



Australian Government

Department of Education, Employment and Workplace Relations

RIILAT401A Provide leadership in the supervision of Indigenous employees

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide supervision, support and leadership to work teams which include Indigenous Australian employees. This unit should be regarded as an addition to general team supervision and leadership in its focus on awareness and knowledge of Indigenous culture and the application of skills to effectively lead and support Indigenous and diverse work teams. This unit may apply to supervisors who work in partnership with a dedicated workplace mentor.

Application of the Unit

This unit is appropriate for those working in a supervisory role in any industry sector and may be contextualised for use in a range of culturally diverse workplace settings.

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify the support requirements for Indigenous employees</p>	<p>1.1. Determine the scope and boundaries of the <i>supervisory role</i> in line with organisation policies, procedures and objectives in the employment and supervision of Indigenous employees</p> <p>1.2. Identify the strengths and <i>support</i> requirements of Indigenous employees</p> <p>1.3. Establish realistic <i>expectations and conditions</i> with <i>stakeholders</i> through negotiation</p> <p>1.4. Discuss the benefits of mentoring with stakeholders and establish agreement on <i>relationships and conditions</i></p> <p>1.5. Identify and explore cultural factors, obligations and potential conflict using <i>appropriate networks</i> to effectively support and lead work group</p> <p>1.6. Apply a framework for <i>performance expectations</i> consistent with the organisation's objectives, values and practices</p>
<p>2. Facilitate support for Indigenous employees</p>	<p>2.1. Use a range of strategies to support, report on and promote the development of Indigenous team members in the work role and environment</p> <p>2.2. Develop work practices that acknowledge diversity and encourage team members to develop empathy, respect, and collaboration</p> <p>2.3. Provide encouragement and advice to support <i>decision making</i> which is consistent with personal and workplace goals and career development</p> <p>2.4. Use appropriate networks to provide assistance to team members</p> <p>2.5. Provide information, guidance and constructive feedback incorporating reflective practice to enhance engagement in the workplace</p> <p>2.6. Address <i>cultural differences</i>, and personal and workplace <i>barriers</i> consistent with maintaining positive support and relationships</p>
<p>3. Monitor individual and team</p>	<p>3.1. Provide planning guidance and support in a</p>

<p>performance and relationships</p>	<p>form and style to suit team member and workplace requirements</p> <p>3.2. Provide regular and consistent feedback on progress towards achieving agreed expectations and personal and workplace goals</p> <p>3.3. Recognise and negotiate changes in behaviour, expectations and outcomes with appropriate stakeholders</p> <p>3.4. Recognise potential and experienced tension and conflict and seek advice and support to provide resolutions</p> <p>3.5. Consult with team, other supervisors, mentors, and management to ensure corporate, workplace, team and individual goals are achieved</p>
<p>4. Provide advice on the effectiveness of support strategies for Indigenous team members</p>	<p>4.1. Identify and analyse the benefits of culturally effective leadership in relation to work practices, objectives and workplace outcomes</p> <p>4.2. Identify and recommend strategies to achieve individual and organisational objectives</p> <p>4.3. Identify and report on the benefits and barriers in policies and practices for supporting Indigenous employees and make recommendations for improving individual and organisational outcomes</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to demonstrate leadership in the supervision of Indigenous employees:

- **Communication:**
 - use a range of strategies including active listening, questioning, determining comprehension, giving and receiving feedback
 - use direct, indirect and searching questions
 - use visual representations and plain English strategies to overcome literacy and numeracy issues
 - use stories and case studies to increase understanding and empathy
 - adapt to different communication styles, tone of voice and language code switching (where different languages are mixed)
 - support team members in developing their communication skills
 - interpret and use body language and culturally determined gestures
- **Teamwork:**
 - establish the role of supervision and leadership in a culturally diverse team
 - select appropriate strategies to influence and motivate individual performance and workplace outcomes
 - negotiate development plans with individual team members to promote team and autonomous work practices
 - seek advice from experienced team members and cultural experts
 - build relationships including building trust, inclusiveness and maintaining confidence in team members
 - respond to cultural diversity in the community and workplace
- **Problem solving:**
 - accommodate, address or resolve differences in areas of complex and sensitive cultural requirements and expectations
 - demonstrate cross cultural negotiation and conflict resolution
 - support team members to address and resolve their issues and problems
- **Initiative and enterprise:**
 - provide flexible and adaptable role modelling and mentoring
 - advocate with colleagues and management
 - interpret and respond to the cultural basis for different behaviour and responses
- **Planning and organising:**
 - plan performance feedback and development opportunities

- select the right time and place for personal feedback
- network, consult and facilitate with relevant stakeholders
- network, consult and facilitate in different cultural contexts
- monitor, review and record management plans
- Self management:
 - develop cultural empathy and respect
 - develop self awareness and reflection on your own personal cultural identity and values
- Learning:
 - confirm workplace policies and practices
 - reflect on supervision, role model and mentoring practice
 - assist and coach others
 - meet the training needs of team members using appropriate training strategies, depending on the skill needs of individuals
 - increase cultural knowledge and experiences
 - take advice from experts inside and outside the workplace
- Technology:
 - maintain current information on the impact of new technologies on team members
 - use appropriate technology to enhance the development of team members

Required knowledge

Specific knowledge is required to achieve the performance criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following as required to demonstrate leadership in the supervision of Indigenous employees:

- organisation's policies and procedures relevant to supervising Indigenous employees
- relevant commonwealth and state legislation
- historic and contemporary local Indigenous issues including:
 - participation in family and community rituals and celebrations
 - responsibilities for wider family members
 - concepts of time
 - traditional authority and power
 - concepts of ownership and property
 - relationship to land and traditional ownership
- cultural climate and politics of individuals and teams
- concepts of cultural identity including:
 - home and land
 - welcome to country
 - kin relationships

- language
- skin group
- position and status in family and community
- loss of identity
- grief and sorry business
- impact of stolen generation
- impact of colonisation including:
 - loss of cultural identity
 - forced removal of children
 - forced resettlement
 - mission values
 - urbanisation
 - dispossession
 - denigration
- cultural values including:
 - shared property
 - child raising
 - taboos
 - obligations
- key stakeholders and agents in the organisation, the community and Indigenous networks
- use and role of language in cross-cultural communication
- issues of power and influence in cultural differences
- customs, language and environment of the dominant and traditional cultures
- conditions and requirements of employment contracts and agreements
- training plans and responsibilities
- mentoring methods and strategies
- acceptable behaviour in supervision including ethical practices, code of conduct, boundaries and confidentiality
- strategies and options for skills, learning support and career development
- team relationships and dynamics
- impact of values on culture and relationships
- awareness of the applications of workplace technology and its relevance to the work team
- occupational health and safety issues related to supervision responsibilities

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the ability to:</p> <ul style="list-style-type: none"> • prepare personal development plans in partnership with Indigenous team members that reflect both individual and organisational goals and performance outcomes • monitor and review the performance and development of Indigenous team members through performance feedback and addressing barriers to progress • identify and respond to cultural needs, obligations, identity and values • address potential and experienced conflict in the workplace • identify community networks, and liaise with relevant workplace networks to provide support and resources for Indigenous team members • report and recommend on effective support and outcomes for Indigenous team members
<p>Context of and specific resources for assessment</p>	<ul style="list-style-type: none"> • This unit must be assessed in the context of the work environment. Assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • Assessment of this competency requires resources that reflect a culturally diverse environment that includes Indigenous employees. Selection and use of resources for particular worksites may differ due to the site circumstances and local Indigenous issues.

	<ul style="list-style-type: none">• The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.• Customisation of assessment and delivery environment should sensitively accommodate cultural diversity.• Aboriginal people and other people from a non English speaking background may have second language issues <p>Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.</p> <p>It is recommended that this unit be assessed with advice from appropriate Indigenous cultural advisers who may be included on an assessment panel.</p>
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<p>Method of assessment</p>	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical applications using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge of specific cultural issues and strategies in undertaking the support and supervision of individual Indigenous employees and diverse work teams. This may include case studies to demonstrate the candidate's ability to develop strategies for effectively supporting and supervising diverse groups in particular industry and cultural contexts. • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of individual and group process management that best meet the required outcomes • consistent achievement of required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and complete the support and supervision of individual Indigenous employees and diverse work teams • provision of clear and timely required support and advice on the management of Indigenous employees and diverse work teams
<p>Guidance information for assessment</p>	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Supervisory role may include:</p>	<ul style="list-style-type: none"> • team leadership • cultural leadership • positive role modelling • mentoring • training • assessment • performance management • offering a wide range of support oriented to: <ul style="list-style-type: none"> • achieving work related goals • individual and team development • guidance in personal or career growth • advice in adjusting to a culturally different work environment • positive reinforcement and guidance • positive role modelling • workplace cultural support and advocacy • identifying and applying relevant organisational policies, procedures and ethical standards • developing and working with culturally diverse supporting networks • establishing open working relationships • identifying aspects of the work environment that may contribute to cultural conflict • working with individuals to identify: <ul style="list-style-type: none"> • goals and objectives • strengths • barriers to workforce participation • support networks • providing appropriate support to achieve personal and career goals
<p>Support may include:</p>	<ul style="list-style-type: none"> • information, strategies and resources oriented to: <ul style="list-style-type: none"> • successfully adjusting to a culturally

	<p>different work environment</p> <ul style="list-style-type: none">• achieving skills development and work related goals• individual and team development• personal or career growth• positive reinforcement and guidance• positive role modelling• workplace cultural support and advocacy <ul style="list-style-type: none">• mentoring• referral to specialist support agencies including:<ul style="list-style-type: none">• health• drug and alcohol services• language, literacy and numeracy• financial• accommodation• family• transport
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<p>Expectations and conditions may include:</p>	<ul style="list-style-type: none"> • requirements of policies and procedures • job descriptions and employment conditions • workplace code of conduct • training and competency assessment • agreement on the role of mentoring and role models • active involvement of parties in the goal setting process and the development and review of personal management plans • relevant relationships with family and community • relationship with team members and management
<p>Stakeholders may include:</p>	<ul style="list-style-type: none"> • industry experts • trainees • management • trainers • community leaders and members
<p>Relationships and conditions may include:</p>	<ul style="list-style-type: none"> • informal workplace development program based on support from personal relationships • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training and development plan • the role of buddies, peer support and role models • individual management plans • performance management and feedback
<p>Appropriate networks may include:</p>	<ul style="list-style-type: none"> • advisors with special knowledge of cultural practices, history, relationships and obligation relevant to members of the work team including: <ul style="list-style-type: none"> • leaders in the relevant culture community • team members belonging to the culture • special culture consultants • human resource consultants • role models • mentors • trainers • wellbeing services • health, drug and alcohol monitoring services

<p>Performance expectations may include:</p>	<ul style="list-style-type: none"> • individual management plans • agreed performance standards • individual and team goals and targets • skills development and competencies • personal and team objectives and productivity • career opportunities and development
<p>Decision making may include:</p>	<ul style="list-style-type: none"> • personal and family aspirations • work experiences • further training and education • career development and progression • application for promotion positions • consensus decision making • financial security
<p>Cultural differences may include:</p>	<ul style="list-style-type: none"> • the effects of the history of contact between Indigenous and European cultures and its impact on current cross cultural issues including: <ul style="list-style-type: none"> • traditional lifestyle and values • cultural cohesiveness and divisions • racism • assumptions • stereotyping • differences specific to individuals and communities including: <ul style="list-style-type: none"> • work and family values • ways of communicating • language • individual and collective responsibilities • taboos and prohibitions • death in family or community • personal and workplace expectations • experiences with drugs and alcohol • experience with the justice system • relationships and communication between members of a culture group • relationships and status in the community and the workplace • family history, connections and responsibilities • cultural knowledge and influence • cultural politics

	<ul style="list-style-type: none">• tribal justice• ceremonies• sorry business
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Barriers may include:	<ul style="list-style-type: none"> • confusion and conflict • misunderstandings • discrimination and stereotyping • perceived and real inconsistencies in behaviour and treatment • poor self esteem, social withdrawal and isolation • conflict between work and family expectations and obligations • avoidance relationships within kinship systems such as poison cousins • poor literacy and numeracy • feelings of shame and inadequacy • limited exposure and experience • conflict of values • language • different learning and working styles • workplace culture
Changes may include:	<ul style="list-style-type: none"> • adjustments to individual management plan • alternative duties and rosters • different mentoring arrangements • different levels of support and resources • implementing recommendations from advisors • adjustments in response to personal and family obligations • work locations • accommodation • financial management • new training and work experiences
Tension and conflict may include:	<ul style="list-style-type: none"> • perception of nepotism and favouritism • racism • clash of values • inconsistent behaviour and responses • failure of communication • conflicting expectations • false or misleading assumptions • stereotyping • concepts of identity • concepts of belonging and group behaviour
Work practices, objectives and workplace outcomes may include:	<ul style="list-style-type: none"> • work routines and timeframes • management and supervision • roles and responsibilities

	<ul style="list-style-type: none"> • compliance with policies and procedures • relationship with authority • work effectiveness and behaviour • levels of literacy and numeracy • communication • employee retention • induction, training and skills development • career progression
Strategies may include:	<ul style="list-style-type: none"> • taking time to develop personal relationships and trust with individual team members • developing trust and credibility through honest and reliable communication and actions • fair and open feedback and advice • taking account of personal styles in learning and working • flexible allowances made in times and rosters • separating or combining individuals and groups • clarification and review of objectives • negotiated individual management plans • recognising and acknowledging good work performance • respecting confidences and personal sensitivities • taking the initiative when team members don't promote themselves • being aware of personal and family needs and issues • building networks with communities • seeking and respecting advice and leadership from cultural experts • recognising and rewarding talent
Benefits may include:	<ul style="list-style-type: none"> • increased levels of commitment, engagement and confidence • team harmony and mutual respect • increased productivity and worksite safety • development of workplace competence and self-confidence • skills recognition and job satisfaction • improved retention and career progression • developing insight into organisational culture, attitudes and expected behaviours • supportive environment in which strengths, weaknesses, successes and failures can be

	<p>evaluated</p> <ul style="list-style-type: none">• improved networking opportunities and support• improved relations with local communities
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Unit Sector(s)

Leadership and Teamwork

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.