

# FRDC Workforce Capability Framework

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**FRDC**  
FISHERIES RESEARCH AND  
DEVELOPMENT CORPORATION



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## ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the First Nations communities of the Country that we live and work on throughout Australia, and we recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present. We express gratitude for the knowledge and insight that First Nations people contribute to our shared work.





# FRDC Workforce Capability Framework



## Who is the Framework for?

This Framework can be used by any of the fishing and aquaculture (F & A) sectors (**Figure 1** on page 3) for their own workforce planning, career planning or conversation starting.

## What are we aiming for?

**Long-term outcome:** strong, resilient and adaptable F & A sectors supported by a collaborative, capable and inclusive workforce.

## What is the Framework?

The Framework is a tool describing high level capabilities and enablers relevant to F & A sectors.

The Framework is broad so it can be easily and readily adapted to different workplace contexts and needs and allow for future of work considerations. Individual operational capabilities (workplace-specific sets of knowledge, skills and abilities) are described in existing educational pathway documentation or can be developed in line with this Framework. Existing regulation also describes operational and job requirements. This Framework does not seek to replicate these existing qualifications or competencies but provides an opportunity to be used together to meet long-term outcomes.

## How can we use the Framework?

1. To **recruit** talented and diverse people
2. To **engage employees** on career pathways
3. To **target capability gaps** with training and development opportunities and future investments
4. To **create roles** to address challenges, gaps and opportunities
5. To assist **strategic workforce planning** at a sector and workplace level
6. To **start conversations** around mobility and transferability within F & A sectors and with other industries.

## Why do we need a Framework?

There are four objectives of the Workforce Capability Framework including a foundational objective and three supporting objectives.

### OBJECTIVE 1 - FOUNDATIONAL OBJECTIVE

Develop thriving organisations to build inclusive, forward thinking, collaborative and confident seafood communities

### OBJECTIVE 2

Attract, retain and develop a capable workforce

### OBJECTIVE 3

Improve productivity, profitability and sustainability

### OBJECTIVE 4

Predict and prepare for external challenges and opportunities

## Where does this fit into our strategic direction?

This Workforce Capability Framework supports existing strategic directions of the F & A communities through Fish Forever 2030 and the Fisheries Research and Development Corporation (FRDC) Capacity and Capability plan.

### Fish Forever 2030

1. Growth for enduring prosperity
2. Best Practices and production systems
3. A culture that is inclusive and forward-thinking
4. Equitable and secure resource access
5. Society and consumers trust, respect and value.

### FRDC Capacity and Capability Plan

1. Attract and retain great people,
2. Connect and collaborate to drive meaningful change,
3. Grow and nurture diverse people to navigate uncertainty and thrive.



## ◦ TERMINOLOGY

Term	Definition
<b>Aptitude</b>	Aptitudes are natural abilities, talents and competencies. They may be acquired by performing particular tasks.
<b>Attitude</b>	Attitude is defined by one's beliefs, mentality and drive to achieve goals. It is a particular way of thinking.
<b>Capability</b>	The knowledge, abilities, skills and behaviours that contribute to overall individual and business performance.
<b>Capacity</b>	Refers to time, resources, money – the current ability of a workplace. Capacity is a finite resource.
<b>Cultural competency</b>	The ability to understand and respect values, attitudes and beliefs that differ across cultures and then respond appropriately to these differences in planning, implementation and evaluation. It is the ability to participate ethically and effectively in personal and professional intercultural settings.
<b>Cultural safety</b>	The creation of an environment that is emotionally, spiritually, physically and socially safe.
<b>Employer of choice</b>	An employer of choice is an employer that has built and nurtured a workplace culture and environment that is able to attract and retain its most talented employees.
<b>Enablers</b>	Enablers are those factors or aspects related to workplace systems and culture, that can either help or hinder employees and workplaces to thrive
<b>Existing educational pathway documentation</b>	This refers to vocational and tertiary documentation on specific skills, routines and processes required for roles. These work in partnership with this Framework.
<b>High level capabilities</b>	High level capabilities refer to the overall workplace and systems capabilities.
<b>Operational capabilities</b>	Workplace-specific sets of skills, routines and processes.
<b>Relationships</b>	In the context of this Framework, the capabilities required to establish relationships internally and externally. A relationship is the way in which two or more people are connected and interact.
<b>Seafood sectors (Sectors)</b>	See <b>Figure 1</b> on page 3
<b>Social licence</b>	The ongoing acceptance of a business or sector, their practices and operating procedures by employees, stakeholders and the general public.
<b>Strategic workforce planning</b>	A continual process of identifying gaps in the workforce and developing a plan to ensure that the workplace can meet current and future goals. This is achieved by making sure the workplace has the right people, skills and knowledge.
<b>Systems</b>	A set of practices, principles and procedures used to achieve results. A way of implementing your business.
<b>Systems capabilities</b>	How the system of the workplace is able to execute a set of actions to achieve a desired outcome.
<b>Technical capabilities</b>	How a workplace can use technology and specific skills to support and enable the achievement of goals.
<b>Workplace capabilities</b>	How the workplace brings people and resources together to respond to the workplace environment.
<b>Workplace culture</b>	Workplace culture is the overall character of the workplace. Often unique to the organization, workplace culture can include elements such as the workplace's values, beliefs, behaviours, goals, attitudes and work practices <sup>1</sup> .

<sup>1</sup> <https://studyonline.rmit.edu.au/blog/positive-workplace-culture>

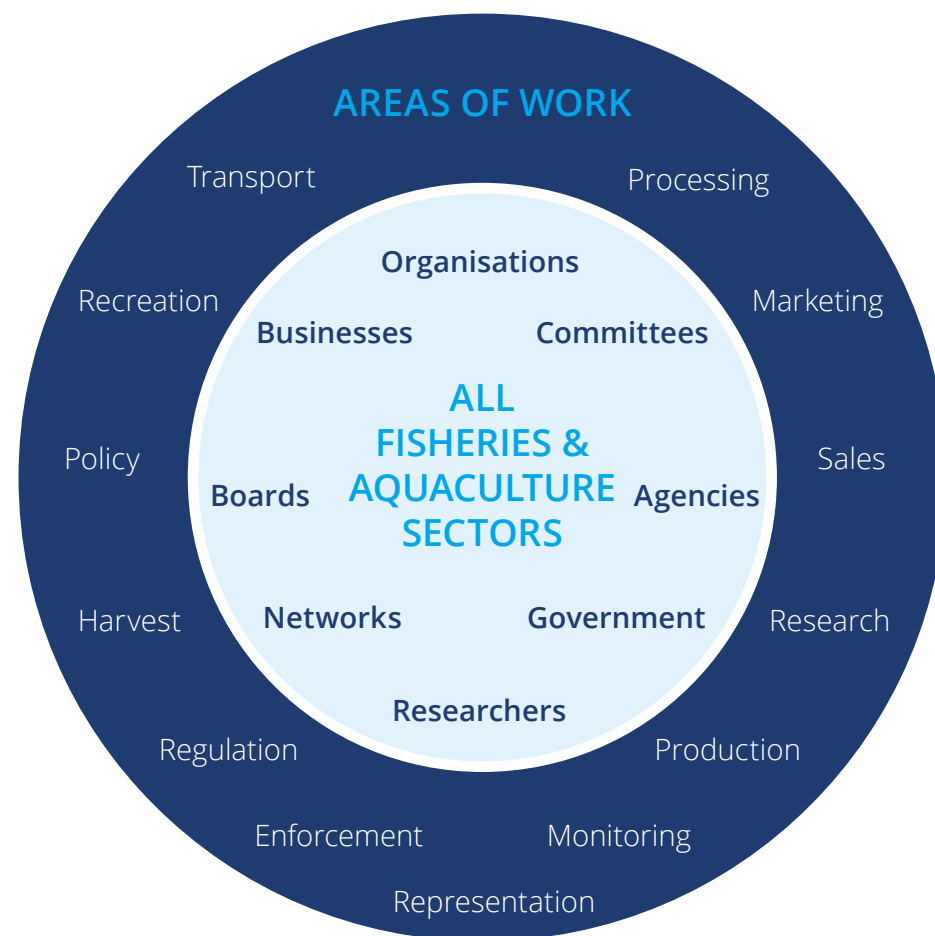


## ABBREVIATIONS

Abbreviation	Expanded term
ARLP	Australian Rural Leadership Program
CALD	Culturally and Linguistically Diverse
D & I	Diversity and Inclusion
EAL	English as an Alternate Language
EON	(FRDC) Extension Officer Network
ESG	Environmental and Social Governance
F & A	Fisheries and Aquaculture
FRDC	Fisheries Research and Development Corporation
FPIC	Free, Prior and Informed Consent
HR	Human Resources
NSILP	National Seafood Industry Leadership Program
QA	Quality Assurance
SIA	Seafood Industry Australia
SMEs	Small and Medium Enterprises
WH&S	Work, Health and Safety
WISA	Women in Seafood Australasia

## Who are the F & A sectors?

The Framework is relevant to all F & A sectors as described in **Figure 1** below. The Framework supports F & A businesses, organisations, boards, committees, networks and agencies at local, regional and national levels.



**Figure 1** Relevant F & A sectors and work areas for this Framework



## Structure of the Framework

The Framework is structured across **enablers** and **people capability** categories as described in [Figure 2](#) right.

### ENABLERS




Enablers are internal and external systems and culture that either help or hinder employees and workplaces to thrive. These enablers support growth in people's capability. The two enablers are:

1. **Community** 
2. **Workplace** 

Descriptions of these enablers and associated priority areas are provided under the Enablers section of this Framework.

### PEOPLE CAPABILITIES

People capabilities refer to the knowledge, skills, abilities and behaviours commonly needed across F&A. The capabilities are:

1. **Aptitudes and attitudes** 
2. **Relationships** 
3. **Technical** 

For each of the people capability categories, descriptions are provided against three levels being: Level 1 – Foundational, Level 2 – Intermediate, and Level 3 – Advanced.

The level of capability required will vary for every role with different expectations for each employee/team member appropriate to their experience and competency. For example, a new employee with minimal experience may meet the capabilities described at Level 1 for Communicate Effectively, whilst a member of the leadership team would be expected to demonstrate a high level of competency and meet Level 3. They would also need to demonstrate competency in the first two levels.

Levels of competency within each capability help to situate an employee within a workplace to determine appropriate position description, role allocation and remuneration. This approach can also help identify where employees need support to improve, and areas of focus to facilitate career progression.

*\*Note: not all capabilities will be relevant for every position in a workplace.*

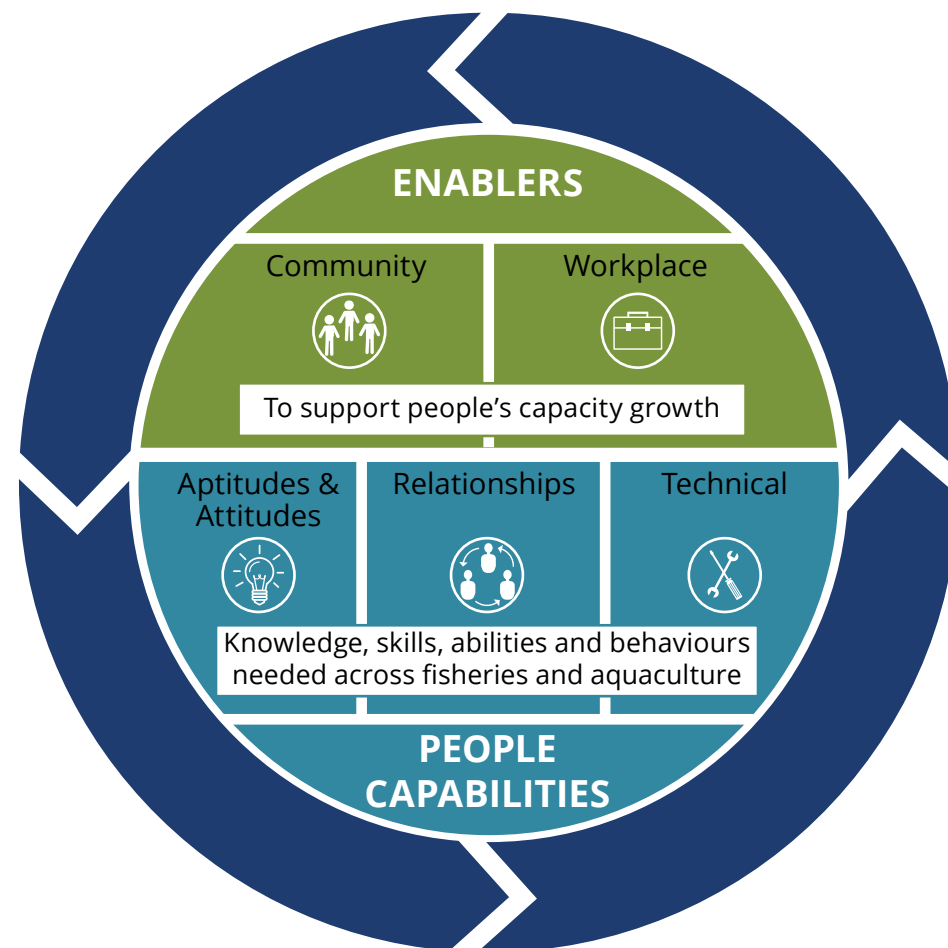


Figure 2 Structure of the Framework



### CASE STUDIES

Links are provided to case studies illustrating the different enablers and capabilities. These examples were raised during engagement with F&A communities and are provided to assist workplaces, sectors and individuals use the Framework.





## How this Framework was developed

This Framework was developed with contribution from a variety of individuals and businesses (Figure 3 below). We acknowledge and appreciate the extensive input from Project Advisory Group members and interviewees.

This is the first Workforce Capability Framework for F & A industries. Importantly, this version incorporates previous related work undertaken by sectors. The Framework will be a live document that can be reviewed frequently in line with changing sector needs.

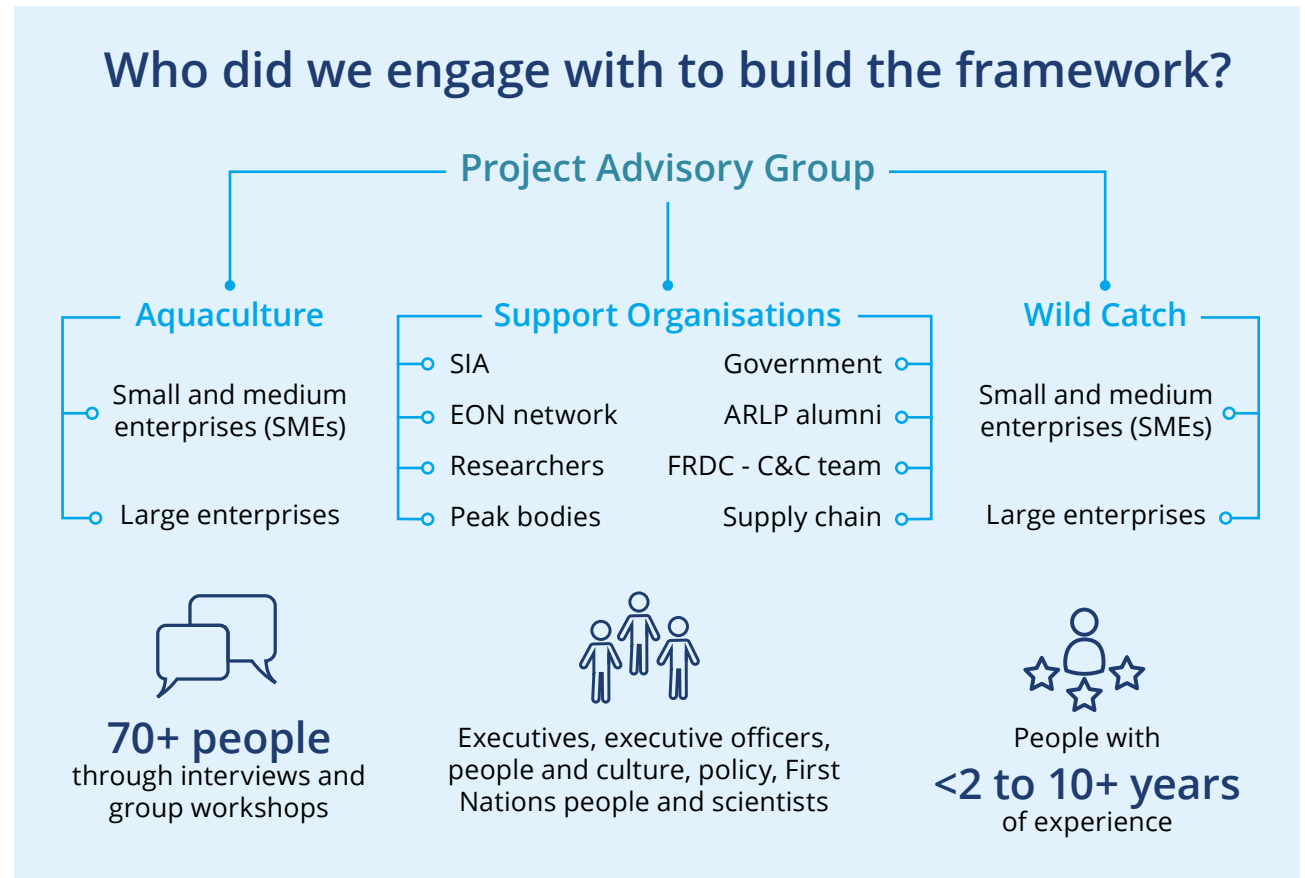


Figure 3 Individuals and businesses engaged in consultation to build this Framework

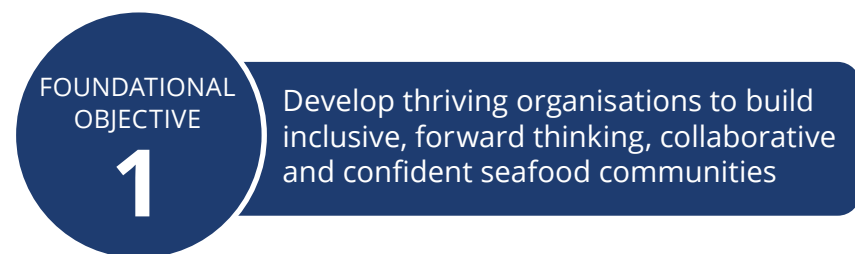


# Sector Opportunities and Challenges

Current and future sector challenges and opportunities were explored following extensive engagement. The specific challenges and opportunities for the Foundational and Outcome objectives are provided.

## FOUNDATIONAL OBJECTIVE

Stories about the importance of enabling factors for workplaces and sectors to support employee's capability growth, led to the identification of Objective 1 as the foundational objective.



### Challenges and Opportunities

Be an **employer of choice**: build and nurture a workplace that attracts and retains talented employees and facilitates a healthy workplace culture through actions such as adoption of the Inner Development Goals<sup>2</sup>

- Be an **employer of choice** for Australian First Nations people
- Maintain and improve **employee wellbeing**: physical, psychological and cultural
- **Prevent burnout** of high-performing workers<sup>3</sup>.

## OUTCOME OBJECTIVES

Building on the strong foundation established by Objective 1, the following three objectives cover the next priorities that sectors face. Although they are in priority order, each one affects the other e.g. if a workplace is not profitable or working sustainably, it will find it hard to attract and retain a capable workforce. Or, if a workplace does not consider current and future trends, it may miss an opportunity to work more productively.

### OBJECTIVE

# 2

Attract, retain and develop a capable workforce

### Challenges and Opportunities

**Attract employees by addressing remoteness** of many workplaces, **competition** with other industries and **social licence** to operate

- **Minimise risks** around frequent recruitment
- Embrace **diversity and inclusion** to attract the largest recruitment applicant pool and diversity of thought to meet challenges and opportunities
  - » Co-design capability projects with Australian First Nations fishers and communities, and adopt the approach of **Free, Prior, and Informed Consent (FPIC)** in all engagements
  - » Work with people with English as an Alternate Language (EAL)
  - » Promote opportunities for people with disabilities
  - » Increase women in the F & A sectors across all levels (e.g. from leadership teams to skippers).
- Maintain and improve the terrestrial and marine **environment for F & A sectors** including recreational, scientific/research, supply chain and local communities
- Attract and retain **First Nations employees** by providing a **culturally aware workplace** free from racism. Embrace the opportunity to work together, with co-design and mutual respect of capabilities for the protection of healthy environments and people
- Establish a closer working **relationship with the recreational fishing sector** to provide potential recruitment and opportunities for collaboration on messaging that supports a healthy environment and commercial sector
- Ensure a **flexible and adaptable** environment to deal with emerging challenges and the **speed of** environmental, social, political and regulatory **changes**
- Increase **strong training relationships** between providers and sectors across Australia (similar to current offers in some states e.g. Tasmania). Encourage and enable workplaces to provide **time and financial** resources to do the training.

<sup>2</sup> <https://www.innerdevelopmentgoals.org/framework>

<sup>3</sup> Global Burnout – Australia is higher than the global average (i.e. 24% compared to 20% - McKinsey, 2023)



## OBJECTIVE

# 3

Improve productivity, profitability and sustainability

### Challenges and Opportunities

- **Leverage information, technology and intelligence systems** to ease manual labour and improve efficiencies and effectiveness
- Promote and encourage **innovation at all levels** in workplaces and broader sectors to improve productivity, profitability and sustainability
- Understand **consumer needs and wants** including quality issues in the supply chain, impact of individual work practices on quality, price, shelf life and consumer support and potential for partnerships with other sectors e.g. enable food tourism
- Understand and collaborate with **global and local supply chains**
- Capitalise on **mobility and transferability** within F & A sectors and other industries
- Embrace Environmental and Social Governance (ESG) including **sustainability and circular economy** to attract younger, values-based employees, encourage resilience against external challenges and take advantage of new opportunities.



## OBJECTIVE

# 4

Predict and prepare for external challenges and opportunities

### Challenges and Opportunities

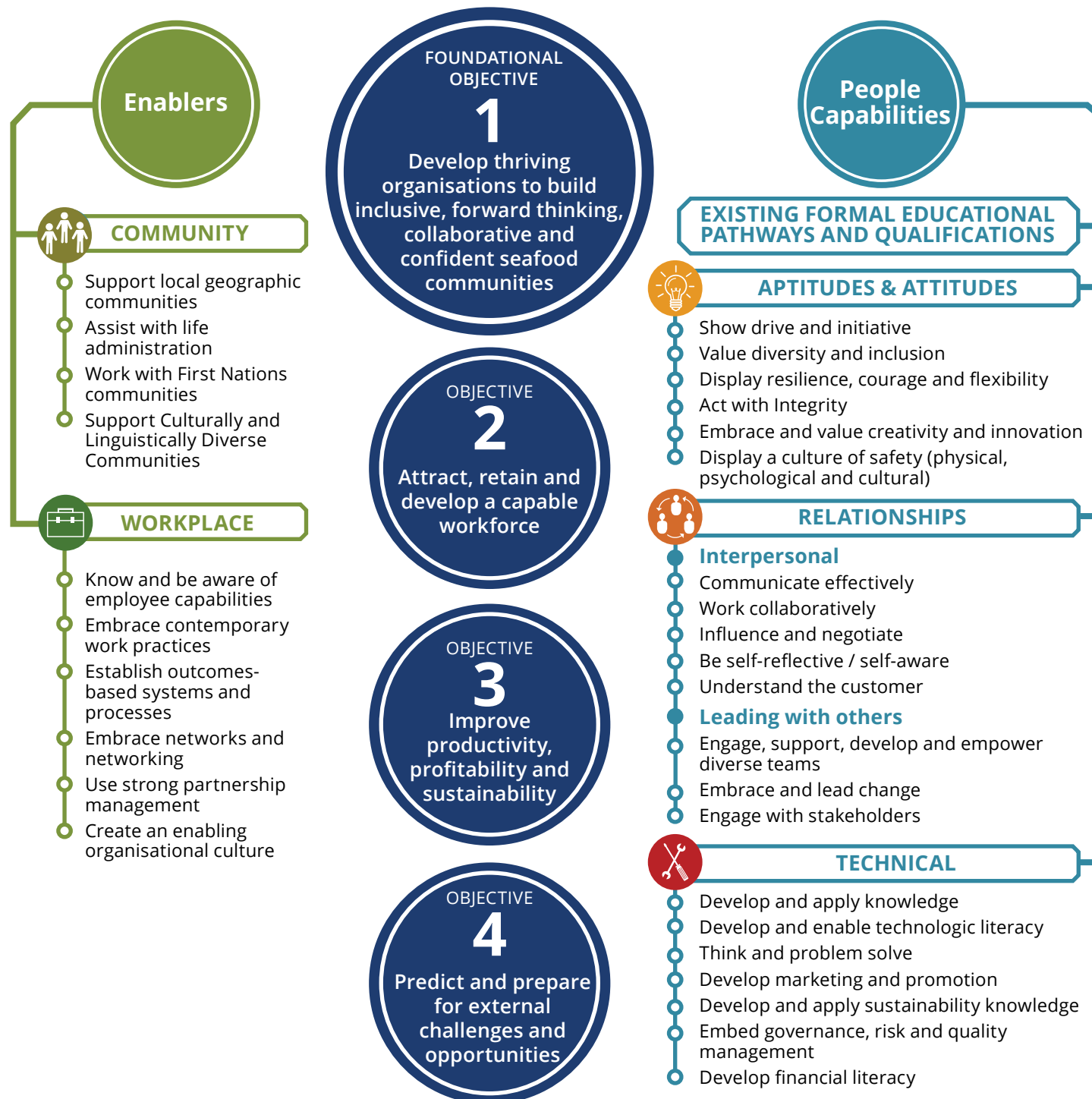
- Understand, address and prepare for **climate change and changeable weather**
- Understand, address and prepare for **biosecurity** risks
- Understand, address and prepare for global health crises and other external risks
- Manage and comply with the administration and complexity of **regulation and governance** requirements including:
  - » Monitoring and regulation requirements
  - » Working with government and regulators to improve environmental and social outcomes and support industry development.
- Make connections with science-based organisations to grow the sector's **science and research skills and knowledge**
- Use clear messaging to manage crises through **public relations** campaigns.



# The Framework

The sector-derived objectives can be achieved through the implementation of the **enablers** and by providing support to develop the relevant **people capabilities**. This is described in **Figure 4** (right).

The Framework (Figure 4) can be used like a dictionary. Click on the enablers and/or capabilities related to the role to see the details.



**Figure 4**  
**The F & A Workforce**  
**Capability Framework**



# Enablers

## FOUNDATIONAL OBJECTIVE

# 1

Develop thriving organisations to build inclusive, forward thinking, collaborative and confident seafood communities

Enablers are those factors or aspects related to workplace systems and culture, that can either help or hinder employees and workplaces to thrive. A workplace should take the time to consider these enablers and if improvements can be made. Systems are easier to improve than culture. However, being clear about the kind of values and culture you wish to encourage in your workplace will make it easier to identify which systems need improving.



## COMMUNITY

Many F & A sectors are located in regional or rural areas. They may have high numbers of employees from First Nations or CaLD backgrounds, with mental health concerns and conditions, and/or facing challenges related to living or settling in remote areas. All employers, but particularly those in regional and rural areas, need to take a genuine interest in their employee's individual and external challenges to support their growth and ensure they reach their potential for the benefit of the individuals, workplaces and sectors.

The following are common considerations based on engagement with regional workplaces. Case study examples illustrate where workplaces have been innovative with their enabling practices.

1. **Support local geographic communities** – Working in partnership with others in the community can enable better working environments. For example, consider when local food, transport or childcare services are operating and work with these service operators to align with F & A time requirements. Consider the benefits of having more than one employee from particular backgrounds. Encourage and mentor employees to engage in local community groups and activities to reduce the stresses of isolation. **Understand local connectivity and its impact on employees.**



### CASE STUDY REALISING THE POTENTIAL OF LOCAL COMMUNITIES

<sup>4</sup><https://www.un.org/development/desa/indigenouspeoples/publications/2016/10/free-prior-and-informed-consent-an-indigenous-peoples-right-and-a-good-practice-for-local-communities-fao/>

<sup>5</sup><https://www.frdc.com.au/sites/default/files/inline-files/Eleven%20Key%20Principles%20-%20Cairns%20Forum%202012.pdf>

<sup>6</sup>Identifying opportunities and challenges for Culturally and linguistically diverse (CaLD) communities to address workforce gaps in Victoria's agriculture, RMCg, 2020

2. **Assist with life administration** – Some community members, at the beginning of their employment journey, are lacking basic requirements such as Medicare cards, driver's licences, literacy and numeracy skills or housing. **Provide assistance** to employees and potential employees in these areas to increase the recruitment pool and **provide the mental space** for employees to think about improving their capabilities at work.



CASE STUDY

### REALISING THE POTENTIAL OF LOCAL COMMUNITIES

3. **Work with First Nations communities** – Working with First Nations communities to protect Sea Country, reduce disadvantage and create space for innovation and creativity requires **holistic thinking and true co-design of projects**. Using the principles of **free, prior and informed consent**<sup>4</sup>, First Nations and non-First Nations F & A communities can work together to create better relationships that lead to more sustainable fishing resources. Examples: **FRDC RD & E Principles**<sup>5</sup>



CASE STUDY

### SMART SHARK DRUM LINE



CASE STUDY

### CULTURAL FISHING

4. **Support Culturally and Linguistically Diverse (CaLD) Communities** – There are several barriers and opportunities to employment and capability development that are specific to CaLD employees<sup>6</sup>. **Support** for CaLD employees and their spouses in accessing or transferring **visas**, accessing English as an Alternate Language (EAL) friendly training and/or development and facilitating **connections into communities** (e.g. through sport, faith or interests) are a couple of ways to support retention of these employees.



CASE STUDY

### SUPPORTING EMPLOYEES FROM CALD BACKGROUNDS





## WORKPLACE

Once the community enablers have been considered, there are several other enabling factors for workplaces to focus on. The following list is not exhaustive, however they have been identified as priorities for workplaces and sectors to improve capabilities and retention of employees.

1. **Know and be aware of employee capabilities** – Understand the different and sometimes hidden capabilities of your employees, as well as their interests in developing capabilities in areas where they have not previously worked. Understand the capabilities that may be in the local community and other sectors. This framework can be one way to help assess their capability levels and also opportunities for increasing employees' capabilities. Assess whether there are opportunities for transferability of capabilities within your workplace or with other workplaces or industries. Growing the capabilities of your own employees is usually cheaper than recruiting new ones.



CASE STUDY

### GROWING YOUR OWN EMPLOYEES

2. **Embrace contemporary work practices** – Understand the regulatory requirements around fairness, remuneration<sup>7</sup> and flexible work<sup>8</sup> and more importantly understand the benefits which can include: greater job satisfaction, lower levels of workplace stress, lower absenteeism, increased productivity, and increased ability to attract and retain employees. Be open to trialling flexible arrangements for a set period of time and assess how it works for both the employer and employee.



CASE STUDY

### FLEXIBILITY FOR BUSINESS & PERSONAL BENEFITS



CASE STUDY

### FLEXIBILITY FOR REMOTE AREA ATTRACTION & RETENTION

<sup>7</sup> <https://employsure.com.au/guides/wage-and-pay/remuneration-in-australia>

<sup>8</sup> Fairwork Australia, Flexible working arrangements best practice guide, Fairwork Ombudsman, Oct 2023

<sup>9</sup> <https://www.dca.org.au/resources/di-planning/inclusive-recruitment>

<sup>10</sup> [https://www.vichealth.vic.gov.au/sites/default/files/2023-05/VH\\_Partnerships-Analysis-Tool\\_web%5B1%5D.pdf](https://www.vichealth.vic.gov.au/sites/default/files/2023-05/VH_Partnerships-Analysis-Tool_web%5B1%5D.pdf)

<sup>11</sup> <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-organization-blog/culture-4-keys-to-why-it-matters> and <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/organizational-health-is-still-the-key-to-long-term-performance>

3. **Establish outcomes-based systems and processes** – Are there systems and processes that are limiting the growth of both the employees and the workplace? Or, getting in the way of innovative or productive new ways of working? A simple example is a timesheet system that does not allow employees to enter flexible time, though the workplace encourages flexible work. Look for inherent biases in systems or processes (in particular recruitment processes<sup>9</sup>) or sometimes infrastructure that may be a deterrent to attracting diverse employees e.g. are there women's/gender neutral toilets? With technology and work practices constantly changing, continue to look at what you are aiming to achieve and involve employees in identifying barriers to reaching those goals.



CASE STUDY

### DIVERSITY & INCLUSION



CASE STUDY

### OVERSEAS EMPLOYEES AND CONTEMPORARY WORK PRACTICES

4. **Embrace networks and networking** – This can be either professional or community networking depending on the purpose. For larger workplaces, consider networking across areas for strategic planning and to prevent silos that may compete and slow growth. (case study or just e.g. Tassal LEAP). Professional networking for employees can improve morale and job satisfaction and enable information sharing. Putting in place systems that allow for networking and the subsequent sharing of information are key first steps. Community networking recognises that employers in regional and rural areas play an important role in supporting that community who, in turn, provide employees for their workplaces. Networking and supporting local education providers such as schools, vocational training providers, and universities can improve pathways into F & A roles. It also helps generate social licence for the business to operate.
5. **Use strong partnership management** – Partnerships within and outside F & A sectors are important for enhancing capabilities for your workplace or the broader sector. Partnerships need to have a clear purpose, benefit all those involved and be maintained over the length of the partnership arrangement. There are many tools to assist workplaces in this area. E.g. [Vichealth Partnerships Analysis Tool](#)<sup>10</sup>
6. **Create an enabling organisational culture** – Organisational culture refers to the shared mindsets and beliefs that shape how people work and interact day to day. Workplaces with successful cultures have better performance and are readily able to adapt in times of change. Health and safety and business resilience outcomes are also greater in these workplaces<sup>11</sup>. Where a workplace or sector values lifelong learning and enables employees to continue to learn and improve their capabilities is one example of a healthy culture.

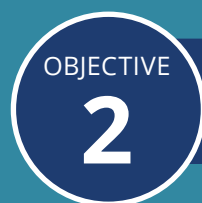


CASE STUDY

### SUPPORTING EMPLOYEES FROM CALD BACKGROUNDS



# People Capabilities



Attract, retain and develop a capable workforce



Improve productivity, profitability and sustainability



Predict and prepare for external challenges and opportunities

For each of the people capability categories, descriptions are provided against three levels being: Level 1 – Foundational, Level 2 – Intermediate, and Level 3 – Advanced.

The level of capability required will vary for every role with different expectations for each employee/team member appropriate to their experience and competency. For example, a new employee with minimal experience may meet the capabilities described at Level 1 for Communicate Effectively, whilst a member of the leadership team would be expected to demonstrate a high level of competency and meet Level 3. They would also need to demonstrate competency in the first two levels. Levels of competency within each capability help to situate an employee within a workplace to determine appropriate position description, role allocation and remuneration. This approach can also help identify where employees need support to improve, and areas of focus to facilitate career progression.

*\*Note: not all capabilities will be relevant for every position in a workplace.*

Case studies that demonstrate capabilities in action can be found by clicking on the links provided in each section.



## APTITUDES AND ATTITUDES



CASE STUDIES

CULTURAL FISHING

SMART SHARK DRUM LINE

DIVERSITY & INCLUSION

MENTAL HEALTH SAFETY

Level 1	Level 2	Level 3
<b>Show drive and initiative</b>		
Shows a good work ethic, is dependable and takes personal responsibility.	Adapts existing skills to new situations and aims for attention to detail.	Takes the initiative and acts in a decisive way based on evidence and experience.
Shows energy, passion and optimism.	Leads by example demonstrating a high level of personal motivation, dependability and attention to detail.	Values and engenders energy, passion and optimism in others and finds ways of maintaining them.
Is curious and shows commitment to lifelong learning.	Keeps up to date with relevant and contemporary knowledge and practices.	Promotes, models and empowers others by proactively seeking opportunities for learning and growth.





Level 1	Level 2	Level 3
<b>Value diversity and inclusion</b>		
Is open to ideas and approaches different to own.	Seeks participation from people with different backgrounds, perspectives and needs.	Actively shows employees how they are valued for their capabilities and diversity of thought.
Acknowledges and respects diverse cultures, backgrounds, experiences, perspectives.	Leads by example by engaging with and integrating the views of others. Seeks knowledge and understanding of First Nations culture. Seeks knowledge and understanding of working with employees with EAL.	Promotes the value of diversity and inclusive practices for the workplace, sector and stakeholders and inspires others by modelling inclusive behaviours. Understands and promotes the expectation that inclusion involves discomfort and challenge but can be managed to deliver the benefits of safe, inclusive and diverse workplaces. Develops employee capability to feel confident in values, disagreements and difficult conversations.
Understands unconscious bias and is aware of own values and biases that may affect others. Is curious about people's various identities.	Demonstrates cultural sensitivity, challenges systems and practices that have inherent biases and supports initiatives that create a safe and equitable workplace.	Creates and drives a culture where employees feel safe and included and maximises diversity in the workforce to foster innovation, drive change and deliver business outcomes. Creates a culture that is curious about people's various identities.
<b>Display resilience, courage and flexibility</b>		
Be open and honest and adapt well to new situations.	Maintains composure and focus under pressure and adapts to change. Doesn't give up easily when problems arise.	Manages challenging, ambiguous and complex issues calmly and logically, using a range of strategies and acting as a stabilising influence.
Is prepared to express their views for the improvement of relationships, organisations or industries.	Listens when ideas are challenged, seeks to understand the nature of the comment and responds appropriately.	Creates a culture that encourages and supports openness, persistence and genuine debate around critical issues.
Is flexible and adaptable and responds quickly when situations change.	Welcomes new challenges and works through difficult issues seeking alternative ways of managing them.	Provides clear argument for agreed positions while remaining open to valid suggestions for change.







# People Capabilities



Level 1	Level 2	Level 3
Display a culture of safety (physical, psychological and cultural)		
Safely uses all equipment and adheres to safe use, handling, storage, and transport of food products.	Safely uses all equipment and adheres to safe use, handling, storage, and transport of food products. Monitors and reports on condition of equipment and employee conduct.	Safely uses all equipment and adheres to safe use, handling, storage, and transport of food products. Addresses quality control issues and misconduct as it arises. Promotes a culture of accountability.
Refers to and follows the Work, Health and Safety (WH&S) policy and procedure of the workplace and takes care of others' health and safety where possible. Reports misconduct to appropriate team leader.	Identifies and implements safe work practices according to the WH&S policy and procedure. Ensures one's own and others' health and safety and addresses low-level misconduct as it arises. Reports more serious misconduct to the appropriate team leader.	Implements safe work practices according to the WH&S policy and procedure of the workplace. Ensures that the relevant legislative and regulatory frameworks are applied consistently and effectively. Ensures one's own and others' health and safety and address misconduct as it arises.
Is aware of, and uses, the mental health resources available for support if needed. Alerts relevant team leader if concerned about the mental health of a colleague.	Promotes the use of mental health resources and provides support if needed. Uses the resources as required. Helps to set a safety culture by encouraging reporting of issues, being sensitive and normalising discussion around mental health.	Develops, sources, and directs employees to the appropriate mental health resources and support within the workplace. Ensures that the workplace has a framework for support and strategies in place to assist employees managing their mental health. Leads and promotes a safety culture in own workplaces and broader sector.
Demonstrates an understanding of cultural safety and competency. Treats everyone with respect, is inclusive and transparent.	Has an in-depth understanding of cultural safety and demonstrates a reasonable level of cultural competency. Treats everyone, regardless of identity, with respect and is inclusive and transparent.	Has a high level of understanding of cultural safety and demonstrates a high level of cultural competency. Sets a standard of open and respectful communication, trust, two-way dialogue, and connection. Recognises that identities overlap and understands the concept of intersectionality <sup>12</sup> .
Respects women and people of diverse genders and sexual orientation. Supports and works to create a safe workplace for all genders.	Respects and creates a safe environment for women and people of diverse genders and sexual orientation. Supports the leadership team in recruitment of diverse employees.	Empowers, connects and responds to the needs of women and those who identify as other genders. Recognises and promotes women and people of diverse genders as valuable and equal contributors to the sector. Role models fair and equitable behaviour and creates a safe environment for women and people of diverse genders.

<sup>12</sup> Intersectionality – Definition: The ways in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation.  
<https://www.vic.gov.au/understanding-intersectionality>





## RELATIONSHIPS



### CASE STUDIES

### SMART SHARK DRUM LINE

### OVERSEAS EMPLOYEES & CONTEMPORARY WORK PRACTICES

	Level 1	Level 2	Level 3
INTERPERSONAL	<b>Communicate effectively</b>		
	Actively listens and allows others time to speak and have input.	Creates opportunities for others to be heard, listens actively, and encourages others to express their views. Creates a safe space for open dialogue.	Facilitates and provides opportunities for genuine dialogue from different individuals and groups, actively listens, speaks articulately and adapts delivery approach as needed. Advocates on behalf of the workplace, sector and for others.
	Uses inclusive language when engaging with others, is conscious of body language, and checks understanding.	Communicates with influence and tailors communication and delivery to diverse audiences.	Articulates complex ideas clearly and to diverse audiences with a focus on acknowledging and adapting to different needs.
	Positively represents the workplace or sector.	Helps to find opportunities to expand awareness of the workplace and represents the workplace or sector positively in all encounters.	Actively promotes and represents the workplace or sector to others internally and externally. Advocates for a culture of transparency which helps to improve credibility across sectors and government.
	<b>Work Collaboratively</b>		
	Is supportive and cooperative, shares information and acknowledges the efforts of others.	Encourages a culture that recognises the value of collaboration and the outcomes achieved together.	Leads and facilitates the development of a culture and system that allows for information sharing, learning and open communication across the workplace and broader sectors.
	Informs the team leader of challenges as they arise.	Engages with, and leverages the skills of others, to solve issues together and find better ways of doing the work in the future.	Identifies opportunities to engage and leads collaboration with others in the sector(s), across different industries and internally to develop shared solutions.
	Develops honest, trusting relationships with other employees.	Creates a work environment that is open and trusting. Works to develop transparent and honest relationships with partners.	Leads the establishment of honest and trusting relationships internally and externally. Promotes a culture of trust, transparency and joint problem solving.



# People Capabilities



## RELATIONSHIPS

	Level 1	Level 2	Level 3
INTERPERSONAL	<b>Influence and Negotiate</b>		
	Engages with others enthusiastically.	Engages enthusiastically and facilitates the involvement of others in decision-making.	Has excellent skills in inspiring and mobilising others to engage in working towards a shared purpose.
	Helps to find solutions and resolves differences with other employees or stakeholders as necessary.	Works with others to gain commitment to different areas, recognises diverse perspectives and the need for finding mutually beneficial outcomes.	Represents the workplace in challenging negotiations and communicates the workplace's position clearly.
	Responds or withdraws from conflict without worsening the situation and refers to the team leader where appropriate.	When conflict arises shows sensitivity and understanding in resolution. Anticipates and minimises conflict.	Achieves effective solutions when dealing with ambiguous or conflicting positions. Anticipates and avoids conflict across workplaces.
	<b>Be self-reflective / self-aware</b>		
	Reflects on feedback from colleagues and stakeholders.	Seeks feedback from the leadership team and other employees and responds positively. Accepts guidance.	Actively seeks feedback to improve performance. Has a strong capacity and willingness to alter behaviour as needed.
	Stays motivated when tasks become difficult.	Is committed to achieving challenging goals.	Manages complex and challenging issues calmly and logically.
	Is willing and excited to develop and apply new skills.	Keeps up to date with current knowledge and practices.	Promotes and encourages self-improvement and seeks opportunities for growth. Supports others to also find new opportunities.
	<b>Understand the customer</b>		
	Has an awareness of the customer base and their expectations and focuses on establishing trust and meeting customer needs including quality. Demonstrates accountability to customers.	Understands the needs and expectations of a diverse range of customers. Establishes trust and actively works to build customer confidence. Anticipates needs including quality and creates mechanisms to gather feedback.	Understands the needs and expectations of a complex customer base and successfully builds trust and rapport. Develops and maintains customer confidence and can communicate issues from the customer perspective. Actively builds the capability of employees to deliver outstanding quality and services and uses benchmarking to improve delivery.



# People Capabilities



## RELATIONSHIPS

	Level 1	Level 2	Level 3
LEADING WITH OTHERS	<b>Engage, support, develop, and empower diverse teams</b>		
	Encourages others to take initiative and works with others in decision-making.	Empowers others to take initiative and involves others in decision-making.	Empowers others to develop critical thinking and innovation skills. Actively recruits and engages others in the decision-making process at all business levels.
	Is supportive of all other employees and respects diversity.	Supports others in their roles and helps employees to navigate challenging situations.	Creates a culture of openness and provides support and guidance across the workplace and sector, utilising each employees' expertise.
	Works to maintain a work-life balance and reports to team leader any concerns about burnout and mental health.	Recognises the importance of wellbeing (physical, psychological and cultural) and works to demonstrate work-life balance to others in the workplace. Supports employees to set boundaries and look after themselves.	Creates an enabling workplace/sector culture and one that supports work-life balance and caring for one's wellbeing. Establishes the workplace/sector as an employer of choice for all communities (including Australian First Nations people).
	<b>Embrace and lead change</b>		
	Embraces change and offers alternative perspectives.	Embraces change and encourages new ways of thinking and more efficient practices.	Leads change adoption and continually seeks out ways to improve systems and practices. Creates a culture that actively seeks opportunities to improve. Invigorates other workplaces to embrace change and build the capabilities of their leadership team.
	Recognises opportunities and works with team leaders to potentially action some of those opportunities.	Identifies opportunities and supports the need for change. Works with diverse groups to implement change.	Determines feasibility of opportunities then leads the implementation of the most viable options. Identifies the need for change and forms appropriate groups to implement the change.
	Recognises barriers to change and supports employees to better facilitate and accept change.	Identifies cultural barriers to change and adapts. Implements strategies to address these barriers considering the cultural context.	Anticipates, plans for and addresses the cultural barriers to change at a workplace or sector level.





## Level 1

### Engage with stakeholders

Understands the importance of stakeholder engagement and works with senior colleagues to map stakeholders by interest and influence.

Reflects on feedback from stakeholders.

Identifies potential barriers to stakeholder engagement and collaboration. Reports this to their team leader.

## Level 2

Engages with stakeholders by understanding the purpose of the engagement, the diverse audiences (stakeholder mapping), the level of engagement required and the negotiables and non-negotiables. Works well with stakeholders from diverse backgrounds in different cultural contexts.

Seeks feedback from stakeholders and actions improvements from that feedback.

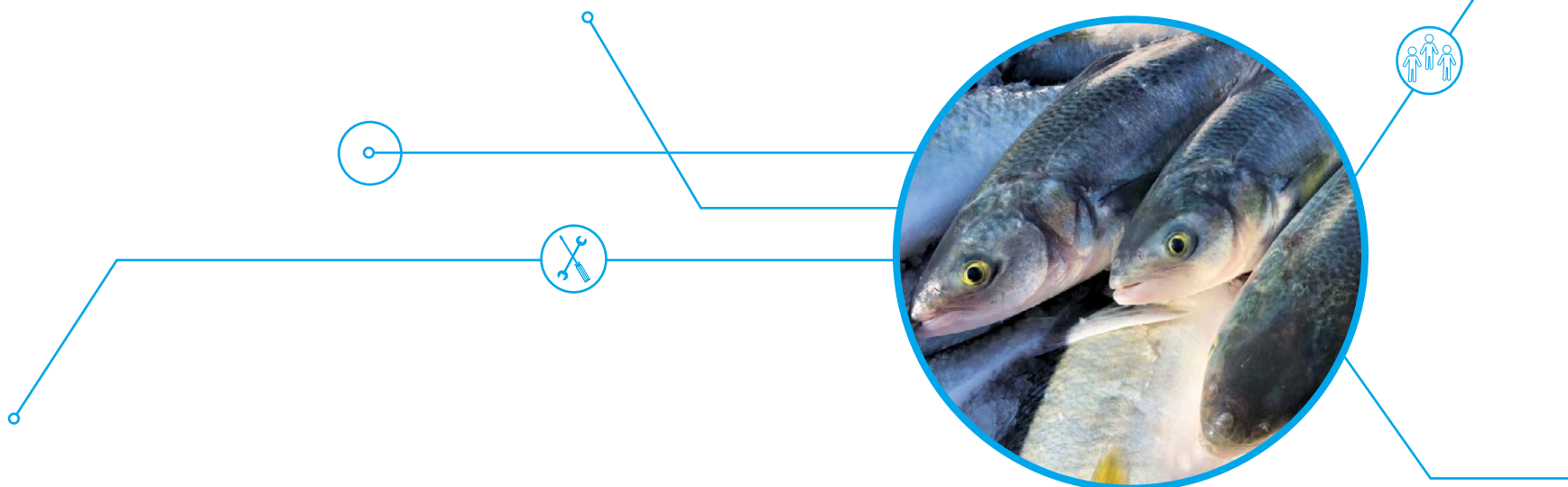
Identifies barriers to collaborating and engaging with stakeholders and works with the leadership team to find solutions.

## Level 3

Leads stakeholder engagement and demonstrates a high level of engagement knowledge and cultural competency when required. Seeks opportunities for collaboration which have mutual benefits and develops joint solutions.

Actively seeks, reflects on and integrates feedback from stakeholders in delivery, engagement and outputs.

Identifies barriers to collaboration and engagement with stakeholders. Works to reduce barriers to engagement for harder to reach groups.  
To find out more go to IAP2  
<https://iap2.org.au/resources/spectrum/>







## TECHNICAL



### CASE STUDY

### PRAWN INDUSTRY DIGITAL SKILLS HUB

Level 1	Level 2	Level 3
<b>Develop and apply knowledge</b>		
Displays critical thinking and a basic level of understanding of scientific principles.	Has the ability to apply critical thinking, specific scientific knowledge and problem-solving skills.	Possesses deep technical and scientific understanding and how it relates to business issues. Contributes to or leads the implementation of science-based solutions including new technologies.
Identifies an issue, can research and can choose the right technique to solve it.	Identifies and is able to find the root cause of issues to address them. Undertakes informed, evidence-based solutions and understands workplace requirements and constraints, including trade-offs between speed and accuracy.	Identifies recurring issues at an organisational scale and can outline large scale scientific solutions. Develops informed evidence-based solutions with large scale impacts.
Can use tools to gather information, uploads and uses this for reporting or picking up issues or trends.	Uses a diverse set of tools to gather, analyse and report information. Is able to guide others in the use of these tools.	Is involved in the use, development and distribution of tools and creates guidance for the workplace/ sector on how to apply these tools.
Critically analyses information sources to recognise and question biases and misinformation.	Researches and applies critical-thinking techniques in analysing information, identifying interrelationships and makes recommendations based on relevant evidence. Questions biases and misinformation and reports to change makers.	Engages in high-level critical scientific analysis of complex information and formulates effective responses to critical scientific issues. Implements change where possible.
Understands that Traditional Knowledge is knowledge, skills, practices and innovations that has been passed down through generations of First Nations people and for which First Nations people act as the guardians or custodians. Understands that to use Traditional Knowledge requires the consent of First Nations people. To find out more you can go <a href="#">here</a> .	Engages with First Nations people to listen to Traditional Knowledge and what western science can learn from it. Seeks opportunities to learn more about Traditional Knowledge and its application to protecting Sea Country.	Creates a culture of sharing and partnership so that First Nations people and non-First Nations people can work together to protect and enhance Sea Country. Embraces opportunities to share the benefits of research – both Traditional Knowledge and non-First Nations research and development.



# People Capabilities



## TECHNICAL

Level 1	Level 2	Level 3
<b>Develop and enable technologic literacy<sup>13</sup></b>		
Acquires and maintains a basic awareness and knowledge of current and emerging technologies impacting on F & A industries.	Keeps up with current and emerging technologies impacting F & A industries. Shares that knowledge with others in their workplace.	Identifies and supports others to adapt and develop innovative methods and learn new software packages.
Operates F & A technologies and devices relevant to their role.	Operates most F & A technologies and devices relevant to themselves and their employees. Anticipates the occurrence of digital problems.	Has a high level of understanding of all F & A technologies and devices relevant to their sector. Can anticipate the occurrence of digital problems and works to proactively implement preventative solutions.
Participates in monitoring activities and contributes to analysis with guidance from supervisors. Understands the importance of managing data safely.	Monitors and analyses collected data and reports back to supervisors. Can identify patterns in the data to guide decision-making; however, requires some guidance in this. Meets expectations around data safety.	Critically monitors and analyses collected data. Selects and interprets data to identify opportunities, problems and trends to make informed decisions. Manages data safely and in accordance with the workplace's governance framework.
Communicates in the digital space clearly both internally and externally. Recognises the importance of appropriate language in communication.	Communicates clearly both internally and externally. Supports others in digital communication skill development and reports to the leadership team. Trouble-shoots when required.	Effectively communicates and reports in the digital space, including within the workplace/sector, with digital service providers, regulatory bodies, online communities and other stakeholders. Guides others to the most appropriate way to engage and sets a benchmark.

**Note:** Digital enabling capabilities are covered under [Relationships](#) and [Think and problem solve](#)

<sup>13</sup> Source: Agricultural Workforce Digital Capability Framework, KPMG and Skills Impact, 2019



# People Capabilities



TECHNICAL

Level 1	Level 2	Level 3
<b>Think and problem solve</b>		
Identifies problems and works with others to find solutions.	Identifies problems, the cause of the problem and proposes solutions that help to address the root cause.	Identifies problems, determines the cause of the problem and can then prioritise and offer alternative solutions. Is instrumental in leading and implementing solutions.
Shows the ability to think analytically about problems and is beginning to understand cause and effect.	Thinks analytically and can discern patterns in information. Is able to work with and support others to find logical solutions.	Thinks about problems critically and analytically when needed to break down and process complex information. Can identify cause and effect relationships to make connections between actions and outcomes.
When needed can focus on how the whole system works and how the different parts interrelate.	Has a high level of understanding of how the whole system works and is beginning to recognise when to apply analytical vs systems thinking in various contexts.	Is a systems thinker and understands the ways in which the system's constituent parts interconnect and operate over time in the context of a larger system. Knows when to be an analytical thinker and when to be a systems thinker.
Is innovative and focuses on continual self-improvement and shares lessons learnt with others. Is adaptive to unforeseen changes and events.	Finds innovative solutions and focuses on self-improvement and improvement of the whole system, processes and practices. Adapts approach to work, communication and engagement to the situation.	Is entrepreneurial and able to extract value to benefit others. Establishes and promotes a culture that encourages innovation and initiative and emphasises the value of continuous improvement.
Works to support succession planning when needed and provides insight into issues around workforce and scenario planning.	Supports the development and implementation of workforce and succession plans. Is involved in training and bringing on new employees.	Leads the development and implementation of workforce strategy and planning, succession planning and scenario planning. Identifies workforce gaps, is involved in recruitment and can identify possible future scenarios.

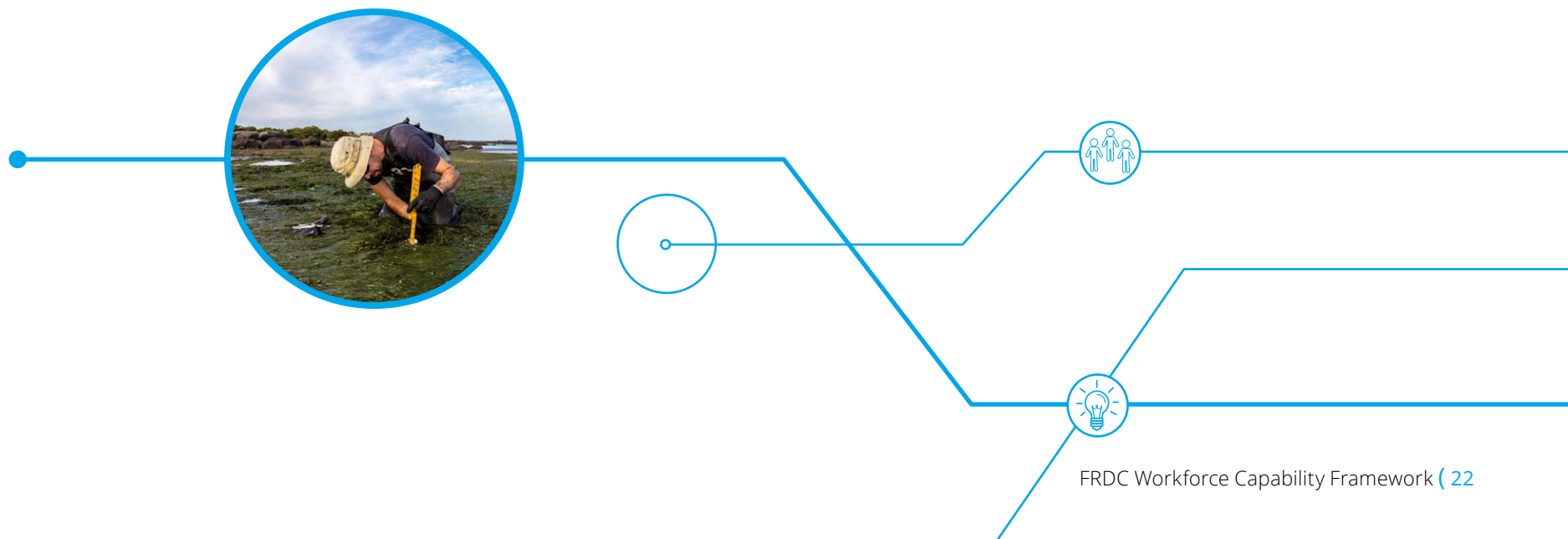


# People Capabilities



TECHNICAL

Level 1	Level 2	Level 3
<b>Develop marketing and promotion</b>		
In all interactions relating to the workplace or project clearly communicates the vision and values. Is beginning to communicate through different platforms.	Clearly communicates and promotes key messages, the vision and values of the workplace to diverse audiences through various platforms including social media, email, phone and in-person scenarios. Delivers value to the project or workplace through this communication.	Is a clear communicator across all modes of engagement and is able to connect with audiences and customer segments through this delivery to bring value to the workplace. Models how to market and communicate the values, vision and goals of the workplace or project clearly.
Has a reasonable level of written competency and has input into different written communications outputs.	Has a high level of written competency and can communicate clearly in different contexts using this format (e.g. briefs, scientific reports).	Has a high level of written competency and leads the development of different communication outputs which successfully engages diverse audiences.
Is involved in researching and analysing data to identify target audiences.	Research and analyses data to identify target audiences and customer segments. Supports the leadership team to deliver value.	Leads research and data analysis to identify target audiences and customer segments. Uses this knowledge to appropriately deliver value propositions.
<b>Develop and apply sustainability knowledge</b>		
Possesses an understanding of the importance of the environment for the prosperity of the workplace.	Participates in processes and advocates for improved environmental outcomes for the workplace and sector.	Ensures the workplace mitigates environmental impacts as much as reasonably possible and advocates for a more sustainable sector.





# People Capabilities



## TECHNICAL

Level 1	Level 2	Level 3
<b>Embed governance, risk and quality management</b>		
Possesses an understanding of the importance of governance frameworks and adheres to the policies and procedures of the workplace.	Participates in governance processes such as project steering groups and planning committees. Knows where to go to access information on governance, risk and quality standards.	Ensures effective governance, frameworks and guidance enables high-quality strategic corporate, business, financial and operational planning. Guides others in where to access information on governance, risk and quality standards.
Understands the importance of cyber security and ensures that their actions do not compromise the integrity of this system.	Participates in the development of governance frameworks to guide the use of technology.	Ensures that effective governance frameworks are in place to efficiently and effectively apply technology within the workplace and comply with high cyber security standards.
Is aware of risks (such as biosecurity) and ensures that they do not act in a manner that may escalate risks.	Identifies and implements safe work practices and takes appropriate steps to mitigate the risks to oneself and others to ensure everyone's health and safety.	Sets standards and exercises due diligence to ensure WH&S risks and other health and safety risks are addressed. Directs the development of short- and long-term risk/benefit management frameworks to ensure aims and objectives are achieved.
Works with others to ensure that they are being consistent in the delivery of goods/services and procurement of them.	Supports employees to meet expectations set under quality management. Upholds the policies and procedures of the workplace to ensure consistency.	Ensures effective governance systems are in place to guarantee quality analysis, management, research and reform. Motivates and inspires employees to improve and work towards the shared goals of the workplace.
<b>Develop financial literacy</b>		
Appreciates how important it is to accurately and completely estimate and calculate costs and record financial information.	Understands and identifies errors in financial and budget reports and proposals. Takes corrective action.	Identifies and analyses trends, reviews data and evaluates business options to ensure business reports and proposals are financially sound.
Understands basic financial terminology, policies and procedures.	Has an understanding of core financial terminology, policies and procedures. Demonstrates knowledge of relevant recurrent and capital financial measures.	Applies an in-depth understanding of recurrent and capital financial terminology, policies and processes to planning, forecasting and budget preparation and management.
Understands basic compliance obligations related to using resources and recording financial transactions.	Responds to financial and risk management audit outcomes, addressing areas of non-compliance in a timely manner.	Establishes effective governance and frameworks to ensure that financial resources are used ethically and judiciously across the whole workplace.



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Relevant **enablers** and **people capabilities** are captured in each case study with italicised headings in each section.



**Community**



**Workplace**



**Aptitudes & Attitudes**



**Relationships**



**Technical**



# Smart Shark Drum Line

<https://www.oric.gov.au/publications/spotlight/creating-sustainable-employment-sea-country>

Objectives being met:

① ② ③ ④

## Introduction

Joonga Land and Water Aboriginal Corporation (Joonga) is providing local jobs on Land and Sea Country in projects that care for Country on the NSW South Coast.

After Joonga trained the local mob in all things boating – such as deck hands, coxswains (skipper), tour guiding, boat safety, weather and getting a taste for general sealife – they were successful in winning a tender for Eurobodalla Shark Smart Drumline, a shark tagging project with NSW Department of Primary Industries (NSW DPI).

The project has created highly skilled jobs for seven locals and a renewed sense of pride. NSW DPI provided further training for the specific drumline roles in shark handling, research and tagging (data collecting).

Walbunja man and Joonga Operations Manager, Wally Stewart, with the support of a small board of Yuin Traditional Owners, spent over 12 months working through financial, governance and logistical hurdles (such as applying for grants to lease and then purchase very specific and expensive boats) to set up the program.

The project's value extends further than just the seven crew members employed – in an area with traditionally high unemployment, the drumline crew have become role models for the next generation who want to know where they can get a similar job.

Wally recently designed a full training program so that young people can get a taste for working on the water, whether they end up on a drumline, fishing trawler, ferry, charter boat tours or other maritime industry-related jobs.

"I can't believe the change in the drumline crew members. They are so proud and content with being connected to the water and earning a proper wage," Wally said.



**Community: Work with First Nations communities – South Coast mob**



**Use strong partnership management**

Getting the local community engaged and working in fishing is more than just a job. It provides a decent income to support their families, a sense of pride, a healthy lifestyle with healthy eating (traditional diet from the ocean) and the opportunity to work on Sea Country.

Critical partnerships and relationships include local service providers who maintain the crew's vessels, bait suppliers and the local marina etc. Building trust with these providers through paying on time and working collaboratively helps to keep the crew on the water and ensure everything runs smoothly.

"Connecting to Sea Country helps with that healthy lifestyle – it's in their blood. It's therapeutic – they are content when they are on the boat. It has changed their lives," Wally said. "They have built themselves a team which has to work together for long hours on the boat. Working on Country is a natural thing for them which is why they are so good at it."



**Embrace networks and networking / Know and be aware of employee capabilities**



**Work collaboratively / Engage, support, develop and empower diverse teams**

Wally is a skilled networker in his local community, with government and universities. This helped him to find a trustworthy and skilled Professor of Business who has a 'listening' rather than 'telling' nature.

The South Coast mob were missing skills in business planning and submission writing and the Professor of Business worked with Joonga to write the business plan and apply for grants. According to Wally, he has been the backbone of Joonga's success.

Through networks on the South Coast, the Professor of Business is now working with others to help them realise their ideas. As a trainer, he also builds capability with those he works with so they can do the job once they receive a grant.

It has taken years of advocacy from the local community to break down barriers that limited the South Coast mob's ability to work on the water. Wally and others have been building relationships with NSW DPI over the years so there is now mutual respect. This relationship building continues to develop.





### *Act with integrity*



### *Communicate effectively / Work collaboratively / Engage, support, develop and empower diverse teams*

Wally recognised the attitude, aptitude and fishing skills of a young, talented non-Aboriginal local skipper who is now the leading skipper on the boats. He was the youngest skipper in Australia when he received his qualification and naturally mentors, trains and leads his teams well.

The skipper manages the drumline and performs this task to the highest level – everything from fixing a rusty screw to communicating clearly with the crew. This has the double benefit of providing guaranteed work for the skipper (essential for housing or car loans) and developing strong, capable, empowering leadership for the crew.

Wally and the skipper agreed on remuneration and have an ongoing honest and trusting relationship. They speak every few days and do joint business planning, asset management, safety management and financial planning to ensure they meet contractual arrangements with NSW DPI.



### *Display resilience, courage and flexibility / Show drive and initiative*



### *Embrace and lead change / Engage, support, develop and empower diverse teams*



### *Embed governance, risk and quality management*

Embed governance, risk and quality management  
It took many years for Joonga to grow from an advocacy organisation to a corporation including several businesses. During this time there were challenges with bookkeeping and convincing others of the importance of becoming a corporation. Wally had to continue to stay focussed under pressure, keep calm and logically work through each challenge (e.g. learning about good governance and reporting to meet government requirements) while being flexible when needed (e.g. responding quickly when hearing about new government grants).

The South Coast NSW mob have a duty of care for Sea Country as the song lines extend into the ocean. Joonga also has a scientific dive team which carries out research on sea urchins in partnership with NSW DPI. They have noticed the decline in fishstock over the years and their knowledge has been incorporated into invasive species inquiries. They are now working on a Sea Country Plan with Wollongong University (funded through FRDC). Using holistic thinking around Sea Country, their next steps will identify what capabilities they need to implement the Sea Country Plan.

While Wally's community was initially resistant to complete diving accreditations, (as they have always dived!) he worked with them to understand the bigger picture and the requirement for a dive certificate to be employed as part of the dive team. There is ongoing training and fitness tests to maintain the accreditation and necessary skill levels.

*"I can't believe the change in the drumline crew members. They are so proud and content with being connected to the water and earning a proper wage."*

- Wally Stewart, Operations Manager





# Realising the Potential of Local Communities

## Introduction

The development of the Ord River irrigation scheme has created significant employment and investment opportunities in remote north east of Western Australia. Kununurra, the primary town that services the Ord, has many social problems that are inter-generational. With the Ord River Scheme came many investors who needed employees and communities to support them. Positive stories from this area illustrate how innovative thinking does not always need to be a technology based solution, instead, practical support in life administration has enabled more of the local people to enter the workforce.



### Community enablers



### Embrace and value creativity and innovation



### Work collaboratively

With the advent of COVID, many of the traditional sources of seasonal workers became unavailable as Australia's borders closed. Kimberley Agricultural Investment (KAI) needed more workers during this time and the local First Nations people needed jobs. It was the provision of a birth certificate, medicare card and drivers licence that enabled many long-term unemployed people from the Mirriwong Gujjerong people to partner with KAI and participate in the workforce. These items, taken for granted for most people, were the basic barriers for people to be employed. KAI with the local Aboriginal leaders organised for these to happen and then employed them in the business – a win for all.



### Engage, support, develop and empower diverse teams

The Cooperative Research Centre for Developing Northern Australia (CRCNA) also organised micro-businesses for women. This included teaching basic literacy and numeracy skills together with women's circles to discuss the opportunities for businesses the women could develop. This provided the women with a sense of self-worth where they could value themselves, especially when recovering after experiencing trauma.



### Community enablers

Liveability and basic services are essential in building regional and remote communities. The Kununurra health service was allocated funding for two additional nurses to work in the community. The two successful candidates also had a rural background and a higher level aptitude for working in a rural area. Both candidates had kids so required daycare in order to work. The Kununurra Day Care centre had a six month wait period for care. The community offered \$100k remuneration to attract daycare workers, however while there were applicants, there was no available housing. The local council had also been trying to address the housing crises by opening up new development areas. However, they had been frustrated in this endeavour by a two-year delay in the state signing off on their development approvals.

For geographically isolated areas, all these issues overlap and need to be thought of and worked through as one, alongside identifying and managing capability needs.



# Supporting Employees from CaLD Backgrounds

## Introduction

Education and training for CaLD workers can often underwrite their success regionally. Language is one the most common barriers for CaLD workers in both meaningful settlement and effective workplace performance – meaning demand for accessible English as an Alternate Language (EAL) courses in regional hubs is critical together with pathways for enrolment. Providers need CaLD-specific supportive learning environments – with trained staff and support programs.



*Know and be aware of employee capabilities / Create an enabling organisational culture*



*Display a culture of safety*

Essential ingredients for realising the benefits of employing a diverse workforce are: employers supporting study with time, resources and connections, creating a culture of inclusion and cultural safety (where all workers feel comfortable, supported and connected), providing support and opportunity within workplaces and learning institutions.



*Engage, support, develop and empower diverse teams / Communicate effectively*

In Victoria, Wodonga, South West and Suni TAFE, have all worked to enhance their services for CaLD communities, including by engaging CaLD staff in teaching and support roles. They are also enabling easier pathways for learners – with more students moving from EAL to other courses to support employment opportunities. Training through community groups such as the Country Fire Authority (CFA) or State Emergency Services (SES) in Victoria has also been seen to promote skills-based learning and enhanced community connections.

Examples of CaLD specific training resources are:

- <https://www.sunitafe.edu.au/courses/essential-farm-worker-training/>
- <https://www.cfa.vic.gov.au/schools/english-as-additional-language/understanding-cfa>

Language is one the most common barriers for CaLD workers in both meaningful settlement and effective workplace performance.





# Growing Your Own Employees

## Introduction

Tassal Group is an Australian aquaculture leader and a prominent seafood brand. With more than 35 years' experience, Tassal's passion for aquaculture drives its commitment to produce healthy, sustainable and nutritious food.

The business has over 1800 employees spanning from Dover in Tasmania to Mission Beach in North Queensland and Cone Bay in Western Australia.

Working on the water is a challenging environment due to the unpredictability of each day. The attraction, recruitment, retention and safety of new employees became a challenge that impacted existing team members. Dealing with extreme weather conditions and complexities of the job can be difficult for even the most experienced farm attendant, so it was somewhat overwhelming for new employees with little to no experience.

To overcome the challenge of developing capable, confident new employees in a work environment that is inherently difficult, Tassal developed the Accelerate Program – an intensive six-week training program to support the safety of new employees and existing team members.



## Know and be aware of employee capabilities

The Accelerate Program supports three of Tassal's key initiatives:

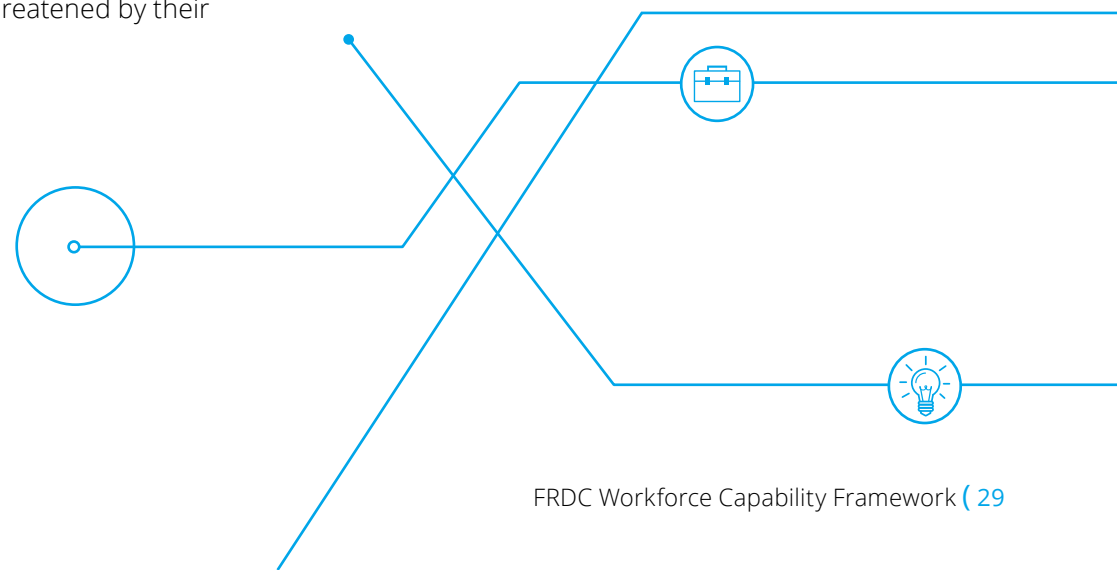
1. **Have world-class engaged teams delivering optimal performance**  
Tassal's employees must feel safe. This includes having a purpose, accountability and mastery in the work they are required to undertake.
2. **Deliver business-wide operational excellence through our highly engaged safe teams, working collaboratively in alignment**  
New team members can contribute immediately, and safely, to the business. It enables Tassal to have a pool of skilled talent ready to fill vacancies with minimal disruption to workflows.
3. **Establish psycho-social safety as a foundational component/lever to the success of Tassal's Safety System**  
A 'safe' training space has bolstered employee confidence to do the job and interact with colleagues without feeling threatened by their lack of expertise.



## Embrace contemporary work practices

Several strategies were trialed to overcome high turnover and low retention within the Tassal farming division.

Accelerate ensures that new employees are exposed to different aspects of the business, have opportunities for additional training, and focus on managing risk and prioritising safety. Proactive recruitment was a new concept to many leaders at Tassal. Past ad-hoc recruitment of new employees created issues for the Tassal WHS trainer to provide suitable and consistent training to ensure staff were operating in a safe manner.







### *Embrace and value creativity and innovation*



### *Embrace and lead change*

Accelerate is the first of its kind in Australia's aquaculture industry and is focused on providing business-wide impact and supporting career progression.

Tassal initially took a risk to increase the number of its employees to enable training. The initiative challenged the way Tassal's leadership team approached employee vacancies and created a shift from being reactive to proactive. Tassal leaders now see the benefits of additional headcount in the short term as they can access capable people quickly.

In the past, teams would often 'pick up the slack' while Tassal recruited from a limited talent pool and trained new farm attendants on the job. Under the previous training process, employees trained under the buddy system and needed to leave the site to gain tickets to use deck machinery and gain their Coxswains license over a 12-month period.

Accelerate has alleviated this stress, resulting in upskilled employees with required licenses to work on the farms and avoid leaving the site.



### *Display a culture of safety (physical, psychological and cultural)*

Throughout the 6-week program, Tassal prepare new staff to safely manage themselves on the water in a high-risk environment and know the basics of their role.

As experienced farm attendants, Accelerate facilitators interact with new team members throughout the program and observe safety actions among the group, flagging anyone who may pose a risk. This does occur occasionally where newcomers are unaware of the dangers. This behaviour is closely monitored, standards and goals set, and if necessary, the person is removed from the training.

Accelerate gives people a sense of psychological safety in addition to purpose, accountability and mastery. New team members learn about their role and where it fits within the broader Tassal environment; what is expected of them during training and in their permanent role; and the basic skills required to complete their function on the water.

The biggest achievement for Tassal relates to improvements in physical safety, psychological safety and wellbeing. Importantly, there has been a reduction in safety incidents involving people under a year tenure. Further to this, new team members meet people from other sites and can bond and form networks before they join their permanent teams, which has been a positive overall.



The Accelerate program ensures that new employees are exposed to different aspects of the business, have opportunities for additional training, and focus on managing risk and prioritising safety.





# Flexibility for Business and Personal Benefit

## Introduction

Rhett works for Raptis, a 4th generation family-owned business in Northern Queensland and the Great Australian Bight. Most of their catch is wild prawns from Darwin and the Cape, which is unloaded in Kurumba and Darwin, and then sent to Brisbane for processing. The business also purchases some prawns in from other businesses. The catch is processed into different products and exported, sold to supermarkets, wholesalers or other depots.

Lots of Rhett's work is focused on workforce planning and logistics. Retaining staff in the fishing industry is challenging and they are always trying to find ways to incentivise people to stay working for them. Rhett and his team focus on creating an environment that staff want to stay working in.



## Embrace contemporary work practices



## Think and problem solve

Rhett and the leadership team are conscious of creating an environment where people want to work. They want to retain staff long-term. This has meant adjusting work hours and shifts to improve employee satisfaction. They have achieved this through moving from 8 to 12-hour days on split shifts (e.g. 3 days of 12 hours then off for 3 or 4). There was some resistance to the change at the beginning, however, now that staff have adjusted, they are enjoying the change as they get extra days off. The remuneration is the same for 36 hours as 38 as the business increased the base rate so that staff did not lose income in the loss of two hours labour. Through this new approach the business has managed to increase the volume processed e.g. from 40 tonne over 5 days to 70 tonne over 6 days as staff are happier and thus more productive.

By being flexible and open to change, the business is experiencing greater job satisfaction, higher levels of staff retention, and increased productivity.



## Value diversity and inclusion



## Communicate effectively / Engage, support, develop and empower diverse teams

Rhett's team is made up of staff from lots of different cultural backgrounds and locations. He and his team are very conscious of clear messaging, especially with their staff who have English as an alternate language. They have set up a communication structure which strongly utilises the skills of their line supervisors. The business values the diversity that working in an international space brings and focuses on creating an environment that staff want to work in.



## Embrace and lead change

As noted above, the business has embraced change to improve their systems and practices which benefits the staff and business in the long-term. They have identified a communication framework to overcome cultural barriers and have worked with their diverse team to implement change.





# Flexibility for Remote Area Attraction and Retention

## Introduction

Mackays are a long standing, large agricultural business who grow bananas, avocados and other agricultural goods in Queensland. Attraction and retention of staff is a greater challenge for their more remote locations compared to ones near bigger towns. However, the advantage of having their most remote location, at Lakeland Downs in far north Queensland, is that it mitigates some biosecurity and extreme weather risks by being further inland than the other locations. The following trial and rollout of a flexible work arrangement helped the business to meet those competing needs of remoteness and staff retention.



*Embrace contemporary work practices*



*Assist with life administration / Support local geographic communities*



*Embrace and lead change*

Mackays trialled a 5 days in 4 work week in one of their more remote locations to enable their employees to get to and from major centres for shopping, family and recreation. After extensive engagement with employees and some initial resistance, employees adjusted and found it worked for them. It was then rolled out to their other locations who also, after an adjustment period, found that employees were happier due to the improved work/life balance and employers anticipated improved retention.

Keys to its success were further flexibility in how it was rolled out for different cohorts and locations. For example, slightly different flexibility was required depending on whether you worked in the office or on farm and/or for employees with child drop off responsibilities.



Rollout of a flexible work arrangement helped the business to meet competing needs of remoteness and staff retention.



# Overseas Employees and Contemporary Work Practices

## Introduction

Jodie and her partner are wild catch employers and run a small business that has struggled to attract local employees on a permanent basis that are trustworthy, reliable and skilled. In their search for a solution, they have gone through a process of hiring two Filipino workers to fill the needs gap. This has been very successful, and they now have excellent staff working under conditions that satisfy both the business and worker needs.



*Support Culturally and Linguistically Diverse Communities (CaLD)*



*Embrace contemporary work practices*



*Value diversity and inclusion / Display a culture of safety*

Employing overseas workers involves some logistics and skills that some businesses may not be familiar with. There are costs involved, and potentially the development of new capabilities. These include: engaging immigration lawyers, development of new labour agreements and employment contracts, understanding visas and legislation, analysis and understanding of documents, understanding and engagement with employees from CaLD backgrounds and/or with English as an Alternative Language (EAL). Whilst there is some investment in the process of hiring employees from overseas, there are benefits for both parties.

For Jodie and her partner, hiring two Filipino employees means that they have employees who are already highly skilled in fishing, boating and most importantly, safety. To have trust in your employees' capabilities when out at sea for extended periods of time means a major reduction in the physical and psychological safety of skippers (and indirectly of their crews). For Jodie's partner, the skipper, this change has been life-saving.

Jodie recognises that the way that employees are paid who work in the physical part of wild catch fisheries is not ideal. They are generally remunerated in lump sums based on percentage of catch (share-fishing agreement) rather than through a steady income. In some circumstances, the share fishing

agreement may not include superannuation or leave entitlements. This does not provide security or a safety net for employees and significantly reduces the attractiveness of the industry.

The Filipino employees are under an employment contract with a guaranteed base wage with a bonus based on percentage of catch. Sick leave, annual leave and superannuation are also included. This way of remunerating employees allows them to plan their lives (e.g. with family commitments, purchase cars or houses) with a guaranteed income, incentive to increase catch and safety nets such as leave entitlements. Without this standard remuneration, it is difficult to attract and retain employees whether they are from overseas or locals.



*Embrace and lead change / Work collaboratively / Engage, support, develop and empower diverse teams*

Jodie has continued to seek out ways to improve her business' systems and practices and has been an advocate for change in the F&A industry. She has focused on building and maintaining relationships to help build cross-sector relationships for information sharing. She also works as a National Seafood Industry Leadership Program (NSLIP) facilitator where she supports others to develop skills and capacity at personal, business and national levels.



# Cultural Fishing for Broad Benefits in Tasmania

<https://www.abc.net.au/news/2022-03-18/indigenous-tasmanians-commerical-abalone-fisheries-deal/100916392>

Objectives being met:

① ② ③ ④

## Introduction

Dr Emma Lee, Federation University Australia, and Tim Russell-Jarvie, Land and Sea Aboriginal Corporation Tasmania, are working to support Tasmanian Aboriginal communities to establish a market for cultural fisheries, through abalone, in Tasmanian waters. Abalone is a keystone species and has traditionally been harvested by Aboriginal Tasmanian women.

In 2022 the Tasmanian Government and the Land and Sea Aboriginal Corporation of Tasmania (LSACT) signed an agreement with the Tasmanian Government to establish a cultural fisheries program that includes, for the first time, the right for an Aboriginal non-government organisation (NGO) to fish for abalone commercially – a huge step after years of advocacy for Aboriginal leadership in fisheries management.



## Work with First Nations communities

Emma and Tim both recognise the importance of gaining support from the whole community and thinking holistically to enable the learning and passing down of knowledge. For young people to move into jobs and then increase their capabilities – such as deck hands to skippers or public servant to policy leader, there needs to be a whole village of people to get them there ie. Government, private, local communities and training and research organisations such as Institute for Marine and Antarctic Studies (IMAS). Jobs are only part of the journey with connection to Country, kinship and reciprocity all required for overall regional development. Emma refers to this idea as “Cradle to Grave”.

“We’re going to create a cradle-to-grave sea country program so we can get people connected, so they can see a future for themselves in jobs and culture, and just belonging” Dr Emma Lee.

“This is about us ending juvenile justice interventions through establishing cradle to grave programs for connections to Sea Country” Dr Emma Lee.

“It’s about transforming commercial fisheries into fisheries with social impact, and this is about Aboriginal Tasmanian leadership for regional development that is not competitive with export industries”. Dr Emma Lee



## Develop and apply sustainability knowledge



## Use strong partnership management

The new abalone program will assist Aboriginal and non-Aboriginal people in understanding species and ecosystems particularly with the increasing impacts of climate change and overfishing. The partnering of Traditional knowledge and western science will work together to understand and protect the species.

“We want to be able to start new narratives about how to care for that abalone,” Dr Emma Lee

“Particularly in times of climate change and warming waters, so that that industry doesn’t collapse,” Elder Rodney Dillon, head of LSACT







### *Work with First Nations communities*



### *Value diversity and inclusion*

Caring for Sea Country is holistic and having access influences the Indigenous health sector, youth justice, cultural care and flexibility to support communities, and a transfer of knowledge. This program is working to improve transfer of knowledge and traditions and implementation of caring for Sea Country.

It is also testament to the value of diverse people with diverse thoughts (First Nations people, western scientists, social justice, health and communities) coming together to protect Healthy Waters and young people's futures. There is also a great opportunity for First Nations women to have a key role.

"In Tasmania, women are of the sea, men are of the land and everyone's from night sky country, so we've got a real opportunity here to have women in leadership in fisheries." Dr Emma Lee



### *Work collaboratively / Influence and negotiate / Embrace and lead change*

This project is a catalyst for change. Tim is embracing the opportunity to work collaboratively with the food tourism sector to put local abalone on hospitality and restaurant tables with the many benefits:

- economic - driving local demand for high quality produce and increased food tourism,
- social – creating space for everyday people to recognise indigenous knowledge through abalone.

Creating more jobs for local First Nations people in fisheries and food tourism. Taking up this opportunity is requiring many relationship capabilities:

- work collaboratively with the tourism and hospitality sectors
- Influence stakeholders to understand the benefits and negotiate for fair deals for all
- embrace and lead change in a new area



"It's about transforming commercial fisheries into fisheries with social impact, and this is about Aboriginal Tasmanian leadership for regional development that is not competitive with export industries."

- Dr Emma Lee,  
Federation University Australia





## Introduction

The Stay Afloat initiative originated in Tasmania and is a grassroots program aimed at supporting individuals who work in the seafood industry. [Stay Afloat \(Seafood Industry Tasmania\)](#) and [Stay Afloat \(Seafood Industry Australia\)](#) offer a range of mental health and wellbeing activities, tools and support for F & A communities. These programs were developed in response to high suicide rates and ideation. There are many trusted advocates who are part of the Australian Stay Afloat program who provide a listening ear. For the Tasmanian Stay Afloat there are also staff who can offer clinical support.



*Display a culture of safety (physical, psychological and cultural)*



*Engage, support, develop, and empower diverse teams*

Recognising when yourself or a fellow team member needs help and knowing what to do can be challenging. The Stay Afloat programs are available to anyone who is part of the F & A sector and can provide a stepping stone to getting the help that yourself or your colleague may need.

If you need support, please do not hesitate to reach out to the relevant Stay Afloat programs:

- **Stay Afloat Tasmania:** [tsic@sit.org.au](mailto:tsic@sit.org.au) or phone 1300HELPMATE
- **Stay Afloat Australia:** [info@seafoodindustryaustralia.com.au](mailto:info@seafoodindustryaustralia.com.au) or phone 0408 008 344



Recognising when yourself or a fellow team member needs help and knowing what to do can be challenging.



# Prawn Industry Digital Skills Hub

<https://www.seafoodcareers.com.au/course/digital-skills-hub-prawn-farmers>

## Introduction

The Prawn Digital Skills Hub was established by the Australian Prawn Farmers Association (APFA) in collaboration with CQUniversity to address the current skills gap in the sector around digital capabilities and literacy. Inadequate digital capability is one barrier that limits the Queensland prawn farming industry's adoption of digital technologies. This project provided industry-wide learning opportunities for employees across the prawn farming industry, ensuring a capable and confident workforce to drive digital transformation into the future. The Hub includes videos, overview information, additional resources, video demonstrations and links to further resources. The training was blended training (on-the-job and online) and allowed for self-paced skill development.



### *Develop and enable technologic literacy*



### *Use strong partnership management*



### *Work collaboratively / Engage with stakeholders*

When upskilling the workforce using online training, the challenge is in designing training materials that are perceived to be useful and easy to use. This means considering the target cohorts preferences for subject matter, content form, and time duration for activities. From extensive consultation and co-design with industry stakeholders, (interviews, focus groups, and an industry-wide survey), the following guidelines were set for design and delivery of the Prawn Farmers Digital Skills Hub:

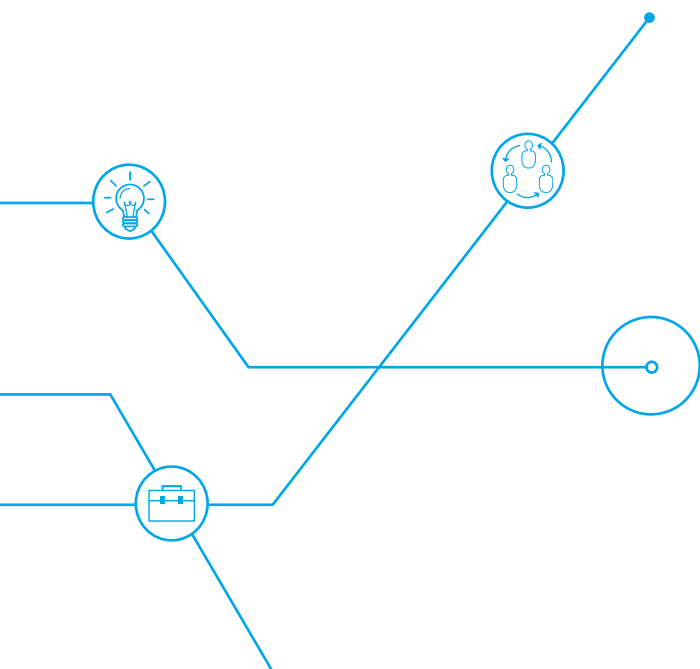
1. Topics for modules to include "Water Quality Technology", "Digitalising Data Collection" and "Introduction to Digital Aquaculture" and be mapped to digital skills aligned with the respective capability areas of technology operation, data monitoring, analysis, and interpretation/data management, and digital literacy.
2. Where applicable, the modules need to include case studies, application to WHS systems, and explanations of basic scientific concepts that underpin the "why" of technology use.
3. Modules need to be easy to integrate into prawn farm employees' workflow/schedules as not all employees have access to digital devices at home.
4. Content should be designed in 10 minute "chunks" and make use of audio/visual delivery of content.

5. Workshops on how to integrate the online modules with practical activities on farm to complement the theoretical knowledge are needed to support the roll out of the Hub.

Immediately following the successful delivery of the Prawn Farmers Digital Skills Hub workshops and webinars, almost all (94.4%) of the workshop participants reported intentions to use the Prawn Farmers Digital Skills Hub in the future. Furthermore, an industry led value proposition for the digital skills hub was identified that included the usefulness of this tool to:

- i. support the induction of new staff,
- ii. provide on-the-job training in digital skills, and
- iii. attract new recruits by showcasing the progressive nature of the industry and ensuring the next generation are aware of the digital transformation taking place on QLD prawn farms.

As a result of their use of the Prawn Farmers Digital Skills Hub, participants reported acquiring the knowledge, skills and confidence to introduce digital systems and to work with digital systems in QLD Prawn Farming enterprises. For a quick introduction on how to access the Prawn Farmers Digital Skills Hub and overview of the contents you can watch <https://www.youtube.com/watch?v=rLFRq7QPfL0>





# Futures of Seafood

<https://futuresofseafood.com.au/>

Objectives being met:

① ③ ④

## Introduction

Futures of Seafood is an innovative research program designed to understand the breaking points and challenges being faced by the F&A sector and identify future growth opportunities. This program has been driven by SIA and Blue Economy CRC. It seeks to address this question: as competition for ocean space intensifies, how can we measure and manage the cumulative impacts on Australian seafood?

This study will profile and map Australia's seafood footprint and provide evidence-based insights into ocean usage. It will be a novel study that describes, maps and models the spatial, economic and social impacts of Government targets and decisions, including but not limited to: offshore energy zones and proposals, marine parks and environmental regulation, oil and gas, desalination plants, tourism and recreational use and rocket launch pads. The program is trying to establish what Australia's future could look like in a rapidly evolving landscape that is overlaid with a complex regulatory environment.



*Use strong partnership management*



*Work collaboratively / Influence and negotiate / Engage with stakeholders*

This program will involve businesses and organisations across the F&A sector, governments and the community. There is an identified need to collectively understand the impacts of decisions that change ocean access, what the breaking points are and where there are opportunities. The opportunity to draw knowledge and wisdom from the ground up (fishers, small operators and from a range of businesses) will improve science-based decision-making and result in co-designed processes and outcomes.

A strong governance model is proposed to capture the breadth of stakeholders and ensure oversight of the study, strategic relevance and timely input from data and information contributors (you can view the Governance Model in this report).

Ensuring that there is meaningful and genuine participation means that the research will move beyond the desktop and data into delivery and implementation. There will be ongoing consultations and submissions to involve individuals and groups from across the sector.



*Develop and apply knowledge / Think and problem solve*

This study is reliant on both data and insights, and information will be sought through a series of data audits, workshops, surveys, interviews and consideration of direct support to seafood related associations to secure information from their members (as appropriate).

The aim of this program is to understand the potential pathways and opportunities that lie ahead for the industry during a time of rapid change and transformative agendas.





# Women in Seafood Australasia (WISA) – Diversity and Inclusion

Objectives being met:

① ②

## Introduction

There is increasing recognition of the importance of diversity in the workplace and creating an inclusive environment. Women in Seafood Australia (WISA) is the only national organisation representing women who work in the seafood industry. WISA's primary purpose is to champion an inclusive industry with diverse voices for a thriving seafood sector. They empower, connect and are responsive to the needs of women in seafood. WISA has become more active in the last five years with a push to professionalise the organisation. Some of the challenges that women are facing in the F&A sector include a lack of representation of women on committees and boards, structural barriers around selection processes for jobs and volunteer positions, and safety.

Another program designed to connect, enable, support and champion all women in F & A is Turn the Tide. For more information: <https://wisaturnthetide.com.au>



*Value diversity and inclusion*



*Work collaboratively /  
Be self-reflective/self-aware /  
Engage, support, develop, and empower  
diverse teams / Embrace and lead change*

Seafood and Maritime Training (SMT) have worked collaboratively with WISA to look for opportunities to raise awareness around the benefits of a diverse workforce and the importance of gender equality in the F&A sector. SMT trains over 1000 students annually in a variety of commercial fishing, aquaculture, and maritime courses. Of these students 95% are employed in the Tasmanian Seafood and Maritime industry and many of them are undertaking the training as they have just been employed for the first time. The student cohort, however, is majority male aged between 16-30 years. As part of SMT's focus on people, in 2023 they embarked on a program of promoting the benefits of inclusion and diversity in their training. The partnership between SMT and WISA seeks to find opportunities to improve the gender balance in these training programs through workshops, training of SMT staff, and identification of partners to help drive change. SMT is trying to focus on the benefits of diversity of thought in their work.



*Establish outcomes-based systems and processes*



*Value diversity and inclusion*



*Be self-reflective/self-aware /  
Engage, support, develop, and empower  
diverse teams / Embrace and lead change*

WISA recognises that there is often mentoring needed to complement a promotion or to support an individual in a new position, such as on a board or committee. The WISA Bursary Program has been developed to support women to attend industry events, such as the Seafood Directions Program Industry Conference. The bursaries are designed for women who would like to further develop their networks, connections, skills and capabilities. They are intended for women who would otherwise not attend an industry conference or event due to financial or other barriers. As part of this initiative support is also provided to participants prior to a conference or event to make it a positive experience. WISA facilitates and supports involvement through making sure experiences are positive and by facilitating connections between people. Many from this Program have gone on to secure jobs at WISA and in other associated industries. Key outcomes from this Program include professional development and networking.





# Sea Forest - Mentoring, Mental Health, and Capability Building

Objectives being met:

② ③ ④

## Introduction

Sea Forest is a Tasmanian-based organisation that has developed a product called SeaFeed: a livestock supplement that reduces livestock emissions at scale. Asparagopsis is a red seaweed that is native to Australian Coastal waters and through photosynthesis it captures carbon from the atmosphere which makes up 40% of its biomass. The SeaFeed product range is based upon the bioactives found naturally in this seaweed. Sea Forest is working with the Institute for Marine and Antarctic Studies (IMAS) and James Cook University to carry out this work. As this is a relatively new organisation, they are still in the early stages of workforce planning; however, Sea Forest recognises the importance of mentoring and creating a safe, supportive workplace.

Being a new organisation, and part of the emerging industries sector, there have been some challenges around recruiting staff such as quality assurance managers who understand the science (chemistry and marine science). As they are working regionally it can further contribute to this challenge of recruitment. Workforce recruitment challenges are also further complicated by a lack of technical and digital skills. They recognise the need to work smarter, not harder.



*Embrace contemporary work practices*



*Embrace and lead change*



*Think and problem solve*



*Embrace and value creativity and innovation*

Sea Forest acknowledge the importance of flexibility and are trying to break away from the standard 9-5 workday model. The organisation is currently thinking about how they can focus on outcomes and provide options for part-time and flexible work arrangements. As Sea Forest operates in a more remote, regional area they provide accommodation on site to attract employees. They support relocation and are currently improving their Drive in Drive Out (DIDO) system. There is also a free bus service from Hobart to Triabunna that is funded by the government. This is all part of their **employer value proposition**.

The organisation believes that mentoring and building the capabilities of their workforce is essential. They provide access to courses through a network called **BEST**, who offer free training in forklift use, Cert IV in leadership, and first aid. Sea Forest try to provide mentorship opportunities for employees so that they can connect with others in the sector and in the organisation. These opportunities allow people from different levels in the business and different backgrounds to share their journey and help others to identify career pathways. Employees

are connected once a month with someone in the team other than their direct line manager. There are also opportunities to be part of industry groups, such as the Australian HR Institute (AHRI).

Sea Forest values the skills and knowledge that their employees bring to the table. They believe in empowering others to articulate ideas and feed into change across the organisation.



*Display a culture of safety (physical, psychological and cultural)*

Sea Forest recognise that safety extends to mental health and wellbeing. They provide access to the Employee Assistance Program (EAP) through Acacia Connection. The EAP provides support on a range of topics relevant including stress, burnout, and WHS on wellbeing as well as other resources on harassment, and discrimination. There is an element of eco-anxiety in the positions at Sea Forest as employees are out working in the elements noticing changes and listening to external news. Sea Forest have also spoken to SIA's Stay Afloat program so they can further understand who is working the mental health space and how to be involved.





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