



Cultural Capability Training Purchasing Guide

Queensland Government Aboriginal and Torres Strait Islander
Cultural Capability



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1 Introduction

1.1 Background

The Queensland Government aims to ensure Aboriginal peoples and Torres Strait Islander peoples enjoy the same opportunities as non-Indigenous Queenslanders. 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 sector's 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 peoples and Torres Strait Islander peoples.

One of the key tactics to achieving these aims is to upskill the cultural capability of the Queensland workforce. We will do this by improving the skills training procurement processes. Typically, previous approaches to procuring cultural capability training have been ad hoc and have not led to significantly improved and sustained cultural capability across the Queensland workforce.

The reasons why previous training has failed to make a lasting impact include:

- **Training content choices.** "Off-the-shelf" training packages may not be relevant to the staff members' role, location and/or client group.
- **One-off training.** The common delivery method of single session/module training lacks a learning path and cannot adequately cover the depth of skills and knowledge needed to develop cultural capability.
- **Limited understanding.** A lack of understanding by training purchasers about the depth and complexity of Aboriginal and Torres Strait Islander cultures and perspectives. 'They don't know what they don't know...', so it is hard to sell high quality training products to a purchaser who can't appreciate the need for, or value of, the training.

1.2 Purpose

The purpose of this guide is to help organisations improve their cultural capability training purchasing decisions and creating access to quality trainers and ensuring the quality of cultural capability training courses offered. It does this by putting in place a purchasing process that creates a mutual understanding between the purchaser and trainer.

1.3 Who is it for?

This guide is for any Queensland organisation, business, government department or non-government entity who would like to improve the Cultural Capability of their staff. It is also a reference for the Cultural Capability trainers.

1.4 Terminology

This guide uses the following key terms:

- **Purchaser** – the person responsible for engaging the trainer
- **Participant** – the person who attends the training
- **Trainer** – can mean either a training supply company or an individual trainer who may or may not be a sole operator. The trainer may also mean the person who facilitates a workshop style training.
- **Training** – either function based training or project workshopping.



2 Cultural Capability

2.1 Getting the Skills and Knowledge

There are four methods to improve your Cultural Capability. Each meets a different need or timeframe. Each has a different cost implication. 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.

Capability development table:

Tactic	Method/Tools	Procurement factors: Priority/Budget/Effectiveness
Talk to someone knowledgeable (local-expert knowledge)	Face to face Phone, email	Quick, low or no cost, up-to-date information
Self-driven research	Reading Books, organisation correspondence systems, cultural capability websites	Quick, low cost, information quickly becomes outdated, some risk as the reader may not fully understand or be able to contextualise the information
Workshop (focused discussion of Client, Issue, Self)	Meeting room or other innovative venue or location Facilitated	Longer to organise, possible cost if facilitated, purchaser defines required content, more thorough investigation of the relationship with the Indigenous clients
Training (builds general knowledge and skills)	Training rooms or other innovative venue or location Could involve online training Could be certified	Longer to access, possible costs, efficient delivery for core skills training, purchaser may define the required content. Builds skills for application in the workplace

In choosing a method for getting the “skills and knowledge” it is important to consider:

- Priority – How soon are the skills and 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 selected method meet your specific needs?



2.2 Learning cultural capability

2.2.1 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 and should be regarded as mandatory. Some online training solutions may prove more cost effective at this level.

Leadership

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

2.2.2 Function-specific cultural capabilities

Certain functions and work activities are more likely to support positive outcomes for Aboriginal peoples and Torres Strait Islander peoples and communities. Employees performing these functions or activities need additional cultural capabilities.

Community engagement

Employees who work with Aboriginal peoples and Torres Strait Islander peoples 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 peoples and Torres Strait Islander peoples and communities. The 'individual service delivery' cultural capabilities support effective interactions and communication with Aboriginal peoples and Torres Strait Islander peoples aimed at improving service delivery.

Policy formulation

The 'policy formulation' cultural capabilities targets employees responsible for developing policy that may impact on Aboriginal peoples 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 peoples 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 peoples 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 within the required time and resources to plan for their future and to understand their options in this context.

For examples of this approach in action see the Department of Aboriginal and Torres Strait Islander Partnerships' [Local Thriving Communities](#) page.

2.2.3 The desired learning outcomes

The desired learning outcome for each capability can be found in the [Methodology for Preparing Cultural Capability Training and Workshops for Queensland Public Service staff](#). The Methodology for Preparing Cultural Capability Training and Workshops for Queensland Public Service staff is a guide to ensure the learner is given the most relevant and applicable training to meet their learning needs. This methodology is also applicable to non-government industries.

2.2.4 Project cultural capability

Project based cultural capability ensures that a project team has the knowledge, skills and resources required to ensure that your project is implemented effectively for your Aboriginal and/or Torres Strait Islander clients.

Understanding the three elements of cultural capability:

1. Skills

The skills needed will be determined by the type of engagement that will occur in order to achieve the outcome. For engagement with external clients, your level of responsibility will correlate directly to the type of engagement that will likely occur. For example, project/program 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.

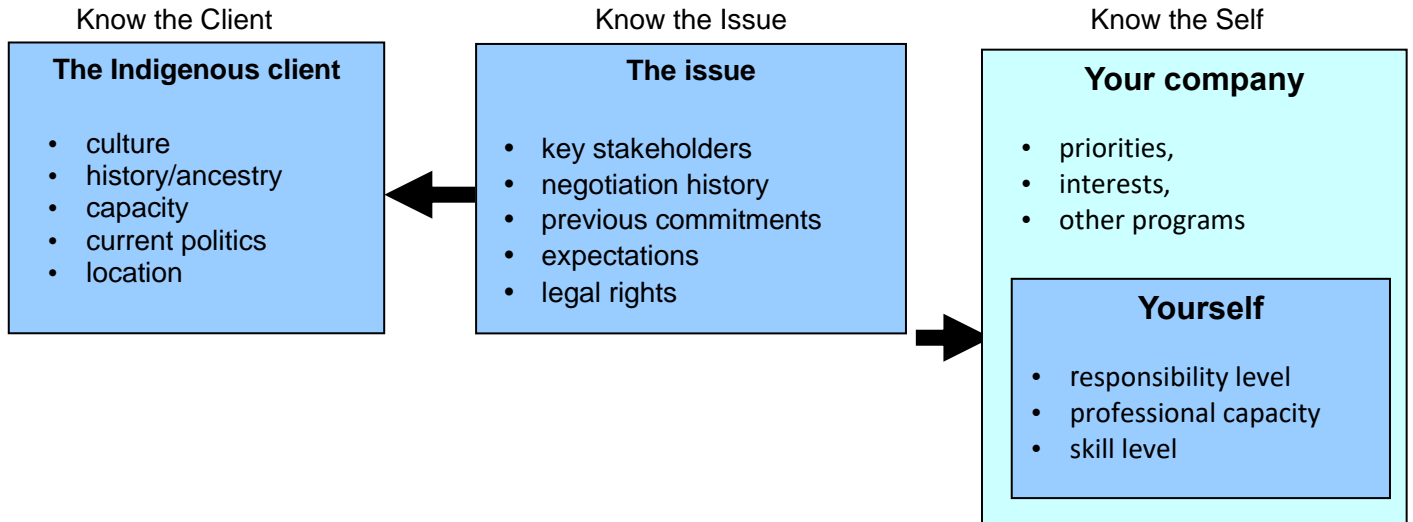
2. Knowledge

While there two distinct cultural groups (Aboriginal peoples and Torres Strait Islander peoples), there are literally hundreds of ways our client group can be broken down into different sub-groupings. Location is an important consideration. 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 Native Title Corporation (also known as Prescribed Body Corporate), or is a combination of both needed, then we will inadvertently risk the client's wellbeing, not meet client needs, and struggle to improve life outcomes.

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

Exploring CIS model

Who is the **Client**? What are the specific **Issue(s)** 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?



3. 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, through to electronic tools such as databases, community profiles, or statistical data (see the Department of Aboriginal and Torres Strait Islander Partnerships' [People and communities](#) webpage).

3 Purchasing

3.1 Costs and duration

Costs

As this guide is written for application statewide and for many different training scenarios there are no set prices for training outlined in this document. Training delivered in regional and remote locations will typically cost more due to additional travel and accommodation costs. It would be reasonable for the trainer to charge for preparation time where the training relates to a specific client group, location or project.

For any organisation or department, the purchasing of the training should be consistent with your procurement policy. Typically, a purchasing policy drives purchasing decisions that represents value for money, is fit for purpose, can be delivered within a required timeframe, but might also include consideration of social or community purchasing programs.

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.

Duration

There is no set duration for training or workshop sessions. The purchaser should be aware of the maximum duration that the participants will genuinely commit to, and then negotiate a training duration accordingly. In some instances it may be preferable to break the training into several blocks which might be rolled out over weeks or months. If the duration is too long, some participants might be resistant to attending at all or might leave the training before it is completed. This undermines the effectiveness and value for money of the training. For some it might be hours, other might attend multiple days. Similarly, the time the training starts may impact on attendance and completion rates.

Discuss duration and start times with the trainer, as they may have previous experience with a similar client group.

3.2 Assessing your cultural capability training need

Both the purchaser and the trainer need to have a common understanding of what training is required to be delivered. The purchaser must develop the training specification for the purposes of negotiating the cost of the training event(s).

Exploring the CIS model, discussed above, as it applies to the intended training participants, will help you understand the skills and knowledge content required to be delivered. It may be beneficial to workshop the CIS model with staff as a part of developing the specification.

Client – Who, and where, are we engaging. A specific target audience or all individuals; state-wide or specific areas?

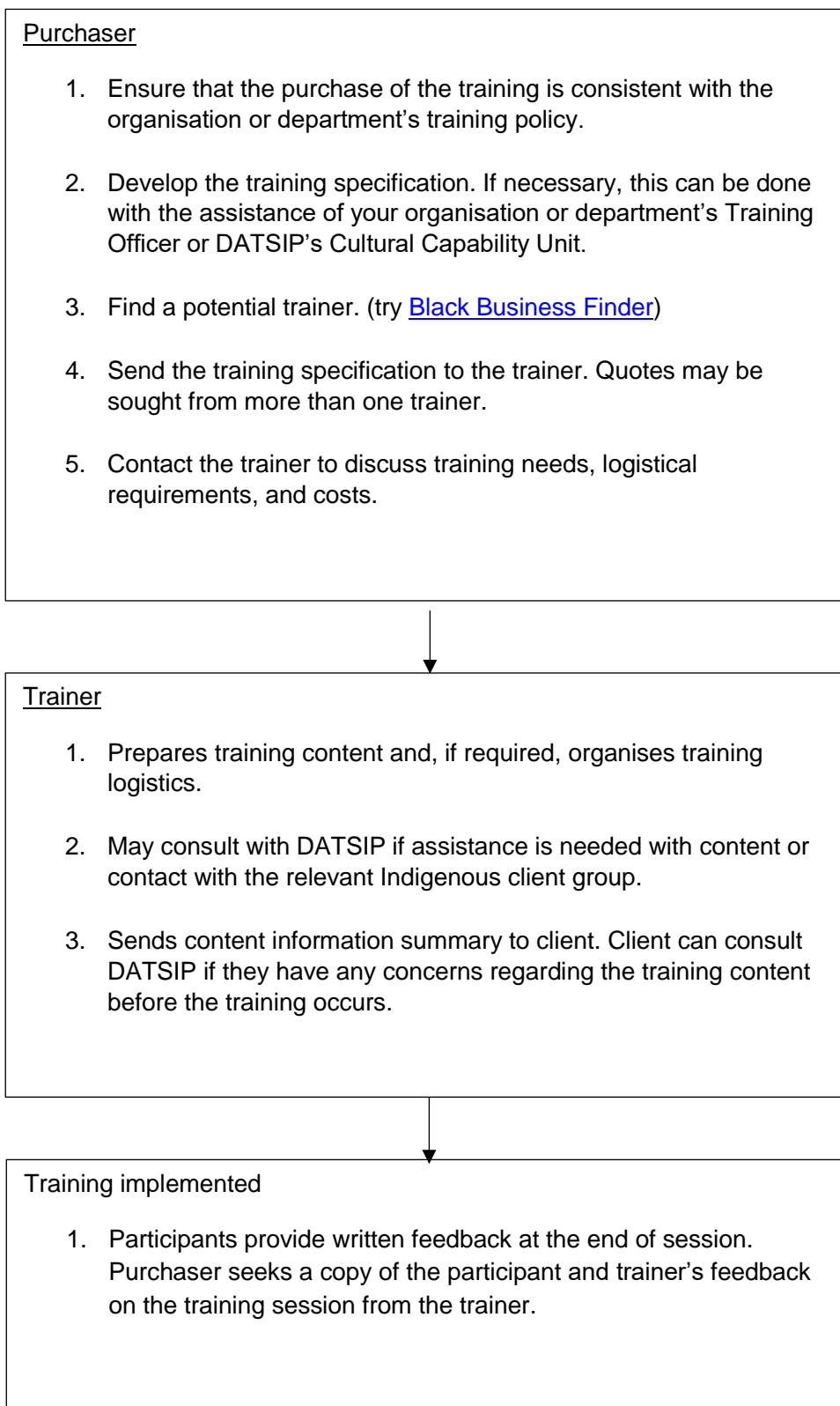
Issue – What service are you delivering, or what product are you selling?

Self – what skills do I need to develop to meet the responsibilities of my role?

The more specific you can be in answering these questions, the more likely you will be able to purchase an effective training product.



3.3 Purchasing flow chart



4 Finding a Trainer

Finding a suitable cultural capability trainer can be done by conducting an internet search. Try entering terms such as Aboriginal, Torres Strait, cultural, capability, awareness, or training.

You can also try searching the [Black Business Finder](#) website.

5 Frequently Asked Questions:

Is there a set pricing structure for cultural capability training?

No, each training supplier has their own pricing structure. Seeking quotes from a few suppliers is recommended. The purchaser is responsible for ensuring the final price represents a value-for-money purchase.

Does the Trainer need to be an Aboriginal or Torres Strait Islander person or business?

No, however, it is generally considered that Aboriginal peoples or Torres Strait Islander peoples are best placed to deliver this kind of training, if they also have suitable training experience or training qualifications.

What support is available for trainers?

The [Department of Aboriginal and Torres Strait Islander Partnerships](#) (DATSIP) internet page provides a range of support information for both training purchasers and training suppliers. [DATSIP's Regional Offices](#) will be able to assist Training suppliers to make contact with Aboriginal and/or Torres Strait Islander community members or organisations.

Would training suppliers that have partnerships with Queensland-based Aboriginal or Torres Strait Islander individuals who have experience in conducting cultural awareness training (but are not necessarily accredited trainers) be of benefit?

The training supplier's ability to deliver economic benefit to Queensland based Aboriginal peoples and Torres Strait Islander peoples by involving them in training delivery is a desirable outcome. It is likely that Aboriginal peoples, or Torres Strait Islander peoples, who have experience in conducting cultural awareness training will be well placed to add value in the delivery of Aboriginal, or Torres Strait Islander, cultural content.

Should the trainer work with the appropriate Aboriginal or Torres Strait Islander group to develop course content upon the awarding of a training contract?

The trainer is responsible for developing the course content. It is expected that the trainer would follow the methodology to develop new content. The trainer will determine the level of engagement needed to understand the client group. It is not expected that the trainer would develop new content for every training session.

Would the trainer be required to have completed the units designed for delivery in the methodology before teaching them? Or is general knowledge/skills based on industry experience enough in this regard?

The Queensland government cultural capability training methodology does not contain any training units ready for delivery. It does contain 8 capabilities. The trainer, if required by the training purchaser, would develop course material that would help the training participants to achieve one or more of those capabilities. Since it is mandatory for the trainers to hold a Certificate IV in Training and Assessment,

they will use those skills to follow the methodology to prepare the content. Over time, the trainer may use elements of previous training sessions to prepare any new training.

5.1 Further assistance

For assistance, or further information, in regard to any aspect of this guide please contact:

Cultural and Reconciliation Team

Culture and Economic Participation

Department of Aboriginal and Torres Strait Islander Partnerships

Level 9, 1 William Street, Brisbane Qld 4000

Email: cultural.capabilityteam@datsip.qld.gov.au

Ph: (07) 3003 6411

For assistance, or further information, in regard to working with Queensland's Aboriginal and Torres Strait Islander peoples in a particular location please contact the relevant Department of Aboriginal and Torres Strait Islander Partnerships regional office:

<https://www.datsip.qld.gov.au/people-communities/regional-centres>