



**GANDANGARA**  
Local Aboriginal Land Council

Marumali  
Health Services  
Transport Services

# Trainee Ranger Guide

## First Peoples Rapid Response Unit Project

*"Proudly supported by Aboriginal Affairs NSW"*



Aboriginal  
Affairs



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# Welcome to Gandangara Local Aboriginal Land Council (GLALC)

Congratulations on your appointment as a trainee with the GLALC (GLALC). We are excited to have you as part of our team and look forward to supporting your growth and development throughout your traineeship.

This guide is designed to help you navigate your journey with us, providing essential information, tips, and resources to ensure your success.

## Acknowledgement of Funding

GLALC would like to sincerely acknowledge and thank **Aboriginal Affairs NSW (AANSW)** for their support through the **Community & Place Grant 2023-2024**, which has made this program possible.. The **Our First Peoples**

**Rapid Response Trainee Program** is proudly funded by AANSW and is designed to provide hands-on experience, mentorship, and professional development for our trainee rangers in land management and Caring for Country.



# Welcome to the Team (from the CEO)

Dear Trainee,

Welcome to GLALC. We are honoured to have you join our team as part of this transformative trainee program in the First Peoples Rapid Response Unit project. At GLALC, we are committed to preserving our rich cultural heritage and empowering First Peoples to shape their own futures. This program is more than just an opportunity to gain skills and experience; it is a pathway to contribute to our community's growth and resilience while connecting deeply with Country and culture.

As you embark on this journey, know that you have the full support of our team. We encourage you to embrace every learning opportunity, collaborate with your peers and mentors, and immerse yourself in the diverse experiences this trainee program offers. Your growth is our priority, and together, we



**CEO**

Dr. Melissa Williams

will make a positive and lasting impact. Welcome aboard. Let's achieve great things together.

Warm regards,

Dr Melissa Williams  
Chief Executive Officer  
GLALC

## Purpose of this document

The purpose of this guide is to provide you, our new trainee, with all the information you need to succeed in your role at GLALC. This document outlines our values, expectations, and support systems to ensure that you feel confident and equipped to navigate your traineeship. It serves as a roadmap for your journey with us, highlighting key policies, resources, and opportunities available to you.

We encourage you to refer to this guide whenever you have questions or need clarification about your role, responsibilities, or the broader objectives of the GLALC Trainee Program. Remember, this is a collaborative journey, and we are here to support you every step of the way.





# About GLALC

## Background

GLALC was established in 1984 as a Local Aboriginal Land Council constituted under the Aboriginal Land Rights Act 1983 (NSW), when Minister Walker apportioned land for the Aboriginal peoples living in the South Western Sydney region. Consistent with this legislation, a key objective of Our Land Council is to 'Improve, protect and foster the best interests of all Aboriginal persons within the council's area and other persons who are members of the council'.

GLALC is one of 120 Local Aboriginal Land Councils in NSW. The objectives of GLALC are governed

by the Aboriginal Land Rights Act 1983 (NSW) and include engaging with Members, promoting Aboriginal culture and heritage, celebrating and educating Aboriginal identity, culture and heritage, providing and managing community benefit schemes and services and providing and sustaining business enterprises and investment.

GLALC is dedicated to advancing the rights, interests, and welfare of the First Peoples communities in our region. We are committed to promoting self-determination, cultural heritage, and economic development.





# Acknowledgment to Country

GLALC (GLALC) acknowledges the families within the Cabrogal Clan as the Traditional Custodians of the lands and water we span. We pay our respects to the Elders, past, present, and emerging and to all First Peoples within our community.

The name 'Gandangara' does not refer to the Traditional Custodians of the area within Gandangara's boundary.

Definitively identifying the traditional owners or custodians of the land of our area is fraught with difficulty, given the reliability of historical sources and the contemporary perspective of identity politics and language revivalism.

Early Gandangara documents and publications noted: 'the original owners of the land of our region are the Darug Nation and particularly the Cabrogal Clan, whom we acknowledge and to whose Elders and ancestors we pay deep respect.' (Board tenure 2011-2015).

Gandangara has a nuanced position on the use of Dharug words because:

- Gandangara is aware of the Federal Court's decision in *Gale v Minister for Land & Water Conservation for the State of New South Wales* [2004] FCA 374, and in particular, Justice Madgewick's findings at paragraphs 34, 46 – 60, 105 – 106, and 132 – 134 of that decision
- Gandangara's statutory objects require it to "improve, protect and foster the best interests of all Aboriginal people" within our area, including those who identify as Dharug and those who don't
- Gandangara would prefer to consult with its members before providing any view on the use of Dharug words for naming. That consultation has its own processes. Information and historical records about the Traditional Owners have come from early colonists and ethnographers observing Aboriginal people. Historical records are made through the lens of settler colonialism as found in the records of the early colonists (especially Watkin Tench,

William Dawes and David Collins). The difficulty is compounded by the specific and severe dispossession and devastation inflicted upon the First Peoples of the Sydney area.

## Traditional Custodians

Academic scholarship on the topic of Traditional Owners in the South-Western Sydney area is scant; frequently cited sources include Kohen (1993 – although his work is controversial), Attenbrow (2003), Dreher (2006) and Gapps (2010).

Most of this scholarship acknowledges the traditional Country and language as being 'Darug' and the clan of the Cabramatta region as being 'Cabrogal' (or Gabrogal). Because of contemporary politics of representation around the history (and the current revivalism) of the Darug language, Gandangara chooses to focus on recognising the families within the Cabrogal clan as the traditional custodians of the land. Research postulates that the historical connection of the Cabrogal clan as original to the South-Western Sydney area can be seen in the 'Cabra-' prefixes in place names such as Cabramatta, and in the Cabrogal grub, a woodworm whose provenance is the Cumberland plains. Historians note that a 'clan' of Aboriginal people was an extended family of up to around 60 persons and that the Cabrogal (also recorded as Ga-brogal or Cobrakall between the 1790s and 1800s) were the clan group original to the Cabramatta creek areas.

No descendants of this historical clan are recorded on the Register of Aboriginal Owners for Gandangara's area established under the ALRA. As such, Gandangara's community today is a multicultural collection of Aboriginal persons from many different families, clans, tribal and nation groups from many different countries. We acknowledge the Cabrogal clan as the Traditional Custodians of this land. GLALC act as the statutory custodians of the Aboriginal persons living in this land. We honour our Elders past, present and emerging. More research needs to be conducted, incorporating local Aboriginal perspectives in the construction of this history.

# Mission

**“GLALC will endeavour to improve, protect and foster the best interests of all Aboriginal persons’ within our jurisdiction, intrinsically, is to ensure that such connection and belonging to the Land is experienced by all Aboriginal persons and that this connection is protected by rights, by law, and by means of the advancement of our peoples’ prospects and opportunities to live a full and realised life.”**

To achieve this objective, GLALC strives to create an environment whereby Members can ‘Connect, Belong, and Thrive’. Gandangara exists to provide for the needs of its Members and the local community, striving for a holistic approach to wellbeing, caring for each other and Country, and supporting mental and physical health. We aim to support, enable, and foster opportunities for all. This enduring commitment defines our path forward and underscores every action we take towards a stronger, interconnected future.

Through services focused on healing, resilience, cultural preservation, education, truth-telling, and inclusive policies, we strive to create lasting change and impact. Together, we embrace compassion, understanding, and empathy. Gandangara fosters a sense of belonging and strength, recognising the importance of caring for our Land, waterways, and sacred sites. We are dedicated to land management, cultural preservation, and community empowerment.

We strive to foster a sense of belonging among our Members and Community. Empowered as one unified Gandangara through our shared connection, we can thrive and succeed. We recognise that true power comes from within each of us, and by supporting and uplifting one another, we can achieve remarkable outcomes together.

We endeavour to cultivate enduring and meaningful change within our community, driven by the collective strength of our staff, board, and members. We will accomplish this through unity and cohesion, moving forward together towards a stronger future. We embrace challenges as opportunities for growth, working collaboratively to overcome obstacles and achieve our shared goals. As stewards of transparency and accountability, we are dedicated to serving our community with integrity and openness.



# Vision

**“GLALC will serve as a meeting place for local Aboriginal people and the broader community to come together to Connect, Belong and Thrive, where they feel a sense of belonging through connection with each other and with our Land.”**

GLALC’s vision for the next four years is to continue to enable Our Members to Connect, Belong and Thrive together. GLALC serves as a nurturing centre where local Aboriginal and Torres Strait Islander peoples and the wider community unite to Connect, Belong, and Thrive. Our commitment to Protecting Country, fostering Connection, and embracing

Belonging cultivates an inclusive community. Here, every individual, from newcomers to respected Elders, discovers acceptance, identity, and purpose.

We cherish spiritual, emotional, social, and cultural connections, weaving a seamless fabric of belonging. Together, we envisage a future where positive outcomes thrive through ongoing growth. Survival isn’t just existing; it’s thriving. Through storytelling and heritage preservation, we empower future generations, ensuring the legacy of our culture and our strong legacy endures across Land, Water, and Sea, and along the sacred paths of our Dreamtracks.



# Purpose

Our main objective, for each of our Members, is to improve, foster and protect the best interests of all Aboriginal persons within the Council's area and all other persons who are Members of the Council (s 51 ALRA 1983) (NSW). The best interests and wellbeing of Aboriginal peoples can only be

determined by Aboriginal peoples. That is why GLALC is a Member-driven, community-controlled Aboriginal organisation that actively listens to its Members' needs and the ways in which it can improve, protect and foster those needs.

# Aims

## **One Team. One Plan. One Dream.**

- One Team. We work together through unity and cooperation – one Member at a time
- One Plan. We create a connected, cohesive, & healthier community – one Member at a time

- One Dream. We become stronger and progress our community's future – one Member at a time.

# Values

Our spirit and character are embodied in the core values of the Gandangara Group. We are loving, caring, ethical, respectful, patient, and responsible. Our staff uphold our core values, individually and collectively.

## **Respect and Understanding**

Honour, cherish, and uphold the dignity of our Elders; embrace cultural protocols and principles, Being Faithful to LORE and preserving the integrity of our culture.

## **Diversity and Inclusion Through Unity**

Embrace uniqueness, ensuring every voice is heard and valued. We foster a welcoming, empathetic environment where interactions are conducted with care, and each community member is deeply respected.

## **Care for Family and Country**

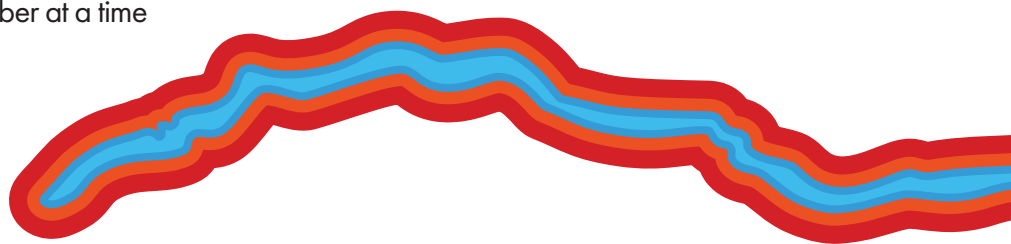
Committed to nurturing our families and cherishing our loved ones, in unity with our lands. By nourishing the heart of our community through our connection to Country, we foster a thriving environment for all.

## **LAW and LORE**

Our Members and the community actively honour local cultural protocols, including traditional ceremonies and stewardship practices. This commitment helps preserve our rich heritage, ensuring that our actions not only reflect but also sustain our ancestral values and strengthen our cultural identity for future generations.

## **Accountability and Responsibility**

The Board of Directors is collectively responsible for the governance and strategic direction of the Council, ensuring all decisions are made in the best interest of Aboriginal persons within the Council's area. They develop and monitor strategies with the CEO to protect and foster the interests of the community. The Board operates as a unified body, with no individual Director having authority to act independently. Key responsibilities include setting strategic objectives, ensuring regulatory compliance, delivering performance results, evaluating the CEO's performance and maintaining transparency and accountability.



# Overview of the First Peoples Rapid Response Trainee Program





**Our First Peoples Rapid Response Trainee Program is designed to provide hands-on experience, mentorship, and professional development in land management and Caring for Country. It is funded by AANSW's Community & Place Grant 2023-2024.**

Key objectives:

- Build skills and competencies relevant to your role
- Provide real-world work experience within a supportive environment
- Foster cultural pride and connection
- Develop leadership and teamwork abilities
- Provide a potential career pathway into the NIAA Ranger Program commencing in July 2025.





# First Peoples Rapid Response Project Overview



The First Peoples' Ranger Response project, located on GLALC's Aboriginal-owned lands at Heathcote Ridge, is a key initiative under the GLALC First Peoples-led Caring for Country program. This project aims to restore and protect over 850 hectares of cultural heritage, operating from the GLALC Eco Depot. It provides Aboriginal employment and training opportunities for a Team Leader/Project Manager to develop and mentor two Trainee Rangers for the project duration. The project upholds traditional Caring for Country knowledge and practices, blended with ecological land restoration and management approaches.

Through structured training paired with On-Country skills development, the Trainee Rangers will work towards personalised learning goals in their Learning and Development (L&D) Plans (see the appendix for the template). Training is personalised and determined by each staff member in their L&D plan and includes equipping them with skills in site maintenance, pest management, cultural

burns, and Traditional Ecological Knowledge (TEK) documentation. They will also complete a 5-day Aboriginal Cultural Burning course to deepen their TEK-based skills.

This project is Stage 2 in GLALC's Heathcote Land Management program, following Stage 1, which established an eco-sustainable depot at Heathcote Ridge. Funded by AANSW, this project contributes to Close the Gap targets by providing meaningful employment and harnessing cultural practices to protect and restore Aboriginal lands, aligned with the Healthy Lands, Healthy People framework.

The project ends on 30 June 2025, as this is when the funding from AANSW Community & Place concludes. However, GLALC has secured funding for 4 years from the NIAA Indigenous Rangers Program. This means that any staff member recruited to the current First Peoples Rapid Response Team will be invited to apply for an ongoing position in the First Peoples Ranger Team at GLALC, funded by NIAA, to commence 1 July 2025.

## Meet the First Peoples Rapid Response Team

The First Peoples Rapid Response Unit will be led by a Team Leader who will support two Aboriginal Trainee Rangers. Aboriginal Trainee Rangers will engage in On-Country skills development and structured training. Their role will involve hands-on activities such as land management, ecological cleanup and restoration, and site maintenance. Following a personalised Learning and Development Plan, the Trainees will gain a comprehensive skill set

that combines traditional land care practices with modern ecological methods.

The HELM Program Manager, Strini Pillai, will oversee the grant. Archaeology and site mgt coaching will be provided by Bronwyn Partell, GLALC's Archaeologist, paired with mentoring provided by GLALC's Cultural Education & Tourism Officer.



## Yarn Up Elders in Residence:

(left to right)  
Aunty Dorothy Shipley,  
Aunty Dawn Compton, Aunty  
Lola Simmons, Uncle John  
Simmons, Uncle Ron Davis,  
Aunty Mary Allen



## Board of Directors:

(back row) Diane Van Aken  
(Deputy Chairperson), Amanda  
Roa, Bernadette Compton, Roslyn  
Way, Steve Ingram, Uncle Tony  
Scholes (Chairperson)  
(front row seated) Sandra German,  
Aunty Gail Smith and Roxanne  
Sheridan.



**Dr. Melissa Williams**  
CEO



**Mark Spithill**  
Director of Enterprise Sustainability, Property,  
Corporate Services & Transport (Entity)



**Strini Pillai**  
Program Manager  
Heritage, Ecology & Land  
Management (HELM)



**Dr. Howard Smith**  
Chief Scientist  
(Technical Writer/Mentor)



**Bronwyn Partell**  
Senior Archaeologist  
Project Manager  
& Technical Support



**Cherina Lea Scholes**  
Senior Cultural Education  
& Tourism Officer  
Cultural Mentoring



**Kelly Barton**  
Ranger Project  
Manager



**Vacant Ranger**  
Team Leader,  
NIAA



**Trinity Paulson  
Dixon**  
Ranger Trainee



**Vacant Ranger**  
Team Leader,  
NIAA



**Vacant Ranger**  
Team Leader,  
NIAA



**Jye Brown**  
Culture & heritage  
Sites Support Officer



**Jamaine Thorne**  
Culture & heritage  
Sites Support Officer

# Staff journey

## Strini Pillai

**Program Manager – Heritage, Ecology and Land Manager (HELM)**



### **Navigating the work of caring for Country**

Strini Pillai is Program Manager for Heritage, Ecology and Land Management at GLALC, which is building one of the most ambitious First Nation Ranger Programs in South West Sydney.

Strini Pillai watches a snake slide into the undergrowth at Heathcote Ridge. It's a sight that gives him a profound sense of purpose. "The greatest reward for me is to know that I have helped to provide a safe place for an animal."

His team of First Nation Rangers is beginning the work of transforming 1,100 hectares of a critically

endangered ecosystem at Heathcote Ridge into both a sanctuary for native wildlife and a training ground for the next generation of environmental stewards.

The area will connect the Georges River, Heathcote and Royal National Parks, creating a vital wildlife corridor and sanctuary to the benefit of all Australians.

### **Land management priorities**

Strini's role requires navigating negotiations with program managers of local councils and state bodies, principal ecologists and senior policy



officers while ensuring traditional knowledge remains central to land management decisions.

"I focus on the science and legislation that informs GLALC's efforts on behalf of eco-heritage, ecology and land management," he says, acknowledging the guidance he receives from other managers and experts within the organisation, such as Dr Howard Smith Environmental Scientist, Kath Schilling Anthropologist and Bronwyn Patell Lead Archaeologist as well as external stakeholders.

The First Nations Ranger Program emerged from necessity when GLALC acquired the Heathcote Ridge property but faced a dumping crisis emanating from multiple local government areas. An estimated 1,200 tonnes of illegal, development-related waste, including asbestos, is contaminating the site.

With the assistance of Sutherland Shire Council, GLALC is mapping, quantifying and identifying dumped waste. "Only once it is removed, can we legally focus on restoration and fire management."

### **Holistic training approach**

He has adopted a holistic approach to training, with a program covering boundary protection, monitoring dumping incidents, restoring fire tracks, vegetation management, wildlife management and fire management.

"The training program meets Gandangara's unique ecological needs and prepares the rangers to become future environmental area managers, to advocate for the protection of their land," he says. The training also includes archaeology, anthropology, town planning and heritage values.

Women rangers are central to GLALC's vision. "We want to empower women to be part of this protection and preservation of life," he says. The program currently has hired Trainee ranger Trinity Paulson Dixon and ranger Project Manager Kelly Barton, with three more trainee rangers currently in the hiring pipeline.

One important aspect of the Ranger program involves re-discovering traditional ecological

knowledge where cultural knowledge was lost through dispossession and colonisation of the land. In some of the first steps to regain this knowledge, Trinity and Kelly are speaking with Elders, learning about traditional practices such as making spears and coolamons and also examining middens and soil evidence to reconstruct stories about extinct species and traditional fire management practices.

### **Vision for the future**

Research conducted on fauna across the site revealed a large variety of birds, reptiles and marsupials, providing a baseline for future fauna management plans.

A key aspect of land management at Heathcote is fire management, including hazard protection burns and fire-trail development. Rangers learn about asset protection, reducing fuel without killing-off native species and protecting houses from fires. The program includes traditional fire management training to assist the Rural Fire Service in Sutherland in controlled hazard burns.

Strini joined Gandangara in 2022 and was inspired by its ambitious vision for the future, including establishing Heathcote Ridge as an eco-tourism destination.

The master plan includes developing an eco-hotel serving fusion food and an eco-cultural centre, an amphitheatre for recording live dance, stories, cultural performances and artwork.

He also envisions GLALC continuing to partner with universities for research and drawing on his previous media experience, working with Marketing to produce a ranger segment as part Gandangara Media streaming.

"A visitor could experience it all on a walk on Country with Elders and rangers firsthand, but can you imagine putting a camera on the challenges rangers face daily, like restoration, fire management, border protection and land and water animal rescue?" he says. "We'd be telling the world about Australia through the eyes of its First Peoples."

**Dr. Howard Smith**  
**Chief Scientist (Technical Writer/Mentor)**

**Bridging science and First Peoples' culture**

Dr. Howard Smith brings deep experience to his role as Chief Scientist (Technical Writer/Mentor) at Gandangara Local Aboriginal Land Council (GLALC).

Dr. Howard Smith combines technical expertise with cultural sensitivity. His work is a bridge for collaboration between Western science and traditional ecological knowledge, pointing to a future where both systems complement each other to build healthier communities and landscapes.

He was hired in September 2024 to assist with strategic planning on several complex issues, including providing technical writing support on the Heathcote Ridge property in Sutherland Shire. The ultimate aim is to restore the environment in a way that's informed by cultural knowledge, he says.

"We're trying to flesh out as much of that information as we can to tell that story and then use it to restore the environment to how it would have been before European settlement, or as close as we can."

**Traditional ecological knowledge**

Dr Howard Smith has already played a key role in the restoration and regeneration of Heathcote Ridge, by compiling a Traditional Ecological Knowledge (TEK) technical report, drawing from publicly accessible data. He says this report is only the initial step, while deep, nuanced knowledge must come from First Peoples themselves. The rangers lead that engagement, he says.

"Traditional knowledge is now about repairing the damage that's been done, and how it can be planned for by integrating this with scientific methods," he says. He works with the Program Manager HELM Strini Pillai, Lead Archeologist Bronwyn Patell, and in a mentoring role with the Ranger team. He guides rather than directly instructs the rangers, he says.

"My role would be just showing them, say 'hey, look, now you've got this, this is how it probably all fits together. You work with me and tell me what you think, and then you take it back to your Elders,' and that's how the process begins," he says.

Another milestone of the team is the Heritage, Ecology, and Land Management Five-Year Strategic Plan. It outlines operational goals including ranger training, strategic partnerships with councils and private enterprise, financial sustainability and community engagement.

Dr. Howard Smith takes a forward-thinking approach, anticipating the region's imminent developments. "In the very near future, the new (Western Sydney International) airport will be opened, and we have to take the skills we have learned at Heathcote Ridge and apply them to our lands surrounding the airport," he explains.

Dr. Howard Smith and the team are also considering commercial land development opportunities as part of the Gandangara Community, Land and Business Plan 2024-2028, ensuring Gandangara has meaningful input into local council developments affecting their lands, with financial independence as a key priority.

**Diverse experiences**

Up until now, Dr. Howard Smith has had an extensive career in the environmental, engineering and land management sectors. Arriving in the Northern Territory as a laboratory analyst in 1987, he worked in Nhulunbuy on the Gove Peninsula as a chemical engineer. His commitment to community service was evident even then – he trained as a volunteer paramedic, recognising the need to contribute beyond his professional duties in this remote area.

His academic credentials span multiple disciplines: a PhD in Applied Chemistry, qualifications in tropical environmental management, archaeological heritage, ancient history and classical literature.





One of his many roles included a decade-long tenure with the Northern Land Council from 2005 to 2013, and again from 2015 to 2017. As a senior project officer managing development applications across half the Northern Territory, he learned how to work effectively with First Nations communities, building trust over time.

“While I was there for the first five years, it took nearly three years to build people’s trust,” Howard says, reflecting on his work with traditional owners. This patience became central to his approach, leading to recognition when mining companies began seeking his advice.

Central to Howard’s work is his understanding that environmental and cultural health are inextricably linked. “It is about delivering on the truth that a healthy land means healthy people.”

### **Strong future voice**

Looking to the future, he’s optimistic about the potential of the Heathcote Ridge’s site for genuine restoration due to its relatively undisturbed state.

“When you look at all the aerial photographs back to 1920, it hasn’t changed that much. So if it hasn’t, I’d say that’s a good indicator of what it was like before Europeans got into the environment.”

On the broader impact of his team’s work, Dr. Howard says his goal is to create a “pool of evidence and information that can be applied to whatever the government is doing” to ensure that Gandangara has a strong and informed voice in everything that affects First Peoples.





### **Path to renewal: a journey to reconnect with Country**

Ranger Project Manager Kelly Barton says her role at Gandangara represents a transformation in her career and an exciting opportunity to help people better understand and connect to Country

Kelly Barton describes it as “a 360-degree turnaround” in her career: from a job that ultimately helped to facilitate development, sometimes too quickly and detrimentally, to a position of conserving the land that holds her people’s deepest cultural connections.

Kelly’s previous job involved liaising with Aboriginal groups and other experts on development projects. It ensured community voices were heard, she says, but she also came to

understand that it was often more about “ticking a box so that development could go through without any hiccups from the Aboriginal community.”

Today, as a Project Manager of the Gandangara First Nations Ranger Program working on the restoration of the land council’s Heathcote property — 1,100 hectares of culturally significant land — Kelly has found a role she takes pride in.

Her role is not only about environmental restoration; but cultural renewal, community empowerment and reconnecting people with the living landscape that Aboriginal people have cared for across countless generations for more than 60,000 years.

### **Living Connection**

Country extends far beyond physical boundaries,



says Kelly. "Country goes all the way up to the stars and all the way down to the core of the middle of the earth," she says.

"It doesn't matter where you are as long as you're together, because we are also Country. We come from Country." This profound understanding shapes everything she does, from the practical work of removing invasive species to the cultural education she provides to visitors.

"Our dreaming stories actually line up with science," she says, pointing to how Aboriginal oral traditions accurately preserve memories of megafauna that lived thousands of years ago. This connection between traditional knowledge and modern science underpins her approach to land management and education.

Kelly initially heard about Gandangara's First People's Ranger Program when she took part in their Community, Land and Business Plan workshop. "I grew up in Liverpool, so Gandangara is my Local Aboriginal Land Council," Kelly says.

"I was blown away by the workshop and I thought, wow, it's really kicking off here for the Aboriginal community and when a position comes up, I'll definitely keep my eyes open." She was happy when the ranger management position was advertised and she was hired in October 2024.

### **Healing Community**

The Heathcote property faces significant challenges, including removing extensive illegal dumping before restoration of the property can begin. In tandem with Trinity, Gandangara's first Aboriginal ranger, Kelly has just completed a Certificate II in Conservation and Ecosystem Management so they are equipped to do this work.

Most of their learning and practical work happens at Gandangara's purpose-built Eco Depot at Heathcote Ridge. Among other skills, Trinity and Kelly learned how to identify native and non-native plants, spray weeds, track and identify animals, read maps and use GPS.

The pair has also deepened their understanding of Indigenous culture and knowledge from spending

time with elders, such as learning cultural practices to make artefacts, including cutting coolamon - a carrying vessel made from a hard wood tree creating a scar - making spears and digging sticks. In anticipation of koalas possibly returning to the area when Heathcote Ridge is restored and regenerated, Kelly and Trinity have taken part in the Taronga Zoo koala protection program. They are also networking with other Aboriginal rangers' groups across NSW.

### **Sharing Knowledge**

Kelly envisions a future where Heathcote Ridge becomes a centre for cultural exchange, education and healing.

"Once that Country is restored, we can have corroborees," Kelly says, imagining ceremonies where different dance groups share culture with the broader community. She discusses opportunities for cultural burns, traditional camping experiences and educational programs.

The key to Heathcote Ridge's future, Kelly adds, is to increase public awareness, with the intention of boosting community participation, corporate investment and attracting lots of volunteers.

This includes initiatives such as the 'Healthy Country, Healthy People' program, which brings Gandangara members out on Country for bushwalks.

The rangers are also taking corporate groups on cultural immersion experiences. Kelly and Trinity help others see connections to Country, whether it's showing them scar trees, cave paintings or tool-making sites. This makes the deep history of the land accessible to people who might otherwise walk past without understanding what they're seeing.

"We need to build relationships with conservationists, universities and young people in schools, because if you educate the young ones, they will educate the parents for us. They will get their parents to engage with us for instance planting in rehabilitation work. We'll need lots of volunteers, a lot of hands," she says.

## Trinity Paulson Dixon

### Trainee Ranger

**Following family footsteps:** Trinity becomes Gandangara's first Aboriginal Trainee ranger

Trinity's visit to Uluru sparked a life-changing realisation that led her to become Gandangara Local Aboriginal Land Council's first Aboriginal Trainee ranger. Now she's following in the footsteps of her great aunt, one of Australia's first recorded Aboriginal rangers, while reconnecting with her culture and caring for Country.

Looking up at the towering red rock of Uluru, a sacred place for the Anangu people of Central Australia, Trinity made a life-changing decision: she would become an Aboriginal ranger, and develop her knowledge, understanding and connection to Country.

"Uluru is the most beautiful, most spiritual place I've ever been and I felt very connected. I realised at that moment that I wanted to be a park ranger — I just love walking and being out on Country," Trinity says.

At the time, she was working as a receptionist at a resort near Uluru. When she returned home to Redfern in Sydney, she started looking for a ranger job. She became the Gandangara Local Aboriginal Land Council's first Trainee ranger in October 2024.

Born in Dubbo, and spending some of her childhood in Taree, and then ever since in Redfern, "Since working at Gandangara I am connecting to Country and culture. There's no need to be ashamed of what I do and who I am. It's been a big change for me. It's a big eye opener, and I'm very grateful for the opportunity that I've had."

Weeks into the new role, Trinity faced a significant learning curve as she began a Certificate II in Conservation and Ecosystem Management. Most of her learning and practical work happens at Gandangara's purpose-built Eco Depot at Heathcote Ridge in Sutherland Shire, on 1100 hectares owned by GLALC. Among other skills,

Trinity learned how to identify native and non-native plants, spray weeds, track and identify animals, read maps and GPS.

"My brain is just loving the learning journey," she says. "At school, although I loved science I got distracted easily, but during the traineeship it's a lot easier because I am genuinely interested in the topics."

Several people at GLALC have taken her on Country to reinforce her learning, including Uncle Darren Duncan, Gandangara LALC's Senior Culture, Heritage and Land Management Officer. "Uncle Darren took us out for a walk and I saw an echidna up close, so close I could have patted him," she says.

Since then, she's seen Eastern Brown and Red Belly Black snakes, but wasn't scared, just intrigued and is keen to do her snake handling course. "I have a really strong passion for looking after native animals, and I feel like if I do this course with snakes, that's one step closer for me being able to handle more native animals," she says.

'Being a ranger to me is about being an advocate for the land, waterways, animals and sky, teaching people how to understand our connection to the land.'

Trinity also discovered that being a ranger is in her blood. Her great Auntie Elvina Oxley Paulson was one of Australia's first recorded Aboriginal rangers. "I'm following my Auntie's footsteps and I feel very proud of her legacy," Trinity says. "She's the knowledge holder in our family and she's going to pass that knowledge to me. The more I learn about culture, the more I know I am an Aboriginal ranger. I am connected to culture and have an understanding of Country, and that's important."

Trinity says that when she takes visitors on a tour, she may show them a Melaleuca paperbark tree. Trinity shares the importance of trees and their significance in culture. Aboriginal people use the bark for wrapping food for cooking, as bedding,



for shelters and, because the bark has antiseptic properties, for treating wounds.

Already, Trinity has had opportunities to host corporate groups on Country and speak to them about some of the wonders of the bush.

"I got so much good feedback," she says. "The people said that I was funny, but the one thing that they liked best was my passion and how I spoke about our culture. That was nice, because I have learned most things just from watching and listening to others and Elders."

Looking to the future, Trinity is excited that she's found a career path that enables her to make

a difference. "I would like to continue being an Aboriginal Ranger and bring both traditional knowledge and modern science to look after our beautiful country and also educate people on why this needs to be done.

"Being a ranger to me is about being an advocate for the land, waterways, animals and sky, teaching people how to understand our connection to the land and sharing our knowledge so they can feel connected too."



# What is the team aiming to achieve?

The First Peoples Rapid Response Team is dedicated to achieving meaningful and sustainable outcomes for the environment, community, and cultural heritage. The team's primary goals include:

- **Preservation of Aboriginal Lands:**

Protecting and managing Country to ensure the survival and flourishing of natural ecosystems and cultural sites

- **Cultural Heritage Protection:** Safeguarding significant cultural assets and fostering deeper community connections to cultural traditions and history

- **Environmental Stewardship:** Enhancing biodiversity through activities like pest and weed control, restoration of degraded landscapes, and the implementation of ecological management practices

- **Community Empowerment:** Collaborating with local communities, Elders, and stakeholders to ensure the work aligns with cultural values and priorities, fostering a sense of shared ownership and pride

- **Skill Development and Career Pathways:**

Equipping team members with technical and cultural skills that build career opportunities in land management, conservation, and cultural preservation

- **Emergency Response Capability:**

Developing and implementing fire management, ecological burning, and other emergency response measures to protect the environment and cultural assets

- **Visitor Experience Enhancement:**

Maintaining and improving visitor facilities to ensure people can safely and respectfully engage with Country, contributing to a greater appreciation of Aboriginal culture and heritage.

By focusing on these objectives, the team contributes not only to the wellbeing of the environment but also to the social, cultural, and economic resilience of the First Peoples community. These efforts align with GLALC's overarching mission of promoting self-determination, cultural continuity, and sustainable development for current and future generations.

## Roles and Responsibilities

### Trainees

- Participate actively in training, mentorship, and project work
- Embrace and apply Caring for Country principles
- Maintain professionalism and adhere to workplace policies
- Collaborate with colleagues and contribute to GLALC's goals
- Contribute to GLALC's objectives through assigned tasks and responsibilities
- Your Position Description (see Appendix) details a role-specific outline detailing your tasks and expectations.

### Team Leader, Supervisors & Mentors

- Provide guidance, training, and support to trainees
- Monitor progress and provide constructive feedback
- Foster a culturally safe and inclusive work environment.

### GLALC Leadership

- Ensure the program aligns with GLALC's strategic goals
- Allocate resources to support program delivery
- Promote pathways for trainees into permanent roles.



# A Day in the Life of a First Peoples Rapid Response Team

A day in the life of the First Peoples Rapid Response Team is diverse and rewarding, centred around preserving Aboriginal lands and cultural heritage while fostering teamwork and skills development.

The team begins with a morning briefing to outline the day's goals, review safety protocols, and allocate tasks. Throughout the day, team members engage in a variety of activities such as land restoration, cultural site maintenance, and ecological management. These tasks are balanced with opportunities for learning and mentorship, ensuring a strong foundation of technical and cultural skills.

Lunch offers a moment for reflection and team connection, while the afternoon focuses on skill-building or on-ground project work. The day concludes with a debrief session to review accomplishments, address challenges, and plan for future activities.

Throughout the day, team members are supported by a framework that balances productivity with personal growth. This structured approach ensures each day is purposeful, enriching, and aligned with the overarching goals of cultural and environmental stewardship. It also provides team members with the skills, experience, and cultural insights needed to succeed in their current roles and future careers.



## Formal Training Program Outline

### **First Peoples Ranger Training Program (2023-2024)**

**Funded by Aboriginal Affairs NSW (AANSW) Community & Place Grant**

#### **Program Overview**

This training program was designed to develop the skills, knowledge, and practical experience of our First Peoples ranger team, employed under the AANSW Community & Place Grant. It is intended to provide tailored, hands-on, and culturally grounded training, with both formal and informal learning pathways.

The program combines:

- Accredited training (AHC21024 - Certificate II in Conservation and Ecosystem Management)
- Specialist workshops, site-based learning, and mentoring
- A broad suite of skills spanning cultural heritage, environmental management, WHS, bush regeneration, water and fire management, and more.

# Summary of Training Areas & Key Components

Category	Key Training Topics & Activities
<b>Cultural Heritage &amp; Caring for Country</b>	<ul style="list-style-type: none"> <li>- Cultural heritage site identification (Bundeena, Heathcote Ridge)</li> <li>- Bush tucker, native plants &amp; engraving sites</li> <li>- Aboriginal Heritage Officer field training</li> <li>- NSWALC GIS mapping &amp; cultural site monitoring</li> <li>- Introduction to PACHCI system &amp; heritage assessments</li> </ul>
<b>Archaeological Skills</b>	<ul style="list-style-type: none"> <li>- Principles of archaeological excavation</li> <li>- Recording, conservation techniques, clay oven site excavation</li> <li>- Reburial processes for artefacts</li> </ul>
<b>Environmental &amp; Ecological Restoration</b>	<ul style="list-style-type: none"> <li>- Weed &amp; pest identification and management (theoretical &amp; field)</li> <li>- Soil contamination identification &amp; site hygiene</li> <li>- Water management &amp; Sydney Water impacts</li> <li>- Mapping with Google Earth</li> <li>- Cooks River Management forum</li> </ul>
<b>Fire &amp; Land Management</b>	<ul style="list-style-type: none"> <li>- Fire management &amp; APZ with RFS</li> <li>- Introduction to eco-tourism trails and cultural walks</li> <li>- Heathcote Ridge Implementation Plan (boundary, fencing, dumping cleanup, revegetation)</li> </ul>
<b>WHS &amp; Compliance</b>	<ul style="list-style-type: none"> <li>- WHS structure, workday scheduling, legal breaks</li> <li>- Risk assessment, SWMS processes</li> <li>- First aid and CPR training</li> </ul>
<b>Organisational Knowledge</b>	<ul style="list-style-type: none"> <li>- GLALC policies, procedures &amp; procurement processes</li> <li>- Land claims &amp; ALRA processes</li> <li>- Boundary management &amp; legislative context</li> </ul>
<b>NSW Heritage Legislation</b>	<ul style="list-style-type: none"> <li>- Due Diligence Code of Conduct (2010), ACHA process</li> <li>- Field assessments &amp; DD surveys (Oak Point Golf Club)</li> </ul>
<b>Specialist Site Visits &amp; Labs</b>	<ul style="list-style-type: none"> <li>- ANSTO: pollen, residue analysis &amp; dating techniques</li> <li>- TfNSW road upgrades impact monitoring</li> </ul>
<b>Formal Certification</b>	<ul style="list-style-type: none"> <li>- AHC21024 Certificate II in Conservation &amp; Ecosystem Management</li> <li>- Including units on WHS, flora/fauna, weed/pest treatment, erosion control, cultural site maintenance, use of GPS, digital media, and trapping techniques</li> </ul>



## Certificate II in Conservation and Ecosystem Management (AHC21024)

Delivered by Walan Miya

This nationally recognised qualification formed the cornerstone of the training under the First Peoples Ranger Training Program. It included a mix of core units and elective units, ensuring participants developed both foundational competencies and specialised skills relevant to ecological restoration and cultural land management.

### Core Units

**AHCWHS202** — Participate in work health and safety processes

**AHCWRK211** — Participate in environmentally sustainable work practices

### Elective Units (Standard Delivery)

**AHCILM202** — Observe and report plants or animals

**AHCFAU202** — Recognise fauna

**AHCPCM204** — Recognise plants

**AHCPMG201** — Treat weeds

**AHCCHM201** — Apply chemicals under supervision

**AHCOCM201** — Maintain cultural sites

**AHCPGD201** — Plant trees and shrubs

**AHCECR203** — Perform basic ecological restoration works

**AHCSAW203** — Conduct erosion and sediment control activities

**AHCLPW201** — Operate a handheld GPS device

**AHCECR201** — Capture digital media for fieldwork

**AHCPMG307** — Apply animal trapping techniques

**AHCPMG202** — Treat plant pests, diseases and disorders

### Learning & Development Pathways

Individualised Learning & Development Plans were created for each staff member, tailored to their skill levels and goals.

Core training was delivered at different depths (basic vs intermediate), ensuring the team leader and trainee progressed appropriately.

### Key Outcomes

Develop tangible skills in conservation, land restoration, heritage protection, and eco-cultural tourism.

Build confidence in using a range of technical tools and processes (mapping, soil testing, WHS systems, cultural assessments).

Strengthen cultural knowledge and apply it to practical land management.

Enable pathways to employment and future leadership in land management and Caring for Country.



# Summary of Training

Formal Qualifications / External Training	Description / Providers
<b>AHC21024 - Certificate II in Conservation and Ecosystem Management</b>	Nationally recognised qualification delivered by Walan Miya (Mark Green & Russell Abbott), covering WHS, sustainable practices, flora & fauna recognition, weed & pest control, cultural site maintenance, ecological restoration, erosion control, GPS, digital field mapping & trapping techniques.
<b>Provide First Aid &amp; CPR</b>	Delivered by Belgravia Learning (Whitlam Centre), with a practical focus on snake bandage and wound care.
<b>NSW Environmental Trust Healthy Country Strategic Workshop</b>	External workshop delivered by NSW National Trust, covering healthy country principles and networking.
<b>Holistic Cultural Training</b>	Holistic Cultural Training Delivered by Graham Avery (Sutherland Shire Council's Natural Areas Aboriginal Heritage Officer) at Joseph Banks Native Plants Reserve, covering traditional original plant use, Dharawal culture and heritage.
<b>NSWALC GIS Systems Training</b>	Delivered by Chilli Tubridy, Janine Hudson, NSWALC, on the Geocortex online mapping system.
<b>ANSTO - Introduction to pollen and residue analysis, and dating techniques</b>	Hosted by Rod Dowler, Brett Rowling and ANSTO scientists, covering analysis of core samples, shell residue, and dating techniques (C14, OSL).





<b>Internal GLALC Training</b>	<b>Description / Trainers</b>
<b>Bushtucker and Site Identification</b>	Nationally recognised qualification delivered by Walan Miya (Mark Green & Russell Abbott), covering WHS, sustainable practices, flora & fauna recognition, weed & pest control, cultural site maintenance, ecological restoration, erosion control, GPS, digital field mapping & trapping techniques.
<b>Cultural Heritage Site Identification</b>	Delivered by Belgravia Learning (Whitlam Centre), with a practical focus on snake bandage and wound care.
<b>Archaeological excavation principles &amp; recording</b>	External workshop delivered by NSW National Trust, covering healthy country principles and networking.
<b>Boundary &amp; Fencing, Organisational Policies, Operations Preparation, Procurement, Fire Management, Environmental Hygiene, Water Management, Introduction to Heathcote Ridge Plan &amp; Eco-Tourism</b>	Delivered by Graham Avery (Sutherland Shire Council's Natural Areas Aboriginal Heritage Officer) at Joseph Banks Native Plants Reserve, covering Indigenous plant use, Dharawal language, and cultural heritage.
<b>Weed Identification (1 &amp; 2), Soil Testing, Mapping</b>	Delivered by Chilli Tubridy, Janine Hudson, NSWALC, on the Geocortex online mapping system.
<b>Management Training</b>	Hosted by Rod Dowler, Brett Rowling and ANSTO scientists, covering analysis of core samples, shell residue, and dating techniques (C14, OSL).
<b>Cooks River Management Forum</b>	Introduction to HELM responsibilities from the government to GLALC staff and how programs move into on-ground delivery. (Various GLALC & external presenters)
<b>NSW Heritage Legislation Training &amp; Practical</b>	Due Diligence Code of Conduct, ACHA process, site surveys for heritage and fire trails, reburial processes, monitoring site impacts, including blasting impacts at Heathcote & Sandy Point. (Bronwyn Patell, Lead Archaeologist GLALC / Darren Duncan Senior Culture, Heritage and Land Management Officer)
<b>Land Claims &amp; ALRA</b>	Overview of the Aboriginal Land Rights Act 1983 and GLALC's land claim process. (Bronwyn Partell, Lead Archaeologist GLALC)
<b>Installation of gates &amp; signage</b>	Practical on-site training monitoring on installation to prevent illegal property use. (Bronwyn Partell, Lead Archaeologist GLALC / Signarama)

# What support will I receive in my role?

GLALC provides a range of support services to help you succeed

## Training, Skills Development and Mentorship

Your growth is our priority. Support includes:

- **On-the-Job Training:** Practical experience guided by your supervisor
- **Workshops and Seminars:** Skills development in areas such as communication, time management, and cultural protocols
- **Mentorship:** Pairing with an experienced GLALC team member who will provide guidance and support
- **Cultural mentoring**
- **Certifications:** Opportunities to earn relevant qualifications aligned with your role.

## Technical Support and Daily Supervision

Trainees will be provided with on-the-ground training from their Team Leader and the Project Manager.

## Cultural Mentoring

1:1 cultural mentoring will be provided from GLALC's Cultural Education & Tourism Coordinator.

## Career Progression

Through each person's L&D plan, they will be supported to achieve their individual goals.

## Communication & Team meetings

Team meetings will take place weekly.

## Mental Health & Wellness

Confidential support through the Employee Assistance Program (EAP).

# Workplace Policies and Procedures

We are committed to maintaining a safe, respectful, and inclusive workplace. Key policies include:

- **Code of Conduct:** Expected behaviour and professionalism.
- **Work Health and Safety (WHS):** Guidelines to ensure a safe working environment.

- **Cultural Safety:** Promoting a culturally supportive workplace.
- **Staff Training & Development Policy**
- **Mental health & Wellbeing Policy**

For detailed information, refer to the GLALC Staff Handbook.



# Performance and Feedback

Your progress will be reviewed regularly to ensure you meet your goals and expectations:

- **Weekly Check-Ins:** One-on-one meetings with your supervisor.
- **Weekly Cultural Mentoring:**
- **Mid-Term Review:** Formal evaluation of your progress.

- **Final Assessment:** Summary of your achievements and areas for improvement.

We encourage open communication. Share any challenges or suggestions to enhance your experience.

## What is the logic behind the project?

### What is Project Logic?

Project logic is a structured framework that outlines the underlying rationale, steps, and expected outcomes of a project. It connects community needs with strategic objectives and details the inputs, activities, outputs, and outcomes necessary for achieving the project's goals. This approach ensures that the project aligns with broader strategic plans and delivers meaningful results.

Project logic is useful as it:


- Provides a clear roadmap for implementation and evaluation
- Aligns activities with strategic priorities and community needs
- Ensures accountability by identifying measurable outcomes
- Facilitates communication with stakeholders by presenting a cohesive plan.

The aim of the First Peoples Rapid Response Unit project is to protect and restore 850+ hectares of Aboriginal lands across GLALC jurisdiction while creating employment and training opportunities for First Peoples, contributing to the Closing the Gap targets.


By detailing the steps from inputs to long-term outcomes, the project logic demonstrates the program's role in advancing cultural preservation, ecological restoration, and community empowerment. It also underscores the importance of employment and training opportunities for First Peoples. Please refer to the project logic table in the following pages.



# Project Logic

COMMUNITY NEED	<p>The Gandangara Aboriginal community has expressed strong support for the preservation and restoration of Country at Heathcote Ridge, whilst creating employment and training opportunities for First Peoples to implement the Heathcote Ridge Implementation Plan (HRIP). This community drive has been evidenced in the intensive community consultation undertaken to formulate the Community, Land &amp; Business Plan (2024-2028)</p>
STRATEGIC ALIGNMENT	<h2>CLBP (2024-2028) Alignment</h2> <p><b>Key Priority Area 2: The Acquisition, Management &amp; Development of Land &amp; Other Assets</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 2.1.2:</b> Ensuring that acquired land is preserved for the benefit of the Aboriginal community. The restoration of Heathcote Ridge supports this strategy by maintaining and protecting the land, ensuring it remains a valuable resource for the community</li> </ul> <p><b>Key Priority Area 4: Business Enterprises and Investments</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 4.2.2:</b> Delivering an Aboriginal Employment Strategy aimed at attracting, retaining, and advancing a skilled First Peoples workforce. The employment of First Peoples as rangers and trainees, as well as their training in conservation and land management, aligns with this strategy by providing meaningful employment opportunities</li> <li>• <b>Strategy 4.2.3:</b> Developing educational and employment-focused programs for young people, including employment readiness initiatives, traineeships, job placement, work experience, and apprenticeships. This project potentially creates educational and employment opportunities for young Aboriginal trainees, ensuring they gain skills and certifications that will benefit their future employment prospects</li> </ul> <p><b>Key Priority Area 5: Aboriginal Culture &amp; Heritage</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 5.2.2:</b> Protecting and preserving the traditional knowledge and wisdom of our Elders. The implementation of traditional cultural burning practices and engagement with Elders in land management preserves and passes down valuable ecological knowledge</li> </ul> 



<p>CLOSING THE GAP / AANSW COMMUNITY &amp; PLACE STRATEGIC ALIGNMENT</p>	<p>The project directly supports several Closing the Gap targets by addressing key cultural, social, and economic priorities for First Peoples</p> <ul style="list-style-type: none"> <li>• <b>Target 1: Life Expectancy</b> <ul style="list-style-type: none"> <li>○ <b>Through Healthy Land, Healthy People:</b> By restoring the ecological health of Heathcote Ridge, the project fosters a connection to Country that promotes physical and mental wellbeing, contributing to improved health outcomes for Aboriginal people. Engaging with the land through cultural practices also supports a holistic approach to health, focusing on the interconnection between Country and individual wellness</li> </ul> </li> <li>• <b>Target 7 &amp; 8: Employment and Training Opportunities for First Peoples</b> <ul style="list-style-type: none"> <li>○ <b>Creating meaningful employment and training pathways:</b> The project provides employment for 1 Team Leader and 2 Trainee Rangers. Trainees will receive certification in Conservation and Ecosystem Management, which will enhance their future employability. By supporting job creation and vocational training, the project addresses employment gaps for First Peoples, particularly in land management and environmental restoration</li> </ul> </li> <li>• <b>Target 10 &amp; 11: Reducing Incarceration Rates</b> <ul style="list-style-type: none"> <li>○ <b>Providing meaningful training and employment:</b> By offering employment and training to First Peoples, the project helps reduce incarceration risks by creating pathways for economic independence, skill-building, and community engagement. These opportunities provide an alternative for individuals who might otherwise face challenges related to unemployment or disconnection from the community</li> </ul> </li> <li>• <b>Target 16: Sustain Aboriginal Languages and Culture</b> <ul style="list-style-type: none"> <li>○ <b>Connecting On Country and engaging with cultural land management practices:</b> The project emphasises the use of Traditional Ecological Knowledge (TEK), including cultural burning practices and the involvement of Elders, to ensure that cultural practices are maintained and passed down to future generations. This connection to Country helps preserve Aboriginal languages, knowledge systems, and cultural practices integral to land management</li> </ul> </li> </ul>
<p>PROPOSED INITIATIVE</p>	<p>To protect and restore 850+ hectares of Aboriginal lands across GLALC jurisdiction while creating employment and training opportunities for First Peoples, contributing to the Closing the Gap targets</p> 

INPUTS	<p><b>Funding:</b> Funding from the Community &amp; Place Grant and in-kind funding for non-funded staff</p> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Program Director</li> <li>• Program Manager</li> <li>• Project Manager</li> <li>• Senior Archaeologist</li> <li>• 1 Team Leader (funded by Aboriginal Affairs NSW)</li> <li>• 2 Trainee First Peoples Rangers (funded by Aboriginal Affairs NSW)</li> <li>• Administrative Support</li> <li>• Cultural Experts (e.g., Elders for Traditional Ecological Knowledge)</li> <li>• Financial Assistance &amp; Grand Administration Support</li> <li>• Other – Program Management Office, Marketing, Brand Central, Grants Central</li> </ul> <p><b>Training Program:</b> Conservation and Ecosystem Management training and certifications, Cultural Burning certificate</p> <p><b>Partnerships and Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Affairs NSW</li> <li>• GLALC (GLALC) Board</li> <li>• Chief Executive Officer</li> <li>• Executive Team</li> <li>• GLALC Members</li> <li>• Sutherland Shire Council (SSC)</li> <li>• Vocational education institutions (e.g., TAFE, training providers)</li> </ul> <p><b>Equipment and Resources:</b></p> <ul style="list-style-type: none"> <li>• Tools and equipment for land management (e.g., for cultural burning, pest/weed control)</li> <li>• Safety equipment (Personal Protective Equipment - PPE)</li> <li>• Transportation for on-site work</li> <li>• Program Materials</li> <li>• Information and Communications Technology for new staff</li> <li>• Learning &amp; Development Plans</li> <li>• Technical writing</li> </ul> <p><b>Traditional Ecological Knowledge (TEK):</b> Guidance from Aboriginal Elders for cultural burning and traditional land management practices</p> <p><b>Facilities:</b> Access to Heathcote Ridge for restoration activities and training, Eco Depot facility</p> <p><b>Community Engagement Resources:</b> Communication, marketing, branding and design tools, materials for community consultation, and stakeholder consultations</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Geographic Information System (GIS) mapping and other tools for monitoring land restoration</li> <li>• Communication and reporting tools for project management and reporting</li> <li>• Information and Communications Technology (ICT) for new staff</li> </ul> <p><b>Cultural Heritage &amp; Land Management Protection Tools:</b> Resources for protecting culturally significant sites and ensuring respectful land use</p>
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ACTIVITIES	<p><b>Activities (Phase 1: Planning &amp; Initiation)</b></p> <ul style="list-style-type: none"> <li>• Secure funding and initiate the project</li> <li>• Finalise the project team and develop a stakeholder list</li> <li>• Recruitment and onboarding of new team members</li> <li>• Hold community meetings to gather input and approvals</li> </ul> <p><b>Activities (Phase 2: Training &amp; On-Country Work)</b></p> <ul style="list-style-type: none"> <li>• Development of a formal training program</li> <li>• Personalised Learning &amp; Development/Career Pathway Plans developed individually with each new staff member</li> <li>• Begin training for Trainee Rangers in conservation and land management</li> <li>• Conduct cultural burning and pest/weed control activities</li> <li>• Begin site maintenance and restoration work</li> </ul> <p><b>Activities (Phase 3: Project Review &amp; Completion)</b></p> <ul style="list-style-type: none"> <li>• Finalise site restoration and maintenance activities</li> <li>• Conduct community engagement events</li> <li>• Evaluate the project's impact and prepare reports for grant acquittal</li> </ul> <p><b>Key Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• Number of First Peoples employed</li> <li>• Development of a formal training program</li> <li>• Personalised Learning &amp; Development/Career Pathway Plans developed individually with each new staff member</li> <li>• Number of land restoration activities conducted</li> <li>• Number of cultural sites maintained and restored</li> <li>• Area of land restored and maintained</li> <li>• Installation of educational signage and walking tracks</li> <li>• Retention of 3 new staff for the duration of the project</li> <li>• Compilation of a Traditional Ecological Knowledge (TEK) report</li> <li>• Successful and timely completion of progress reporting and performance reporting</li> <li>• Satisfaction of Trainee Rangers</li> <li>• Satisfaction of GLALC Members</li> <li>• Satisfaction of the funding body</li> </ul>
OUTPUTS	<ul style="list-style-type: none"> <li>• Employment of 3 First Peoples (1 Team Leader, 2 Trainee Rangers)</li> <li>• Development of a formal training program</li> <li>• Completion of a formal training program</li> <li>• Personalised Learning &amp; Development/Career Pathway Plans developed individually with each new staff member</li> <li>• Site restoration and pest/weed management across 850+ hectares</li> <li>• Installation of educational signage and walking tracks</li> <li>• Compilation of a TEK (Traditional Ecological Knowledge) report</li> <li>• Progress Report</li> <li>• Final report and financial acquittal</li> </ul>

SHORT-TERM OUTCOMES	<ul style="list-style-type: none"> <li>• Establishment of the First Peoples' Ranger Response Team</li> <li>• Employment of 1 Team Leader and 2 First Peoples Trainee Rangers</li> <li>• Trainees enrolled in conservation and land management training programs</li> <li>• Land restoration activities commence on Aboriginal lands at Heathcote</li> </ul>
MEDIUM OUTCOMES	<ul style="list-style-type: none"> <li>• Trainee Rangers receive certification in Conservation and Ecosystem Management</li> <li>• Improved ecological conditions across Heathcote Ridge</li> <li>• Key initiatives of the Heathcote Ridge Implementation Plan (HRIP) are activated</li> <li>• Increased engagement of the local Aboriginal community in land management activities</li> <li>• Successful completion of reporting and performance evaluation</li> </ul>
LONG TERM OUTCOMES	<ul style="list-style-type: none"> <li>• Key initiatives of the Heathcote Ridge Implementation Plan (HRIP) are achieved</li> <li>• Heathcote Ridge restored as a culturally significant site for the community</li> <li>• Trainees progress into full-time employment or further education</li> <li>• Stronger connection between First Peoples and their land</li> </ul>

# What is the 12 month project plan?

There is a phased project plan that outlines key milestones and activities, ensuring a systematic and well-coordinated approach from establishment to reporting. Each phase contributes to the overall success of the First Peoples' Ranger Response Project, aligning with the project's objectives and the desired Closing the Gap outcomes.

**Start Date:** 01.07.24

**Finish Date:** 30.06.25

**Location:** GLALC Eco Depot on Heathcote Ridge

## **Project Overview:**

Our First Peoples' Ranger Response project aims to launch the First Peoples-led Care for Country program of works at Heathcote Ridge, restoring and protecting 850+ hectares of land and cultural heritage. The project includes the creation of employment opportunities for First Peoples, with a focus on upskilling through a structured training program.

## **Key Milestones:**

- Phase 1 - Project Initiation Phase (01.07.24 – 31.08.24)
- Phase 2 - Project Planning (01.09.24 – 30.09.24)
- Phase 3 - Team Training, On Country Education & Team Mobilisation (01.10.24 - 30.05.25)
- Phase 4 - Evaluation & Reporting (01.06.25 - 30.06.25).





# How will I be supported by GLALC after the Rapid Response Team project ends?

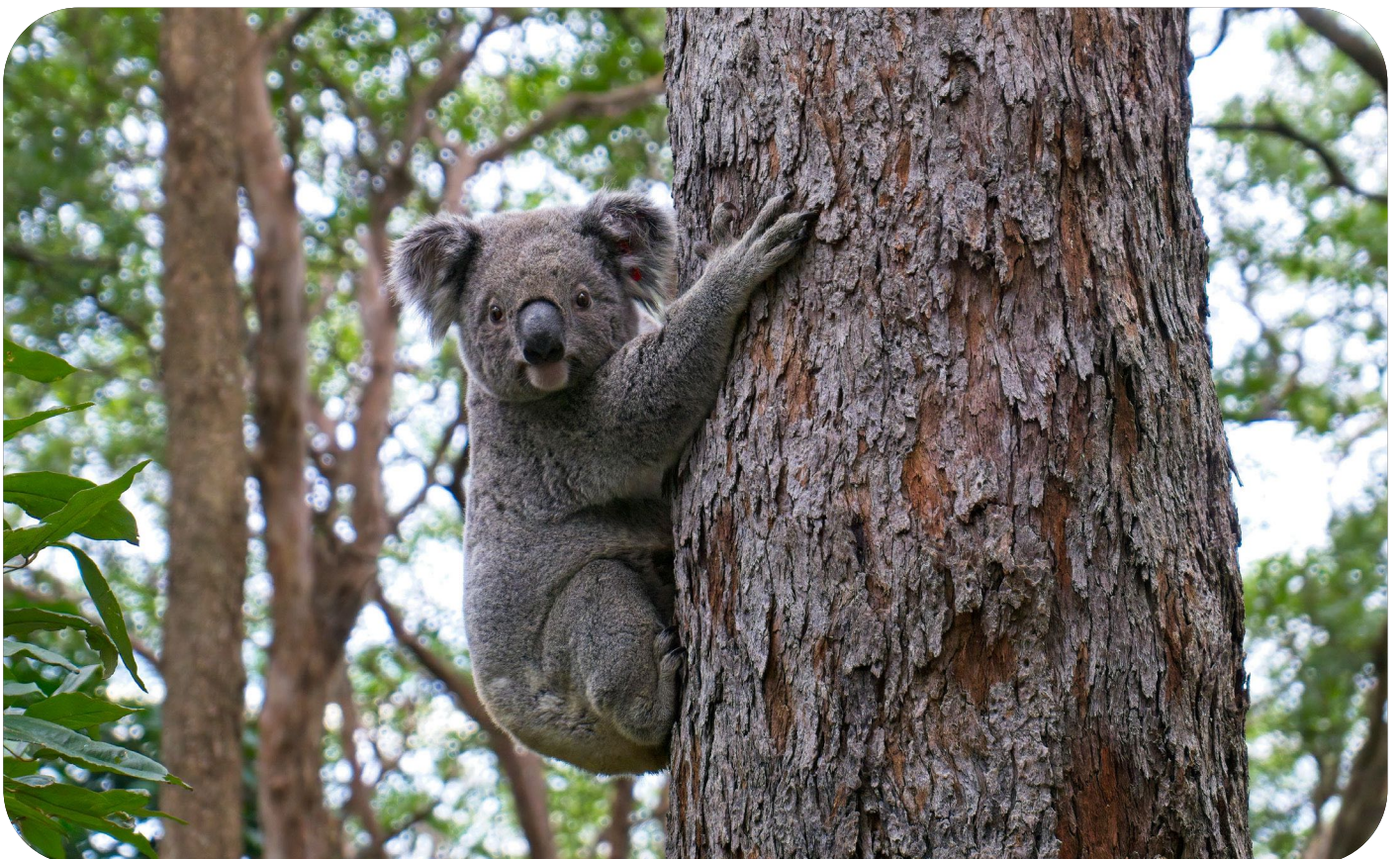
The First Peoples Rapid Response Team project is scheduled to conclude on 30 June 2025, marking the end of the funding from the AANSW Community & Place program. However, GLALC remains committed to the ongoing support, wellbeing, and career development of its staff.

GLALC has secured a further four years of funding from the NIAA Indigenous Rangers Program. This funding ensures that all staff recruited to the current First Peoples Rapid Response Team will have the opportunity to apply for ongoing roles in the new First Peoples Ranger Team. This program, commencing 1 July 2025, represents

a continuation of GLALC's commitment to caring for Country and creating sustainable career pathways.

## **A Career Pathway**

This project is designed as a career pathway into permanent and ongoing employment for staff who demonstrate their alignment with GLALC's values and the objectives of the Caring for Country Campaign and the NIAA Indigenous Rangers Program. Team members who show dedication, a strong work ethic, and a passion for cultural and environmental stewardship will be given priority consideration for the new roles.





# Who can I ask for support if I need more help after reading this trainee guide?

If you need additional support after reading this trainee guide, you can reach out to the following resources:

- **Supervisor:** Your first point of contact for guidance on tasks, expectations, and day-to-day work challenges
- **Human Resources (HR) Team:** For workplace concerns, policies, or assistance with employee benefits, contact the HR team
- **Cultural Mentors:** Reach out to your designated cultural mentor or the Senior Cultural Education & Tourism Officer for cultural guidance and support
- **Colleagues:** Your team members and peers can provide valuable insights and assistance with daily queries
- **Employee Assistance Program (EAP):** This confidential service supports mental health and wellness. Contact details are available in the GLALC Staff Handbook
- **General Administration:** For administrative or logistical inquiries, contact the GLALC office directly.

Always remember, your growth and wellbeing are priorities, and these resources are here to support you every step of the way.





# Frequently Asked Questions (FAQs)



**Q: What should I do if I have a workplace concern?**

**A:** Contact your supervisor or the HR team for assistance.

**Q: Are there flexible work arrangements?**

**A:** Discuss your needs with your supervisor; GLALC supports work-life balance, however, it must be formally approved first.

**Q: How can I access cultural support?**

**A:** Reach out to your cultural mentor who is there to support you weekly through 1:1 support.

**Q: What is included in my Learning and Development Plan (L&D)?**

**A:** Your L&D plan outlines personalised training and development goals, including workshops, certifications, and on-the-job training.

**Q: What is the process for reporting a safety issue?**

**A:** Notify your supervisor immediately and follow the procedures outlined in the Work Health and Safety (WHS) policy.

**Q: Will I have opportunities to attend external training programs?**

**A:** Yes, opportunities will be provided based on your L&D plan and program requirements.

**Q: What do I do if I cannot attend a scheduled session or meeting?**

**A:** Inform your supervisor as soon as possible to reschedule or make alternative arrangements.

**Q: How will my performance be reviewed?**

**A:** Your performance will be reviewed regularly through monthly check-ins, a mid-term review, and a final assessment.

**Q: What happens if I complete the project successfully?**

**A:** You may transition into a permanent role, pursue further training, or explore other opportunities within GLALC.

**Q: What if I experience a personal issue affecting my work?**

**A:** Confidential support is available through the EAP or HR team.











# Appendix







# APPENDIX 1 - Trainee Ranger Position Description

**Position Description:** Trainee First Peoples Ranger (contract until 30 June 2025 with possible permanent extension)

**Position Title:** Trainee First Peoples Ranger (two positions available)

**Reports to:** Team Leader/Project Manager - Heritage Ecology & Land Management (HELM)

**Employment type:** Full time

**Location:** Based at the GLALC Eco Depot at Heathcote Ridge

**Direct Reports:** None

**Position Purpose:**

The Trainee First Peoples Ranger roles are pivotal in our mission of preserving and enhancing our natural environment while respecting and honouring the deep cultural heritage intertwined with the land. These positions require individuals dedicated to both learning and applying land management principles, supporting our HELM "Our First Peoples' Ranger Response project."

Based at the GLALC Eco Depot on Heathcote Ridge, Trainee First Peoples Rangers will work closely with experienced leaders to restore and protect over 850 hectares of land and cultural heritage sites. Under the mentorship of the Team Leader / Project Manager until 30 June 2025 (with possible extension), they will undergo a comprehensive training program aimed at upskilling them in various aspects of land management.

In their role, the Trainee First Peoples Rangers will gain practical skills in site maintenance, waste removal, road and track repairs, cultural burns, and managing pests and weeds. They will also learn about completing and maintaining walking tracks, with a focus on installing educational signage to enrich visitors' experiences. Furthermore, they will focus on transforming sites into cultural meeting and learning places.


As part of their training journey, they will also participate in formal training such as a TAFE course, a 5-day Aboriginal Cultural Burning training program, and other relevant professional development initiatives. These programs aim to empower Trainee First Peoples Rangers and integrate Traditional Ecological Knowledge (TEK) into their conservation practices.

Overall, we are seeking dedicated individuals who are eager to learn and grow, possess a strong commitment to preserving our natural heritage, and are passionate about upholding the traditions of our First Peoples.

## Key responsibilities of the role:

1. Actively engage in the activities led by the HELM Team Leader/Project Manager, supporting the implementation of the "Our First Peoples' Ranger Response project."
2. Participate in executing tasks as directed by the Team Leader/Project Manager, focusing on rehabilitation, restoration, and cultural preservation efforts.
3. Embrace and apply Caring for Country principles and Traditional Ecological Knowledge (TEK) in conservation efforts under the mentorship of the Team Leader/Project Manager.
4. Actively participate in professional development initiatives, including a relevant TAFE Course in Land Management, a Aboriginal Cultural Burning training program, and/or other relevant opportunities aimed at enhancing skills and knowledge in land management and conservation practice.
5. Support the grant administration process for the project, ensuring compliance with the Activity Plan and contributing to the achievement of project milestones.
6. Collaborate with the Aboriginal community, contributing to project scheduling and





engaging in mentorship opportunities provided by the Team Leader / Project Manager.

7. Follow safety protocols and procedures under the guidance of the Team Leader/Project Manager, ensuring a safe working environment for all.
8. Uphold compliance with relevant legislation, regulations, and quality standards, contributing to the preservation of a safe and ethical work environment.
9. Engage with external stakeholders to support service coordination and integration efforts, fostering positive relationships within the community.
10. Under the guidance of the Team Leader/Project Manager, contribute to the development and implementation of strategic plans and initiatives within the HELM sector, leveraging learnings and experiences gained during the training program.
11. Embrace a culture of continuous learning and growth, with a willingness to contribute to continuous quality improvement initiatives under the guidance of the Team Leader.

#### **Essential Criteria:**

1. Identified Aboriginal Position: The candidate must be of Aboriginal descent, as per section 14(d) of the Anti-Discrimination Act 1977 (NSW), given the role's focus on serving Aboriginal communities.
2. Demonstrated commitment and passion to Caring for Country, land management practices, conservation initiatives, or related fields.
3. Demonstrated a high level of commitment to learning and development, with a genuine interest in land management principles and conservation.
4. Ability to work effectively within a team environment and willingness to learn from

experienced mentors.

5. Strong communication skills and the ability to engage respectfully with colleagues, stakeholders and community members.
6. Basic understanding of safety protocols and procedures, with a willingness to learn and adhere to them.
7. Capacity to manage competing priorities, meet deadlines, and adapt to changing organisational needs.
8. Previous exposure to working with Aboriginal and/or Torres Strait Islander communities.
9. Full NSW Driver's License and the ability to travel to local communities and events if required.
10. Willingness to obtain a National Police Check.
11. Current NSW employee Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012 (NSW).

#### **Desirable Qualifications/Experience:**


1. Previous experience or exposure to land management practices, conservation initiatives, or related fields.
2. Familiarity with Aboriginal cultural Caring for Country practices, including Traditional Ecological Knowledge (TEK), and a willingness to integrate them into conservation efforts.
3. Experience participating in community-based projects or initiatives.
4. Basic knowledge of grant administration processes and project management principles.
5. Participation in relevant training programs or courses related to land management, conservation, or cultural heritage.

# Organisation Employee Responsibilities:

The following criteria are requirements for all employees:

ESSENTIAL	DESCRIPTION
TEAM WORK	The Gandangara Aboriginal community has expressed strong support for the preservation and restoration of Country at Heathcote Ridge, whilst creating employment and training opportunities for First Peoples to implement the Heathcote Ridge Implementation Plan (HRIP). This community drive has been evidenced in the intensive community consultation undertaken to formulate the Community, Land & Business Plan (2024-2028)
STRATEGIC ALIGNMENT	<ul style="list-style-type: none"> <li>• Contribute to the efficient and effective functioning of their team or work unit in order to meet GLALC objectives including by demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct</li> <li>• Provide assistance to team members if required and undertake other key responsibilities or activities as directed by one's supervisors</li> <li>• Work within a multidisciplinary team</li> <li>• Contribute positively in team meetings, development and planning</li> <li>• Communicate with colleagues and other stakeholders in all forms both written, electronically and verbally in an appropriate and acceptable manner</li> </ul>
RISK MANAGEMENT AND TRAINING	<ul style="list-style-type: none"> <li>• Undertake risk management and actively support and participate in the risk management processes adopted include identifying, analysing and evaluating risk that may impact on GLALC</li> <li>• Complete all mandatory training, such as Work Health &amp; Safety (WHS), Privacy, Equal Employment Opportunity (EEO) training within the first six weeks of commencement with GLALC. Your supervisor will check to ensure compliance with this mandatory requirement</li> <li>• Demonstrate an understanding of the principles of anti-discrimination, Aboriginal and Torres Strait Islander Workplace Relations, work health and safety and other relevant legislation, and show the willingness and capacity to implement equal employment opportunity and work health and safety plans, policies and programs</li> </ul>
WORKPLACE HEALTH & SAFETY REQUIREMENTS	<ul style="list-style-type: none"> <li>• Able to identify actual/potential workplace hazards and take corrective action</li> <li>• Conduct oneself in a manner that encourages safe work practices under relevant legislation</li> <li>• Take reasonable care for their own health and safety and the health and safety of others, including the implementation of risk control measures within their control.</li> <li>• Comply with all reasonable instructions.</li> <li>• Participate in activities and programs designed to improve health and safety</li> <li>• Report potential hazards and incidents in the workplace</li> <li>• Notify their supervisor of any injuries or illnesses that occur in their workplace</li> </ul>





MINIMISATION AND MANAGEMENT OF AGGRESSION	<ul style="list-style-type: none"> <li>• Ability to identify an aggressive incident/person and take appropriate action including de-escalation, positive communication, and debriefing</li> </ul>
QUALITY IMPROVEMENT COMMITMENT	<ul style="list-style-type: none"> <li>• Actively participate in Annual Performance and development reviews</li> <li>• Attend and participate in education and Q.I. Programs</li> <li>• Contribute to opportunities for improvement in services and delivery</li> <li>• Participate in the cyclical Professional Work Planning and Career Development Review which includes an annual review of performance against agreed operational and performance objectives</li> <li>• Perform responsibilities in a manner which reflects and responds to continuous improvement</li> <li>• Promote client feedback and satisfaction surveys</li> <li>• Understand the principles of equal employment opportunity and equity</li> <li>• Read, understand and comply with all GLALC policies and procedures</li> <li>• Ability to perform an activity requiring the use of force exerted by a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any animate or inanimate object as part of your regular duties</li> </ul>

### **Performance Management:**

The CEO will manage your work performance with you. You will be required to participate actively in the process.

In addition to regular and ongoing support, coaching, guidance, and feedback, you will participate in regular performance management interviews. The standard of performance that is

required for this position is determined by the job description and any agreed-upon targets and goals discussed with the CEO.

### **Agreement**

As the incumbent of this position, I have read this Job Description, understand its contents and agree to work in accordance with the requirements of the position. I understand and accept that I must also comply with the policies and procedures of GLALC.

Employee Name: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

CEO Name: \_\_\_\_\_

CEO Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX 2 - Team Leader

## Position Description

**Position Description:** Ranger Team Leader/Project Manager (contract until 30 June 2025 with possible permanent extension)

**Position Title:** Ranger Team Leader/Project Manager - Heritage Ecology & Land Management (HELM)

**Reports to:** HELM Program Manager

**Employment type:** Full time

**Location:** Based at the GLALC Eco Depot at Heathcote Ridge

**Direct Reports:** 2 x Trainee First Peoples Rangers

**Position Purpose:**

The role of the First Peoples Ranger Team Leader is integral to our mission of preserving and enhancing our natural environment while honouring the deep cultural heritage intertwined with the land. This position requires someone with not only strong leadership skills but also a profound understanding of land management principles and a genuine passion for conservation.

Key responsibilities include coordinating and overseeing the activities of our dedicated ranger team, ensuring that our conservation efforts align with the principles of Caring for Country. The successful candidate will play a pivotal role in managing the HELM "Our First Peoples' Ranger Response project," overseeing its implementation and ensuring compliance with funding requirements.

Based at the GLALC Eco Depot on Heathcote Ridge, the Team Leader will lead the Care for Country program, working to restore and protect over 850 hectares of land and cultural heritage sites. In addition to directly supervising two Trainee First Peoples Rangers, they will collaborate with external stakeholders to achieve project milestones and outcomes.

Strategic planning is also a crucial aspect of this role, as the Team Leader will contribute to initiatives

aimed at addressing emerging trends and priorities within the HELM sector. By fostering collaboration and innovation, they will help drive forward our efforts to safeguard the environment for future generations.

Overall, we are seeking a dedicated individual who not only possesses the necessary skills and knowledge but also shares our deep commitment to preserving our natural heritage and upholding the traditions of our First Peoples.

**Key responsibilities of the role:**

- 1.** Reporting to the HELM Program Manager, lead the Aboriginal Ranger team.
- 2.** Execute the First Peoples Ranger Program activity plan including rehabilitation and restoration, and cultural preservation.
- 3.** Oversee grant administration for the Project and compliance with the Activity Plan and ensure the Project meets milestones and achieves outcomes in accordance with funding requirements.
- 4.** Coordinate and plan daily operations, projects, and conservation initiatives.
- 5.** Schedule projects for the team, mentor team members, and collaborate with the Aboriginal community.
- 6.** Effectively incorporate Caring for Country principles, integrating Traditional Ecological Knowledge (TEK) and practices.
- 7.** Implement and monitor safety protocols and procedures for the ranger team.
- 8.** Ensure compliance with relevant legislation, regulations and quality standards, maintaining a safe and ethical practice environment.
- 9.** Cultivate partnerships and engage with external stakeholders, including government agencies, community organisations, and other services, to enhance service coordination and integration.



- 10.** Contribute to the development and implementation of strategic plans and initiatives to address emerging trends and priorities in the HELM sector.
- 11.** Cultivate a positive and inclusive team culture, promoting professional development and growth.

### **Essential Experience & Qualifications:**

- 1.** Possession of relevant land management qualifications, demonstrating a strong foundation in the principles and practices of land management. This may include, but is not limited to degrees, diplomas, or certifications in fields such as Environmental Science, Natural Resource Management, Conservation Biology, or First Peoples Land Management.
- 2.** Demonstrated leadership experience, preferably in a similar role, with the ability to effectively lead and manage an Aboriginal Ranger team.
- 3.** Ability to schedule projects for the team, provide mentorship to team members, and establish effective collaboration with the Aboriginal community.
- 4.** Proven capability to execute a complex program activity plans, including rehabilitation, restoration, and cultural preservation initiatives.
- 5.** Strong organisational skills with the capacity to coordinate and plan daily operations, projects, and conservation initiatives efficiently.
- 6.** Strong analytical and problem-solving abilities, with the capacity to make informed decisions and implement solutions to complex issues.
- 7.** Proficiency in integrating Caring for Country principles, Traditional Ecological Knowledge (TEK), and practices into conservation efforts.
- 8.** Demonstrated experience working across cultures and, in particular, with Aboriginal and/or Torres Strait Islander communities.
- 8.** Excellent communication and interpersonal skills, with the ability to engage effectively with participants, colleagues, and stakeholders from diverse backgrounds.
- 10.** Ability to work collaboratively, lead a multidisciplinary team, and contribute to a positive and supportive, culturally safe work culture.

- 11.** Commitment to fostering professional development, ongoing learning, and continuous quality improvement within a team.
- 12.** Capacity to manage competing priorities, meet deadlines, and adapt to changing organisational needs.
- 13.** Demonstrated understanding of safety protocols and procedures.
- 14.** Thorough knowledge of relevant legislation, regulations, and quality standards, with a commitment to maintaining a safe and ethical work environment.
- 15.** Full NSW Drivers Licence and the ability to travel to local communities and events if required.
- 16.** Willingness to obtain a National Police Check.
- 17.** Current NSW employee Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012 (NSW).

### **Desirable Experience & Qualifications:**

- 1.** Experience in overseeing grant administration processes, ensuring compliance with Activity Plans, and achieving project milestones aligned with funding requirements.
- 2.** Proven capability to execute complex program activity plans within the framework of the First Peoples Ranger Program.
- 3.** Demonstrated experience implementing and monitoring safety protocols and procedures for a ranger team or a similar team.
- 4.** Proven ability to cultivate partnerships and engage with diverse external stakeholders, including government agencies, community organisations, and other services, to enhance service coordination and integration.
- 5.** Experience contributing to the development and implementation of strategic plans and initiatives aimed at addressing emerging trends and priorities within the heritage, culture and/or land management sector.

## Organisation Employee Responsibilities:

The following criteria are requirements for all employees:

ESSENTIAL	DESCRIPTION
TEAM WORK	<ul style="list-style-type: none"><li>• Contribute to the efficient and effective functioning of their team or work unit in order to meet GLALC objectives, including demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct</li><li>• Provide assistance to team members if required and undertake other key responsibilities or activities as directed by one's supervisors</li><li>• Work within a multidisciplinary team</li><li>• Contribute positively in team meetings, development and planning</li><li>• Communicate with colleagues and other stakeholders in all forms, both written, electronically and verbally in an appropriate and acceptable manner</li></ul>
RISK MANAGEMENT AND TRAINING	<ul style="list-style-type: none"><li>• Undertake risk management and actively support and participate in the risk management processes adopted include identifying, analysing and evaluating risk that may impact GLALC</li><li>• Complete all mandatory training such as Work, Health &amp; Safety (WHS), Privacy, Equal Employment Opportunity (EEO) training within the first six weeks of commencement with GLALC. Your supervisor will check to ensure compliance with this mandatory requirement</li><li>• Demonstrate an understanding of the principles of anti-discrimination, Aboriginal and Torres Strait Islander Workplace Relations, work health and safety and other relevant legislation, and show the willingness and capacity to implement equal employment opportunity and work health and safety plans, policies and programs</li></ul>
WORKPLACE HEALTH & SAFETY REQUIREMENTS	<ul style="list-style-type: none"><li>• Able to identify actual/potential workplace hazards and take corrective action</li><li>• Conduct oneself in a manner that encourages safe work practices under relevant legislation</li><li>• Take reasonable care for their own health and safety and the health and safety of others including the implementation of risk control measures within their control</li><li>• Comply with all reasonable instructions.</li><li>• Participate in activities and programs designed to improve health and safety</li><li>• Report potential hazards and incidents in the workplace</li><li>• Notify their supervisor of any injuries or illnesses that occur in their workplace</li></ul>
MINIMISATION AND MANAGEMENT OF AGGRESSION	<ul style="list-style-type: none"><li>• Ability to identify an aggressive incident/person and take appropriate action including de-escalation, positive communication, and debriefing</li></ul>
QUALITY IMPROVEMENT COMMITMENT	<ul style="list-style-type: none"><li>• Actively participate in Annual Performance and development reviews</li><li>• Attend and participate in education and Quality Improvement (Q.I.) Programs</li><li>• Contribute to opportunities for improvement in services and delivery</li><li>• Participate in the cyclical Professional Work Planning and Career Development Review which includes an annual review of performance against agreed operational and performance objectives</li><li>• Perform responsibilities in a manner that reflects and responds to continuous improvement</li><li>• Promote client feedback and satisfaction surveys</li></ul>



EQUAL EMPLOYMENT OPPORTUNITY	<ul style="list-style-type: none"> <li>• Understand the principles of equal employment opportunity and equity</li> </ul>
POLICIES AND PROCEDURES	<ul style="list-style-type: none"> <li>• Read, understand and comply with all GLALC policies and procedures</li> </ul>
MANUAL HANDLING ABILITY	<ul style="list-style-type: none"> <li>• Ability to perform an activity requiring the use of force exerted by a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any animate or inanimate object as part of your regular duties</li> </ul>

### Performance Management:

Your work performance will be managed with you by the HELM Program Manager. You will be required to participate actively in the process. In addition to regular and ongoing support, coaching, guidance and feedback, you will participate in regular performance management interviews. The standard of performance that is required for this position is determined by the job

description and any agreed-upon targets and goals discussed with the HELM Program Manager.

### Agreement

As the incumbent of this position, I have read this Job Description, understand its contents and agree to work in accordance with the requirements of the position. I understand and accept that I must also comply with the policies and procedures of GLALC.

Employee Name: \_\_\_\_\_

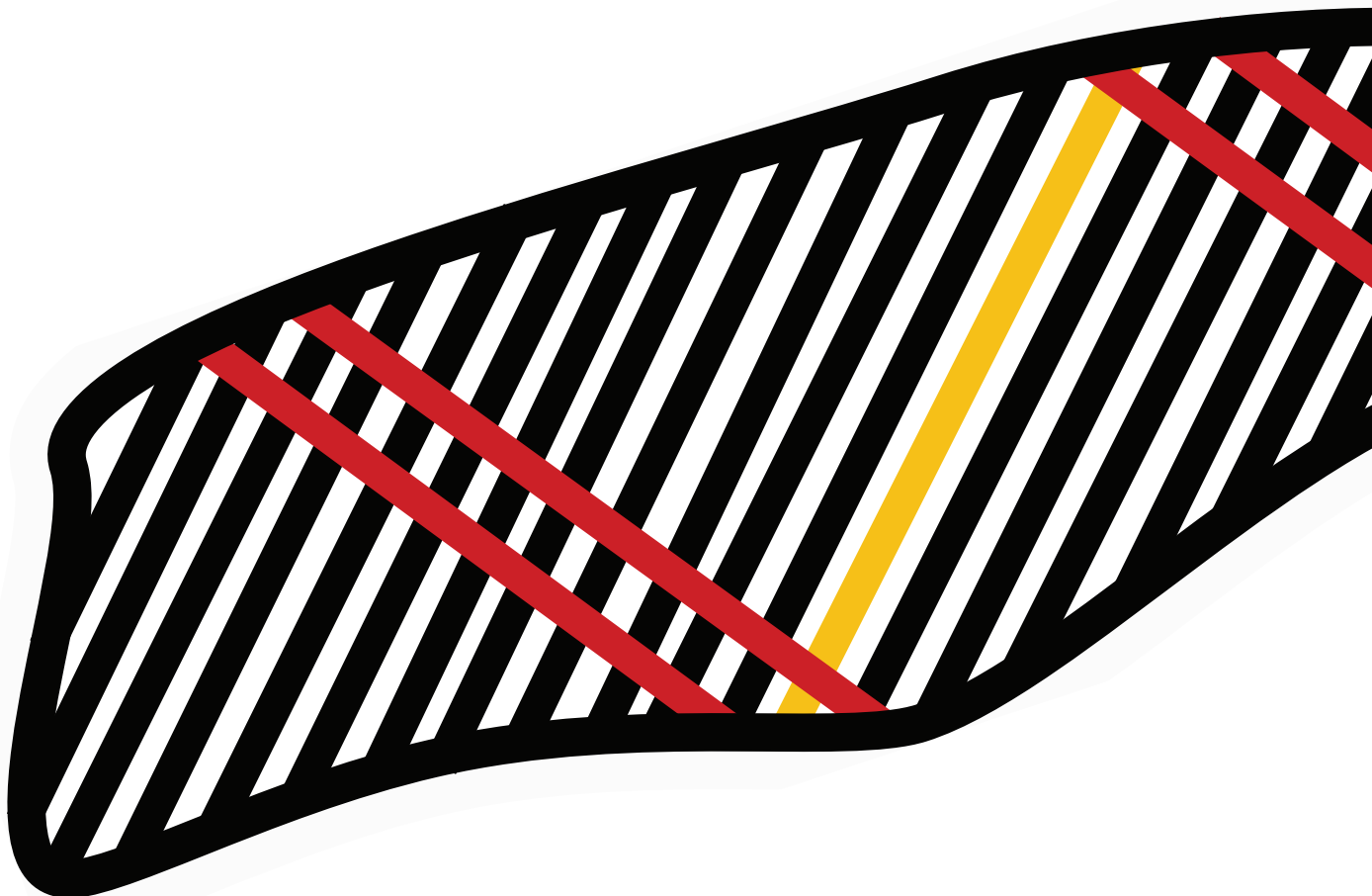
Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

CEO Name: \_\_\_\_\_

CEO Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# APPENDIX 3 - Expression of Interest (Eoi) - Trainee Ranger

**Position Title:** First Peoples Trainee Ranger - Heritage Ecology & Land Management (HELM)

**Employment type:** Full time

**Location:** Based at the GLALC Eco Depot at Heathcote Ridge or other nominated location

## **About GLALC**

GLALC's main objective, for each of our Members, is to improve and protect their social and emotional wellbeing by creating a meaningful connection between us based on mutual respect and understanding. We also work hard at building a closer, healthier and stronger community through a range of services, regular open communication, public meetings, and information sharing. Just as importantly, we provide a culturally safe place for our Members to come together to yarn, connect and feel they belong.

At GLALC, we are committed to preserving and enhancing our natural environment while honouring the deep cultural heritage intertwined with the land. Through our HELM "Our First Peoples' Ranger Response project," we aim to restore and protect over 850 hectares of land and cultural heritage sites. We provide a culturally safe space for our Members to connect, share, and belong, fostering mutual respect and understanding.

## **The Opportunity**

The Trainee First Peoples Ranger roles are pivotal in our mission of preserving and enhancing our natural environment while respecting and honouring the deep cultural heritage intertwined with the land. These positions require individuals dedicated to both learning and applying land management principles, supporting our HELM "Our First Peoples' Ranger Response project."

Based at the GLALC Eco Depot on Heathcote Ridge, Trainee First Peoples Rangers will work closely with experienced leaders to restore and protect over 850 hectares of land and cultural

heritage sites. Under the mentorship of the Team Leader / Project Manager until 30 June 2025 (with possible extension), they will undergo a comprehensive training program aimed at upskilling them in various aspects of land management.

In their role, the Trainee First Peoples Rangers will gain practical skills in site maintenance, waste removal, road and track repairs, cultural burns, and managing pests and weeds. They will also learn about completing and maintaining walking tracks, with a focus on installing educational signage to enrich visitors' experiences. Furthermore, they will focus on transforming sites into cultural meeting and learning places.

As part of their training journey, they will also participate in formal training such as a TAFE course, a 5-day Aboriginal Cultural Burning training program, and other relevant professional development initiatives. These programs aim to empower Trainee First Peoples Rangers and integrate Traditional Ecological Knowledge (TEK) into their conservation practices.

Overall, we are seeking dedicated individuals who are eager to learn and grow, possess a strong commitment to preserving our natural heritage, and are passionate about upholding the traditions of our First Peoples.

## **About You**

You are passionately pursuing a career dedicated to the preservation, rehabilitation, and protection of our Aboriginal-owned lands at Gandangara. You are not merely seeking a job; you are ready to take your career to another level. As a respected First Peoples community member, you carry a profound sense of responsibility and commitment towards Caring for Country and safeguarding its cultural significance.



Your enthusiasm is evident, and you demonstrate your dedication as you aspire to forge a long-lasting career within the First Peoples Ranger remit. You thrive in dynamic environments, driven by a desire to continuously learn and grow. Your eagerness to engage in formal learning opportunities, such as TAFE courses and short courses, reflects your proactive approach to personal and professional development. Ready to embrace challenges and make a meaningful impact, you stand determined to embark on a fulfilling journey as a Trainee First Peoples Ranger at GLALC.

### Key responsibilities of the role

1. Actively engage in the activities led by the HELM Team Leader/Project Manager, supporting the implementation of the "Our First Peoples' Ranger Response project."
2. Participate in executing tasks as directed by the Team Leader/Project Manager, focusing on rehabilitation, restoration, and cultural preservation efforts.
3. Embrace and apply Caring for Country principles in conservation efforts under the mentorship of the Team Leader/Project Manager.
4. Actively participate in professional development initiatives, including a relevant TAFE Course in Land Management, an Aboriginal Cultural Burning training program, and/or other relevant opportunities aimed at enhancing skills and knowledge in land management and conservation practice.
5. Support the grant administration process for the project, ensuring compliance with the Activity Plan and contributing to the achievement of project milestones.
6. Collaborate with the Aboriginal community, contributing to project scheduling and engaging in mentorship opportunities provided by the Team Leader / Project Manager.
7. Follow safety protocols and procedures under the guidance of the Team Leader/Project Manager, ensuring a safe working environment for all.
8. Uphold compliance with relevant legislation, regulations, and quality standards, contributing to the preservation of a safe and ethical work environment.

9. Engage with external stakeholders to support service coordination and integration efforts, fostering positive relationships within the community.
10. Under the guidance of the Team Leader/Project Manager, contribute to the development and implementation of strategic plans and initiatives within the HELM sector, leveraging learnings and experiences gained during the training program.
11. Embrace a culture of continuous learning and growth, with a willingness to contribute to continuous quality improvement initiatives under the guidance of the Team Leader.

### Essential Criteria

1. Identified Aboriginal Position: The candidate must be of Aboriginal descent, as per section 14(d) of the Anti-Discrimination Act 1977 (NSW), given the role's focus on serving Aboriginal communities.
2. Demonstrated commitment and passion to Caring for Country, land management practices, conservation initiatives, or related fields.
3. Demonstrated a high level of commitment to learning and development, with a genuine interest in formally learning more about land management principles and conservation.
4. Demonstrated exposure to land management or conservation (either through training, mentoring, volunteerism, or paid employment).
5. Ability to work effectively within a team environment and willingness to learn from experienced mentors.
6. Strong communication skills and the ability to engage respectfully with colleagues, stakeholders and community members.
7. Basic understanding of safety protocols and procedures, with a willingness to learn and adhere to them.
8. Capacity to manage competing priorities, meet deadlines, and adapt to changing organisational needs.
9. Previous exposure to working with Aboriginal and/or Torres Strait Islander communities.
10. Full NSW Driver's License and the ability to travel to local communities and events if required.
11. Willingness to obtain a National Police Check.

- 12.** Current NSW employee Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012 (NSW).

### **Desirable Qualifications/Experience**

- 1.** Previous experience or exposure to land management practices, conservation initiatives, or related fields.
- 2.** Familiarity with Aboriginal cultural Caring for Country practices, including Traditional Ecological Knowledge (TEK), and a willingness to integrate them into conservation efforts.
- 3.** Experience participating in community-based projects, events, and or initiatives.
- 4.** Basic knowledge of grant administration processes and project management principles.
- 5.** Participation in relevant training programs or courses related to land management, conservation, or cultural heritage.

### **Attributes Required**

- 1.** Expertise, dedication, and commitment to land management, Caring for Country, and conservation efforts.
- 2.** Exposure to land management or conservation (either through training, mentoring, volunteerism, or paid employment).
- 3.** Commitment to and passionate towards Caring for Country.
- 4.** Strong dedication to learning and development.
- 5.** Strong communication and teamwork skills.
- 6.** Solid safety awareness.
- 7.** Willingness to obtain necessary clearances.
- 8.** Excellent communication and enjoys engaging with diverse stakeholders.
- 9.** Effectively works across cultures, especially with First Peoples communities.
- 10.** Commitment to continuous learning and quality improvement.

### **Benefits**

- Commitment to Life. Work. Harmony
- Non for Profit and Charity Tax Exemption equivalent to a Tax-FREE threshold of \$18,549

- Salary packaging options with EZIWAY
- Opportunities to develop and progress your career
- Employee Assistance Program
- Continued Professional Development internal & external training
- Supportive & friendly working culture

### **How to Apply**

If you are passionate about protecting, preserving, and safeguarding Aboriginal-owned lands and heritage, and possess the skills and experience required for this role, we invite you to submit your expression of interest to [spillai@glalc.org.au](mailto:spillai@glalc.org.au). Please include a cover letter addressing the selection criteria and a detailed resume outlining your qualifications and achievements.

Applications should be sent by 3 August 2024.

If you have any questions about this role, please contact Strini Pillai, Program Manager Heritage, Ecology & Land Management (HELM) on Ph: (02) 9602 5280.

Note: GLALC is an equal opportunity employer and encourages applications from First Peoples candidates. Applicants must have the right to work in Australia.

*Join us in our mission to empower the Gandangara community and contribute to the preservation of our rich cultural heritage. Together, we can create lasting positive change.*



# APPENDIX 4 - EoI - Team Leader

**Position Title:** Ranger Team Leader/Project Manager - Heritage Ecology & Land Management (HELM)

**Employment type:** Full time

**Location:** Based at the GLALC Eco Depot at Heathcote Ridge (or nominated location within South Western Sydney)

## About GLALC (GLALC)

GLALC (GLALC)'s main objective, for each of our Members, is to improve and protect their social and emotional wellbeing by creating a meaningful connection between us based on mutual respect and understanding. We also work hard at building a closer, healthier and stronger community through a range of services, regular open communication, public meetings, and information sharing. Just as importantly, we provide a culturally safe place for our Members to come together to yarn, connect and feel they belong.

At GLALC, we are committed to preserving and enhancing our natural environment while honouring the deep cultural heritage intertwined with the land. Through our HELM "Our First Peoples' Ranger Response project," we aim to restore and protect over 850 hectares of land and cultural heritage sites. We provide a culturally safe space for our Members to connect, share, and belong, fostering mutual respect and understanding.

## The Opportunity

The role of the First Peoples Ranger Team Leader is integral to our mission of preserving and enhancing our natural environment while honouring the deep cultural heritage intertwined with the land. This position requires someone with not only strong leadership skills but also a profound understanding of land management principles and a genuine passion for conservation.

Key responsibilities include coordinating and overseeing the activities of our dedicated ranger team and ensuring that our conservation efforts align with the principles of Caring for Country. The successful candidate will play a pivotal role in

managing the HELM "Our First Peoples' Ranger Response Project," overseeing its implementation and delivery.

Based at the GLALC Eco Depot on Heathcote Ridge (or other nominated location), the Team Leader will lead the project, working to restore and protect over 850 hectares of land and cultural heritage sites. Primarily, the projects relate to weed management, fire management, and propagation of native species. In addition to directly supervising two Trainee First Peoples Rangers, they will collaborate with external stakeholders to achieve project milestones and outcomes.

Overall, we are seeking a dedicated individual who not only possesses the necessary skills and knowledge but also shares our deep commitment to preserving our natural heritage and upholding the traditions of our First Peoples.

## About You

You are a highly motivated and dedicated individual who possesses a deep passion for land management and conservation. Your strong leadership skills, coupled with your extensive experience in coordinating teams, make you well-suited for the role. You thrive in team leadership, effectively scheduling and executing tasks for the team to achieve desired outcomes.

Your organisational abilities ensure smooth daily operations, while your adept problem-solving skills allow you to tackle complex issues with ease. Your cultural competency and cross-cultural experience enable you to engage effectively with diverse stakeholders, particularly First Peoples communities. With a focus on mentoring, you are committed to fostering an inclusive work culture and continuously improving your skills.

Your sound knowledge of Activity planning further enhances your capabilities, ensuring the successful implementation of the Project. Your unwavering commitment to safety and adherence to protocols

further exemplify your suitability for this role. You are keen to take on a new challenge with a growth mindset and a can-do attitude, ready to lead a new team and Project to success!

### **Key Responsibilities**

- 1.** Reporting to the HELM Program Manager, lead the First Peoples Ranger team.
  - 2.** Under the direction of the Program Manager, execute the First Peoples Ranger Program activity plan including rehabilitation and restoration, and cultural preservation – primarily, weed management, fire management, illegal dumping, and propagation of native species.
  - 3.** Effectively lead and manage a small First Peoples Ranger team (two Trainees).
  - 4.** Schedule projects for the team and provide daily mentoring for team members.
  - 5.** Coordinate and plan daily operations, schedule, and conservation initiatives.
  - 6.** Ensure the Project meets milestones and achieves outcomes (in accordance with funding requirements).
  - 7.** Effectively incorporate Caring for Country principles, integrating ecological restoration and Traditional Ecological Knowledge (TEK) practices.
  - 8.** Under the direction of the Program Manager, ensure the upkeep of the Eco Depot.
  - 9.** Implement and monitor safety protocols and procedures for the ranger team, including compiling incident reports.
  - 10.** Ensure compliance with relevant legislation, regulations, and quality standards, maintaining a safe and ethical practice environment.
  - 11.** Cultivate partnerships and engage with external stakeholders, including government agencies, community organisations, and other services, to enhance service coordination and integration.
  - 12.** Cultivate a positive and inclusive team culture, promoting professional development and growth.
- 2.** Demonstrated leadership experience, preferably in a similar role, with the ability to effectively lead and manage a small team.
  - 3.** Ability to schedule projects for the team, provide mentorship to team members, and establish effective collaboration with stakeholders.
  - 4.** Proven capability to execute project plans (preferably including rehabilitation, restoration, and/or cultural preservation initiatives).
  - 5.** Strong organisational skills with the capacity to coordinate and plan daily operations, projects, and conservation initiatives efficiently.
  - 6.** Strong analytical and problem-solving abilities, with the capacity to make informed decisions and implement solutions to complex issues.
  - 7.** Proficiency in integrating Caring for Country principles, Traditional Ecological Knowledge (TEK), and/or practices into conservation efforts.
  - 8.** Excellent communication and interpersonal skills, with the ability to engage effectively with participants, colleagues, and stakeholders from diverse backgrounds.
  - 9.** Ability to work collaboratively and lead a multidisciplinary team and contribute to a positive and supportive, culturally safe work culture.
  - 10.** Commitment to fostering professional development, ongoing learning, and continuous quality improvement within a team.
  - 11.** Capacity to manage competing priorities, meet deadlines, and adapt to changing organisational needs.
  - 12.** Demonstrated understanding of safety protocols and procedures.
  - 13.** Thorough knowledge of relevant legislation, regulations, and quality standards, with a commitment to maintaining a safe and ethical work environment.
  - 14.** Full NSW Driver's Licence and the ability to travel to local communities and events if

### **Essential Criteria**

- 1.** Possession of relevant land management qualifications, demonstrating a strong foundation in the principles and practices of land management. This may include, but is

not limited to degrees, diplomas, or certifications in fields such as Project Management, Land Management, Natural Resource Management, Environmental Science, Conservation Biology (or other related field).



required.

**15.** Willingness to obtain a National Police Check.

**16.** Current NSW employee Working with Children's Check clearance in accordance with the Child Protection (Working with Children) Act 2012 (NSW).

### **Desirable Experience & Qualifications:**

- 1.** Experience in overseeing grant administration processes, ensuring compliance with Activity Plans, and achieving project milestones aligned with funding requirements.
- 2.** Proven capability to execute program activity plans (preferably within the framework of the First Peoples Ranger Program).
- 3.** Demonstrated experience implementing and monitoring safety protocols and procedures for a ranger team or a similar team.
- 4.** Experience working across cultures and, in particular, with Aboriginal and/or Torres Strait Islander communities.
- 5.** Proven ability to cultivate partnerships and engage with diverse external stakeholders, including government agencies, community organisations, and other services, to enhance service coordination and integration.

### **Attributes Required**

- 1.** Expertise, dedication, and commitment to land management, Caring for Country, and conservation efforts.
- 2.** Strong leadership qualities.
- 3.** Excellent project management.
- 4.** Strong organisational skills.
- 5.** Analytical skills to address complex issues and implement solutions.
- 6.** Strong cultural competency.
- 7.** Excellent communication and enjoys engaging with diverse stakeholders.
- 8.** Effectively works across cultures (preferably with First Peoples communities).
- 9.** Capability to foster an inclusive work culture and provide mentorship.
- 10.** Commitment to continuous learning and quality improvement.

### **Benefits**

- Commitment to Life. Work. Harmony
- Non for Profit and Charity Tax Exemption equivalent to a Tax-FREE threshold of \$18,549

- Salary packaging options with EZIWAY

- Opportunities to develop and progress your career
- Employee Assistance Program
- Continued Professional Development internal & external training
- Supportive & friendly working culture

### **How to Apply**

If you are passionate about protecting, preserving, and safeguarding Aboriginal-owned lands and heritage, and possess the skills and experience required for this role, we invite you to submit your expression of interest to [spillai@glalc.org.au](mailto:spillai@glalc.org.au). Please include a cover letter addressing the selection criteria and a detailed resume outlining your qualifications and achievements.

Applications should be sent by 3 August 2024. If you have any questions about this role, please contact Strini Pillai, Program Manager Heritage, Ecology & Land Management (HELM) on Ph: (02) 9602 5280.

Note: GLALC is an equal opportunity employer and encourages applications from First Peoples candidates. Applicants must have the right to work in Australia.

*Join us in our mission to empower the Gandangara community and contribute to the preservation of our rich cultural heritage. Together, we can create lasting positive change.*



# APPENDIX 5 - Learning and Development Plan Template

## Personalised Learning and Development Plan (L&D Plan)

### Trainee Details

- **Trainee Name:**
- **Position:**
- **Supervisor:**
- **Date:**
- **Review Period:**

### 1. Purpose of the Plan

This L&D Plan aims to support the AANSW Community & Place Grant, Mobilising the First Peoples Rapid Response Unit. It focuses on developing land management skills, cultural stewardship, and response readiness, with specific objectives tied to the Heathcote Ridge Implementation Plan (HRIP) and general trainee ranger competencies.

### 2. Trainee Learning Objectives

(SMART objectives tailored to the Trainee Ranger role within GLALC, enhancing conservation, cultural knowledge, and rapid response skills. The Cultural Fire Burning Course is integrated to advance traditional fire management practices.)

Objective	Skills/Competencies	Target Completion Date	Performance Outcome
Example: Achieve Short Certificate in Conservation and Ecosystem Management or a similar qualification	Conservation, Ecosystem Management, Cultural Knowledge	End of program	Proficiency in ecosystem management to transform Heathcote Ridge into a cultural learning space
Example: Develop site maintenance and repair skills	Site upkeep, waste removal, track and road repairs	6 months	Competent in maintaining and repairing infrastructure on site
Example: Build proficiency in cultural burns and pest management	Cultural burning techniques, pest and weed control	6 months	Skilled in applying cultural burning and managing invasive species
Example: Gain skills to develop and maintain walking tracks and install educational signage	Trail management, signage installation	6 months	Able to independently manage walking trails and educational signs
Example: Record and track Traditional Ecological Knowledge (TEK)	TEK documentation, cultural knowledge preservation	Ongoing	Document TEK practices under the guidance of Elders



### 3. Development Activities

(Structured training and activities to equip trainee rangers with practical and cultural skills for HRIP

implementation, fire management, and general ranger duties.)

Activity	Method	Provider	Estimated Duration	Completion Date
Example: Short Certificate in Conservation and Ecosystem Management	Formal coursework	Local Land Services or equivalent	3-6 months	MM/DD/YYYY
Example: Heathcote Ridge Site Maintenance Training	On-the-Job Training	GLALC Senior Ranger	Ongoing	MM/DD/YYYY
Example: Cultural Fire Burning Course	Workshop + Practical	Firesticks Alliance or equivalent	5 days	MM/DD/YYYY
Example: Pest and Weed Management Workshop	Workshop	HELM Manager	1 day	MM/DD/YYYY
Example: Traditional Ecological Knowledge (TEK) Documentation	Fieldwork + Mentorship	GLALC Elders, Team Leader	Ongoing	MM/DD/YYYY

### 4. Cultural Knowledge and Connection to Country

(Focused training in cultural land stewardship and

traditional fire management, ensuring alignment with GLALC's Caring for Country principles and HRIP objectives.)

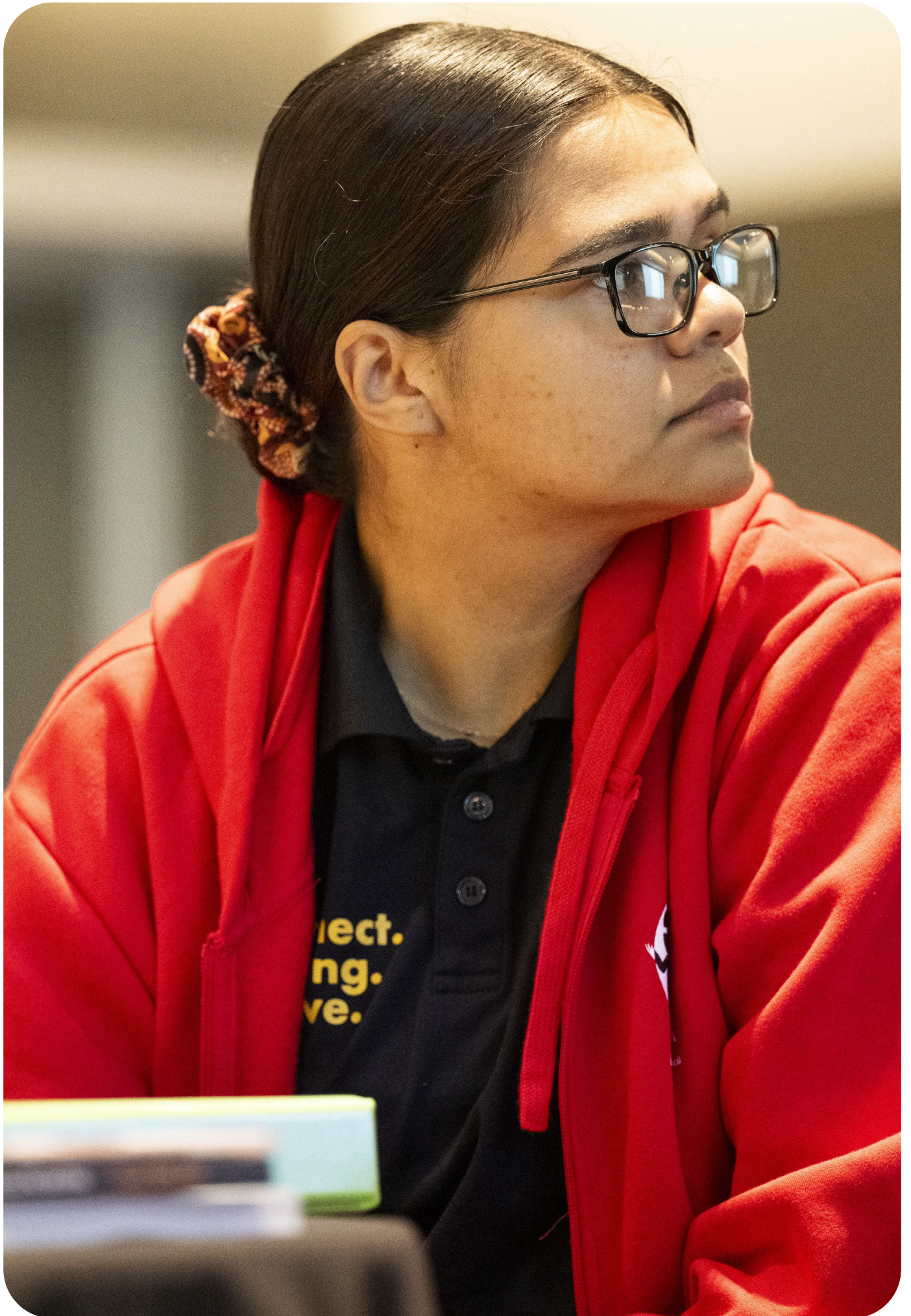
Activity/Program	Objective	Completion Date	Expected Outcome
Example: Work experience with GLALC Culture & Heritage Team	Build understanding of cultural land management relevant to HRIP	6 months	Improved application of principles in land care
Example: Cultural Fire Burning Course	Enhance skills in traditional fire management and cultural practices	6 months	Proficient application of cultural fire burning techniques

### 5. Mentorship and Knowledge Sharing

(Mentorship to support skill development in HRIP and cultural land management practices.)

Mentor	Focus Area	Frequency	Expected Outcome
Example: GLALC Senior Ranger	HRIP Site Maintenance and Fire Management	Weekly sessions	Proficiency in HRIP site and fire management
Example: GLALC HELM Manager	HRIP site and fire management	Monthly site visits	Confidence in applying HRIP related land care practices







## 6. Review and Feedback Mechanism

(Review to assess technical skills, cultural knowledge, and HRIP-aligned competencies, including traditional fire management practices.)

- **Review Dates:**

- o Q1 Check-in
- o Q2 Check-in
- o Q3 Check-in
- o Q4 Review

- Feedback Method: Supervisors and mentors will conduct regular feedback sessions, with additional insights from fire management trainers on cultural burning competencies.

## 7. Evaluation of Progress and Success

(Success criteria based on HRIP competencies, land management skills, and cultural land care application.)

Objective/Outcome	Success Criteria	Comments
Example: Certificate in Short Course in Conservation and Ecosystem Management or similar	Certification obtained with key competencies demonstrated	Achieved technical and theoretical proficiency
Example: Proficiency in cultural burning techniques	Confident application in controlled environments	Successfully completed Cultural Burning course
Example: Proficiency in site maintenance	Confident application in controlled environments	Achieved technical proficiency and demonstrated site maintenance skills

## 8. Approval and Sign-Off

Staff Name:

Staff Signature:

Date:

Supervisor Name:

Supervisor Signature:

Date:

# APPENDIX 6 – Onboarding & Induction Policy

<b>Policy Name:</b>	Onboarding and Induction Policy		
<b>Reference:</b>	PO-2022-0006		
<b>Version:</b>	1	<b>Publish Date:</b>	18/05/22
<b>Author:</b>	Policy, Research & Communications	<b>Review Date:</b>	18/05/23
<b>Responsible:</b>	Chief Executive Officer Associate Director of Enterprise Investment & Corporate Services Program Manager Finance Manager Health Services Manager Transport Services Manager Marumali Team Leader		
<b>Authorised by:</b>	Chief Executive Officer	<b>Date:</b>	18/05/22
<b>Endorsed by:</b>	GLALC Board	<b>Date:</b>	18/05/22

## 1. Policy Statement

Following the recruitment and selection of new personnel and the written acceptance of a job offer, this policy provides the framework for providing a positive first interaction with the new employee following the recruitment process.

This policy governs the onboarding and induction of all new personnel to the Gandangara Group which includes Gandangara Local Land Council (GLALC), Gandangara Health Services (GHS), Gandangara Transport Services, and Marumali.

The purpose of this policy and related procedures and documents are to ensure that the Gandangara Group streamline the onboarding and induction process creating an encouraging and helpful onboarding experience for new personnel which aligns with The Gandangara Group's Values, Vision and Mission.

## 2. Scope

This policy applies to the following organisational stakeholders:

- Board members of GLALC
- Members of GLALC
- Personnel

## 3. Policy Description

### Commencing Onboarding

- The line manager will call the successful applicant to offer congratulations on their successful application and to offer them the position.
- Upon verbal acceptance of job offer by applicant, a Contract of Employment will be sent by the line manager.
- Following the signed return of the Contract of Employment, the line manager will call the new employee as a welcome to The Gandangara Group, confirm start date as stated in contract and arrange a short meeting at a later time through teams or by phone. The



- new employee may agree to the short meeting occurring at that time.
- d) During the short meeting the line manager is responsible for ensuring new employees complete any mandatory job requirements if they have not already and are properly inducted into their role.
- e) The line manager will send the following electronic documents to the new employee to be discussed in the meeting and to be completed and returned: See Onboarding Procedure (Link)
- i. Relevant Code of Conduct
  - ii. Position Description
  - iii. Uniform / grooming requirements
  - iv. Any tools or equipment which are required to bring
  - v. Employee Information Sheet which includes:
    - Personal details
    - Parent or guardian's contact details if you are under 18
    - Superannuation Standard Choice Form
    - Employee's bank account details
  - vi. Australian Taxation Office Tax File Number Declaration Form
  - vii. Confidentiality Agreement
  - viii. Copy of any licences not obtained during recruitment process
  - ix. Criminal Record Check consent
  - x. Working with children check which is conducted by the Office of the Children's Guardian
  - xi. Fair Work Information Statement for part time or full-time employees
  - xii. Casual Employment Information Statement for casual employees
  - xiii. Salary sacrifice information
- f) When time precludes documentation being returned prior to start date, the new employee will bring full completed documentation on the day of their commencement with The Gandangara Group.
- g) The line manager will notify the finance manager via email with a copy of the acceptance of the position and confirmation of arrangement of documentation sent to new employee.
- h) The line manager is responsible for contacting Corporate Services to arrange the following for the new employee:
- i. Email account and access
  - ii. SharePoint access
  - iii. Access to the share drives
  - iv. Passwords
  - v. Set up of computer with the requisite software
  - vi. Mobile phone (if required)
  - vii. Extension number on phone system
  - viii. Scanning access on photocopiers
  - ix. Office keys (if required)
  - x. Asset register form to sign

### **Finance**

- a) The finance manager is responsible for:
- i. Conducting a criminal record check
  - ii. Validating Working with Children Check
  - iii. Setting up the new employee on the payroll system
  - iv. Setting up Key Pay access
  - v. Superannuation
  - vi. Checking and storing relevant documents relevant to the position see Staff Authorisation Policy (Link)

### **Announcing New Employee**

- a) The line manager is responsible for ensuring the announcement of the filled position and encouraging a warm welcome from the entire group.
- b) There should be a brief description of the position which is being filled and a basic professional outline of the new employee and their responsibilities to:
- i. All personnel within their entity, this may be conducted through:
    - Team meeting
    - Email
  - ii. Members of the management team as part of the weekly management meeting.
  - iii. All personnel within the Gandangara Group via email and an announcement during the Group Regular Managers meeting.

## Workstation Set Up

- a) Prior to the start date of the new employee, the line manager is responsible for ensuring there is an appropriate workstation or area set up. Depending on the position this may include:
  - i. Work desk with all required equipment and tools
  - ii. Desktop/Laptop/Tablet
- b) Difficult to obtain equipment required for the position should be organised when the position is approved or when it is accepted.

## Upon Commencement

- a) The line manager is responsible for greeting the new staff member at the commencement of their first day, or if this is not possible, delegate this to a team leader.
- b) The new staff member is informed at least one day prior of who will be meeting them upon arrival.
- c) If new employee documentation has not already been submitted, this must be checked to ensure full completion by the line manager or delegated authority and submitted to the finance manager.
- d) The line manager or delegated authority must reconfirm terms of probationary employment as per the Probationary Procedure. (Link)
- e) All new employees must participate in Induction sessions according to the General Induction Program. (Link)
- f) A formal General Induction should occur upon commencement of employment. See General Induction Programme (Link). This will include:
  - A full tour of all the Gandangara Entities, including toilets, first aid and evacuation areas.
  - Introductions to positions which the new employee will be interacting with in their course of employment and any staff which are met throughout the tour.
  - A meet and greet session with the CEO and senior management team.
- g) An Entity Induction must be arranged for the new employee upon arrival of their first day. See Entity Induction Programme (Link)
- h) The Induction Checklist (Link) is discussed, and the employee is given a copy.

- i) On the job training is organised according to role with a buddy system put in place where possible.
- j) Where possible an Identified Aboriginal and / or Torres Strait Islander role will provide a buddy system for on the job training for a First Peoples' filled position.
- k) The Wellbeing sessions are explained with time allocated and encouragement given for the employee to attend.
- l) Relevant tools and equipment such as, keypay, photocopier, fax and telephone are explained.
- m) On the job training is provided on the use of email, calendars and SharePoint.
- n) The person responsible for induction meets with the new employee at the end of each day during the first week to provide feedback and assistance.

## Within the first month

- a) On the job training activities are reviewed, discussed and adjusted as required.
- b) Off the job training is arranged according to Gandangara Learning and Development Plan (Link)
- c) Performance standards and progress are discussed and reviewed.
- d) Professional development needs are discussed with the employee.
- e) The person responsible for Induction meets with the employee to discuss the first month's activities and provide feedback.

## After three (3) months

- a) The line manager confirms the employee's understanding of the Gandangara Group's environment and expectations of the position are confirmed and established.
- b) The line manager identifies with the employee any ongoing support required for the development of increased knowledge and skills.
- c) Through a formal meeting, the line manager confirms the effectiveness of the induction process with the employee based on employee's knowledge and effectiveness in the workplace.



## After six (6) months

- a) The line manager conducts a performance review with the employee according to Performance Development Procedure. (Link)

## At the end of the first year

- a) The line manager discusses the end-of-year performance review and professional development plan with the employee according to the Training and Development Policy. (Link) Performance Development Procedure (Link) and the Performance Development System.

## 4. Related Documents

- 4.1 Continuous Quality Improvement Procedure
- 4.2 Declaration of Qualification form
- 4.3 Entity Induction Programme
- 4.4 General Induction Programme
- 4.5 Induction Checklist
- 4.6 Learning and Development Plan
- 4.7 National Registration and Accreditation Scheme
- 4.8 Personnel Request Form
- 4.9 Performance Development Procedure

## 5. Related Policies

- 5.1 Anti-discrimination Policy
- 5.2 Code of Conduct Policy
- 5.3 Conflict of Interest Policy
- 5.4 Cultural Safety Policy
- 5.5 Staff Authorisation Policy
- 5.6 Training and Development Policy

## 6. Definitions

- 6.1 Buddy System – Assigning an existing employee to guide and share knowledge and work methods daily with the new staff member.
- 6.2 Direct Discrimination – Direct discrimination occurs when unfair and unlawful treatment or distinctions are made between individuals and groups.
- 6.3 The Gandangara Group - Gandangara Local Aboriginal Land Council (GLALC), Gandangara Health Service (GHS), Gandangara Transport Service (GTS), Marumali Ltd.
- 6.4 Indirect Discrimination - Indirect discrimination may be unintentional but is still a form of discrimination and can

include policies, rules or practice that have a discriminatory effect against an individual or group.

- 6.5 Personnel – Refers to any individual performing any sort of role within the Gandangara Group, whether paid or unpaid, including managers, staff, volunteers and students.

## 7. Related Legislation

- 7.1 Aboriginal Land Right Act 1983 No 42
- 7.2 Anti-Discrimination Act 1977 (NSW)
- 7.3 Crimes Act 1900
- 7.4 Disability Discrimination Act 1992
- 7.5 Disability Inclusion Regulation (DIR) 2014
- 7.6 Equal Opportunity Act 2010
- 7.7 Fair Work Act 2009
- 7.8 Health Practitioner Regulation National Law
- 7.9 Human Rights and Equal Opportunity Commission Act 1986
- 7.10 Passenger Transport Act 2014
- 7.11 Racial Discrimination Act 1975
- 7.12 Road Transport (Driver Licensing) Regulation
- 7.13 Sex Discrimination Act 1984



# APPENDIX 7 – Staff Training & Development Policy

<b>Policy Name:</b>	Staff Training and Development Policy		
<b>Reference:</b>	PO-2021-0022		
<b>Version:</b>	1	<b>Publish Date:</b>	
<b>Reviewer:</b>		<b>Review Date:</b>	
<b>Responsible:</b>	Melissa Williams, Chief Executive Officer Ruth Sheridan, Group Manager, Policy, Research & communications Mark Spithill, Associate Director of Enterprise Investment & Corporate Services Kelly Nichols, Program Manager Angela Spithill, Health Services Manager Ann Apaola, Transport Services Manager Fay Daniels, Marumali Team Leader		
<b>Authorised by:</b>	GLALC – The Group (All entities)	<b>Signature/Date:</b>	18/05/22

## 1. Policy Statement

The purpose of this policy is to ensure that all personnel have the opportunity to reach their full potential through the development of skills and knowledge when working for GLALC and its entities Gandangara Health Service (GHS), Gandangara Transport Service (GTS) and Marumali Ltd, referred to collectively in this document as “the Organisation”.

The Organisation is committed to support career development, job satisfaction and excellence in the services received by service users by providing and encouraging training and development to all personnel. All personnel of the Organisation are required to participate in training and development activities that are deemed mandatory and training and development activities which have been identified as integral to their role.

The Organisation aims to provide a culturally safe learning environment for all parts of the

organisation, so that our managers and personnel have the opportunity to develop their individual potential and career (in line with the aims and objectives of their entity).

## 2. Scope

This policy applies to the following organisational stakeholders:

- Staff
- Volunteers (including students)
- Contractors
- Management team
- GLALC Board Members

## 3. Policy Description

### Principles

(a) The Organisation supports both on the job training and the provision of training courses for personnel to meet the requirements of legislation (listed in ‘Section 7 Related Legislation’ of this policy), funding and contractual requirements,

provide career development, and to meet the needs of the Organisation.

### **Mandatory Training**

- (a) Refer to the Recruitment Policy (Link) for specific training and qualifications required by personnel on their commencement of employment with the Organisation.
- (b) Mandatory training may be undertaken to:
  - (i) Meet legislative or regulatory obligations
  - (ii) Meet policy requirements approved by the CEO
  - (iii) Mitigate an identified medium or high risk level as part of the Organisation's Risk Management Policy (Link)
  - (iv) Meet a contractual agreement
  - (v) Retain a qualification or registration required to continue in a role
  - (vi) Support personnel in their current role, when their accountabilities change, if new technology is introduced or in preparation for a new role with the Organisation
- (c) Personnel who identify a specific training need will complete a Training Request Form, (Link) discuss this formally with their senior manager to justify and gain authorisation for the training.
- (d) The senior management team will discuss training needs of their entity to establish programs tailored to support the Organisations strategic and operational business needs.
- (e) Mandatory training and Induction will be undertaken during rostered worktime, via approved leave or under mutually agreed terms, where the participant is paid their standard rate of pay.
- (f) Evidence such as a copy of a Testamur, Statement of Attainment, Certificate of Participation or attendance or similar for any training session or course must be provided by the participant to their senior manager who will enter into the Training Register and keep securely in personnel records.

### **Types of Training Delivery**

Training may be delivered through four (4) main avenues:

- (a) On the job training conducted by a colleague,

- team leader, manager, or board member
- (b) Internal non-accredited training, using trainers employed by the Organisation
- (c) Non-accredited training, using contracted external providers
- (d) Accredited, using a Registered Training Organisation (RTO)

### **Training Methods**

The Organisation will use a variety of training methods to meet the needs of both the attendees and Organisation. These include:

- (a) One-on-one practical training whilst working on the job
- (b) Online training to be accessed by individuals for knowledge-based training
- (c) Group face-to-face training when there is a larger number of attendees
- (d) Customised training which is developed for specific attendees for specific skills and knowledge
- (e) Face to face attendance with an external provider for one (1) or more attendees
- (f) Blended learning using two (2) or more of the above methods

### **Induction**

- (a) All new personnel must attend a General Induction with the Organisation followed by an Entity Induction with the individual entity of which they are engaged. Induction welcomes them to the Organisation and enables instruction to carry out their duties in a safe and effective manner. Refer to the Induction Program (Link) for an outline of all activities to be undertaken.
- (b) Effective from xx 2022, General Inductions will include the following training and instruction:
  - (i) Cultural Safety
  - (ii) Cultural and Linguistic Diversity in a cross-cultural setting
  - (iii) Emergency Response
  - (iv) Duty of Care
- (c) Effective from 2022, Specific entity Inductions will include the following training and instruction:
  - (i) Infection control
  - (ii) WHS processes
  - (iii) On the job training for role
  - (iv) General requirements of the programs, fees and policies, to



ensure compliance with the requirements of any service contract to ensure all information regarding the services are readily available to potential and or current service users upon contact with the Organisation

(d) Personnel who are currently working with the Organisation who undertook the Induction prior to 2022 are required to participate in:

- (i) Cultural Safety Training
- (ii) Cultural and Linguistic Diversity in a cross-cultural setting Training
- (iii) Infection Control
- (iv) General requirements of the programs, fees and policies, to ensure compliance with the requirements of any service contract to ensure all information regarding the services are readily available to potential and or current service users upon contact with the Organisation.

(e) All new GLALC Board members will attend a short induction providing necessary training as a member of the Board conducted by the current Board member or Chairperson.

## **Gandangara Transport Services (GTS)**

### **Mandatory Training**

(a) GTS is required to ensure all service personnel involved in the provision of GTS's services participate in the following training in order to meet the requirements of the Transport for NSW (TfNSW) Community Transport Service Contract (CTSC). This training is intended to help staff better meet and understand the needs of CTSC

Eligible Customers and includes training in:

- (i) Disabilities, Disability Principles and Disability Service Standards set out by the Department of Social Services and include:

**Rights:** The service promotes individual rights to freedom of expression, self-determination and decision-making and actively prevents abuse, harm, neglect and violence.

- (ii) Dementia
- (iii) Aboriginal and/or Torres Strait Islander People; or
- (iv) From culturally and linguistically diverse backgrounds (see 3.5 Induction).

(b) Training will be provided using a variety of methods (including online short courses and face-to-face programs).

## **Participation & Inclusion:**

The service works with individuals and families, friends and carers to promote opportunities for meaningful participation and active inclusion in society.

## **Individual Outcomes:**

Services and supports are assessed, planned, delivered and reviewed to build on individual strengths and enable individuals to reach their goals.

## **Feedback and**

**Complaints:** Regular feedback is sought and used to inform individual and organisation-wide service reviews and improvement.

**Service Access:** Access to services and support of the service is fair, equal and transparent so that, service users are supported when services are not available and barriers to access of services are identified and removed.

## **Service Management:**

Services are managed effectively and efficiently. It requires services to be person-centred and to ensure flexibility to respond to individual strengths and needs. It also requires services to promote a culture of continuous improvement as a basis for quality service delivery.

## **Workforce Capability Training**

- (a) Gandangara Health Services Ltd (GHS) are engaged in a Statement of Work (SOW) with South Western Sydney Primary Health Network Ltd for the project: Aboriginal and Torres Strait Islander Workforce Capacity Building agreement.
- (b) Trainees participating in a Workforce Capability Training agreement will be engaged with the Organisation whilst receiving on the job training to meet the requirements of the SOW and qualifications in which they are enrolled.
- (c) On the job training received in the Organisation by the trainees meet the requirements of the SOW project by following an Activity Work Plan and the completion of a six (6) monthly Performance Report.

## **Medical and Health Care Practitioners**

- (a) All medical and health care practitioners providing a service to and on behalf of the Organisation must be registered with the Australian Health Practitioner Regulation Agency (Ahpra) who works with the National Boards and are responsible for implementing the National Registration and Accreditation Scheme (NRAS) across Australia for all medical and health practitioners. A copy of their registration and annual re-registration must be provided to the Health Services Manager, as described in Clause 56 of Health Practitioner Regulation National Law (NSW) No 86a 2009, to be securely maintained on file.
- (b) Maintaining, developing, updating, and enhancing knowledge, skills and performance are integral to help practitioners deliver appropriate and safe care and as part of their Ahpra registration requirements.
- (c) The Health Services Manager ensures all medical and health care practitioners engaged with the Organisation follows The Royal Australian College of General Practitioners' (RACGP) and Continuing Professional Development (CPD) programs. A copy of participation evidence in any CPD activities such as a certificate, formal letter, attendance confirmation including any CPD points should be provided to the Health Services Manager, which will be securely maintained on file as required by Clause 109 (1) (iii) of Health

Practitioner Regulation National Law (NSW) No 86a.

- (d) The Organisation requires all personnel involved with medical and Health services practice to maintain their knowledge, skills, and attitudes through membership of a professional organisation related to their position. A copy of membership needs to be provided to the Health Services Manager and will be maintained securely in their personnel file .
- (e) Triage Training is provided to the administration and non-clinical staff for Gandangara Health Services and Marumali Ltd so that staff recognise medical emergencies and prioritise appointments for service users with urgent clinical needs. Triage training may be delivered by clinical staff within the practice or by contracted external providers.
- (f) Further to Induction, infection control training and updates must be provided to all clinical, administrative and non-clinical staff. This training need is identified through informal discussions, formal meetings, competency assessment or annual staff appraisals. Infection control training and regular updates will include:
  - (i) Hand hygiene
  - (ii) Standard precautions and Transmission based precautions including PPE use and the triage of patients with potential communicable diseases
  - (iii) Managing blood and body fluid spills and managing exposure to blood or body fluids
  - (iv) Principles of environmental cleaning and reprocessing of medical equipment
  - (v) Safe handling and disposal of clinical and general waste

## **First Aid**

- (a) All personnel of GTS, GHS and Marumali must be qualified in First Aid.
- (b) First Aid training will be provided by a Registered Training Organisation (RTO) for the nationally endorsed unit of competency HLTAID011 Provide First Aid or its equivalent as per the Code of Practice - First Aid in the Workplace.

- (c) Cardiopulmonary Resuscitation (CPR) is included in the unit of competency HLTAID011 Provide First Aid or its equivalent. CPR training must then be renewed annually to remain current by completing HLTAID009 Provide cardiopulmonary resuscitation with an RTO each year.
- (d) All testimonials for First Aid and Statement of Attainments for CPR will be retained by individual personnel with a copy securely held on their personnel file by their senior manager.
- (e) First Aid and CPR training is undertaken during rostered worktime, via approved leave or under mutually agreed terms where the participant is paid their standard rate of pay.
- (f) Senior managers will ensure that each of their personnel will renew their First Aid qualification every three years and CPR annually by maintaining and reviewing a register of training. See Training Needs Procedure (Link).

## Work Health & Safety Training

- (a) Clause 72 of the Work Health and Safety Act 2011 requires that the Organisation support a Health and Safety Representative to attend a training course in Work Health & Safety that is:
  - (i) approved by the regulator, and
  - (ii) a course that the Health and Safety representative is entitled under the regulations to attend, and
  - (iii) chosen by the Health and Safety representative
- (b) The Organisation will pay the course fees and any other reasonable costs associated with the attendance at the training course.

## Staff Development

- (a) The Organisation supports personnel in acquiring further knowledge and improving their skills to enhance performance in their current role and to facilitate their professional development. (See also 3.8 (b))
- (b) The Organisation follows a Performance Development System (See also Performance Development Procedure which commences in July, at the beginning of the new financial year, or within 4 - 6 weeks of commencement for new personnel, which consists of:
  - (i) Setting goals and objectives aligned

- with the CEO and each senior manager
- (ii) Assessing achievement of goals (self-assessment and in agreement with manager)
- (iii) Assessing and measuring standards of performance as set out in the performance development plan at the start of the year and in line with the job description
- (iv) Assessing employee's strengths, opportunities for development, and career direction
- (v) Setting targets for personal and professional development with the employee for the new performance year
- (c) Any recommendations for development activities should be linked to identified development needs. This may be a result of, but is not limited to, needs noted at the performance development review, skills required by changes in the job, and transfer to or preparation for a new role.
- (d) To approve a development activity, senior managers must review and determine if the request meets at least one (1) of the following:
  - (i) a legislative or regulatory obligation, departmental policy, or industrial instrument and/or
  - (ii) a control or action to mitigate a risk that has been assessed as medium or high risk as per the Organisations' Risk Management Policy (Link) and/or
  - (iii) aligned to the performance development agreement of the personnel in question
  - (iv) Operational needs of the Organisation
- (e) Development and payment of any course fees and pay for personnel will be determined on a case by case basis with the senior manager or CEO.

## Board of GLALC

- (a) GLALC will arrange Induction training for each board member elected for the first time to the Council in relation to the operation of the Council as per Aboriginal Land Rights Act 1983



Clause 107 and Aboriginal Land Rights  
Regulation 2014 – Clause 89

(b) Induction Training will relate to:

- (i) the principles of governance applicable to the Council
- (ii) the rules of the Council
- (iii) the role and functions of councillors and the Chief Executive Officer of the Council
- (iv) the role and functions of Local Aboriginal Land Councils
- (v) provisions of the Act and the regulations relating to misbehaviour and the role and functions of the Civil and Administrative Tribunal

(c) GLALC will review and update training materials used for the purpose of Board Member training at least once every 2 years.

#### 4. Related Documents

- 4.1 Code of Practice - First Aid in the Workplace
- 4.2 Disability Service Standards
- 4.3 Induction Program
- 4.4 Performance Development Process
- 4.5 Training Needs Process
- 4.6 Training Register

#### 5. Related Policies

- 5.1 Continuous Quality Improvement Policy
- 5.2 Privacy Policy
- 5.3 Recruitment Policy
- 5.4 Risk Management Policy
- 5.5 Work Health and Safety Policy

#### 6. Definitions

- 6.1 Organisation - GLALC, Gandangara Health Service (GHS), Gandangara Transport Service (GTS), Marumali Ltd.
- 6.2 Accredited training – leads to a formal qualification or certificate.
- 6.3 Entity – Gandangara Health Service (GHS), Gandangara Transport Service (GTS), Marumali Ltd.
- 6.4 Non-accredited training - Structured training or instruction that does not lead to the attainment of a formal qualification or award.
- 6.5 Person-centred - It involves seeking out, and understanding what is important to

the service user, fostering trust, establishing mutual respect and working together to share decisions and plan care. Person-centred care includes respect, emotional support, physical comfort, information and communication, continuity, care coordination, involvement of carers or family, and access to care.

- 6.6 Personnel – Refers to any individual performing any sort of role for the Organisation, whether paid or unpaid, including volunteers and students.
- 6.7 Stakeholder - Any person associated with the GLALC operations.
- 6.8 Statement of Attainment – Certificate which recognises the successful completion of one or more units of competency.
- 6.9 Testamur - Certification documentation on award of a full qualification.

#### 7. Related legislation

- 7.1 Aboriginal Land Rights Regulation 2014 Clause 89
- 7.2 Aboriginal Land Rights Act 1983 Clause 107
- 7.3 Work Health and Safety Act 2011 Clause 72



# APPENDIX 8

## – Customer Service Skills Program Workbook



# WHY “CUSTOMER SERVICE”

Customer service is the central feature of most successful businesses, and customer service means more than just being nice to customers, although there is every reason to treat customers well.

In the modern, competitive business environment, successful organisations have realised that customer service is how they can stand out from their competitors in the marketplace. With the increasing complexity of many products and services, such as telecommunications, the buying decision has become more and more difficult for customers. The role of helpful staff who can provide customers with information, advice and sound recommendations, and who can help smooth the path of service delivery, has never been more important.

GLALC has identified effective customer service as a key element in its business strategy, and your role in delivering this service is vital for GLALC's business success.

You may have your own personal reasons for wanting to provide excellent customer service. Some of these may be:

- You enjoy work that involves you with other people
- You get satisfaction from solving problems and helping people get what they need
- Work is more pleasant when your customers are happy and satisfied
- Customer service skills are an essential element for a future job promotion
- You enjoy working as part of a team, helping the GLALC be successful.

Customers have many needs and expectations that they want to be met. Understanding the needs and expectations will help you provide excellent customer service and happy, satisfied customers. These needs may include:

- Feeling welcome and respected
- Being treated politely and professionally
- Having their problems solved and questions answered

- Someone taking responsibility for getting the required outcome efficiently and quickly
- Sound information and advice in making complex and important decisions
- Feeling confident in their chosen course of action
- The belief that they are dealing with a professional organisation and can rely on help and support in the future

In looking at this broad range of needs and expectations, effective customer service can be seen as having two key aspects – the procedural and the personal.

- The procedural aspect deals with a customer's wants, needs and problems – “delivering the service”. This requires the service provider to know their products and services, be familiar with terms and conditions and be competent in understanding and operating the systems that deliver the products and services.
- The personal aspect deals with the customer's perceptions and feelings about how the service was delivered. These perceptions often relate to various needs and expectations they have about how people should be treated, and their personal rights as customers, and may sometimes be unrealistic and emotionally based. This aspect also includes how satisfied and confident a customer feels regarding the outcome provided.

Effective customer satisfaction requires us to manage both aspects of customer service, and we need to be skilled in both the procedural and interpersonal elements of the service provider role. This program is specifically focused on the personal and interpersonal aspects of providing excellent customer service. Procedural elements are dealt with in other training programs.

This program is designed to form the basis of further training in telephone selling. The skills and processes introduced in the workshop will be further developed and enhanced in that training.



# THE L/A-C-S PROCESS

As a team member at GLALC, you will encounter many different types of customers with a broad range of enquiries, questions and requests. The “L/A-C-S” approach outlined here will allow you to handle a wide variety of customer interactions efficiently and effectively, helping you meet the particular needs of each customer.

“L/A-C-S” stands for Listen, Acknowledge, Clarify and Solve, the main steps or phases of managing a successful customer interaction. Listening and acknowledging usually take place at the same time, but they are separated here to highlight the specific and vital role each plays in dealing well with customers. There are a number of skills and techniques you will need to develop to conduct each stage of this process successfully, and these are explained in greater detail elsewhere in these notes.

At this point, let us look at the L/A-C-S process in an overview to understand how it can help you with customers.

## Listen

The first stage of this process is to listen to what the customer has to say. Listening is more than just hearing the words that are used. It also requires us to pay attention to the meaning of what is said, what the customer is actually trying to communicate and what feelings and emotions lie beneath the communication. We also need to note specific information and issues of relevance and genuinely seek to understand what outcome the customer wants from contacting us.

## Acknowledge

As we listen, it is also important to “acknowledge” the customer and what they want. Effective acknowledgement gives the customer a clear message that we are listening, trying to understand their situation and taking the issue seriously. It makes the customer feel important and shows that you are willing to take responsibility for helping them solve their Problem or request.

Acknowledgement will often be as simple as an “uh-huh”, “go on”, “OK”, “right”, “I see”, “yes” or similar short response. In a face-to-face meeting, these responses are usually accompanied by

eye contact and nodding, which shows you are interested in what they are saying and encourages them to fully explain what they want.

Vocal acknowledgement is of crucial importance over the telephone, where the normal visual signals for paying attention (eye contact, nodding) are not available.

Acknowledgement may also include repeating back or summarising what the customer has told you to ensure that you have understood them correctly. This also helps the customer feel listened to and understood.

In some circumstances, acknowledgement might involve recognising and reflecting on the customer’s mental and emotional state with comments like “that must be frustrating”, “I am sorry this has taken so long”, or “I know your time is important” to demonstrate we understand both what they want and how they feel about it.

## Clarify

Even when we have listened well and encouraged our customer to talk freely about their situation, it will be quite common for us to still not have all the information we need to meet their needs.

Customers will not always express themselves clearly and completely, and they will not always know what we need to know to fulfil their requests. At this stage, we need to clarify the necessary details of the situation – their needs and expectations- by asking appropriate questions and encouraging them to explain more fully.

The processes of listening, acknowledging and clarifying help establish a working relationship with the customer. These steps, when properly managed, also put the customer in a frame of mind to accept our advice and recommendations. When a customer feels we have made a genuine effort to fully understand their situation and needs, they will have a sense of trust in us and believe that we are “qualified” to answer their questions.

## Solve

We are now ready to respond to their request by offering our solution to their situation. We will use our knowledge of GLALC's products, services and systems to select what best suits the customer's requirements.

How we present our solution to the customer is covered in "Presenting Solutions" elsewhere in these notes. The central principle is to present the customer with a clear course of action, e.g. "I can take your details and organise that for you now" or "you will need to complete an 'X' form to authorise that, I can email you one now".

The key to using L/A-C-S successfully is to complete each stage of the process before moving to the next stage.

- If we do not fully listen to the customer before commenting or proceeding, we are unlikely to have all the information we need to address their enquiry and influence their decision. If we interrupt the flow of their explanation with inappropriate comments, hasty questions or recommendations, they are likely to experience frustration and not be able to provide all the necessary information
- If we do not acknowledge their comments and concerns, they may feel we do not really

understand them or their problems and be unwilling to trust us and take our advice

- If we do not fully clarify their situation and needs, we may offer inappropriate or incomplete solutions. We may then have to go back to get more information and offer a different course of action from our initial recommendation. This will almost certainly undermine their confidence in us and our recommendation.

A fairly common and less effective process for dealing with customers can be called LR...LR...LR... (Listen, Respond...repeat).

This happens when we answer the customer's initial enquiry by offering some information or options before fully understanding their needs (Listen, Respond – LR). They then offer more information or question some aspect of what we have said, and we now have to offer more information or even suggest a different course of action based on this additional information (LR...LR...). They often still have some unanswered issues, and the process continues. Even if we eventually offer a completely appropriate course of action, the customer is often confused as to what we are offering and whether it suits their needs. They are much less likely to commit themselves straight away and may require additional information and time to decide.



# LISTENING SKILLS

Listen/Respond can work with simple enquiries and obvious solutions. Unfortunately, we are unlikely to know how simple the needs are until we have listened to, acknowledged, and clarified their situation.

Whatever the specific detail and content of a particular customer enquiry, the L/A-C-S process will help you manage it to the customer's satisfaction in a relaxed and professional manner.

Effective listening is the most important skill you can develop to deal successfully with customers. Listening is a commitment and a compliment. It's a commitment to understanding another person's views and feelings. It is a compliment that shows another person that you care about what they need, think and feel.

## Good listening

- Provides us with the information we need to understand the customer's situation and help with their Problem or issue
- Helps establish trust and rapport with the customer
- Shows respect for the customer and their point of view
- Allows customers to express and diffuse any feelings they have regarding the issue at hand
- Enables us to appear knowledgeable and well-informed
- Enables us to present sound ideas and recommendations in a manner easily understood and accepted by the customer
- Enables us to enjoy our work in helping customers with their needs and problems.

## Barriers to good listening

While most of us are born able to hear, listening is a skill that needs careful nurturing to develop to full effectiveness. There are many reasons that we may not listen well:

- Preoccupation with our own thoughts and lives often distracts our attention from listening carefully to the customer
- Pre-judging what is important and relevant to

the situation can cause us to filter out or ignore some key information about the situation or customer.

- Impatience to get on with solving the Problem because of workload or time pressures can cause us to shortcut the conversation and may annoy or frustrate the customer
- Our preferred style and pace of communicating can cause us to be dismissive of customers who communicate in a different manner or style
- Our expertise and knowledge in our job can blind us to information and views that seem irrelevant or ill-informed
- A defensive attitude can cause us to react negatively to a customer's Problem or complaint and therefore only listen for faults in their position or argument.

## Principles of good listening

The first principle of good listening is an intention to concentrate and pay attention to what thoughts and feelings are being communicated, irrespective of our own reactions to the content and manner of delivery - an intention to genuinely understand.

Other keys to effective listening are:

- Allow the customer to finish what they have to say without interruption
- Ask appropriate questions to guide and manage the customer interview
- Listen for factual information, the customer's emotions, the overall context of the issue and the customer's needs and desired outcomes
- Exercise patience in gaining a full understanding of the situation before offering advice or recommendations
- Take appropriate notes of key issues and information without losing focus on what the customer is saying
- Notice what is not mentioned that may be important to you in helping them.
- Eliminate or ignore any distractions that draw your attention away from the customer.
- Acknowledge the customer's comments and







# ACKNOWLEDGEMENT

needs to encourage them to engage further.

Only when we are fully informed of the customer's situation can we offer the appropriate solution. Only when the customer perceives and believes we fully understand their needs will they be ready to accept our solution. Investing some time and effort in listening to the customer will pay off in ready acceptance and implementation of our recommendations.

There are a number of components to successful communication, irrespective of whether the communication is face-to-face, over the phone or by some other medium.

Two of the most fundamental elements of communication are sending the message ("talking" in spoken communication) and receiving the message ("listening" in spoken communication).

An equally vital but sometimes neglected feature of effective communication is "feedback" – that is, some form of communication that, at the very least, the message has been received and perhaps an indication that it has also been understood.

Feedback ("acknowledgement" in spoken communication) performs several essential functions of successful communication:

- It shows that the listener is "tuned in" and receiving the message.
- It can confirm that the listener is interested in the speaker and their issues.
- It encourages the speaker to fully explain their situation and issues.

Acknowledgement can take a number of forms. Nodding, eye contact and other visual clues are important aspects of face-to-face communication.

Spoken or verbal acknowledgement is also an important part of face-to-face communication. These forms of feedback, however, become essential in telephone communication because of the absence of visual cues to indicate whether the listener is interested and understands the message.

Indeed, without ongoing verbal acknowledgement, phone conversations can rapidly become uncomfortable and uncertain for both parties. Without this sort of feedback, the speaker may become unsure if the listener is still there!

Acknowledgement can take a number of forms that can be usefully categorised as:

- Non-specific,
- Factual, or
- Personal

Use of the various types of acknowledgement will be determined by where you are in the L/A-C-S process and by the customer's communication and state of mind.

Non-specific acknowledgement consists of verbal expressions such as "uh-huh", "yes", "umm", and "go on" that indicate your attention and interest without offering any information, opinion or directions to the customer.

This type of acknowledgement can be extremely effective in understanding the customer's agenda as it encourages them to talk without limiting or directly influencing their thoughts in any particular way. It is also fairly "safe" to use it as it is unlikely to introduce any opinions contrary to the customer's beliefs or priorities. It is of particular value in the early stages of the L/A-C-S process when the customer is giving information rather than expecting an answer or response.

Factual acknowledgement involves commenting, repeating back or confirming specific information or issues the customer has raised, e.g. "so your business is growing rapidly", or "ten new customers a week". It can be useful at any time within the process, but particularly (along with closed questions) as you move from "Clarifying" to "Solving".

Some care needs to be used to only select significant issues for the factual acknowledgement to avoid the appearance of parroting back everything the customer says.

A particularly effective use of factual acknowledgement is in bridging to a new topic when questioning the customer. In this form of acknowledgement, you say, "You mentioned x, could you tell me how you do that?" This type of questioning shows that you were listening while helping maintain control of the conversation. Personal acknowledgement focuses on highlighting back to the customer issues that are important to them personally. This form of feedback often involves a reference to their emotions or mental state, e.g. "that sounds exciting", "I understand your frustration", "that must be a worry", or "you must be pleased".

Personal acknowledgement can be very powerful in quickly establishing rapport with customers and is also valuable in calming upset customers. Some sensitivity and skill are required to ensure we do not upset or appear judgmental of the customer.

Reflecting the customer's emotions and opinions (rather than reporting our reactions) is the key to making this work.

(Personal acknowledgement is covered in more detail in Managing Upset Customers).

Acknowledgement can take other forms as well, for example:

- Confirming what we have heard from the customer before suggesting a course of action
- Asking permission to ask questions of customers
- Learning their name and using it as often as is appropriate\*

Remember, it is important not to interrupt your customer!

Whatever forms of acknowledgement are used, it is important to bear in mind that "acknowledgement" is a tool to enhance understanding and develop better customer relationships. We need to pace our responses to our customers' style and make sure we encourage rather than interrupt their communication.

\* Appropriate note-taking will help us recall the issues the customer has raised with us, making acknowledgement of their issues easier and more natural.





# QUESTIONING TECHNIQUE

Questioning technique is one of the most important skills to develop for good customer service.

It complements and enhances our listening skills to help us fully understand our customer and their needs. Sound questioning technique is particularly important during the Clarifying stage of the L/A-C-S process.

In the early stage of a customer enquiry, we will listen as the customer explains their situation and acknowledge their comments to encourage the customer to fully describe their needs.

In many cases, they will not have provided us with the information we need to fully understand their needs and recommend an appropriate solution for them.

There are several reasons they may not provide a full picture of their needs. They may:

- Have not taken the time to fully consider the issue before calling.

They had not ordered their thoughts before starting to explain the situation.

- Do not know what is relevant and necessary for us to understand and give sound advice.
- Be distracted or in a hurry and have other issues on their mind when calling us.

For these reasons, we need to draw out all relevant information from the customer before attempting to "solve" their issue. Sound questioning technique is central to this process.

Questioning can be thought of as falling into two types, open and closed.

Open questions invite the customer to tell us more about their situations and needs in a general sense without directly determining or limiting the content of their response.

Typically, open questions will be phrased starting with "what", "how", "tell me about", or "describe" and will cover broader subjects and issues.

- "How do you contact your customers?"

- "Can you tell me about your...?"

Closed questions ask the customer for a specific response to a specific issue. They can and will usually be answered with a "yes" or "no" or a specific item of information, e.g. "25" or "early next week".

Closed questions may be phrased starting with "how" or "what" but more commonly start with "who", "when", "where", "is", "has", "do" and their variants.

- "Who is authorised to...?"
- "When are you going to...?"
- "Where is your new store...?"
- "Have you already started...?"
- "Do you want it this week...?"

A good questioning technique will involve an appropriate mix of open and closed questions:

- Open questions help us get the customer talking and give us an understanding of the situation.
- Closed questions gain or confirm specific information and move the conversation or topic towards a close.

Again, it is important to fully understand the customer's situation before offering a solution, and an effective questioning technique is essential for this. To ask effective questions, we must not only listen to what the customer is telling us but also be alert to what they are not telling us that we need to know.

We can then ask appropriate questions to draw out the information we need.

There are many different ways to solve problems or find solutions for particular situations. Most of solutions. Interestingly, we will normally not even be aware that we have or are using a specific way of problem-solving. We simply go through the mechanisms we have taken on, adopted and developed throughout our lives.

Regrettably, many of these habitual strategies are ineffective or at least less effective than others we could use, but we may not be aware of them.

# FINDING SOLUTIONS – OUTCOME THINKING

Fortunately, effective patterns of problem-solving are now well recognised and can be learned and applied in our work, to both our own and our customers' advantage.

A traditional approach to problem-solving could involve many, if not all, of the steps outlined below:

- Review the current situation
- Observe and note symptoms of the Problem
- Check other related functions
- Define the Problem
- Analyse the Problem
- Isolate possible causes
- Compare to similar situations
- Seek advice from people with similar problems
- Define the outcome required
- Generate options/alternatives
- Choose a solution
- Take action

While many of the steps outlined above may sometimes be an appropriate response to a mechanical or technical problem, most of them are unhelpful or downright destructive in solving human problems. The approach outlined above is called "Problem Thinking" because of its central focus on exploring the Problem and its features.

For interpersonal human situations, a better approach may be to start later in the process, as shown below:

- Define the outcome required, then
- Generate options, then
- Choose a solution, then
- Take action.

This approach is often called "Possibility Thinking" or "Outcome Thinking" and starts with a focus on what is wanted from the solution, proceeding in an entirely different way towards very different results than Problem Thinking.

To illustrate the differences, let's look at a situation ("problem") with both human and technical

aspects. Imagine you are driving to work and your car breaks down. If you apply a Problem Thinking approach, you may try to work out what's wrong, think about whether there were any unusual performance or other indications before, try to isolate what is still working okay, think of other times when something similar happened and how you solved that, call friends or professional help to get it fixed and if you have some expertise in vehicles, you are even more likely to get caught in this pattern of behaviour.

If you were to take an Outcome Thinking approach, you would first consider what you had to do at work that morning (e.g. attend an important meeting), then consider ways of achieving that outcome (e.g. telephone, taxi, public transport, get a ride with colleagues heading to the same meeting, delegate attendance to someone else), then you would park the car and get it fixed (or sell it) at your convenience.

Outcome Thinking would not necessarily preclude any of the actions considered in Problem Thinking. It would, however, create options and actions that you may not have ever considered while stuck in Problem Thinking.

Some of the steps of Problem Thinking may be used in Outcome Thinking (mainly when generating options), but you will approach them with a much more constructive state of mind.

For example, you may "compare to similar situations" but with a focus on what can be done to achieve the outcome. You may "seek advice from other people" but only approach those with a history of success rather than those with a history of problems.

Apart from often coming up with a better solution in a shorter timeframe, Outcome Thinking has the advantage of creating a much more helpful and constructive mindset than Problem Thinking.

Because it focuses on what works and is possible versus what's not working and problems, it leads



more directly to action, and our customers want action on their needs or problems.

In applying Outcome Thinking, we need to be sensitive to not cutting off our customers while they are still outlining and explaining their situation to

us, e.g. during the Listen/Acknowledge stage. We should listen carefully to understand their outcomes and establish a full rapport with them. Outcome Thinking will help limit our becoming over-involved in the Problem and is essential as we move to clarifying and providing Solutions.





# PRESENTING SOLUTIONS

The key to successfully presenting a solution to a customer depends on several conditions being met:

- The customer is ready to hear and accept a recommendation from us
- We have a full understanding of our customers' situation
- We have developed an appropriate solution to the situation and have confidence in our recommendation
- We present our solution in a way that makes it easy for the customer to accept our recommendation and agree to proceed.

The first three conditions will be met when we follow the L/A-C-S process – the customer will feel that we have listened to and understood their needs, and we will have gathered the information we need to make a firm, clear recommendation. Both parties are confident and expect a satisfactory solution.

We are now ready to present our solution using the steps outlined below:

- 1.** Restate/reconfirm the customer's needs/outcome.
- 2.** Outline your recommendation, including costs and conditions (if these are simple and the recommendation is straightforward).
- 3.** Seek approval by stating the action needed to proceed. \*
- 4.** Initiate action.
- 5.** Explain the course of events to follow.

\* At this point, we must pause and wait for the customer to respond! They may need a moment to consider what we have said before, in most cases agreeing with our recommendation. If they are not sure or need more information, this pause will allow them to tell us. We can then give the customer the time, information or reassurance they need to decide.

When the solution is complex or you are not sure of the customer's reaction, you may wish to seek an earlier response to your recommendation before proceeding. A slightly more elaborate process to do this is outlined below.

- 1.** Restate/reconfirm the customer's needs/outcome.
- 2.** Outline your recommendation.
- 3.** Ask "how does that sound" and await a response. \*
- 4.** Give costs and conditions and seek approval by stating the action needed to proceed. \*\*
- 5.** Initiate action.
- 6.** Explain the course of events to follow.

\*\* It is essential in a successful solution that:

- A clear recommendation is offered, and
- The course of action needed to accept and implement the recommendation is given.

Most customers have a need they want satisfied, or they would not have contacted you in the first place.

Being well-treated and being offered a clear course of action or solution will usually satisfy even the most demanding customers.

Remember that offering options rather than one clear recommendation will often confuse the customer. They will then require further information and time to make their decision. If you have taken the time and effort to properly clarify their needs, you can be confident in your recommendations and save your customers time, effort and worry with a well-presented, well-informed solution.



# USE OF VOICE

Most of us are familiar with the idea that it's not just what we say, it's how we say it, that leads to successful communication.

You may be familiar with a wide range of research that suggests up to 60% of face-to-face communication is sent and received in visual clues – the facial expressions, physical appearance, posture, gestures and movements of the “sender”.

This research shows that about another 30% of the message is transmitted in the voice quality, that is, by the speed, volume, inflection, rhythm and intensity of the voice.

Only the remaining 10% of the meaning is derived from the words or actual content of the communication!

Yet most people, in communicating with others, concentrate on getting the words and content right, often ignoring the other factors that contribute up to 90% to the effective communication of the issues at hand!

For telephone conversations where there are (as yet) no visual clues in the message, research shows that approximately 80% of the message is communicated in voice quality and about 20% in the actual words and content of the message. Whatever the actual percentages for each, it is very clear that “how” the message is conveyed (voice over the telephone) tells the receiver a lot about the sender, while the words convey the information.

This suggests that key human or interpersonal aspects of the conversation are embedded in the voice component of the message.

That is, listeners (or customers) largely determine whether they want to deal with a person, and how much credibility they assign that person, mostly by the style of their communication or voice quality.

This means that it is very important that we be aware of our voice quality and manage it to maximise our communications with our customers.

General guidelines for effective voice communications over the phone include:

- Speak clearly
- In a friendly manner
- At a steady pace
- Modulate the voice to emphasise key points and maintain interest
- Use everyday language, avoiding jargon and technical terms

We should also focus on what we can do for the customer, avoiding “can’t”, “won’t”, “shouldn’t”, “but” and “they” as much as possible.

As we grow in confidence and skill in our spoken communication, we should notice how our customers express themselves to us and seek to adapt their communication style in our dealings with them.

In doing this, we should pay particular attention to the speed and intensity with which they speak.

These qualities are closely related to how quickly they process information and how important it is to them.

When we speak at the same speed with similar intensity, we convey the “message” in a way that is easy for them to accept and convincing in its delivery.



# MANAGING UPSET CUSTOMERS

While most of us would generally prefer to deal with happy customers without any problems, we need to recognise that upset or complaining customers are not problems to be avoided but a valuable input into our personal and business success.

Most dissatisfied customers do not complain or express their disappointment, at least not to us, the company and service providers who caused the Problem. Because of this, we will not learn from these “unsatisfied non-complainers” what we have done wrong and how we might fix it!

They are, however, extremely likely to complain to people they know, with some research showing that dissatisfied customers will complain to up to eleven other people, particularly when their complaint involves some inconvenience or the issue is valued at over \$100.00.

Therefore, unsatisfied or upset customers who take the trouble to complain are a unique source of intelligence on what we are doing wrong and how we might do better in the future.

In addition, surveys show that:

- About 95% of dissatisfied customers have their issues resolved quickly, and
- About 70% of customers who have their complaint resolved at all will want to deal with that company again. In most industries, this is a higher rate of re-buy than is experienced from customers with no problems at all, where re-buy rates are often less than 50%.

Customers with complaints that are speedily resolved also become advocates for your service and products in the marketplace.

So, how do we handle upset customers? The L/A-C-S process (with some additional techniques and skills) forms a good framework.

Useful general guidelines are to remain calm and not take the complaint personally. Getting upset yourself is likely to generate defensive behaviour that will only exacerbate the customer’s attitude.

Listen to what they say without judgment, trying to understand the outcome they want that has not been satisfied.

Acknowledge their comments and their state of mind:

- Thanking them for bringing the issue to your attention will be appreciated
- Apologising for any perceived shortcomings they have experienced will often be appropriate
- Recognising and naming any emotions they express may also be effective in reducing their upset.

## Clarify

- You will often need to clarify the issue when people are upset. They do not usually express themselves very clearly in this state.
- State that you wish to solve the Problem for them.
- Seek permission to request the necessary information to solve the Problem.

## Solve

- Tell them what can be done – what you will do, and what they need to do to make it happen.
- If you are unable to do exactly what they want, tell them why and then offer what can be done and tell them what options for action are available.

If you have to transfer the caller to your supervisor:

- Explain what you are doing and why to the customer
- Fully brief your supervisor so the customer does not have to go over the whole situation again.

As with other enquiries, ensure the customer clearly understands what to expect next and in what timeframes.



It is interesting to note that nearly 70% of customers who changed to a new supplier report that they did so because of rude, indifferent or discourteous service. This compares with less than 15% who left due to unsuitable products.

How we treat customers has a significant impact on their buying decisions. Resolving complaints quickly gains loyal customers and strong advocates in the marketplace.

It should be noted that this module deals with “upset” customers with a clear complaint or Problem. A very small percentage of customers are inherently difficult to satisfy, and dealing with them

will effectively require skills beyond the scope of this workshop.

Overall, if we apply the L/A-C-S process in a skilful and empathetic manner, we will avoid upsetting customers and generating complaints in the first place. This should be our primary strategy in providing effective customer service and winning and maintaining our customers’ business.







# GLALC First Peoples Traineeship Program

Workplace Awareness  
Workshop Mentoring

# GLALC WORKSHOP

Getting There		
Topic	Workbook Pages	Handout
Where am I going?	1 – 4	-
Planning Skills	24 – 29	-
Learning Style Preferences	-	Questionnaire
My Career and Development Plan / What support do I need to get there?	-	Career and Development Plan

Office Skills		
Topic	Workbook Pages	Handout
Communication	5 - 23	-
Practices	-	Handout
Challenges	30 – 39	-
Being Persuasive	40 – 45	-

## INSPIRE YOURSELF!

Have you ever set a New Year's resolution and failed in the first week? Have you ever had a piece of work to do but done everything else but? This happens because we have asked ourselves:

"Do I feel like doing this now?"

Most of us never actually feel like doing work now.

We need to inspire ourselves and resist the short-term pleasure of not doing a piece of work so we can achieve our longer-term goals. We do this by rewarding ourselves each step of the way as we move closer to achieving our long-term goal.

Here are a number of ways to inspire yourself to action. Tick the ones that work for you.



## ☐ **Value**

See the value in what you do. What is the value of doing this activity?

## ☐ **Visualisation**

See yourself doing an activity and the accomplished result in all its glory and excitement. Create a fantasy in your mind of actually enjoying the activity.

## ☐ **Baby Steps**

Start with an activity you can accomplish. This success lessens the fear of failure and creates a small, but powerful wave of energy toward your ultimate goal.

## ☐ **Keep Score**

Once your development plan is underway, keep it alive and review your progress regularly. Based on the timeframe of the Plan, decide how often to check it. At a minimum, review it every three months.

Monitor your progress by:

- Asking for feedback from your manager/coach, colleagues, suppliers and customers
- Revisiting your goals and objectives
- Revisiting your development plan
- Revisiting your Values Questionnaire, SWOT

## ☐ **Enjoy the Satisfaction of Achievement**

When you achieve a goal, take time to enjoy the satisfaction of having done so. Absorb the implications and observe the progress you have made towards other goals. If the goal was a significant one, reward yourself.

With the experience of having achieved this goal, review the rest of your goal plans:

- If you achieved the goal too easily, make your next goals harder
- If the goal took a dispiriting length of time to achieve, make the next goals a little easier.
- If you learned something that would lead you to change other goals, do so
- If, while achieving the goal, you notice another skill to develop, decide whether to set a goal for this.

Failure to meet goals does not matter as long as you learn from it. Feed lessons learned back into your other goals and plans.

Remember, too, that your goals will change with time. Adjust them regularly to reflect your growth. If goals do not hold any attraction any longer, then let them go. Goal setting is your servant, not your master. It should bring you real pleasure, satisfaction and a sense of achievement.

## **Seek Inspiration**

Find inspirational quotes. Seek people who validate the activity.

## **Benefits**

Stop and visualise the benefits of the process.

## **Future**

How will doing this activity benefit the future you want to create?

## **Partnership**

Do this activity with others who are in the same situation. They will provide the structure, support and accountability for its completion.

## **Support**

Choose people who will support you in realising your dream. Select only those who believe in you and will help you stay focused on the overall benefits.

## **Rewards**

Create rewards for yourself. Ask yourself, what rewards would give me a reason to complete this activity? Be able to see the rewards in the outcome you desire. For example, if I were speaking to an audience, I'd see them applauding after the talk is finished.

## **Cues and Consequences**

Having a plan and measuring our progress goes some of the way towards inspiring ourselves. We also use the promise of a reward or punishment to avoid the trivial distractions, winning the battle for our precious time. It's a fight between short-term and long-term gains.

Two methods are helpful – cues and consequences.

Cues indicate that something is going to happen. People are motivated by the cues they experience. For instance, people striving to consume less sugar might switch from coffee, which they always had with two sugars, to green tea to prevent the coffee from acting as an overwhelming cue (trigger) to have some sugar.

There are several major cues you can use to motivate yourself. The most obvious one is the goal you have set, and knowing what you want to achieve and by when.

Other cues you can include:

- Develop a self-contract stating what you will do and how you will reward yourself when you do it
- Identify your attention focusers – things or activities that will remind you of your goal
- Identify your distractors – things to be aware of; helps you to stay focused
- List all the things and activities that will encourage you to stay on track.

Keep track of how you are going and what actions you've taken towards achieving your goal.

Consequences are the "Only If" rewards. "Only If" you have achieved a specific task can you have the reward. Rewarding yourself for acting as you planned is a way of motivating yourself. Some of us are motivated by moving towards something pleasant, others by avoiding something unpleasant.

Make sure the consequence you choose works for you. To be effective, the reward requires:

- Clear measures for both the quantity and quality of the behaviour required
- You control the reward you want
- Rewards are only given when you do what you planned; failure to do so means no reward

## Letting Go

If you've tried all the above steps and none seemed to get you motivated into action, then stop. Understand that your energy must be needed elsewhere, and there's a good reason you don't

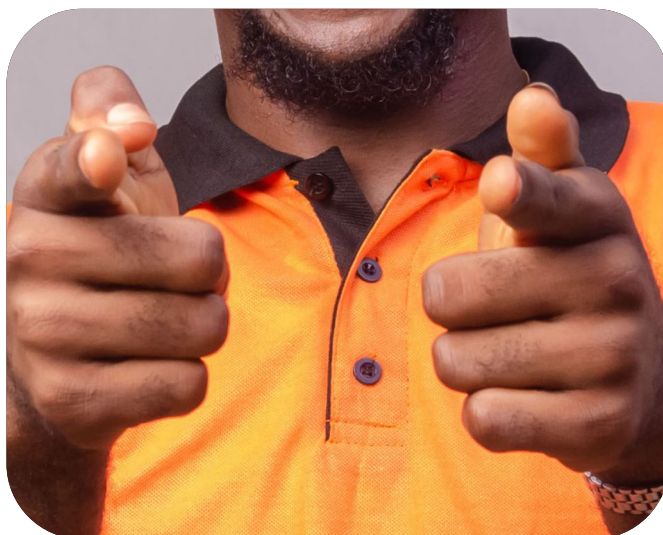
want to start this activity. It will wait until you are ready to tackle it. Do not let negativity overwhelm you. Please remove it from your mind. Let it go!

## Example of Cues and "Only If" Rewards

Task: Finish proofing this 100-page report

### Examples of cues for a proofreading goal:

- o Take a 15-minute break
- o Check out the movies on TV tonight
- o Plan to spoil yourself with a smoked salmon sandwich for lunch
- o Completely clear the desk of other work
- o Switch off your phone and ask not to be interrupted
- o Place a symbol of the benefits of proofing this report, e.g. a calendar with the date the report has to get to printing circled
- o Find an empty meeting room to work in
- o Put your diary away
- o Hide the newspaper
- o Break the proofreading task down into small chunks
- o Estimate how long you will spend on each chunk
- o Make a list of all the chunks and cross them off as you finish them
- o Find something to remind you of the reward you will receive only if you finish this chunk of the proofing
- o Make a note of how long each chunk takes
- o Observe trends of disruption and adjust this Plan accordingly.



# EFFECTIVE COMMUNICATION

Communication is a natural process for people; however, the process itself is complex. Poor or ineffective communication is often quoted as a problem area in organisations. Because communicating is a natural process, we all assume we can do it - any difficulties must exist either in other people or in the organisation itself!

## What are the results of poor communication?

The main ones are:

- Friction and frustration due to misunderstandings
- Inefficiency
- Dissatisfied people
- Goals and objectives not met
- Upset customers

## Preparing to communicate

We're often not conscious of the decisions we make about our communications. Here is a checklist of the sorts of questions we need to ask ourselves.

## What do I want to communicate?

Is it to obtain information, give information, initiate action, or change an attitude?

## Why do I want to communicate this?

Why did the issue come up? Is it important?

## How should he/she/they be told?

What is their viewpoint (empathy)? Tailor your message to their interests, understanding or perspective.

## Will this message gain his/her/their acceptance?

It will help if you give your reasons, its purpose and importance. Think about building in some feedback using summaries or questions.

## When should I communicate?

Is the timing right for the receiver, you, and others? Should you check before communicating?

## What is my likely best method of transmission?

There are so many options – phone, in person, letter, memo, report, etc. Should it be combined, e.g. tell now, write later? Your choice will depend on things like the subject matter, accessibility, time, cost and the relationship between you and the receiver.

There are all these methods as well:

- Mobile phone, paging messenger, voice mail, conference call
- Email, intranet, internet
- Video-conference
- Conversation
- Meeting
- Fax
- Presentation
- Brochure, printed document, newsletter

## What is communication?

- If there is speaking, but no listening,
- If there is writing but no reading, AND
- If there is no understanding, there is no communication

## Why is effective communication often so difficult to achieve?

Communication is a process in which messages are spoken and heard. The speaker has a message to convey. The message begins in the brain as thoughts, which are then coded or expressed using language, expressions and posture.

The message is spoken, then heard and then the hearer has to 'decode' it. Having decoded the message, the hearer is then likely to respond, and the process happens in reverse. The process is simple, but communication is often more than a simple transmission of information.



There is a complex responsive process, the purpose of which is to jointly construct meaning out of the exchange.

So, when two people speak, there are at least five levels of conversation:

- What the speaker meant to say
- What the speaker actually said
- What was heard
- What the hearer thought he/she/they heard
- What the hearer edits, alters and interprets

With all this going on, we certainly need to clarify what is being said at both the practical level and the interpersonal level.

Messages are usually designed to invite a response from the hearer, who then introduces their meaning and reciprocal challenge into their response and so on. This generates an ongoing process of constructing meaning between those involved. These processes occur rapidly throughout the interchange. However, while this may seem straightforward, this is where many problems can occur, and the message sent (or what the speaker intended to say) is not what was interpreted.

These problems in transmission are often referred to as interference or 'noise' and include both internal and external factors.

### **Barriers to effective communication – internal**

The barriers that have the greatest impact are those inside our heads; they act as filters that make the coding/decoding process a uniquely individual one. These filters affect how we interpret ideas, feelings or information in the way we 'code' and 'decode' messages.

### **EXERCISE: What are your internal barriers to communication?**

- ☐ **Culture**
- ☐ **Experiences**
- ☐ **Values**
- ☐ **Perceptions**
- ☐ **Prejudices**
- ☐ **Assumptions**

- ☐ **Attitudes**
- ☐ **Preferences for the way in which we process information**
- ☐ **Other?** \_\_\_\_\_

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Good relationships support effective communication as they allow the uncertainties of the communication process to be overcome and understanding to be developed. Even something as simple as whether you like the person you are communicating with will impact the effectiveness of the process – the trick is to identify and understand your internal barriers so that you can overcome them quickly and as much as possible.

### **Barriers to effective communication – external**

External noise, distractions, interruptions and physical discomfort will all affect the communication process.

### **EXERCISE: What external barriers to communication do you need to contend with at work?**

Note down some examples of external barriers you have to contend with:

- ☐ **External noise**
- ☐ **Distractions**
- ☐ **Interruptions**
- ☐ **Physical discomfort**
- ☐ **Other?** \_\_\_\_\_

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Although it's important to minimise these factors to provide a conducive environment, remember that the most powerful barriers are in our heads and not in the external environment. Take away all the potential external distracters, and you may still have 'problems' communicating.

## EXERCISE: Easy or difficult?

Think of two people (either at work or outside of work) with whom you feel you generally communicate:

- (a) Easily
- (b) With difficulty

What factors affect your communications with them?

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Why do you find one person easy to communicate with and the other difficult?

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How do you respond?

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In what ways do you behave or communicate differently with these two people?

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# USING YOUR EMOTIONAL INTELLIGENCE (EI)

The best way to encourage effective communication is to build good relationships with those with whom you're communicating. One way to do this is to use emotional intelligence, also known as EI.

EI is the ability to monitor and understand your own and other people's emotions and feelings, and to

use this information to increase the effectiveness of your communications.

Some practical applications of emotional intelligence are:

- Before you speak, think about how the other person might react. What might they say or do

when responding to you? Focus on the situation and maintain your objectivity, keeping your feelings separate from the issues

- Think about your reactions if there is a possibility that a situation may not go as you expected. How will you manage your own emotions?
- Watch the behaviour and body language of the person you are talking to. How are they responding to what is being said? If you are unsure, ask them how comfortable they are with what is being said
- Clarify the person's concerns. Explore what words are being used
- Anticipate your reactions to criticism or feedback that you find unpalatable. Try not to react aggressively, agree with what is justified, say what you will do about it and then move on

- When someone is aggressive or angry, try to diffuse the situation. A good way to do this is to ask them a question. Show that you understand their point of view and then re-state it in emotionally neutral language. Focus on separating feelings from content and issues. Recognise that you too may become angry and that it is important to retain your composure to be able to deal with the situation effectively.
- To help you focus on someone else's point of view, paraphrase and summarise what they have to say. Ask questions that indicate that you understand what they are saying.

# OTHER OPPORTUNITIES TO APPLY EMOTIONAL INTELLIGENCE

## Interpersonal skills - the HOW of EI

Conversations, particularly those at work, have two elements. There is the task element, and there is the people element. It is important to clarify what is being said at both the practical (task) level and the personal (people) level, and to recognise that everyone in the conversation will have brought their personal and practical needs to the conversation.

Engaging people involves:

**Personal needs** - feeling listened to, feeling understood, being involved, being appreciated.

**Practical needs** – wanting to have an answer, being given some advice, finding out some information, solving a problem or sharing a story.

Addressing people's personal needs encourages an open, two-way conversation that builds initiative and ownership. It also lets the person know that you value them and what they have to say. At the foundation of your professional success are some core skills that can make your conversations more effective. These core skills are a combination of interpersonal skills and discussion skills.

## Interpersonal skills

The ability to develop and maintain relationships with people.

- **Respect** and recognise the person
- **Listen** and acknowledge the person's feelings
- **Seek** from and involve the person
- **Trust** others and gain their trust



## Discussion skills

A structure for ensuing conversations that covers all information and achieves a result with a specific action plan and follow-up.

The **GROW** Model (John Whitmore, 1992) provides a structure for encouraging ownership and guiding people towards problem-solving in all conversations.

- **G**oal – Agree on what you are discussing, its purpose and importance, any long-term aim and the objective of the discussion.
- **R**eality – Check out what is happening. What is the other person's perspective? Explore issues and concerns. Share information and avoid or check assumptions.
- **O**ptions – Explore a range of options/actions. Seek suggestions from the other person first. Build on them. Consider obstacles.
- **W**rap Up (Willingness) – Commit to action. Decide on specific steps and timing. Set-up measures and follow-up. Highlight key points. Express confidence.

Where are you more effective?

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Which set of skills gets used more? Why?

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Within each set of skills, what are you best at?

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How do these skills help you gain commitment?

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# INTERPERSONAL SKILLS

## RESPECT and recognise the person

Everyone wants to feel good about themselves. Call it "self-esteem", "ego" or "self-worth", it is a critical part of people having the confidence and willingness to do their best.

### What might cause someone not to feel respected?

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### What happens when someone does not feel respected?

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Think of a time when you felt respected.

### What had the other person done or said?

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Recognising what the person has done or said goes a long way to demonstrating your Respect. When the person has suggested a good idea, completed a task, had a good outcome or done something well, you can let them know by:

- Being specific about what they have done or said
- Being genuine about your Respect in both your language and actions.

How do you show Respect when the person is not getting the results or has done something inappropriate?

- Be specific – do not generalise about the person
- Express confidence that the person can achieve the result
- Focus on the action or situation, not the person.

You can continue to demonstrate Respect in difficult situations by recognising the effort a person puts in.

## TIPS for using RESPECT and recognising the person

### LISTEN and acknowledge the person's feelings

Listening is an important skill. Mostly, people don't listen; they just take turns speaking. We've all had times when we were more interested in sharing our views and experiences than really listening and understanding others.

The irony is that we all like to be listened to and understood. Stephen Covey says that when we are understood, we feel affirmed and validated. He coined the expression:

'Seek first to understand, and then be understood,' which serves as a reminder that you need to listen to the other person before you can expect them to listen to you.

Listening helps us obtain complete and accurate information. More than that, it shows that you want to understand the other person.

Some good listening skills are:

- Keep appropriate eye contact
- Do not interrupt
- Watch your body language
- Paraphrase what the person says
- Ask questions about what the person says

But there is more to listening than this.

Letting a person know you are listening means letting them know you not only heard the content of what you said but also heard their feelings.

Listening and acknowledging feelings tells the person you are interested in them as a person, not just a colleague. Letting the person know you have heard their feelings also encourages them to share more, thus ensuring even better and more complete information.

Recognising feelings is sometimes called 'empathy'. What is the difference between empathy and sympathy? Empathy means you don't necessarily agree with the feeling – it is only acknowledging the person has a particular feeling. For example, if a person is late completing a task, you might not agree that they are being pushed or under pressure. However, you can acknowledge this is the way they are feeling by saying,

"I can tell you feel pushed and overworked by these tight deadlines."

When you are acknowledging feelings, it is helpful to:

- Listen between the lines – not everyone is open with their feelings
- Name the feeling. "I understand how you feel" doesn't really let them know you understand
- Link the feeling with the reason (as in the example above, the reason is when there are tight deadlines).
- Check out the feeling. If you are not certain, ask. That way, you have let the person know that you want to understand, and the person has a chance to clarify how they really do feel
- Recognise positive feelings.

**What might be an ineffective use of this skill?**

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**When can you use this skill too much?**

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**TIPS for using LISTEN and acknowledging feelings**

**SEEK from and involve the person**

No one can know everything. Sometimes, do you feel like the burden of the world is on you to find all the answers, to come up with all the ideas, to know all the information? You may find some situations set you up for this. People don't contribute during discussions. People don't want to think of ways to do things better and keep doing it the old way. When you ask for ideas, people say, "I don't know, that's your job." These can be frustrating moments.

**Why might people not contribute?**

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## What do you do when faced with these situations?

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## What can you do differently to encourage people to contribute?

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Seeking people's contribution builds commitment to the outcomes, processes and vision—areas where you can seek help, ideas and feedback. Involving them means better decision making, planning and implementation for the organisation. For the other person, it means they know you value their input (Respect). It will also build trust and partnership.

A key skill in Seeking and Involving is using open-ended questions.

### Open-ended questions:

- Start with How, What, Where, When, Who, Why and call for an expansive answer
- Are used to gather information, stimulate ideas or thinking

"How did you send our proposal?"

Another useful open-ended question is "What if?". It helps people think about the future and consider alternatives and options.

"What if we send our next proposal by email instead?"

In contrast:

### Closed questions:

- Require a binary answer
- Are often referred to as a yes/no question
- Are used to confirm information and before moving to another topic in the conversation

"Did you email our proposal?"

Sometimes, the ideas and involvement you get are not as helpful as you would like them to be. Where possible:

- Find something useful, valuable or effective in the person's answer and build on it
- Ask another open-ended question to help the person check out the pros and cons of their idea
- Consider whether the person has the whole picture and offer additional information
- Explain the potential difficulties with their suggestion

You can always show Respect for the person by letting them know that you are appreciative of their contribution, and continue to invite other suggestions.

Remember that for some people, there has been a long history of not being involved. For others, being involved has meant being ignored later or someone else taking the credit. Others may just not be interested. It takes time to overcome these beliefs, so don't give up. On the other hand, many people expect to be involved.

Work with those who are interested and continue to seek from others.

### TIPS for using SEEK from and involving the person

### TRUST others and gain their trust

### "The cost of doing business is double in a low-trust environment"

(John Whitney, The Trust Factor)

Building a trusting environment rests with everyone. Everyone needs to take the initiative in these efforts - modelling trusting and trustworthy behaviour and encouraging others to do the same.

**What business situations – challenges, opportunities and changes – are present every day that impact trust in your workplace?**

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**What is the impact of low trust on the people, the customers and the business?**

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**Trust is the key to involvement - it gets people over the hard times.**

Trusting others involves:

- Sharing information and the big picture
- Sharing both good and bad information – being honest
- Seeking feedback and looking for input on what you could do better
- Addressing problems with people directly involved
- Seeing mistakes as opportunities for learning
- Checking on facts before making assumptions

Gaining the trust of others involves:

- Following through on commitments and support
- Focusing on the problems and not blaming others
- Giving honest, constructive feedback rather than avoiding the truth
- Accepting responsibility for your own mistakes
- Behaving consistently

Four skills that underpin building trust in relationships are:

- Sharing your thoughts and feelings constructively
- Checking out your understanding of the situation
- Giving clear and constructive feedback
- Leaving responsibility with the person

## Sharing your thoughts and feelings constructively

Whenever you lead others on a project, a task force, etc., people will want to know what you are thinking and what your reactions are to situations. It is often difficult to know just how much to share.

It takes careful judgment to choose how to disclose your thoughts and feelings. The downside of saying nothing is that people “fill in the gaps”, make assumptions and create rumours, eating away at trust.

When sharing your thoughts and feelings:

- Ask yourself whether it will help the person/ others to know, don't just dump
- Plan carefully so that you can keep a positive and forward-looking perspective

## Checking out your understanding of the situation

It is very easy to make assumptions about what is happening or what caused a situation. We may rely on our own experience or previous experiences with the person or similar situations, particularly when dealing with delays, shortfalls and other negative variations and motions that may be involved. It is important to clarify facts and learn the perspective of the other person.

You can check out your understanding by:

- Summarising the information as you know or have heard it, and asking for confirmation or correction
- Ask the other person to summarise their understanding

## Giving clear and constructive feedback

Avoiding giving feedback only makes matters worse. In most cases, people know that their performance is not what it should be. When you “beat around the bush” or ignore the situation, people get more anxious.

When feedback is given later in the process, it comes as a shock, and people are more defensive. It may also be the situation that a person is not aware of the problem and therefore keeps doing the wrong thing. In this case, it is not fair to a person not to provide feedback.

Another reason we avoid providing clear and constructive feedback is that we are afraid of the other person’s reaction. Having the skills to provide constructive feedback can overcome or reduce the potential reaction.

In giving feedback:

- Ensure feedback is timely, specific and balanced
- Provide factual and accurate examples of the situation
- Seek or provide alternatives to help the person clarify what is expected

And don’t forget positive feedback. Not providing positive feedback means that a person may think they are not doing well and change or take their focus off what they are doing well. Positive feedback reinforces the behaviours that are needed for success and will go a long way in building trust.

Here is a useful technique for giving feedback. It begins with two questions:

### What did you do well?

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### What would you do differently?

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You then follow up with:

### Something you might choose to do differently is

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### What I noticed you do well is

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### Leaving the responsibility with the person

Performance belongs to the individual. Ensure that when an action plan is devised or a change is needed, the person is left responsible for getting things done. If it is necessary to talk to someone else, coach the person to do this – don’t take it on yourself. The more you expect the person to follow through and trust them to do it, the more likely they will.

- Ensure the person has more actions than you
- Provide support – don’t take over
- Ask the person what support they want – don’t assume you know what they need



**When giving feedback, what have you found to be useful to build trust?**

## **TIPS for using TRUST others and gaining their trust**

### **EXERCISE: What would you say?**

Each day, you have the opportunity to talk with people in many situations.

Below are several opportunities where you might use these Interpersonal Skills. Select one or two (no more) of the Interpersonal Skills you might use to respond, and write what you would say to address or respond to the opportunity.

1. "Why should I work any harder? No one else around here does."
2. "We worked really hard to get the response done in time."
3. "It's just a job. I do what I can."
4. "I'd like to find something more challenging."
5. "My kid has been sick this past week."
6. "I just haven't had time to get around to finishing it."
7. "I had a good day. There was just one call/meeting that was a bit tough."
8. "The idea I have to speed it up might not be what everyone wants."

## **Discussion Skills**

The GROW Model provides a structure for encouraging ownership and guiding people towards a goal in all conversations. This structure helps to meet the practical aspects that people expect from a discussion. It can ensure that all aspects are covered, that clear action plans are agreed upon, and that follow-up is scheduled. It also provides a guideline for when the discussion gets off track to bring it back to the intended purpose. Although the structure is not meant to be a handcuff, it can act as a handrail. The logical flow also builds confidence for all parties to the conversation that realistic outcomes can be achieved.

## **GROW Framework**

**GOAL** – Agree on what needs to be discussed, any long-term aim and the objective of the discussion.

- Establish its purpose and the importance of the discussion
- Build rapport

How you set this up can set the pace for the rest of the meeting. Being up front about the outcomes that are important to them, the team, the organisation, and you lets the person know that you are looking forward, not backward. Be sure you let them know you want their input. Being clear and respectful is a positive way to start a conversation.

**REALITY** – Clarify the person's understanding of the situation.

- Discuss and share facts and information
- Avoid or check assumptions
- Explore the person's issues and concerns.

Many times, in discussions, people jump to solutions before carefully exploring the facts of the situation. First, seek the other person's thoughts, ideas and feelings to check out any assumptions you might have. This gives the person an opportunity to find out more about the situation. This is also an opportunity to share information that the person might not be aware of. At the end of this part of the discussion, both of you should be on the same wavelength.

**OPTIONS** – Explore a full range of options/actions.

- Seek the person's ideas or solutions first, build on their ideas and consider the pros and cons
- Jointly decide on the best action to commit to
- Identify possible obstacles and actions
- Identify resources and support needed

**WRAP UP (Willingness)** – Decide on specific next steps – what will be done by whom and when.

- Set measures and appropriate follow-up
- Highlight key points of the discussion
  - concerns, actions, commitments
- Seek the person's confidence
- Express confidence in the person

Many action plans are lost because they are not specific. Identify the time, date and accountabilities for what will happen next. Set progress measures and follow-up dates.

If you are accountable for an action, make sure it is reasonable and that you can follow through.

It can be a good idea to have the person summarise what was said and agreed to. This way, you can clarify any ideas where something may have been missed. Be confident that if you have worked through the above steps, the Plan has a fair chance of succeeding. Let the person know this and trust them to follow through.

### EXERCISE: What would you say?

Every time you have the opportunity to talk with someone, it is an opportunity to use the GROW framework. Below are several situations where you could apply the GROW framework.

Select one and write what you would say or ask for each area of the framework.

- Phoning a colleague to set up a time with them so the two of you can plan a crucial meeting with a supplier to resolve a growing trend in delivery delays
- Having a conversation with your line manager about an idea you have to simplify a process and save time. The process involves another department, and you're not sure who to approach or how to approach them with your suggestion.
- Composing a memo to support a recommendation that you are putting forward for approval.
- Your own situation.

### GOAL

- Agree on what needs to be discussed
- Establish purpose (ST & LT) and importance of the discussion
- Build rapport

### REALITY

- Clarify understanding of the situation

- Discuss and share facts and information
- Avoid or check assumptions
- Explore issues and concerns

### OPTIONS

- Explore several options/actions
- Seek ideas/solutions first, build on ideas, consider pros and cons
- Jointly decide and commit to the 'best' action
- Identify possible obstacles and actions
- Identify resources and support needed

### WRAP UP (Willingness)

- Decide specific next steps – what will be done, by whom, by when
- Set measures and appropriate follow-up
- Highlight key points – concerns, actions, commitments
- Check/express confidence

### What questions do you have about the Discussion Skills?

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### How might a structure like this help you in discussions?

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### How might it help the other person?

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**What do you like best about the structure?**  
**What do you like least?**

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# SETTING PERSONAL GOALS AND OBJECTIVES

Setting goals and objectives is a powerful process for personal planning. It helps you to find direction and choose where you want to go. By knowing what you want to achieve, you also discover where to concentrate your efforts. You'll know what you need to learn, how to organise your time and resources.

What's more, you will be able to identify the things that could distract you from your goal.

Well-set goals give you long-term vision and short-term motivation. The habit of setting and achieving goals helps to quickly build self-confidence. Sharp, clearly defined goals let you measure progress and take satisfaction in the achievement of those goals.

Goals are set on a number of different levels.

First, you decide what you want to do with your life and what large-scale goals you want to achieve.

Second, you break these down into smaller and smaller targets that you must hit to reach your lifetime goals.

Finally, you have your Plan and you start working to achieve it. Some people set a five-year plan, a one-year Plan, a six-month Plan and a one-month Plan of progressively smaller goals that they need to achieve in order to reach their lifetime goals.

## Using self-insight to succeed

Many of us don't know, or haven't thought about, what we want to do with our lives and what large-scale goals we want to achieve. In this next section, there are some tools to help you decide what you want to do with your life, but more particularly, with your career.

## Personal SWOT analysis

SWOT Analysis is a technique for identifying your strengths and weaknesses (an internal focus) and for examining the Opportunities and Threats (an external focus) you face.

Used in a personal context, SWOT can help you uncover opportunities that you are well placed to take advantage of. By understanding your weaknesses, you can manage and eliminate threats that would otherwise catch you unaware. You can also use SWOT analysis to identify what distinguishes you from your peers so you can develop your unique combination of talents and abilities to accelerate your career.

## Sources of information for SWOT

There are three primary sources of information that you can use to determine how you are performing:

Your ratings on your performance objectives:

- Work through past and current ratings to determine how you are performing



- Look for trends in areas of Full Performance and Inadequate Performance

Your job description:

- Work through the pre-requisite knowledge, skills, attributes, duties, responsibilities and training requirements
- Tick those areas that you feel you are achieving well, and those that you may think you need to develop in

Requesting feedback from your line manager and your customers (internal or external):

- Ask your line manager for feedback on your areas of strength and development in relation to your Job Description
- Discuss with your line manager whether requesting feedback from some of your customers would be useful, and if so, agree on which customers and how you will approach them

Sources for information on opportunities and threats include:

- Personal development plan
- GLALC career opportunities
- GLALC Job Description
- Interviews with job holders

## EXERCISE: Your Strengths and Weaknesses

Do you know your Strengths and Weaknesses? Do you know the Opportunities and Threats you face?

**Strengths:** Consider these from your own perspective and relative to the people around you. Don't be modest, be objective. If you're having difficulty, write down a list of your characteristics – some of these will be strengths.

**Weaknesses:** Consider these from your own perspective and relative to the people around you. Do other people perceive weaknesses that you do not see? Past performance appraisals and even your marks and teacher comments from school, college or university provide valuable feedback.

Do colleagues consistently outperform you in key areas? Be realistic and truthful.

**Opportunities:** One approach is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

**Threats:** These will often be enlightening by pointing out what needs to be done and by putting problems into perspective.

## SWOT Analysis – Part A

- What good opportunities are open to you?
- What trends (changes in technology, skill demands, markets, BATA, government policy, social patterns, population profiles, local events) could you take advantage of?
- How can you turn your strengths into opportunities?
- What available internal and external development would address weaknesses and threats? (See the Development Options List overleaf)
- What obstacles do you face?
- What trends (changes to your job or the demand for what you do, changing technology, etc.) could harm you?
- What are the people around you doing?
- Your competition?
- What threats do your weaknesses expose you to?
- What do you do/love doing better than anyone else?
- What advantages (for example, personal characteristics, skills, education, work experience or connections) do you have that others don't have?
- What unique resources can you draw on?
- What do others (your line manager in particular) see as your strengths?
- What areas have feedback indicated you lack skills/knowledge/ability in?
- What areas have you had little exposure or experience in?
- What should you avoid?
- Where do you have fewer resources than others?

## SWOT Analysis – Part B

Next, prioritise your strengths and weaknesses.

Divide your strengths into two groups – those associated with potential opportunities and those associated with potential threats.

Divide all your weaknesses into those associated with potential opportunities and those associated with potential threats.

Place your strengths and weaknesses, paired with opportunities or threats, in one of the four boxes on the grid.

Now you can create a Personal Development Plan that addresses one or more quadrants:

- Capitalise on these
- Improve these
- Monitor these
- Eliminate these

## EXERCISE: What do I value?

Do you know what really matters to you? What are your lifestyle preferences? What is your ideal work environment? What do you personally value? Below is a Values Questionnaire to assist you in your thinking.

### Values Questionnaire

**Autonomy:** To have a job in which I have the freedom and authority to plan my work, make decisions and act without consulting others

**Balance:** To have a job that allows me enough time to pursue leisure and other important activities

**Benefits:** To work for an organisation that provides an extensive pay and benefits package

**Challenges:** To have a job that challenges my mental abilities and problem-solving skills

**Communication:** To engage in activities that involve reading, translating or communicating ideas

**Commuting Distance:** To be able to reach my workplace in a short time

**Competition:** To work on tasks that challenge my

skills and abilities against the skills and abilities of others

**Creativity:** To have a job that requires me to use my creative writing, artistic or creative problem-solving abilities

**Decision Making:** To have a job that requires me to make frequent decisions that affect the quality and success of outcomes

**Detail:** To have a job in which high levels of precision and accuracy are critical

**Diversity:** To work in an environment in which people see strength in differences

**Environment:** To work in an attractive, comfortable environment

**Expertise:** To have a job that allows me to become an expert and to be recognised as an authority on a topic

**Harmony and Affiliation:** To belong to a cooperative and friendly environment, working with people I enjoy and with whom I can be friends

**Helping Others:** To have a job that allows me to be supportive and understanding of others, and involved in teaching, helping or guiding others.

**Independence:** To work on tasks that allow me to work by myself

**Influence:** To have a job in which I can influence people

**Intellectual Stimulation:** To have a job that is intellectually stimulating

**Learning:** To have a job that enables me to learn new skills through internal and external training and development opportunities

**Pay:** To work in a job with a high salary

**Personally Valued:** To work in an organisation in which I feel personally valued.

**Physical Activity:** To work on tasks that allow me to use my physical abilities

**Recognition:** To work on tasks where the outcome of my efforts is noted and appreciated

**Respect:** To have others look on my ability with Respect

**Responsibility:** To have a job in which I am held accountable for projects and processes that significantly contribute to the company's growth

**Structured Environment:** To work in an organisation that is well-ordered and has well-defined tasks and objectives, doing predictable work that changes little over time

**Teamwork:** To engage in activities in which tasks are shared by a group

**Travel:** To have a job that allows me to travel

**Variety:** To have a job that requires a variety of activities and involves the use of my skills and talents

**Work Pace:** To have a job with a fast pace and pressure to meet deadlines

To work out what is important to you, look through your Always Valued (and Sometimes Valued) results and identify your top 8. These are the ones that you want to have satisfied in your career.

For confirmation, list them below in order of priority (limit to 8):

	Current	Future
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>

Once you have listed your top 8 value priorities, determine whether they are satisfied in your current role or whether they have the potential to be satisfied in a future role. Tick the relevant boxes on the right of the above list.

## WIN-WIN OUTCOMES

To inspire you to negotiate with integrity. It can be done.

### Types of negotiators

According to sales guru Jack Collis, negotiators fall into one of three categories:

**Soft negotiator** – where the negotiator avoids conflict at all costs, takes the path of least resistance, and often ends up feeling like they have been exploited.

**Hard negotiator** – believes that negotiation is a contest and test of wills, winning at all costs.

**Principled negotiator** – explores win/win outcomes, seeks to understand the other's

perspective, preserves the relationship, separates the person from the problem and focuses on interests, not positions. They are 'soft' on the person and 'hard' on the problem.

### Negotiating styles

Collis suggests that there are five negotiation styles. They are:

**Compete** – results in a win/lose outcome, 'I get what I want and you don't'. I don't care what the fallout is as long as I get my objective.

**Compromise** – achieves a win/win outcome, but it is less than an optimal win/win outcome. Both parties make concessions.



**Cooperate** – achieves a win/win outcome. Ultimately, a principled negotiator is seeking this outcome. It is ideal for situations where the preservation of the relationship is key.

**Accommodate** – results in a lose/win outcome. I give more than perhaps I should in order to reach an agreement, and I may resent having done so.

**Avoid** – results in a lose/lose outcome. Neither party is satisfied, and the relationship will disintegrate very quickly.

Before entering a negotiation, choose your negotiating style. Different situations will call for different styles of negotiation, so think through which may be appropriate for the circumstances.

## How to Negotiate with Integrity

### Use your Interpersonal Skills

You can use principled negotiation whilst preserving and developing relationships, achieving a win/win outcome and maintaining your own integrity. It is a matter of using your Interpersonal Skills:

- Respect and recognise the person
- Listen and acknowledge the person's feelings
- Seek from and involve the person
- Trust others and gain their trust.

Your aim is to build a trust relationship so:

- Share your thoughts and feelings constructively
- Check your understanding of the situation
- Give clear and constructive feedback
- Leave responsibility where it belongs.

Before the negotiation starts, make sure you know what outcome you want. Identify the viable options or variations and decide your negotiation range – the things you are prepared to be flexible about.

### Separate people from the problem

Put yourself in the other person's shoes. Take the time to listen to and fully understand their needs. And take the time to fully understand your own needs, too. It really is your responsibility to openly communicate your needs to them. If they share your desire to negotiate a win/win outcome, they will be receptive to your needs.

## Be soft on the person and hard on the issue

Take time to actively listen and empathise with their feelings. Seek to understand their problems. Remember, you cannot understand feelings; you can only empathise with them.

### Listening is learning

When you are listening, you are learning. The objective of a good negotiator is to listen and encourage the other person to speak. In order to reach a win/win, you must share two-way communication. If this is not present, ask yourself what negotiation style they have adopted.

### Share constructively

Talk about yourself, the problem and how it impacts you rather than what they did. Rather than "You broke your word", say, "I feel let down." Your feelings are your feelings. They are not grounds for debate.

### Be flexible

Make sure there is a balance of give and take, "I'll extend your payment terms by 30 days, and in return, I want an exclusive supply agreement with your company for twelve months."

### Ask open questions

Ask, "What is it that you would like to achieve from this meeting?"

## Persuasive Communication (also see Communication with Impact)

### The Basic Elements of Persuasion

Credibility = Trust + Expertise

You can't persuade without credibility, and you can build your credibility with trust and expertise.

### Focus on your recipients

Is all communication persuasive? Much of our communication includes a persuasion component.

Next time you need to send an important message, ask yourself whether persuasion is your goal, either directly or indirectly. If it is, have you focused sufficiently on the recipients? That's the starting point for all persuasive communication.

Build the message around them, rather than yourself. Address the issues in their terms, not your terms, and focus on their response. It's a bit like the difference between features (focus on me, my technical knowledge, etc.) and benefits (focus on them, their needs) in a selling model.

## The power of language

When Martin Luther King Jr. shared his vision in his 'I Have a Dream' speech, he won hearts and inspired his audience. He used images and word pictures, making his vision tangible and concrete. He used examples that people could relate to. He talked about traditional values and appealed to common bonds. He used repetition. He was positive and hopeful, confident that his vision would be reached. He conveyed motion and energy through the words he chose to use.

He shifted from 'I' to 'we' around the middle of his speech. His personal conviction about the dream came through in his passionate and emotional delivery.

## Make it a shared vision.

Make it their idea, their vision, their mission, their destiny, not yours or that of top management. Make it something they can be a part of, not just participate in. Rather than sit in a back room somewhere cooking up your vision, involve people right away. Share the ownership. Be willing to give up control of all the details and let it take shape in the hands of many committed people.

You'll get better results, and there will be fewer cynics.

People's need for information and answers about your vision \* (and the change that will flow from it) will follow a sequence. When people are becoming familiar with something new and its impact, their need for information moves through this sequence:

- How it affects me
- How does it affect the people around me, my friends
- How it affects the organisation

## Engage Others The Importance of a 'Cause'

A powerful way to engage Australians is to provide them with a "cause" for their involvement. A "cause" is something beyond being the biggest, the best or the most profitable. It is a call to something with desirable social, moral, national or community implications. It's a tangible way to bind individual values to organisational values.

**"Alleviate pain, restore health and extend life"** Medtronic.

**"to make the world a more sociable place"**,  
Lion Nathan

## How? Meet people's needs.

Engaging people's hearts and minds involves meeting both their:

**Personal needs** – feeling listened to, feeling understood, being involved, being appreciated, and

**Practical needs** – wanting to have an answer, being given some advice, finding out some information, solving a problem or sharing a story. In particular, engagement is about the heart. Addressing people's personal needs and building trust encourages open, two-way conversation that builds initiative and ownership. Such conversations let people know you value them, what they do and what they have to say.

You build engagement by using your interpersonal skills and the skills that underpin trust in relationships.

**Interpersonal Skills** – the ability to develop and maintain relationships with people:

- Respect and recognise the person
- Listen and acknowledge the person's feelings
- Seek from and involve the person
- Trust others and gain their trust

**Build trust** – four skills that underpin building trust in relationships are:

- Sharing your thoughts and feelings constructively
- Checking out your understanding of the situation
- Giving clear and constructive feedback – regular recognition and praise inspire people to do their best work

- Leaving the responsibility with the person

## TIPS to Inspire and Engage Others

How does one inspire and engage others?

- **Be a good example.** What you do is more meaningful than what you say. Be someone's role model
- **Deliver on promises,** whatever it takes
- **Care about people.** Ask questions. People listen more to someone who takes a genuine interest in them
- **Encourage,** especially through the tough times. Offer what support you can.
- **Be inspired.** Find people, ideas, situations and knowledge that motivate and inspire.
- **Share your experiences.** Draw on the rich experiences of your life and share your wisdom, your unique point of view
- **Be vulnerable.** Share your failures as well as your successes. Others will relate to you, you're just like them.
- **Tell stories.** 'Facts tell and stories sell.' They inspire, too. Develop your own inspiring stories
- **Find the 'cause'** and link it to day-to-day contributions
- **Communicate well.** Listen to how you speak and what you say; work on it
- **Challenge people** to be their best. Don't settle for 'she'll be right.'
- **Read.** Stay informed. Learn. Share what you've read, what's inspired you.

## Impact and Influence

### What is influencing, and when should you use it?

Our ability to influence is dependent on our power base. Influence is the process whereby one person seeks to modify the attitudes or behaviour of someone else, while power is what enables them to do so. (Charles Handy, 1993)

Who are you trying to influence?

- Your team members
- Colleagues
- Customers
- Suppliers

- Senior managers
- Other people?

Why are you trying to influence them?

- To resolve resource issues
- To enlist the support of colleagues for a proposal
- To persuade customers of the benefits of products and services
- Wanting suppliers to meet deadlines
- Other purposes?

Influencing means being open about your objectives, aims, values and assumptions – no hidden agendas.

When do you need to influence others? Some of the times might include:

- Managing others – you will achieve more by influencing other people than by simply ordering them to do things
- When you have no direct line authority, you need the support and cooperation of other parts of the business, and indeed of some external elements to be effective
- Changing structures within organisations means more project work and more informal networks. In both cases, you will only be able to perform by using influence.

## Sources of Power

Influence is derived from the power of one sort or another. Being aware of the main sources of power will help you use your power appropriately to work with others effectively. "Power", despite its connotations of corruption and manipulation, is simply the ability to influence others.

Just by being who you are, you can't help but influence others.

Everyone has the ability to influence and use power; the way in which you use the power you have is your choice.

There are various sources of power. Power sources can be:



- **Personal** – your interpersonal skills are a source of your personal power.
  - o Respect and recognise the person;
  - o Listen and acknowledge the person's feelings;
  - o Seek ideas and opinions from others and involve them;
  - o Trust others and gain their trust.
- **Position or resource** – this source comes with certain positions in the organisation. It relates to things like line authority, the ability to control scarce resources (budget, staff, supplies, etc.) and the scope of decision making. As organisational structures get flatter, this can still be a significant source of power.
- **Knowledge** – being connected, 'in the know', if it's seen to be valuable, is an important source of power, especially when shared. Withholding information and knowledge is only a very short-term source of power. People will just go elsewhere.
- **Expertise** – this power is a result of your training, qualifications and experience. It is based on your skills and performance reputation.
- **Task** – this source of power comes from the importance or significance of the tasks a person does in relation to the achievement of the organisation's strategy.
- **Network** – 'who you know' can be an important source of power; refer to senior or influential people within and outside of the organisation to support your arguments.

The effectiveness of each source of power will vary depending on the situation. You need to identify the appropriate source of power for the situation. What relationship do you have with the people involved? Do you want to build relationships? What are the objectives of the discussion? What is the context? Would the people involved have preferences?

## EXERCISE: What are your sources of power?

### What gives you that source of power?

- ☐ **Personal**
- ☐ **Position or resource**
- ☐ **Knowledge**
- ☐ **Expertise**
- ☐ **Task**
- ☐ **Network**

Knowing the type of power you have will help you to choose an appropriate influencing style. It will also help you decide who else to involve to draw on their sources. Understanding sources will help you work out what sources other people may be using in the discussion.

### Influencing Styles

There are different ways to influence. Some will suit situations better than others.

- **Logic** – using a rational argument and research
- **Who you know** – using your connections with powerful people and their support to add weight to your argument
- **Give and take** – offering to trade something in return for their support – people, budget, information, advice, your support on something they are trying to achieve, etc.
- **A personal appeal** – inspire, enthuse, enhance their self-esteem; appeal based on values, beliefs, friendship, loyalty to the organisation
- **Pulling rank** – using your status to positively encourage, persuade others to your way of thinking, or negatively by withholding rewards or your work outputs
- **Consultation** – use your decision-making ability to involve others in the decision; involvement raises motivation and commitment

## EXERCISE: Planning to influence

Choose someone whom you need to influence in the near future. Use the six-point Plan to start to prepare yourself.

### 1. Context or rationale

What is the current reality you want to change or improve?

### 2. Objectives

What is your idea or suggestion?

What support, approval, and resources do you need?

### 3. Benefits

Which business strategy and guiding principles are progressed/supported by this idea? How does your idea save time, money, improve quality, or serve customers?

### 4. Preparation

Whom do you need to influence?

What influencing style will you use?

What might be their objections? What are the risks?

What facts or data do you need? From whom?

What options or alternatives can you offer?

What visual aids would be helpful?

### 5. Set the date, time and location

### 6. Create an Action Plan

## Communication with Impact

There are a large number of things we do that reduce the impact of our communication, whether it is oral, written or face-to-face.

## EXERCISE: Which ones are you guilty of?

### Oral

- ☐ Talking too much
- ☐ Talking too little
- ☐ Resorting to jargon
- ☐ Not providing yourself or your listener with enough structure
- ☐ Getting off track (and not being able to find your way back)

- ☐ Poor 'bridging' between a question and an answer
- ☐ Failing to bring a subject to life
- ☐ Not being able to give the listener the information they need

### Written

- ☐ Insufficient structure and sign-posting
- ☐ Poor use of language
- ☐ Spelling and grammar mistakes
- ☐ Rambling
- ☐ Writing too much

### Face to Face

- ☐ Failing to create an effective rapport with the other person
- ☐ Not picking up on the other person's 'non-verbal' cues
- ☐ Insufficient or inappropriate variation in your use of language and tone
- ☐ Insufficient clarity as to the objective or desired outcome
- ☐ Poor use of body language
- ☐ Not using all the senses

## TIPS for raising your communication impact

### Make facts and figures memorable

Link facts and figures to something familiar to your listener, e.g. 'mowing your lawn burns 450 calories, which is about the same as playing tennis for an hour'.

"Heart disease is the number one killer in our community...an estimated 3.7 million Australians are affected by cardiovascular disease, which results in 50,000 deaths every year... 1 in 3 Australians will die from heart disease." (2006)

### What could you say to make your facts and figures more memorable?

### Bridging from questions to answers

When answering a question, the first five seconds are the most important.

The way you start answering a question shows the following:

- You're listening
- You want to answer
- You know what you're talking about
- You're sincere and honest

One bridging technique, and a good one if you're sincere when you use it, is:

"Thanks for asking that question. I know I didn't address it earlier, but I'd like to do so now..."

## What could you say to bridge from a question to your answer?

### Create headlines for your core themes

A good headline greatly increases your chances of seizing and holding your listeners' attention:

- Try to compress your message into a short, arresting headline – three to seven words work best
- Make this headline the first and last words of your explanation or answer
- Short, punchy headlines focus your energy on a riveting central message
- A headline gives your listeners a simple, memorable idea that unifies your message
- A headline sums up your ideas

## What might one of your headlines be?

### Communication – Powerful Techniques

Powerful communicators use effective techniques such as those used by historical figures in their speeches. Some of these techniques include:

- Rhetoric
- Similes and metaphors
- Analogies
- Candour
- Story Telling

### Analogy

An **analogy** is a kind of extended metaphor or long simile in which an explicit comparison is made between two things (events, ideas, people, etc.) to further a line of reasoning or draw an inference;

a form of reasoning employing comparative or parallel cases.

'Imagine this jar represents your week, the sand represents all the urgent activities you do, and the rocks represent your important activities. The jar starts out empty. If I fill the jar with sand, how easy is it to fit in the rocks?

*Does your week look like this jar? Start with your jar empty. At the beginning of the week, you work out what rocks (important things) you want to do first, schedule those in, and limit the sand (the urgent things) to the rest of the time you have available.*

*(From The 7 Habits of Highly Effective People, by Stephen R. Covey)*

### Candour

An effective way to capture attention, connect and influence is to first admit a negative and then twist it into a positive. **Candour** is disarming, as every negative statement you make about yourself is likely to be believed, while every positive statement is likely to be received with caution at the least.

### Story Telling

Stories act as powerful guides for behaviour, they teach specific lessons, and they are the 'glue' that holds the culture of an organisation together. Stories provide a blueprint for 'the way we are in this place', how we deal with things here, and what is "ok" and "not ok".

They articulate the way in which the organisation is special and different from other organisations. Used well, they add impact to your communication. Stories can embed values, articulate vision, and give meaning to events. Business stories are not fancy, crafted stories you might expect an archetypal storyteller to tell. Rather, they are often simple utterances in response to questions like, "So, what happened?" or "What's going on around here?". Simple stories like these help people make sense of what's happening.

Start collecting stories. Be deliberate when you share them; they can provide incredible insights.





## How to create a story

A storyteller simply provides an example or recounts an experience. Here's a formula to help you create and tell stories:

- Set the scene – the situation, the task at hand
- What occurred – what was said or not said, what was done or not done
- The outcome – the result; the impact or consequence of the action or inaction
- The insight – lessons to apply to future situations

## EXERCISE: Create a story

Draw your image of something that happened at GLALC. Find a partner and share your image and how it reflects the organisation as you see it.

## Language with impact

As communicators, you have the choice of using considered language to have maximum impact. Below are some examples of how to choose a language for maximum impact.

## EXERCISE: Which has a greater impact?

Create cooperation and synergy

- ☐ That's not practical, it will never work
- ☐ That's a new approach, talk me through it, and we'll see how it addresses the major issues

Use affirmative language

- ☐ If you finish the report this morning, we'll celebrate by having lunch at the café, my shout.
- ☐ When you finish the report this morning, we'll celebrate by having lunch at the café, my shout.

Speak assertively

- ☐ Well, it's only my opinion, of course, and I could be wrong, but I think...I believe or...
- ☐ In my opinion

Speak the language of integrity

- ☐ To be perfectly honest, we had to withdraw our order as the materials weren't up to scratch.
- ☐ We had to withdraw our order as the materials weren't up to the required standard.

Avoid hedges and qualifiers,  
e.g. I sort of liked the movie.

Avoid irritators,  
e.g. I know I'm not making much sense, but

Avoid being overly polite,  
e.g. I'm sorry to disturb you, but I was wondering if I can talk to you. I know you're busy





**GANDANGARA**  
Local Aboriginal Land Council

Marumali  
Health Services  
Transport Services



# GLALC Learning Course Review Questionnaire



Please give only one answer to each question by either filling in the square or placing an "X" in the square. Please don't use a tick.

**1. The MAIN REASON for me attending this course was:**

- ☐ a. Necessary to my job
- ☐ b. Career advancement
- ☐ c. Supervisor sent me
- ☐ d. Personal interest
- ☐ e. Other

**2. I was WELL PREPARED (skill and/or knowledge level) for this course**

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. Neither agree or disagree
- ☐ d. Disagree
- ☐ e. Strongly disagree

**3. This course is part of my curriculum**

- ☐ a. Yes
- ☐ b. No
- ☐ c. Don't know

**4. How would you rate the course overall?**

- ☐ a. Excellent
- ☐ b. Very good
- ☐ c. Good
- ☐ d. Fair
- ☐ e. Poor

**5. This course was easy to understand**

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. Neither agree or disagree
- ☐ d. Disagree
- ☐ e. Strongly disagree

**6. This course will assist me in my job**

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. Neither agree or disagree
- ☐ d. Disagree
- ☐ e. Strongly disagree

**7. I enjoyed the course**

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. Neither agree or disagree

- ☐ d. Disagree
- ☐ e. Strongly disagree

**8. My level of knowledge and skill has improved as a result of attending this course**

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. Neither agree or disagree
- ☐ d. Disagree
- ☐ e. Strongly disagree

**9. How would you rate the written material and handouts?**

- ☐ a. Excellent
- ☐ b. Very good
- ☐ c. Good
- ☐ d. Fair
- ☐ e. Poor

**10. How would you rate the presentation skills of the trainer/facilitator?**

- ☐ a. Excellent
- ☐ b. Very good
- ☐ c. Good
- ☐ d. Fair
- ☐ e. Poor

**11. How would you rate the suitability of the venue?**

- ☐ a. Excellent
- ☐ b. Very good
- ☐ c. Good
- ☐ d. Fair
- ☐ e. Poor

**Comments**

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**Course Details**

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Trainer name: \_\_\_\_\_





# ACKNOWLEDGEMENTS

GLALC would like to acknowledge and pay our deepest respects to the Traditional Custodians of the Cabrogal clan, whose lands, waters, and skies we continue to care for and learn from through this project. We honour their Elders past and present, and extend that respect to all First Peoples who have contributed their knowledge, guidance, and cultural strength to this work.

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Together, we continue to work towards healthy lands, healthy people, and a strong future grounded in culture and self-determination.





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