



Aboriginal Health and Medical Research Council (AH&MRC)

STAGE 1 **RECRUITMENT & RETENTION** **STRATEGY 2014**

NSW Aboriginal Community Controlled Health Services Aboriginal Recruitment & Retention Strategy

24 MARCH 2015
BDU [Business Development Unit]



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Section 1 | Introduction

Background

In May 2013 the Aboriginal Health & Medical Research Council of NSW (AH&MRC) released the Aboriginal Employment Program 'Be the change that makes a difference' Report.

The Report outlined the challenges, strengths and current themes in relation to the recruitment and retention of Aboriginal employees within NSW Aboriginal Community Controlled Health Services (ACCHS). It also highlighted the key factors that are likely to impact on the ACCHS' Aboriginal workforce in the future.

The Report found that a majority of ACCHS believe the development and implementation of an Aboriginal Employment Strategy is an important initiative for the future sustainability of the sector.

It was on this basis that the AH&MRC submitted an application to the then Commonwealth Department of Education Employment and Workforce Relations to develop and implement a Recruitment and Retention Strategy for NSW ACCHS.

In November 2014 the Department of Prime Minister and Cabinet notified the AH&MRC of approval to undertake Stage 1: NSW Aboriginal Recruitment and Retention Strategy as follows:

'To develop an Indigenous Recruitment and Retention Strategy that will cover the NSW ACCHS. This strategy will form the basis for the NSW ACCHS to increase the numbers of Aboriginal people employed and support them in achieving long term employment outcomes.

The strategy will be developed in consultation with community, to establish what is most appropriate for that community. It will include both generic and community specific strategies and will form the basis for the industry to improve its recruitment and retention processes, to focus on health service provision and the capacity to deliver services.'

Section 2 | Key Workforce Policies

The NSW Aboriginal Recruitment and Retention Strategy has been developed within the following National and Jurisdictional policy contexts:

1. National Aboriginal & Torres Strait Islander Health Workforce Strategic Framework (NATSIHWSF) | 2011 – 2015

The NATSIHWSF is the key policy document informing the NSW ACCHSs Recruitment and Retention Strategy. It outlines innovative elements of reform required to improve the Aboriginal and Torres Strait Islander Health Workforce 2011 – 2015.

Expected impacts of the NATSIHWSF will be:

- Increased and improved recruitment and retention of Aboriginal and Torres Islander peoples in the health sector;
- Improved delivery of education and training of Aboriginal and Torres Strait Islander peoples to prepare them for work in the health sector and support ongoing professional development in the workplace.

NATSIHWSF - Key priority areas (KPA's)

KPA 1 - Participation of Aboriginal and Torres Strait Islander peoples in the health workforce Increased numbers and proportions of Aboriginal and Torres Strait Islander peoples working across all the health professions achieved through appropriate education, training, recruitment and retention strategies.

KPA 2 - Workforce capacity of the community-controlled sector including Aboriginal and Torres Strait Islander peoples in the health workforce Effective training, recruitment and retention of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander health staff in Aboriginal and Torres Strait Islander Community Controlled Health Services.

2. Aboriginal and Torres Strait Islander Health Performance Framework 2012 Report

The following Health Performance Framework (HPF) Performance measures from the Report indicate significant gaps between Indigenous and non-Indigenous peoples that have implications for their overall health and wellbeing.

Tier 2: Determinants of Health | Socio Economic Factors

- 2.07 Employment - Despite improving trends in Indigenous employment there is still a significant gap between Indigenous and non-Indigenous employment rates.¹
- 2.08 Income -The large disparity between equivalised gross weekly household incomes for Aboriginal and Torres Strait Islander peoples and non-indigenous Australians has important implications for health.²

Tier 3: Health System Performance | Sustainable

- 3.22: Recruitment and Retention of Staff - The capacity to recruit and retain appropriate staff is critical to the appropriateness, continuity and sustainability of health services including Aboriginal and Torres Strait Islander primary health care services, particularly in rural and remote areas.³

3. Other National Policies

The NSW ACCHSs Recruitment and Retention Framework is also informed by the National policy context which our sector operates within, these include;

- National Partnership Agreement on Indigenous Economic Participation 2009
- Closing the Gap Statement of Intent 2008
- A Blueprint for Action Pathways into health workforce for Aboriginal and Torres Strait Islander People 2008

¹ Aboriginal and Torres Strait Islander Health Performance Framework 2012 Report page 87

² Ibid page 89

³ Ibid page 169

Section 3 | Aboriginal Cultural Integrity

The AH&MRC is the peak representative body for Aboriginal communities on health in NSW. It represents its members, the Aboriginal Community Controlled Health Services that deliver culturally appropriate comprehensive primary health care to their communities.

Programs delivered by the AH&MRC to its member services embody the philosophies of Aboriginal community control and self determination. The ideologies and philosophies of community control support member services in the maintenance and promotion of cultural and professional integrity and service provision that maximises health outcomes for their communities.

Employment and training strategies within ACCHS offer a range of opportunities to local Aboriginal people to work and develop health careers within a culturally safe environment. They also support the education of staff, boards and all of the community, Aboriginal and non-Aboriginal, on the aspirations of self determination through culturally appropriate health service provision.

Role and Importance of Aboriginal Employees⁴

The following reasons were cited by Aboriginal employees and employers as assisting greatly in creating a safe and comfortable environment for clients and community:

- Aboriginal employees provide invaluable knowledge and understanding of Aboriginal health and well-being;
- Aboriginal clients prefer to be seen by Aboriginal employees, and it is acknowledged that Aboriginal employees have an increased ability to engage and interact with Aboriginal clients more successfully;
- Clients and Aboriginal employees are able to relate to one another through mutual respect and understanding;
- Aboriginal employees create a positive sense of Aboriginal identity and pride within a successful and respected ACCHS; and
- Aboriginal employees have the ability to increase awareness of Aboriginal health and cultural issues to the whole community; this includes local and visiting non- Aboriginal health professionals.

The Report indicated a commitment by NSW ACCHS to increase the levels of Aboriginal staff by 5% where feasible. There was also the recognition of a need to develop and implement an Aboriginal Employment Strategy for NSW ACCHS. Twenty- one recommendations detailed the specific areas to focus on covering support to services regarding Human Resources, Marketing, Funding, training and the Aboriginal Employment Strategy. This in turn contributed to the development of the NSW ACCHS Aboriginal Recruitment and Retention Strategy detailed below.

⁴ Be The Change That Makes The Difference, NSW Aboriginal Community Controlled Health Services Aboriginal Employment Program-Report May 2013 page 17

Section 4 | NSW ACCHS Aboriginal Recruitment and Retention Strategy-Funding Requirements

Funding requirements as per Department of the Prime Minister and Cabinet funding agreement ⁵

- (a) A holistic approach in which AH&MRC members will have ownership of the Employment Strategy to attract Aboriginal staff across all levels and roles through innovative recruitment strategies;
- (b) Increase the numbers of Aboriginal people employed across the sector and improve retention;
- (c) Engage and develop Aboriginal staff through encouraging Aboriginal community, communicating clear career pathways and providing professional development opportunities;
- (d) Embedding a positive workplace culture that values the knowledge, experience and diversity of Aboriginal Australians;
- (e) Mentoring strategies to support both new and existing staff, and
- (f) Enhancing cultural awareness across the sector.

The NSW ACCHS Aboriginal Recruitment and Retention Strategy's implementation meets each of the above funding requirements.

⁵ JLEP Project based Schedule Number: 1 With Aboriginal Health & Medical Research Council of NSW for Aboriginal Health and Medical Research Council (AH&MRC)-Stage 1, page 4.

Section 5 | Developing the NSW ACCHS Aboriginal Recruitment and Retention Strategy 2015 – 2016

NSW ACCHS were approached to participate as pilot sites to develop, trial, and adapt, as required, the NSW ACCHS Aboriginal Recruitment and Retention Strategy (NSW ACCHS R&RS). We were successful with the following service becoming involved: Walgett Aboriginal Medical Service, Bourke Aboriginal Health Service and Orana Haven Drug and Alcohol Rehabilitation Service.

The NSW ACCHS R&RS is a key component of successfully implementing and meeting the expectations of **Section 2 | Key Workforce Policies** as well the **Section 4 | NSW Aboriginal Recruitment and Retention Strategy Project-Goals**.

The NSW ACCHS R&RS includes a range of resources that can be utilised by services to support the organisations to successfully recruit and retain staff.

The NSW ACCHS R&RS focuses on recruiting Aboriginal people from the local community. The strategies outlined below are targeted primarily at recruiting Aboriginal people who do not necessarily have the qualifications or experience in the ACCHS sector but are motivated to acquire the skills and qualifications.

It should be noted that the NSW ACCHS R&RS is flexible and can be implemented according to the needs of each service. For example, a service may wish to implement the whole R&RS, or a service may decide to just focus on a retention component of the program and implement the mentoring program.

It's expected as well that the NSW ACCHS R&RS will evolve over time according to feedback and evaluations from participating services. The NSW ACCHS R&RS is a living document with the option to improve and develop over time.

Section 6 | NSW ACCHS's Aboriginal Recruitment and Retention Strategy 2015 – 2016

Objective	Strategy	Output	Appendix
1. To increase the number of Aboriginal people recruited into the ACCHS sector	a) Ensure ACCHS are aware of agencies to approach when recruiting to a position	Local Agencies Consultation Check-sheet	I
	b) Facilitate the recruitment process through providing ACCHS with a step by step guide to recruitment of local Aboriginal people	Example Flow Chart Walgett Aboriginal Medical Service Recruitment Guide	II
	c) Increase awareness of ACCHS expectations for working within the sector and available positions to targeted local Aboriginal people	Example program for ACCHS recruitment career days	III
	d) Organise Health Career Days for high school students and ACCHS	Example program/poster for high school health career days	IV
2. To encourage Aboriginal staff to remain within ACCHS sector	a) Individual career planning is available for Aboriginal staff	Example Individual Career Plan templates utilised throughout the program	V
	b) Mentoring support is provided to all Aboriginal staff	Example Mentoring Guidelines available to all ACCHS	VI
	c) Succession Planning is undertaken by ACCHS	Succession Planning Policy available to all ACCHS	NB in development
	d) All new Aboriginal staff commence minimum of Cert III training	Number of Aboriginal staff in training and qualifications being achieved	This will be recorded in Stage 2 of project
3. To provide ACCHS with a range of recruitment and retention resources	e) All ACCHS have access to recruitment and retention resources	ACCHS Recruitment and Retention resources see Section 7 below	I to XI

Section 7 | NSW Aboriginal ACCHSs Recruitment and Retention Strategy Resource Kit

This resource kit is available to all NSW ACCHSs for use in developing their Aboriginal Recruitment and Retention Strategy. The AH&MRC can provide support and information regarding utilisation of the kit and if requested are able to implement the use of the resources collaboratively with ACCHSs. The development of additional resources for the Kit is ongoing. Resources will be added as they are developed.

Appendix I - Local Agencies Check-sheet

Appendix II - Example: Flow Chart WAMS Recruitment Guide

Appendix III - Example: ACCHS Recruitment Program, Walgett Aboriginal Medical Service.

Appendix IV- Example: ACCHS/high school health career day poster, Bourke Aboriginal Health Service.

Appendix V- Example: Pre-employment Questionnaire, Walgett Aboriginal Medical Service.

Appendix VI- Example: Individual Career Plan, Orana Haven Drug and Alcohol Rehabilitation Service.

Appendix VII - Example: Mentoring Guidelines for ACCHS, Orana Haven Drug and Alcohol Rehabilitation Service.

Appendix VIII - Examples: Evaluations for ACCHS Recruitment Program Walgett Aboriginal Medical Service and Bourke Aboriginal Health Service.

Appendix IX - Examples: Scenarios for applicants ACCHS Recruitment Program, Walgett Aboriginal Medical Service.

Appendix X A/B/C - Example: ACCHS Recruitment Program applicant assessment forms, Walgett Aboriginal Medical Service.

Appendix XI - Strategy Activity Forms Calendar 2015

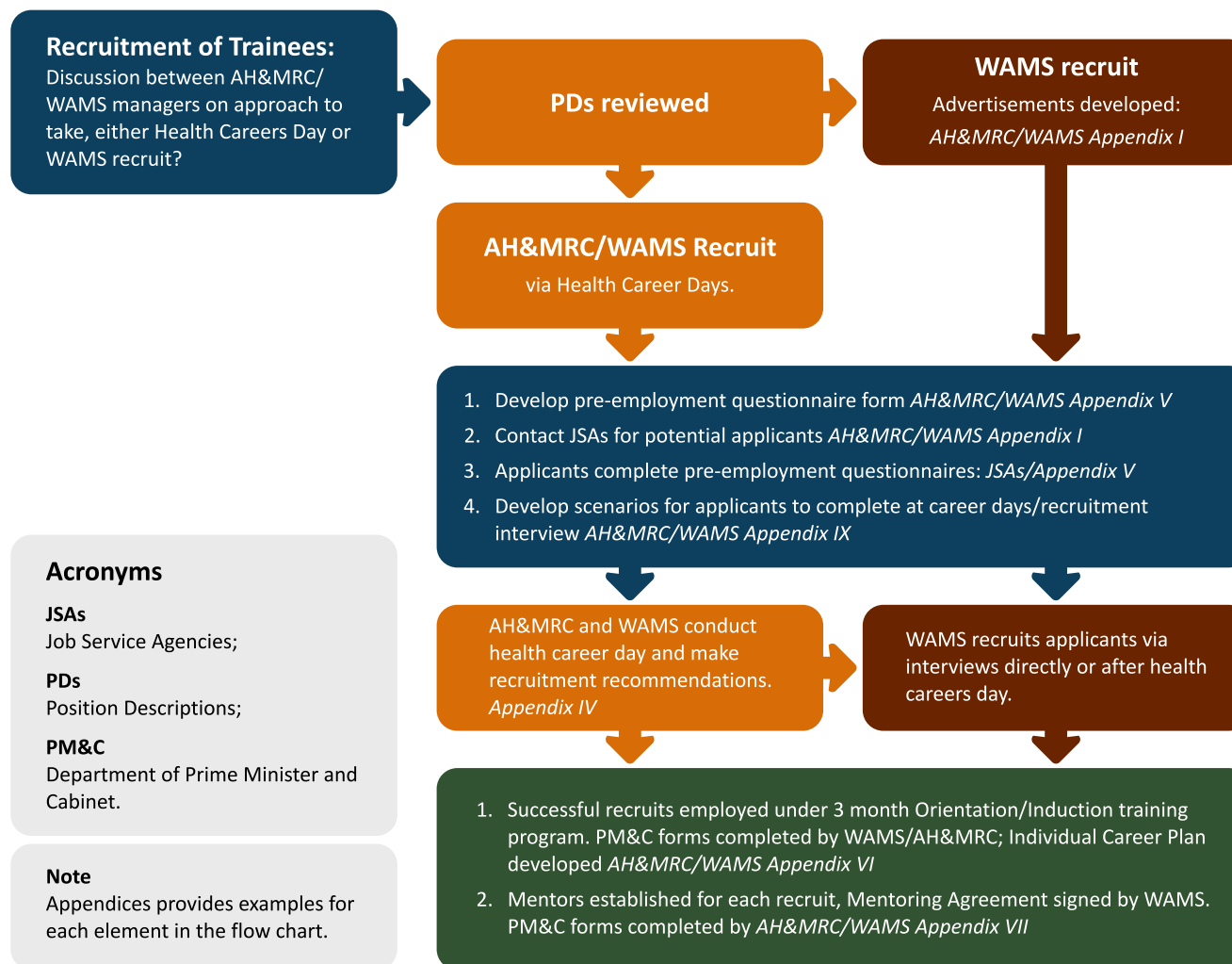
Appendix I | Local Agencies Check-sheet

Key organisations to consider for consultation: These are just suggestions; each community has its own organisations and clubs that can be approached to advertise the job vacancies and the recruitment Strategy. The key thing is to ensure that there is 'blanket' coverage of the event/recruitment day.

- AH&MRC.
- Local ACCHS other health related services, Social Emotional Wellbeing Services - Other health related services can be approached to promote the health career opportunities coming up in the local community.
- Local Aboriginal land councils.
- Local community meeting halls.
- RSL clubs.
- Local Council. Library. Swimming pool.
- Local businesses. May advertise the vacancies in their shop fronts.
- Job Service Agencies - These organisations assist job seekers to find employment. There are a range of supports offered by them. Eg-Job seekers clothing allowances and wages subsidy for employers.
- Centrelink - Will inform job seekers of the jobs coming up.
- Community Radio Stations - Advertising to promote the days.
- Local newspaper/s - Advertising pre and post the event.
- Local high schools - Organisations may wish to promote school based traineeships to students as a recruitment strategy.

Appendix II | Example Flow Chart: WAMS Trainees Recruitment Flow Chart

Reference WAMS Recruitment and Retention Strategy



Appendix III | Example: ACCHS Recruitment Program, Walgett Aboriginal Medical Service (WAMS)

NSW Aboriginal Health Recruitment & Retention Project, Walgett AMS, 24th – 26th February 2015, AH&MRC & WAMS Draft Running Sheet

Day 1 Tuesday 24 th February	
9:30 – 10:30 Session 1	<p>Participants sign registration form</p> <p>Acknowledgement of Country, Welcome and Housekeeping</p> <p>Introduction and Overview of Workshops (PowerPoint presentation)</p> <p>What is the ACCHS's Sector (AH&MRC)</p> <p>Who is AH&MRC of NSW & Walgett AMS (WAMS Representative TBC)</p> <p>What is the NSW Aboriginal Health Recruitment & Retention Project (AH&MRC)</p> <p>Activity: Health Career Video: Jasmine Sarin</p>
10:30 – 10:45	Coffee Break
Session 2	<p>Careers in Health</p> <p>Profile of Aboriginal Health Professions</p> <p>AHMRC Staff Introduce WAMS managers and discuss positions available at WAMS. Topics covered by WAMS Managers (TBC) include:</p> <ul style="list-style-type: none"> - Who they are and where they are from (brief description). - Why they took up their current position at WAMS. - What the (vacant) position is within their team. The position role, responsibilities and duties. - Some barriers/challenges this position might have and the benefits of being in the (vacant) position and/or working at WAMS - What are some of the skills or qualities they expect from the successful applicant and why these may be necessary. <p>(Also important to stress that if people don't have relevant skills or qualifications that will not stop them from applying for the positions. But they will be expected to undertake training)</p> <p>Activity: Health Mob DVD (35mins)</p>
12:30 – 1:00	Lunch Break
Session 3	<p>Understanding an AMS</p> <p>Tour of Walgett AMS (20 minutes) WAMS Representative for service tour TBC</p> <p>AHMRC Staff Only: AH&MRC Staff fill in Training Environment Assessment Forms for participants during Session 3.</p> <p>Activity: Scenarios - Working in Aboriginal Health Services</p> <p>Participants discuss the different scenarios in groups. Two are compulsory and one other can be chosen (depending on numbers determined on the day).</p> <p>Activity: Health Career Video: Jamie Fernando</p>
2:00 – 2:30	Recap of the day & Feedback
	End of Day

Day 2 Wednesday 25 th February	
9:00 – 9:30	Overview & Welcome back <i>Activity: Health Career Video: Marcus Rowsell</i>
Session 1	Job Placement Individuals participate in Walgett AMS Workplace activities. Managers will assess the participants from 10am – 12:30pm (Each participant will go to relevant WAMS unit to complete placement)
10:30 – 11:00	Coffee Break
Session2:	Job Placement (Continued) Individuals participate in Walgett AMS Workplace
12:30 – 1:00	Lunch Break
1:00 – 2:00	Recap of day & Feedback (Participants Thanked and informed of follow up process. JSA will contact them)
	End of Day

Day 3 Thursday 26 th February – (Stage Two: Successful Applicants Only)	
9:30-10:30 Session 1	Interviews Individuals participate in Interviews for Positions
10:30 – 10:45	Coffee Break
10:45-12:00 Session 2	Interviews (Continued) Individuals participate in Interviews for Positions
12:00 – 4:00	End of Day - Follow Up & Feedback Process
	<i>AH&MRC staff meet with WAMS staff and JSA staff to discuss applicants assessments and ratings before successful applicants are determined. JSAs will feedback to participants and those who are successful will be invited back for formal interview/recruitment Thursday morning.</i>

Additional items to remember as follow up actions:

1. Mentoring forms: ensure all recruits are set up with mentor and meeting is arranged.
2. Ensure participants in pre-employment training have signed all relevant documentation as required and JSAs are informed of participants attendance and progress activity.
3. Ensure that forms for recruitment have been filled in, dated and signed. Note: Applicants have to fill in and sign recruitment forms.

Appendix IV | Example: ACCHS/high school health career day poster, Bourke Aboriginal Health Service



- Are you interested in finding out more about a health career at BAHS?
- Would you like to find a local job that has occasions to help your community?





Appendix V: Pre-Employment Questionnaire



1. First Name: Last Name:

Preferred Name:

2. DOB: / /

3. Are you currently employed? ☐ Yes ☐ No

What is your current position and/role:
.....

4. Position/s interested in please tick?

Drug and Alcohol Worker - AHW

Ear Health Worker - AHW

Receptionist - AHW

Family Centred Primary Health Care Worker - AHW

Early Childhood Worker – Goonimoo Mobile Children's Service

Dental Chair Assistant – AHW

5. What are some of your key strengths as a worker/person? (Please tick from list below)

Reliable	Flexible	Able to follow directions	Able to take responsibility
Hardworking	Willing to learn a new skill	Able to ask questions	Able to plan ahead
Confident	Considerate	Good with community	Able to maintain confidentiality
Good	Able to handle complaints	Able to solve problems	Organisation skills
Communication skills	Honest	Easy going	
Calm	A team player	Time Management	
Co-operative	Good listener		
Determined	Non-judgemental		
Motivated			
Team Player			

Appendix V: Pre-Employment Questionnaire

6. Please rate yourself honestly in regards to the following professional skills:

1 - Needing Support, 2 - Average, 3 - Great

Computer Skills:	1	2	3	Cultural Understanding:	1	2	3
Time management:	1	2	3	Numeracy Skills:	1	2	3
Literacy Skills:	1	2	3	Attention to detail:	1	2	3

7. Are there other skills that you have that we have not included above? Please list them:

.....

.....

.....

.....

.....

.....

8. Please indicate what education and/or qualification level you have completed.

Year 10

Year 11

Year 12

TAFE Certificates Course Name/s:

University Courses Course Name/s:

First Aid Certificate Is this current: Yes No

Any other certificates or qualifications, please list:

.....

.....

.....

9. In taking on this new role what areas do you think you need support with? Please tick the things that might apply to you from the list below:

Gaining skills for the position	Literacy Support	Taking on education
Understanding of the role	Numeracy Support	Travel required
Confidence	Overcoming 'shame'	Understanding computer programs
Communication skills	Family & home 'stuff'	Community politics
Understanding organisation structure eg. Team Leaders	Training for Cert III	
	Working within scope of practice	

Appendix V: Pre-Employment Questionnaire

Are there any other areas of support you may require not mentioned above?

.....

10. Please list up to 3 previous jobs that you have had (this includes any volunteer work):

.....

.....

11. What was your favourite job or personal achievement, and why?

.....

.....

12. Please list the reasons why you want to work at this organisation?

.....

.....

.....

.....

.....

.....

13. Would you be willing to undertake 7 days unpaid Pre-Employment Training over a period of 4 weeks? This will be 2 days in the first three weeks, and 1 Graduation Day on the last week. Please note there will be incentives for participation in the training.

☐ Yes ☐ No

If No, please let us know why and if there is something we can help with:

.....

.....

.....

.....

.....

14. Are you ok with having a Working with Children Check (WCC) and National Criminal History Check (NCC)?

Appendix V: Pre-Employment Questionnaire

☐ Yes ☐ No

Would you like staff to contact you regarding any concerns you have with the WCC and NCC check?

☐ Yes ☐ No

Or do you feel more comfortable to provide details in writing below?

.....
.....
.....
.....

15. Did you have any assistance with filling out this form?

Yes No

If yes was the person who assisted you;

JSA Family member AHMRC Staff WAMS Staff Other:

Your Preferred Contact Details

Phone: Email:

Other:

Thank you for your participation in the Walgett Health Careers Day ☺

Please return for your opportunity to be included in the selection process.

Appendix VI | Example: Individual Career Plan, Orana Haven Drug and Alcohol Rehabilitation Service.

Individual Career Plan (ICP)

Name: Date:.....

Goals:.....

.....

.....

I will achieve my goals with the help of

Volunteer work/on the job training:

Details:.....

.....

.....

Mentoring

Details:.....

.....

.....

Casual Employment

Includes Induction and Orientation:

Details:.....
.....
.....

Permanent Employment

Details:.....
.....
.....

Time Frame:.....,

Formal Training

Required- Certificate IV in Drug and Alcohol.

Location:..... Support:..... Time frame:.....

Other Training Courses:

Details:.....
.....

Succession Planning

Details:.....
.....

Appendix VII | Example: Mentoring Guidelines for ACCHS, Orana Haven Drug and Alcohol Rehabilitation Service

MENTORING AT ORANA HAVEN | GUIDELINES

Introduction

Mentoring at Orana Haven is a workplace relationship between staff members. The relationship provides the opportunity to share professional and personal experiences for learning and development. An appropriate definition of mentoring is:

A relationship, not just a procedure or activity, where one person professionally assists the career development of another, outside the normal manager/subordinate relationship.¹

Guiding principles

Orana Haven is committed to the career and personal progression of all staff members within the organisation.

Mentoring within the Aboriginal Community Controlled Health Sector brings with it a specific set of potential differences to other mentoring programs in that it is important to acknowledge and include appropriate cultural values and characteristics relevant to Aboriginal people.

The guiding principles underpinning the Orana Haven mentoring program are to:

- provide guidance not management;
- recognise the diverse backgrounds, needs and aspirations of staff members;
- develop goals and agree on expectations between the mentee, mentor and organisation;
- be flexible and adaptive to accommodate each participants individual priorities; and
- provide a supportive, culturally respectful environment for participants.

to the organisation's goals.

All mentoring arrangements will adhere to the Code of Conduct for Orana Haven as well as the specified Code of Conduct for the Mentoring Program.

Mentoring Code of Conduct

This Code of Conduct applies to mentors and mentees in the Orana Haven Mentoring Program.

Mentors will

- Attend any mentor training or professional development required
- Act professionally and ethically at all times in relation to their mentoring role
- Keep commitments made with mentees for meetings or events
- Maintain open and timely communication with mentees
- Observe boundaries regarding their role
- Maintain confidentiality regarding mentee and mentor (other) information
- Refer any unresolved concerns or conflicts arising in the mentoring relationship to the appropriate manager in a timely manner
- Disclose any actual or potential conflict of interest relating to their mentoring role to the appropriate manager as soon as it arises
- Not seek any form of remuneration from mentees
- Advise the appropriate manager in a timely manner of their need to change their involvement in the program

Mentees will

- Keep commitments made with mentors for meetings or events
- Alert their mentors to any issues likely to impact on their ability to continue in the program
- Respect the role of the mentor, not expect them to exceed this, and seek professional help (eg counsellors, learning advisers) if needed
- Act professionally and ethically at all times in relation to their mentee role
- Not offer any payment to mentors
- Disclose any actual or potential conflict of interest relating to their involvement in the program to the appropriate manager as soon as it arises

RESPONSIBILITIES

Manager

Managers are responsible for encouraging mentoring to support the development of staff within Orana Haven. Specifically, they will:

- (a) provide an opportunity for mentoring of new staff as part of induction;
- (b) encourage staff to provide mentoring support as a developmental support tool; and
- (c) provide coaching support, as appropriate, during supervision of their mentors/mentees.

Mentor

The mentor is responsible for:

- (a) listening objectively, and acting as a sounding board, to the mentee's ideas, dreams, plans and problems;
- (b) asking questions that will encourage the mentee to explore issues from a variety of perspectives;
- (c) challenging the mentee's traditional ways of thinking and acting to try strategies that are outside his/her "comfort zone";
- (d) facilitating the mentee's learning and development and "raising the bar" in relation to his/her potential;
- (e) providing information, guidance, support, encouragement and constructive feedback;
- (f) facilitating problem-solving, decision-making and strategic planning processes in relation to work or career matters; and
- (g) maintaining confidentiality.

Mentee

The mentee is responsible for:

- (a) defining his/her learning needs;
- (b) setting learning objectives, and planning and implementing strategies to achieve those objectives;
- (c) reflecting on the learning process and outcomes;
- (d) making decisions and taking appropriate action; and
- (e) maintaining confidentiality.

STAFF MENTORING

The Orana Haven Mentoring Program aims to support all staff employed within the organisation to achieve their professional and personal development and work-related goals.

It also aims to provide all Orana Haven staff mentors with the opportunity to develop their leadership capacity when undertaking the role of a mentor.

Outcomes

To meet these aims the Orana Haven mentoring program will:

- ensure that each staff is offered a mentor,
- ensure that each mentee and mentor is provided with these guidelines and has had the opportunity to discuss and understand them,
- ensure that each mentee and mentor have read, understood and signed their respective agreements, and
- ensure that each mentee and mentor meet on a regular basis as per their agreements and that meeting reports are recorded as per the agreements.

Mentors will display the following qualities and skills:

Personal Style

- Able to build rapport and establish trust.
- Able to maintain confidentiality.
- Committed to the development of people.

Giving Feedback

- Forthright, constructive and challenging when giving feedback.
- Help people to gain new insights.
- Always try to give specific examples.
- Balance the positive with the negative

Questioning

- Spend time questioning and probing others in order to understand problems fully.
- Use questions to help others review their progress.
- Ask questions in order to understand people better, and what motivates them.
- Use a variety of questioning skills for different situations and purposes.

Setting objectives and direction

- Help others to set clear and achievable goals
- Encourage others to work towards challenging professional & personal development goals.
- Able to set goals which ensure that people continue to develop new knowledge and skills.

Being open and accessible

- Are open and accessible
- Are accessible to others.
- Make it easy for others to be open and candid.
- Make time to review performance and to support others.
- Remain committed to scheduled mentoring meetings.

Supporting colleagues

- Raise difficult issues in a constructive way.
- Generally tolerant of mistakes, seeking to derive learning from them.

Active listening

- Listen carefully and give full attention.
- When talking to others, frequently clarify and check understanding.
- Encourage others to talk and do not interrupt.
- Balance the amount of talking and listening.

Flexibility

- Am open to new ideas.
- Stimulate people to use their creativity and explore different solutions.
- Help people to find their own solutions rather than telling people what to do.

Awareness of culture

- Help people to identify the key stakeholders involved with change.
- Help people understand the strategic perspective of the institution.
- Help people to understand cultural issues which may affect their success.
- Help people to understand political issues which may affect their success.

Mentors will display the following qualities and skills:

- Be an Aboriginal or Torres Strait Islander person who has standing and credibility in their community
- Be someone with the ability to go between both cultures and communicate with all groups of the community. This may include appropriate gender specific mentoring in line with cultural considerations.
- Have local knowledge and connections and have an orientation to Aboriginal community controlled health services and the community
- Be available and committed
- Be aware of not breaching confidentiality.
- Know when to say they don't know, not claiming to know it all.

- Are motivated to “do the right thing by our mob” (promote a positive view of Aboriginal people)
- Have instructional skills, interpersonal skills, communication skills
- Be able to handle conflict resolution
- Have skills in program and evaluation development

Mentor Program Support

As a key component of the NSW ACCHS Recruitment and Retention Strategy the AH&MRC provides advice and support to the Orana Haven mentoring program. The support provided includes regular face to face meetings as well as phone contact. This support is to assist the program with any problems or issues that arise. For the continuous quality improvement of the Recruitment and Retention Strategy it's also important to record learnings and evaluations of the Mentoring Program.

The AH&MRC will also support Orana Haven mentors to access relevant training.

Mentor Agreement

I,(print name) have read and understood the information provided to me about the Guidelines of the Orana Haven Mentoring Program, and about the Mentoring Code of Conduct which applies to participants in the Program.

I agree to uphold the aims of the Program and to abide by the Mentoring Code of Conduct.

I understand that my involvement in the Program may be terminated by the Program Coordinator should I fail to observe these or if my continued participation would compromise the participation of others, or the good standing of the Program.

.....
Signed

.....
Name (please print)

.....
Date

Mentee Agreement

I,(print name) have read and understood the information provided to me about the Guidelines of the Orana Haven Mentoring Program, and about the Mentoring Code of Conduct which applies to participants in the Program.

I declare that the information I have provided in my application to be a mentee in the Program is true to the best of my knowledge.

I agree to uphold the aims of the Program and to abide by the Mentoring Code of Conduct.

I understand that my involvement in the Program may be terminated by the Program Coordinator should I fail to observe these or if my continued participation would compromise the participation of others, or the good standing of the Program.

.....
Signed

.....
Name (please print)

.....
Date

Mentors: Please submit this report to the relevant Manager (Mentoring Program Coordinator) after each Mentoring session.

Brief Description of Meeting/Activity:..... (Note information is confidential)

Outcomes:.....

Follow Up Required:.....

Concerns/Issues:.....

Questions for Program Coordinator:.....

Griffith University: Indigenous Mentoring Program Handbook, 2009.
<https://app.secure.griffith.edu.au/03/mgmentoring/mentoring.php?pk1=1201>

Charles Sturt University: Mentoring @ CSU Guidelines, 2008.
www.csu.edu.au/adminman/hum/Mentoring.doc

Royal College of General Practitioners: Suggested Guidelines for the Development of Indigenous Cultural Mentors, 2001.
<http://www.racgp.org.au/aboriginalhealth/previousprojects/36877>

Appendix VIII | Example: Evaluations for ACCHS Recruitment Program Walgett AMS and Bourke AHS

.....
1. Name (Optional)

.....
Date

2. Please circle the face that shows how you felt about the event?



Please provide a reason why you chose that face:.....
.....

3. Were you given enough information before the event regarding the purpose of the WAMS Pre-Employment Training? ☐ Yes ☐ No

Please provide any comments:.....
.....

4. How did you hear about the WAMS Pre-Employment Training?.....
.....

5. Do you have any suggestions regarding communication about the WAMS Pre-Employment Training?
.....

6. Did you have any expectations about the WAMS Pre-Employment Training? ☐ Yes ☐ No

Please provide any comments:.....
.....

7. What could be improved about the WAMS Pre-Employment Training Days?

.....

8. List 2 things you liked about the WAMS Pre-Employment Training:.....

.....

9. List 2 things you would change about the WAMS Pre-Employment Training:.....

.....

10. Do you think that implementing the WAMS Pre-Employment Training are a good way for job applicants to learn about health careers and apply for existing positions at WAMS? ☐ Yes ☐ No ☐ Not Sure

Please provide any comments:.....

.....

Any other comments:.....

.....

.....

.....

.....

Thank you!

Appendix IX | Example: Scenarios for applicants ACCHS Recruitment Program, Walgett Aboriginal Medical Service

Scenarios

Listed below are a number of scenarios that you may be confronted with while working at an AMS. Please break into groups and discuss four of the scenarios and come up with possible solutions. Note Scenario One/Two are compulsory.

Scenario One:

As a group what do you think are the health issues facing rural and remote communities in NSW especially Aboriginal people? What are some achievable solutions that don't require huge amounts of funding?

Scenario Two:

You have been working at the AMS for several months and commence your Certificate III training. You find that its difficult to keep up with the study and work and family obligations. What do you do?

Scenario Three:

You are working in the reception area of the medical centre. You notice a medical file sitting on a desk next to you and recognise the name on the file. Its a relatives file who lives with you, they have been coming for treatment but not discussed what treatment or why they have been having the treatment. You and your family are worried about them but they refuse to talk to you about the treatment. What do you do?

Scenario Four:

You have been working at the AMS for several months and you are talking to someone you know in the street on the weekend. They start to complain about one of the workers at the AMS to you. What do you do?

Scenario Five:

You are working with a colleague at the AMS about to run a community clinic. You believe that they're affected by drugs. What do you do?

Scenario Six:

A work colleague at the AMS starts to tell you about a patient that you know personally and their medical condition. What do you do?

Scenario Seven:

You are with a group of people who you know and they start to criticise the AMS complaining about the work they do. You enjoy your work there and disagree with what they are saying. What do you do?

Scenario Eight:

You have trouble sleeping at night and often sleep through your alarm making you late for work. Your manager wants to speak to you about this. What do you do?

Scenario Nine:

Your car breaks down and you can't get to work. What do you do?

Appendix X A/B/C | Example: ACCHS Recruitment Program applicant assessment forms, Walgett AMS

Assessment Form A | Expression of Interest

Completed By: AH&MRC Officers

Rating Levels: 1 Low 3 High: 1 =Lacks Skills and/or Understanding. 2 = Average -Some Skills and/or understanding .3 = Good-Competent Skills and/or Understanding.

Participants Name:

Assessment Criteria	Comments	Scoring 1-3
Comprehension Has the applicant answered questions appropriately?		
Strengths identified Q 5 Score them on number of strengths identified. This is assessing their perceived confidence.		
Professional skills Q 6 Total score.		
Formal Qualifications/courses completed.		
Previous work experience.		
General Observations Any additional comments regarding the applicants that are perhaps not captured above?		
Overall Ranking (based on total score):		

Assessment Form B | Training Environment

Completed By: AH&MRC Officers

Rating Levels: 1 Low 3 High: 1 =Lacks Skills and/or Understanding. 2 = Average -Some Skills and/or understanding .3 = Good-Competent Skills and/or Understanding.

Participants Name:

Assessment Criteria	Comments	Scoring 1-3
Communication Verbal communication skills, one on one and in a group?		
Attentiveness Did the applicant appear engaged in the Program?		
Team work How did they work within a team environment?		
Presentation Were they appropriately dressed for work at an AMS? Were they on time?		
Confidence Did they appear confident in group setting and one on one?		
General Observations Any additional comments regarding the applicants that are perhaps not captured above?		
Overall Ranking (based on total score):		

Assessment Form C | Workplace Environment

Completed By: AH&MRC Officers

Rating Levels: 1 Low 3 High: 1 =Lacks Skills and/or Understanding. 2 = Average -Some Skills and/or understanding .3 = Good-Competent Skills and/or Understanding.

Participants Name:

Assessment Criteria	Comments	Scoring 1-3
Communication Verbal communication skills, one on one and in a group?		
Attentiveness Did the applicant appear engaged in the Program?		
Team work How did they work within a team environment?		
Presentation Were they appropriately dressed for work at an AMS? Were they on time?		
Confidence Did they appear confident in group setting and one on one?		
General Observations Any additional comments regarding the applicants that are perhaps not captured above?		
Overall Ranking (based on total score):		

Appendix XI | Strategy Activity Forms Calendar 2015

Activity	Forms	Responsibility	Time Line	PM&C Funding Per Person
1. Recruitment form- to verify Aboriginality and the activity they will be undertaking.	Prime Minister & Cabinet (PM&C)- Jobs, Land and Economy Programme-Participant Commencement Advice Form (see attached)	To be filled in by recruit and signed by ACCHS manager and then sent to the AH&MRC-James Porter	Within 2 weeks of being recruited	As per # 2
2. Recruitment form-to verify commencement date, occupation, employers	PM&C- Jobs, Land and Economy Programme-Participant Commencement Advice Form (see attached)	To be filled in by recruit signed by ACCHS manager and then sent to AH&MRC-James Porter	Within 2 weeks of being recruited	\$1,250
3. Training forms- these indicate what training applicant is undertaking, training provider and training location.	PM&C-Jobs, Land And Economy Programme (JLEP)-Participant Aspiration Building or Training Commencement Advice Form (see attached)	To be completed by ACCHS manager and then sent to AH&MRC-James Porter. Note form has to be filled in for Pre-employment training.	Within 2 weeks of being recruited	As per # 2 plus \$750 for Pre-employment training
4. Individual Career Plan-the Plan outlines the career goals of the recruit for the next twelve months, it encompasses, mentoring, training etc.	ACCHS/AH&MRC-Individual Career Plan (see attached)	To be completed by manager in collaboration with the recruit and then sent to AH&MRC-James Porter	Within 1 month of being recruited	As per 2
5. Mentoring Guidelines and agreement-the guidelines detail roles and responsibilities of mentors and mentees. Mentors report records outcomes from mentee and mentor meetings.	ACCHS/AH&MRC-Mentoring Guidelines, Mentor Agreement and Mentor Report (see attached)	To be completed and signed by mentor and recruit. To be sent to AH&MRC-James Porter	Within 2 weeks of being recruited	\$400
6. At 13/26/39/52 weeks employment	TBA	To be completed by ACCHS manager. To be sent to AH&MRC-James Porter	13/26/39/52 weeks after recruitment	13 wks-\$1400 26 wks-\$1600 39 wks-\$1900 52 wks-\$2100