

**Ecosystem Management
Upskilling Program
for
On Common Country
Executive Report**

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**QUT Integrated
Workplace Project**

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Executive summary

On Common Country has the capability to introduce a 28-day training program for high school graduates. This initiative will be marketed to local Indigenous teenagers and provide an opportunity to understand the requirements of the workplace, develop psychological empowerment and common sense, and how to undertake hands-on practical workplace duties to perform safety, efficiently and to the employer's expectations.

This training is designed to fulfil the workforce requirements for the Queensland Government's work in conservation, sustainability, tourism infrastructure and water quality management. It will provide candidates with highly transferrable skills that will lead to further opportunities throughout the region. This project will enable graduates to land positions in paid roles with attractive career paths – resulting in proactive, productive employment, income, self-empowerment and a sense of self-esteem.

This initiative can commence with a low-cost marketing campaign targeting final-year students in the Townsville region. The campaign will drive interest by personally appearing at high schools and demonstrating hands-on activities to potential entrants, and then discussing the benefits of local ecosystem management work and corresponding income with the students.

The training curriculum will require students to demonstrate:

- They have the essential requirements to enter the workforce for rewarding, paid employment;
- They have the life skills and common sense necessary to survive in the adult world;
- They are competent at practical workforce duties that will be necessary when working in external land management roles.

This report outlines the key objectives to successfully deliver this program and provide an economical tertiary credential and move high school graduates into the workforce. Time is of the essence, as the school seniors of 2023 will be graduating in five months' time. With prompt action, On Common Country will succeed in recruiting, training and placing the inaugural cohort into paid ecosystem management roles on their traditional lands.

Introduction and corporate overview

On Common Country is a company based in Townsville, focused on upskilling Indigenous Australians and providing them with career opportunities at employing partners in mining, construction, logistics and agriculture. This initiative was founded in 2017 by Noel Gertz, a highly-respected and well-connected Indigenous elder. The company has developed an established footprint in the North Queensland region and has provided pathways for individuals to get into the workforce and develop self-empowerment through productive work, income, confidence, and genuine ability.



Civil Safety is a Registered Training Organisation (RTO) and provides tertiary vocational education courses and credentials at nine training centres throughout Queensland. Most of its courses involve safety, operational and compliance training, such as First Aid or machine operations. On Common Country has partnered with Civil Safety and harnesses its educational expertise, training facilities and empathetic relationships with trainees. This partnership is positioned with unique insight into the region's population and industries, and this arrangement can be scaled up to offer new employment pathways for Indigenous people throughout the state.

On Common Country can leverage its position to expand its current offerings for new employment opportunities, regional industries, and local peoples. **This investigation outlines the viability, key objectives and identified pathways for an ecological sustainability training program.**

Sustainability training objectives

The Queensland Government, Australian Government, mining companies and other significant employers require skilled staff for roles in ecosystem management, sustainability and environmental monitoring. This demand is generated by North Queensland's natural spaces, including National and State Parks, the Great Barrier Reef, agricultural operations, open-cut mine sites and civil infrastructure construction. These industries require staff to build, maintain and monitor these areas, as well as the flora, animals and human visitors. Demand is driven by regulatory and economic business decisions, as well as strategic frameworks that stipulate collaboration and co-design with local First Nations traditional owners.

The Queensland Government is seeking staff with regional knowledge and connection with the Tradition Owners. The Department of Environment and Science (DES) has a framework to employ a higher number of Indigenous staff, and in particular, women, to ultimately align with the ethnic and gender percentages of the regional populations. This is not just to tick a box or fulfil a political promise – the employer will significantly benefit by engaging people with traditional knowledge, connection with the land, and affiliation with local residents. (The Gurra Gurra Framework and Indigenous Employment and Development Strategy.)

However, the DES acknowledges that there is a significant lack of suitable candidates for advertised positions in the region. Role advertisements frequently fail to generate enough interest for an adequate selection pool, and recruits frequently lack the foundation skills and workplace ethos necessary to succeed in these roles. Applicants frequently lack life skills and common sense, and it is impossible to assume that an applicant has the foundation skill required to succeed in the role. Literacy, numeracy and practical skills cannot be taken for granted. The selection process for the DES and other regional employers would greatly benefit from the introduction of a vetting system and introductory primer to provide basic workplace skills.

An upskilling program will provide flow-on benefits to the entire community.

- The **Individual** receives wages, personal empowerment, a career pathway and transferrable skills;
- Their **immediate cohort** (friends and family) will see that their healthy occupation provides day-to-day satisfaction, cashflow and economic empowerment. This strength may inspire colleagues to follow suit, and enrol in training programs or other employment opportunities;
- The **wider Indigenous community** will benefit from having younger individuals occupied in gainful employment, resulting in a healthier community and autonomous ability to help themselves;
[rewrite]
- The **regional community** will see young Indigenous adults engaged in gainful employment with productivity, a healthier lifestyle, and a reduction in negative activities;
- The **natural environment** will benefit with skilled personnel on-hand to maintain the facilities and monitor the ecosystem. Regional ecosystems will benefit as the next generation of traditional custodians take responsibility for its security, maintenance and upkeep.

The Mission Model Canvas on the following page details key aspects, tasks and benefits from this initiative.

The Mission Model Canvas

Mission/Problem Description:
Ecosystem management recruitment

Designed by:
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Date:
16 May 2023

Version:
23 May 2023

<p>Key Partners</p> <ul style="list-style-type: none"> Project Sponsor (Noel) from OCC Trainers Internal staff (Lyn, Joe) Marketing/Communications staff Technology Subject Matter Experts Recruit suppliers <ul style="list-style-type: none"> - First Nations representatives (eg Burdekin water, 3 Rivers, etc) - Schools - Shopping centres - Churches - Silver Lining Foundation - and others Graduate recipients <ul style="list-style-type: none"> - NPWS - Mining companies - Industry (needing environmental experts) - Ecological management business 	<p>Key Activities</p> <ol style="list-style-type: none"> 1) Advertise to generate interest 2) Vet applicants for initial intake 3) Supply practical experience in two-week skills course 4) Supply life skills 5) Assist with job placement 6) Provide post-placement support 	<p>Value Propositions</p> <ul style="list-style-type: none"> Providing an avenue for long-term gainful employment in a local setting Providing transferrable skills for a wide range of jobs Potential for sponsorship for further training including university Providing an ability for personal empowerment, the ability to generate one's own income The capability to provide genuinely positive contribution to the environment (especially in traditional lands) 	<p>Buy-in & Support</p> <ul style="list-style-type: none"> First Nations representatives (Elders) Government Schools Local entities such as sporting clubs, churches, retailers Environmental groups 	<p>Beneficiaries</p> <ul style="list-style-type: none"> Family and friends Wider cohort (positive engagement) The general public (more teenagers will be gainfully employed) The local economy (long term) The environment Tourists and the tourism economy First Nations and Elders (care for traditional lands) The candidates themselves
<p>Key Resources</p> <ul style="list-style-type: none"> Training facilities Community and connections First Nations supporters Technology and skills Feedback from applicants and students 		<p>Deployment</p> <p>This recruitment drive must be planned and actioned with local buy-in, to look towards the end of the school teaching year</p>		
<p>Mission Budget/Cost</p> <p>To be determined based on action and scope of exposure</p> <p>Depending on outcomes, this model can be repeated elsewhere (iterations in other locations)</p>		<p>Mission Achievement/Impact Factors</p> <ul style="list-style-type: none"> A successful recruitment drive to enrol the first class (12 candidates) An appropriate demographic balance, including women Successful progression to the end of the class curriculum First class through to 100% employment in target Positive feedback and mentoring engagement for subsequent classes 		

SWOT-TOWS analysis

The Strengths/Weaknesses/Opportunities/Threats matrix for On Common Country’s corporate strategy highlights significant benefit in Noel’s leadership, as he is proactive, motivational, and well-known throughout the region. This factor will simplify the process of establishing a footprint for this greenfield project, as he will be able to utilise existing professional relationships, build new connections with potential employers, and attract interest from Traditional Owner corporations and other Indigenous stakeholders. However, reliance on a single person could also pose a threat to the project’s success. On Common Country must take steps to involve other staff in the project deployment, and keep a timestamped journal of day-to-day activities to allow other staff to maintain the project momentum if Noel is unavailable for any reason.

On Common Country has potential to improve its technological capabilities, with aging content on its static website, and limited use of student data. It would be advisable to implement a register of applicants and interested students, to glean insights from the user experiences and identify obstacles (especially during the initial vetting process for “Workplace Necessities”.) This database would also be useful for liaising with potential employers and forecasting upcoming demand for specialised skill sets. On Common Country has advised that it is difficult to initiate contact with schools and potential employers, and it would be useful to capture lessons learned for a “what works and what doesn’t work” plan for partner engagement. Comprehensive class information and details about upcoming opportunities will improve the engagement with potential recruits.

An in-depth analysis of a Customer Relationship Manager / Learning Management System software solution is out of scope, but should be considered during the project initiation.

SWOT/TOWS Analysis of On Common Country - Youth Ecosystem Management initiative

(Produced by Alex McDowell on 11 Jun 2023)

	OPPORTUNITIES (EXTERNAL)						THREATS (EXTERNAL)							
	Engagement with external sponsors (eg NPWS): 3	Adaptation to other regions: 2	Scalability to other educational strands: 1	Brand recognition expanding servicable audience: 3	Proven success on pilot will drive greater demand: 2	Sponsors divert attention elsewhere: 2	High profile incidents (risk management): 2	Disinterested audience, leading to poorer recruits: 3	Dropped demand for skills (politics / trends / natural disaster / pandemic etc.): 1	Centralised focus on single person: 3				
STRENGTHS (INTERNAL)														
Project sponsor is exceptionally well known: 3	2		2								2			3
Empathetic understanding of target market: 1		2												
OCC Courses are well-respected across industry: 3	3		1								3			3
Local focus and established codesign: 3	3		1								3			1
Curriculum agility - responsive to customers: 1	1													
WEAKNESSES (INTERNAL)														
Centralised focus on single person: 3	3	2	2						1	1	1			3
Difficult geography (distance and disparity): 1		2							2	1				
Inconsistency by design (localisation): 2		3	1						2					
Inability to connect with channels (e.g. schools): 3	2								1					1
Limited technology / technical training (at present): 1														

Curriculum agility is less relevant due to genericisation

Geography is a boon, and a hindrance

Inconsistency can be a strength (provided the templated underpinnings accommodate bespoke needs)

PESTLE analysis for external influences

This framework analyses the external environment in which the business is operating. It determines the market direction and future opportunities and weaknesses. This analysis applies to On Common Country’s perspective within the greater Indigenous community and considers macro-environmental factors that cause external influence on the business’s position and direction. The political environment is inherently complicated by the State Government’s approach to youth crime in regional Queensland, and wishes to portray a hardline approach to youth crime, and by extension, Indigenous youth crime. This situation is compounded by Townsville’s remote position, but subordinate relationship to Brisbane’s power-brokers (exemplified in the mandated reliance on metropolitan recruitment methodologies.)

The ecosystem training program will start operating in a blue ocean environment, without direct competition from rival training organisations vying for economic or marketplace supremacy.

Political
Significant statewide attention towards youth crime
Significant statewide attention towards Indigenous crime
Significant national attention towards formal recognition and support for Aboriginal and Torres Strait Islanders
Disconnection from population capital centres (in regional locations)
Political strategies to codesign Indigenous support frameworks (eg Gurra Gurra)
Political difficulties with remote administration (Brisbane vs Townsville disparity)
Economic
Expensive to live in regional capital
More expensive to live in remote localities
Wage comparison of rangers versus miners
Personal costs – such as expense of personal driver’s licence and car
Youth may have difficulty (and lack inclination) to get casual student work
Wages may be “requisitioned” by cohort
Lack of financial literacy and initial capital (including bank accounts + super)

It is possible that a lucrative operation could lead to competition from other training organisations, but as this is a benevolent mission for at-risk youth, it is better to consider rival projects as “co-optioners” (competitors who can be used for collaboration and cooperation.)

Consideration must also be put towards balancing the Governmental inclination towards “youth crime crackdowns” against the increasing public awareness of environmental responsibility. This may lead to grant opportunities, given that a training program for vulnerable teenagers could be regarded as an attractive diversion from crime in the eyes of the voting public.

Social
Indigenous youths may be in groups less inclined to get jobs, and can be led into committing crime)
Family and mob pressures to not seek to improve situation (communal apathy)
Reluctance to leave known community – local jobs more attractive than travelling
Feeling of inferiority (due to racism or culture)
Townsville Indigenous people have strong connections with family and friends
Technological
Limited exposure to high-end computers etc
Reliance on mobile devices – requiring responsive web design
Teenagers may be motivated by the excitement of new technologies, eg drones
Limited funds to acquire new technologies or tools
Reliance on digital recruitment tools (smartjobs) is not fit for purpose in Townsville
Legal
Costs limit In-person work experience
Candidates may have legal issues (criminal history)
Mentors should have blue cards for youths
Ethical considerations for personal and cultural sensitivities
Environmental
Ecology work means caring for traditional lands
Cultural connections, including special places
Ability to work in the lands of one’s forebears and pass on ancestral knowledge
Regional difficulties, especially distances
Challenging conditions, including exposure to elements

Out-of-scope objectives

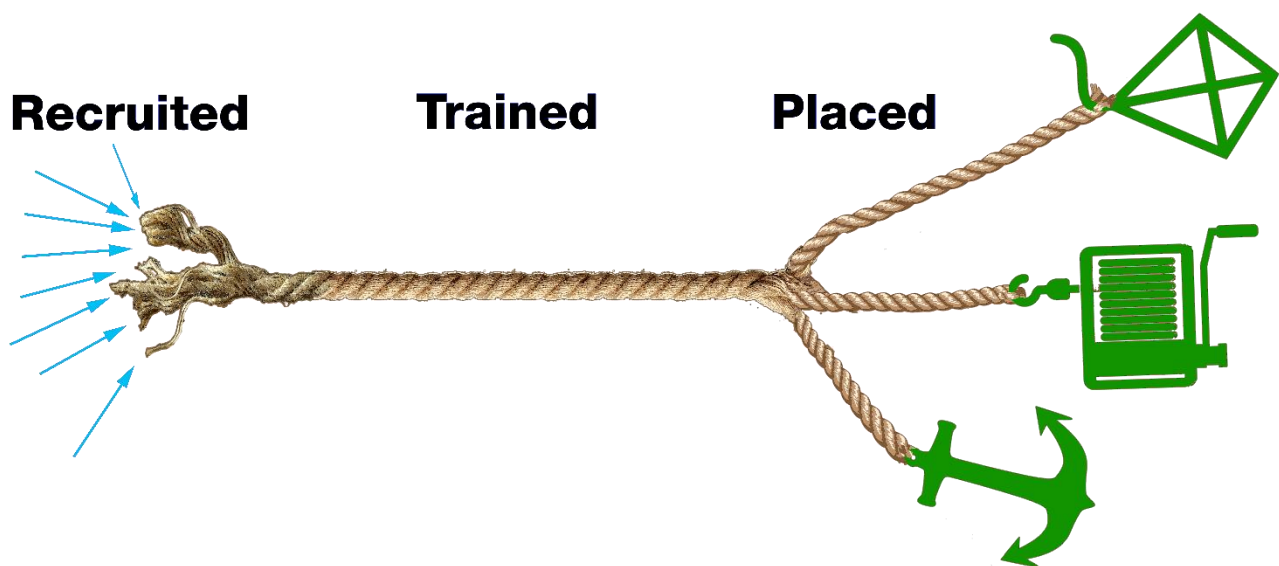
The following aspects have not been thoroughly explored due to time constraints and the focus on primary objectives.

- Charges for students (tuition fees and financing)
- Impact on other Civil Safety resources (including demand on training facilities, instructor time, and the time required to liaise with partners and strengthen networks)
- Designation of tasks, including responsibilities, staff duties, internal financing, and identification of specific employment destinations
- IT development, with functional website changes and Customer Relationship Management system.
A customer database would allow:
 - o Tracking interested students who need to complete obtaining their necessities to commence training;
 - o Tracking placed employees and determining success stories and points of difficulty;
 - o Working with employers who have upcoming opportunities, and forecasting course demand with curriculum adjustments;
 - o Longitudinal studies to identify seasonal and long-term trends, and adapt marketing content for individual channels.

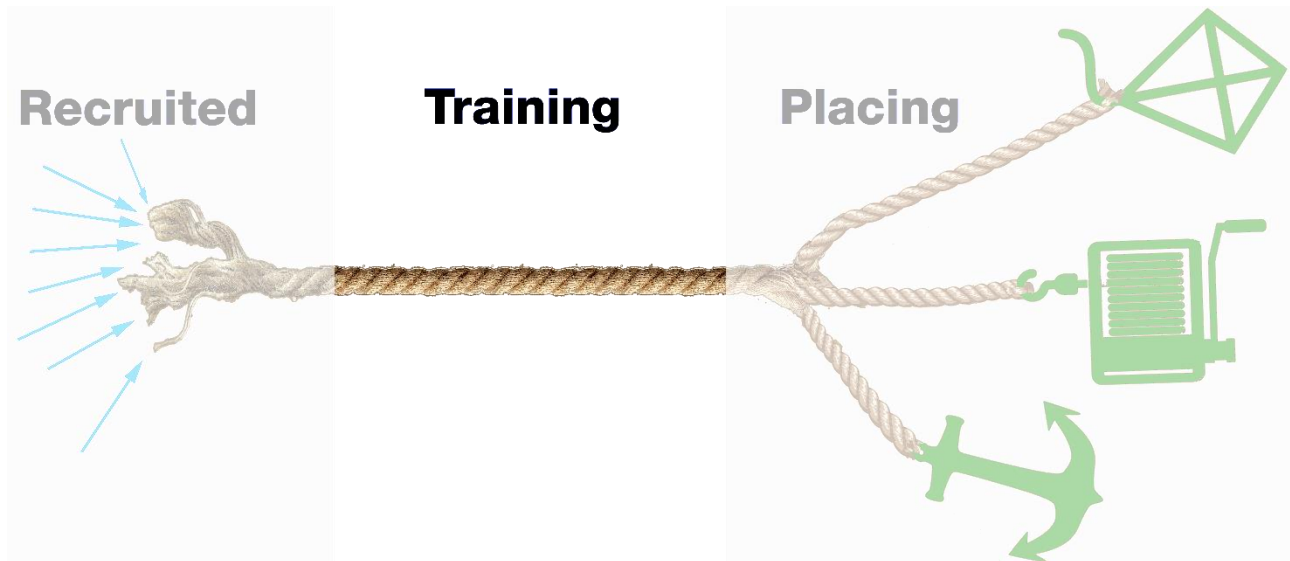
Recommendations for On Common Country

This report outlines three interlinked sections of a pilot program, involving the recruitment, training agenda and placement for candidate students. This outline is visualised below as woven threads that ultimately serve purpose as a high-flying kite, a towing winch, or a rock-solid anchor.

This design was used instead of an open-ended decision tree path, as it illustrates the point that students will be provided with a consistent level of aptitude and relatively uniform array of training. Once each student has found steady and ongoing employment, they can specialise into subject matter experts with specific training in their areas of interest.



Recommendation- Training curriculum



Problem: North Queensland has a vast array of natural areas, and needs skilled and motivated candidates for its ecology and sustainability processes.

Opportunity: North Queensland has many suitable candidates who can learn foundation skills to succeed in workplace opportunities. The course will provide a starting point for candidates to progress into success in their chosen careers.

On Common Country should design a course for high school graduates and other workforce novices. This training regime should last for 28 days and provide a holistic understanding of the duties and hands-on processes necessary for success in an ecosystem management role. There may be elements of the course that may necessitate a longer timeframe for completion (based on lead times for driver licences, blue cards and rifle permits) but the majority of the training should be completed with a calendar month. If the student does not complete this training due to an incomplete unit, they can make it up in the next iteration of classes, or migrate their successful credential units to another Civil Safety vocational education program such as mining or building construction.

Course completion will require the successful delivery of three major components of work. will allow transferable skills and baseline set of credentials.

Workplace necessities

The first set of requirements outline the necessities for working in any role within the Australian system. Whilst outsiders may take it for granted that everybody would have this list, school students and people who are not aware of employer requirements may not possess these. Any entrant must fulfil these requirements, and will be provided with a how-to checklist if they do not possess all components. High school programs will encompass a life skills class that should provide this information to students, but it is impossible to rely on this. At initial contact, On Common Country will provide students with the list of requirements, and guidance to efficiently obtain these materials if they do not have them.

Of particular note, numeracy and literacy ability is essential. High school graduates may not have competency with reading and mathematics.

The police check and blue card may take some time and may pose other problems if they have a low-level criminal conviction. On Common Country should inform applicants that low-level convictions are not necessarily a hindrance for training, and should advise them on the best way to proceed. Entrants may not know how to access a doctor for vaccinations and medical attention for injuries, and certain jobs require a baseline medical clearance at induction.

The focus group noted that transportation is a significant issue and it can be very difficult for casual employees to get to and from their place of employment. On Common Country would be able to liaise with potential employers and provide advice for suitable transport solutions. Employers may also be able to assist by modifying casual rosters to suit employee requirements.

Identification as Australian citizen

Tax file number

Superannuation number

Numeracy test

Literacy test

USI number

Resume / CV / References

Police check or Blue Card (if required for role)

Bank account details

Emergency contact details

Medicare care, medical health check, vaccination report and awareness of medical processes

Transport – own car or suitable public transport

Accommodation

Ongoing fit-for-work issues

An understanding of physical workplace expectations (working in sun etc.)

Cultural suitability and ability to work with Traditional Owners

Many employees will require their own car if working in regional and remote working locations, and this would involve the ability to juggle finances and manage repayments on a vehicle.

Finally, and perhaps most significantly, the DES has advised that they do not record metrics regarding Indigenous status or ethnicity, and the Australian Bureau of Statistics acknowledges that the census does not receive complete data. As this would make it unwise to reject an applicant on the basis of ethnicity, an essential part of the admissions process would be to ensure that the applicant is culturally suitable for the role and able to collaborate with the existing Traditional Owners for specific regions.

Ethnicity statistics for Townsville (2021 Census)

Indigenous status <i>All people</i>	Townsville	%	Queensland	%	Australia	%
Aboriginal and/or Torres Strait Islander total	16,269	8.4	237,303	4.6	812,728	3.2
Aboriginal	11,920	6.2	193,405	3.8	742,882	2.9
Torres Strait Islander	2,045	1.1	21,772	0.4	33,765	0.1
Both Aboriginal and Torres Strait Islander	2,306	1.2	22,122	0.4	36,083	0.1
Non-Indigenous	163,065	84.6	4,635,042	89.9	23,375,949	91.9
Not stated	13,435	7.0	283,793	5.5	1,234,112	4.9

<https://abs.gov.au/census/find-census-data/quickstats/2021/IQSLGA37010>

High schools should assist students with this list of qualifications, and schools may be able to accommodate changes to the life skills curriculum to assist students with this material, as it will assist all students for landing work opportunities after finishing school.

These lists of course necessities should be published online, and advertised to potential employers. This will foster a reputation of reliability among On Common Country graduates, as they will already have the key documents to start work.

This requirements list can be amended for future classes depending on the job requirements for specific positions.

Life skill requirements

This list of proficiencies was compiled with the assistance of the codesign working group. These skills ensure that the students have the right work ethic and appropriate level of common sense. Whilst many high school students have the ability to learn employer expectations at casual employment, many students will not have prior work experience. Trainees must understand the concept of fair work expectations, minimum wages, superannuation, fair remuneration, sick leave and holiday leave.

General workplace etiquette and the ability to communicate in a professional manner is essential. Students must be taught about employer expectations, base level etiquette and the ability to communicate clearly. This is effectively generating workplace respect. The DES noted that this is a common issue in their workforce, and they wish to emphasise the importance of commitment to work rosters and professional conduct. Empathy is likely to be an essential component of this training. On Common Country can assist with some of these qualities, but these factors should also be considered during the vetting process for course applicants.

Financial literacy is crucial and trainees should be trained to manage day-to-day expense budgets and understanding the concepts of personal finance so they can purchase vehicles and service financial obligations. The basics of tax returns, child support, claimable benefits and Centrelink benefits should be covered. Financial literacy lessons should cover the concept of ownership of one's earnings - a communal environment may expect working individuals to share their salary with others. This could limit the motivation to work and affect their ability to manage their own financial obligations.

Understanding wage expectations and superannuation

Telephone etiquette

Digital literacy (skills fit for work requirements, and behavioural requirements)

Awareness and commitment, capacity to learn

Cultural suitability (Indigenous, local connection with site)

Conduct and etiquette, personal grooming

An understanding of employer expectations, including rosters, commitment and common sense

Understanding of transport requirements (access to workplace with own vehicle, or via public transport)

Financial literacy (including appropriate cashflow management, wage payment method, tax, child support, benefits)

Financial literacy in the community (retaining own saving rather than sharing with all)

Nutrition and planning supplies for work

Practical skill requirements

These job-specific abilities were compiled with input from the codesign group, the DES's job descriptions and selection criteria, and vocational education (VET) training guidance.

The Government requires rangers to possess a manual gearbox driver licence. This is difficult to obtain as most driving schools only have automatic cars. Furthermore, the Queensland government requires 100 hours of logged driving to certify students for the provisional licence test.

On Common Country should identify opportunities to provide driving practice, such as approaching volunteer organisations based in Townsville who would be willing to provide chauffeur opportunities when driving around Townsville (ie, the volunteer sits in the passenger seat while the student drives.) There may be easier methods to reach the 100 logged hours, but the licence is likely to be the biggest obstacle for many students.

Workplaces need employees with an understanding of Personal Protective Equipment and safety consciousness. Candidates must also appreciate that there may be workplace-specific policies and protocols for site access (which may also include areas of cultural significance that will be inaccessible for that individual.) Remote roles will need First Aid expertise for snake bites and animal injuries and the ability to deal with

Manual driver licence

Personal Protective Equipment

Site orientation, liaison with local people

Public-facing customer service, liaison with tourists

Radio operation (including VHF radio licence)

Radio dialogue (communication skills)

First Aid, including remote first aid

Occupational Health and Safety requirements

Ability to read site-specific procedures to access property (conduct and safety)

Coxswain NSCV1 licence for skippers

Pest management, including poison safety

Animal management, including safe operations around crocodiles, snakes, pigs and dingos

Spraying operations for weed control

Rifle operation for QPWS Ranger positions

Fire response, including liaison with QFES

Fire preparation, including backburning

Joint management planning with partners

Liaison with other stakeholders (e.g. farmers)

Walking track maintenance, including
woodwork and concreting

Patrolling (sea and land)

Drone and camera operations

Quantified risk management

Government policies and compliance

Universal appreciation for safety

aggressive animals such as crocodiles. Sensible operation of spraying, chemical handling, and facility maintenance should also be covered.

A more complete list of workplace duties will be publicised in the ranger advertisements published by the DES and other employers, and On Common Country should maintain a regular contact point with the recruitment team and employing people to ensure that they have the correct list of duties covered.

Physical safety is paramount. It is imperative that candidates understand the need to be situationally aware of hazards and feel comfortable to raise concerns with colleagues and superiors.

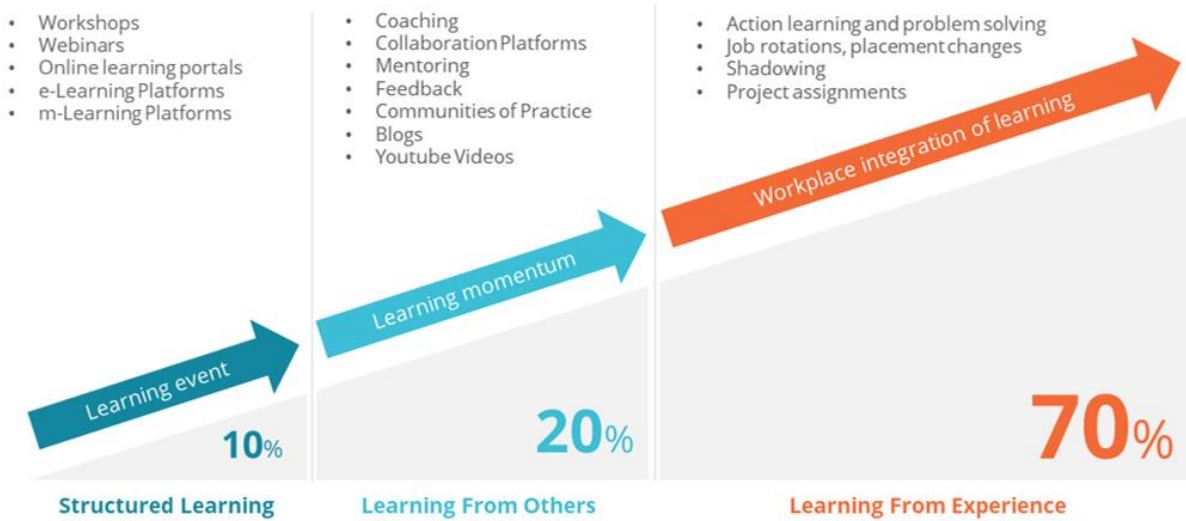
Active engagement with students

Students should be encouraged to ask questions throughout their training process. They should be engaged with critical reasoning activities, including two-way question and answer sessions. A learner-centred design approach with focus on individual student progression and identification of strengths, weakness and interests will foster rapid progression and respond to areas of difficulty. Two-way feedback will ensure the class is actively aware and focused on the topic at hand. This will be essential when dealing with a mixed classroom agenda with disparate lessons.

(More information: Using learner-centred feedback design to promote students' engagement with feedback when covering a varied range of lessons - <https://doi.org/10.1080/07294360.2021.1882403>)

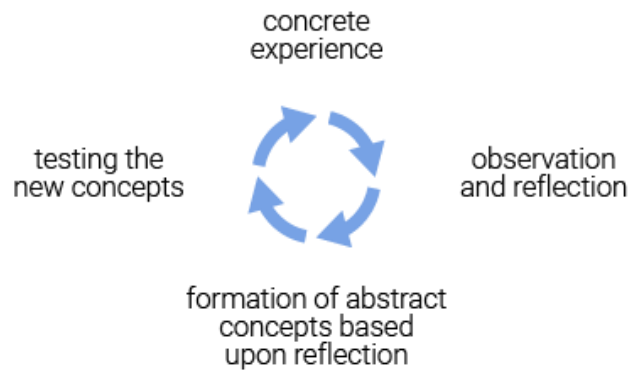
Experiential learning

70-20-10 APPROACH TO LEARNING



David Kolb’s 70-20-10 model states that the learning process is most effective through hands-on experience. A classroom descriptive process only provides 10 per cent of the learned knowledge, and discussion with colleagues and the teacher provides another 20 per cent. The majority of the learning is embedded through action and experience, and particularly the long-term memories. For instance, a description of how to mix concrete or sew clothing could be explained forever through verbal dialogue, whereas the student could immediately learn the best techniques for these activities by actually doing it themselves.

Kolb experiential learning



In addition, trainees should be asked to reflect on new learnings at the end of each day. This could include writing a personal journal, discussion with the class about what they enjoyed and what they found challenging, and a short speech from each class member about a different aspect of the class. This will improve knowledge retention after the class has finished.

Skills matrix



A matrix will confirm that students have attained the expected level of competency in order to be qualified for each step. This is a visual tool that allows the trainer and course coordinator to view individual progression and highlight training gaps or common areas of difficulty.

The matrix will also allow leeway in a student’s progression, as they will be able to return to a future class to repeat a section, rather than delaying the rest of the students. The spreadsheet should be integrated with the student database, and designed for efficient use during the lesson itself.

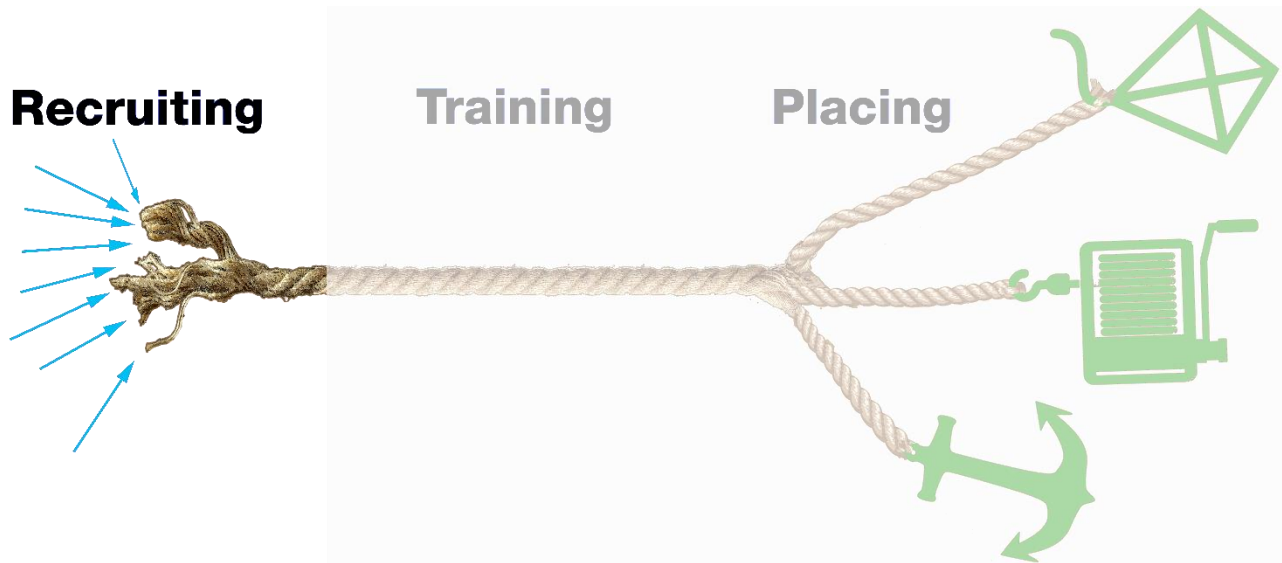
The training matrix can be used across the whole course, or made into individual sections for a granular progression of each unit.

Role-specific workplace duties course										
	Radio operation	Radio dialogue	First Aid course	Advanced First Aid	Fire control (extinguisher)	Completion				
Student 1	○ 3%	◐ 56%	● 81%	◐ 68%	◐ 31%	◐				
Student 2	◐ 21%	● 85%	◐ 65%	◐ 54%	◐ 64%	◐				
Student 3	◐ 48%	◐ 76%	● 84%	◐ 33%	◐ 76%	◐				
Student 4	◐ 51%	◐ 20%	◐ 46%	◐ 36%	○ 5%	○				
Student 5	◐ 73%	◐ 43%	◐ 63%	○ 9%	◐ 72%	◐				
Student 6	◐ 29%	○ 16%	◐ 70%	● 79%	◐ 40%	◐				
Student 7	● 80%	● 78%	○ 8%	◐ 39%	○ 1%	◐				
Student 8	◐ 36%	○ 0%	◐ 33%	◐ 53%	◐ 31%	○				
Student 9	● 97%	◐ 35%	◐ 29%	◐ 37%	◐ 70%	◐				
Student 10	◐ 49%	○ 16%	◐ 27%	○ 14%	◐ 46%	○				

Students must demonstrate competency to the required standard, rather than simply sitting through a class for a required number of hours. The listings can be narrowed to a granular level as appropriate.

	First-aid course - CPR - demonstrated competencies				
	Check for danger	Check for response	Check airway	Listen for Breathing	Commence Compressions
Student 1	✓	✓	!	✗	✗
Student 2	✓	✓	✓	✗	✗
Student 3	✓	✓	✓	✗	✗
Student 4	✓	✓	!	✗	✗
Student 5	✓	✓	✗	✗	✗
Student 6	✓	✓	!	✗	✗
Student 7	✓	✓	✓	✗	✗
Student 8	✓	✓	✓	✗	✗
Student 9	✓	✓	!	✗	✗
Student 10	✓	✓	✗	✗	✗

Recommendation – Marketing campaign



Problem: On Common Country needs applicants for this course, and has previously experienced limited participation from school administration staff.

Opportunity: There is an enormous market of untapped talent in the local high schools, and a concerted approach to marketing should generate interest from enthusiastic students.

On Common Country has attempted to work with several schools in the Townsville district. However, there is limited interest from the initial contact points. Similarly, the DES has admitted that it is difficult to attract interest in advertised positions, and once applicants reach the selection process, they are unable to fulfil the employment criteria.

On Common Country can upskill candidates during the training process, but the program will benefit from starting with a higher quality of applicant at the outset. A marketing campaign will expand the addressable market and enlarge the candidate selection pool.

The following recommendations are based around frameworks for commercial marketing and apply to school-based recruitment.

Identification of target market

This offering is an exciting opportunity to commence a career. It is the first step into a position where the employee will feel valued, and generate income and a sense of self-empowerment. The initial career options for a base-level ranger are extensive and skills are highly transferrable.

However, applicants must have realistic expectations of their capabilities after a four-week course, and an understanding of the likely position and remuneration after placement. Therefore, the most suitable target demographic are high-school students, who will be provided with an opportunity for a vocational course that they can undertake upon graduation from high school.

Furthermore, the regional location and legislative requirements for Indigenous participation and codesign restricts the target market to Indigenous persons or those who have in-depth understanding of the regional culture. The concept of “Indigenesness” or being of a specific group should not be used as a vetting criteria. The DES wishes to treat all staff as Business As Usual, and as previously mentioned, data is self-declared so it is impossible to accurately quantify ethnicity.

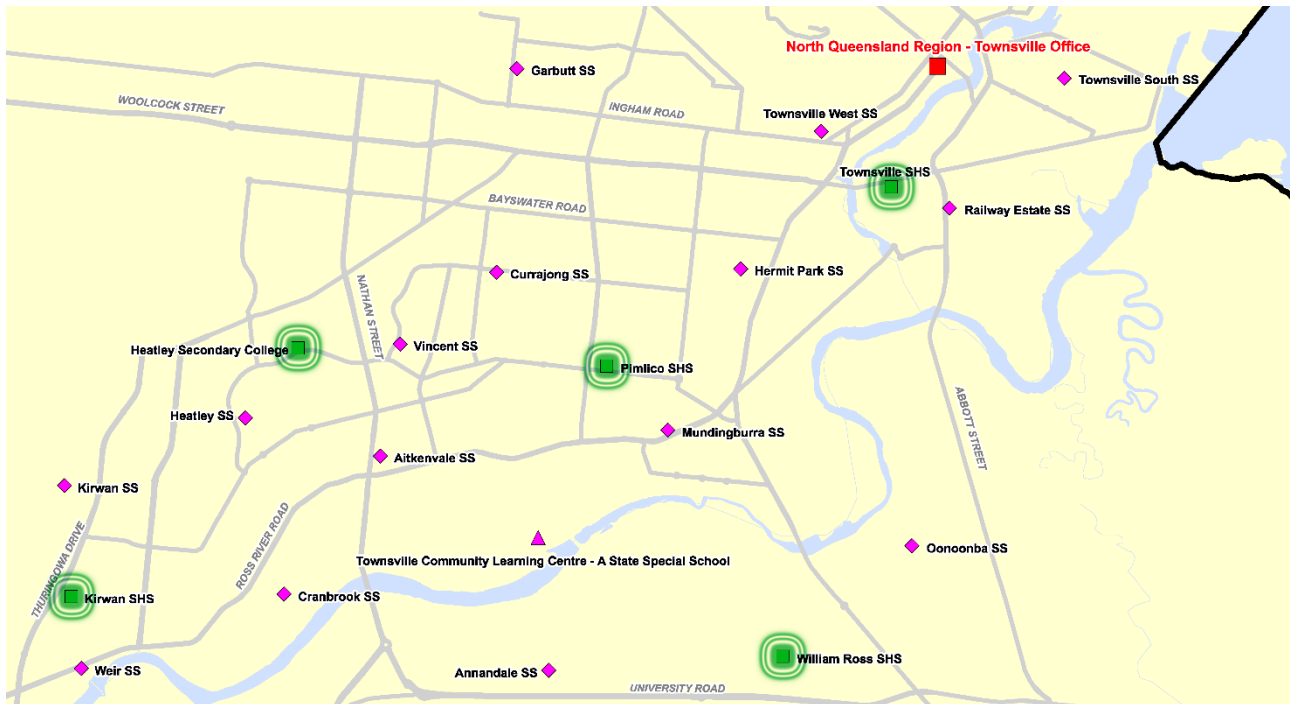
Due to this uncertainty, and in the interests of establishing a larger selection pool, the recruitment campaign should address the largest target market possible, with all 13,335 students at the 56 high schools across the North Queensland region. No applicant should be rejected on the basis of ethnicity. On Common Country can then filter the applicant pool with suitability metrics:

- Relevance and knowledge of destination geography;
- Capability to collaborate with the traditional owner group;
- The traditional owner group’s willingness to work with them, as determined by a representative at the selection process. This appraisal must be based on the applicant’s enthusiasm, personality, and physical ability.



This issue can be reappraised if required by changes to legislation.

State High Schools in the Townsville metropolitan area



<https://education.qld.gov.au/contact/Documents/northqueensland.pdf>

Marketing channels

As this is a new initiative in a greenfield market, it would be best to take small steps first and scale-up in the future if the proof-of-concept is successful.

The most cost-effective way to build demand by reaching a large audience with minimal expense will be via physical demonstrations of ecosystem management practises to students at local high schools. Practical hands-on demonstrations will generate interest from students through active participation, and a clear understanding of the realities of the work. This could include things with high-tech tools like drones and spray guns, but should also include more rudimentary practises such as welding to give a realistic overview of the job duties. These physical demonstrations will also provide viewers with an appreciation of the physical reality of the work such as heavy lifting and exposure to sun.

School appearances will feel more relevant to the audience if there is a talk by an exemplar who has been through the course and can advise with realities of the workplace. A personalised conversation with this expert would convey the explain the benefits of working locally, and their experience of having income and personal empowerment. Prospective candidates would be particularly interested if the speaker was from a person of similar ethnicity and gender.



On Common Country has advised that it is difficult to get traction from individual schools. The regional office for the State Education system should be able to issue a directive across the region, and bypass the initial contact points. If school leaders are on board, the campaign will build traction with stronger brand recognition. Information should also be sent to career counsellors, industry leads and Indigenous representatives.

This marketing strategy will have access to a wide market of potential candidates with a cost-effective return on investment. It will require minimal outlay, aside from marketing collateral, representatives’ time, and staff time to coordinate the campaign.

In Townsville alone, this approach can reach eyeballs at five State High Schools, and take potential candidates through the top two steps of the marketing funnel with minimal expense.



<https://blog.hubspot.com/marketing/aida-model>

Most teenagers are digitally aware, with mobile phones as the most common form of digital access. Students who are interested in the course can be directed to a mobile-phone-friendly responsive website with comprehensive details about the training course and potential outcomes. Consistent content from the website can then be syndicated between Facebook, Instagram, LinkedIn, and partner pages at school and community websites. Consistent communications through integrated marketing channels will generate brand awareness, familiarity and generate realistic expectations.



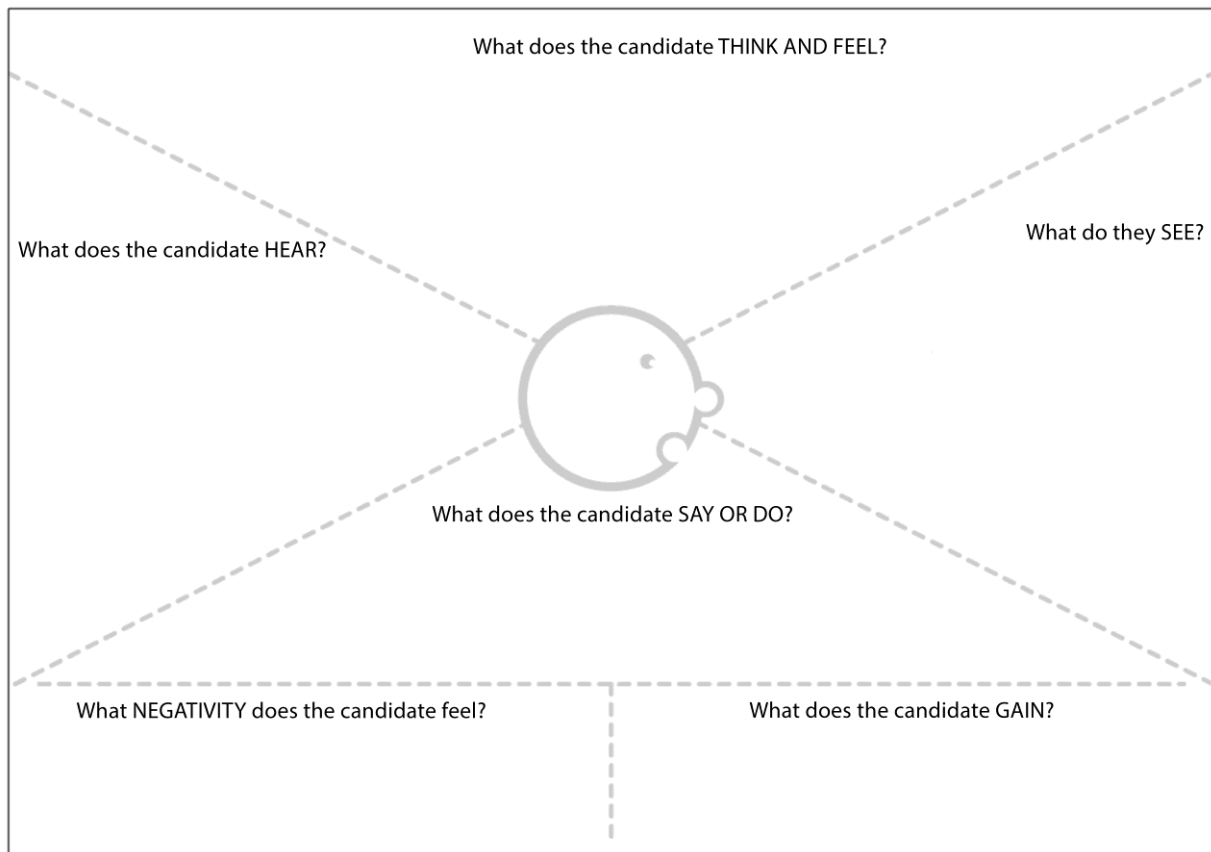
This section, is of course, scalable. If things go particularly well, then other channels should be considered, with focus on word-of-mouth, social media and sponsorship opportunities to build community presence.

Segmented content for individuals

Marketing content can be segmented into audience-specific material, by presenting “chapters” reflecting the individual success stories and a personal profile to build empathetic connection.

Segmentation will allow differentiation between regions, channels, and genders. The DES has advised that they have a deficiency of female applicants for ecosystem roles, and this is an opportunity that On Common Country can resolve through school appearances. The DES has a library of interviews with diverse individuals in its workforce. With the department’s permission, On Common Country can use this material to attract people with cultural differences such as different First Nations groups and different genders. It is important to note that the First Nations of North Queensland are incredibly diverse and the marketing should accommodate regional differences such as inner country as being distinct from the people of the Great Barrier Reef. A review of target profiles with empathy mapping will provide clarity to “see through their perspective” and understand an individual’s motivations, desires and fears.

(More information: <https://www.des.qld.gov.au/our-department/employment/park-rangers>)



By combining different personality profiles against the Empathy maps, On Common Country can then tailor its value proposition canvas to fit individual targets, and uncover obfuscated student perspectives.

What is going to appeal to the prospective candidates and inspire them to enter the training course?

- Get money, buy a car, buy treats
- Financial literacy and appreciation of “ownership”
- Exciting role with crocodiles (potentially)
- Local focus on caring for home lands, ability to be near family
- Productivity, wages, and employment while working for a team that values its members
- Nervousness of leaving school – this is a step to a secure future

A student profile was used to generate the following value proposition with fears, desires, and actions.

Designed for: **OCC Youth marketing strategy**
 Designed by: **Alex McDowell**
 Date: **3 June 2023**
 Version: **3-6-23**

Value Proposition Canvas

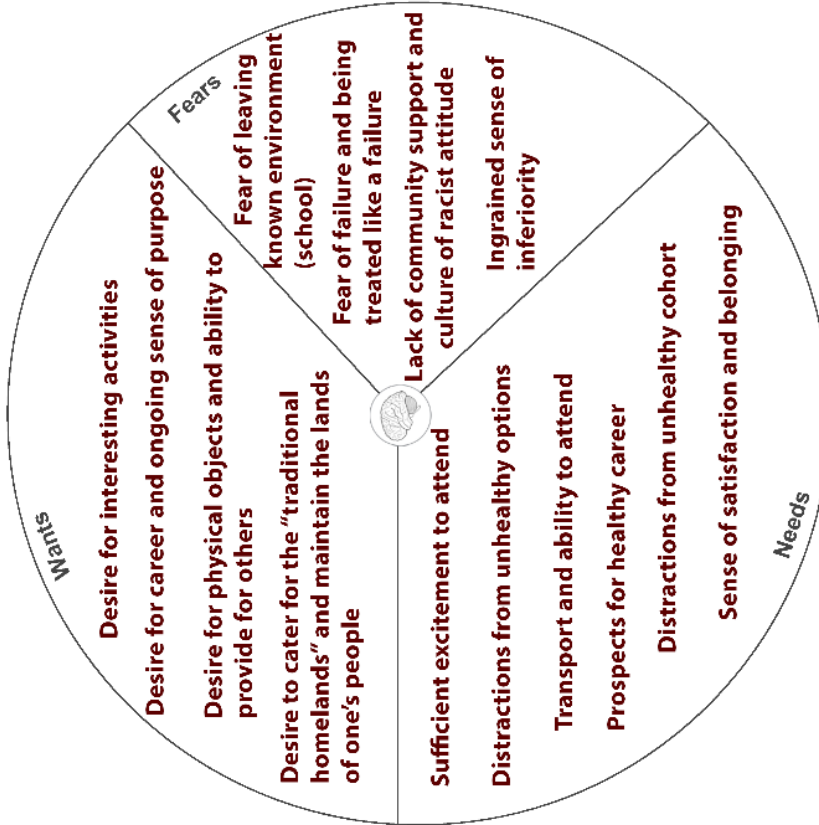
Product

<p>Benefits</p> <ul style="list-style-type: none"> - New skills for career - Open door to employment - Prospect of productive life - Working on site, in-country - Preservation of culture and traditional values - Cashflow, income, super - Personal feeling of satisfaction and empowerment 	<p>Features</p> <ul style="list-style-type: none"> - Training course for applied skills in Ecosystem Management - Upskilling for life skills - how to cope once out of school - Scalability for ongoing special training (for individual or employer)
<p>Experience</p> <ul style="list-style-type: none"> - Recruits will receive an opportunity to excel in a new field and step out of school environment into a skilled career - Recruits have a connection to traditional lands and spiritual home (and in proximity to friends and family) - Training in new "toys" such as cars, drones, EFR equipment) - Upskilled with new financial, digital, and reading literacy. A sense of ownership of one's own self, including cashflow. - Optimism for receiving wages and being able to afford necessities + luxuries 	

Product
Ecosystem Management course

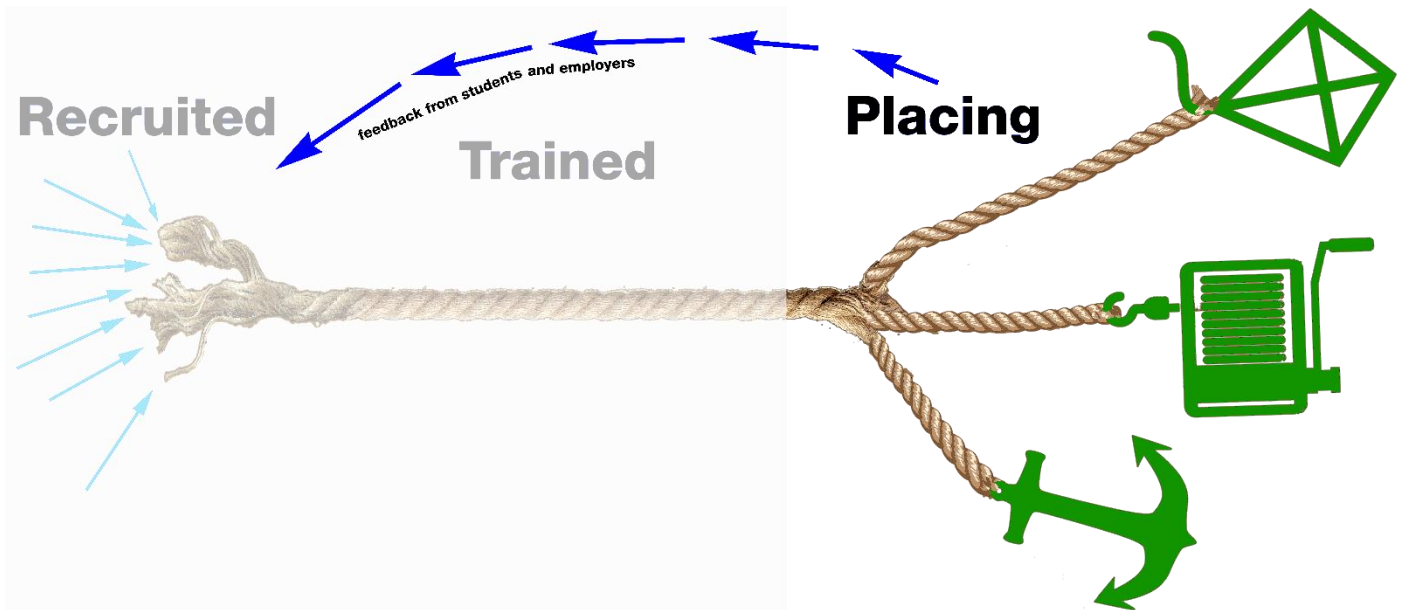
Ideal Customer
Indigenous school graduates (initially in Townsville)

Target Audience (modify to fit empathy profiles)



Substitutes Other employment realms, such as mining
 Not working - relying on benefits etc.
 Other forms of spending time - drugs / alcohol / crime

Recommendation – Action research to improve placement processes

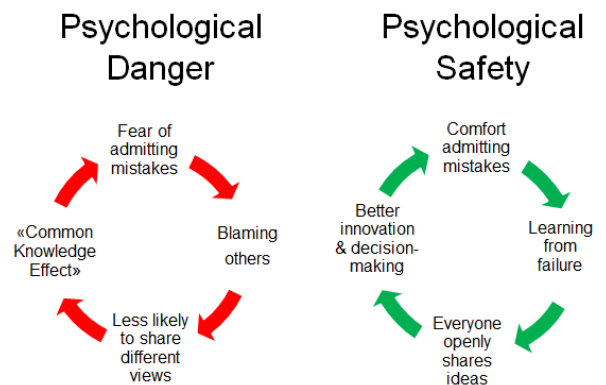


Problem: Static training courses can graduate students without confirming that the students and employers are satisfied

Opportunity: Post-placement consultation and on-the-job mentoring will improve student integration and provide insight for program revision

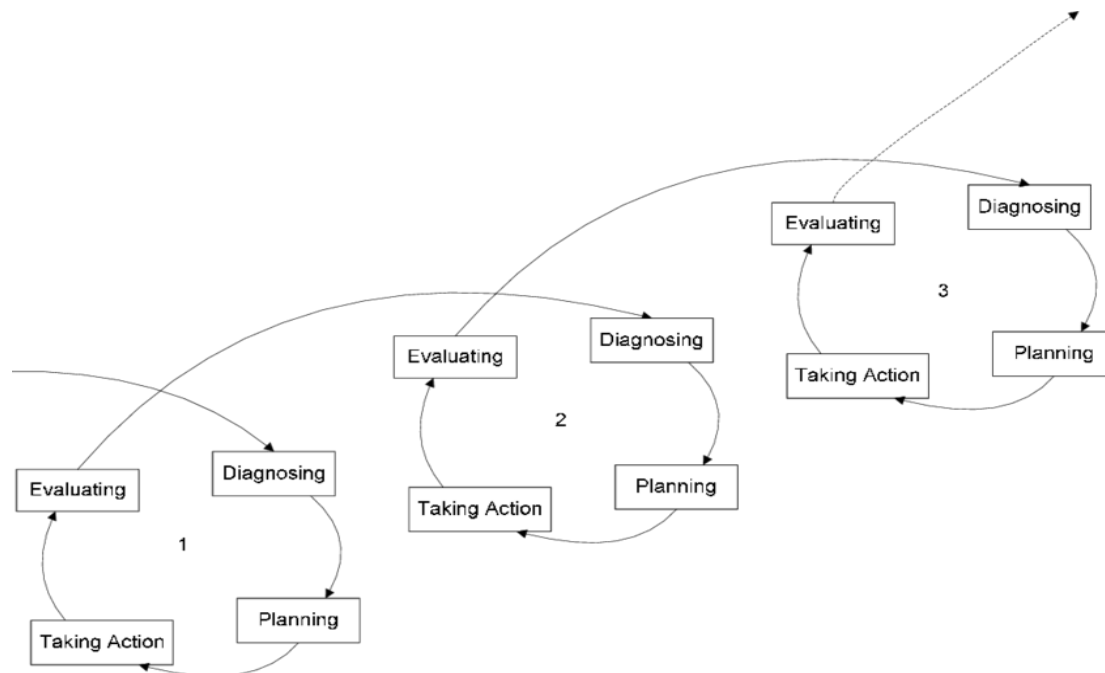
A significant advantage of running a shorter course with a known destination is the ability to engage with students and employers and responsively adapt the course to changing requirements.

On Common Country can ensure that the graduate suits the new workplace, is adequately skilled, and is comfortable to work with colleagues in an atmosphere of psychological safety. A mentor of similar age and ethnic background can provide advice on adult-level issues, and guide the graduate with security and first-hand knowledge.



At the same time, On Common Country can engage with employers to confirm that the candidates are appropriately trained, and to assist with any difficulties. Employers will recognise On Common Country’s position as a responsive and proactive supplier of skilled labour, and this will improve the brand. The

employer will remember the positive experience and use this facility as the first port-of-call for future recruitment. Government frameworks mention the possibility for ongoing supplier relationships with Indigenous workforce suppliers, and if this materialises, On Common Country will be well-positioned to establish an ongoing supply of skilled, enthusiastic employees.



The **Action Research** process will allow On Common Country to engage with each placed candidate and systematically review the evolving scenario. This is an iterative process, allowing each placement to form a cycle of data collection.

- Upon placement, the mentor can identify potential hindrances and opportunities for critical feedback at the next discussion.
- The mentor can define a specific set of research questions, and then orchestrate a channel of investigation to work with the subject and employer.
- The mentor can then use a set of questions and metrics to explore the scenario and uncover any underlying causes of concern.
- Finally, the problems can be analysed with assembled data, and the dots can be connected to form a set of improvements for future training and placements.

By repeating this process, On Common Country will be able to evolve the training curriculum to meet future demand, and hone the curriculum to adapt to industry changes. Proactive agility will reinforce the reputation as a progressive training leader.

The DES has confirmed that case management forms a significant part of their day-to-day work. On Common Country can assist by providing staff who are already skilled, and vetted to ensure they have a compatible work ethos. Furthermore, the workplace mentor will be able to pre-emptively identify areas of concern and work to mitigate malcontent before it becomes a deal-breaker. This can also be factored into the Action Research process for future class groups to tackle potential issues - before they become problems.

Call to action

It is now June. To catch the graduating class of 2023, this report's recommendations should be implemented into a low-cost training module and communications with local high schools should start immediately. The first steps can be undertaken at a relatively low cost, and On Common Country can test the waters with a minimum viable product by running courses for the first class of candidates and exploring the placement experience with local employers.

Budget

This first iteration of classes requires:

- The time to contact local schools to arrange the pitches to students and engage with teachers and heads of school;
- Marketing to build a consistent array of media for social media and the website;
- The construction of the training curriculum with suitable trainers, as well as some thought for compiling materials for the life skills and workplace necessities processes;
- The time to contact suitable employers, such as QPWS;
- Identifying and recruiting suitable mentors and providing follow-up sessions with employers to validate the training process.

Once this model has been deployed with successful placements for working teenagers, the recruitment and training processes can be built into a template and introduced into other areas around North Queensland.

There are many opportunities for candidates with a foundation skill set, and this process will generate employment opportunities for First Nations peoples in their home lands – allowing the continuation of traditional knowledge, values and culture.

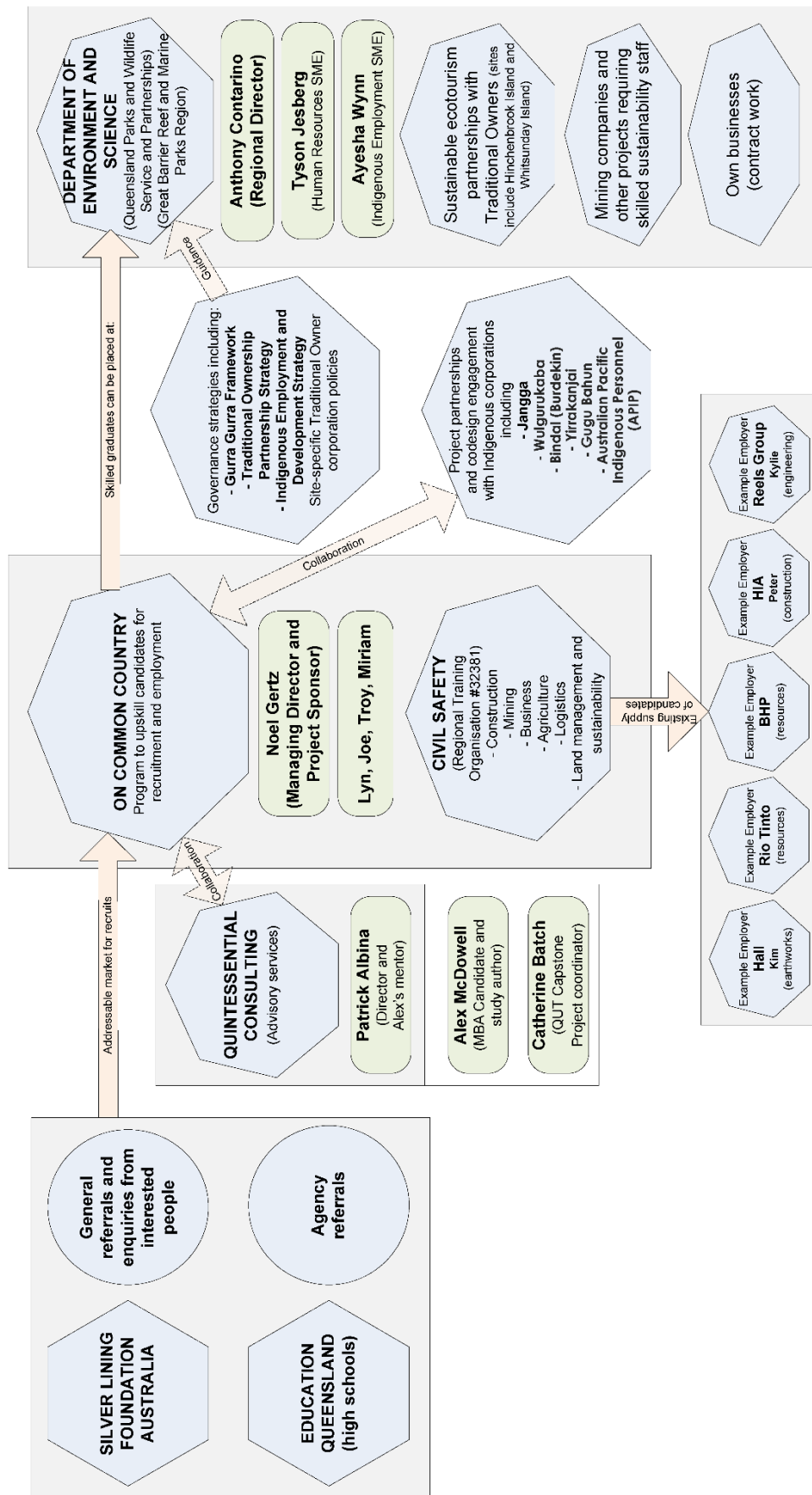
On Common Country has the potential to add another strand of training to its impressive portfolio. This will open the door for future preferred-supplier arrangements with employing organisations and future sponsorship opportunities. But most importantly: this training course is going to place high-school graduates into rewarding careers in their local homelands.

Let's get started.

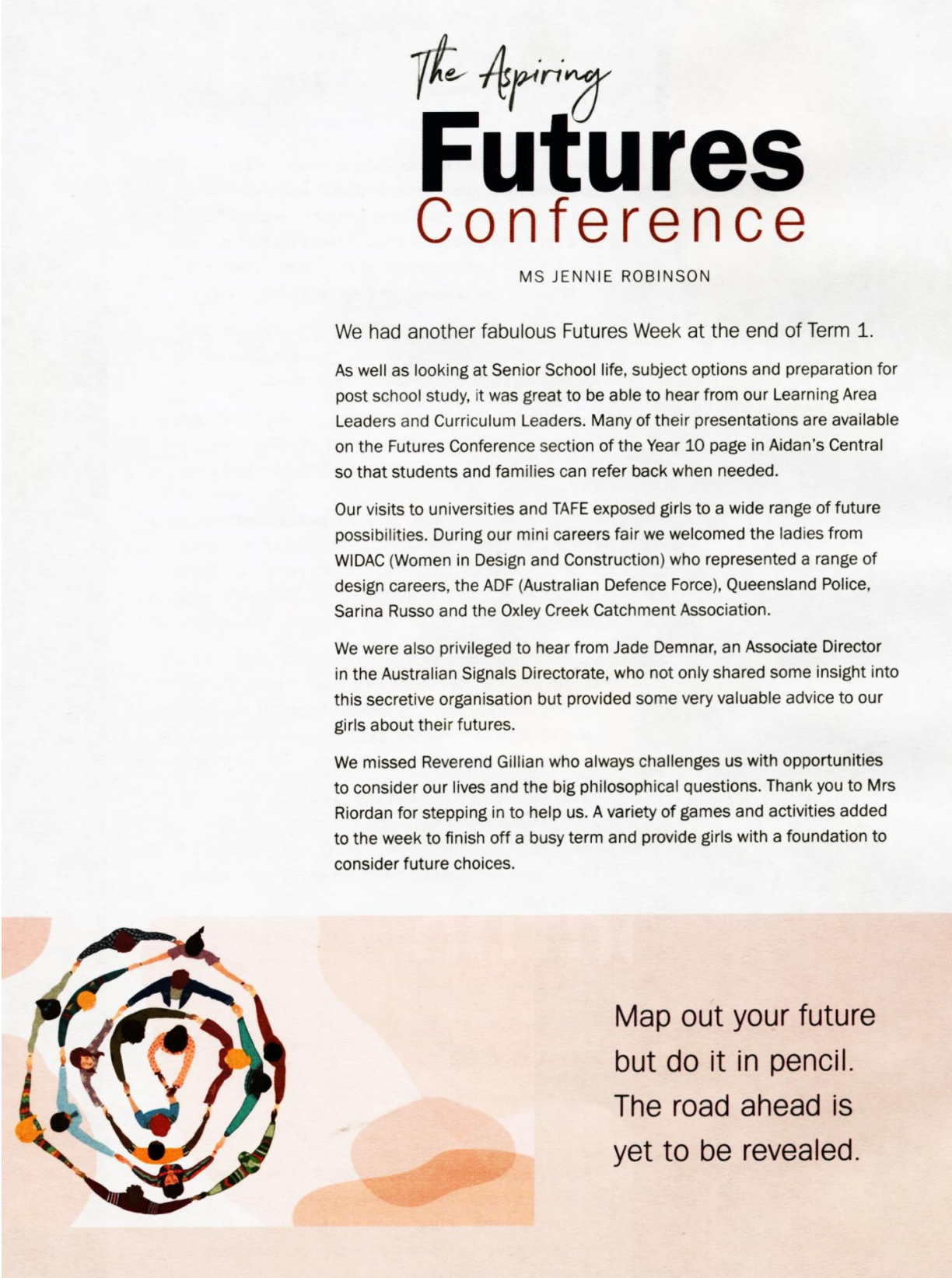
Alex McDowell

June 2023

Appendix 1 – Stakeholder map



Appendix 2 – Exemplar high-school vocational recruitment program



The Aspiring Futures Conference

MS JENNIE ROBINSON

We had another fabulous Futures Week at the end of Term 1.

As well as looking at Senior School life, subject options and preparation for post school study, it was great to be able to hear from our Learning Area Leaders and Curriculum Leaders. Many of their presentations are available on the Futures Conference section of the Year 10 page in Aidan's Central so that students and families can refer back when needed.

Our visits to universities and TAFE exposed girls to a wide range of future possibilities. During our mini careers fair we welcomed the ladies from WIDAC (Women in Design and Construction) who represented a range of design careers, the ADF (Australian Defence Force), Queensland Police, Sarina Russo and the Oxley Creek Catchment Association.

We were also privileged to hear from Jade Demnar, an Associate Director in the Australian Signals Directorate, who not only shared some insight into this secretive organisation but provided some very valuable advice to our girls about their futures.

We missed Reverend Gillian who always challenges us with opportunities to consider our lives and the big philosophical questions. Thank you to Mrs Riordan for stepping in to help us. A variety of games and activities added to the week to finish off a busy term and provide girls with a foundation to consider future choices.

Map out your future
but do it in pencil.
The road ahead is
yet to be revealed.

(St Aidan's Anglican Girls School, "Huddle Magazine", Winter 2023)



(St Aidan's Anglican Girls School, "Huddle Magazine", Winter 2023)

Appendix 3 – AIATSIS Map of Indigenous Australia



Produced by the Australian Institute of Aboriginal and Torres Strait Islander Studies. This is online at <https://aiatsis.gov.au/explore/map-indigenous-australia> (reproduced with permission)

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