CROSS CULTURAL TRAINING FRAMEWORK: An implementation guide

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CROSS CULTURAL TRAINING

An adequately trained workforce is central to the Northern Territory Public Sector (NTPS). The Human Resource Management Principles (*Public Sector Employment and Management Act*) together with Employment Instruction Number 4 (Employee Performance Management and Development Systems) highlight the need to provide employees with access to relevant development opportunities to assist them in acquiring the requisite knowledge, skills and resources to effectively perform their duties. Additionally, the importance of keeping development records is referenced in Employment Instruction 9 (Employment Records).

The multi cultural dimension of the Northern Territory Public Sector (NTPS) workforce coupled with the culturally diverse population of the Northern Territory (NT) highlights the importance of having a culturally competent workforce. This is underpinned by Section three of Employment Instruction 10 (Equality of Employment Opportunity Programs) which requires an agency to provide cross cultural awareness training for all employees.

Historically, agencies have offered tailored cross cultural training to address specific workforce and clientele needs. To consolidate agency approaches and maintain a common approach to learning outcomes across the sector, a Cross Cultural Training Framework (Framework) with a suite of cross cultural training programs across five key areas has been developed.

To assist agencies with the adoption of the Framework, the OCPE has developed this guide to provide principles that may underpin agency driven efforts as well as options that are available to access cross cultural training.
PRINCIPLES FOR CROSS CULTURAL TRAINING

The following principles can inform agency approaches to cross cultural training and ensure consistency and collaboration across the sector:

- A culturally competent and informed workforce is a priority of government and as such every effort should be made to offer and promote such training as well as monitor and track training activity;
- Culturally informed and appropriate service delivery requires a workforce that is able to effectively work in culturally diverse work environments;
- The cross cultural core learning outcomes are intended to offer both the flexibility for agencies to customise to suit agency needs, but at the same time ensure a degree of consistency in ensuring the same core messages are delivered across the sector;
- Agency specific training should capture the essence of the Framework’s cross cultural core learning outcomes;
- All employees must have access to relevant cross cultural development opportunities;
- Agencies with a larger workforce and consequently an ability to offer more frequent development options, and/or an ability to negotiate competitive training options should partner with smaller agencies to achieve economies of scale and provide the latter with affordable access to training;
- Agencies should establish mechanisms to measure and monitor attendance at cross cultural training;
- Agencies will contribute to OCPE sector-wide reporting including ‘State of the Service’ report;
- Agencies should offer timely refresher training to staff; and
- Agencies are encouraged to promote sector-wide knowledge management by:
  - sharing information and experience both within and across agencies; and
  - contributing to a central resource library by providing copies of training content to assist agency and sector-wide training efforts.
THE FRAMEWORK

Although this Framework recognises the multi cultural composition of the NTPS workforce, the NTPS cross cultural training areas focus primarily on Indigenous culture.

The Framework provides learning outcomes across the following five key areas of cross cultural training:

- **In-depth cross cultural training**
  for frontline staff and those designing programs and service delivery
- **Training for managers of multi-cultural teams**
  for all managers particularly those with Indigenous staff
- **Cross cultural training for senior managers**
  for senior managers to inform policy development and other strategic decision making
- **Reverse cross cultural training**
  for Indigenous staff
- **Basic cross cultural awareness training**
  for all staff

The table below, provides a detailed overview of all training areas, their objectives, learning outcomes and target audience.
<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Objective</th>
<th>Core Learning Outcomes</th>
<th>Draft Standards/requirements</th>
<th>Which jobs require which level of training</th>
</tr>
</thead>
</table>
| Basic cross cultural awareness training | Understand the influence of culture on the beliefs, values and behaviour of diverse groups of people. Accept the differences in people and displaying a non-judgemental attitude to ensure successful communication across different cultural groups. To enable a greater understanding of the breadth of Aboriginal cultures in the NT. | **In the workplace**  
  - Understand the meaning of culture and how an individual or group behaviour is influenced by cultural environments.  
  - Understand the relevance of the NTPS Values, Code of Conduct, rights and responsibilities, and ethics, and how it relates to cross cultural communications.  
  - Consider references to diversity in PSEMA and Commissioners Bulletins.  
  - Understand the intention of the IECDS.  
  - Consider examples of cultural do’s and don'ts in the workplace.  
  - Be able to appreciate how cultural differences can impact a working environment (in line with CLF 1; 3.3 Values Individual Differences and Diversity).  
  - Understand the cultural differences and barriers that exist in the workplace. For example,  
    - Verbal and language barriers  
    - Non verbal communication and personal space  
    - Generational barriers.  
 **Service Delivery/Client and Stakeholder engagement**  
  - Ability to interact and communicate effectively and respectfully (engage with clients).  
  - Discuss the impact of cultural and linguistic diversity on access to and delivery of services.  
 **Aboriginal Cultural Understanding**  
  - Develop an appreciation and knowledge of both Aboriginal and Torres Strait Islander history and be able to discuss the major historical landmarks.  
  - Develop an understanding of kinship and how it can affect service delivery.  
  - Be able to discuss past and contemporary issues affecting Indigenous people including collectivism vs. Individualism, protection acts and assimilation policies.  
  - Understand the differences of geographic location on Indigenous people. | All new ongoing employees within 3 months of commencement  
 New fixed period employees greater than 6 months within 3 months of commencement | All job roles  
 As per Employment Instruction Number 10  
 Equality of Employment Opportunity Programs |
| in-depth cross cultural training        | For staff who deal with multi cultural clients particularly Indigenous clients on a day to day basis. | **In addition to any agency specific requirements:**  
  **Aboriginal Cultural Understanding**  
  - Knowledge of cultural protocols when visiting communities including current cultural awareness. | All new ongoing employees and fixed employees greater than 6 months within 1 month of | Examples of job roles include teachers, nurses, police officers etc. A full list of agreed |
<table>
<thead>
<tr>
<th>Training for managers of multi cultural teams with a particular focus on Indigenous staff</th>
<th>Equip managers to communicate with and effectively manage Indigenous staff, especially those for whom English is a second language. Equip mentors to support Indigenous staff.</th>
<th>In the workplace (targets multi cultural work environments)</th>
</tr>
</thead>
</table>
| **basis or extensively in order to ensure effective communication and service delivery.** | Australian community research protocols  
- Knowledge of social customs/practices and impact on service delivery  
- Knowledge of historical government policies and its impacts  
- Recognise and respond effectively to the cultural diversity within and between Indigenous communities  
- Develop a basic appreciation of the language of the region  
- Develop confidence in using interpreters and understand the importance and role of interpreters in delivering better service delivery outcomes | Multi cultural Understanding  
- Develop a basic appreciation/understanding of the NT as a multi cultural environment  
- Knowledge of social customs/practices of NT cultures and impact on service delivery  
- Knowledge of historical and current policies and its impacts  
- Recognise and respond effectively to the cultural diversity of work environments including service delivery  
- Develop confidence in using interpreters and understand the importance and role of interpreters in delivering better service delivery outcomes |
| **Recommended for Managers of multi cultural teams particularly with Indigenous staff.** | Equip managers to communicate with and effectively manage Indigenous staff, especially those for whom English is a second language. Equip mentors to support Indigenous staff. | In the workplace (targets multi cultural work environments)  
- Understand the different social hierarchies that exist within each cultural group and how that might impact on a working environment  
- Ability to communicate with, and give direction to, staff from culturally diverse backgrounds (CLF 8, 5.2 Listens, Understands and Adapts to Audience)  
- Ability to model appropriate behaviour in a culturally appropriate way  
- Understand how to use a range of leadership styles to facilitate intercultural management and to manage diverse teams  
- A range of working styles that are reflective of a diverse workforce is accepted and encouraged, unified to the organisational context.  
- Acknowledge and understand the different types of non-verbal communication that exist in different multi cultural environments  
- Acknowledge and be able to manage differences in responses to authority  
- Language, literacy and numeracy issues are identified and addressed to | **target audience is in Appendix 1** |
| **All new ongoing employees and fixed employees greater than 6 months within 1 month of commencement.** | recommended for Managers of multi cultural teams particularly with Indigenous staff. | }
facilitate full participation of all members of the workforce in work and development activities
- Understanding of contemporary cultural issues to consider when developing policies
- Developed self-awareness and reflection skills and how personal values can inform and influence leadership

**Service Delivery/Client and Stakeholder engagement**
- The diversity factors associated with individuals within the workforce are identified and utilised in the delivery of services to diverse clients.

| Cross cultural training for senior managers | Senior managers understand the importance of cross cultural training and need to provide leadership  
  Senior managers provide relevant input into policy, design and delivery based on cross cultural considerations | In the workplace  
  - Knowledge of historical government policy and its impacts  
  - Ability to model appropriate behaviour in a culturally appropriate way  
  - Understanding of contemporary cultural issues to consider when developing policies  
  - Be able to identify the key areas of cultural differences and the potential for miscommunication and be able to formulate strategies to accommodate these differences  
  - Knowledge of initiatives and resources to address barriers to equal employment opportunity within the organisation are developed or adopted including reference to current Australian community research protocols  
  - Diversity training and awareness programs are utilised, as appropriate, to promote the benefits of a diverse workforce  
  - Develop confidence in designing community engagement strategies  
  - Developed self-awareness and reflection skills and how personal values can inform and influence leadership  
  - Develop an understanding of cultural competency  
  - Develop an understanding of relevant covenants, declarations and other UN instruments (e.g. Convention on the Rights of the Child, Declaration on the Rights of Indigenous People) and how they influence domestic law and government policy | All new ongoing employees and fixed employees greater than 6 months within 3 month of commencement  
  Senior Administrative Officer level one and above | Recommended for Senior Administrative Officer level one and above |

| Reverse cross cultural training | For Indigenous NTPS staff, particularly for those for whom English is a second language | In the workplace  
  - Understand the essential characteristics of mainstream Australian culture including wealth creation, productivity, how money and the economy works, law and the judicial system, how government works, and collectivism vs. individualism. | New ongoing Indigenous employees within 3 months of commencement | Not compulsory, but recommended for Indigenous NTPS staff particularly for those for whom English is a second language |
- Develop an understanding of the NTPS cultures, values and ways of working including time management, team structures and hierarchies, customer service etc
- Develop a good understanding of key NTPS workforce concepts such as roles and responsibilities, Code of Conduct, punctuality, managing absences, use of flexible work practices, performance management
- Be able to work to the Capability and Leadership Framework and understand its implications on individuals within the Northern Territory Public Sector
- How to ensure you are ‘job ready’ – covering off on language, literacy and numeracy, use of timesheets, reporting requirements, NTPS Values, relevant support mechanisms (e.g. EAP, mentors, buddies).

| New fixed period Indigenous employees greater than 6 months within 3 months of commencement | second language |

**Acronyms**

PSEMA: Public Sector Employment and Management Act

IECDS: indigenous Employment and Career Development Strategy

CLF: Capability and Leadership Framework

NTPS: Northern Territory Public Sector

EAP: Employee Assistance Program
ACCESS TO CROSS CULTURAL TRAINING

Agencies can access cross cultural training through the following options:

1. **Non-Accredited Training and Development Services Contract (Contract Number: D13-0005):** A three year panel contract offering agencies a list of providers who could develop content and/or deliver cross cultural training.

2. **Direct procurement:** Agencies can directly procure the services of a training provider of their choice.

3. **Agency delivery:** Agencies may choose to develop agency specific training for delivery by experienced staff.

KEY PERFORMANCE INDICATORS

Examples of Key Performance Indicators (KPI’s) that can be used to capture agency cross cultural awareness training include:

**NTPS Sector Wide**
- NTPS Staff Survey; and
- State of the Service.

**Agency Specific**
- Internal staff surveys;
- Training database records;
- Personal Development Plans;
- Annual Reports; and
- Complaints received on cultural issues.
EXAMPLES OF JOB ROLES THAT REQUIRE IN-DEPTH CROSS CULTURAL TRAINING

In depth cross cultural training will need to be done by staff whose job involves day-to-day /extensive contact with clients from a multi-cultural background, particularly with Indigenous clients (e.g. remote nurses, teachers, police, hospital nurses, doctors etc.

| Department of Chief Minister | • Managers and policy officers |
| Department of Treasury and Finance | • Managers and policy officers |
| Department of the Attorney-General and Justice | • Frontline complaints and investigation staff  
• Prosecutors  
• Legal Policy lawyers |
| NT Police, Fire and Emergency Services | • Frontline police, fire and emergency services staff  
• Forensic services crime scene examiners only, prosecutors, pilots  
• SAFE NT, Northern Territory Fire and Rescue Service fire regulation and compliance.  
• Territory Communications Staff |
| Office of the Commissioner for Public Employment | • Policy developers  
• Grievance Managers |
| Department of Lands, Planning and the Environment | • Managers and policy officers |
| Department of Transport | • Transit Safety Officers  
• Passenger Services Officers  
• Bus Drivers  
• All of Motor Vehicle Registry including transport inspectors  
• Customer Service staff from transport regulation and compliance |
| Department of Land Resource Management | • Fire Control Officers  
• Land management Advisory Officers  
• Drilling and Bore testing staff  
• Water testing and flood forecasting officers  
• Scientists who conduct research and investigations on aboriginal land or provide training in wildlife, weed, fire and feral management |
| Department of Arts and Museums | • Frontline cultural institution staff  
• Service delivery staff |
| Department of Sport and Recreation | • Northern Territory Institute of Sport Front line staff  
• Events staff including Arafura Games  
• Sport Coordination and Grants processing staff  
• Facility maintenance and managers  
• Pool Fencing Inspectors |
| Parks and Wildlife Commission of the Northern Territory | • Park Rangers  
• Wildlife Regulatory staff  
• Frontline Territory Wildlife Park staff  
• Frontline Botanical Gardens Staff  
• Essential support staff to front line areas |
| Department of Business | • Regional Training Centre Staff, Employment and Training Division  
• Training Centre Manager  
• Training Coordinator  
• Administration Staff  
• Physical Groundsman |
| Department of Corporate Information Services | • HR Consultants  
• Payroll Officers  
• Employment Programs Officers (Early Careers Programs)  
• Employment Services (Recruitment, Commencement Pay) |
| Department of Education and Children’s Services | • School staff  
• Officers that are solely focussed on and provide direct services to students and parents e.g. Families as First Teachers, school counsellors, attendance and truancy officers, education psychologists  
• Teacher registration and frontline child care regulation staff  
• HR Consultants  
• Senior Executives |
| Office of Children and Families | • Child Protection Service Centre Managers  
• Advanced Practitioners  
• Aboriginal Community Workers  
• Team Leaders  
• Administration Officers – Frontline Service Centres  
• Case Support Workers  
• Youth Workers  
• Community Child Safety and Wellbeing Practitioners  
• Remote Aboriginal Family and Community Workers  
• Income Protection Remote Aboriginal Family and Community Workers  
• Aboriginal Community WRKR OOHC  
• Case Coordinators  
• Youth Workers A/S  
• Residential/Alternative Care Workers  
• Sexual Assault Referral Centre Workers  
• Community Child Protect Workers  
• Aboriginal Foster Care Workers  
• Aboriginal Therapeutic Resource Workers  
• Street Outreach Workers  
• Mobile Child Protection Team Workers  
• Court Officers  
• Client Info Quality Officers  
• Therapists  
• Clinicians  
• Peace at Home Practitioners  
• Medical Coordinators  
• Smart Court Officers  
• Aboriginal Community Resource Workers  
• RDH Senior Liaison Officer  
• Care and Protection Response Practitioner  
• ASTP – Family Group Conferencing  
• Kinship Care Workers  
• Multi Agency Coordination Officers  
• Practice Advisers  
• Cultural Advisers  
• Legal Practitioners  
• Complaints Management and Administration |
<table>
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<tr>
<th>Department of Correctional Services</th>
<th>Critical Incidents/ Practice Audit Practitioner</th>
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<tbody>
<tr>
<td></td>
<td>Frontline Trainers</td>
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<td></td>
<td>NGO Services Management Officers</td>
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<td></td>
<td>All Prison officer positions</td>
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<td>Community corrections probation and parole staff</td>
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<td>Juvenile detention staff</td>
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<td>Frontline family support centre staff</td>
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<td>Prisoner Services staff within the correctional</td>
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<td>centres who provide education, program and</td>
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<td>sentence management advice and service to allow</td>
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<td>such activities as security classification of</td>
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<td>prisoners and treatment services and the</td>
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<td>administration of warrants</td>
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<td>Department of Health</td>
<td>Frontline health professionals e.g. nurses,</td>
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<td></td>
<td>doctors and allied health professionals</td>
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<td></td>
<td>Technical employees facilitating patient</td>
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<td></td>
<td>procedures such as phlebotomy, dialysis, theatre</td>
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<td></td>
<td>technicians, radiology, biomedical engineering,</td>
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<td></td>
<td>dental technicians and other patient procedures</td>
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<td>Community health workers</td>
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<td>Disability coordinators/case managers</td>
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<td></td>
<td>Patient care assistants, patient travel and</td>
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<td></td>
<td>transport officers</td>
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<td></td>
<td>Ward clerks, medical records clerks and patient</td>
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<td>services employees</td>
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<td>Receptionists who have contact with the public,</td>
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<td>including clinic receptionists for out-patients,</td>
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<td>emergency, pathology, radiology</td>
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<td>Indigenous liaison officers</td>
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<td>Aboriginal community workers</td>
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<td>Catering staff who have public or patient</td>
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<td>contact as part of their service delivery</td>
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<td></td>
<td>Physical employees who have public or patient</td>
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<td></td>
<td>contact as part of their service delivery e.g.</td>
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<td>security officers in hospitals</td>
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<td>Forensic disability support workers</td>
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<td>Entomological employees who have public or</td>
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<td>patient contact as part of their service</td>
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<td>delivery</td>
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<td>Sexual health educators</td>
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<td>Frontline alcohol and other drugs employees</td>
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<td>Frontline environmental health practitioners</td>
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<td>Radiation protection and poisons control</td>
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<td>officers who have public or patient contact as</td>
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<td>part of their service delivery</td>
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<td>Events coordinators/administrators.</td>
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<tr>
<td>Power and Water Corporation</td>
<td>Retail Call Centre staff</td>
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<td>Front Counter Staff</td>
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<td></td>
<td>Credit Control Officers</td>
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<td></td>
<td>Community Liaison Officers</td>
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<tr>
<td>Department of Infrastructure</td>
<td>Remote Housing Team</td>
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<td>National Partnership Agreement on Remote</td>
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<td></td>
<td>Indigenous Housing Project Managers</td>
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<td>Gove Project Managers</td>
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<td></td>
<td>Anthropologist (outsourced to AAPA)</td>
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<td></td>
<td>Project Manager (outsourced to NLC)</td>
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<td></td>
<td>Senior Project Officer (delivery of maintenance</td>
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<td>programs in communities)</td>
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<td></td>
<td>Cultural Environmental Officer</td>
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<tr>
<td>Department of Local Government</td>
<td>Animal Welfare Officers</td>
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<tr>
<td>Department of Primary Industry and Fisheries</td>
<td>Plant Biosecurity roles</td>
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<td>Pastoral Industry Development roles</td>
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<td>Fisheries Development roles</td>
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<tr>
<td>Department of Mines and Energy</td>
<td>Geological Survey Indigenous Liaison</td>
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<td>Native Title and Aboriginal Land Rights roles</td>
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<tr>
<td>NT Tourism</td>
<td>Industry Development Officer</td>
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<td>Director of Industry Development</td>
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<tr>
<td>Organization</td>
<td>Staff Roles</td>
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<tr>
<td>Department of Housing</td>
<td>• Public housing tenancy and safety officers</td>
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<tr>
<td>Department of Regional Development and Indigenous Advancement</td>
<td>• Indigenous economic development officers</td>
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<tr>
<td>Darwin Port Corporation</td>
<td>• HR Consultants</td>
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<tr>
<td>Legislative Assembly</td>
<td>• Managers and policy officers</td>
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<tr>
<td>Aboriginal Areas Protection Authority</td>
<td>• Anthropological field staff</td>
</tr>
<tr>
<td>NT Electoral Commission</td>
<td>• Managers and policy officers</td>
</tr>
<tr>
<td>Anti-Discrimination</td>
<td>• Frontline complaints and investigation staff</td>
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<tr>
<td>Auditor-General’s Office Land Development Corporation</td>
<td>• Managers and policy officers</td>
</tr>
<tr>
<td>Legal Aid Commission</td>
<td>• Solicitors</td>
</tr>
<tr>
<td>Ombudsman</td>
<td>• Frontline complaints and investigation staff (all)</td>
</tr>
</tbody>
</table>