Staying Deadly in the Workplace

- Culturally specific selection centres
- Indigenous specific retention programs

Programs for selection & recruitment of Indigenous people in the workplace

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OVERVIEW OF SELECTION CENTRES & WORKER RETENTION PROGRAMS

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The training modules described above have been developed by Indigenous Psychological Services as part of a comprehensive Indigenous Employment Initiative. The modules represent skills based learning directed specifically at maintaining Aboriginal people in long-term employment. The modules address factors, which have been identified as primary reasons for Aboriginal people leaving employment.
INDIGENOUS SPECIFIC SELECTION CENTRES

IPS can provide culturally appropriate and comprehensive selection centres to ensure that the best candidates are recruited into Organisations who wish to increase the number of indigenous people in their workplace. This involves administering a selection of psychometric tests to candidates, a range of applied tasks to supplement test data, as well as interviews. This is delivered via assessment centres (see section below).

The Test Battery

Tiplady & Barclay (2007) strongly suggests that any Indigenous Recruitment Process should ideally be delivered via assessment centres and incorporate culturally appropriate psychological testing and assessment. To date, many companies have attempted to achieve this via the utilisation of so-called ‘culture-fair’ or ‘culture-reduced’ tests or the adaptation of existing tests with a very limited degree of success. IPS has been involved in the development of Indigenous specific psychological tests since 1998 and has developed the only culturally validated psychological tests in existence via Dr Westerman’s PhD research. As a result the IPS Assessment Centres incorporate the following (additional) components:

- Work preparedness
- Aptitude Assessments
- Ability Testing
- Personality and Mental Health Functioning
- Safety Assessment
- Team Assessment
- Worker Retention

Tests & protocols utilised

These areas are covered via the following range of unique tests and assessment protocols:

1. **Semi-Structured Interview Schedules.** IPS has developed a number of Semi-Structured Interview Schedules specific to different types of Indigenous recruits (i.e. graduates, operators etc).
2. **The Psychometric Tests - Unique to IPS.** IPS has the only psychological tests which have been developed uniquely for and by Indigenous Australians and these are available to be utilised within the assessment centre by IPS.
3. **Mainstream tests, with adaptation for use with Aboriginal clients.** IPS is managed by the only Indigenous person in Australia with a PhD in Clinical Psychology. This PhD focused on the Psychological Assessment of Aboriginal clients and resulted in the development of the only unique (culturally validated) test for Aboriginal people (the Western Aboriginal Symptom Checklist - Youth (WASC-Y)). As such, IPS is a company that not only have access to a range of highly trained psychologists, but who are also extremely skilled in understanding the limitations of existing mainstream testing protocols. IPS have developed a range of normative data for a number of mainstream test protocols and conducted adaptation on some of these. These tests are able to be readily used across the range of Indigenous recruits (i.e. unskilled, semi-skilled and skilled workforce).
4. **Mainstream ‘culture-fair’ tests.** IPS is able to access any range of psychological tests specific to the requirements of Woodside. Additionally, as discussed previously, due to IPS’ unique experience in understanding the problem solving and learning styles of Aboriginal people this places the organisation in the unique position of being able to:
   - Interpret the test and outcomes of activities appropriately
   - Administer the tests in a culturally appropriate manner
   - Address issues of interaction bias between assessor and candidate
5. **Applied Activities.** During the assessment centres IPS combines psychological tests with a number of unique applied activities which enable a greater amount of valuable assessment data to be gathered. Culturally appropriate assessment of Indigenous people requires a strong focus on qualitative data which essentially means the observation of candidates in applied activities to determine the candidates skills and abilities.
RR101: MENTOR TRAINING

Course Audience
This course is designed for Indigenous people who are in established in employment and have an interest in being a mentor to other Indigenous people in the workplace.

Module Purpose
The purpose of this module is to provide the necessary information and skills to Indigenous people that ensure that they are able to fulfill a mentoring role within their organisations for other Indigenous employees (mentees). The module provides information on the concept of mentoring and clarifies what the role of a mentor is and particularly assists participants to determine whether mentoring is right for them. This details the different types of mentoring, (proposed for Indigenous people as technical, cultural and retention mentoring) as well as the cross-over between the different types. Essential to this module is in ensuring that mentors are aware of the organisational requirements of mentors and how this fits with their motivation both in terms of wanting to assist other Indigenous people and whether this fits with the person’s capacity to be available to mentees.

The module focuses heavily on the provision of skills required of a mentor specific to the retention of Aboriginal people in the workplace. Factors such as cultural obligations and how to manage these within the confines of employment within mainstream environments, how to manage cultural issues within these confines as well as assisting mentees to manage the transition from community to workplace.

The training also focuses on the cultural, motivational and personal ‘fit’ of mentors to this role. Issues such as recognition of the role requirements and understanding the limitations (and boundaries) of the mentor role are essential to ensuring that there is an element of safety built in around potential mentors. This includes issues of cultural safety and security, the Codes of Conduct for Mentors and the associated responsibilities of mentors to report back to organisations, maintain client information and confidentiality and the potential impacts of the mentoring role.

Learning Outcomes and Objectives

Unit 1: Introduction to the concept of Indigenous mentoring
- Why do we need Indigenous mentors in the workplace
- What are the particular needs of Indigenous people in the workplace
- What impacts on the retention of Indigenous people in the workplace and how mentoring can assist
- Cultural issues that impact
- Managing cultural issues within the workplace
- Educating management/supervisors about cultural issues and impacts of these
- What is a mentor?
- The skills required of an effective mentor
- The different types of mentors
  - Technical mentoring
  - Cultural mentoring
  - Retention mentoring
- The role of each type of mentor

Unit 2: The role and skills required of Indigenous mentors
- Role definitions
- Codes of Conduct for Mentors - what responsibilities do I have as a mentor
- Meeting the Organisations requirements
- Matching mentors to mentees
- The nature of the mentor - mentee relationship - is it an equal one?
- The importance of having a match between mentor and mentee - how does culture come into play?
- What type of mentor is best for me based on my particular technical, personal and cultural skill set?
- Ensuring a match between mentor and mentee
- An assessment of mentor style
RR101: MENTOR TRAINING cont.

Unit 3: Planning to be an effective mentor
- Developing an effective mentor plan - a cultural framework
- The predictors of effective Indigenous mentoring
- Recognising your limitations as a mentor
- Identifying the type of assistance a mentor needs
- Support and advocacy skills
- How to evaluate my effectiveness as a mentor
- How to disengage from mentees
- How do I know when my job is finished as a mentor?

Unit 4: Introductory Skills - counselling, advocacy and support skills
- Introduction to the basic counselling microskills
  - Empathy
  - Active Listening
  - Questioning Style
  - Probing and Challenging
- Why these skills are needed for mentors
- Limitations in the use of counselling microskills
- Presenting your limitations to others and particularly mentees
- Your role as an informal helper
- Helping the mentee to define their problem
- Introducing your role
- Confidentiality and cultural safety issues
- Gaining the mentors consent - why is this important
- Imparting information to a third party ("the organisation")
- Dealing with information that may impact upon employability
- Maintaining client information
- The art of advocacy - to management
- Advocating on behalf of an Aboriginal employee
- The art of advocacy - to external services
- Making referrals to appropriate services if needed

Unit 5: Applied Skills Based Training
- Problem solving - a model
- Assisting the mentee to learn how to problem solve their way through issues
- Mediation - a basic model
- Conflict Resolution Skills
- Some strategies to ensure the de-escalation of conflict
- The importance of assertive and effective communication
- Working with non-Indigenous people
- The differences in communication, learning styles, interactions and how these differences can translate into difficulties in the workplace
- Assisting in managing the transition from community to the workplace for Mentees
- Stress management & Prevention of burnout
- What is stress?
- How does it impact?
- How stressed am I really
- The potential impacts of being a mentor
- Why do certain people impact on me more than others
- Compassion fatigue - what happens when I can’t switch off
- A smorgasbord of stress management techniques
- Building in support for myself
- A self care management plan
RR102: MANAGING THE TRANSITION FROM COMMUNITY TO WORKPLACE

Course Audience

This course is designed for Indigenous people who are either entering employment for the first time or have been in the workplace for some time and have noticed some transitional difficulties. It is also helpful for Indigenous people in employment who wish to develop skills to facilitate any cultural, family or personal role changes involved in full-time employment.

Module Purpose

The aim of this training module is to increase participant awareness of the role changes that will occur when trying to manage the demands of full time work with the extraordinary stressors that continue with balancing cultural demands of family, community and culture. The difficulties in managing the transition from community into predominantly mainstream work environments whilst also maintaining cultural obligations are explored. The module A myriad of issues are explored such as providing an increased awareness of the extent of changes involved in managing full time employment whilst also retaining a sense of cultural identity. Psychological, individual, and family adjustment to this role change is examined and the issue of mental health explored in relation to this.

Participant will be provided with (and use some of their own) examples of difficulties commonly encountered by Indigenous people in the workplace. Examples include differences in communication, socialization and learning styles between Aboriginal and non-Aboriginal people and how these can impact upon difficulties in the workplace. The module provides information on the common outcomes of cultural dislocation (including ‘longing for country’) and how this can lead to issues of burnout, increased stress and ultimately depression and anxiety. Practical information and advice regarding how to identify the precursors to ineffective management of these stressors will be provided as well as strategies to ensure health and well being at work and home. This also includes information on how to monitor your health and wellbeing and a comprehensive self-care plan.

The self care plan focuses on dealing with the additional stress of full-time employment, managing role changes and how to meet all ‘needs’ of cultural, family and work obligations. Much of this, if not identified and managed appropriately can results in employment issues and often lack of retention in the workplace. Participants will be provided with strategies to cope more effectively with these situations.

Learning Outcomes and Objectives

Unit 1: The transition from community to workplace - what’s involved

- Understanding the role changes involved in making a transition from community to workplace
- Becoming (Aboriginal) employee, family member, community member and cultural?
- An awareness of the different cultural shifts inherent in entering full time employment in mainstream work environments
- Participants will explore the myth’s and prejudices which they may encounter in their own communities, or with their families when they are engaged in full-time employment (i.e. ‘Crossing the barrier’s from non-Aboriginal to Aboriginal world view)
- What are the common difficulties that arise - overt and covert racism - are we seeing racism where there is none OR are we not identifying racism based on our own experience of mainstream environments
- How changes can affect mood states, day to day work, family lives and ability to fulfill cultural and family obligations
- The extent of change that is involved in entering full time employment
- The potential stressors - community, culture, family and work
- The impacts of these stressors on the individual and what predicts how individuals cope or don’t cope
- How stressed am I likely to get
- Participants will learn about system’s theory (specifically Bronfenbrenner’s Systemic Theory) as an explanation of how changes in one aspect of system can affect change in another
Unit 2: Managing Cultural, Family and Community Obligations

- Participants will gain an understanding of what full-time/part-time/casual employment is about and what it means to them in terms of their role in the community and their family.
- Participants will gain an understanding of the principles of cultural obligation and how this can impact upon full-time employment.
- Participants will gain an understanding of the types of common cultural and family obligations and conflicts that can impact on working full-time.
- Facilitators will assist participants to generate practical strategies to deal with common community and family demands in relation to full-time employment.
- Participants will gain an understanding of the life changes involved in engaging in full-time work, and how this can affect cultural, mental health and moods.
- Participants will gain an understanding of what how to recognize the impact that the workplace has on your role in your family, with friends, and within your community. This will include pressure to meet the demands o the different roles that you have and how this can impact on your moods.
- Participants will gain an understanding of what depression is and the different forms of this. An understanding will be gained of the difference between normal “sadness”, and depression.
- Participants will understand what can cause people to become depressed, and how this can relate to depression in the workplace.
- Participants will also begin to understand their personality type, and how they normally react to change, and life stresses.
- Participants will gain an understanding of what anxiety are the different types and the relationship between anxiety and depression.
- Participants will be provided with practical strategies to enable them to self-monitor their moods; to understand what is normal and what is not, and how to make positive life changes.
- Participants will understand what can cause people to become stressed at work as well as home due to this change in role and demands.
- Participant will also begin to understand their personality type, and how they normally react to change, and life stresses.
- Participants will be provided with practical strategies to enable them to self-monitor their moods; to understand what is normal and what is not normal - how to tell when they, and how to make positive life changes.
RR103: EFFECTIVE COMMUNICATION FOR ABORIGINAL PEOPLE

Course Audience

This course is designed for Indigenous people who are in established in employment and have an interest in being a mentor to other Indigenous people in the workplace.

Module Purpose

The aim of this training module is to familiarise Indigenous employees with the more effective styles of communication in the workplace, but also in family and community relationships.

This module will explore the differences in communication between Aboriginal and non-Aboriginal people and how this can lead to unintentional difficulties and ultimately conflict in the workplace. Most of this is due to misunderstanding of the different communication styles that exist across cultural groups.

Participant will gain an understanding of their own unique communication styles, and the extent to which this can create or solve problems. Practical strategies as well as more appropriate communication models will be provided which aims to skill participant to manage their individual needs, the workplace, family, community and cultural obligations more effectively.

Learning Outcomes and Objectives

Unit 1: Introduction to the concept of cultural differences in communication

- Participants will learn about the different types of communication that exist across Aboriginal and non-Aboriginal cultures
- Information regarding the differences in child-rearing practices between Aboriginal and non-Aboriginal that lead to communication differences will be explored
- Participants will explore the basis of their own cultural identity as a basis for the extent of these differences
- Participants will learn how differences in communication between Aboriginal and non-Aboriginal people can lead to mis-communication and other issues within the workplace

Participants will explore the pros and cons of differences in communication

Unit 2: Exploring different communication methods and models

- Participants will understand the type of communicator they are, and what aspects of their communication create problems at work and home
- Participants will learn practical guides to facilitate changes in communication styles to enable them to become more effective communicators
- Participants will learn effective communication skills and different models of communication styles

Participants will learn how to gauge whether they have communicated their point of view effectively through a model of feedback and listening
RR104: WORKING WITH NON-INDIGENOUS PEOPLE

Course Audience

This course is designed for Indigenous people who employed within predominantly mainstream work environments.

Module Purpose

The aim of this training module is to engage participants with the potential problems in encountering a primarily non-Aboriginal work environment. This includes exploring the common myths and stereotypes held by non-Aboriginal towards Aboriginal people AND Aboriginal people towards non-Aboriginal people. Those common myths held will be explored and investigated for their accuracy and potential impact on participants in the workplace. Associated with this will be the provision of effective coping mechanisms to utilise in the workplace and general life. This involves understanding what cultural issues can impact upon retention of Aboriginal people in the workplace - cultural obligations, management of additional stressors associated with moving into a work environment, experiences of racism and responses to it amongst other things. Finally, information on cultural differences - focusing on differences in attitudes to family and community; differences in communication, learning styles and social skills and how these impact. Practical skills to address these differences are provided and practiced in the context of maintaining one’s sense of cultural identity whilst incorporating elements of mainstream culture that make the transition into the workplace more manageable.

The module focuses on the provision of skills which are known to ensure the long-term retention of Aboriginal people in the workplace. The module is interactive and promotes the expression of personally held beliefs, values and how these have impacted upon the participant’s capacity to incorporate different cultural ideologies into day to day life.

Learning Outcomes and Objectives

Unit 1: Developing an understanding of working effectively in mainstream work environments

• Identifying a culturally ‘safe’ work environment - what you should have, what you will most likely have - your role in shifting perceptions
• Participants will explore the myths that non-Aboriginal people have of Aboriginal people, and understand how to manage this in the workplace
• Identifying racism in the workplace - is it real or imagined and how can I tell
• What impacts do my personal experiences / exposure to non-Aboriginal culture has on my perceptions of racism and particularly working with non-Aboriginal people
• Participants will explore the myths and misconceptions they hold with regard to non-Aboriginal people, and understand how this will impact upon their maintenance in the workplace
• Understanding my cultural identity and the importance of maintaining this when living in a mainstream world
• How this is best achieved without ‘giving up’ some of my Aboriginal culture in the process
• What can happen if cultural identity is denied (by self and others) in the workplace
• How to improve the cultural awareness of co-workers

Unit 2: Strategies to work more effectively with non-Indigenous people

• Participants will be provided with factual information that will assist them to address some of the more common myths and stereotypes held about Aboriginal people as a method of managing misunderstandings if and when they arise
• Information on the transitional issues that are involved in moving into mainstream work environments
• Identifying what additional stressors are involved in this transition - the role changes involved
• What cultural barriers may exist and how to address these effectively
• Participants will be provided with coping strategies specific to the effective management of issues involved in working with non-Indigenous people, specifically:
  • Faulty thinking specific to perceptions of racism & stressors in the workplace based on cultural differences - is this imagined or real
  • Effective communication specific to challenging myths and stereotypes that may exist about Aboriginal people in the workplace
  • Assertive communication specific to non-tolerance of racism in the workplace
RR105: CONFLICT RESOLUTION FOR ABORIGINAL PEOPLE

Course Audience

This course is designed for all Indigenous people who wish to learn more about the effective management of conflict, and particularly that which has a cultural basis. It is also appropriate for those Aboriginal people who wish to understand more about the role of culture in the development of approaches to conflict and the maintenance of conflict.

Module Purpose

The aim of this training module is to familiarise participants with the notion of conflict resolution and the benefits this skill can bring into the workplace as well as family and community life. The training is placed within a context of how conflict is identified and addressed differently across Aboriginal and non-Aboriginal cultures. The benefit of this module lies primarily in the presentation of conflict resolution as a strategy that will facilitate maintenance in a primarily non-Aboriginal work environment. Practical strategies and examples of common dilemmas will facilitate and enhance learning.

Learning Outcomes and Objectives

Unit 1: Developing an understanding of conflict resolution and the role of cultural differences

- Participants will understand what conflict is and the benefits of managing it more effectively
- Participants will understand how conflict looks different from my (Aboriginal) community to a (non-Aboriginal) workplace
- Understanding the basis of cultural differences
- The extent to which cultural differences in conflict management have impacted upon me personally
- How to incorporate these cultural differences into ‘mainstream’ approaches to management of conflict - are they compatible?
- Participants will understand the different levels of conflict, and how this affects the response taken to resolve it. Do cultural differences in conflict resolution impact on capacity to manage the different types and levels of conflict

Unit 2: Effective Conflict Resolution Strategies for Aboriginal people

- Participants will be provided with information on the different types of culturally based conflicts that they are most likely to encounter
- Is conflict real or imagined? Understanding how our experience of different cultures (e.g. racism) can impact on how we are able to manage conflict effectively
- Participants will understand how they normally deal with conflict and judge whether this is effective or not in relation to models of conflict resolution
- Participants will understand how the way I handle conflict can affect their spirituality - why do traditional methods of conflict resolution work
- How failure to resolve conflict can affect my mental health and my job
- Participants will understand the link between conflict resolution and assertive communication and particularly the differences in cultural communication styles
- Participants will be provided with models of conflict resolution and opportunity to apply new strategies using common, practical examples of conflict
- These models will be taught in the context of appropriate learning styles of Indigenous people - through role modeling, and real scenarios provided by facilitators
RR106: STRESS MANAGEMENT, RELAXATION AND SELF CARE FOR ABORIGINAL PEOPLE

Course Audience

This course is designed for all Indigenous people who wish to learn more about stress and its impacts and to develop skills to manage the effects of stress to ensure wellbeing in the workplace, community and family life.

Module Purpose

The aim of this training module is to familiarise participants with the idea of stress and the role it plays in our lives. Techniques will be taught regarding how to identify when you are becoming stressed and the different areas of stress that exist for Aboriginal people (cultural, community, family and work). Practical stress management techniques will be taught that can be utilized in any environment. The module will conclude with the participants developing their own individual stress management plan that can be used across different environments and cultural contents. Relaxation, Guided Imagery, Centered Breathing, Progressive Relaxation, The “Big Stretch” with an Indigenous focus

Learning Outcomes and Objectives

Unit 1: What is stress and what are the impacts

- What is Stress?
- The peculiarities of participants particular work environments will be explored and stressors identified
- Participants will be provided with information regarding the level at which stress impacts upon our functioning
- The impacts of transition from community to workplace - learning about culture stress
- The role of culture stress in how we manage stress more effectively and how stress reactions can be compounded
- Participants will be taught how to be aware of their own levels of stress and when they have reached ‘stress overload’. This incorporates cultural stressors such as work, family, community and culture in addition to work stressors
- The stressors for Aboriginal people - managing these effectively
- How Aboriginal people cope with stress - is this different?
- Underlying factors that can create additional stress for Aboriginal people (marginalisation, stolen generation issues, trauma, racism, culture stress) as well as work stressors  (e.g. underground shift work, fly-in/fly-out)

Unit 2: Management of Stress

- Learn how Aboriginal people manage stress - What is different?
- The focus on spirituality, connectedness to land and how this impacts
- “How do I deal with stress?” What works / doesn’t work?
- A range of stress management techniques that focus on the spirit, dreaming, work, family, community and cultural stressors
- Recognising the different unique ways that I cope with stress - how to identify this in a culturally specific manner
- Improving our work environment and satisfaction...What works and what does not? What can we control? How can we gain more control over our environment and subsequent stress levels?
- A holistic approach to wellness at work starts at home. What are some of the steps we can take to improve our enjoyment of work?
- Tension at work (origins). What is tension? Where, what, how?
- How I “rev” up and how I wind down
- Who are the natural enemies of stress and who are stresses mates?
- Flight or fight”- Hans Selye
- Solutions - behavioural, cognitive, social, communication
- Self-Care. Mapping our solutions - contract, what are we going to do? How are we going to do it? and Why?
- Self-monitoring of techniques and how will I know if what I do is working?
RR107: GOAL SETTING, CAREER PLANNING AND PROBLEM SOLVING

Course Audience

This course is designed for all Indigenous people who wish to learn more about the principles of career planning and how to set achievable goals to ensure that career plans are achieved.

Module Purpose

The aim of this training module is to provide participants with a mindset of using the principles of goal setting as a method of developing career paths and goals within industry. Participants are introduced to the need for career planning through revisiting their past employment history and identifying common themes in cessation of employment. The majority of participants will identify that there is a reoccurrence of the same issues that lead them to either leave employment or be asked to leave. Participants are then provided with information on the primary reasons for Indigenous people ‘failing’ to be retained in the workplace. Mostly this can be attributed to an absence of career planning. Participants will be educated on the reality that career planning actually begins at the point of applying for a position. Motivations for interest in their current employment are explored and the extent to which these motivations are consistent with long term retention are also discussed. This is then supplemented with information on the different types of employment motivation - identified as altruistic (working for the betterment of family, community and others), materialistic (working so that I can afford to buy certain things), and personal (working because I feel better about myself and who I am when employed). Participants learn which primary motivation ‘category’ they fall into and whether this translates into long term retention. Career planning is then introduced specific to motivation to work and how different ‘elements’ of motivation can be incorporated into career planning to ensure long term retention.

The second part of this module introduces participants to the concept of goal setting for career advancement, and how to set goals which are short, medium and long term. Strategies to assist participants to set clear and achievable goals for career planning objectives will also be provided. An additional focus of this module is to get participant to recognize ways in which personal employment history can potentially impact on long-term employment opportunities. Finally, participants will be introduced to a number of problem solving models and their practical application. This module examines the common uses of problem solving strategies and how they can be applied in everyday work environments. This is with a particular focus on barriers to the attainment of goals specific to career planning.

Learning Outcomes and Objectives

Unit 1: Introduction to Career Planning

- Participants will learn about the benefits of career planning to ensure long term retention in the workplace
- Understand the benefits of having a career planning mindset to develop concrete goals and career paths
- What your employment history can teach you
- What are the common themes/trends in past employment ‘failures’ and how this can impact on their current employability (long term)
- The benefits of career planning
- When does career planning commence
- Learn about the primary reasons for Indigenous people ‘failing’ to be retained in the workplace
- Understanding the importance of personal motivations for interest in current employment and the extent to which these motivations are consistent with long term retention
- Learn about the different types of employment motivation - identified as altruistic (working for the betterment of family, community and others), materialistic (working so that I can afford to buy certain things), and personal (working because I feel better about myself and who I am when employed)
- Learn which primary motivation ‘category’ they fall into and whether this translates into long term retention
- The importance of career planning is then introduced specific to motivation to work and how different ‘elements’ of motivation can be incorporated into career planning to ensure long term retention.
RR107: GOAL SETTING, CAREER PLANNING AND PROBLEM SOLVING cont.

Unit 2: The principles of Problem Solving and Goal Setting and how these strategies can benefit Career Planning

- What is goal setting and how is this achieved
- The different types of goals - short, medium and long-term
- Strategies to assist participants to set clear and achievable goals for career planning objectives
- Ensuring career goals are consistent with life, family and self goals
- Recognize how personal employment history can potentially impact on long-term employment opportunities
- Participants will be introduced to a number of problem solving models and their practical application
- Participants will gain an understanding of their own existing problem solving strategies.
- Participants will gain an understanding of the areas for identified for improvement in terms of problem solving development.
- The common uses of problem solving strategies and how they can be applied in everyday work environments
- The use of problem solving with a particular focus on barriers to the attainment of goals specific to career planning.
RR108: TEAM BUILDING AND LEADERSHIP SKILLS FOR ABORIGINAL PEOPLE

**Course Audience**

The audience for this course is any Aboriginal person who wishes to learn more about the concept of leadership skills and how to function in effective teams within work environments. This training is provided in the context of how these types of skills are transferable into Indigenous contexts in which there are set hierarchies (e.g. elders, women/men) that create natural leaders and teams.

**Module Purpose**

The aim of this training module is to familiarize participants with the knowledge and skills required in leadership. It examines the common problems in leadership and discusses solutions. The module has a broad application and can be applied at varying levels including organizational, family and community. The module is practical and blends theory with practical exercises.

The module also provides participants with the knowledge and skills required in creating an effective team. It examines the common problems in team creation and provides a range of strategies that can be applied when teams cease to function effectively. The module provides practical steps for the creation of an effective team.

Similar to other modules in the training package this has broad applications at the organizational, family and community levels and is specific to Aboriginal people. The module is practical and blends theory with practical exercises so participants can maximize their training potential.

**Learning Outcomes and Objectives**

**Unit 1: Introduction to Leadership Skills**

- Participants will gain an understanding of theory behind leadership. Are leaders born or are they made?
- Participants will gain an understanding of their own potential for leadership and how this fits within the sense of natural leaders within the Aboriginal culture
- Participants will understand how best to explore their natural leadership potential within a mainstream context when they may not have ‘leadership’ or power in an Aboriginal context
- Participants will learn how to lead elders, those of the opposite gender and particularly those who are of higher ‘standing’ culturally to you
- Participants will gain an understanding of their areas for improvement in terms of leadership development
- Participants will gain an understanding the leadership responsibilities that all workers have in the workplace
- Participants will undertake practical applications of the leadership problem solving skills
- Participants will apply their leadership skills in an in-vivo test exercise
- Participants will debrief aspects of the practical skills application and test exercises and develop strategies to overcome any identified shortfalls

**Unit 2: Introduction to Team Building**

- The History of Teams. Is it a relatively new management concept? Are teams new? (e.g., Cavemen, Hunter and Gathers right through to modern times)
- Definition (Katzenbach & Smith, 1986) Definition causes some problems, as it is a perfect world conceptualization of teams.
- Some facts about Teams
- Characteristic of Good Team Building
- Team Effectiveness
- Cost Benefit Analysis of working in Teams
- What is the difference between a Team and a group?
  - What types of teams are there?
    - Formal groups
    - Informal groups
  - What types of groups are there?
  - Four Types of team member
- All of the theory is applied in practical exercises in group settings.
RR109: APPLYING FOR JOBS AND INTERVIEW SKILLS FOR ABORIGINAL PEOPLE

Course Audience

This course is designed for anyone who is involved in Indigenous employment and / or retention programs. It is particularly useful for Human Resource Consultants, Supervisors of Aboriginal people, Career Guidance Officers, Indigenous Employment Officers and Psychologists.

Module Purpose

The purpose of this module is to provide skills on applying for jobs specific to Indigenous people. This module has been developed based on IPS’ extensive experience in the field of Indigenous recruitment field into the main barriers cited by Indigenous people to applying for jobs which may be of interest to them. Complex selection criteria and application processes are amongst the key issues cited by Indigenous applicants as being problematic for them and acting as a major deterrent to applying for jobs. The training provides an overview of the different stages of formal job applications and provides strategies on how to understand and address each of these. The training focuses particular attention on the interview and develops participant’s skills in how to impress at interview.

Learning Outcomes and Objectives

Unit 1: Applying for Jobs

- The different stages of the application process
- The curriculum vitae - what is it and what should be included
- 50 (D) Identified Positions - what this means, and how to look for these types of positions
- Preparation - what do you need to know about before submitting an application
- Understanding the company, its role and your motivation to apply
- The importance of having a knowledge of the company and your values
- The job application - what is usually required, ensuring that you address each component
- Selection criteria - what is this and what are the different requirements of addressing each of the criteria
- Understand the Job Description Form (JDF)
- Understanding the Duty Statement
- How do I make sure that I get an interview - how to make my application stand out

Unit 2: The Interview

- Getting to interview - what are the Equal Employment Opportunity requirements for interview panels
- What the Interview Panels are looking for
- What the research tells us about Interviews
  - What best predicts success
  - How good are interviews at predicting success
  - What do I need to do to ensure success
- How to sit a good interview
- The major ‘blunders’ in interviews and how to address each one
  - My communication style - the good and not so good aspects
  - How to ensure that the interview question is actually answered
  - Using your time in the interview effectively
  - An interview ‘model’
RR110: FUNCTIONAL ALCOHOL USAGE FOR ABORIGINAL PEOPLE

Course Audience

The audience for this course is any Aboriginal person who wishes to learn more about the difference between functional and problematic alcohol usage and strategies to ensure that any recreational alcohol and drug usage does not impact upon employment and employability.

Module Purpose

The aim of this training module is to familiarize Participants with the differences between functional and problematic alcohol and drug usage. Participants are taken through the different types of drugs and their impacts. The training is conducted within the context of Zero Tolerance policies of work environments and most particularly. Participants will explore how to identify behavioural and emotional indicators of functional and problematic drug usage and how to develop strategies specific to their own high risk states. Information regarding the different states of chance specific to motivation to cease or control current drug or alcohol usage is explore and participants will explore their own current stage of change. Motivations to change are also explored within the context of current drug use and it’s impacts on different aspects of life with a focus on long term employability.

For those participants who do not use alcohol or drugs the module can incorporate any addictive behaviours considered by the Participant to be problematic for them or their family members)

Learning Outcomes and Objectives

Unit 1: Introduction to Alcohol and Drug Usage: problematic or not?
• Examining drug use in relation to the problems by participants
• The theory of stage of different stage of change in alcohol and drug usage and theory regarding this
• Participants will learn about the different theories of alcohol and drug addiction - the disease model, social learning theory etc.
• Participants will learn about some of the outcomes of problematic drug usage including intoxication, problems related to regular use, and problems of dependence
• Identify where drug usage is currently at in relation to impact on their work, family and community lives.
• Perceptions of the functionality of drug/alcohol usage relative to these different areas
• Problems of dependence refers to those difficulties that result as drug use becomes the most salient activity in a person’ life. Examples include, homelessness, relationship difficulties, psychological difficulties.

Unit 2: Developing Change Strategies around Current Alcohol and Drug Usage

• Participants will explore their own current alcohol and/or drug usage and the extent to which it can be defined as functional or problematic through a Motivational Interview framework
• The impacts of different drugs on the system
• Participants will learn about alcohol and drug tests and how these work - how long are
• Learn about different stages of change and where they are at
• What are the current impacts of current alcohol and other drugs on family, community and work lives
• Problem solving and behavioural change relative to alcohol and drug use stage of change
• Goal setting for change and how this is best achieved
• Development of individual plans regarding goals for change
**Module Purpose**

The purpose of this module is to assist participants to the issues in inherent with the effective recruitment and retention of Aboriginal people in the workplace. The module begins by providing an overview of the common causes of ‘failures’ in the workplace by Indigenous people and the extent to which ‘culturally fair’ workplaces actually exist. The module provides an overview firstly of the current issues with effective recruitment and the major barriers to recruiting Indigenous people into employment in climates in which there are requirements to increase the number of Aboriginal people currently employed within organisations. The training provides information on the validity and reliability of psychological tests with Indigenous clients and how to increase the accuracy of these types of assessments. Ensuring that Indigenous recruitment strategies are inclusive of cultural differences in aptitude, learning styles, communication and behaviour are all covered.

The training also explores how best to retain Indigenous people in the workplace. It begins with an overview of the myriad of cultural issues that impact upon Aboriginal people in the workplace and how to take these into account. Information is provided on how to create a culturally safe and appropriate work environment and the manner in which working with Aboriginal employees differs from working with non-Aboriginal employees. Finally, strategies on how to effectively manage cultural differences in the workplace are provided as cornerstones for the development of a comprehensive Indigenous Employment Strategy.

**Learning Outcomes and Objectives**

**Unit 1: Recruitment of Aboriginal People**
- Equal Opportunity in an Unequal World - how do we level the playing field
- An overview of problems with appropriate selection and recruitment into the workplace
- Psychological Testing - its limitations for use with Indigenous Australians
- Why are tests bias when assessing Indigenous people
- The known elements of test bias with Indigenous people
- How to minimise the impacts of bias in the use of assessments with Aboriginal people
- Implementing appropriate recruitment strategies into my workplace - what are we doing well and less well?
- What is happening in the field
- Accreditation in a number of unique assessment protocols, the acculturation schedule, acculturative stress index, cultural vouching proforma, Indigenous Work Attitudes Beliefs Inventory

**Unit 2: Retention of Aboriginal People**
- Why is it important to have a retention strategy for Aboriginal employees
- What are the current retention rates?
- What are the major issues that impact upon retention of Aboriginal people in the workplace
- How do I retain Aboriginal people in employment?
- What works - addressing each of the issues
- How to ensure that workplaces are culturally appropriate
- How to measure and plan for cultural competency
- Cultural policies and procedures - what is needed and how to enact these appropriately
RR112: SUPERVISING AND SUPPORTING INDIGENOUS WORKERS

Course Audience

This course is designed for both experienced and new supervisors of Indigenous people. The course content is unique in that it offers practical models and strategies which focus on cultural differences across many areas of development, including communication, learning and social skills development and provides practical strategies to address these in the workplace.

Module Purpose

The aim of this series of modules is to provide participants with awareness of Aboriginal culture, but with an emphasis on providing concrete and practical strategies on how best to support and retain Aboriginal people in the workplace. Whilst one of the core objectives of the training is to increase cultural awareness, a more important component of this module is to teach participants how best to apply cultural differences in a way that ensures that workplaces are culturally appropriate and which do not require the ‘over-supervision’ of Aboriginal employees. The module provides a strong focus on learning how differences in Aboriginal child-rearing practices are the reasons behind the development of different skills, abilities and behaviours. Particular areas that are a focus include differences in communication, socialization and learning styles. These differences are highlighted and participants are provided with a number of specific strategies which ensure that these differences are taken into account in the workplace. This ultimately means that Indigenous people are supported effectively, that performance is able to be maximized, and that cultural differences are seen as strengths rather than barriers to effective employment.

Other areas covered by this module include effective supervision of Aboriginal employees. This includes issues such as assisting Indigenous employees to manage the role changes inherent in transitions into mainstream work environments, managing cultural obligations associated with this change, identifying what constitutes a cultural issue/obligation and the provision of supervision models.

Learning Outcomes and Objectives

Unit 1: Developing cultural competence in working with Aboriginal employees

- Gain some insight into the effect that our own personal beliefs have on working effectively with Aboriginal people.
- Began to think about the basis of many of these beliefs and (hopefully) begin to challenge these.
- Understanding the basis of your personal value and beliefs about working with Aboriginal people and the origin of these
- Explaining and defining the concept of cultural competence in working with Aboriginal people
- Participants will learn what defines a culturally appropriate workplace and how we know when we have one
- Participants will gain an understanding of their own weaknesses and strengths in terms of culturally appropriate work practice.
  - The five areas of cultural competency
  - The measurement of cultural competency
  - The components of cultural competency
  - Developing a plan around increasing cultural competency
- Exploring the major myths about Aboriginal people - distinguishing fact from fantasy
- Providing the facts about Aboriginal people - how can factual information be used to ensure a culturally appropriate work environment
- The history of Aboriginal people in Australia
- The major social policies that have impacted upon Aboriginal people and led to the disadvantage we now see
RR112: SUPERVISING AND SUPPORTING INDIGENOUS WORKERS cont.

Unit 2: Increasing cultural skills in working with Aboriginal people

- Cultural awareness - some common cultural differences
- The use of language - cultural groups, language groups - differences across and within the Aboriginal culture
- Avoidance and skin relationship and the impacts of this in the modern day
- The ‘dreaming’ and spirituality of Aboriginal people - what this means
- Common cultural taboos and how to be respectful of these
- Cultural differences - what to be aware of
- Seeing cultural differences as strengths
- The major areas of difference between Aboriginal and non-Aboriginal people in terms of impacts on the workplace
  - *differences in communication
  - *differences in socialization
  - *differences in learning styles
- How to use cultural differences to improve communication, interactions, learning and work outcomes for Aboriginal people
- Practical strategies for each cultural difference is provided and practiced

Unit 3: Retaining and Supervising Aboriginal people in the Workplace

- Provide information on the common causes for the failure to retain Indigenous people in the workplace
- Provide information on some of the common culturally based conflicts and dilemmas for Aboriginal people in the workplace and how to address these within the reality of having to ‘get the job done’
- Managing and Identifying racism in the workplace
- Begin to think about the pervasive influence of culture in the workplace - understand me, understand my culture and how it can impact on my work.
- Begin to understand the barriers that can be created for Aboriginal people to remain in long-term employment (happily!).
- Supervision of Aboriginal people - effective supervision models
- How to assist Aboriginal employees to manage the transition from community to workplace
- Understanding the range of cultural obligations can be impact on the workplace – how to identify and resolve these when they arise
- Create an understanding about working with Aboriginal employees and how this differs from working with non-Aboriginal employees in terms of supervision styles
- The use of cultural consultants to assist in the management of Indigenous employees, resolution of difficulties and ensuring cultural appropriateness in the workplace