cultural capability training (see Appendix 1). This methodology encompasses internal engagement (essential core learnings) and external engagement (issue based/location learnings) and anticipates a continuous learning approach by mapping the steps an employee would take to grow their cultural capability each time a Learning Trigger occurs.

A **Learning Trigger** is a change in the staff member’s work situation which will require them to undertake more cultural capability training. Learning triggers may include a change of workplace location, a new project, a promotion or a move to a new department. The methodology adopts

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<sup>2</sup> Williams, Jim; Rosenbaum, Steve (2004). *Learning Paths Increase Profits by Reducing the Time it Takes Employees to Get Up-To-Speed*. San Francisco: Pfeiffer.

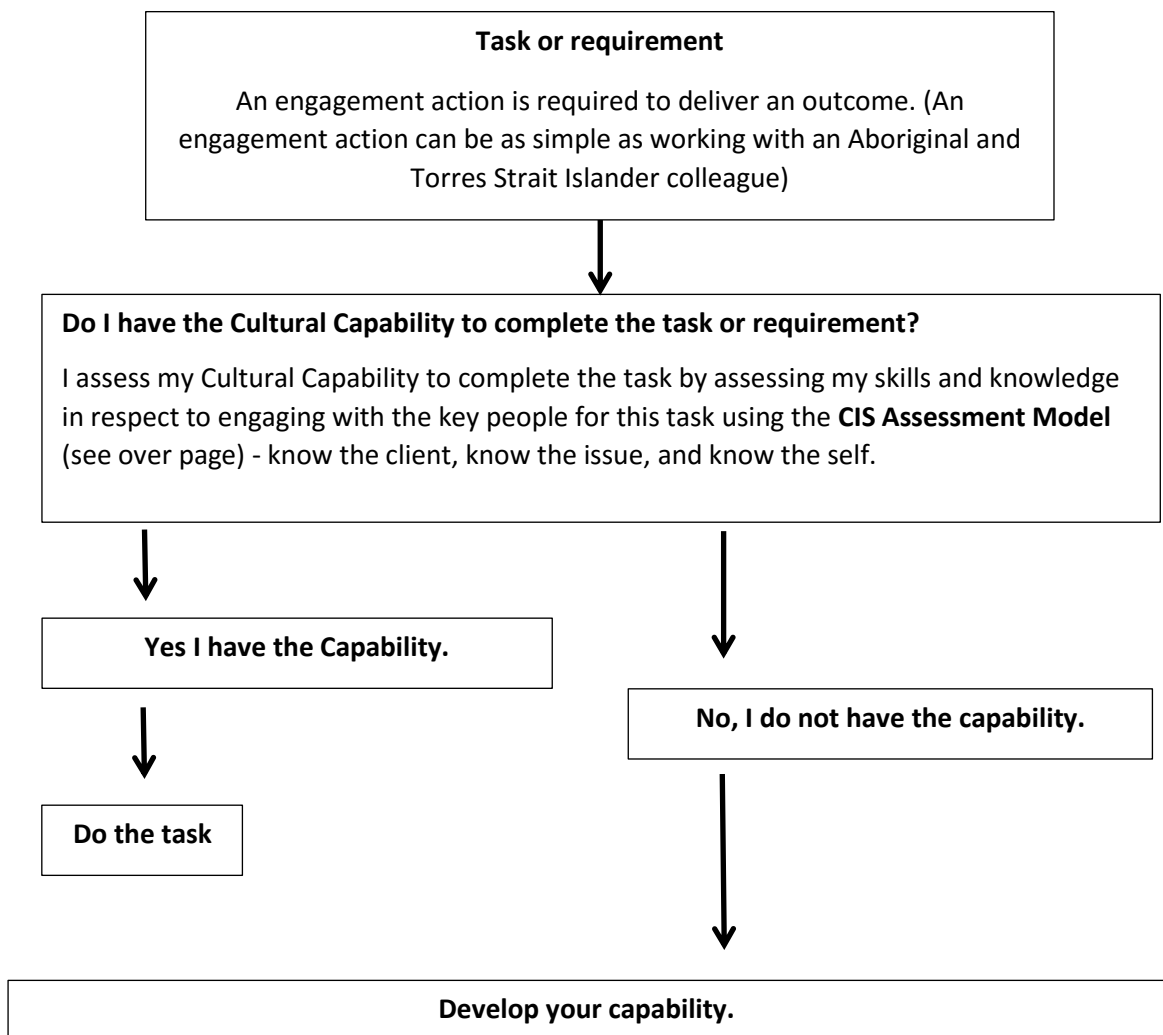


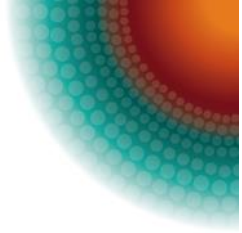
the terminology of the Queensland Government Public Service Commission’s Queensland Public Service Workforce Capability Success Profile (the Profile). For the purposes of categorising Leadership, the Profile uses four levels: Individual contributor, Team leader, Program Manager and Executive.

**Navigating your learning journey – when to take the next step in learning**

When a learning trigger event occurs, it changes your Cultural Capability needs. It could be a vertical line promotion, or a change in current projects, or a horizontal move to another work area or department, or a combination of these. A Performance Management Plan can help you determine when a learning trigger has occurred.

**Performance Management Planning**





## What skills and knowledge do I need to learn?

### **Assessing and meeting Cultural Capability needs for individuals with Function-specific needs:**

What is Cultural Capability for the individual? Put simply, it is made up of three elements: skills + cultural knowledge + operational resources. Understanding the three elements of Cultural Capability:

#### **Skills**

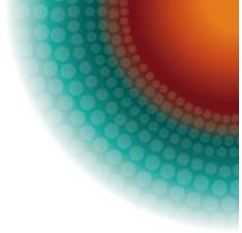
The skills needed will be determined by the type of engagement that will occur in order to achieve the outcome. The most basic engagement occurs when working with an Indigenous work colleague. In this instance, your goal is to maintain a harmonious and respectful working relationship with Indigenous work colleagues. For Engagement with external clients, your level of responsibility will correlate directly to the type of engagement that will likely occur. For example, lower level staff may be dealing with individuals in direct service delivery roles, whereas Directors and above may be dealing with community leaders in formulating policy directions. Since Community Engagement skills underpin the other five function-specific capabilities, it will be a compulsory prerequisite for staff studying the function-specific capabilities.

#### **Knowledge**

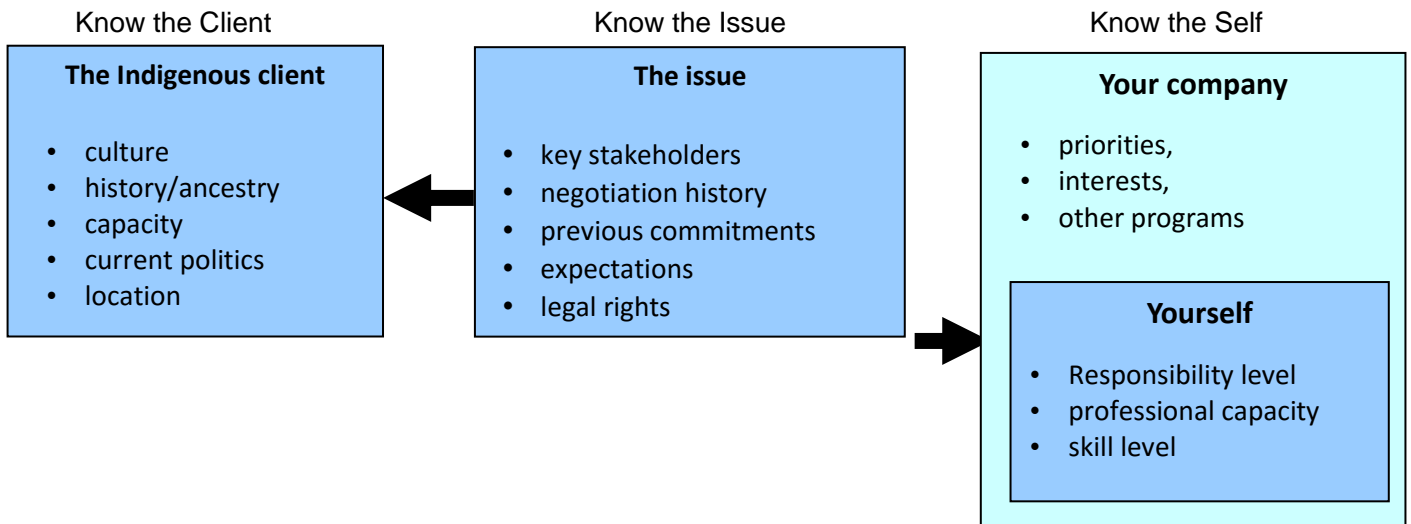
While there are two distinct cultural groups (Aboriginal peoples and Torres Strait Islanders), there are literally hundreds of ways our client group can be broken down into different sub-groupings. Unless we understand the subtleties and nuances of what makes one group differ from another, for example, who has the right to speak on an issue - is it the individual (medical) or is it the Prescribed Body Corporate (Native Title), or is a combination of both needed; then we will continue to not meet the needs of the client, or we inadvertently risk their wellbeing, and government's attempts to improve wellbeing outcomes.

The knowledge needed can be determined by applying the Client, Issue, Self (CIS) model.

Who is the Client? What are the specific issue we are dealing with? What cultural factors are important to the client about this issue? What is my level of responsibility, and what legislation and policies regulate my decisions?



## Exploring CIS model



### Operational resources:

Operational resources are those tools that help us complete our tasks. The tools can be as simple as a telephone, or promotional banners, a bus to pick up clients, right through to electronic tools such as databases, community profiles, or statistical data (Know your community). The Queensland Cultural Capability Portal is a whole-of-government overarching operational resource.

## Developing Cultural Capability

### Developing individual Cultural Capability

There are four basic methods to improve your Cultural Capability. Each meets a need or timeframe differently. In some work situations staff are under pressure to produce culturally appropriate responses in very short timeframes. In other situations staff might have a long lead-in time before the specific skills or knowledge are required.

**Developing Cultural Capability table:**

<b>Talk to someone knowledgeable</b> (Seek out staff with local/expert knowledge, or contact DATSIP)	<b>Self-driven research</b> (e.g. Internet, Cultural Capability Portal)
<b>Workshopping</b> (Explore Client, Issue, Self)	<b>Training</b> (Purchaser specified tendering)

Choosing how to get the Skills/Knowledge.

In choosing a method for “Getting the Skills/Knowledge” it is important to consider:

Priority – How soon is the Skills/Knowledge needed?

Budget – is there funding, if not how else can the Skills/Knowledge be developed.

Efficiency – for large volumes of staff, how will you choose the most effective method?

Fit for purpose – does the method meet your specific needs?

**NOTE:** When using the term “procure” in this discussion its primary meaning is “getting”, it will not necessarily involve a financial transaction. The procurement can range from “no cost” to a “full cost” service.

**Capability development table:**

<b>Tactic</b>	<b>Method/Tools</b>	<b>Procurement factors: Priority/Budget/Effectiveness</b>
Talk to someone knowledgeable (local/expert knowledge)	Face to face Phone	Quick, low cost, up-to-date information, good for
Self-driven research	Reading (Departmental correspondence systems, the Cultural Capability Portal, Agency intranets, the internet)	Quick, low cost, information quickly dated, some risk

Workshop (explore Client, Issue, Self)	Teams/Project based  Meeting room  Facilitator for big projects.	Longer to organise, possible cost, purchaser defines required content, more thorough investigation.
Training (builds skills)	Training rooms  Online training  Could be certified	Longer to access, possible costs, efficient delivery for core skills training Purchaser may define required content

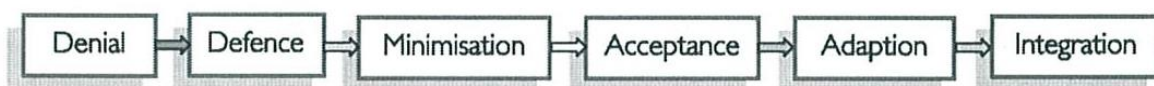
DATSIP will produce supplementary guides to help Departments to meet their Cultural Capability needs.

### Risk

Choosing whether to making training compulsory or voluntary is not without its risks. One of the toughest challenges in teaching cultural capability comes with the emotional journey that the person must complete (see Bennett’s Model below). There is the likelihood that some staff will respond negatively to participating in Cultural Capability training. Sadly, due to the sensitivity of this topic, staff can even become defensive merely discussing the concepts of cultural capability. This risk must be weighed up against the benefits of compulsory training, namely, that all staff will have been introduced to cultural capability concepts. Ultimately it is the responsibility of the trainer to ensure the staff member completes the emotional journey.

### Bennett’s conceptual model of cultural competency development<sup>3</sup>

The model provides a useful framework for understanding and identifying the successive stages in which one’s worldview is restructured through cognitive processes:



In this model, individuals develop progressively more complex and sophisticated understandings of culture (their own and that of others) as their acquisition of knowledge and intercultural experiences provide opportunities to construe (and re-construe) their understandings over time.

Excerpt from the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities:

<https://www.universitiesaustralia.edu.au/ArticleDocuments/376/National%20Best%20Practice%20Framework%20for%20Indigenous%20Cultural%20Competency%20in%20Australian%20Universities.pdf.aspx>

<sup>3</sup> Bennett’s Developmental Model of Intercultural Sensitivity (Bennett & Bennett, 2004; Hammer & Bennett, 2001; Hammer, Bennett, & Wiseman, 2003).



## Meeting Organisational Cultural Capability needs

The Public Service Act (S98) provides for the responsibilities of chief executives about how they manage their departments. All agencies should consider using a **combination, or variation**, of the following steps to address cultural capability training needs:

- **Recruitment and selection** processes to maximise alignment between organisational operational needs and candidate skills and capabilities
- **Inductions** – mandatory inclusion of basic on-line cultural awareness
- Individual **performance management plans** identifying and matching training requirements with position requirements
- **Procurement** of external training modules/courses/packages to:

Meet identified agency-level needs for, say specialised service delivery including on-line, face-to-face options and field placements (secondments to NGOs etc., visits to remote locations/communities, traditional owner-led/community-based training)

Enable staff to participate in generic whole-of-government training for, say foundation, leadership, or policy capabilities including on-line and face-to-face options

- **Staff participation** in agency CCAP supported initiatives such as:

Mentoring and buddying schemes

Events such as NAIDOC Week

Exposure to resources through communication services/social media/intranet/links to internet resources/movies/DVDs

Team meetings where cultural capability is a standing agenda item

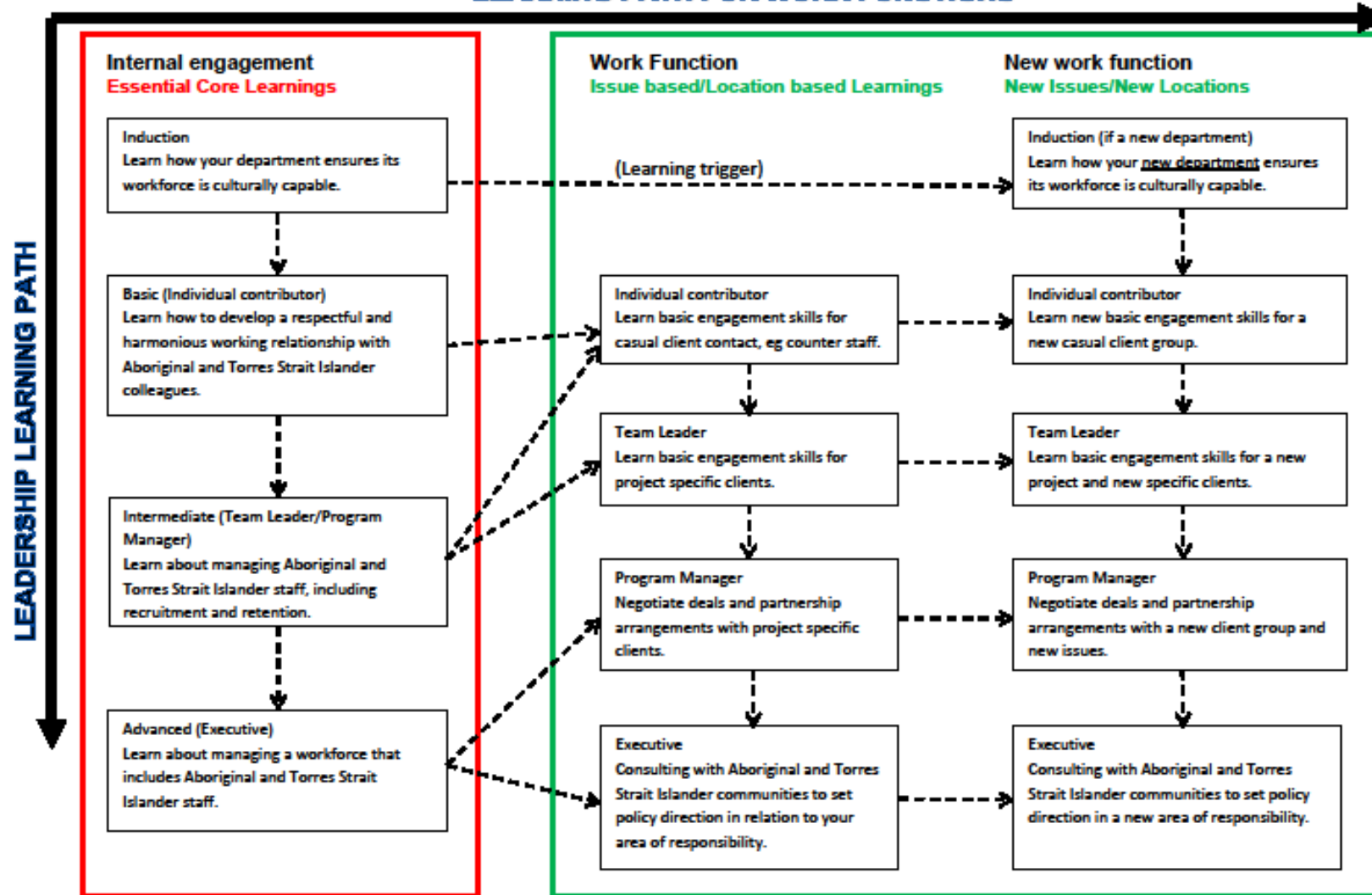
Participation in program related community engagement activities and meetings with Elders and community representatives.

Agencies would be free to make arrangements for their staff to receive alternative core foundation and leadership training if they have already developed an existing product. Ideally these Agencies would ensure that their training is consistent with this Training Strategy and the desired cultural capabilities listed.

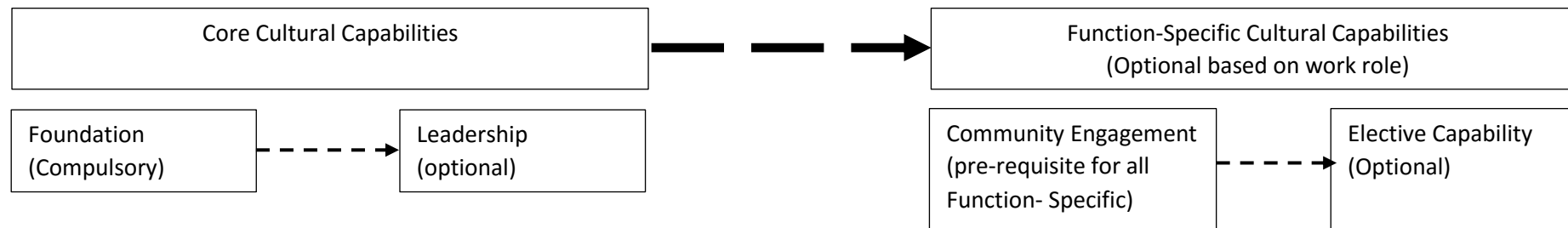
# Learning Path Model

## Learning Path Methodology for Individuals

### LEARNING PATH FOR WORK FUNCTIONS



## Simplified Capability Learning Map



## Desired learning outcomes for each Capability

### Core cultural capabilities

<p><b>Foundation</b>—All employees regardless of role, function or level. Prerequisite for all further core cultural capabilities and function-specific cultural capabilities learning</p>		
<p><b>Knowing</b></p> <p>Understands:</p> <ul style="list-style-type: none"> <li>• your Agency’s legislative frameworks, policies and strategic plans relevant to Aboriginal and Torres Strait Islander peoples</li> <li>• Aboriginal and Torres Strait Islander business within the agency and the outcomes the agency is responsible for delivering</li> <li>• the impacts of historical events and previous policies on Aboriginal and Torres Strait Islander peoples</li> <li>• the current issues facing Aboriginal and Torres Strait Islander peoples and how this is framed by history</li> </ul>	<p><b>Doing</b></p> <ul style="list-style-type: none"> <li>• Engages with cultural events, celebrations, and commemorations</li> <li>• Communicates respectfully with Aboriginal and Torres Strait Islander stakeholders, clients, and colleagues</li> <li>• Uses diverse knowledge and experiences to achieve outcomes</li> <li>• As appropriate, advocates regard for the relevance and importance of Aboriginal and Torres Strait Islander culture, heritage, values, and protocols</li> <li>• Learns about societal and kinship systems and supports Aboriginal and Torres Strait Islander</li> </ul>	<p><b>Being</b></p> <ul style="list-style-type: none"> <li>• Is sensitive, empathetic, non-judgmental and respectful towards Aboriginal and Torres Strait Islander cultures and heritage</li> <li>• Considers and respects the perspectives of Aboriginal and Torres Strait Islander peoples and encourages this in others</li> <li>• Actively seeks out and values the diverse views and experiences of Aboriginal and Torres Strait Islander peoples</li> <li>• Is aware of own personal and cultural biases and how these impact their own perspectives, and puts in place strategies to overcome these</li> </ul>

<ul style="list-style-type: none"> <li>• the significance of cultural events and celebrations such as NAIDOC, Sorry Day and Reconciliation</li> <li>• the significance of cultural protocols, practices, and definitions of family, and how these impact Aboriginal and Torres Strait Islander peoples</li> <li>• the diversity of Aboriginal and Torres Strait Islander peoples and their world views and shared connections to land and culture</li> <li>• the unique nature of Aboriginal and Torres Strait Islander communities</li> </ul>	<p>peoples to observe protocols and maintain cultural systems</p> <ul style="list-style-type: none"> <li>• Works towards eliminating racism through own actions</li> <li>• Adapts communication methods and styles when required to meet the needs of Aboriginal and Torres Strait Islander peoples</li> <li>• Undertakes ongoing cultural learning</li> <li>• Identifies verbal and non-verbal cues and responds with sensitivity and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges the contribution Aboriginal and Torres Strait Islander people make to Australian society</li> <li>• Shows sensitivity and respect for culture in responding to individual needs and circumstances</li> </ul>
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Leadership—Set the direction and embed the workplace culture through leadership		
Knowing	Doing	Being
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the value of leadership practice in developing and implementing policy and legislation—especially in complex areas</li> <li>• the cultural context and the impacts of past events, policies and programs and their relevance to emerging issues, challenges and opportunities</li> <li>• the sources of knowledge resting with Aboriginal and Torres Strait Islander employees, stakeholders and networks</li> <li>• the broader implications of the government’s agenda for Aboriginal and Torres Strait Islander peoples and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates expectations in relation to cultural awareness and diversity</li> <li>• Leads the engagement of Aboriginal and Torres Strait Islander peoples and communities to deliver the Government’s priorities in a culturally appropriate way</li> <li>• Acknowledges and shows appreciation for contributions and knowledge of Aboriginal and Torres Strait Islander peoples and communities in achieving outcomes</li> <li>• Works in genuine partnership with Aboriginal and Torres Strait Islander peoples to achieve shared outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Actively learns from Aboriginal and Torres Strait Islander peoples about their culture and supports others to do so</li> <li>• Encourages and draws on different cultural experiences and knowledge</li> <li>• Respects and supports the social and kinship systems of Aboriginal and Torres Strait Islander peoples</li> <li>• Has an authentic and respectful interest in Aboriginal and Torres Strait Islander culture, policy, and implementation matters</li> <li>• Takes the perspective of others, seeking to understand Aboriginal and Torres Strait Islander peoples’ points of view and experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• Makes careful observations to understand the underlying dynamics shaping an issue</li> <li>• Models inclusive behaviours and challenges and deals promptly, but respectfully, with inappropriate behaviour.</li> <li>• Creates a shared understanding of the cultural issues on policy</li> <li>• Shows respect and professionalism towards Aboriginal and Torres Strait Islander people and communities throughout the policy development process</li> <li>• Supports and enables Aboriginal and Torres Strait Islander providers to deliver program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with Aboriginal and Torres Strait Islander employees in a sensitive and equitable manner</li> </ul>
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### Function-specific cultural capabilities

<p><b>Community engagement</b>—Engage, consult or negotiate with Aboriginal and Torres Strait Islander communities. Prerequisite for all further function-specific cultural capabilities learning.</p>	
<p>Knowing</p>	<p>Doing</p>
<p>Understands:</p> <ul style="list-style-type: none"> <li>• cultural models, protocols and community dynamics and uses this to shape consultation approaches and engagement with communities</li> <li>• priorities and needs of specific communities</li> <li>• process and protocols of community engagement in the community’s context</li> <li>• the impact of attitudes, beliefs and past experiences of Aboriginal and Torres Strait</li> </ul>	<ul style="list-style-type: none"> <li>• Works within cultural and community protocols to deliver results</li> <li>• Facilitates, encourages and values the involvement of Aboriginal and Torres Strait Islander community members</li> <li>• Allows adequate time for community members to consider issues and engage productively</li> <li>• Ensures ongoing communication to discuss outcomes, actions and initiatives with the community</li> <li>• Identifies and resolves conflict productively and respectfully to build trust and maintain relationships.</li> <li>• Responds positively to differences and communicates respectfully</li> <li>• Identifies opportunities to learn and develop cultural understanding</li> <li>• Listens carefully to ensure all views are shared and understood.</li> </ul>

Islander peoples in the engagement and consultation process.	
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Individual service delivery—Deliver services to Aboriginal and Torres Strait Islander peoples and communities	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the issues affecting Aboriginal and Torres Strait Islander peoples and communities at the local level and more broadly</li> <li>• the protocols for providing culturally appropriate services to Aboriginal and Torres Strait Islander clients</li> <li>• the opportunities for working across jurisdictions at a local level</li> <li>• the kinship systems within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies appropriate flexibility in service delivery to meet the cultural needs of individuals</li> <li>• Makes information accessible, culturally appropriate, and targeted to the audience</li> <li>• Manages and resolves conflict with respect for the individual and their culture</li> <li>• Creates a safe interpersonal environment by listening and showing a respectful interest in culture, past experience, and personal circumstances.</li> <li>• Actively seeks opportunities to deliver outcomes for Aboriginal and Torres Strait Islander clients</li> <li>• Is flexible and willing to tailor approaches to create culturally appropriate solutions</li> <li>• Respects the complexities of kinship systems and supports individuals and the community to meet cultural and kinship obligations.</li> </ul>

Policy formulation—Formulate policy that may impact directly or indirectly on Aboriginal and Torres Strait Islander peoples and communities	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the tiers of government and how these relate to one another in developing policy that impacts Aboriginal and Torres Strait Islander peoples and communities</li> <li>• Aboriginal and Torres Strait Islander cultural beliefs, customs and requirements in the policy development process</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves policy outcomes for Aboriginal and Torres Strait Islander peoples and communities through connecting with other agencies and working co-operatively</li> <li>• Identifies local issues and develops local level strategies to implement changes in policy</li> <li>• Recognises and attributes the expertise and contributions of Aboriginal and Torres Strait Islander peoples in developing policy</li> <li>• Draws on evidence through appropriate resources, knowledge, networks and consultation in policy development</li> <li>• Shares the vision for success by actively engaging Aboriginal and Torres Strait Islander stakeholders in policy development.</li> </ul>

<ul style="list-style-type: none"> <li>• cross portfolio and whole of government issues and priorities as they impact Aboriginal and Torres Strait Islander peoples</li> <li>• Aboriginal and Torres Strait Islander stakeholders and the dynamics of engaging with them respectfully</li> <li>• possible unintended consequences or disproportionate impact of ‘mainstream’ government policy on Aboriginal and Torres Strait Islander peoples.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes opportunities to connect and partner with other agencies on policy development that impacts Aboriginal and Torres Strait Islander peoples</li> <li>• Actively engages with Aboriginal and Torres Strait Islander stakeholders</li> </ul>
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<p><b>Program delivery</b>—Deliver outcomes through programs to Aboriginal and Torres Strait Islander communities</p>	
<p>Knowing</p>	<p>Doing</p>
<p>Understands:</p> <ul style="list-style-type: none"> <li>• government policy in the context of achieving outcomes for Aboriginal and Torres Strait Islander peoples and communities</li> <li>• the cultural context for decision making and the implications for program delivery in Aboriginal and Torres Strait Islander communities</li> <li>• the processes and requirements of funding, grant administration, contract management, purchasing arrangements and program</li> </ul>	<ul style="list-style-type: none"> <li>• Applies appropriate flexibility in program delivery to meet the specific cultural needs of the community</li> <li>• Consults the community to develop and implement local level strategies</li> <li>• Builds and continues to strengthen relationships with Aboriginal and Torres Strait Islander communities</li> <li>• Involves community stakeholders in program delivery and advocacy.</li> <li>• Collaborates with other agencies and those working on the ground in delivering programs to achieve outcomes</li> <li>• Builds the capacity of Aboriginal and Torres Strait Islander peoples and communities</li> </ul>

<p>guidelines and how these can be adapted to meet specific community needs</p> <ul style="list-style-type: none"> <li>• key community stakeholders and their role in their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds trust with the community by listening and showing a genuine, respectful interest in the community’s specific issues and opportunities</li> </ul>
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<b>Research</b> —Research, monitor and evaluate projects that involve Aboriginal and Torres Strait Islander peoples and communities	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the requirements and principles provided in the Guidelines for Ethical Research<sup>4</sup> in Australian Indigenous Studies</li> <li>• good practice research methods and the cultural requirements of conducting research with or about Aboriginal and Torres Strait Islander peoples</li> <li>• the heritage, cultural and intellectual property rights of Aboriginal and Torres Strait Islander peoples and communities as they apply to research</li> <li>• that research should be for the benefit of Aboriginal and Torres Strait Islander people and communities.</li> <li>• the impact of mainstream research on Aboriginal and Torres Strait Islander peoples.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies evidence based research methodology, underpinned by ethical and culturally acceptable practices</li> <li>• Achieves outcomes that ensure equitable benefits for participating communities</li> <li>• Research is conducted in line with community expectations and cultural protocols, and allows for ongoing opportunities for community involvement</li> <li>• Data is gathered, interpreted, analysed, and presented in ways that are most useful and least disruptive for Aboriginal and Torres Strait Islander peoples.</li> <li>• Commits to meaningful engagement and reciprocity<sup>5</sup> between the researcher and Aboriginal and Torres Strait Islander peoples and communities</li> <li>• Shows respect for the contribution of Aboriginal and Torres Strait Islander culture, knowledge and materials when designing and undertaking research</li> <li>• Engages and negotiates in good faith, with the intent to benefit Aboriginal and Torres Strait Islander peoples and communities.</li> </ul>

<sup>4</sup> Australian Institute of Aboriginal and Torres Strait Islander Studies (2012) Guidelines for Ethical Research in Australian Indigenous Studies, Canberra, Commonwealth of Australia

<sup>5</sup> Reciprocity in this instance is a commitment to return research results to communities in an appropriate, accessible and timely manner



Community Planning —Aboriginal and Torres Strait Islander peoples and communities play a central role in developing plans for their future	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander stakeholders and the dynamics of engaging with them respectfully</li> <li>• how Aboriginal and Torres Strait Islander disadvantage can be a barrier to equitable participation in the planning development process</li> <li>• the tiers of government and how these relate to one another in developing planning regimes that impacts Aboriginal and Torres Strait Islander peoples and communities</li> <li>• cross portfolio and whole of government issues and priorities as they impact Aboriginal and Torres Strait Islander peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures all stakeholders are supported to participate equitably in the planning process</li> <li>• Achieves outcomes for Aboriginal and Torres Strait Islander peoples and communities through connecting with other agencies and working co-operatively</li> <li>• provides a forum for Aboriginal and Torres Strait Islander communities to identify local issues and develop local level strategies to implement changes</li> <li>• Draws on evidence through appropriate resources, knowledge, networks and consultation in policy development</li> <li>• Shares the vision for success by actively engaging Aboriginal and Torres Strait Islander stakeholders including women and youth.</li> </ul>