

# Development and Delivery of a Model for a National Seafood Industry Advanced Leadership Program

*Grant Carnie*



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**Project No. 2000/307**



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## 1. NON TECHNICAL SUMMARY

### **2000/307 Development and Delivery of a Model for a National Seafood Industry Advanced Leadership Program**

#### **1.1 Principal Investigator**

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#### **1.2 Objectives**

- To develop a training needs analysis that identifies current skills and highlights competency gaps
- To link program outcomes to the seafood industry training package leadership competencies as developed by Seafood Training Australia
- To develop a model national industry advanced leadership training program for the seafood industry
- To develop a suitable identification and recruitment process for participants
- To trial the developed program from January to December 2001
- To produce a comprehensive program facilitators guide to include resource assessment

#### **1.3 Project Summary**

##### **Outcomes Achieved**

- The development of leaders capable of representing the seafood industry in local, national and international forums
- A national advanced leadership program model developed and successfully trialled
- Facilitator's guide, selection process guide and learner's resources developed and available for future leadership programs
- Validation of the leadership competencies for the Seafood Industry Training Package (SITP) as developed by Seafood Training Australia

##### **Need for the research**

A need to focus on developing commercial seafood industry personnel with the necessary skills to confidently, articulately and professionally represent the industry at a sectoral and broader level has been identified as one of the major issues facing the Australian seafood industry in a number of reports and strategic plans released in recent years.

The reports suggested that development of the people resource will be a critical limiting factor in future operations of the industry at all levels. Seafood Directions '99 identified "strategies to develop people in leadership roles including public speaking

and negotiation skills” as a critical action task for ASIC to undertake. There was clearly a need for an industry- specific advanced leadership program that prepares a pool of next-generation leaders and is part of an overall national strategy for developing an effective people resource for the seafood industry.

The nationally accredited Seafood Industry Training Package, which was developed by Seafood Training Australia and endorsed in February 2000, includes leadership and people development competencies. Consequently there was a need for development of targeted training programs to co-ordinate with that process and deliver methods that enable industry members to acquire those leadership competencies. A research program would develop and pilot an aligned training model for national use, complete with a facilitator’s guide, selection process guide and learner’s resources.

**KEYWORDS:**      **Advanced leadership program, training needs analysis, selection process, facilitator’s guide**



## 2. ACKNOWLEDGEMENTS

The success of the National Seafood Industry Advanced Leadership Training Program was the result of the commitment and foresight of many industry stakeholders. However, it has been the team approach which has enabled the opportunities to be maximised and the graduates to be positioned to make a significant contribution to their industry's future.

The author gratefully acknowledges the **Seafood Council SA** and in particular the General Manager, Martin Smallridge, together with Cheryl Phillips, Principal Consultant of **Changing Industries Pty Ltd** for their vision, commitment, professionalism and support in successfully implementing this innovative program.

The **National Steering Committee** for its guidance and support through the committee system and also the willingness of individual members to participate in the training program and contribute their industry knowledge, contacts and support to further enhance the program outcomes.

The **mentors** who so freely gave of their time, expertise, industry knowledge and contacts in order for the participants to maximise their learning and achieve the desired outcomes from their industry project.

**Industry, political and community leaders** for participating in the business dinners, industry panel sessions and project presentations, providing role models and case studies of best practice to the participants.

**Fisheries Research and Development Corporation** for being prepared to invest in building the future leadership capacity of the Australian Seafood Industry by funding this program and in particular Peter Dundas-Smith, Executive Director for his active participation and contribution during the Canberra session.

The **participants** for their commitment to the program, their willingness to take risks, and their eagerness to learn. They were indeed a pleasure to work with and are demonstrating the benefits to industry of investing in the next generation of leaders.

### **3. BACKGROUND**

A number of industry forums including the inaugural national seafood industry conference, Seafood Directions '99, highlighted the critical importance of adequately trained and skilled industry personnel to represent the commercial seafood industry as it increasingly confronts a broad range of issues at a local and national level. The Seafood Directions conference highlighted the need for an adequate national training program for current and future industry leaders, which would make them more effective in their roles and provide them with the necessary skills to become the industry's representatives and leaders at all levels.

There has been a dramatic change in fisheries management procedures in the past few years with industry participating in strategic decision making as a result of the introduction of cost recovery policies and the formation of Management Advisory Committees (MAC) to advise the relevant Ministers on management issues. This move to co-management has led to joint management of the resources with the various stakeholders that bring with it a range of new skill requirements. Additionally there has been an increase in the number and scope of associated committees and formal consultative forums such as advisory boards and public meetings. This operating environment has placed increased demands on industry associations and associated committees.

The need to be open and accountable to a range of stakeholders has highlighted the generally poor public perception and profile of the seafood industry generally. This therefore reinforces an increasing need for the seafood industry to professionally articulate industry positions on a range of issues to a cross section of related bodies and the broader community. These issues include environmental concerns, access security, product quality and safety matters. In order to effectively meet these challenges it is imperative that there is a pool of current and identified future leaders with the necessary skills and professionalism to represent the industry in the media, public forums and in communications with government. Increasingly the industry will need to be able to present a positive face in a credible manner to argue access and allocation of resources.

Succession planning is also a critical industry issue. Many of the present members of key bodies have been the major industry leaders for many years. There is a real and urgent need to bring new and younger individuals onto the scene to work with the current leaders in order to capitalise on the human potential within the industry and ensure that established leaders don't suffer leadership fatigue. It is clear that there is a shortage of industry personnel who are ready to confidently and effectively fill leadership roles at all levels. Participation on committees, associations and boards brings with it a whole range of new experiences for industry members. They must understand the processes of government, research, management and the responsibilities that being on representative bodies brings. In many instances members must participate at meetings held at short notice or even during fishing periods. They need to be able to understand agendas and papers at short notice and be able to articulate their position.

These issues have been highlighted in the FRDC Research and Development Plan 2000-5 under Program 3 – Human Capital Development. In particular the strategy includes leadership development with developing and supporting a program for present and future leaders as an indicative example. Improving human resources is

also identified in the plan as a Commonwealth Government R&D priority. An SBT aquaculture draft R&D plan acknowledged the benefits that industry will gain through leadership development including development of leaders and succession planning.

A major impediment to industry in filling representative and leadership roles is the need for industry personnel who feel confident in their ability to represent and articulate a position and understand the processes involved. The Australian Fisheries Academy, Seafood Council (SA) and Primary Industries and Resources SA (PIRSA) jointly commissioned a training report (Phillips and Berry, 1998), which identified the need to provide industry leadership training at two levels so as to adequately prepare existing and future industry leaders.

There are a number of leadership programs operating; however, none recognise the unique environment within which the seafood industry operates. In particular courses such as the MAC course are process, rather than people development focussed. They are important in preparing representatives on the processes and protocols of MACs. However there is clearly a need for a people development program to articulate into such courses including the Australian Rural Leadership Program. The aim of the project was to develop and pilot a program that adequately prepares people to confidently take their place on the broad range of committees, associations and government and industry boards and then further develops those skills to prepare for the next generation leaders.

It has been identified through reports such as the Miriam O'Brien report for FRDC (1997), the Phillips and Berry report (1998) and the scoping exercise report on leadership competencies prepared for Seafood Training Australia (1999) that training needs to be at a two-tiered level. The first, or basic level, needs to be a personal development program that prepares new and future industry sector leaders to confidently and professionally take their place as representatives of their particular sector. Skills developed need to include:

- Industry knowledge and structures;
- Ability to communicate effectively;
- Planning, problem solving and decision making skills;
- Procedural knowledge; and
- Effective working relationships and networking.

Since April 2000 a number of fisheries Management Advisory Committees and Industry Associations have funded personal development programs for new and future industry representatives, called "The MAC Basic Leadership Program". These programs have been run in South Australia, Victoria and Tasmania so far, are jointly administered by the Australian Fisheries Academy and Seafood Council SA, facilitated by Cheryl Phillips of Changing Communities Pty Ltd and aim at addressing the first tier of identified leadership training.

As identified in the reports and various industry forums there was also a need for second tier advanced or strategic industry leadership expertise, which expands the competence of existing MAC, association and other industry body representatives to develop a range of skills including an ability to:

- Further enhance existing leadership expertise;
- Grasp "bigger picture" issues;
- Take senior, more strategically orientated roles on industry bodies;

- Represent, promote and influence industry perspective and views to government and the broader community; and
- Act with a high level of professionalism and demonstrate a commitment to excellence.

These skills are in line with draft seafood industry leadership competency recommendations, presented in the report "Scoping Exercise – Strategic Leadership in the Seafood Industry", which was prepared for Seafood Training Australia by Graham Evans on behalf of Baisden Consultancy (1999). The strategic leadership level competency recommendations in that report have subsequently been developed, endorsed and included in the Seafood Industry Training Package (SITP). The 2001 review of the SITP recommended that the first tier of competencies also be validated and included in the package. This process is currently underway as part of the broader implementation project resulting from the review and is anticipated to be completed before the end of 2003.

The advanced leadership program that was developed and trialled during the project discussed in this report was able to build on the first tier and develop and deliver a more advanced model to prepare seafood industry leaders to represent industry at a more senior, strategic level. Other objectives included validation of the (at the time) draft advanced leadership competencies and the development of a model program and accompanying resources that could be disseminated and used as an ongoing basis for leadership development nationally.

## **4. NEED**

A need to focus on developing commercial seafood industry personnel with the necessary skills to confidently, articulately and professionally represent the industry at a sectoral and broader level has been identified as one of the major issues facing the Australian seafood industry in a number of reports and strategic plans released in recent years, including:

- the Miriam O'Brien report (1997) commissioned by FRDC;
- the draft 5-year Research and Development (2000-5) prepared by FRDC;
- the Pivotal report (1998) commissioned by the South Australian Minister for Primary Industries; and
- the 5-year Research and Development Strategy (1999) prepared by the FRAB

The latter two reports provide introductory Strategic Plans for the industry in terms of research and management respectively. Both suggested that development of the people resource will be a critical limiting factor in future operations of the industry at all levels.

The Miriam O'Brien report identified the limited range of personal development options open to members of the seafood industry at the time of the report. Seafood Directions '99 identified "strategies to develop people in leadership roles including public speaking and negotiation skills" as a critical action task for ASIC to undertake. There was clearly a need for an industry-specific advanced leadership program that prepares a pool of next-generation leaders and is part of an overall national strategy for developing an effective people resource for the seafood industry.

The nationally accredited Seafood Industry Training Package, which was developed by Seafood Training Australia and endorsed in February 2000, includes leadership and people development competencies. Consequently there was a need for development of targeted training programs to co-ordinate with that process and deliver methods that enable industry members to acquire those leadership competencies. A research program would develop and pilot an aligned training model for national use, complete with a facilitator's guide, selection process guide and learner's resources.

## **5. OBJECTIVES**

1. To develop a training needs analysis that identifies current skills and highlights competency gaps
2. To link program outcomes to the seafood industry training package leadership competencies as developed by Seafood Training Australia
3. To develop a model national industry advanced leadership training program for the seafood industry
4. To develop a suitable identification and recruitment process for participants
5. To trial the developed program from January to December 2001
6. To produce a comprehensive program facilitators guide to include resource assessment

## **6. METHODS**

### **6.1 Establishment of a project team**

The two priorities for the management team (Grant Carnie, Australian Fisheries Academy and Martin Smallridge, Seafood Council SA) at the commencement of the project were to appoint a project review committee and to select a consultant experienced in leadership and personal development.

The input of a project review committee to advise, review and quality assure the overall process would be a critical component of the overall program. The terms of reference for the committee included:

- providing overall project direction;
- providing comment, feedback and advice on project objectives;
- overseeing the meeting of project milestones;
- assisting in the facilitation of linkages to other programs;
- approving project action plans and recommended timetables prepared by project management;
- approving project management's selection of a consultant/facilitator to assist in the development and delivery of the leadership program;
- approving any modifications as may be deemed appropriate during the life of the project; and
- ensuring the project's budgetary responsibilities are met.

The committee comprised representatives from industry, seafood training advisory organisations, a Government seafood industry organisation, an independent training provider and FRDC. The members were:

|                 |                                     |
|-----------------|-------------------------------------|
| Michael Whillas | Industry (Chair)                    |
| Henry Jones     | Industry                            |
| Debra Ferguson  | Industry                            |
| Ross Ord        | Seafood Training Australia          |
| Mark Cody       | Seafood Training SA                 |
| Dr Paul McShane | Australian Maritime College         |
| Trudy Huczko    | Primary Industries and Resources SA |
| Dr Patrick Hone | FRDC                                |

The selection of the principal facilitator to develop and deliver the pilot program was undertaken by the management team and confirmed by the project committee. Criteria included previous experience in similar programs with similar or rural based clientele. Cheryl Phillips of Changing Communities has vast experience in delivering personal development and leadership training to people in the primary industry sector, is an ARLP graduate and was considered the ideal candidate to work on this project. Cheryl's previous projects included:

- a dairy industry woman's leadership project;
- co-facilitator for four young dairy farmer's leadership training programs;
- a community planning project in rural Victoria;
- the level one seafood industry leadership program;
- co-author of the Berry/Phillips report "People Development in the South Australian Seafood Industry".

## **6.2 Develop a training needs analysis that identified current skills and highlighted competency gaps:**

A training needs analysis to determine issues confronting the seafood industry and the skills necessary in its leaders to effectively represent industry positions on those issues was undertaken in the latter part of 2000. The methodology involved a national consultative process of focus groups, one on one interviews and dissemination of questionnaires. The aim of the analysis was to;

- elicit views on a range of leadership qualities identified by industry, other leadership programs and general literature on leadership as desirable in leaders; and
- gather opinions on the complimentary skills that are required to strengthen these qualities and be an effective leader.

This process resulted in responses and input from approximately 110 industry stakeholders from all states and territories. The results were collated, analysed and used as a basis for the program development. Another outcome from the analysis was to gauge support for an industry leadership program, in particular to determine the likely response in terms of take-up of positions in a program and the underpinning support participants would receive from industry organisations and enterprises.

The report "Leadership Needs of the Australian Seafood Industry – A Training Needs Analysis" gives a complete outline of the skills analysis process and results.

## **6.3 Link program outcomes to the seafood industry training package leadership competencies as developed by Seafood Training Australia**

Seafood Training Australia, the national industry training advisory board, was undertaking a parallel project to fully develop draft advanced leadership competencies identified in the 1999 strategic leadership scoping exercise. These competencies, once developed and endorsed would be included in the Seafood Industry Training Package.

Consultants Dr Ivan Johnstone and Graham Evans were commissioned to undertake that project and the two project teams were able to work very closely together to ensure there were synergies between the competencies and the advanced leadership program that would provide a pathway to developing those competencies.

The advantages were twofold. The development of the program had a point of reference to link training with endorsed industry advanced leadership competencies while providing a training pathway for future industry leaders to acquire the identified skills.

## **6.4 Develop a suitable identification and recruitment process for participants and mentors**

A process to identify suitable participants already involved in the Australian seafood industry and who are expected to be the next generation strategic industry leaders was developed with the following criteria being used:

- Participants who reflect the requirements of industry in terms of age and future potential to take a leadership role;

- participation or opportunity to participate be representative in terms of states, sectors, gender, age, background, qualifications and ethnicity;
- the participant's abilities matched to the level of the program including identifying the characteristics required;
- participants who will be supported by their sector (or nominee) during and after the program, as well as supported financially; and
- ensure participants have opportunities to participate in industry forums during and after the program.

Notifications were sent to all known industry organisations and associations seeking nominations by industry or applications from individuals. The applicants were required to demonstrate industry support for their participation if they became part of the program and agree to provide a financial contribution. Twenty applications were received for the twelve positions on offer. Those selected were believed to reflect the diversity within industry and had the potential to make a long term contribution to the industry.

Mentoring was to be an important part of the training program with participants supported and guided by a respected leader during the program. The aim was that mentors would also "open doors" for participants by including them in events and meetings that would not otherwise be available to them.

Participants were provided with briefing material prior to the commencement of the program and were asked to identify and negotiate with person who would be a suitable mentor. The suggested approach was for participants to focus on current industry leaders in particular and consider issues such as industry sector, positions held and geographical location to participants.

The report "National Strategic Leadership Development Program – Selection Process" gives a complete outline of the selection process analysis and results.

## **6.5 Develop and deliver a model national industry advanced leadership training program for the seafood industry**

### **6.5.1 Design overview**

The National Strategic Leadership Training Program was developed after careful consideration of the industry training needs analysis and the leadership competencies developed by Seafood Training Australia.

In particular, the design process responded to the specific recommendations of the Industry Training Needs Analysis which included:

- taking account of the differing personalities and learning styles of seafood industry members;
- considering making links to or interactions with a community or industry issue;
- introducing the participants to a national political and bureaucratic environment;
- utilising experiential learning processes and concentrating as much as possible on "doing", linking this process with key industry issues;
- exposing participants to existing industry leaders and shapers of current thinking so they developed links with current leadership structures within the industry, which in turn would encourage pathways beyond this program;



- taking into account the outdoor lifestyle of the participants, resisting temptation to place participants in classroom situations for lengthy periods; and
- providing participants with the opportunity to articulate into other personal development programs, including Rural Leadership Programs at both a state and national level.

The program was designed to enable maximum participation by all sectors of the industry, in particular taking into account the seasonal demands of the industry. Additionally, creating an optimum learning environment was a major driver of the program development phase. The program was conducted over 8 days in 3 sessions with a strong emphasis on experiential learning.

The pilot program was conducted between May and September 2001 and twelve participants were selected who reflected the diversity within the industry including gender, age, seafood industry sectors, government and industry personnel, together with national representation.

Participants, with assistance from the project team, identified and negotiated with a mentor to work with them for the duration of the program so providing further access to role models and styles of leadership. The mentor was not be someone they related to in a line management sense, nor was it be someone they have a close personal relationship with but rather someone they respected as a role model and who had the skills to resource, challenge and support the development of the participant.

### **6.5.2 Delivery overview**

The first session was held at the Hahndorf Convention Centre and Resort in the Adelaide Hills. The focus was twofold:

- first, personal development to increase participants' awareness of their strengths and personal style and the impact they have on those they work with. Personal skill gaps were identified and opportunities created to address many of these. Participants prepared a personal continuous improvement plan to access the skills and knowledge areas identified as "high need" through the mentoring program or other training programs; and
- second, the session commenced the process of working with participants to explore the possibilities within the industry in terms of best practice, creating a learning culture and building a sustainable, professional and progressive industry. Participants were exposed to a panel of industry leaders who shared their visions for the future together with the challenges facing the industry. In addition they were provided models of best practice at either an enterprise or organisational level. The art of professional networking was experienced and opportunities provided at dinner each evening through invitations to a range of industry, political and community leaders.

The final component of the first session was the identification and design of an industry project by participants. This task was to provide learning opportunities that are not possible to create within the residential sessions. Participants were guided through this process, which was to result in individual or group projects that will make a significant contribution to industry and provided opportunities to enhance the skills, confidence, knowledge and contacts of participants. The project was to be completed by the final session, a duration of five months.

The second session of this pilot program was based in Port Broughton, South Australia. The reason for this was that a project was being undertaken to address the management of pollution in Spencer Gulf. As the Seafood Industry was, and is working with Local Government and the community on the project, it provided an excellent opportunity for program participants to both learn from this work and make a contribution to further this work. During the two days of this session the focus was on developing the essential process skills required when working in a community or industry context and included consultation, communication, teamwork, accessing and analysing data, conducting effective meetings and public speaking. Over the two days participants worked in two groups to develop a proposal to present to community and industry leaders at the end of the second day. The aim was to reinforce the links between the Seafood Industry and the Community, and furthermore, identify possibilities for future developments.

The third session was conducted in Canberra to expose participants to the national context in which they operate and provided them with an opportunity to increase both their understanding and skills in operating effectively in such an environment.

Participants were expected to organise meetings with relevant stakeholders to further their project outcomes during this session. The formal sessions focussed on political skills including lobbying, change management, effective use of the media and impacting positively on an audience. Specialists in these fields were invited to work with the participants. Formal dinners were organised to capitalise on the opportunity of meeting with political leaders and national industry leaders and hearing their views and visions for the industry.

The report "National Strategic Leadership Development Program – 2001" gives a complete outline of the program including preliminaries such as a skills analysis and selection process, the program content and methodology, post course evaluation and appendices providing sample resources that were used.

## **6.6 Produce a comprehensive program facilitator's guide to include resource assessment**

At the completion of the pilot training program there was exhaustive feedback and analysis through participant and mentor questionnaire and interview, as well as a meeting of the consultant/facilitator, project management and the steering group. This review process laid the groundwork for completion of a documented model program outline and the development of a comprehensive facilitator's guide with indicative resource requirements and assessment guidelines.

The resultant document, "Strategic Leadership Training Program – Facilitator's Guide" is available as a comprehensive framework for anyone who is seeking to deliver a strategic leadership program to potential leaders in the seafood industry.

## **7. RESULTS/DISCUSSIONS**

### **7.1 Structure**

The course was designed around adult learning principles to ensure participants could learn according to their needs and it also took into account that the integration of learning is enhanced when an experiential approach is taken. The diversity within the group was significant and resulted in varying sessions challenging some participants much more than others. However, the focus on a team approach enabled participants to work on their individual areas of need in the context of building team outcomes. Nevertheless, it will be a perennial issue which needs to be responded to in every program, particularly during the first session when participants are more inclined to focus on their own inadequacies in comparison to others.

The three sessions provided an effective structure, with the time between sessions providing useful space to both reflect on skill areas requiring further development and intentionally enhance these areas in the participants work environment. The spread of sessions over five months provided a realistic timeframe for participants to plan, design and implement their industry projects with the support of facilitators, mentors and other industry stakeholders.

### **7.2 Course Content**

The Strategic Leadership Training Program had three key components, these being:

- skill development;
- information provision; and
- expansion of networks.

#### **7.2.1 Skill Development**

This section of the program aimed to offer opportunities for the participants to develop the necessary skills for effective leadership. These included:

- effective presentation and communication of a message;
- awareness of self;
- teamwork; and
- project planning and management.

In all cases the sessions were designed to provide opportunities for participants to learn through involvement in real situations. Thus:

*Presentation and communication* was linked to participants presenting themselves in a way that would facilitate networking; communicate a message; and through the involvement with guest speakers undertake the roles of introducing the speaker, facilitating the question and answer session or thanking the speaker on behalf of the group. Guests and presenters also provided a range of styles and levels of effectiveness from which to learn.

*Awareness of self* was associated with participants firstly understanding their individual style and then developing an awareness of the impact they have on others

and how their style can contribute to a group situation. Other sessions which aimed to increase self awareness were the undertaking of a skills audit, and taking a professional approach.

*Teamwork* was based around a group putting aside their individual self interests and personal issues and becoming effective at working as a team, developing and achieving a shared goal.

*Project planning and management* related to their industry project and provided a practical opportunity to develop skills and make a contribution to the industry.

### **7.2.1.1 Presentation and communication**

#### **1. Public Speaking**

The diversity of participants was clearly evident during this session with some being confident and competent public speakers and others having had little or no experience resulting in high levels of anxiety. This session, as with many others, provided a guide and reference point for continuous improvement for the remainder of the program.

#### **2. Professionalism**

Professionalism was aimed at raising the awareness of the characteristics and behaviour of a professional, together with providing practical skills and opportunities to operate effectively in a professional environment. Participants hosted industry dinners, chaired panel sessions and worked with mentors and industry leaders to implement their projects, all requiring a professional approach.

#### **3. Working with the media**

The session on the media was a practical session including role plays to prepare participants to effectively convey their message when approached by the media. The key learnings identified by participants included:

- short sentences are more effective in getting your message across;
- providing obvious 'grabs' which convey the essence of your message;
- being sure of yourself and your topic AND being prepared for an unexpected question or response from the journalist;
- preparing prior to an interview;
- listening to the question and correct information when necessary;
- keeping eye contact with television journalists.

#### **4. Lobbying**

The lobbying session aimed to encourage participants to be both strategic and intentional in bringing about change, using lobbying as a tool. The key learning outcomes of participants were:

- knowledge of who to contact and their points of access;
- to plan and prepare prior to lobbying;
- never going to a deputation alone - someone needs to take notes and you need to play team in presenting your case;
- being specific about what you want.

- selecting your team carefully and assign tasks; and
- Leaving a 'footprint'.

### **7.2.1.2 Self Awareness**

#### 1. Personality Styles

The emphasis of this session was to raise awareness of personal styles and the impact they have on others. A tool was provided to establish the various styles and how they can positively contribute to team outcomes. Participants were encouraged to transfer the learning outcomes from this session to work teams and committees. Again this session provided a reference point which was referred back to throughout the program to ensure participants gained an understanding of how to utilize this knowledge to enable them to have a more positive impact on others and to create more robust teams.

#### 2. Skills Audit

This exercise was useful for some participants who had not previously mapped their strengths and weaknesses. On reflection it may be more valuable to focus on teamwork skills in a leadership context and work with participants to develop and integrate these skills throughout the course.

#### 3. Debriefing Sessions

The debriefing sessions were an important component of the program as they provided an opportunity for questions to be raised, learning outcomes to be integrated and planning to occur for the following sessions. The key learning outcomes identified by participants included:

- learning from other people's experience;
- taking time to debrief and reflect in a group situation is very rewarding;
- putting in the hard yards will pay off; and
- provides a valuable source of feedback.

### **7.2.1.3 Teamwork**

Participants identified the characteristics of effective teams extrapolated from their own personal experience. A discussion exploring how to translate this environment into a committee situation raised some interesting dilemmas. They also formed teams to experience the challenge of achieving a shared goal with a diverse and unknown group of people.

#### 1. Meeting Procedure

Following the watching of a video on strategies for achieving shared outcomes in meetings, a role play of an industry meeting was conducted to practice the skills required to facilitate an effective meeting with useful learning outcomes emerging.

Conducting effective meetings was considered to be a challenge and a skill which needs to be developed throughout the program.

## 2. Community- Industry Exercise: Port Broughton, South Australia

The second session of the program was conducted in Port Broughton in South Australia. It was seen to be an opportunity for the participants to be hosted by a community and for the participants to contribute back to the community with a range of well developed proposals based on their research.

The aim of this session was to provide an opportunity for the participants to work as a team in consulting with all sectors of a community to identify the community's perception of the seafood industry and furthermore identify strategies to address both the negative aspects and form partnerships to capitalise on the opportunities.

The community leaders embraced this exercise as they welcomed the opportunity to gain objective feedback on their community and possible proposals which would enhance their community's future development.

The participants did little preparation for this session which detracted from both the process and the outcomes. Nevertheless they established contact with a range of people within the community and accessed some useful data. The group continued to debate their legitimacy to 'tell the locals' what to do and hence their final presentation to community and industry leaders was made up of broad generalisations or examples from other communities rather than well developed proposals specifically related to the local community.

There was an agreement from the participants to provide a written report to the community leaders and place an article in the local paper informing the community of the findings. These tasks were implemented after the conclusion of the session.

The key learning outcomes of participants included;

### General

- Many community issues within the seafood industry are similar across Australia;
- the importance and contribution of the seafood industry to a small rural community;
- opportunities are everywhere – don't wait for them but go out and get them;
- it became clear that there are different sectors running different agendas within the industry;
- the need to take responsibility to achieve the outcomes within the time allocated;
- planning ahead is essential;
- viewing the seafood industry from a completely different perspective, and therefore providing a great insight into the local seafood industry;
- staying focused on the subject;
- the important of supporting the team ahead of individual needs; and
- teamwork is the key to achieving outcomes.

### Communication

- The art of drawing out the relevant information from those being consulted;
- the need to ask specific questions and use language that is appropriate;
- the ability to put yourself into the position of those being questioned;
- spending more time consulting people; and
- increased confidence in public speaking;

### Teamwork

- Seek input from all those involved;
- prepare prior to undertaking the task;
- listen for understanding;
- keep the team focused on the task at hand;
- be more inclusive of diversity;
- make a contribution;
- be patient; and
- manage time, so that everyone can input into the issue.

### Meetings

- Clarify the objectives of the meeting at the commencement;
- unite the group by making all participants welcome – introductions are important;
- keep people to the point;
- canvas other opinions and identify the common ground;
- inform people so they are more than willing to help; and
- adapt meetings to the specific situation – don't be too rigid with protocol.

### Analysing Data and Formulating a Proposal

- Preparation and planning are essential;
- keep it simple but don't lose sight of the big picture;
- analyse all forms of data prior to designing the proposal; and
- assess whether more data is required to design a proposal.

### Public Presentation

- Plan and prepare;
- rehearse, rehearse, rehearse;
- be concise; and
- remember people are interested in our perspective.

#### **7.2.1.4 Project Planning and Implementation**

The identification, design, implementation and presentation of a project is an integral and important part of the training program. The project brief required participants to work on an industry project during the five months of the training program, drawing on the support of industry stakeholders, a mentor, other participants and facilitators. The project is expected to have national implications and make a contribution to the future development of the industry.

The projects included:

- feasibility study into the need for a post harvest peak body;
- construction and equipping of a trailer for use in awareness and education campaigns;
- establishment of a model of best practice for Fishing Co-operatives;
- design of a practical course for university graduates to enhance their employability in the aquaculture industry;
- research into the issues and strategies to improve the relationship between fishers, processors and marketers;
- preparation of a discussion paper on the role and impact of the introduction of marine parks in the Southern Zone Rock Lobster Fishery;

- preparation of a paper highlighting the social and economic impacts of 'ESD' legislation;
- elimination of the practice of shorts weights in the Seafood Industry;
- preparation of an induction kit for new entrants into the industry;
- building strategic relationships in the Australian Seafood Industry;
- establishing a process for researching and formalising a new fishery; and
- establishing a Seafood Awards Program for the Victorian Seafood Industry.

The key learning outcomes identified from the presentation of their project outcomes were:

- know your topic when presenting publicly;
- ensure projects were effective in gaining the interest of the audience;
- plan and prepare prior to presenting;
- an opportunity to access resources to implement the project;
- poise and confidence will capture the audience;
- the importance of presenting ideas to a range of industry stakeholders;
- the presentation enabled participants to receive feedback and realise that the audience had understood the project's purpose; and
- realising that the audience was on their side.

## **7.2.2 Information Provision**

The provision of information is certainly a critical component of this training program. Much of the information provided by speakers was valuable, although the styles of some presenters detracted from the content. This in fact provided more opportunities to learn from presentation styles during the debriefing sessions.

### **7.2.2.1 Question Time at Parliament House**

This part of the program was considered both entertaining and an education, as the majority of participants had not previously observed question time. The key learning outcomes identified by participants included:

- opportunity to observe different presentation styles and their effectiveness;
- the content is repetitious;
- lack of respect demonstrated between politicians;
- the speaker has a challenging role trying to discipline the politicians;
- politicians who know their subject matter are more effective; and
- difficult to see what is achieved.

### **7.2.2.2 Industry panels**

The industry panel in South Australia included a range of industry stakeholders who presented case studies of best practice, innovation and a state perspective on the industry issues and decision making processes.

During the final session a national panel session was conducted with industry and political leaders contributing their views and the participants identified key learning outcomes such as:

- if presentation skills are lacking, the audience will speak about the speaker, rather than the subject matter;



- having a better understanding of the roles and responsibilities of the Australian Seafood Industry Council (ASIC); and
- the importance of structuring a session to enable all presenters to have equal time with adequate time for a question and answer session.

### **7.2.3 Networking**

A range of networking opportunities was provided to participants throughout the training program. It is clear that the skill of networking needs to be refined to ensure participants are intentional in both who they invest in and what information they access. These opportunities included business dinners with industry, business and political leaders; a community consultation; industry panel sessions and project planning and implementation.

#### **7.2.3.1 Industry Dinners**

Industry dinners have proved to be one of the most effective learning tools in the program. The key learning outcomes of participants in relation to networking were:

- be open, honest and dedicated;
- intentional networking is essential;
- it is not so difficult to 'work a room';
- the industry leaders are very willing to assist; and
- it is an opportunity to prepare people for future meetings.

#### **7.2.3.2 Mentoring**

Mentoring was an important part of the training program. Participants were provided with briefing material prior to the commencement of the program and requested to identify and negotiate with a mentor. The aim was for each participant to gain the support and guidance from a respected leader while undertaking training and implementing an industry project. It was also hoped that the mentor would 'open doors' for the participants and enable them to attend events and meetings not otherwise available to them.

The principal facilitator assisted participants as they selected their mentor. All participants had negotiated with a mentor prior to the commencement of the program. Several participants wanted to work with their employer and one pursued this option, even though the participant was advised against taking this path.

In retrospect it may have been advantageous to conduct a briefing session for participants prior to them finalising and negotiating with their preferred option. This would have enabled them to be clear about the expectations of this relationship.

For some participants it appeared that identifying and negotiating with a mentor was simply a task which had to be completed and inadequate time was invested in deciding who would be the most appropriate person to play this role. In some cases this was about expediency and for others it was the fear of moving outside of their comfort zone, so they chose someone with whom they had an existing relationship.

It was also clear that some participants chose their mentor prior to finalising their project and hence, when the project changed their mentor was no longer the best person for the job.

## **8. BENEFITS**

The Australian Seafood Industry as a whole will benefit from the development of the strategic leadership program. The dramatic changes in fisheries management procedures and the increase in the number and scope of associations, committees and consultative groups or forums at a state and national level has meant that there is an ever-growing need for people with the skills to confidently and competently represent the industry.

The beneficiaries of the Australian Seafood Industry Advanced Leadership Training Program and future programs based on the project that develops a pool of professional, articulate and capable industry representatives will include:

- the wild-catch sector, which will require representatives able to articulate industry positions on issues such as management, environmental concerns and security of tenure;
- the rapidly emerging aquaculture sector, which will need representatives who are able to ensure that the sector develops in a sustainable and cost-effective manner;
- the post-harvest sector, which needs to be represented by people able to understand and articulate issues affecting the sector such as marketing, food hygiene and quality control;
- state and federal Government organisations and the fisheries science sector, jointly working in partnership with industry to manage Australia's fisheries resources in a sustainable and environmentally responsible manner; and
- Seafood Training Australia, the training arm of the national industry organisation Australian Seafood Industry Council, which has been able to have the recently developed leadership units of competency validated in a training program.

Other beneficiaries will be stakeholders such as the various environmental groups and recreational fisher lobbies who often having conflicting views to industry on particular issues and need to be confident that the seafood industry has representatives who are able to grasp the complexities of such issues and will work towards a satisfactory outcome for all parties. Similarly the seafood industry and its associations and committees will have representatives who are competently and articulately able to convey the industry position, which at times is distorted and not well presented because of a lack of skilled negotiators.

The community as a whole and certainly the smaller rural and regional communities where much of the Australian seafood industry, particularly the catching and aquaculture sectors are based will greatly benefit from a more professional group of leaders. Many of these communities depend to a great degree on the seafood industry for their economic survival and can be greatly affected by adverse decisions taken often because the industry position wasn't well presented.

In the past there have been too few people capable of effectively representing the seafood industry, putting undue pressure on those that have taken on leadership roles. It has been difficult to put in place any sort of adequate succession planning and the lack of industry specific leadership training has only exacerbated the problem. The benefits to the industry and to the wider community through the development of a more professional, well-represented seafood industry are clear. An industry specific leadership training program is an important tool in realising this.

## **9. FURTHER DEVELOPMENT**

The inaugural Strategic Leadership Development Program has developed a sound framework for ongoing seafood industry leadership development. A road tested program is now in place and has proven to be successful in enhancing people's skills and preparing professional, confident and competent industry representatives to confront the challenges they will face as future industry leaders.

### **9.1 Future courses**

Evaluation of the program has identified a range of recommendations and confirmations that the management team believe should be considered as part of future courses.

#### **9.1.1 Establishing common expectations**

- A detailed briefing package to be provided to participants 3-4 weeks prior to the course; and
- an additional session be added which integrates the course philosophy into a broader context and ensures that there is common understanding by participants on where each of the sessions and skills fits within this context.

#### **9.1.2 Selection process**

- The selection process specifications are followed for future training programs;
- minor modifications be made to the application form, including a section for the current professional position held by the applicant and all previous training undertaken by applicants; and
- the number of participants ranges from 12-15 in all future courses.

#### **9.1.3 Logistical arrangements**

- A travel agency be contracted to work with the program, in order to streamline the travel arrangements of participants and reduce the costs;
- additional sponsorship be sought to subsidise the travel costs of participants from distant locations to compensate in part the actual costs and the additional travel time required;
- the location of the three sessions be decided after each group of participants is selected in order to make the cost of travel as equitable as possible while not detracting from the program goals;
- each State hosting a session is actively involved in contributing to that session with guest speakers, dinner guests and assisting with logistical arrangements.
- each venue be accessible to both participants and guests; and
- the venue be briefed to provide:
  - A large conference room with space to work in both the large group and smaller groups or to have breakout rooms.
  - Conference room with windows to provide natural light.
  - Tea and coffee facilities at all times, in addition to water on the tables and morning and afternoon tea.

- Communal areas for participants to meet informally with each other and industry guests.
- A board room style set-up with one end free to access audio visual equipment.
- Equipment including: overhead projector, screen, flip chart, textas, television, video player and whiteboard.

#### **9.1.4 Course structure**

- The course be conducted over 3 residential sessions, with a duration of 5-6 months;
- adult learning principles underpin the program, with individual continuous improvement plans being developed and implemented;
- the theory and practice of effective teamwork provides a reference point throughout the program; and
- participants be resourced by facilitators throughout the three sessions and between each session.

#### **9.1.5 Course skill development**

##### **9.1.5.1 Public speaking**

- The public speaking session continue to be part of day one of the program with the learnings being integrated into the remainder of the program; and
- opportunities be provided for participants to practice these skills throughout the program as they were during the inaugural program in the form of – chairing dinners, introducing guests, facilitating question and answer sessions, thanking guests and chairing meetings.

##### **9.1.5.2 Working with the media**

- Participants receive copies of media releases related to the course;
- a practical session be conducted to hone participants media skills; and
- media coverage of the program is sought and participants are given the opportunity to profile the course and their sector.

##### **9.1.5.3 Lobbying**

- The lobbying session include a case study from an 'expert', together with a practical 'how to' guide.

##### **9.1.5.4 Self awareness**

- Focus this session on the outcomes that can be achieved from understanding the impact and input that different personalities can have;
- allocate more time for debriefing on the personality trait exercise and integrate the learnings throughout the course; and
- provide a leadership context, together with a range of leadership styles and then identify the skills required to be an effective leader. In each of the subsequent sessions these skills could be practiced and debriefing sessions could draw out the learnings.

##### **9.1.5.5 Meeting procedures**

- Clearly position the teamwork session into a leadership context;

- clarify that the teamwork session has two aims – firstly, for participants to identify the characteristics of effective teams and secondly, to enhance their skills in working as part of a team to achieve shared goals; and
- strategically provide as many opportunities as possible for participants to work in a variety of groups during the course and debrief their learnings.

#### **9.1.6 Community industry exercise**

- A community exercise be conducted as part of future programs to provide practical experience for participants in consulting with the community, identifying issues, gaining a grass roots perspectives and formulating a proposal for implementation; and
- this session to be conducted in a community with a population of approximately 10,000 so that secondary information can be sought and more detailed proposals prepared prior to being presented to community leaders.

#### **9.1.7 Project planning and implementation**

- The project remains an integral part of the training program;
- facilitators, mentors and industry personnel provide support to participants to ensure the successful implementation of projects; and
- the project team promote the participants' projects throughout the industry.

#### **9.1.8 Information provision**

- Attendance at question time at Parliament House remains part of the program.
- provide a briefing to speakers prior to the panel session, reinforce the time; allocations prior to the session and support the chair in effectively managing the sessions to ensure the participants needs are met; and
- time to be allocated for debriefing with speakers after each panel session.

#### **9.1.9 Networking**

- Industry dinners continue as a key learning component of the program; and
- participants are provided with the opportunity to plan the dinners and play a variety of roles to ensure they refine their intentional networking skills.

#### **9.1.10 Mentoring**

- Provide a kit of information to participants to brief them on the criteria for selecting a mentor and their role prior to the commencement of the program;
- incorporate a session on mentoring into the training program;
- participants finalise a mentoring agreement immediately after the first session of the training program;
- provide a kit of information to mentors on the role of a mentor, specific expectations during the program, the objectives of the course and an outline of the program and a time task guide for the duration of the course; and
- encourage mentors to involve participants in meetings and events which they would not otherwise have access to.

### **9.1.11 Post course**

- In addition to an evaluation process occurring immediately after the conclusion of the program, a further evaluation of participants take place 12 months after the program concludes;
- every opportunity is taken to gain feedback from industry leaders to establish their perspective of benefits coming from the program; and
- participants are brought back together 12 months after the completion of the program to further refine their skills, provide an update on progress and connect them with the new graduates.

## **9.2 Seafood Industry Training Package competencies**

The Seafood Industry Training Package is currently undergoing a review and a follow-up implementation of identified changes. As part of that process level one or industry sector leadership competencies are being developed and will be included in the SITP. This process is expected to be completed by the end of 2003.

These units are designed to precede the units that already exist and will be a stepping stone to the more advanced skills and knowledge required to meet the existing standards. In essence these new units will be aimed at people about to begin representing at a more local, sectoral level and the existing units (as trialled in the project) are for people taking on more senior leadership roles and with greater scope in terms of representation.

It will be important to ensure there is a progression of training from the skills and knowledge required at the more local, sectoral representative level (industry sector leaders) through to the more advanced level (strategic leaders). This is generally being addressed through the level one, state-based training programs and the national Strategic Leadership program. However it will be critical that there is a clear distinction between the expectations at the two levels and that they are both meeting the competency standards they are meant to target. It will also be necessary to make sure that the advanced level doesn't become a "level one and a half".

## **9.3 Links**

It will be important that there are consistent links with future MAC courses with the leadership programs being general leadership, people development training programs for people undertaking representative roles on a range of industry committees, associations and forums and the MAC courses focussing on the process knowledge required to work effectively on MAC's.

The two courses would then complement each other with the broad skills and knowledge to become competent as a leader or representative in a range of forums gained through level one or two leadership programs and participants who are going to serve on management advisory committees undertaking a MAC course as an "extra" so as to understand the specifics related to the processes of those particular committees. It will be important that the courses structures and aims reflect this.

## **10. PLANNED OUTCOMES**

There were two planned outcomes for the project and the seven major outputs undertaken contributed in differing degrees to each or both of those outcomes being achieved.

### **10.1 The development of leaders capable of representing the seafood industry in local, national and international forums**

This outcome can be interpreted in two ways – the development of leaders that resulted directly from the research project and the development of a program that has the capacity to continue to provide the mechanism to develop leaders into the future.

Both outcome interpretations can be considered as having met success through the project outputs. The twelve participants have clearly benefited from the experience of being part of the pilot program, both through their own admission (appendix 3) and through representative and advisory positions they have undertaken. One participant was appointed as an advisor to Senator Ian MacDonald on Commonwealth fisheries, which will result in grass roots industry positions being provided to policy makers as part of any decision making that affects fishers involved in fisheries under the Senator's jurisdiction. The added professionalism and additional networks attained through the leadership program played an integral part in that person being offered the position.

The pilot program has also resulted in a structured, relevant program available for future development of industry representatives and leaders. Post-course evaluation has led to fine tuning of this pilot program so that future courses are able to better focus on areas identified as needing additional or alternative input. The output to provide "*a two-tiered personal development and leadership model training program for national dissemination with existing links to the existing MAC course and the Australian Rural Leadership Program*" has been instrumental in achieving this outcome by "road testing" a more advanced skill course that builds on level one leadership personal development courses already run and so providing an integrated leadership pathway program. It ensures that more generic personal development skills are enhanced so complementing the existing MAC courses, which can focus on developing participants understanding of specific MAC processes. This and future programs will provide a pool of people who are confident in their ability to apply to take part in other leadership programs such as the Australian Rural Leadership Program, so further enhancing industry leadership qualities through greater exposure to a broader group of people with varying opinions and positions on national and international issues.

An integral part of the leadership training methodology was the use of mentors to support participants throughout the program. The output "*documenting a leadership mentoring system*" resulted in a valid evaluation of the success of the mentoring system and the impact it has on the development of future industry leaders. Mentoring is clearly critical to the success of such a program and tracking the mentoring component throughout the pilot program and evaluating its input at the completion of the course highlighted some deficiencies and resulted in the following recommendations:

- Provide a kit of information to participants to brief them on the criteria for selecting a mentor and their role prior to the commencement of the program;
- incorporate a session on mentoring into the training program;
- participants finalise a mentoring agreement immediately after the first session of the training program;
- provide a kit of information to mentors on the role of a mentor, specific expectations during the program, the objectives of the course and an outline of the program and a time task guide for the duration of the course; and
- encourage mentors to involve participants in meetings and events which they would not otherwise have access to.

An important output was the development of "*a facilitator's guide to implementing a leadership program*", which provides a step-by-step guide for anyone seeking to run a strategic leadership training program as part of the development of future leaders. The guide provides a comprehensive outline on pre-course preparations, the selection process, logistical arrangements, running the program and the assessment processes. It includes attachments providing:

- a sample questionnaire for applicants;
- a sample of frequently asked questions for applicants ;
- a sample workshop timetable;
- a sample self assessment questionnaire;
- a mentoring kit;
- a project kit;
- a post course evaluation questionnaire;
- an example of an assessment observation checklist; and
- an example of a supplementary (third party) evidence sheet.

The project was able to ensure a streamlined approach to future development of industry leaders by providing "*documented case studies, program outcomes and industry feedback*" and "*documented resource and budget evaluation for future delivery of the program*".

The various documents (see bibliography) produced as the program evolved and then concluded gives a clear insight into the program and its outcomes. In particular the scope of projects undertaken by the participants and the ongoing embracement of components of those projects provides evidence of successful program outcomes. The "*elimination of the practice of short weights in the industry*" project, the "*preparation of an induction kit for new entrants into the industry*" project and the "*the construction and equipping of a trailer for use in awareness and education campaigns*" project are examples of projects that have ongoing industry significance and continue to be further developed.

Industry feedback has been enthusiastic, supportive and constructive highlighting the success of the project. The successful implementation of a second national strategic industry leadership program following the completion of the project's pilot program and the continuation of state based level one leadership development courses demonstrates the industry commitment to advancing industry leadership development. The initiatives created by the project have been instrumental in garnering this industry support.

Project documents such as the facilitator's guide have provided future program facilitators with a clear outline of the resources needed to run a leadership course



and the logistical arrangements that are required. While it was considered inappropriate to use the costing of a pilot program as indicative of a budget to run future courses the project was able to determine an approximate budget to run such a program and funding support opportunities that could be explored such as FarmBiz funding and industry dinner sponsorship support. The endorsement of the seven strategic industry leadership units of competency as part of the SITP will mean government funding is easier to tap into because such funding is generally only available for training and assessment related to accredited national qualifications.

## **10.2 Validation of the leadership competencies for the Seafood Industry Training Package as developed by Seafood Training Australia**

The Seafood Industry Training Package (SITP) was endorsed in February 2000 and outlines industry competency standards across all industry streams and the accompanying industry qualifications. The original package was developed without leadership competency standards but a project was initiated not long after its endorsement with the specific aim to develop industry-relevant advanced leadership units of competency for inclusion. These units were to be based on studies and reports undertaken on leadership in the seafood industry, in particular the strategic industry leader level standards outlined by Graham Evans (for Baisden Consultancy) in the 1999 report for Seafood Training Australia, *Scoping Exercise – Strategic Leadership in the Seafood Industry*.

The output “*a comprehensive trial of the national leadership competency standards for the Seafood Training Australia national training package*” was the perfect conduit to trial a training and assessment program for the units of competency as they were being developed and implemented as part of the SITP (appendix 3 outlines the advanced leadership units of competency-the complete set of units is available from Seafood Training Australia or the Australian National Training Authority).

The pilot program was successful in demonstrating the units or parts of units from the SITP that were compatible with the activities undertaken in the leadership program. In fact the output proved project work undertaken by participants was an ideal integrated training and assessment instrument and six of the seven units of competency could be fully or partially assessed through the results of those projects. The only unit that couldn't be assessed was SFILEAD07A *Provide corporate leadership*. The facilitator's guide includes an integrated assessment example, aligning scenarios/activities with the relevant units/elements of units from the SITP (see appendix 3).

The leadership units hadn't been fully endorsed (now completed) by the time the pilot project finished, which meant participants couldn't be assessed against the SITP. However the project output “*statement of attainment and competency standard recognition for participants that can be used towards an accredited national qualification*” demonstrated clearly that future advanced leadership course participants will be able to undertake assessment against leadership units embedded in the SITP and receive statements of attainment leading to SITP qualifications.

## 11. CONCLUSION

The *Development and Delivery of a Model for a National Seafood Industry Advanced Leadership Program* has been a clear success. It was able to:

- ensure contributions by industry stakeholders who otherwise would not have been able to have such input;
- deliver outcomes which have provided, and will continue to provide national significance for industry leadership;
- prepare graduates with a new-found belief in themselves and the input they can have in the future of their industry;
- develop a pool of people who are now more involved, both formally (on more committees) and informally (more effective in the areas they were already involved in);
- provide a road-tested program for ongoing advanced leadership development within the Australian seafood industry;
- ensure links to other leadership and personal development programs such as the Australian Rural Leadership program and the MAC courses; and
- validate the newly developed Seafood Industry Training Package advanced leadership units of competency.

The program has demonstrated the demand and value for such investment within the seafood industry. The enthusiasm for and commitment to their industry demonstrated by the participants reinforced the need to provide development opportunities for all stakeholders, not just the 'hero leaders'.

It is clear that this program must complement an overall strategy of investing in the people of the seafood industry. People at the port and regional level must be given an insight into the decision-making processes. People on committees and boards must be supported in developing their effectiveness to participate and those already participating, just like the participants in the 2001 program, must be supported to fully develop their skills and potential.

To maximise the value of this program, the industry must be prepared to support those graduates who have demonstrated a desire to become actively involved and make a difference – there now needs to be a mechanism to utilise their enthusiasm, energy and new found skills to benefit the industry overall. Nothing will be more soul destroying than committed people developing skills that are they are not able to use. Issues such as structured succession planning must be addressed so that an ongoing, seamless leadership replacement process is in place.

The real success of the project will become more apparent in the future. If the industry is able to continually draw on a committed group of professional, competent people to articulately represent it at local, national and international level and ensure that these representatives are fully prepared to replace outgoing leaders it can be confident that its people development and succession planning strategies are working. All those involved with the project are proud of its achievements and believe a solid grounding for industry leadership has been laid. However ongoing success can only be guaranteed if there is a strong commitment from current and future leaders and grass roots industry people to build on the initiatives started by the recently developed seafood industry people development and leadership programs.

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Port Adelaide SA 5015

## NATIONAL STEERING COMMITTEE

### **Michael Whillas - Chairman**

President  
South Australian Oyster Growers Association

### **Henry Jones**

Immediate past president  
Southern Fishermen's Association

### **Paul McShane**

Director – Fisheries and Marine Environment  
Australian Maritime College

### **Trudy Huczko**

Manager – Industry Development  
Primary Industries and Resources SA

### **Ross Ord**

Manager  
Seafood Training Australia

### **Mark Cody**

General Manager  
Seafood Training South Australia

### **Debra Ferguson**

Partner  
Ferguson Fisheries

### **Patrick Hone**

Project Manager  
Fisheries Research and Development Corporation

## Appendix 2 – Project Participants

| <b>PARTICIPANTS</b>     | <b>SECTOR</b>                     | <b>MENTOR</b>  | <b>PROJECT</b>  |
|-------------------------|-----------------------------------|--|---|
| <b>Melanie Ryan</b>     | Training                          | Dos O'Sullivan<br>Dosaqua Consulting                                   | Development of a practical training package for aquaculture university graduates  |
| <b>Steven Howe</b>      | Barramundi                        | Denis Ballam<br>Seanet,<br>Fisheries Extension Officer                 | Preparation of a paper highlighting the social and economic impacts of 'ESD' legislation.   |
| <b>Diego Bagnato</b>    | Marine Scale                      | Eric McCarthy<br>CEO,<br>NSW Fishing Industry Training Council         | Establishment of a model of best practice for Fishing Co-operatives.  |
| <b>Elaine Burn</b>      | Imports                           | Hope Kearney<br>Director,<br>Sontari Foods                             | The elimination of the practice of shorts weights in the Seafood Industry.  |
| <b>Steven Gill</b>      | State Representative Organisation | Graham Turk<br>Executive Director,<br>Sydney Fish Market               | Feasibility study into the establishment of a post harvest representative body.   |
| <b>Kym Wakefield</b>    | Compliance                        | Phil Stanley<br>Business Manager,<br>Compliance SA                     | Preparation of an induction kit for new entrants into the industry.   |
| <b>Terry Richardson</b> | Processor                         | Terry Moran<br>Rock Lobster Fisher<br>Chair, ASIC.                     | Research into the issues and strategies to improve the relationship between fishers, processors and marketers.                          |
| <b>John Ashby</b>       | Rock Lobster Fisher               | Brian Jeffries<br>Executive Director,<br>Tuna Boat Owners Association. | Preparation of a discussion paper on the role and impact of the introduction of marine parks in the Southern Zone Rock Lobster Fishery. |
| <b>Chris Gindidis</b>   | Food Safety                       | Elias Diacolabrianos<br>Safety Case Manager<br>& Compliance            | Establishing a Seafood Awards Program for the Victorian Seafood Industry.   |

|                        |   |   |  |
|------------------------|---|---|--|
| <b>Angus Nicholls</b>  | Trawl   | Richard Elvin<br>Newfishing,  | Building strategic relationships in the Australian Seafood Industry.                   |
| <b>Katie Young</b>     | Extension                                     | Liz Coombs<br>Director General,<br>NSW Premiers Dept.                             | Construction and equipping of an trailer for use in awareness and education campaigns. |
| <b>Carmel Pirrello</b> | Operations Co-ordinator,<br>Trawler Operators | Barry McRoberts,<br>Galman Pty. Ltd.<br>(Writer in Professional Fisherman's Mag.) | Establishing a process for researching and formalizing a new fishery.                  |

## **Appendix 3 – Participant Comments**

**Melanie Ryan: Training Officer, SA Fishing and Seafood Industry Training Council.**

### **Reflections:**

- Networking was one of the areas of professional development I identified as needing more work and I have definitely been active in this area and more purposeful in going out of my way to meet key industry representatives and various clients and this in turn has assisted in building my confidence.

### **Outcomes:**

- I have changed employers and now take a more intentional approach to identifying and achieving my goals.
- A draft of the Practical Training Package for University Graduates to increase their employment potential within aquaculture has been prepared. This proposal fits with the priorities within SA Fishing and Seafood Industry Training Council priorities and hence, it is anticipated that it will be finalized and made available during 2002.

**Steven Gill, Executive Officer, NSW Seafood Industry Council.**

### **Reflections:**

- The value of the course was in the cross section of people involved – on the ground fishermen to high level people from processing and representative bodies which resulted in a better understanding of the issues right across the board.
- Gaining the theory behind personality profiles, public speaking and group dynamics in a meeting context was extremely useful, as it has enabled me to be more intentional in relation to these skill areas.

### **Outcomes:**

- A process is in train to establish a peak body for the post harvest sector within the seafood industry.
- Selected to participate in the Australian Rural Leadership Program.

**Terry Richardson, Australian Bight Seafoods Pty Ltd.**

### **Reflections:**

- The program has been particularly valuable in creating networks.
- It has reinforced my standards for professionalism.
- Provided me with a greater understanding of the other fishing sectors.
- The planning and care in organising the program were exceptional.

### **Outcomes:**

- I feel better equipped to offer skills to the industry and more confident in assisting other colleagues to take on leadership roles within the industry.



**Diego Bagnato, Professional Fisherman, Sydney, NSW.**

**Reflections:**

- The program teaches you to lead yourself before you can lead others.
- I learnt that industry isn't just fishing, it's all sectors and once you understand that you can see your part in the context of the whole industry.
- The course released what was there.
- The networking was great and I felt I became effective.

**Outcomes:**

- I am now more confident to introduce myself to influential people.
- I am more strategic in my planning.
- I am capable of lobbying to bring about change and as a result of this program I am the industry representative to the NSW waterways and consulted by the Department of Education in relation to TAFE courses related to the seafood industry.
- Development of a model for best practice policies in Fishing Co-operatives around Australia.

**Elaine Burn, Simplot Australia / Treasurer, Australian Seafood Importers Association.**

**Reflections:**

- I am now more confident which is reflected in my ability to network, speak up in meetings, persevere and provide focused input.
- As a result of the course I want to operate in a broader context. I have confidence to take a 'big picture' approach now.

**Outcomes:**

- I am a different person to who I was six months ago.
- My industry profile has increased dramatically.
- The issue of short weights in the on-selling of imported prawns has now been researched, documented, recognized and legislation put in place to monitor and prosecute the offenders. 250 checks already completed with increased awareness through the media coverage.
- Simplot (Elaine's employer) want Elaine to put together a training program and include a segment on short weights.
- Offered another job by mentor.

**Angus Nicholls, Industry Co-ordinator, Seafare Australia Pty.Ltd.**

**Outcome:**

- Appointed as advisor to Senator Ian MacDonald on Commonwealth Fisheries

## Appendix 4 – SITP Leadership Units Of Competency

### **SFILEAD01A – Develop and promote industry knowledge**

- Build and maintain a detailed knowledge of the industry
- Assess new developments
- Disseminate information to best effect

### **SFILEAD02A – Shape strategic thinking**

- Establish and refine goals and directions for the industry
- Develop practical strategies to achieve goals

### **SFILEAD03A – Cultivate productive working relationships**

- Develop and maintain effective relationships with individuals
- Develop influential networks, alliances and partnerships
- Demonstrate diplomacy, integrity and ethics
- Work effectively with cultural diversity
- Develop and motivate others

### **SFILEAD04A – Plan and achieve change and results**

- Plan for desired change
- Prepare and assess proposals
- Optimise results

### **SFILEAD05A – Communicate with influence**

- Communicate clearly
- Lobby and negotiate persuasively
- Participate in, or, meetings effectively
- Make key presentations at forums and conferences
- Represent the media to the public and media

### **SFILEAD06A – Demonstrate personal drive and integrity**

- Exhibit professionalism
- Apply personal drive and energy effectively
- Manage personal development

### **SFILEAD07A – Provide corporate leadership**

- Monitor and enhance organisational performance
- Ensure legal compliance of organisation
- Establish and maintain Board operation

Appendix 5 – Example of assessment sheet

|  |
|--|
| <b>SFILEAD05A</b><br><i>Communicate with influence</i> |
|--|

***Observation checklist for demonstration of practical skills***

Name of Candidate:

| During the demonstrations of skills, did the candidate:  | Y                                   | N                                  | N/A                      |
|--|-------------------------------------|------------------------------------|--------------------------|
| <b>1. Communicate clearly</b><br>1.1 Present a view or position so that it is clearly understood<br>1.2 Use language that is appropriate for the audience<br>1.3 Seek stakeholder input through listening ,balancing exchange of views and encouraging feedback  | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| <b>2. Lobby and negotiate persuasively</b><br>2.1 Identify key individuals and groups for their value to advance industry positions<br>2.2 Prepare realistic positions and arguments and consider tactics and expectations of others in the preparation<br>2.3 Acknowledge differences of opinions and values, concerns and views of others and keep communication lines open                | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| <b>3. Participate in, or lead meetings effectively</b><br>3.1 Prepare for the meeting including identification of need, programmed appropriately, and information disseminated in advance<br>3.2 Achieve agreed outcomes in the available time and with consensus and compromise<br>3.3 Summarise and distribute outcomes promptly to stakeholders   | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| <b>4. Make key presentations at a forum and conferences</b><br>4.1 Select appropriate forums to present industry positions to best effect<br>4.2 Prepare well-focussed presentations and use appropriate language, explanations, media and information/entertainment balance<br>4.3 Responded openly and honestly to questions   | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| <b>5. Represent the industry to the public and the media</b><br>5.1 Select appropriate media to maximise the issue at hand<br>5.2 Establish good working relationships with influential individuals and media personalities so as to get effective coverage<br>5.3 Ensured a positive image of the industry was portrayed and the media release was succinct with a clear industry viewpoint | <input type="checkbox"/>            | <input type="checkbox"/>           | <input type="checkbox"/> |
| <b>The candidate's overall performance met the standard:</b>   | <b>YES</b> <input type="checkbox"/> | <b>NO</b> <input type="checkbox"/> |                          |
| <b>Feedback to candidate:</b>  |                                     |                                    |                          |
| <b>Name of assessor</b>  | <b>Signature</b>                    | <b>Date</b>                        |                          |
| _____  | _____                               | _____                              |                          |

**SFILEAD05A**  
*Communicate with influence*

***Supplementary evidence***

**Competency Assessment Report (to be obtained by the candidate from their supervisor, other team member, customer, supplier, etc.)**

**Your Name:**

**Relationship to Candidate:**

**Name of Candidate:**

This candidate is being assessed for competence in the above unit. To help us consider their claims of competency, we would like you to complete this report. We value your contribution and ask that you answer the questions honestly.

**Does the candidate consistently meet the required performance standards for this unit? Do they:**

- Present information confidently and effectively to individuals and groups in meetings, workshops and forums?
- Encourage an exchange of views and information through active listening and effective questioning?
- Make a strong case in meetings and forums without overselling the message and becoming personal or aggressive?
- Ensure negotiations stay focussed, don't collapse unnecessarily and use compromise to achieve realistic & achievable outcomes?
- Achieve outcomes in meetings through planning, encouraging participation, keeping order and maintaining momentum?
- Able to effectively acknowledge disagreements and the views of others and deal constructively with differences?
- Provide user friendly verbal and written communication that is clear and concise?

| Y                        | N                        | N/A                      |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments to support your responses:**

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

**Other Supplementary Evidence (to be provided by candidate)**

1. Presentations they have made at industry meetings or forums
2. Documents or papers they have prepared to further an industry objective or position
3. Committees, associations or forums they have participated in or chaired

# **LEADERSHIP NEEDS OF THE AUSTRALIAN SEAFOOD INDUSTRY**

## **A Training Needs Analysis**

**September-November**

**2000**

**Prepared by:  
Grant Carnie, Australian Fisheries Academy Ltd  
Martin Smallridge, Seafood Council (SA) Ltd  
Cheryl Phillips, Changing Communities Pty Ltd**

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## 1. EXECUTIVE SUMMARY

The Australian Seafood Industry requires people with an understanding of the political system, who can effectively communicate industry positions and who are effective at implementing and managing change. Further it requires structures which support and develop its human resources to meet this challenge into the future.

Industry must invest in developing and encouraging individuals who are able to participate in formal structures, who are able to represent industry at local, state and national forums and who have the skills, knowledge and confidence to make a difference.

The Australian seafood industry is operating in an environment of unprecedented change. Stakeholders are now encouraged to participate in strategic decision making and there has been a dramatic increase in the number and scope of associations, committees, consultative groups and consultative forums at both the state and national level.

Significant recent industry forums and reports have all highlighted the need for a strategy to enhance the leadership capacity within the industry. Issues such as succession planning and leadership training have been identified as priorities if the seafood industry is to operate effectively in a complex environment of continuing change.

In July 2000, the Australian Fisheries Academy and the Seafood Council (SA) commenced a Fisheries Research and Development Corporation (FRDC) funded project to develop and deliver an advanced leadership training program.

A national consultative process of focus groups, one on one interviews and questionnaires to investigate the leadership status of the industry, resulted in response from approximately 110 industry stakeholders who were each invited to identify major issues of concern to the industry.

Most respondents (91%) identified uncertainty of the industry's future as their major concern. Issues relating to environmental sustainability and succession planning were also cited as significant issues.

The underlying theme from the responses was that a clear vision and effective leadership are crucial to the industry's survival and that these were not identified as being present in the industry.

Results indicated an overwhelming majority (77%) of those consulted would be prepared to take on an active representative or leadership role in industry with 86% of this group indicating their preparedness to undertake a leadership training program. Most people interviewed identified that opportunities for their involvement were currently limited, with most associations, committees and boards taking membership from a very limited number of core industry representatives.

Significantly 81% of respondents stated that they would support a member of their organization or enterprise undertaking a leadership training program.

The qualities that were deemed most important in effective industry leaders were:

- understanding and working the political system
- effectively communicating industry positions
- effectively implementing and managing change.

The skills that are required to complement these qualities, and which need to form the basis for a personal development training program, are the ability to effectively:

- Negotiate
- Prepare a powerful argument
- Conduct or participate in a meeting
- Speak in public
- Plan
- Manage conflict
- Use the media
- Lobby
- Build and maintain a team

In order to meet these challenges, the industry must:

1. Develop a leadership training model to provide the skills, knowledge and confidence for potential leaders and representatives of the industry.
2. This model should accommodate the differing entry levels of participants and the different status of the various national sectors.
3. The program should reflect the competencies and skills identified as current gaps in the industry and offer them in an active learning environment suited to members of the industry.
4. Implement a program of organisational structural change to complement the training program and to ensure a system of ongoing support and development is available to participants during the training.
5. Ensure real opportunities are offered to graduates so that the training outcomes are integrated into the industry.
6. Establish a learning culture of continual improvement.



## 2. BACKGROUND

### Overview of the Australian seafood industry

The Australian seafood industry contributes approximately \$2 billion a year to the economy and is now one of the country's top four food export earners. Around three-quarters of the annual production by value is exported. While the catch tonnage is small by world fishing standards, the industry is an important producer of high-value seafood such as rock lobster, prawns, abalone and tuna.

Australia has a rapidly developing aquaculture industry, particularly of sea-farmed species such as Atlantic salmon and tuna. The production of pearls and oysters is important and land-based aquaculture is expanding and all are contributing significantly to the economy in many regional areas. Overall the aquaculture share of the gross value of seafood production was 26% in 1997/8 and continues to increase.

Almost 30,000 people are directly employed in the wild-catch and aquaculture sectors and it is estimated that in excess of 80,000 people are employed in the industry overall once post harvest operations including processing, retail, wholesale, export, import and distribution are taken into account.

The industry, particularly in the wildcatch and aquaculture sectors, is generally based in rural and, in some situations, remote locations. It is still in the main made up of individual and family run operations, Post-school formal or tertiary education is the exception rather the rule. And yet innovative and entrepreneurial approaches have highlighted the development of the industry over the years and continue to underpin its success. However the changing environment in which the industry now finds itself has meant that new skills are needed so that the industry has representatives who can confidently and competently take a representative role.

### Current leadership situation

There have been dramatic changes in fisheries management procedures in recent years with industry stakeholders participating in strategic decision making through the introduction of Management Advisory Committees and similar forums. Additionally, there has been an increase in the number and scope of associations, committees and consultative groups or forums such as advisory boards and public meetings at both the state and national level.

These changes, along with the need for industry to respond to challenges from other stakeholders such as environmental and recreational fisher groups, has highlighted the need for the industry to have people with the necessary skills to represent its interests. It has become clear through reports, forums and general discourse that the lack of skilled leaders and issues such as succession planning require an urgent response.

A number of industry forums, including Seafood Directions '99, have concluded that it is critically important for the seafood industry to have adequately trained

and skilled people to represent it as it increasingly confronts a broad range of issues locally and nationally.

The need to be open and accountable to a range of stakeholders has highlighted the generally poor public perception and profile of the seafood industry. There is an increasing need to professionally and articulately present industry positions on a range of issues to a cross section of stakeholders and the broader community. These issues include care of the environment, security of access to the resource, product quality and safety matters and market development opportunities.

In the main the structures and opportunities within the industry have not matched the changes. Industry organisations are still fisher rather than expertise-based, opportunities for new participants on committees are generally limited with most committees comprising a core group of individuals who have been involved for 5 or more years. Few organisations have any formal succession planning programs, training strategies or induction processes and the industry generally looks up to a few established industry leaders.

What little leadership training industry members have undertaken has not been supported by opportunities for the graduates to become involved at a formal level. It is only in recent years, with many of the Elder Statesmen looking to move off the formal bodies that industry has realised that they have not invested in a process for the next generation.

### **Leadership training in the Australian seafood industry**

Personal development and leadership training in the Australian seafood industry has been neglected with the only real opportunities have being limited positions on the Australian Rural Leadership Program and similar State-based, cross commodity programs. Professional people associated with industry such as scientists, government employees or industry organisation executive officers have generally taken these positions. Few grass roots fishers, aquaculturalists, or processors have participated. The time commitment and relevance of the course material to the seafood industry has been generally viewed as an impediment to members of the industry applying for the courses.

The Australian Maritime College has run MAC (Management Advisory Committee) courses for a number of years. These courses concentrate on preparing participants for an understanding of the processes and technical information they will need when sitting on a MAC. They give a brief overview of committees and representative responsibilities but, over the two days of the course, do not develop the more generic personal leadership skills that an aspiring representative or leader requires.

The first industry specific personal development or leadership training program that the authors are aware of was the Personal Development Leadership Training Program conducted jointly by Seafood Council (SA) and the Australian Fisheries Academy for South Australian fishers in 2000. This course aimed to develop skills such as effective communication, planning, problem solving and decision-making, in addition to networking, and working with others. The program consisted of two

residential sessions, project work and a mentoring system and was conducted over a three-month period. It was heavily oversubscribed for the fifteen available positions and was viewed as very successful by all involved and a valuable initiative for developing effective new industry representatives.

Seafood Training Australia (STA), which is the training advisory arm of the Australian Seafood Industry Council (ASIC ) has recently developed the Seafood Industry Training Package (SITP). The training package contains the competencies, assessment criteria and qualifications applicable to all sectors of the Australian seafood industry. As an adjunct to the package, STA is now developing leadership competencies to include within the package. A scoping report was commissioned in 1999 for STA, examining strategic leadership within the seafood industry. The project also advised on the development of leadership competencies for inclusion within the training package. STA subsequently obtained funding from the Australian National Training Authority (ANTA) to develop leadership competencies for the package.

The issue of appropriate leadership training programs and the need for the seafood industry to develop people with the skills to represent industry has been highlighted in a number of reports. These include the 1999 scoping report for Seafood Training Australia, the O'Brien report for FRDC (1997) and the Phillips and Berry report (1998) for the Australian Fisheries Academy and the Seafood Council (SA). The issue was given prominence in FRDC's draft Research and Development paper 2000-5 where it was identified as a Commonwealth Government Research and Development priority.

### **The Advanced Australian Seafood Industry Leadership Program**

The urgent need for a program to be developed to foster leadership in the Australian seafood industry led to the Seafood Council (SA) and the Australian Fisheries Academy applying to FRDC for funding to develop and deliver a pilot advanced leadership training program.

The project application was approved in July 2000 with the stated objectives to:

- Develop a training needs analysis that identifies current skills and highlights competency gaps
- Link program outcomes to the seafood industry training package leadership competencies as developed by Seafood Training Australia
- Develop a national industry advanced leadership training program for the seafood industry
- Develop a suitable identification and recruitment process for participants
- Trial the developed program from January to December 2001
- Produce a comprehensive program facilitators guide to include resource assessment

The project is managed by Grant Carnie, from the Australian Fisheries Academy, as principal investigator and Martin Smallridge from Seafood Council (SA) as co-investigator. A steering committee of eight industry people was appointed to oversee and monitor the project. The steering group members are:

Michael Whillas (Chair) – President, SA Oyster Growers Association, oyster grower  
Ross Ord – Manager, Seafood Training Australia  
Dr Paul McShane – Director, Fisheries & Marine Environment, AMC  
Dr Patrick Hone – Projects Manager, FRDC  
Mark Cody – Executive Officer, Seafood Training SA  
Debra Ferguson – SA lobster industry licence holder  
Henry Jones – SA marine scale (Coorong) licence holder  
Trudy Huczko – Manager, Industry & Business Development (Seafood), PIRSA

A consultant, Cheryl Phillips, of Changing Communities Pty Ltd was appointed to develop the training program and work with the management team on the training needs analysis and recruitment process. Cheryl has wide experience in leadership and personal development training, particularly with rural communities and industries. She has worked with the seafood industry on a number of occasions including preparing the Phillips/Berry report on people development in the seafood industry, co-facilitating the first level personal development leadership training program held in South Australia in 2000 and facilitation of planning sessions for industry groups such as WIN (Women’s Industry Network).

This document reports on the findings of a detailed investigation into leadership requirements in the industry. The work comprised focus groups and one on one interviews in South Australia, New South Wales, ACT, Victoria, Tasmania and Western Australia. A questionnaire was also distributed (with stamped return addressed envelope) to 149 industry people around Australia with 47 (32%) replying,

The investigation sought to identify major issues that concern the industry; the level of support for leadership roles and training; factors that would affect training programs such as seasonal issues; and the qualities and underlying skills that are needed in effective leaders. The results are reported here and will form the central component in the design of an advanced leadership training program.

### 3. RESULTS

#### Major issues facing the industry

Key members of industry were canvassed to obtain their views and perceptions of the major issues facing the industry.

Both the focus group/interview sessions and the questionnaire responses provided a consistent and clear picture of industry issues, identifying the three major issues that are confronting the seafood industry today as being:

- An uncertain future
- Sustainability and the environment
- The lack of succession planning

The issue of an uncertain future was consistently seen as the major issue confronting the industry. Ninety one percent of respondents to the questionnaire identified uncertainty as their greatest concern. Access security, marine parks, fisheries management policy, native title and the recreational/commercial balance were all issues that were to varying degrees causing anxiety and consternation and creating a sense of uncertainty. While the impact of these issues varied according to location, there was a general feeling of frustration that the industry wasn't able to represent itself in a manner which would alleviate some of the uncertainty.

Sustainability of stocks and the maintenance of the environment were consistently referred to in focus groups and interviews and 68% of respondents to the questionnaire cited the two as major issues. While the answers could be interpreted as being linked to an uncertain future the context in which they were referred to was more about recognition of the importance in implementing strategies that ensured ongoing stock and environmental well being. When referenced to uncertainty, the environment was referred to in the context of the politics of the environmental debate rather than the issue of protecting the environment.

The need for succession planning was identified as a factor retarding the ability of industry bodies to have ongoing, effective leadership teams to develop and represent industry views and positions. Sixty seven percent of respondents to the questionnaire replied that their organisations didn't have any formal succession plan in place.

***There is a real concern at the lack of industry people who were ready to fill leadership roles on management committees and other bodies as people retired according to Frank Meere, Managing Director, Australian Fisheries Management Authority (AFMA). The Deputy Chair of AFMA is a role traditionally filled by the fishing industry representative rather than a Government appointee. A ready-made replacement to fill a recent vacancy was a an issue causing concern.***

The general dearth of succession planning was also believed in many cases to contribute to the perceived apathy of next generation leaders. The view was that

present structures and personalities didn't encourage people to become involved. There wasn't a clear pathway for aspiring newcomers to committees and many present leaders were reluctant to step aside and allow a changing of the guard. The paradox is that many of today's leaders complain that they want to lessen their involvement but that there are few people prepared to fill the breach.

The common thread throughout these issues is that in order to effectively address them there needs to be an increase in the depth and breadth of people who are able to represent the industry in a professional manner.

### **Other issues of significance to industry**

There were a number of other issues that were identified as being important in the questionnaire, where quantitative analysis was more easily defined, the following issues were identified by between 10 and 20% of respondents.

- Quality assurance (19%)
- Marketing (17%)
- Vocational training (11%)
- Lack of unity or industry fragmentation (11%)
- Public perception (11%)

The results for issues such as quality assurance and marketing reinforces the developing maturity of the industry and the recognition that, because the Australian seafood industry is small in terms of quantity caught, quality and access to good markets is very important. Not surprisingly a large proportion of these responses came from the post-harvest sector.

Additional issues that were raised included:

- Industry apathy
- Lack of leadership
- Loss of fishing industry culture
- Lack of diversification in industry representation
- Lack of opportunity for younger people to buy into the industry
- Resistance to change
- Need for a cultural shift re training, management, corporate structures etc.

***While effective management of many of Australia's fisheries has generally made them more stable and profitable, it has forced up the cost of entry into those fisheries. This has resulted in limited opportunities for younger people to take a financial stake in the industry. The size of the pool of people from which current leaders are selected is therefore becoming more limited. The challenge is to find methods for including individuals from non-traditional areas such as women, skippers and deckhands and the post harvest sector.***

***Focus Group – Adelaide SA.***

Many of the minor issues identified, such as lack of unity, public perception, industry apathy, resistance to change, cultural shifts and lack of training culture,

would benefit from effective leadership and advocacy in the seafood industry. It is obvious that there is a strong link between addressing issues that confront the industry and the developing and nurturing of good industry representatives and leaders.

### Support for leadership training

Industry members are enthusiastic about being involved in representative or leadership positions but see no pathway to taking on such roles. These people are aware of the need to strengthen their ability to competently represent the industry by undertaking relevant training.

There is a high level of interest from potential participants to participate in formal leadership training and further strong support from employers for participation from among their staff.

***Seventy seven percent of respondents stated an interest in taking on an active representative or leadership role in the industry. Eighty six percent of these people indicated a desire to undertake formal leadership training to assist them in this process.***

Only 15% replied that they weren't prepared to take part in a leadership training program and written comments alongside the question backed up focus group/interview comments that this was mainly due to work/time constraints.

There was further strong evidence for the need for leadership training with 81% of respondents stating that they would be supported if they undertook a training program and only 2% not being supported. While not able to quantify the response from the focus groups/interviews sessions, the sense of a strong commitment to support leadership training program participants was clear.

***Members of the Ulladulla Fishermen's Cooperative indicated that they were prepared to support their sons and skippers attending leadership workshops. Their key incentive was to ensure the next generation could be more effective than they were in dealing with conflict and challenging issues.***

Members of government departments who participated in the consultative process indicated a desire for their staff to also participate. There was general consensus that involvement of individuals across all industry sections would be hugely beneficial.

### Limitations to effective national training

While there is strong support for a truly national training program being available to members of all sectors, states and agencies, there are a series of limitations which have been identified. These relate to fishing seasons, isolated regional locations of some fishers and the artisanal nature of much of the industry.

There are a range of problems which affect the representative and leadership pool available to any industry. Seasonal industries like the seafood industry have a series of unique limitations.

The major barrier to people representing the industry was clearly workload or work commitments (28%) followed by cost and timing, which were both cited by 17% of respondents. Other major issues were location/travel (11%), and family reasons (4%).

Surprisingly 30% of respondents said that there were no issues that would prevent them participating in a personal development/leadership program. These people were predominantly government employees or were employed in shore based seafood industry activities.

Seasonal preferences for conducting a training program vary from state to state and indeed between different sectors from within a similar location. However, as the majority of responses were from southern states, it is not surprising that the winter months of June, July and August were preferred as the best available time to hold residential workshops. January to March was popular (50%) with Queensland respondents with the other 50% declaring that anytime was suitable. Low questionnaire returns from New South Wales and Western Australia made it difficult to identify their preference.

Clearly the timing of a national training program which includes residential sessions or high time demands will impact on the sectors and states represented. Course programs would need to be mindful of this and may be best run with a high degree of flexibility.



## 4. COMPETENCIES/SKILLS ANALYSIS

### Industry leadership competency requirements

In order to provide direction for the development of a training program focussing on skill development, this study set out to identify the broader leadership qualities or competencies that are seen as important by industry stakeholders. This component of the study utilised the draft competencies identified by Seafood Training Australia (STA) as a basis for a series of questions to stakeholders.

Questionnaire respondents were asked to rate a series of qualities on a scale of one to seven, with seven representing extremely important. Our results were generally consistent with the results from the STA project with commitment and integrity rating most highly. The relative ratings of the seven qualities were:

1. Commitment and integrity (6.6)
2. Able to effectively communicate industry position (6.4)
3. Broad industry knowledge (5.9)
4. Able to shape a vision for the industry (5.6)
5. Able to understand and work the political system (5.5)
6. Ability to work across industry sectors (5.3)
7. Demonstrate corporate leadership (5.1)

*The rapidly changing environment was reflected in the questionnaire as uncertainty about the future. The focus groups highlighted the importance of effective change management skills to facilitate the transformation the industry needed to undergo to meet these challenges.*

The three most important qualities as determined by focus group/interview participants can most accurately be summarised as follows:

- Able to understand and work the political system
- Able to effectively communicate industry positions
- Able to effectively implement and manage change

The other qualities or competencies that were highlighted included (in no particular order):

- Able to effectively use the media
- Able to develop and maintain networks
- Have a broad industry knowledge
- Able to shape a vision
- Able to work across industry sectors
- Demonstrate corporate leadership

The one quality that wasn't raised as an issue in the focus group/interview sessions and was seen as the most important in the questionnaires was commitment and integrity. It was certainly raised in different contexts and appeared to be viewed as a value that transcends all qualities or competencies.

In summarising the overall results it is obvious that they reflect the competencies that have been identified in the STA projects. They need to be the central framework on which any leadership training framework is developed. The following broad competencies are certainly viewed as particularly important.

- Communicating effectively
- Understanding and working the political system
- Having a broad industry knowledge
- Shaping a vision
- Implementing and managing change

Any training program needs to develop the skills that will be necessary to successfully meet these competency requirements that industry considers are essential. In particular the ability to communicate effectively was mentioned repeatedly. Mario Puglisi, a participant in the Ulladulla Fishermen's Cooperative focus group, and a well known and long time fisher and local representative, summed up a recurring theme from the consultative process. He described the sense of frustration in not being able to be put his message across and convincing people of his views or vision.

*"I've got so frustrated in committees, I can't put my message across, I'm too blunt. It gets rejected straight away".*  
*Mario Puglisi, fisher and local industry representative, Ulladulla*

### **Leadership skills gaps**

Competencies describe the broader attributes that are seen as essential in meeting any particular role or position. The skills are the elements or abilities that the person must have if they are to perform these competencies. The competencies that are described previously are the broader attributes deemed as essential by the seafood industry in their representatives and leaders. Some representatives or leaders may already be competent in all of these areas and so in effect do not have a "skill gap" or put more simply don't need to further develop any of the skills necessary to achieve competence as an industry representative or leader.

Of course the reality in any industry and the related roles is that most people need to further develop skills to meet the expectations or competencies required in filling a certain position. The skills gap analysis is the central component of the training needs analysis. It seeks to identify the skill areas that need attention so that a decision can firstly be made on which gaps or skill deficiencies need a training solution and then provides a basis on which to develop a training program to develop the skills highlighted.

The skills that are seen as essential to meet the competencies identified for seafood industry leaders (through the range of forums, reports, discussions and in particular the Seafood Training Australia leadership competency standards project) were used as a starting point in determining skills gaps or areas that need attention. The methodology was again along the lines used in the identification of the industry's view of the importance of leadership competencies. The

questionnaire listed a range of skills that have been identified as necessary to meet the competency standards and the respondents were asked to mark an adjacent box if they believed they would need to develop or further enhance that skill to be an effective leader. The focus group/interview session methodology relied on subjective expressions of the skills required and then the summaries of each session were analysed to determine the relative importance placed on each skill and which were considered skill gaps.

The results were very similar with the necessary skills being highlighted almost identically in both formats. There were four skills that rated in the top six across both, which would lead to the opinion that they need to be addressed as a priority in any solution to enhancing representative leadership. Those four skills were:

- Negotiation
- Preparing a powerful argument
- Meeting procedures
- Public speaking

Negotiation and preparing a powerful argument were clearly the most important in both formats with 68% of respondents from the survey believing they needed to develop those two skills. Using the survey responses to quantify results, only two skills were identified by less than 50% of respondents as an area they believed they needed to develop. These were lobbying and planning (both 47%) though planning and preparation rated very highly in focus groups. There may be a slight discrepancy in how planning was perceived in the questionnaire. Focus group/interview feedback highlighted the view that preparation and knowing the facts was critical in successfully arguing a position. Focus group participants in Port Lincoln described how they had been “caught out” by not researching, preparing and planning adequately before presenting a position. At least twice during focus group/interview sessions the term “information gatherers” was used to summarise what a representative or leader needed to be if they were to successfully represent or lead.

In scrutinising responses in both the questionnaires and the focus group/interview sessions the following skills are seen as necessary if they were to be effective leaders. The skills are:

- Negotiation
- Preparing a powerful argument
- Meeting procedures
- Public speaking
- Planning and preparation
- Ability to work and understand the system (including political awareness)
- Conflict management
- Effective use of the media
- Lobbying
- Building a team

Clearly the development of these skills need to be the basis of developing a program in response to the training needs analysis. There is a strong view that the environment the industry now finds itself in requires people who have these skills and are then able to present industry positions confidently and articulately.

## 5. RECOMMENDATIONS

### Overview

It has become obvious through the training needs analysis process and through general feedback, forums, observation and discussion over a number of years that there are many talented people with unparalleled knowledge of their sector and often of the industry overall. However, many of them are reluctant to take on representative and leadership roles. There are a number of factors contributing to this hesitance and these include issues such as time, work commitments, family commitments, financial constraints and perceived lack of opportunities. Some of these are difficult to overcome and some solutions are clearly best addressed by mechanisms other than training.

However anecdotal evidence, individual comment and the results of processes such as this training needs analysis have clearly identified a lack of confidence in their own abilities and a feeling of frustration at not being conversant with the structures, processes and methods as a major contributor to a reluctance to be involved. These areas can and should be addressed through training programs that offer personal development in the necessary skills and provide an understanding of the environment representatives and leaders will operate in.

It is clear that a major step towards development of leadership in the Seafood Industry can be achieved through appropriate, targeted training. The skills knowledge and confidence identified as being critical within industry leadership in order to deal with the major issues facing the industry can be provided through training of individuals and development of a pool of individuals with the commitment and integrity to take responsible positions.

The term training needs analysis conjures up expectations that such training will be the panacea to all problems. The reality is that there are also non-training solutions that need to be considered and acted upon. Training is only part of the bigger picture in shaping successful structures so that there is effective representation and advocacy on behalf of industry. Generally training provides for individual outcomes whereas leadership demands industry outcomes. While training programs can improve the basic skills knowledge and confidence of individuals these are wasted if they are not complemented with structural change that allow those skills to develop, flourish and most importantly be used. The recommendations from this report are presented for each of **Training** and **Structural Change** components of a Leadership Program.

### Training

Recommendations for the development of a framework for providing relevant training to the Australian seafood industry have been presented into three principal areas. They are:

- A training model – what level of training is needed and how a training program can be integrated

- Program design – the content and format of a training program or programs
- Attendance issues – location, seasonal timing, sectors included etc

## 1. Training model

All the evidence suggests there needs to be an integrate two tier training structure aimed at new or potential participants in the formal industry processes and forums and leading to an advanced program for people who aspire to take a more senior or representative roles.

- Level 1 – Personal Development Leadership program

A personal development program that prepares new and future industry leaders to confidently and professionally take their place as participants within the formal structures and processes of their particular sector or industry. Skills that need to be developed at this level include:

- ✓ Industry Knowledge: Structures, processes and issues
  - ✓ Communicate effectively
  - ✓ Planning, problem solving and decision making skills
  - ✓ Effectively conduct a meeting
  - ✓ Effective working relationships and networking
- Level 2 – Strategic industry leader program

This should aim to expand the competence of existing committee, association and other industry body representatives. It would prepare them for grasping “bigger picture” issues, taking more senior and strategically orientated roles and for representing, promoting and influencing industry perspectives and views at a local state or national level.

A level 1 program “Personal Development Leadership Training Program” has been successfully developed and conducted in South Australia during the winter months of 2000. This could become a basis for further development by offering it in other states and adapting the program to a more nationally compatible format.

## 2. Program design

Given that an example Level 1 course has been developed and is being offered in Australia, this report will focus on the program requirements of a Level 2 program.

The program needs to be designed so that it develops the skills identified as being necessary in national representatives of industry. It should aim to achieve some or all of the competencies that will be included in the Seafood Industry Training Package. Thus it needs to provide training in the following:

- Develop and promote industry knowledge
- Shape strategic industry thinking
- Cultivate productive working relationships

- Plan to achieve change and results
- Communicate with influence
- Demonstrate personal drive and integrity
- Provide corporate leadership

Additionally, as identified in this report, the program should aim to offer skill development in the areas of:

- Negotiation
- Preparing a powerful argument
- Meeting procedures
- Public speaking
- Planning and preparation
- Ability to work and understand the system (including political awareness)
- Conflict management
- Effective use of the media
- Lobbying
- Building a team

Aspects of the unique nature of the industry came out clearly during the investigative phase of this process. In particular:

- The program needs to take account of the differing personalities and learning styles of seafood industry members.
- Consider making links to or interactions with a community or industry issue
- Introduce the participants to a national political and bureaucratic environment
- Utilise experiential learning processes and concentrate as much as possible on “doing”, linking this process with key industry issues
- Expose participants to current industry leaders and shapers of current thinking. This could also involve exposure to examples of the people they will need to interact with in a representative role. The participants should be assisted to make links with the current leadership structures within the industry, and particularly their sector, to encourage pathways beyond the training program.
- Take into account their outdoor lifestyles, resisting the temptation to place participants in classroom situations for lengthy periods.
- Give participants the opportunity to articulate into other personal development programs such as the Rural Leadership programs and this should be considered during the application and selection process.

### **Structural change**

What became clear from the investigative process was that there are seen as limited ongoing opportunities for new or potential participants in the formal industry structures. To complement the training component of the leadership program there needs to be a program of ensuring graduates are given:

- Opportunities to use their skills, knowledge and confidence,
- Support to participate and represent industry, and

- Encouragement to continue to develop takes on significant representative roles

These outcomes can be achieved in four ways:

1. Encouraging adoption of formal succession planning processes in industry and associated structures and organisations so clear career paths are created,
2. Ensuring that industry structures provide support for those members who are not formal participants on committees and boards but who may aspire to such roles in the future,
3. Developing a learning culture of seeking continuous improvement so that all members are encouraged to participate to their full potential, and
4. Ensuring that the training component of the program includes development of links with existing industry structures and leadership (dealt with above)

### **1. Succession planning**

Succession planning is fundamental to the ongoing ability of any organisation to operate effectively and create a seamless transition as leaders retire or move on. It is critical that organisations have a strategy in place whereby future leaders are identified, prepared, nurtured and supported. This ensures that the sudden departure of any of the present leadership team doesn't create a vacuum that can't be filled. It also ensures that the organisation has an identifiable and ongoing group of ready-made successors who understand and are prepared for leadership roles.

It is suggested that the National Strategic Leadership Program should work with key organisations to:

- (a) Develop a strategy and action plan for succession planning
- (b) Prepare case studies of effective succession planning within organisations
- (c) Disseminate the results to all industry organisations so that structures can be put in place to enable emerging leaders to participate

### **2. On-going support**

One of the challenges that has impeded the development of leaders and people willing to take on representative and leadership roles is the lack of ongoing support. This manifests in a number of areas and unless the issues are addressed there will be fewer people prepared to undertake positions. Some of the issues have reasonably simple solutions, while others need extensive debate and will require a paradigm shift in the structures and method operandi of organisations. There are three areas that have clearly been identified in this analysis and through other forums as needing to be addressed.

It is suggested that the National Strategic Industry Leadership Program address the following:



Better utilisation of current leaders could be achieved through a mentoring process whereby the skills, knowledge, confidence, networks and experience of those leaders are used to resource new and emerging leaders and so assist in enhancing their leadership capacity. The developing leaders need to have an experienced and respected industry person “shadow” them and offer support, direction and the benefit of their years of experience in a representational role.

The suggested solution to the implementation of a mentoring system within the seafood industry would be to:

- (a) Develop a mentoring system that has clear guidelines for both mentor and the emerging leaders
- (b) Trial the system as an integral part of the advanced leadership training program
- (c) Develop the process for dissemination to all organisations so that mentoring systems can be put in place within their structures

Other mechanisms for on-going support could be achieved through structural and cultural change within the organisations. It is recommended that the program work with organisations to investigate:

- Methods for financial recompense for representatives of industry organisations so that the role and commitment of representatives is formally recognised and finances are not seen as a limitation to taking on such roles
- Innovative methods for addressing issues such as impacts on family commitments and time stresses on participants in representative roles.

### **3. Learning Culture of Continuous Improvement**

It was highlighted on a number of occasions that there is no real training culture within the seafood industry and therefore that on-going development of people and skills is not encouraged or supported. It is recommended that this program work with industry organisations to:

- Investigate methods for ensuring the provision of opportunities for the development of individual’s skills, knowledge and confidence
- Encourage associations or committees to have training budgets
- Run information sessions
- Extend links with training providers.

## APPENDICES

### Appendix 1 – Questionnaire



# Questionnaire on Leadership in the Australian Seafood Industry October 2000



### Overview

Leadership skills and the development of a pool of people who can participate on industry associations and organisations and present the seafood industry's position to the government and broader community has been identified as a major priority at industry forums, through various industry initiated reports and at informal discussions.

Two projects that are being undertaken to develop skills training for current and future seafood industry leaders are:

1. A personal development leadership program aimed at people who are about to, or have recently become involved at their industry sector level through an association or management committee. The first of these programs was successfully run in South Australia during the winter off-season period and consisted of an upfront three-day workshop, a three-month individually paced industry issue project of the participant's choice and a final two-day workshop. The aim of the program is to expose participants to other industry sectors, industry leaders/representatives, government representatives and issue groups via a range of workshops, dinners and forums and to assist in developing skills such as:
  - Planning
  - Presentation
  - Public speaking
  - Broader industry knowledge
  - Committee procedures
2. An FRDC funded program that aims to develop an advanced level leadership program to prepare industry representatives to represent the seafood industry at a broader, national level. This program will build on the personal development leadership program and prepare industry representatives to successfully present and articulate industry positions, operate competently at a political level, handle media, develop negotiation skills, network and develop an industry vision.

Please take a few minutes of your time to answer the questionnaire so that a program relevant to industry leadership needs can be developed. Your

participation will assist the seafood industry in developing a skilled pool of industry people to meet the challenges that our industry must face.

Questionnaire

1. Which part of the seafood industry do you belong?

- Wildcatch fisher
- Aquaculture
- Processor/retailer
- Government department
- Industry organisation representative
- Industry training

2. What are the three major issues confronting the seafood industry today?

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3. Does your organisation or association have a formal leadership succession plan in place and are there time-limited appointments so that young and emerging leaders have an opportunity to participate? Yes

No

4. What leadership qualities are required by the seafood industry?  
(Circle the number according to your view of their importance- 1 for least important and 7 for most important)

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| Commitment and integrity                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Ability to work across industry sectors           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Able to effectively communicate industry position | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Broad industry knowledge                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Able to understand and work the political system  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Able to shape a vision for the industry           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrate corporate leadership                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Other   |   |   |   |   |   |   |   |
| _____   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| _____   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| _____   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. Which skills would you need to develop to be an effective industry leader?

- Negotiation
- Lobbying
- Conflict management
- Meeting procedures & managing difficult meetings
- Building a team
- Public speaking
- Preparing a powerful argument/presentation
- Political awareness
- Ability to work with/understand the system
- Networking
- Change management
- Planning

6. Are you interested in taking a representative or leadership role in the industry? Yes   
No

7. Would you be prepared to undertake a leadership training program? Yes   
No

8. If a training program consisted of 2-3 sessions of 3 days each, which times of the year would be suitable for you?

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9. What issues would make it difficult for you to be involved in a personal development/leadership program?

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10. If an employee, family member or business partner wanted to take part in a leadership program would you support them (e.g. take over their role during their absence at workshops etc) Yes   
No

11. Which state or territory do you reside in?

QLD  NSW  VIC  TAS  SA  WA  NT  ACT

**OPTIONAL**

**Name:** \_\_\_\_\_

## Appendix 2 – Analysis of Questionnaire

### ANALYSIS OF QUESTIONNAIRE

#### Responses

1. Number sent out 149
- Number returned 47 (32%) (as at this analysis-15 promised from Queensland still to come)

2. State or territory respondents reside in

| State                  | QLD | NSW | VIC | TAS | SA  | WA  | NT  | ACT  |
|------------------------|-----|-----|-----|-----|-----|-----|-----|------|
| <b>Number sent</b>     | 17  | 8   | 30  | 17  | 63  | 5   | 8   | 1    |
| <b>Number returned</b> | 2   | 1   | 5   | 8   | 24  | 2   | 4   | 1    |
| <b>% returned</b>      | 12% | 12% | 16% | 47% | 38% | 40% | 50% | 100% |

3. Sector of industry who responded

| Sector                               | Number |
|--------------------------------------|--------|
| Wildcatch fisher                     | 20     |
| Aquaculture                          | 11     |
| Processor/retailer                   | 9      |
| Government department                | 9      |
| Industry organisation representative | 17     |
| Industry training                    | 5      |

**Note: Some put in two sectors (EG. a lot had wildcatch sector and industry representative)**

4. The major issues confronting the seafood industry

| Issues   | Rating  | Number an % who included this issue |
|--|---------|-------------------------------------|
| Uncertain future(which included access security, marine parks, fisheries management, native title) | 1       | 43(91%)                             |
| Sustainability, environment  | 2       | 32 (68%)                            |
| Quality assurance  | 3       | 9(19%)                              |
| Marketing  | 4       | 8(17%)                              |
| Training   | Equal 5 | 5(11%)                              |
| Lack of unity  | Equal 5 | 5(11%)                              |
| Public perception  | Equal 5 | 5(11%)                              |

Other issues mentioned included:

- Industry apathy
- Lack of leadership
- Loss of fishing culture
- Lack of diversification in industry representation
- Lack of opportunity for younger people to buy into the industry
- Resistance to change

5 Organisations or association that have a formal leadership succession plan in place and time-limited appointments.

Yes 16 (33%)

No 31 (67%)

6 Leadership qualities required by the seafood industry.

| Quality   | Rating position | Ave rating (1-7, 1 least important) |
|---|-----------------|-------------------------------------|
| Commitment and integrity                          | 1               | 6.6                                 |
| Able to effectively communicate industry position | 2               | 6.4                                 |
| Broad industry knowledge                          | 3               | 5.9                                 |
| Able to shape a vision for the industry           | 4               | 5.6                                 |
| Able to understand and work the political system  | 5               | 5.5                                 |
| Ability to work across industry sectors           | 6               | 5.3                                 |
| Demonstrate corporate leadership                  | 7               | 5.1                                 |

7. Skills respondents would need to develop to be an effective industry leader

| Skill  | Rating of most needed and % of respondents who said they needed upskilling in this area |
|--|---|
| Negotiation                                      | Equal 1 (68%)   |
| Preparing a powerful argument/presentation       | Equal 1 (68%)   |
| Ability to work with/understand the system       | 2 (66%)   |
| Conflict management                              | 3 (64%)   |
| Meeting procedures & managing difficult meetings | Equal 4 (60%)   |
| Public speaking                                  | Equal 4 (60%)   |
| Lobbying   | Equal 4 (60%)   |
| Political awareness                              | 5 (57%)   |
| Change management                                | 6 (53%)   |
| Building a team                                  | 7 (51%)   |
| Lobbying   | Equal 8 (47%)   |
| Planning   | Equal 8 (47%)   |

8. Number interested in taking a representative or leadership role in the industry.

Number interested 77%

Not interested 10%

Number not applicable 13%

9. Respondents who would be prepared to undertake a leadership training program

|                       |     |
|-----------------------|-----|
| Number interested     | 66% |
| Not interested        | 15% |
| Number not applicable | 19% |

10. Times of the year that would be suitable for training (2-3 sessions of 3 days each)

| State | Jan-March | April-June | July-Sept | Oct-Dec | Anytime | N/A  |
|-------|-----------|------------|-----------|---------|---------|------|
| QLD   | 50%       | -          | -         | -       | 50%     | -    |
| NSW   | -         | -          | -         | -       | -       | 100% |
| VIC   | 20%       | 20%        | 40%       | -       | 20%     | -    |
| TAS   | 12%       | -          | 64%       | -       | 12%     | 12%  |
| SA    | -         | -          | 42%       | 8%      | 12%     | 38%  |
| WA    | -         | -          | -         | 50%     | 50%     | -    |
| NT    | 50%       | -          | -         | -       | 50%     | -    |
| ACT   | -         | -          | -         | -       | 100%    | -    |

11. Issues that would make it difficult to be involved in a personal development/leadership program

| Issue           | % who said was an issue |
|-----------------|-------------------------|
| No issues       | 30%                     |
| Workload        | 28%                     |
| Cost            | 17%                     |
| Timing          | 17%                     |
| Location/travel | 11%                     |
| N/A             | 11%                     |
| Family          | 4%                      |

12. Respondents who would be supported (eg given time away, position backfilled) if doing a leadership program.

|                             |     |
|-----------------------------|-----|
| Percentage who would be     | 81% |
| Percentage who would not be | 2%  |
| Number not applicable       | 17% |



**Appendix 3 – Analysis of Focus Groups and Interview sessions**  
**RESULTS OF FOCUS GROUPS, INTERVIEWS**  
**ADVANCED LEADERSHIP TRAINING NEEDS ANALYSIS**

**Background**

As part of the training needs analysis undertaken by the project management team on the FRDC funded project *“Development and delivery of a model for a national seafood industry advanced leadership program”*, a number of focus groups and interviews were conducted in South Australia, New South Wales, Tasmania, Victoria. and Western Australia.

The aim of the sessions was to discuss the participant’s views on leadership in the Australian seafood industry. In particular the team wanted to canvass opinions on issues facing the industry, the competencies and related skills seafood industry leaders need and the scope and timing of personal development/leadership training programs and to gauge the support for leadership training.

**Participants at sessions**

**Focus Groups**

*South Australia*

1. Roger Edwards (Executive Officer, SARLAC)  
Bernie Lange (Director, Seafood Council SA)  
Samara Miller (Manager, Prawns & Inland Waters, PIRSA)  
Bob Lewis (Executive Officer, SA FRAB)
2. Terry Moran (Licence holder SE Trawl and Southern Zone rock lobster)  
Steve Hinge (Licence holder in northern zone rock lobster  
interest in North Kimberley Fishery)  
Dennis Holder (Licence holder, Blue crab fishery)  
Jeff Wait (Licence holder in marine scale fishery)

(All the Participants also hold positions on various industry MACs, associations and bodies)

3. Alby Whittle (Licence holder in Northern Zone rock lobster)  
Paul Watson (Skipper, Spencer Gulf Prawn Fishery)  
Barry Ellis (Skipper, Spencer Gulf Prawn Fishery)

(All the Participants also hold positions on various industry MACs, associations and bodies)

*New South Wales*

1. Steven Gill (Executive Officer, Master Fish Merchants Assoc.)  
Eric McCarthy (Executive Officer, NSW Fishing Industry Training Council)  
John Roach (Chairman, NSW Seafood Industry Council)  
Graeme Hillyard (Secretary, ProFish, NSW)

- Murray West (Executive Officer, Qld Fishing Industry Training Council)
- Mario Bazilli  
Mick Puglisi  
Mario Puglisi (All licence holders in NSW and  
Pino Puglisi Commonwealth fisheries, representaives  
Mario Puglisi on various industry MACs, associations and  
Fred Costa. bodies)

#### *ACT*

- Jude Nettlingham (Senior Project officer, Seafood Training Australia)  
Ross Ord (Manager, Seafood Training Australia)  
Ivan Johnstone (Consultant, STA leadership competency project)  
Graeme Evans (Consultant, STA leadership competency project)

#### *Tasmania*

- Paul McShane (Director, Fisheries & Marine Environment, Australian Maritime College)  
Marc Wilson (Deputy Director, Fisheries & Marine Environment, Australia Maritime College)  
Alistair Mc Ilgorm (Dominion Consulting/AMC facilitator)  
Bob Lister (Tasmanian Fishing Industry Council)  
Rory Byrne (Executve Officer, Seafood Training Tasmania)
- Ruth Patterson (Coordinator, Tasmanian Women in Agriculture)  
Debbie Duke (Oyster farmer)  
Felicia Kow (Post harvest coordinator, Australian Maritime College)

All are members of WIN Tasmania

#### *Victoria*

- Steve McCormack (Manager Commercial Fisheries and Licensing, Victorian Fisheries)  
Grant Leeworthy (Foreman, Tasmanian Seafood)  
Kathy King (Abalone Industry / WIN member)  
Katy Saunders (Industry Liaison Officer, Seafood Industry Victoria)  
David Tonkin (Victorian Abalone Processors Association)  
Don Buckmaster (Secretary, Central Zone Abalone)  
Bill Allen (President Eel Fishers Association)  
Roy Palmer (Retail Sector and Seafood Services Victoria)

#### Interviews

Katie Young (Seanet, NSW)  
Elaine Burn (Simplott, NSW)  
Glen Hurry (Assistant Secretary, AFFA, Fisheries & Aquaculture branch)  
Frank Meere (General Manager, AFMA)  
Phil Marshall (AFMA)  
Peter Dundas-Smith (Executive Director, FRDC)

John Quantrill (Program Manager, Australian Rural Leadership Program)  
Sue Richards (Industry Leadership – Focus on young people and women)  
Melanie Fisher (Bureau of Rural Sciences)  
Jenny Shaw (Policy Officer, WA Fisheries)  
Barry Evans (Spencer Gulf Prawn Fishery licence holder, President of Association)  
Andrew Wilkinson (General Manager, Tony's Tuna International)  
Hagen Stehr (Manager Director, Stehr Group of Companies, Chair of Seafood Training SA and Australian Fisheries Academy)  
Michael Whillas (Coffin Bay oyster farmer, Chair of SAOGA)

## Summary of results

### *Issues*

The two major issues that were consistently raised across all groups and individuals were:

- The lack of succession planning; and
- Uncertainty
  - This could further be broken down to environmental issues, the recreational lobby and Government policies relating to fisheries management. Surprisingly native title didn't feature as an issue.

Other issues that were raised as being of concern were industry fragmentation, lack of information (WA), public perception of the industry and the need for a cultural change within the industry in relation to training, management, corporate structures etc.

### *Competencies or qualities needed by leaders*

The three areas of competence that were raised the most as being essential were:

- Able to understand and work political systems
- Able to effectively communicate industry positions
- Able to effectively implement and manage change

Other competencies that were highlighted often included:

- Able to effectively work the media
- Able to develop and nurture networks
- Have a broad industry knowledge
- Able to shape a vision
- Able to work across industry sectors
- Demonstrating corporate leadership

Another area seen as critical by a lot of participants was the ability to seek out information or to be good “information gatherers”. This was seen as necessary to counter arguments put forward by other stakeholders or single interest groups to present their positions.

Commitment and integrity, which rated the highest in the questionnaire sent out, wasn't really mentioned though this could be because it wasn't down on paper in front of them and they simply took it as a given.

*Skills necessary to achieve the competencies and which were seen as lacking*

The five skills that were mentioned the most were:

- Negotiation skills
- Preparing a powerful argument
- Public speaking
- Meeting procedures
- Planning and preparation

Other skills that were also seen as important included:

- Communication
- Political awareness
- Change management
- Building a team
- Lobbying
- Conflict management (this wasn't raised as often as perhaps you would expect)

*Course design*

There were three main areas in relation to the design and makeup of a course. These were:

- The courses needed to be experiential with a strong emphasis on practical application to achieve results
- The best mix of participants in any one course was generally seen as 50% fishers and 50% others (government, organisation representatives, post harvest)
- Consideration of seasonal issues was considered crucial to people's ability to participate

Another issue that was raised related to funding of courses including travel, accommodation etc.

**Unit 1                                      Develop and promote industry knowledge**

**Draft 1 (Nov 8)                      Stream**

**Prerequisite Unit/s: nil**

**Descriptor**

This unit deals with the capability of a strategic industry leader to keep up to date with a broad range of industry knowledge and assess the significance of issues and new developments for the continued growth and well being of the industry as a whole.

| <b>Element of Competency</b>  | <b>Performance Criteria</b>   |
|---|---|
| <p><b>1. Build a detailed knowledge of the industry (or sector)</b></p> | <p>1.1 A knowledge of key industry sectors, organisations, people, work practices and relevant policies, legislation and regulations is developed and maintained</p> <p>1.2 Relevant historical events and the sensitivities and positions of the people involved are recalled and applied</p> <p>1.3 National and international issues and research findings are analysed for their relevance to the industry</p> <p>1.4 All information is analysed to determine its priority and the scale of response required</p>  |
| <p><b>2. Assess new developments</b></p>                                | <p>2.1 A wide range of sources are scanned for new information</p> <p>2.2 The risks and opportunities of new seafood industry processes, technology and quality/environmental requirements are considered</p> <p>2.3 Emerging organisations and interest groups are identified and are assessed for their potential benefit or impact</p> <p>2.4 Trends in national and international approaches to production, marketing, resource management and research are analysed</p> <p>2.5 The significance of developments in other industries are assessed for their possible relevance</p> <p>2.6 Changing community and consumer beliefs, attitudes and expectations are monitored</p> |

|   |  |
|---|--|
| 3. Disseminate information within industry to best effect | 3.1 Accurate and balanced information is provided using a language, style and format that is readily understood<br>3.2 Broad industry awareness and interest in key issues is promoted by providing regular and timely information |
|---|--|

## Unit 2                      Shape strategic thinking

**Draft 1 (Nov 8)              Stream**

**Prerequisite Unit/s: nil**

### Descriptor

This unit deals with the capability of the strategic leader to shape and champion the industry's goals and translate these into practical terms that can be widely understood both in the industry and wider community

| <b>Element of Competency</b>                                  | <b>Performance Criteria</b>   |
|---|---|
| 1. Establish and refine goals and directions for the industry | 1.5 Historical patterns of thinking are questioned when canvassing alternative outlooks<br>1.6 Strengths, weaknesses, opportunities and threats are analysed to develop goals and directions<br>1.7 Support for industry goals and directions is built by communicating the vision clearly to members and valuing their feedback  |
| 2. Develop practical strategies to achieve goals              | 2.1 Alternative strategies for reaching the same goals are canvassed with all stakeholders<br>2.2 The merits of each strategy are assessed in anticipation of likely obstacles, potential winners and losers, constraints and overall industry benefits<br>2.3 Opinion leaders, decision makers and action takers are identified and their potential inputs are assessed<br>2.4 An action plan is developed that sets out the tactics, timeframe, roles and responsibilities of those involved<br>2.5 Support for strategies is developed by lobbying, explaining plans to members and through seeking shared decision making |

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**Unit 3****Cultivate productive working relationships**

Draft 1 (Nov 8)

Stream

**Prerequisite Unit/s:** nil**Descriptor**

This unit deals with the capability of the strategic leader to establish and maintain a wide network of key contacts and work collaboratively with them to further the broad interests of the industry membership.

| <b>Element of Competency</b>                                       | <b>Performance Criteria</b>   |
|--|---|
| <b>1. Develop and maintain effective internal relationships</b>    | <p>1.8 A wide network of contacts is developed and used by taking the time to talk and listen to members</p> <p>1.9 A diversity of member views is valued and considered to build a broad industry perspective</p> <p>1.10 Shared positions are identified to achieve consensus between sectoral interests and joint ownership of industry goals, strategies and plans</p> <p>1.11 Respect is gained by providing regular information, feedback and service to members</p>  |
| <b>2. Develop influential networks, alliances and partnerships</b> | <p>2.1 Sources of useful expertise and influence are identified to establish contact with other people and sectors and to develop a broader viewpoint</p> <p>2.2 Mutual benefits for allies, partners and other stakeholders are identified</p> <p>2.3 Cooperation is harnessed by agreeing on common goals and joint approaches and through creating “win-win” outcomes</p> <p>2.4 Collaborative relationships that position the industry with key peak bodies and government agencies are established and maintained</p> <p>2.5 Agreements are adhered to and commitments are met to maintain credibility</p> |

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| 3. Demonstrate diplomacy, integrity and ethics | 3.1 The sharing of knowledge and expertise is promoted by personal example<br>3.2 Genuine rapport with people is established through allocating sufficient time to listen and talk to them<br>3.3 People are treated fairly and with sensitivity to their life experience, cultural background and needs<br>3.4 Conflict is managed constructively with a minimum of fuss<br>3.5 Respect is gained through honest actions and speech |
| 4. Develop and motivate other members          | 4.1 Emerging leaders and talented people are identified and encouraged with regular feedback and recognition<br>4.2 Development opportunities are provided for members through effective coaching and mentoring and role rotation<br>4.3 Industry-wide initiatives to encourage and support emerging leaders are developed and promoted  |

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## **Unit 4                      Plan to achieve change and results**

**Draft 1 (Nov 8)              Stream**

**Prerequisite Unit/s: nil**

### **Descriptor**

This unit deals with the capability of the strategic leader to operate in an uncertain environment, develop plans and translate these into actions leading to real outcomes.

| <b>Element of Competency</b>      | <b>Performance Criteria</b>   |
|-----------------------------------|---|
| 1. Plan for change                | 1.12 Emerging industry requirements are anticipated in a constantly changing environment<br>1.13 Sources of expertise required to analyse the impacts of change are identified and employed<br>1.14 Industry goals, directions and strategies are re-evaluated in response to change, new opportunities and risks<br>1.15 Change management approaches adopted by other industries and organisations are evaluated and applied where useful |
| 2. Prepare and consider proposals | 2.1 Proposals to achieve desired change or results are developed by building on previous experience, best available practice and new information<br>2.2 The feasibility of proposals and associated risks are assessed<br>2.3 Assumptions are questioned and alternative courses of action to achieve the same outcomes are considered  |



|                           |     |  |
|---------------------------|-----|--|
|                           | 2.4 | External skills and expertise are harnessed to undertake specialised analysis as required              |
|                           | 2.5 | Likely resource requirements and external constraints are determined                                   |
| <b>3. Achieve results</b> | 3.1 | Tasks are broken down into a logical sequence of manageable and time-related activities                |
|                           | 3.2 | Detailed plans, timetable and resource requirements are developed                                      |
|                           | 3.3 | Uncertainty is managed by keeping focussed on what needs to be done and keeping available options open |
|                           | 3.4 | Appropriate checkpoints, controls and meetings with the people involved are used to monitor progress   |
|                           | 3.5 | Opportunities for improvements are identified and resources and plans are adjusted as required         |
|                           | 3.6 | Outcomes and outputs are evaluated against agreed criteria   |

## Unit 5

## Communicate with influence

**Draft 1 (Nov 8)**

**Stream**

**Prerequisite Unit/s: nil**

### Descriptor

This unit deals with the capability of the strategic leader to exchange information and views, communicate important messages to industry members and negotiate and represent industry positions to best effect.

| <b>Element of Competency</b>  | <b>Performance Criteria</b>  |
|-------------------------------|--|
| <b>1. Communicate clearly</b> | <p>1.16 The authority or mandate to present industry views or position is confirmed</p> <p>1.17 Protocols and confidentiality of information are respected at all times</p> <p>1.18 Audience information needs and the message or position to be conveyed are clarified</p> <p>1.19 Language used is appropriate for the audience</p> <p>1.20 Active listening is used to seek member input and achieve a balanced exchange of views</p> <p>1.21 Feedback is sought at the time to ensure that the views expressed by all participants have been accurately understood</p> |

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| <p><b>2. Lobby and negotiate persuasively</b></p>  | <p>2.1 Key government, industry, organisation and community figures are identified for their value to advance industry interests and procedures</p> <p>2.2 Realistic positions and supporting arguments are prepared in advance in anticipation of the likely expectations and tactics of others</p> <p>2.3 Values, concerns and views of others are respected and lines of communication are kept open</p> <p>2.4 Differences of opinion are acknowledged to encourage the rigorous examination of all options</p> <p>2.5 A variety of communication styles are used to present industry positions to best effect</p> <p>2.6 Mutually beneficial solutions are sought by establishing areas of common ground and potential compromise</p> <p>2.7 Other parties are convinced of the merits of industry positions through calm and balanced negotiations rather than personal, aggressive argument</p> <p>2.8 Negotiations are kept focussed on key issues and moving forward towards a final resolution</p> <p>2.9 Agreements are adhered to in order to maintain the credibility and trust of others</p> |
| <p><b>3. Participate in, or lead, meetings effectively</b></p>                           | <p>3.1 An agenda and efficient, inclusive meeting procedures are used to maximise participation</p> <p>3.2 Summaries of key issues and possible options are prepared well in advance</p> <p>3.3 Agreed outcomes are achieved in the available time by cooperating with others to seek consensus and compromise</p> <p>3.4 Outcomes of meetings are summarised and distributed to members and stakeholders as required</p>  |
| <p><b>4. Make key presentations at forums and conferences</b></p>                        | <p>4.1 Appropriate forums are selected to present industry positions to best effect</p> <p>4.2 Reliable information and advice are obtained to prepare a well-researched presentation</p> <p>4.3 Language and explanations are adapted to meet the needs of the audience</p> <p>4.4 Responses to questions are open and honest</p>   |
| <p><b>5. Represent the industry (organisation or sector) to the public and media</b></p> | <p>5.1 A variety of media are investigated to develop an understanding of how they work and their potential benefit</p> <p>5.2 Working relationships are established and maintained with influential and media personnel to arrange effective coverage of industry views and events</p> <p>5.3 A positive image of the industry is generated by providing timely, reliable information to people with influence</p>  |

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|  | 5.4 Media releases recognise the competition for news coverage and contain succinct information with a clear industry viewpoint |
|--|---|

## **Unit 6 Demonstrate personal drive and integrity**

**Draft 1 (Nov 8) Stream**

**Prerequisite Unit/s: nil**

### **Descriptor**

This unit deals with the capability of a strategic leader to invest time and energy to get things done for the benefit of the industry (organisation or sector). They must be pro-active, ethical in their dealings with others and committed for the "long haul".

| <b>Element of Competency</b>                          | <b>Performance Criteria</b>  |
|---|--|
| <b>1. Exhibit professionalism</b>                     | 1.22 Interactions with all people are open, honest and ethical<br>1.23 Industry goals are placed above self-interest or gain<br>1.24 Personal commitment and loyalty to the industry is shown by supporting agreed goals, other leaders and colleagues<br>1.25 A balanced industry position is presented by keeping an open mind to the views of members<br>1.26 Information gained through own position is used sensitively and in the best interests of the industry and members<br>1.27 Potential and real conflicts of interest are declared at the earliest opportunity |
| <b>2. Apply personal drive and energy effectively</b> | 2.1 Sufficient time, energy and effort is committed to the leadership role while balancing personal and work commitments<br>2.2 Leadership is demonstrated by taking responsibility for joint or individual actions and decisions and accepting constructive criticism<br>2.3 "Crises" are avoided by staying in control while difficult problems and unpopular causes are tackled with a minimum of fuss  |

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| 3. <b>Manage personal development and priorities</b> | <p>3.1 Time is used wisely by prioritising new tasks in terms of their urgency and importance and existing commitments</p> <p>3.2 Learning opportunities are recognised by accepting new challenges, working with others and being prepared to work outside "comfort zones"</p> |
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## **Unit 7                      Provide corporate leadership**

**Draft 1 (Nov 8)              Stream**

**Prerequisite Unit/s: nil**

### **Descriptor**

This unit deals with the capability of a strategic industry leader to perform a corporate leadership role as a director of a statutory board, company, industry council or cooperative or their own business. (While directors have clear statutory responsibilities, they may not perform all the roles described in this unit).

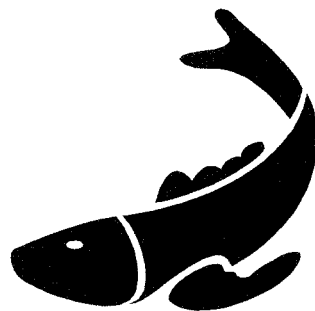
| <b>Element of Competency</b>                             | <b>Performance Criteria</b>  |
|--|--|
| <b>1. Monitor and enhance organisational performance</b> | <p>1.28 The values/ethical code, strategic directions and business plans for the organisation are developed, monitored and reviewed</p> <p>1.29 The viability of business proposals are assessed in terms of their potential risk and return to the organisation</p> <p>1.30 Financial performance is monitored against plans to ensure that revenue, borrowings, expenditure and returns to members (where relevant) are optimised</p> <p>1.31 Personnel and financial policies and practices are monitored to ensure they accord with regulations, community standards and organisational requirements</p> |
| <b>2. Ensure legal compliance of organisation</b>        | <p>2.1 Procedures and records are regularly monitored to ensure that the organisation complies with statutory, company and industry regulations</p> <p>2.2 Checks are made to ensure that required reports and records are lodged with the appropriate authorities by the due dates</p>  |
| <b>3. Establish and maintain Board operation</b>         | <p>3.1 Roles, responsibilities and performance measures are negotiated with managers, Board members and external contractors</p> <p>3.2 Performance against agreed measures is monitored and adjustments recommended as required</p> <p>3.3 Conflict of interest are declared and care is taken to represent broad member interests at all times rather than favouring specific sectional interests</p>  |

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|  | 3.4 Credibility for the Board is developed with external agencies and people of influence by providing a clear vision of where the industry is headed and practical strategies for getting there |
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# **Australian Seafood Industry**

## **National Strategic Leadership Development Program**

**2001**



### **Selection Process**

*Prepared by*

Martin Smallridge  
Seafood Council (South Australia) Ltd

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# 1. National Strategic Leadership Development Program

## 1.1 Introduction

The National Strategic Seafood Industry Leadership Development Training Program is aimed at providing the industry with a pool of people with potential to take on formal representative functions. Further, it aims to ensure that these individuals are integrated into the industry to maximise their future contribution to a successful industry.

In order to achieve these outcomes the course needs to target a specific group of individuals as participants. This document discusses and outlines a selection process for the course to support this.

## 1.2 Discussion

### *Representative positions in the Australian Seafood Industry*

Results of an assessment of the number of industry members involved in formal industry processes around Australia are summarised in Table 1. South Australia has been used as a case study and hence a more detailed assessment of the opportunities in that state can be found in Appendix 1. Representative roles open to industry members include positions on bodies such as:

- Management Advisory Committees (MAC) or Fisheries Management Committees (FMC)
- National Boards such as the Fisheries Research and Development Corporation Board
- Government Advisory Boards such as the South Australian Seafood Industry Development Board
- Advisory Boards such as state Fisheries Research Advisory Boards
- Local, State and National Industry Associations such as Australian Seafood Industry Council or the Seafood Council South Australia

In summary, there are over 120 distinct fisheries in the country with approximately 63 Fisheries Management Advisory Committees (FMCs/MACs) and more than 200 boards and committees resulting in over 500 positions for industry personnel not including industry associations which provide an estimated further 400 positions.

There are an estimated 900 members of MACs at any one time, inclusive of industry and non-industry personnel. Approximately 20% of present members have participated in the Australian Maritime College MAC training program. Since 1994 there have been approximately 280 MAC course participants, about 65% of which were from industry.

It is clear from this preliminary analysis of the industry that a regular supply of new individuals is required. If only 10% of these positions fall vacant each year (considered to be an underestimate) over 50 industry representatives are required per year at the national level.



It is estimated that most industry people:

- Begin their representative careers at the local, port or association level - approximately 400 positions nationally
- They then progress to state management, advisory or representative levels – approximately 450 industry positions inclusive of MACs, state peak bodies and government advisory boards, and
- Finally becoming included at the national level – approximately 50 industry positions (inclusive of the Fisheries Research and Development Corporation, Australian Fisheries Management Authority, Australian Seafood Industry Council and Aquaculture Council boards and national advisory committees).

Typically this process occurs over a 5 – 20 year period and the result is that the same few people take on the same roles with very little turn over of membership.

Given that this National Strategic Leadership course is aimed at training people for representative roles, it is considered that it should be targeted at people who intend to take up roles in the state or national advisory or representative bodies.

**Table 1.** Assessment of the national structures and associated industry positions within the seafood industry.

| State        | Fisheries   | MACs      | Representatives on MACs | Associations | Representatives on Assoc's |
|--------------|-------------|-----------|-------------------------|--------------|----------------------------|
| SA           | 10          | 7         | 33                      | 23+          | 120+                       |
| Vic          | 6           | 7         | 28                      | 7+           | 50+                        |
| WA           | 50+         | 8         | 35                      | 30+          | 100+                       |
| Qld          | 7+          | 7         | 21                      | ?            | ?                          |
| Tas          | 8           | 4         | 22                      | 12           | 60+                        |
| NT           | 10          | 9         | 36                      | ?            | ?                          |
| NSW          | 9           | 9         | 49                      | 6+           | 30+                        |
| C/wealth     | 21          | 12        | 48                      | ?            | ?                          |
| <b>Total</b> | <b>121+</b> | <b>63</b> | <b>272 approx</b>       | <b>78+</b>   | <b>360+</b>                |

### *Integration with other courses*

There are a number of local, state and national leadership training courses available to members of the seafood industry in Australia. The majority of these courses provide participants with networking opportunities across a range of primary industries or rural sectors. Some also provide skill development opportunities in areas such as communication, meeting procedures and conflict management.

The Seafood Council (SA) and Australian Fisheries Academy have developed a program of courses targeted specifically at members of the Australian Seafood Industry. These courses focus on developing individual skills and confidence and industry links. The Level 1 Seafood Industry Personal Development course is targeted at developing individuals who are able to participate in the executive forums associated with the industry. The Level 1 course is primarily offered at a state level to individuals with little or no experience in these forums.

This National Strategic Seafood Industry Leadership Training Course is to be aimed at developing individuals to a level of representing industry at local, state and national forums. It is therefore aimed at people with more advanced knowledge of industry and a higher level of experience in participating in executive forums.

It is anticipated that the National Strategic Seafood Industry Leadership Training Program will integrate with existing state and national courses to ensure that full advantage is taken of opportunities which exist. This means that the selection criteria for the course will take into account the selection criteria for other courses, both state and national. A summary of the entry requirements of the various courses is provided in Appendix 2.

### **Recommendation 1**

Selection of participants will aim to ensure that graduates from the course are able to meet requirements of state and national courses in the future. This will ensure that opportunities for further development and training are maximised.

#### *Future leadership needs of industry*

The nature of the seafood industry in Australia and the people associated with it are changing with the increase in value of fishing licences. The implications of this are twofold. Firstly, licence holders are less likely to be individuals making their way from deckhands through the industry. The cost of licences is limiting ownership to long term industry players. This is increasing the average age of licence holders. Given that in most instances industry is most comfortable with licence holders taking representative positions, the pool of representatives is limited and the age of potential representatives increases.

Secondly, the changes in the industry are reducing the total number licences and licence holders. This further reduces the options for future representatives.

This course needs to acknowledge this situation and aim to introduce younger, non-licence holder representatives into the industry, aiming to gain acceptance for individuals from non-traditional areas of the industry to take on representative roles, being sensitive to their status within industry.

### **Recommendation 2**

Selection of participants for the course will aim to include opportunities for those from non-traditional areas of the industry including skippers, deckhands, women, government employees and processors.

## 2. Selection Process

### Aim

Select up to 12 participants for a National Seafood Industry Leadership program.

### Objectives

- To ensure participants in the course reflect the requirements of industry in terms of age and their future potential for participation.
- To ensure that selection provides opportunities for participants to integrate into more advanced training programs.
- To ensure that all sectors and states are represented or given the opportunity of participating in the course, inclusive of:
  - Commercial fishers
  - Aquaculturists
  - Processors
  - Industry bureaucrats
  - Government institutions
- To ensure that participants are matched to the level of the course program
- To ensure that participants are supported by their sector during their participation in the program.
- To ensure that participants are given opportunities for participating in industry forums during and after the training course.

## Outcomes

1. Participants who have the potential to represent industry at a local, state or national level.
2. Participants who reflect the requirements of industry in terms of age, sector, state and experience.
3. Participants who are able to gain maximum benefit from the course.
4. A broad diversity of experiences and backgrounds within the group of participants.
5. Participants who are able to put the skills learned into practice both during and after the course.

## Methods

### *Overview*

A formal selection team of 4 people including two from the project team and 2 local industry leaders will assess nominations received.

Nominations will be called at least two months prior to the commencement of the course and information provided to potential participants will include:

- A summary of the program
- An overview of what would be expected of them
- A list of preliminary work requirements
- A list of answers to frequently asked questions
- A questionnaire for completion

- 1. To ensure that selection provides opportunities for participants to integrate into more advanced training programs.*

Selection criteria will ensure that requirements of other courses are accommodated. It is anticipated that graduates of this course be in a position to effectively participate in both State and National Leadership Training Programs. Such programs have few requirements of participants although the Australian Rural Leadership Program is targeted at participants between the ages of 30 and 45. These age requirements will be taken into account during the selection process.

- 2. To ensure participants in the course reflect the requirements of industry in terms of age and future potential for participation.*

Given that an analysis of national representative requirements of the Seafood Industry indicate that in excess of 50 positions fall vacant each year the course should aim to offer 10 – 20 positions each year.

In order to reach a representative role, industry participants must have established their credibility within the industry. It is anticipated that this process takes in excess of 5 years in the industry and 2 – 3 years on a representative body. Given the current structure of the industry this is expected to limit participants to the 35 and older age group.

***3. To ensure that all sectors and states are represented or given the opportunity of participating in the course.***

A communication plan will be developed and implemented across all of industry, inclusive of the government and non-government sectors, the fishing and post harvest sectors and both licence holders and employees.

The selection process will ensure that:

- Any sector of industry has a maximum of 6 participants on a course

The course timing will not unnecessarily exclude any section of industry, acknowledging the different time constraints which apply to the various industry segments

***4. To ensure that participants are matched to the level of the course program***

A registration and selection process that clearly identifies the characteristics required of participants. This will include:

- Their having had experience in participating in the industry at a formal level for at least 1 year,
- Their having been involved with the industry for at least 3 years

***5. To ensure that participants are supported by their sector during and after their participation in the program.***

Registration and application to include;

- Nomination from an industry leader, association president or association, government department or government board/body,
- The nomination process to include commitment of support and resources (up to \$1000 for travel, attendance at extra meeting and similar expenses) from the sponsoring organisation or enterprise to support the participant
- A commitment from the sponsoring organisation or enterprise to assist in identification of a suitable mentor.
- A commitment from the sponsoring organisation or enterprise to provide an opportunity to formally debrief after the course.

***6. To ensure that participants are given opportunities for participating in industry forums during and after the training course.***

Selection to take into account the age of the participant and opportunities for their future increased involvement in industry forums.

Commitments of support for participants should include negotiation of their attending industry/organisation meetings during the course.

## Appendix 1

### **Opportunities for South Australians to Represent Industry**

An assessment was made of the opportunities for members of the Seafood Industry to participate in or take a representative role on, formal bodies in the State. Twenty five bodies were identified (this is not considered exhaustive with more bodies believed to exist) with over 113 industry positions identified. A full listing would result in significantly more positions.

The following summarises details as provided by the various bodies.

#### **South Australia**

##### **1. Fisheries Management Committees (FMC)**

###### ***Role***

Fisheries Management Committees exist for each of the state's fisheries (prawn, marine scale, northern and southern zone rock lobster, inland waters, blue crabs and abalone. Additionally there is a pilchards working group).

Subject to the Fisheries Act, the FMC is responsible for management of its fisheries. The committees make recommendations to either the Minister or Director on issues relating to management of the fishery.

###### ***Membership***

1. Independent Chair
2. The interests of industry must be adequately represented by persons who are involved in the fishing activity. This includes recreational fishers in some cases.
3. A person with research expertise - SA Research and Development Institute (SARDI or other researcher)
4. Prescribed organisations Primary Industries and Resources SA (PIRSA), SA Fishing Industry Council (SAFIC), SA Recreational Fishing Advisory Council (SARFAC) must be adequately represented

Some FMCs are moving towards a more expertise-based membership rather than representational.

###### ***Term***

Members are appointed for not less than 12 months and presently appointments are generally for a 2 year term with half the board being replaced each year. Generally individuals are limited to two successive two year terms. Committees meet between 4 and 10 times per year depending on the fishery.

###### ***Nomination***

Nominations are sought by PIRSA from all licence holders or nominated representatives (skippers, etc) from within the relevant fishery. All licences holders receive a nomination form.

### *Selection*

Industry representatives are chosen by a selection panel (comprising industry, government and the relevant FMC Chair). Members are selected based on experience and expertise. Final approval of all members is given by the Minister.

### *Industry Membership*

There area total of 37 industry members of the committees not including SAFIC representation.

## **2. Seafood Industry Development Board (SIDB)**

### *Role*

This board is responsible for advising the Minister on matters relating to Seafood Industry Development, primarily marketing and related issues. Release of funds from the Rural Industry Adjustment and Development Fund (RIADF) is based on advice from this board. RIADF funds are utilised at the discretion of the Minister following advice from his department and relevant boards. Funds are used for a variety of industry development initiatives but are seen as the funding source for projects from any of the Industry Development Boards (Field Crops, Horticulture, etc).

### *Membership*

I am not aware of any formal constitution for this board. At present there are 5 members and an independent chair. Members are presently drawn from fishing, processing, marketing and retail/hospitality.

### *Terms*

Terms at present are 2 years. The board meets each month.

### *Nomination*

The board nominates names of new or replacement members with no formal nomination process.

### *Selection*

The Minister responds to advice from the Board.

### *Industry Membership*

There are 3 industry members of the board.

## **3. SA Fisheries Research Advisory Board (FRAB)**

### *Aim of the SAFRAB*

To determine, solicit and support research underpinning ecologically sustainable development of the fisheries and aquaculture resources of South Australia.

### *Roles*

1. Facilitate the development and maintenance, in close liaison with industry and other organisations, of a 5-year research and development (R&D) strategy which identifies priority issues for fisheries and aquaculture in SA.

2. Assist stakeholders and research providers in ensuring that R&D activities are focussed on stakeholder priorities and on maximising SA's ability to access all available funding for fisheries and aquaculture related R&D
3. Facilitate FMCs achieving their R&D objectives.
4. Maintain a proactive role in linking research providers to stakeholders and vice versa.
5. Advise the SA Primary Industries Research and Development Board on prioritisation for research addressing State fisheries and aquaculture strategic and tactical R&D priorities
6. Construct and maintain an SAFRAB public information internet site

### ***Membership***

Independent Chair Ministers appointment. 3-year term.

5 standing members

- Chief Scientist SARDI Aquatic Sciences (Dr Anthony Cheshire)
- Director of Fisheries (Will Zacharin)
- General Manager SAFIC (Lorraine Rosenberg)
- Executive Officer SARFAC (Trevor Watts)
- Executive Director Department of Environment and Heritage (Rob Tucker)

8 members appointed by Minister on the basis of expertise.

Current members (others currently being reviewed)

- John Carragher
- Mike Whillas
- Jon Presser

### ***Term***

Appointments for a 2-year term from 1st July. The board meets approximately 6 times per year.

### ***Nomination and Selection***

Nomination begins with a public call for applicants through the newspaper.

The process is currently under review by the Ministers department.

### ***Industry Membership***

There is currently 1 industry member of the board.

## **4. SA Primary Industries Research and Development Board**

### ***Role***

This board is responsible for advising SARDI on the use of its government allocation of funds. This role is across all primary industry sectors.

### ***Membership***

I am not aware of any formal constitution for this board. At present there are 1 or 2 members from the Seafood Industry and similar from other industries. Seafood members are presently drawn from fishing and aquaculture industries.



### *Terms*

Terms are 2 years.

### *Nomination*

The board seeks nominations through an informal process and contacts from board members.

### *Selection*

Appointment is at the Minister's discretion.

### *Industry Membership*

There is currently one seafood industry member on the board.

## **5. FarmBis Board**

### *Role*

This board is responsible for advising (the Minister) on the use of FarmBis funds for training. FarmBi\$ is about Rural Communities and Human Capacity development for Economic Sustainable Drivers.

### *Membership*

I am not aware of any formal constitution for this board.

The committee is

- David Jericho, Chair, Grain Grower, Kimba, former Chair of the Advisory Board of Agriculture
- Wayne Cornish, potato grower, Gumeracha, former President of Farmers Federation, perspective Adelaide Hills and vegetable growers
- Rob Jacobs, mixed farmer, Cowell, former SA Farmers Federation Sheep and Wool Chair, Chair Agriculture & Horticulture Training Council, perspective marginal farming areas, wool and training
- Ben Ryan, high rainfall grazer, Delamere, Chair Lamb Development Team, perspective meat/dairy sector and Fleurieu
- Gary Hansen, mixed farmer, Coonalpyn
- Merv Lewis, mixed farmer, Merriton, perspective mid north
- Peter Walker, fruit grower, Ramco, member Horticulture Research and Development Board, perspective Riverland and horticulture
- Kathy Ottens, Farmer and Rural Councillor in NW SA, Lochiel, perspective rangelands and low viability farmers
- Carol Ward (replaced Valmai Nichol), Director: Vet Quality Branch, perspective formal training sector
- Barry Windle, Executive Director: Food and Fibre, PIRSA
- Roger Wickes, Executive Director, Sustainable Resources, PIRSA
- Kerry Westcott, (replaced Roger Teague) Agriculture, Fisheries and Forestry

Debbie Ferguson has recently been added to the committee to represent fishing and seafood.

***Terms***

All appointments conclude at 30 June 2001.

***Nomination and Selection***

The Minister called for nominations from various agricultural/regional groups to the committee.

The successful nominations were selected on the basis that their membership to the committee brought a balanced perspective of 11,300 properties in SA by major industry sector, regional location, age cohort and gender. There were more nominations than positions and negotiation occurred between PIRSA and nominating groups to reach a consensus position. Obviously some groups who nominated did not have their nomination accepted.

***Industry Membership***

There is currently one seafood industry member on the board.

**6. SA Rock Lobster Advisory Council (SARLAC)**

***Role***

To represent the interests of all South Australian rock lobster fishers and to progress an agenda of industry development.

***Membership***

Membership is open to all rock lobster licence holders in South Australia. Recent membership also became open to skippers. Fees are paid by individuals.

***Board***

The SARLAC committee comprises five members of the industry, three from the Southern Zone and two from the Northern Zone.

Current board members are:

|                 |             |                 |
|-----------------|-------------|-----------------|
| Andrew Ferguson | Terry Moran | Lionel Carrison |
| Daryl Spencer   | Kym Redman  | Brian Lawrie    |

***Term***

Directors terms are for one year.

***Nomination and Selection***

Nominations are called from all members each year and directors are voted in at the AGM. All members receive a nomination form.

***Industry Membership***

There are currently 6 seafood industry members on the council.

## **7. Prawn Industry SA (PISA)**

### ***Role***

To represent the interests of all South Australian prawn fishers across the three fisheries and to progress an agenda of industry development.

### ***Membership***

Membership is open to all prawn licence holders in South Australia. Currently all licence holders are members. Individuals pay fees to the association.

### ***Board***

The PISA committee comprises five members of the industry, three from the Spencer Gulf/West Coast fisheries and two from the Gulf St Vincent fishery.

Current board members are:

|                |            |            |
|----------------|------------|------------|
| Barry Evans    | Gig Bailey | Jim Waller |
| Florian Valcic | Jim Raptis |            |

### ***Term***

Directors terms are for one year.

### ***Nomination and Selection***

Nominations are called from all members each year and directors are voted in at the AGM. All members receive a nomination form, inclusive of both skippers and licence holders.

### ***Industry Membership***

There are currently 5 seafood industry members on the board.

## **8. Spencer Gulf and West Coast Prawn Fishermen's Association**

### ***Role***

To represent the interests of the Spencer Gulf and West Coast prawn fishers.

### ***Membership***

Membership is open to all licence holders of the two fisheries. Individuals pay fees to the association.

### ***Committee***

The current committee comprises:

|                 |               |             |
|-----------------|---------------|-------------|
| Barry Evans (P) | Daryl Scharfe | Barry Ellis |
| Paul Watson     | Greg Palmer   | Gig Bailey  |
| Colin Simms     | Grant Dunstan | Andrew Hogg |
| Andrew Puglisi  | Dave Bryant   |             |

Membership of the committee is open to both licence holders or skippers.

### *Nomination and Selection*

Members are nominated to the committee prior to the AGM and elected at the AGM. All members receive a nomination form.

The committee has formed a strong link with the FMC so that people serve a year on the committee and then get a place on the FMC in the following year.

There is an active process of encouraging new and young members onto the committee.

### *Term*

Each member of the committee serves a two year term with half the committee expiring each year.

### *Industry Membership*

There are currently 11 seafood industry members on the committee.

## **9. SA Blue Crab Pot Fishers Association**

### *Role*

To represent the interests of the 6 South Australian blue crab pot fishers.

### *Membership*

Membership is open to any South Australian blue crab pot licence holder.

Current membership is all six licence holders.

### *Nomination and Selection*

There is a president and secretary of the association both are nominated and elected each year.

President is Bernie Evans and Secretary, Dennis Holder.

### *Industry Membership*

There are currently two seafood industry representatives on the committee.

## **10. Tuna Boat Owners Association SA (TBOA)**

### *Role*

The TBOA is an association to represent the interests of South Australia's tuna fishers.

### *Membership*

Membership is open to any owner of Southern Bluefin Tuna quota with address resident in SA. Only Members can vote.

### *Executive*

The executive is elected each year for a one year term.

### *Nomination and Selection*

Nomination requires nomination from a member and a seconder.

## **11. South Australian Seafood Marketers and Processors Association**

### *Role*

To represent the interests of South Australian seafood marketers and processors.

### *Membership*

Membership is open to all processors and marketers of seafood in South Australia.

The executive is a 7 person board with a president and vice president. Current president is Milan Rapp. The association is facilitated through Jeff Brand at the Chamber of Commerce.

### *Nomination and Election*

Nominations for committee positions are called each year and elected at the AGM.

### *Industry Membership*

There are currently 7 seafood industry members on the board.

## **12. Rock Lobster Port Associations**

In the South Australia Southern Zone Rock Lobster Fishery, representation is based on members at the port level. Each of the 7 ports in the fishery (Kingston/Cape Jaffa, Robe, Beachport, Southend, Carpenters Rocks, Blackfellas Caves, Port MacDonnell) has an association with a committee of around 5 individuals.

Representatives from each of these ports then sits on the Executive of SEPFA.

## **13. South Australian Fishing Industry Council (SAFIC)**

### *Role*

SAFIC was formed to represent the interests of all members of the fishing industry. Recent changes to the constitution have broadened this to include all sections of the industry not just fishing.

SAFIC also has a status as the peak body for the industry as recognised by the government and Minister, it is a prescribed body in the Fisheries Act giving it certain extra legislated status.

SAFIC represents South Australia on the National Seafood Industry body, Australian Seafood Industry Council.

### *Membership*

Membership of SAFIC comes in three categories being:

Licence-holder Member: any State and Commonwealth licence, lease, registration, permit or authority holders, now including both farming and marketing.

Corporate Member: associations, research, training and education bodies.

Individual member: any person other than corporate, association or license holder member, who has an interest in supporting the ideals of SAFIC and contributes to SAFIC by way of a subscription.

Rights attaching to the different classes of membership vary. Members pay fees according to the category.

### ***Board***

Membership of the Board is the President, Vice President and the Directors. The President must be a licence holder member and must be nominated by at least 3 sectors.

Each licence holder member belongs to a sector and each of the following sectors can elect a director to the Board:

|              |               |              |
|--------------|---------------|--------------|
| Marine Scale | Inland Waters | Rock Lobster |
| Prawn        | Abalone       | Commonwealth |
| Aquaculture  | Processors    |              |

Each sector also nominates an Alternative Director.

The Women's Industry Network are also entitled to appoint a director to the Board

If all sectors elect members and the VP comes from one of the sector directors, it would be a ten (10) person Board. Directors terms are for one year.

There is no provision for independent directors. Nor is there any ability to have Association based representation.

Current Board Members are:

|  |                          |
|--|--------------------------|
| Abalone - Bob Pennington (Bill Ford)                   | RL - Trevor Gale         |
| Marine Scale - Brian Klingberg (Jeff Wait)             | Prawn – Sylvia Holder    |
| Inland Waters - Shane Warwick (Gary Hera-Singh Hendry) | WIN - Tracy Hill (Windy) |

### ***Advisory Committee***

The Board is able to establish the South Australian Fishing Industry Advisory Committee (SAFIAC). The role of SAFIAC is to address issues referred to it by the Board, industry or Associations and make recommendations to the Board. The Board is not compelled to act on that advice. Each of the sectors identified in para 7 above is entitled to appoint a member to the Committee. The Board can appoint additional members as it sees fit. The President chairs the Committee and the General Manager is an ex-officio member

### ***Industry Membership***

There are currently 10 seafood industry members on the board.

#### 14. Seafood Council SA Ltd

##### *Role*

The Seafood council has been formed to progress key issues facing the Seafood Industry. It has a charter of ensuring that these involve all sections of the Seafood Industries from Water to Waiter.

##### *Membership*

The Seafood Council is based on association and corporate membership. Membership is open to any association or corporation in the seafood industry. Voting rights are given to each member.

The council has a limited company structure.

Fees are paid by the member associations rather than the individual fishers.

##### *Board*

The board comprises a minimum of three directors and at present there are four industry directors and 4 expertise-based directors.

Current Directors are:

|                                  |                                 |
|----------------------------------|---------------------------------|
| Environment – vacant             | Legal - Bardy McFarlane (Chair) |
| Marketing - Bernie Lange         | Strategy - Martin Cameron       |
| Commercial Fishing - Steve Hinge | Aquaculture - Michael Whillas   |
| Post Harvest - Jim Raptis        | Post Harvest - Colin Freeman    |

##### *Term*

Directors terms are two years with half the board being replaced each year.

##### *Nomination and Selection Process*

Independent Directors are sought by advertisement each year and industry Directors are sought by nomination from among members each year.

Selection of independent directors is carried out by the board and industry directors are voted on at the AGM.

##### *Industry Membership*

There are currently 4 seafood industry members on the board.

The following organisations were identified but no details were received from them.

#### 15. South East Professional Fishermen's Association (SEPFA)

#### 16. Northern Zone Rock Lobster Fishermen's Association

#### 17. Commercial Marine Scale Executive Committee (COMMSEC)

18. **Southern Fishermen's Association (SFA)**
19. **South Australian Abalone Divers Association**
20. **Womens Industry Network (WIN)**
21. **South Australian Net Fishers Association**
22. **SA River Fishers' Association**

#### **National**

23. **Australian Seafood Industry Council (ASIC)**

##### ***Role***

ASIC is the peak body representing the commercial fishing, aquaculture and post-harvest seafood industries in Australia. The industry is worth approximately \$1.7 billion, with around \$1.3 billion exported.

ASIC's mission statement is:

"Through industry leadership and representation, provide a single united voice for all sectors of the Australian seafood industry on national issues of importance to the industry."

##### ***Membership***

ASIC's membership base is the State and Territory industry bodies, the Australian Aquaculture Forum, and Commonwealth fisheries industry groups. In addition to these full members, ASIC has associate and affiliate member categories for individuals, companies and organisations that have an interest in the seafood industry.

24. **Fisheries Research and Development Corporation (FRDC)**

##### ***Role***

The Fisheries Research & Development Corporation was formed as a statutory corporation on 2 July 1991 under the provisions of the [Primary Industries and Energy Research and Development Act 1989](#) (the "PIERD Act"). It is a national organisation responsible to its stakeholders for:

- planning, funding and managing research and development (R&D) programs, and
- facilitating the dissemination, adoption and commercialisation of the results of research and development

The FRDC's mission is to increase economic and social benefits for the fishing industry and the people of Australia, through planned investment in research and development in an ecologically sustainable framework.

The Fisheries Research and Development Corporation is responsible for administering a national research and development fund.



### ***Board***

The FRDC is governed by a Board of nine directors whose expertise is prescribed by the PIERD Act. The Board is responsible to the Minister for Agriculture, Fisheries and Forestry Australia, and through the Minister, to Parliament. A small staff in Canberra manages the FRDC's activities.

### ***Nomination and Selection Process***

The Minister for Agriculture Fisheries and Forestry Australia calls for nominations for the board each two years by way of advertisements in national newspapers. There is no formal nomination or application form or process. Applicants are selected based on their field of expertise and the skills required on the board.

### ***Membership***

The current board has one active fisher and one industry Executive Officer. The other positions comprise government or scientific bureaucrats.

### ***Sub-Programs***

FRDC also runs a number of sub-programs relating to specific areas of research such as impacts of trawling or tuna aquaculture. Membership of steering committees is usually based around related industry and scientific personnel. Such steering committees are formed on a more *ad hoc* basis.

## **25. Australian Prawn Promotion Association (APPA)**

### ***Role***

The Australian Prawn Promotion Association is set up to promote exports of Australian sea-caught prawns.

### ***Membership***

Membership is open to processors and exporters of sea-caught prawns (including fishermen) and marketers and export agents for sea-caught prawns.

All financial members are eligible to vote at the AGM for the Board which is elected each year.

### ***Board***

The Board comprises up to seven members and can include an independent Chairman (ie not connected to any company which is a member).

### ***Nomination and Selection***

Candidates for the Board are nominated and seconded by (other) members.

## Appendix 2 **Selection Procedures for Other Leadership Courses**

### **1. Australian Rural Leadership Program**

The Program is for men and women, already active in community or industry affairs, who:

- want to shape the future of rural and regional Australia;
- have the capacity and prospects to lead at regional, state or national levels;
- are committed to developing and sharing a vision for rural Australia;
- will attend all seven sessions of the course; and
- will actively participate in and support the graduates' association.

To balance the requirements of leadership experience and long term return on investment, participants are normally in their 30s and 40s.

Selection is competitive. In the past, the Foundation has received around 170 applications and interviewed some 70 applicants for the 30 to 32 positions on each course.

The Foundation will conduct interviews in regional locations in Aug/Sep/Oct, and make the final selections for Course 8 in late November with participants commencing in April 2002.

### **2. SA Rural Women's Developing Leaders Course**

This course targets enthusiastic women, who currently, and have the potential to stimulate creativity, wealth and business at the community level and who will become actively involved in activities relating to the development of the local community or rural industry.

Participants who demonstrate leadership skills or have the potential to be involved in a leadership role are encouraged to attend.

The course is designed for women who live or work in rural South Australia.

### **3. SA Rural Leadership Program**

The objectives of this program are to provide an exposure to a range of specialised professional leadership development opportunities and experiences to people working in rural industries in South Australia.

The program targets enthusiastic individuals who have the potential to stimulate creativity, wealth and business at the community level and who are either already involved in activities relating to the development of their local community or rural industry or are looking to become involved at this level.

It is aimed at nurturing those community, industry and support agency members who are interested in making a greater contribution to their community and recognise the need for greater skill development.

Applications are encouraged from leaders of various community groups and networks.

#### **4. Seafood Industry Personal Development Program**

The role of this program is to strengthen the capacity of the seafood industry to take on leadership roles. This program equips participants with the necessary skills and support for their future participation in decision making processes.

The course is targeted at individuals with either some experience in participating in formal processes or with an interest in participating in the future. The only requirement of applicants is that they be supported in their application by an industry association or other body.

#### **5. Building Rural Leaders**

This course is run by the Department of Primary Industries in Queensland. It is a 9-month course with 6 four-day modules starting in October, with Module 2 in November and Module 3 in January.

The course covers personality types (Myers Briggs type indicators) as well as how to communicate with other types, leadership styles, change and dealing with it. Module 2 includes communication, time management, stress management, goal setting and relaxation. One large component of this course is the Action Learning Cycle and how to apply it to your daily life.

The course is aimed at people working in rural communities and industries, targeting people who are active in these areas.

#### **Summary**

Leadership courses at a regional, State and National level are predominantly cross commodity.

They focus on issues relating to networking and contain minimal amounts of experiential learning.

The courses select people with some experience in participating in formal processes.

Few have age restrictions although the Australian Rural Leadership Program stipulates a 30 – 45 age group (although this is not strictly applied).

## Appendix 3 Accompanying Information

### 1. Summary of program

#### *Aim*

To enhance the leadership capacity within all sectors of the Australian Seafood Industry, in order to further develop a sustainable, progressive and professional industry.

#### *Background*

There has been a dramatic change in fisheries management procedures in the past few years with the broader industry becoming increasingly involved in strategic decision making. Management Advisory Committees have been formed to advise the relevant Ministers on management issues. This move to co-management brings with it a range of new skill requirements.

Additionally, there has been an increase in the number and scope of association committees, consultative committees and formal consultative forums such as advisory boards and public meetings, each requiring input from and involvement of, industry members. This new operating environment has placed increased demands on industry associations and associated committees and the individuals within them.

A recent consultation with industry members across a broad range of states and sectors, identified the most common concern as being uncertainty about the future. Native Title, Access Security, Marine Parks, and Resource Sharing, all issues which were peripheral 10 years ago, now dominate the industry. Dealing effectively with these issues is about leadership. It is about industry having:

- Members with the skills, knowledge and confidence to effectively **participate** in the formal forums.
- Organisations and structures which encourage, develop and support individual members so that the full range of skills and ideas is integrated into the formal processes,
- Members with the vision to **represent** the industry and take it to a new level of development, and
- A strategic, long term and visionary approach to development.

This program aims to equip the stakeholders involved in decision-making processes to become effective industry representatives.

### *National Competencies*

Draft National Competencies for Strategic Leadership have been developed in the Seafood Industry and these have been used to guide this program. The competencies are:

- Industry knowledge:  
Develop and promote industry knowledge.
- Shape Strategic thinking.
- Working Relationships:  
Cultivate productive working relationships.
- Plan to achieve change and results.
- Communicating:  
Communicate with influence.
- Professionalism:  
Demonstrate personal drive and integrity.
- Provide corporate leadership.

### *Program Objectives*

1. Develop and implement training to develop individuals who are able to represent the industry at a local, state and national level.
2. Ensure that changes are sustainable through implementation of structural change within the industry to enable ongoing participation of industry members through succession planning and skills audit strategies.
3. Ensure that the process is seamless, with involvement of all levels of industry across sectors and states and including both industry and government personnel.

### *Program Outcomes*

1. Ten graduates with the capacity to effectively represent their industry, due to their enhanced:
  - knowledge,
  - skills,
  - networks,
  - professionalism, and
  - commitment.
2. Industry leaders with greater awareness of potential leaders who can be co-opted into decision making bodies.

3. Industry leaders and potential leaders aware of the value of mentoring in bringing about a culture of learning, change and best practice.
4. Representatives from a range of industry and Government sectors with increased awareness and understanding of the issues facing others within industry, together with a preparedness to work on joint projects.
5. Industry organisations which have introduced succession planning strategies in order to capitalise on the increased leadership capacity within the industry.
6. A national network of graduates with increased skills, knowledge and networks who have contributed to the industry's development through the implementation of an industry project.

## **2. Expectations of participants**

1. Attend 3 residential sessions over a 5 month period.
  - One session in Adelaide
  - One in Port Broughton
  - One in Canberra
2. Travel costs to each session are their responsibility
3. Be prepared to work on a project over the 5 months.
4. Make a commitment to be part of industry into the future

## **3. Preliminary Work:**

1. Complete an Application Form:
2. Attend an industry meeting and assess it's performance according to:
  - Level of organisation: prior to and during the meeting.
  - Clarity of purpose for the meeting.
  - Outcomes reflected meeting plan.
  - Skill of the chair – ability to achieve tasks, strengthen group cohesion and facilitate members focuses on the big picture issues.
  - Level of participation by all members.
  - Clarity in regard to follow-up from the meeting: what, who, when.
3. Meet with the Chair of the industry organisation and discuss your observations.
4. Complete a questionnaire and request two peers, the Chair of an organisation you belong to and an industry leader to complete the same questionnaire.
5. Choose a mentor.

#### 4. Choosing a Mentor

1. Take a risk to go outside your current circle of personal and professional contacts.
2. Check that the mentor doesn't already have a participant to work with.
3. Choose a mentor who can expand your thinking, experience and contacts both within and beyond the seafood industry.

##### *Specific role of the mentor:*

- Attend a briefing session and a course dinner.
- Commit to an agreement with the participant.
- Is available to the mentor.
- Listens to the experience of the participant.
- Passes on the history of the industry as it relates to the participant.
- Presents their view of the industry's future.
- Keeps an open mind, acknowledging that mentoring is a 2 way process where the mentor will also have the opportunity to learn.
- Encourages and motivates the participant.
- Invites the participant to attend meetings and events to observe other role models and various approaches to decision making.

#### 5. Mentoring Agreement

##### **Aim:**

Formally negotiate an agreement between the participant and mentor.

##### **Objectives:**

1. Identify an appropriate mentor.
2. Ensure common expectations.
3. Document specific assistance to be provided.
4. Develop a plan.

##### **Practical Considerations:**

1. Ensure some time is set aside during the first meeting to clarify expectations and commitments.
2. Take time to share past experience and expertise at the commencement of the agreement, so that the use of sessions can be maximised.
3. Negotiate frequency and length of meetings in advance.

4. Mentor needs to be flexible (where possible) to be available to the participant if an issue needs to be discussed or a briefing or debriefing is required.
5. Participant needs to respect the demands on the mentor and wherever possible plan meetings with their mentor well in advance and come prepared.

**Participant:**

**Mentor:**

\_\_\_\_\_  
\_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Phone** \_\_\_\_\_

**Fax** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Commencement Date:** \_\_\_\_\_

## **6. Information for Participants - 2001**

### **What to Bring**

The course runs over three residential sessions. You should therefore come prepared for a two or three day stay at the venue.

For each session you should wear comfortable, smart casual clothing and bring paper and pen.

Each session includes at least one formal dinner. You should bring business dress for each of the dinners.

### **Assessment**

This course has been developed to link with the National Seafood Industry Leadership Competencies. Therefore participants in the course have the opportunity of having it accredited for future qualifications. Gaining accreditation requires participants going through an assessment process.

Throughout the course there will be opportunities for you to reflect on what you have learnt and what you might put into practice. Additionally you will be provided with a work book which can be used for future reference.



You will receive a certificate to indicate your participation and achievement at the end of the course.

### **Course Details**

Each of the residential sessions will be managed by a professional facilitator. The facilitator will have an assistant in most instances and will be able to help with any day to day needs. The facilitator will also be available to assist you between sessions and with any questions associated with your project.

Members of the Seafood Council and Australian Fisheries Academy will be on hand to assist and answer questions throughout the course.

Session 1                      Adelaide, South Australia                      May 8<sup>th</sup> – 10<sup>th</sup>

*Focus:                                      Personal Development & gaining knowledge of industry issues, opportunities and leaders.*

Session 2                      Port Broughton, South Australia                      July 31<sup>st</sup> & August 1<sup>st</sup>

*Focus: Team work and developing a working knowledge of the interconnectedness between the seafood industry and local communities.*

Session 3                      Canberra, ACT                      September 17<sup>th</sup> – 19<sup>th</sup>

*Focus: Developing a working knowledge of the seafood industry in a national context and how to work the political system.*

## Appendix 4 **Communication plan**

### **Aim**

To ensure the existence and progress of the National Seafood Industry Leadership Program is communicated to all relevant stakeholders in a timely manner.

### **Objectives**

- To ensure that the program is widely recognised and understood by key stakeholders.
- To ensure that key people are kept informed of the progress of the program.
- To ensure nomination of appropriate potential participants from all Australian states.

### **Outcomes**

1. Stakeholders who are aware of and support the program.
2. National recognition of this program in industry leadership training.
3. Stakeholders who nominate appropriate potential participants to the program.
4. Key people who are informed about the details of the program and are able to act as advocates.

### **Methods**

#### ***Key Stakeholders***

Australian Seafood Industry Council (ASIC)

Fisheries Research and Development Corporation (FRDC)

State peak industry bodies

|       |             |
|-------|-------------|
| TFIC  | WAFIC       |
| SIV   | QCFO        |
| SAFIC | Profish NSW |
| SCSA  | NTFIC       |

State government advisory boards

|        |        |
|--------|--------|
| SASIDB | SAFRAB |
|--------|--------|

National government agencies

|      |      |
|------|------|
| AFMA | AFFA |
|------|------|

State government fisheries agencies

State sector associations

|       |        |
|-------|--------|
| PISA  | SARLAC |
| BCPFA | SAOGA  |

### ***Key Individuals***

#### Steering Committee members

|                 |                 |
|-----------------|-----------------|
| Michael Whillas | Debbie Ferguson |
| Patrick Hone    | Paul McShane    |
| Trudy Huczko    | Henry Jones     |
| Ross Ord        | Mark Cody       |

#### Focus group attendees (attachment 1)

#### ASIC Board Members and Executive Officer

#### State FarmBis officers

#### FRDC Board

#### State ITAB Executives

### **Information to be prepared**

1. Summary information on the course concept and objectives
2. Regular updates on progress of course development and implementation
3. Nomination form and package
4. Conference/Publication Paper on the program theory, concept and vision

### **Implementation Program**

1. Summary information and course concept and objectives to be sent to all key stakeholders and individuals by the end of November 2000.
2. The first bi-monthly update to be produced by the end of January 2001.
3. Monthly updates to be sent to all key stakeholders and individuals.
4. Nomination form and information package to be completed by the end of January 2001.
5. Nomination form and information package to be sent to all key stakeholders by the end of February 2001.
6. Extracts of the paper to be utilised in:
  - Professional Fishermen
  - FRDC News
  - Seafood Directions '01
  - Other events/publications as identified
7. Master file of media coverage to be kept and media releases to be produced around events.
8. Possible sponsors to be sought, particularly for the dinners.
9. Promotional flyer to be produced by December 15 2000.

Appendix 5  
**Application and Registration Form**

**Instructions**

**Personal Details:**

Name

Address

State

Sector (fishing, aquaculture, processing, retail, government)

Fishery/Fisheries (if applicable)

**Contact Details:**

Phone

Fax

Email

Best time to contact

**Experience:**

How long have you been involved with the seafood industry?

In what capacity?

**Training Background:**

Have you done any training in last 3 years?

If so what?

**Formal Involvement:**

Are you on any committees or boards?

If so what?

What was its role?

What was your role?

Have you been on any committees or boards previously?

If so what?

What was its role?

What was your role?

**Other information:**

Reason for applying

Vision for the industry

**Nomination:**

Name of person nominating

Their role/position

Agreement to support with up to \$1 000 for project work

**Declaration:**

Understand the requirements

Agree to participate

Signature

# **AUSTRALIAN SEAFOOD INDUSTRY**

## **STRATEGIC LEADERSHIP TRAINING PROGRAM**

### **FACILITATOR'S GUIDE**

**PREPARED BY: GRANT CARNIE, AUSTRALIAN FISHERIES ACADEMY**

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## 1. INTRODUCTION

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### **Background**

As the Australian seafood industry has developed and grown into one of Australia's major primary industries and exporters so has the need for human capital to effectively guide and represent the industry. Stakeholders now participate in strategic decision making with a dramatic increase in the number and scope of associations, committees, consultative groups and forums at both the state and national level.

A range of industry forums and reports highlighted the imperative for the seafood industry to invest in developing and encouraging individuals who are able to represent industry at local, state and national forums; have the skills, knowledge and confidence to make a difference; understand the political system; can effectively communicate industry positions; and are effective at implementing and managing change.

A two year Fisheries Research and Development Corporation funded project was undertaken to develop and implement a Strategic Leadership Training Program pilot program. The framework for future advanced leadership training evolved from the pilot program, including the development of resources such as this Facilitator's Guide.

### **Who is the Guide for?**

The Facilitator's Guide has been developed as a training and assessment resource for anyone facilitating or delivering training to people who are seeking to develop advanced leadership skills and take on senior positions and greater responsibilities in industry representative roles. It is principally designed for the seafood industry but could easily be adapted to deliver training to people interested in honing similar leadership skills in other industries, particularly primary industries.

The guide provides a proven methodology for preparing and delivering a leadership program as well as offering possible assessment processes that could be used if assessing against applicable units of competency within the Seafood Industry Training Package.

### **What's in the guide?**

The guide outlines a structured program that can be run over a five to six month period and provides advice on course preparation, a selection process, logistical arrangements, course structure and post course evaluation.

The last section outlines some suggested assessment strategies and how assessment can be holistically undertaken in an integrated manner. This section gives an overview of assessing competence and in particular the difficulty in devising appropriate assessment materials at higher AQF levels. provides pro-forma assessment instruments that an assessor could customise and use and discusses the collection of evidence over a period of time.

## 2. PRE-COURSE

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### Getting people interested

The first task in offering a leadership program is to decide your target groups and then develop a strategy to sell the merits of the program, disseminate the necessary information and use a communication process that ensures it reaches the target audience.

The target groups will include both likely participants and organisations that are willing to support and mentor people through the program. The greater the diversity of people in a program the greater the benefit to participants.

**Target organisations/prospective participants could come from the following areas:**

- Fishers
- Fisheries Departments
- Processing/Retailing companies
- Wholesale/Distribution companies
- Industry Associations
- Fishing Company Managers
- Aquaculture enterprises
- Environmental groups

**Information that should be provided includes:**

- Aims of the program
- Expected outcomes
- Skills that participants will develop
- How the program will be delivered
- Commitment from the individual and the organisation (eg time, cost)

**Ways to reach the target groups could include a mix of the following:**

- Brochures/flyers
- Develop a contact list and direct mail
- Information sessions
- Through industry associations, organisations and forums
- Advertising in industry newsletters and magazines
- Using graduates from previous programs



## Prior to the program beginning

Once the selection process (see next section) has been completed the course facilitation team will need to:

- Advise successful candidates
- Provide a detailed briefing package to all participants
- Run a session prior to the course proper that outlines the program

## REMEMBER ✓

*Give the successful candidates plenty of time to organise their schedules-confirm participation and provide briefing packages at least 3-4 weeks prior to the course commencement*

### The briefing package should include:

- Course aims
- Participant's role/involvement/commitment
- Mentor's role
- Summary of the three workshops
- General advice
  - Getting the most from your mentor
  - Select intended project early
  - Form networks with other participants

### 3. SELECTION PROCESS

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#### Selection criteria

The Strategic Industry Leadership Program is aimed at people already involved in the Australian seafood industry and with the potential to contribute to the leadership of the industry into the future.

#### Selection process criteria will need to reflect the following:

- Participants with the potential to represent industry at a local, state and national level
- Participants that reflect industry needs in age, experience and opportunities to participate in industry forums now and in the future
- Representation that provides diversity from as broad a range of states and sectors as possible
- Participants that are supported by their sector or organisation both during and after the program and are assisted financially
- Participants with abilities that are matched to the requirements of the program and articulation into other programs

#### Selection methods

It is recommended that there be a formal selection team of four people with two coming from the leadership program team and the other two being industry leaders.

#### **Nominations should be called at least two months prior to the commencement of the program and information provided to applicants will include:**

- A summary of the program
- An overview of what would be expected of them
- A list of preliminary work requirements (page 12 – preliminary work)
- A applicant questionnaire for completion (see attachment 1)
- A list of answers to frequently asked questions (see attachment 2)

While facilitators may have different opinions on selection methods the process outlined below follows selection criteria that has been identified by industry groups as necessary in developing and optimizing leadership skills for the seafood industry.

Participants in the course should reflect the requirements of the seafood industry in terms of age and future potential for participation:

- 10-20 positions a year will meet industry needs at the advanced level and will ensure graduates are gainfully utilized

- Participants should have in excess of 5 years in the industry and 2 – 3 years on a representative body so ensuring industry credibility
- Given the current structure of the industry it is most likely that participants will be in the 35 and older age group

**All sectors and states are represented or given the opportunity of participating in the course**

- A communication program that reaches as broad a cross-section as possible of states and sectors
- Any sector of industry has a maximum of 6 participants on a course
- The course timing is programmed to fit around fishing/harvesting seasons and other constraints to attendance as best as possible

**Participants are supported by their sector during and after their participation in the program**

- Nomination from an industry leader, association president or association, government department or government board/body
- Commitment of support and resources (up to \$1000 for travel, attendance at extra meeting and similar expenses) from the sponsoring organisation or enterprise
- A commitment from the sponsoring organisation or enterprise to assist in identification of a suitable mentor
- A commitment from the sponsoring organisation or enterprise to provide an opportunity to formally debrief after the course

**Participants are given opportunities for participating in industry forums during and after the training course**

- Selection to take into account the age of the participant and opportunities for their future increased involvement in industry forums
- Commitments of support for participants should include negotiation of their attending industry/organisation meetings during the course

## 4. LOGISTICAL ARRANGEMENTS

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### Venues

The venues need be selected so they create a positive learning environment, are accessible to both participants and guests, have adequate accommodation, and can provide or are near to suitable dining facilities for industry dinners. The following specifications are considered necessary to facilitate the successful delivery of the workshops and should be provided to potential venues:

- Large conference rooms with space to work in both large and small rooms or alternatively have break out rooms
- The conference rooms to have windows providing natural light
- Tea and coffee facilities at all times, in addition to water on the tables and morning and afternoon tea
- Communal areas for participants to meet informally with each other and industry guests
- A board room style set-up with one end free to access audio visual equipment
- Equipment to include overhead projector, screen, flip chart, television, video player, whiteboard and textas

So as to make the cost of travel as equitable as possible the location of the three sessions should be decided after the participants for each program are selected. The final session should always be in Canberra.

### Travel

So that travel arrangements can be streamlined and are more cost effective it would be advisable to contract a travel agent to work with the program and make all travel arrangements.

Additional sponsorship should be sourced to subsidise the travel costs of participants from remote locations to compensate in part the actual extra travel cost burden and the additional travel time required.

### Assistance from host states

Individual sessions are ideally held in different states and the appropriate industry organisation/s (eg. peak industry body/ITAB) in the host state for each session are to be encouraged to become actively involved in contributing to that session through:

- Arranging suitable guest speakers
- Providing a list of dinner guests to invite to industry dinners
- Assisting with general logistical arrangements

## 5. RUNNING A PROGRAM

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### Philosophy

The Advanced Leadership Program is developed around a philosophy of "industry leadership" rather than "individual leadership". This philosophy is underpinned by a belief that industry requires leadership rather than leaders and that this can best be brought about by involving members of the industry in the leadership process by providing them with skills, confidence, contacts and knowledge to be an effective member and representative of their industry.

### Course structure and specifications

The program is best run as a series of short workshops and so allowing time between sessions to provide useful space for participants to both reflect on skill areas requiring further development and intentionally enhance these areas in the participants work environment.

Combined with this participants are expected to identify, research, develop and present the results of a project that interests them, is relevant to the seafood industry and most particularly will benefit the sector they are involved with and may be sponsored by. A structure that worked well follows the following timeframe and methodology:

- The program is conducted over 3 residential workshop sessions, with a duration of 5-6 months between the first and last sessions
- Adult learning principles underpin the program, with individual continuous improvement plans being developed and implemented
- The workshops use a mix of personal development and awareness sessions, project planning, expert trainers (eg. public speaking, media), business dinners, and an industry panel session
- Participants identify an industry leader to mentor them throughout the program
- The theory and practice of effective teamwork provides a reference point throughout the program
- Participants work on their project between sessions and present results/findings at the end of the third and final workshop
- Participants be resourced by facilitators throughout the three workshops and between each session

### **Workshop 1 (3 days)**

#### **Content**

- Public Speaking
- Personality Styles

- Skills Audit
- Professionalism
- Mentor dinner, industry dinner
- Networking
- Group work / effective meetings
- Industry Panel Session
- Leadership and Mentoring
- Planning Workshop for project

### **Aim**

- Increase the self-awareness of participants, to enable them to capitalise on their strengths

### **Objectives**

- Develop the capacity to plan, prepare and present a position on an industry issue
- Prepare a skills audit and develop a continuous improvement plan
- Identify and plan a project which will contribute to the successful future of the industry
- Develop the capacity to effectively participate in a meeting, with a clear understanding and ability to undertake the range of roles required
- Evaluate personal network and develop the required skills to expand the network to benefit the industry
- Examine various leadership styles and their potential to make a difference in the industry
- Increase industry knowledge in relation to structure, issues and models of best practice
- Establish a mentoring relationship which will enhance the learning outcomes of this program

### **Outcomes**

- Participants with the skills and ability to make a professional presentation in a public forum
- Participants with a documented project plan
- Participants who have practiced the art of effectively participating in meetings
- Participants have a documented personal network and the skills to expand it in line with the gaps identified

- Participants who have made a commitment to work with a mentor for the duration of this program and have a clear understanding of how to maximise the benefits of such a relationship
- Access to industry leaders, together with their views on industry issues, achievements and future challenges
- Participants who are aware of their personal leadership style and with a commitment to contributing to a professional image of the industry
- Participants have a personal development plan and have made a commitment to reflect on their leadership experiences and contribution to industry during the next 2 ½ months

### **Workshop 2 (2 days) – held in an industry community**

#### **Content**

- Community Exercise Briefing
- Communication
- Civic Reception

#### **Aim**

- Develop the effectiveness of participants at both a group and community level, skilling them in the creation and development of effective teams

#### **Objectives**

- Increase awareness of the dynamics of community and the interface between social, economic, political and environmental factors
- Develop effective communication skills
- Develop an understanding of group dynamics and increase the ability of participants to work effectively in teams
- As a group member contribute to the documentation and implementation of a plan of action in relation to a community/industry issue
- Collate findings, formulate a proposal and present the groups findings to community/industry leaders

#### **Outcomes**

- Participants with a clear understanding of the role of Local Government and issues of common interest between Local Government, the community and the seafood industry
- Participants with an ability to work as a team, together with an understanding of the impact each participant's personality has on group dynamics
- Participants with an ability to assess the issues, needs and development opportunities of a community

- Participants with an ability to respond to an issue by planning (defining the issue, preparing a strategy, researching and analysing the issue, prior to collating findings), consulting and formulating a proposal
- Participants with an ability to make a presentation to decision makers, which incorporates facts, case studies and enthusiasm

### **Workshop 3 (3 days) – held in Canberra**

#### **Content**

- Change management
- National political and industry panel
- Lobbying
- National Industry/Government Dinner
- Graduation Dinner
- Effective use of the media

#### **Aim**

- Develop the ability to operate effectively in a political environment to bring about change

#### **Objectives**

- Provide the opportunity to be a part of a political environment, learning from observation, role plays and active participation
- Attain political support in order to further project goals
- Develop skills necessary for effective impacting on political processes, including use of the media, lobbying and managing change

#### **Outcomes**

- Participants with an understanding of how the political system works at a local, state and national level
- Participants with an ability to work the political system, due to increased confidence, knowledge and skills – communication, lobbying, public speaking, managing change and effective use of the media
- Participants with an expanded network and ability to effectively network in a political environment
- Participants with an expanded political network that enables them to positively impact on the industry
- Participants complete and present an industry project

**See Attachment 3 for a sample workshop timetable**



## Preliminary Work

Prior to the first workshop the facilitator must ensure all participants have planned for their involvement in the program and prepared by intentionally reviewing their current performance and that of one of the organizations they belong to. This preliminary work for participants will include:

- Completing an application form
- Attending an industry meeting and assessing both personal and organisational performance according to:
  - Level of organization – prior to and during the meeting
  - Clarity of purpose for the meeting
  - Whether outcomes reflect meeting plan
  - Skill of the chair – ability to achieve tasks, strengthen group cohesion and facilitate members focusing on the big picture issues
  - Level of participation by all members
  - Personal contribution – facilitated decision making, introduced new ideas, managed conflict, encouraged others to contribute, listened to the views of others, complemented others on valuable input and achieved goal of the meeting
  - Clarity in regard to follow-up from the meeting – what, who, when
- Meeting with the Chair of the industry organization and discussing their observations and performance
- Completing a questionnaire and requesting two peers, the Chair of an organization they belong to and an industry leader to complete the same questionnaire, This will provide feedback to the participant, in order to focus their skill development efforts throughout the course

**See Attachment 4 for a sample self assessment questionnaire**

## Business Dinners

A number of dinners are held during the workshop sessions so as to provide opportunities for the participants to network with industry leaders in their own right and use and further develop the skills they are acquiring. Ideally these will include the following:

- A mentor dinner (session 1) - to enable participants to meet informally with potential mentors to assist in the selection of a mentor for the duration of the course. It is not always possible to get all the mentors together in which case they need to be briefed separately.
- A community/industry dinner (session 2) - To provide an opportunity for participants to meet with Local Government Councillors, Local Politicians and Regional Seafood Industry Leaders to discuss the shared concerns and opportunities for future development
- A Government/industry dinner (session 3) - To provide an opportunity to meet with federal politicians and bureaucrats to gain a national perspective on issues relevant to the seafood industry and explore opportunities for partnerships in relation to the industry's future development

Preparation for the dinners and the format of the dinners will need to include:

- Identifying and inviting guests who represent a cross section of the industry and either hold a prominent position or have demonstrated their ability as effective change agents, builders of industry, or creatively identify opportunities to more effectively develop the industry either at an enterprise level or industry wide level
- Identifying and inviting political and community leaders who have the potential to work with the industry on specific issues and future development
- Ensuring the number of guests approximately equal the number of participants
- Providing a briefing to the guests including:
  - The reason for the dinner - to provide potential leaders with the opportunity to meet with and learn from existing leaders
  - The time, date and venue of the dinner
  - An outline of the format of the dinner
- A participant of the training program chairing the dinner – with a different participant chairing each dinner
- Pairing participants with a guest to act as that person’s host, meeting their nominated guest when they arrive and introducing them to other participants and guests
- Having participants showcase their product during the dinner (eg. provide an explanation of the seafood that is being eaten)
- Ensuring participants circulate during the evening, including moving tables for each course so they have the opportunity to meet with as many of the guests as possible
- Inviting guests to provide a 1 minute introduction of themselves: name, organization, position (this enables participants to put a face to the name and be more strategic in who they network with during the evening)
- Holding the dinner in a separate room to other diners, so that introductions and speeches can take place, and conversation is facilitated
- Tables of 6 – 8 if possible
- Each course consisting of two options, placed at alternate seats so that movement between courses does not then cause a problem for restaurant staff- make sure to inform the staff of these arrangements
- An area for pre-dinner drinks
- Provide information to the venue for the dinner such as:
  - The reason for the dinner
  - Your requirements and the intended format
  - The number of guests

The facilitator should ensure the participants are fully prepared for the dinners by:

- Briefing them on who is attending the dinner, guest's role and interests and possible topics of conversation
- Having participants select roles of chairing the dinner, profiling product and/or hosting a guest
- Selecting a mentor to work with the chair person, both prior to the dinner to assist with the preparation and during the dinner to offer support and feedback
- Providing guidelines for professional networking prior to the dinner
- Stressing the importance of playing team at such an occasion, particularly when someone is experiencing a challenging interaction
- Advising participants of the dress code (business) prior to attending the training program – so they bring suitable attire with them

### **Panel Session**

The aim of the panel session is to expose participants to a cross section of industry leaders and increase their awareness of industry structures, issues and opportunities for involvement, together with models of best practice. The panel session is held in the first workshop and preparations and format should include:

- Representatives from the main sectors on the panel including management, processors, fishers, and Government
- Briefing presenters on the expectations prior to the day, including the aim of the session and the overall course objectives
- Each panel member to be allocated one of the following themes for presentation:
  - Structure, issues and decision making processes from a local to a national level
  - A model of best practice in relation to organisational decision making and succession planning
  - A case study of capitalising on a market niche
  - The process for grass roots industry personnel to drive the research agenda – a case study would be a useful tool
- A participant taking the role of Chair – this person will require time to be briefed, prepare how they wish to manage the process and meet the panel members
- Other participants preparing questions during the presentations and practice the art of asking questions in a professional forum
- Allotting at least 1½-2 hours for this session
- Creating a suitable environment for the panel by:
  - Positioning the panel at the front of the room, half on each side of the chair person so they can present without disruption to seating arrangements

- Seating participants in a semi-circle so they can observe the panel members as they present and then participate with ease in the question and answer session
- Providing jugs of water and glasses for both panel members and participants

## **Project**

The project provides an opportunity for learning through doing, demonstrates to participants their capacity to make a difference and will allow them to practice many of the skills learnt during the workshops. A broad outline of the project objectives is for participants to:

- Identify an industry issue or opportunity and design a project around that
- Practice the skills learnt during the residential sessions
- Design a project plan, including a staged process, and implement according to the timelines
- Review outcomes and what has been learnt
- Make a formal presentation to industry leaders

There are a number of requirements in selecting, planning, implementing and concluding the project that the facilitator will need to brief the participants on.

### **Requirements in selecting a project**

- Has the potential to make a positive contribution to the industry
- Is specific and can be implemented within 5 months
- Project outcomes are measurable

### **Requirements during the planning of the project**

- Canvas alternative strategies of reaching the same goals
- Assess the merits/risks of each strategy in anticipation of likely obstacles, constraints and overall industry benefits
- Resolve conflicting points of view and achieve consensus on the most appropriate strategy
- Develop an action plan which sets out the tactics, resources, timeframe, roles and responsibilities to achieve the goals
- Build support for strategies by lobbying, explaining plans to stakeholders and securing the involvement of key people

### **Requirements during the implementation of the project**

- Access the necessary funding and account for the spending
- Identify information requirements and access the information from appropriate sources

- Listen and incorporate feedback, respect a diversity of opinions and negotiate persuasively
- Promote organisation/industry's image through self management and attention to integrity
- Plan and chair a meeting
- Keep constituents fully informed
- Expand and utilise a professional network
- Demonstrate motivation, resilience, foresight, creativity and ability to be positive

### **Requirements by the conclusion of the project**

- Prepare and present both written and verbal material in a public forum
- Demonstrate commitment to on-going personal development
- Balance personal priorities with industry priorities
- Evaluate the way the challenges were managed, the successes were achieved, and what has been learnt from undertaking the project
- Brief the relevant organisations in written or verbal form of the outcomes of the project

## **Mentoring**

Mentoring is about learning: through discussion, observation and reflection, being supported to practice new skills and through the sharing of contacts. It is a relationship between two people with the express purpose of learning.

Traditionally, an older or more experienced person has offered to share their wisdom with a younger or less experienced person. However, in more recent times there is a recognition that a balance needs to be struck between learning the corporate or traditional wisdom, with being open to new and innovative ideas that have the potential, when refined, to make a difference in the future. Hence, mentoring needs to be seen as a two way learning process.

Co-mentoring works most effectively when other relationships do not impinge, therefore some relational distance at the commencement of the mentoring agreement is useful. For example, father - son, employer - employee relationships may have pre-determined expectations which could detract from the creativity and potential learning of a mentoring experience.

The mentoring process will usually be enhanced if participants select their own mentor. The aim of the mentoring process is for:

- Both participants to identify their learning needs
- Provide a strong link between participants, key stakeholders and the industry structure

- Take full advantage of all learning opportunities
- Expose potential leaders to different role models and styles of leadership
- Create models of learning relationships within the industry

## 6. ASSESSMENT PROCESSES

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### Introduction

The Seafood Industry Training Package (SITP) provides the benchmark for assessment against units of competency for all sectors of the seafood industry (Fishing Operations, Post Harvest, Aquaculture and Fisheries Operations) with qualifications available from level one through to Diploma.

There are seven units of competency focussing on advanced leadership skills and they can be assessed as part of the Diploma level in any of the sectors. Facilitators of the Advanced Leadership program may find that participants want to be assessed against some or all of the units so that they can obtain a qualification or a statement of attainment.

It is widely accepted that someone who is "competent" can integrate and apply the necessary knowledge, skills, attitude and values to effectively perform the tasks associated with their job role or function. In particular they are able to:

- apply their knowledge and skills in a range of familiar situations (**task skills**)
- manage a variety of tasks simultaneously (**task management skills**)
- use broad problem solving skills to handle unforeseen situations (**contingency skills**)
- deal with the responsibilities and expectations of the workplace (**job role and function skills**)
- transfer their knowledge and skills to new contexts and situations (**transferability skills**)

Assessment of high level units of competency (such as the leadership units) will present special challenges to assessors. The units are particularly complex with a strong focus on the contingency, job role and transferability dimensions. At this level the assessor must:

- judge the competence of candidates over a long period of time and from a wide variety of performances and situations. Critical knowledge and skills need to be assessed more than once and under different circumstances to adequately gauge performance
- use assessment methods that assess competence in a more integrated manner. The project undertaken as part of the leadership program is an example of an integrated assessment that is able to assess a range of units or parts of units.

Holistic or integrated assessment methods for strategic leaders can then use a particular initiative undertaken by candidates (such as the participant's project as part of the leadership program) to assess, among other things:

- strategic thinking skills

- planning and problem solving skills to translate a vision into action
- knowledge of the organisational, industry or government processes
- communication, interpersonal and networking skills
- demonstration of ethical principles
- demonstration of personal drive and perseverance

### **Assessment principles**

Assessment is about the assessor gathering a range of evidence that satisfies the assessor that the candidate meets the performance criteria aligned to units of competencies. The assessment methods can be by various means such as demonstration (real or simulated), oral and written questioning, case studies or project work, and supplementary evidence such as a third party report, logbook or workplace documents. The process generally contains a combination of some or all of these methods.

In particular the assessor must ensure that the assessment methods meets the underpinning principles of any assessment, which are:

- Validity – the extent to which the assessment process assesses what it aims to assess
- Reliability – the consistency or accuracy of the outcomes of the assessment process
- Fairness – does not disadvantage particular individuals and is available to all eligible individuals regardless of age, gender, disability, language barriers and geographical location
- Flexibility – accommodate the scope of knowledge and skills of the assessment criteria, variations in the contexts in which the assessment may be conducted, and the range of needs of the participant

### **Assessment methods for leadership**

#### **Direct Evidence**

##### *Interviews and oral questioning*

While questioning is a much used evidence method when assessing at lower levels, primarily to test a candidate's recall of essential knowledge and to clarify aspects of their performance, at higher levels structured questioning can be used to:

- gather the candidate's response to relevant scenarios
- to explore their application of organisational values, attitudes and ethical principles in a range of contexts

Candidates can also use personal case studies to illustrate critical aspects of competency. For example, the candidate can be invited to:



- describe their role in initiating projects or achieving significant change in their industry
- provide examples that demonstrate their detailed knowledge of industry issues and developments together with their significance
- explain how they handled important challenges, critical incidents and problems
- outline their development of networks and collaborative relationships

To improve the validity of this evidence, the candidate's responses would be verified by reports from respected third parties.

### *Observation*

While there are obvious limitations on the collection of this form of evidence from high level industry leaders, there may be some opportunities. For example:

- observe the candidate making a presentation that addresses a major industry issue to a meeting, conference, or to the media

Assessment of a candidate's performance during learning workshops can also be a useful means of gathering evidence but needs to be verified further, and ideally away from workshop or simulated situations, to guarantee the reliability and validity of the assessment.

For example assessing participants during the panel session of the Advanced Leadership program will provide valuable evidence as to the candidate's performance but would need to be authenticated in other situations away from the workshops (see attachment 9 for a sample assessment observation checklist)

## **Indirect evidence**

### *Review of verified workplace documents*

The assessor can review documents prepared by the candidate that have been independently verified by respected 3rd parties as authentic and current. Examples of suitable documents include:

- newsletters, correspondence, media releases, conference presentations, articles
- action plans, operational plans, budgets
- reports that illustrate how the candidate conducted research of relevant issues, analysed information from a broad range of sources and then developed strategic directions, development options or recommendations
- submissions to government departments, agencies, or funding bodies on behalf of seafood industry organisations

A checklist should be used to record critical aspects of competence relating to industry knowledge, strategic thinking, planning, and communication skills

### *Review of third party evidence*

The assessor must seek multiple sources of evidence to overcome the limitations of relying on complete reports from a single manager, peers or subordinates (that were outlined earlier). They should also ask third parties to support their comments with concrete examples of the candidate's performance.

Reports could include:

- feedback from peers, customers, network participants, industry association/organisation members relating to particular aspects of the candidate's leadership ability
- third party observation of the candidate leading, or participating in, Board or committee meetings, public forums, work teams
- third party observation of the candidate presenting significant information, strategies and/or plans to stakeholders and arriving at an agreed position

### *Review of professional development records*

Assessors can review the outcomes of professional development activities and training programs for their relevance to the strategic leadership competencies. For example, the completion of a course for company directors could provide relevant evidence for the unit *SFILEAD07A Provide corporate leadership*. Feedback from the candidate's mentor could also provide valid evidence of competency.

## **Integrated assessment**

More complex leadership skills are likely to be assessed in an integrated manner rather than being assessed individually as competency task focussed skills at the lower levels generally are. Project work, involvement in industry forums and participating in industry functions are examples where a range of the SITP leadership competencies (or parts of those units of competencies) can be assessed.

### **Planning an integrated assessment**

- Select the scenario or activity that is to be used for assessment (eg. the project undertaken in the leadership program)
- Review the leadership units of competency to decide which units or parts of units can be assessed as part of the scenario or activity
- Identify possible sources of evidence within the scenario or activity (eg. Presentation of the project could be used to assess elements of competency within the unit *SFILEAD050 Communicate with influence*)
- Decide strategies for gathering evidence –using the project as an example, as well as observation of the project presentation/results, assessment on the identified units would require further evidence such as third party feedback, oral questioning to assess underpinning knowledge and reasons for the project, and other work evidence
- Develop an observation checklist to help in the assessment process

### Integrated Assessment example – Leadership Project

|   |   |  |
|---|---|--|
| <i>Scenario/Activity</i>  | Candidates to select, plan, research, develop and report on an industry project that identifies an industry issue, is relevant and will benefit industry  |  |
| <b>Units/parts of units that may be assessed by this activity</b> | SFILEAD01A <i>Develop and promote industry knowledge</i><br>SFILEAD02A <i>Shape strategic thinking</i><br>SFILEAD03A <i>Cultivate productive working relationships</i><br>SFILEAD04A <i>Plan and achieve change and results</i><br>SFILEAD05A <i>Communicate with influence</i><br>SFILEAD06A <i>Demonstrate personal drive and integrity</i>   |  |
| <b>Scenario/Activity</b>  | <i>Description of project requirements</i>  | <b>Units/Elements to be assessed</b>   |
| Selection process   | <ul style="list-style-type: none"> <li>▪ Select a project that will make a positive contribution to industry</li> <li>▪ Is specific and can be implemented within five months</li> <li>▪ Project outcomes are measurable</li> </ul>   | SFILEAD02A/1<br>SFILEAD06A/1,3   |
| Planning  | <ul style="list-style-type: none"> <li>▪ Canvas alternative strategies of reaching the same goals</li> <li>▪ Assess the merits of each strategy in anticipation of likely obstacles, constraints and overall industry benefits</li> <li>▪ Resolve conflicting points of view and achieve consensus on the most appropriate strategy</li> <li>▪ Develop an action plan which sets out the tactics, resources, timeframe, roles and responsibilities to achieve the goals</li> <li>▪ Build support for strategies by lobbying, explaining plans to stakeholders and securing the involvement of key people</li> </ul> | SFILEAD02A/2<br>SFILEAD03A/2,3,4<br>SFILEAD04/2,3<br>SFILEAD05/2<br>SFILEAD06/1,2                            |
| Implementation (research and develop the project)                 | <ul style="list-style-type: none"> <li>▪ Access the necessary funding and account for the spending</li> <li>▪ Identify information requirements and access the information from appropriate sources</li> <li>▪ Listen and incorporate feedback, respect a diversity of opinions and negotiate persuasively</li> <li>▪ Promote organisation/industry's image through self management and attention</li> </ul>  | SFILEAD01/1,2,3<br>SFILEAD02/2<br>SFILEAD03A/2,3,4<br>SFILEAD04A/2,3<br>SFILEAD05A/1,2,3<br>SFILEAD06A/1,2,3 |

|                         |  |   |
|-------------------------|--|---|
|                         | <p>to integrity</p> <ul style="list-style-type: none"> <li>▪ Plan and chair a meeting</li> <li>▪ Keep constituents fully informed</li> <li>▪ Expand and utilise a professional network</li> <li>▪ Demonstrate motivation, resilience, foresight, creativity and ability to be positive</li> </ul>  |   |
| Presentation/conclusion | <ul style="list-style-type: none"> <li>▪ Prepare and present both written and verbal material in a public forum</li> <li>▪ Demonstrate commitment to on-going personal development</li> <li>▪ Balance personal priorities with industry priorities</li> <li>▪ Evaluate the way the challenges were managed, the successes were achieved, and what has been learnt from undertaking the project</li> <li>▪ Brief the relevant organisations in written or verbal form of the outcomes of the project</li> </ul> | <p>SFILEAD01A/3<br/> SFILEAD03A/4<br/> SFILEAD05A/1,2,3<br/> SFILEAD06A/1,2,3</p> |

## Remember!

- This only an example – as an assessor you need to decide whether the evidence meets the units and embedded elements of competency. You may be of the view that other elements not mentioned alongside the tasks the candidate undertakes in this example are in fact assessable. As an assessor you need to make a professional judgement.
- While a project like this has the capacity to cover most of the Seafood Industry Training Package units of competency don't assume this is the definitive assessment. It allows the assessor to use the performance of the candidate against applicable units and elements of competency but is only part of the evidence gathering process. At the leadership level an assessor would need to gather other applicable evidence over a period of time and marry it with evidence obtained from the project.
- Keep good records so that the progress of the candidate is being monitored. An observation checklist of demonstration of practical skills should be used (see attachment 8 for an example), as well as a supplementary evidence sheet for third party evidence (see attachment 9 for an example). And keep all other evidence provided by the candidate such as reports, plans, communication releases and submissions with the candidate's file so that all the evidence can be collated and a judgement made on the candidate's competence.

## ATTACHMENTS

### 1 – Sample questionnaire for applicants

|  |
|--|
| <b>NATIONAL STRATEGIC LEADERSHIP<br/>DEVELOPMENT PROGRAM</b> |
|--|

#### Personal Details

*Name:* \_\_\_\_\_

*Address:* \_\_\_\_\_

\_\_\_\_\_

*State*

*Post Code*

*Date of Birth:* \_\_\_\_\_ *Male:* \_\_\_\_\_ *Female:* \_\_\_\_\_

*Sector:* Fishing Aquaculture Processing/retail Government

Other (describe) \_\_\_\_\_

*Fishery/Fisheries (if applicable):* \_\_\_\_\_

\_\_\_\_\_

#### Contact Details

*Phone:* Work \_\_\_\_\_ Home \_\_\_\_\_

Mobile \_\_\_\_\_

*Fax:* \_\_\_\_\_

*Email:* \_\_\_\_\_

*Best time to contact:* \_\_\_\_\_

#### Experience

*How long have you been involved with the seafood industry?:* \_\_\_\_\_

*In what capacity?:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Training Background**

*Have you done any training in the last 3 years?:*

*If so, what?*

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## **Formal Industry Involvement**

*Are you on any committees or boards?:*

*If so, what?*

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*What was its role?:*

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*What was your role?:*

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*Have you been on any committees or boards previously?:*

*If so, what?*

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*What was its role?:*

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*What was your role?:*

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**Other Information**

*What are your reasons for applying?:*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*What is your vision for the industry?:*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Nomination**

*Name of the nominating person:* \_\_\_\_\_

*Their role/position:* \_\_\_\_\_

*Is there agreement to support with up to \$1000 for project work:* \_\_\_\_\_

*Nominating person's signature:* \_\_\_\_\_

**Declaration**

*I understand the requirements of the program and agree to participate*

*Signature:* \_\_\_\_\_

**Please return the application form to:**

## 2 – Sample of pre-course briefing for applicants

### AUSTRALIAN SEAFOOD INDUSTRY STRATEGIC LEADERSHIP DEVELOPMENT PROGRAM

#### **BRIEFING**

Congratulations! You have been selected to participate in the Strategic Leadership Development Program.

The following information provides you with more details about the program.

#### ***Who is the team?***

.....is the principal course facilitator. Co-facilitators are .....and ..... can be contacted on .....and email contact is: .....They have extensive experience in designing and delivering leadership and development programs for primary industries around Australia.

#### ***What is the course about?***

The course is about increasing your ability to contribute to the industry's future by participating in and representing industry from a local to a national level. The focus of the program is the development of the skills, knowledge, confidence and networks required to support this contribution.

#### **The specific sessions have been designed to ensure the skills can be used in your personal, professional and community life and include:**

- Getting your message across,
- Having an impact on the outcomes of meetings,
- Making contacts to further your business and your industry,
- Planning to ensure you capitalize on all opportunities and manage the risks, and
- Operating in a 'big picture' context - understanding global trends, government policies and being inclusive of all sectors.

During the residential sessions there will be a dinner with opportunities to meet industry leaders and policy makers, and to hone your networking skills.

#### **Industry Project:**

Each participant is required to plan and implement an industry project during the 6 months of the program. The project provides an opportunity for you to practice the skills learnt during the residential sessions and contribute to the industry's future. It could be writing a policy, organizing an event, establishing an organization or researching a new approach to an industry issue. Whatever the topic, it needs to have the potential to contribute to the industry at a national level. The facilitators, industry leaders and your mentor will assist you with this project. You will present the outcomes on the final day of the program to industry leaders and peers.



### ***What's a mentor?***

A mentor is someone who agrees to provide advice, support and assistance to someone else who is less experienced in an area of work. Participants will be required to identify and negotiate with a mentor immediately after the first session of the program. The mentors will work with you to help advance your industry knowledge and networks.

Mentors will be invited to hear your project presentation at the final session.

### ***When does the program start and end?***

The first session of the program will be conducted over 3 days, commencing at 9am on the .....and concluding at approximately 4.30 pm on.....

The second session will be conducted from the .....in .....and the third session will be conducted from .....in.....

### ***Pre-Course Work***

Attend an industry meeting and assess its effectiveness in terms of decision making, professionalism and being inclusive of all those in attendance.

Complete the questionnaire and organize to have an industry leader and a peer to also complete the questionnaire about you. Return all three questionnaires by .....

Please also complete your personality profile if you haven't previously completed one and return it by.....

### ***Will I be assessed?***

During the program feedback between group members and facilitators will become the 'norm' to ensure an environment of continuous improvement and best practice is created. Formal assessment will not occur, although the program has been designed around the Seafood Industry's National Leadership Competencies and therefore participants will be able to seek assessment in the areas covered if they choose to pursue a formal qualification in this area in the future.

### ***Who else is going to be there?***

There will be twelve participants representing a range of industry sectors from throughout Australia. In addition, guest speakers, industry, community and government leaders will also be in attendance at various times throughout the program. Your workbook will contain a list of all participants, dinner and other guests, together with their contact details for future reference.

### 3 – Sample Workshop Timetable

|          | Session 1  | Personal Leadership   |   | Session 2  | Community Leadership  | Session 3   | Corporate  | Leadership  |
|----------|--|---|---|--|---|---|--|---|
| Time     | Day 1  | Day 2   | Day 3   | Day 4  | Day 5   | Day 6   | Day 7  | Day 8   |
| 8.30     |  | Debrief on day 1  | Debrief on day 2                                  |  | Debrief on day 4  |   | Reconnecting:<br>Present a case study showing your ability to negotiate effectively        | Debrief on Day 7  |
| 9am      | Public Speaking /Introductions                     | Networking  | Project Planning                                  | Reconnect: share a successful example of networking or being inclusive of diverse views                  | Communication<br>-Negotiation;<br>-Conflict Resolution                      |   | Change Management: Case Study  | Effective use of the media.                             |
| 10.30    | <i>Morning Tea</i>                                 |   |   |  |   |   |  |   |
| 10.45    | Personality Styles                                 | Understanding groups: Effective meetings  | Projects presented to peers and industry leaders. | Community / Industry Exercise Briefing<br>* Community scanning<br>* Planning<br>* Research<br>* Teamwork | Meetings with key industry / business stakeholders                          |   | Panel of industry and political leaders: case studies of best practice & change management | Preparation of Presentations                            |
| 12.30    | Lunch  |   |   |  |   |   |  | Lunch   |
| 1.30     | Skills Audit<br><br>Matching skills with projects. | Industry Panel: Industry vision, structure & issues. Case studies of best practice. The process of getting grass roots issues onto the industry agenda. | Briefing on session 2                             | Consultation with community members  | * Proposal development<br><br>* Presentation to peers and community leaders | Participants to organise meetings with political and industry leaders to further their project outcomes | Question Time in Parliament: Debrief   | Present projects to industry and political stakeholders |
| 3pm      | <i>Afternoon Tea</i>                               |   |   |  |   |   |  |   |
| 3.15     | Professionalism                                    | Leadership: Mentoring   | Debrief and evaluation                            | Collating data: statistics, survey results – identification of gaps                                      | Debrief and evaluation  | Meetings continued  | Lobbying and Advocacy  | Next steps: Evaluation                                  |
| 4.30-5pm | Dinner Briefing<br><br>Reflections                 | Reflections on session 1. Briefing on session   |   | Briefing on Community/ Business & Industry Guests  |   |   | Dinner Briefing  | Dinner Briefing   |
| 7pm      | <i>Industry Dinner</i>                             | <i>Industry Dinner</i>  |   | <i>Civic Reception</i>   |   |   | <i>Course Dinner</i>   | <i>Graduation Dinner</i>                                |

## 4 – Linking SITP competencies to training

- 1. Develop and promote industry knowledge (SFILEAD01A)**
  - Build a detailed knowledge of the industry or sector.
  - Assess new developments.
  - Disseminate information within the industry to best effect.
- 2. Shape Strategic Thinking (SFILEAD02A)**
  - Establish and refine goals and directions for the industry.
  - Develop practical strategies to achieve goals.
- 3. Cultivate productive working relationships (SFILEAD03A)**
  - Develop and maintain effective internal relationships.
  - Develop influential networks, alliances and partnerships.
  - Develop diplomacy, integrity and ethics.
  - Develop and motivate other members.
- 4. Plan to achieve change and results (SFILEAD04A)**
  - Plan for change
  - Prepare and consider proposals
  - Achieve results
- 5. Communicate with influence (SFILEAD05A)**
  - Communicate clearly
  - Lobby and negotiate persuasively
  - Participate in and lead meetings effectively
  - Make key presentations at forums and conferences
  - Represent the industry/ organisation/sector to the public and media.
- 6. Demonstrate personal drive and integrity (SFILEAD06A)**
  - Exhibit professionalism
  - Apply personal drive and energy effectively
  - Manage personal development and priorities

The seventh strategic leadership competency Provide corporate leadership (SFILEAD07A) is not covered in the program. It could be covered through Director's courses, board representation etc.

5 – Sample self assessment questionnaire

**Australian Seafood Industry Strategic Leadership  
Training Program  
Self-Assessment Questionnaire**

This questionnaire is to be completed by the person planning to undertake the leadership training program, two of their peers and either an employer or the Chair of a committee in which he/she participates.

*Please circle the most appropriate response for each answer.*

***Communication:***

- **I am a skilled communicator so that others understand exactly what I am saying.**

Poor                  Fair                  Good                  Very Good                  Outstanding

- **I listen to people without interrupting.**

Poor                  Fair                  Good                  Very Good                  Outstanding

- **I encourage others to share their point of view.**

Poor                  Fair                  Good                  Very Good                  Outstanding

- **I aim to understand the viewpoint of others.**

Poor                  Fair                  Good                  Very Good                  Outstanding

**Personal Awareness:**

- **I request feedback from colleagues to improve my performance.**

Poor                  Fair                  Good                  Very Good                  Outstanding

- **I act on feedback about my performance.**

Poor                  Fair                  Good                  Very Good                  Outstanding

**I am able to clearly identify my strengths and weaknesses.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I am clear about the areas I need to work on.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I am clear about my career path.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I am intentional about working toward my goals.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I am aware of the changes which need to be made to improve:**

- my work practice            Yes                No
- my enterprise            Yes                No
- my industry            Yes                No

**Attitude:**

▪ **I look for the potential rather than the problems in a situation.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I acknowledge that everyone has a contribution to make.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I demonstrate respect for all colleagues.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I meet my commitments on time.**

Poor            Fair            Good            Very Good            Outstanding

▪ **I acknowledge a changing environment and manage the change effectively.**

Poor            Fair            Good            Very Good            Outstanding

Teamwork:

- In group situations I ensure everyone has the opportunity to contribute.

Poor Fair Good Very Good Outstanding

- I invest in relationships in order to create strong and effective teams.

Poor Fair Good Very Good Outstanding

- I co-opt others to assist with the achievement of a project - focusing on the best person for the job rather than position or status.

Poor Fair Good Very Good Outstanding

- I offer feedback to colleagues.

Poor Fair Good Very Good Outstanding

- When conflicts arise I focus on what will benefit the group.

Poor Fair Good Very Good Outstanding

- I support others in achieving their goals and celebrate their success.

Poor Fair Good Very Good Outstanding

- I put my own needs aside to ensure the teams' needs are met or the group goal achieved.

Poor Fair Good Very Good Outstanding

- I share information willingly with team members.

Poor Fair Good Very Good Outstanding

- As a person I am known for:

.....

- In my work, I am known for:

.....

- My greatest achievements to date are:

.....

Other comments.....

## Australian Seafood Industry Strategic Leadership Training Program Mentoring Kit

Mentoring is about learning: through conversations, observation, practicing new skills and the sharing of contacts.

Mentoring is a relationship between two people with the express purpose of learning. Traditionally, an older or more experienced person has offered to share their wisdom with a younger or less experienced person. However, in more recent times there is a recognition that a balance needs to be struck between learning the corporate or traditional wisdom with being open to new and innovative ideas that have the potential, when refined to make a difference in the future. Hence, mentoring needs to be seen as a two way learning process.

Co-mentoring works most effectively when other relationships do not impinge, therefore, some relational distance at the commencement of the mentoring agreement is useful. For example, father - son, employer - employee relationships may have pre-determined expectations which could detract from the creativity and potential learning of a mentoring experience.

The mentoring process will usually be enhanced if participants select their own mentor.

### **Aim:**

- Establish a culture of learning relationships within the Seafood Industry.

### **Objectives:**

- Participants to identify their learning needs.
- Provide a strong link between participants, key stakeholders and the industry structure.
- Take full advantage of all learning opportunities.
- Expose potential leaders to different role models and styles of leadership.
- Create models of learning relationships within the industry.

### **Outcomes:**

- Case studies demonstrating effective learning relationships.
- Graduates linked to industry leaders and structures.
- Graduates who are skilled in learning through observation and reflection.
- Graduates who have experienced the benefits of a mentoring relationship and are prepared to mentor others.

## Choosing a mentor:

- Take a risk to go outside your current circle of personal and professional contacts.
- Check that the mentor doesn't already have a participant to work with.
- Choose a mentor who can expand your thinking, experience and contacts both within and beyond the seafood industry.

### **1. Consider the mentor's characteristics: effective mentors will usually have a high percentage of the following traits:**

|                 |                  |
|-----------------|------------------|
| Honesty         | Tolerant         |
| Sense of Humour | Confident        |
| Non-judgmental  | Competent        |
| Efficient       | Empathic         |
| Flexible        | Adaptable        |
| Approachable    | Assertive        |
| Articulate      | Caring           |
| Supportive      | Optimistic       |
| Creative        | Willing to learn |

*Effective mentors have the ability to actively listen, communicate and respect others.*

### **2. Consider their ability in relation to:**

- Time Management,
- Problem Solving,
- Team Work,
- Ability to transfer skills, knowledge and ideas,
- Commitment to potential leaders and a belief that they can make a difference,
- Ability to coach, challenge and develop the potential of the co-mentor/participant.

### **3. Role of the Mentor:**

- Provide knowledge, skills and networks which will benefit the participant.
- Encourage broad industry and community support for the participant.
- Open doors - provide opportunities for the participant to observe or participate in meetings.
- Provide support and guidance in a challenging or high risk area.
- Remain focused on the long term objectives, while dealing with the detail of the project.
- Provide ongoing performance feedback: this is critical to shape the behaviour and encourage best practice, by asking questions like:
  - “What would you do differently next time?”
  - “What surprised you?”
  - “What was the cost (financial or political) of your approach, was there an alternative?”
- Provide one example of leadership values, style and approach and also introduce the participant to a range of other styles.



- Engender a high level of trust to enable disagreement to take place in a constructive way.
- Explore values, attitudes and past experiences in the context of the participant's project as it may assist in working through blind spots.
- Ensure that confidentiality is adhered to at all times.
- Remain open to learning and making the most of the opportunity.
- Focus on accomplishments and give feedback, and encourage others in the industry to do the same.
- Encourage and support risk taking – get the participant to think in systems, looking for the unusual connections and ask WHAT IF?
- Prepare an agreement at the commencement of the relationship to enable the desired end point to be reached.

#### **4. Specific role of the mentor:**

- Attend a briefing session and a course dinner.
- Commit to an agreement with the participant.
- Is available to the mentor.
- Listens to the experience of the participant.
- Passes on the history of the industry as it relates to the participant.
- Presents their view of the industry's future.
- Keeps an open mind, acknowledging that mentoring is a 2 way process where the mentor will also have the opportunity to learn.
- Encourages and motivates the participant.
- Invites the participant to attend meetings and events to observe other role models and various approaches to decision making.

#### **5. Specific role of the participant:**

- Selects a mentor and negotiates an agreement with the mentor.
- Informs the Seafood Council of their chosen mentor prior to commencing the Leadership Training Program.
- Establishes a plan with the mentor
- Prepares prior to meeting with the mentor, in terms of questions, issues to be raised, and specific assistance required.
- Identifies solutions to issues/challenges and the mentor will challenge or validate these.

## Mentoring Agreement

**Aim:**

- Formally negotiate an agreement between the participant and mentor.

**Objectives:**

- Identify an appropriate mentor.
- Ensure common expectations.
- Document specific assistance to be provided.
- Develop a plan.

**Practical Considerations:**

- Ensure some time is set aside during the first meeting to clarify expectations and commitments.
- Take time to share past experience and expertise at the commencement of the agreement, so that the use of sessions can be maximised.
- Negotiate frequency and length of meetings in advance.
- Mentor needs to be flexible (where possible) to be available to the participant if an issue needs to be discussed or a briefing or debriefing is required.
- Participant needs to respect the demands on the mentor and wherever possible plan meetings with their mentor well in advance and come prepared.

**Participant:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Mobile:** \_\_\_\_\_ **Mobile:** \_\_\_\_\_

**Fax:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Commencement Date:** \_\_\_\_\_

**Planning Schedule for Participant**

| <b>Meeting/<br/>Event<br/>with<br/>mentor</b> | <b>Issues<br/>Discussed</b> | <b>Action<br/>Required</b> | <b>Reflections / Learnings</b> |
|---|-----------------------------|----------------------------|--------------------------------|
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |
|   |                             |                            |                                |

**My Project is:** \_\_\_\_\_

**1. Aim**

\_\_\_\_\_

**2. What is the specific problem or opportunity motivating the project?**

\_\_\_\_\_

**3. Objectives:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. What is your risk analysis? What are the threats that could prevent you from completing this project? (eg. limited financial resources; industry or government policies, lack of skills and expertise, lack of team members)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Who will be a part of the project team – stakeholder representatives?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6. What skills and resources will be required?**

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**7. What alternative strategies have you explored before deciding on the preferred option?**

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**8. What is your communication plan?**

| Stakeholder | Information | Date Required |
|-------------|-------------|---------------|
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |

**9. When will the project be completed?**

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**10. Seafood Industry Project**

| Objective | Tasks | Resources required | Date for Completion | Progress / comments |
|-----------|-------|--------------------|---------------------|---------------------|
| 1.        |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
| 2.        |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
| 3.        |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
| 4.        |       |                    |                     |                     |
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|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |
|           |       |                    |                     |                     |

## Reflections

**Which skills have been developed? Present an example to demonstrate the improvement.**

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**Who has been added to your network and what have they contributed (skills, knowledge, other contacts, understanding of how the industry works)?**

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**What has surprised you?**

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**What would you do differently next time?**

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Key Learnings from implementing project

|   | 1. | 2. | 3. | 4. |
|---|----|----|----|----|
| <b>Key Learning</b>                       |    |    |    |    |
| <b>Have I tried to implement this?</b>    |    |    |    |    |
| <b>What did I do?</b>                     |    |    |    |    |
| <b>What blocks were there?</b>            |    |    |    |    |
| <b>What can I do differently?</b>         |    |    |    |    |
| <b>What new learnings came from this?</b> |    |    |    |    |
| <b>What I still need to learn.</b>        |    |    |    |    |
| <b>How others can help?</b>               |    |    |    |    |

Adapted from a presentation by John Brockelsby, 1998



# Project Presentation

## **1. Introduce**

- a) Name
- b) Sector
- c) Organisation
- d) Occupation

## **2. Project**

- a) Aim
- b) What did you hope to achieve.

## **3. Describe the process and outcomes**

- a) What were the challenges you faced?
- b) What would you do differently next time?
- c) What were your achievements?
- d) What did you learn? (not whether you have succeeded or failed)

## **4. Concluding message (what do you want your audience to remember?)**

8 – Post course evaluation questionnaire

**NATIONAL STRATEGIC LEADERSHIP TRAINING PROGRAM**  
**Evaluation**

Your responses to the following questions would be appreciated.

*Circle the response that describes your reaction.*

a. How would you rate the overall training program?

Poor      Average      Good      Very Good      Excellent

a. What was your level of preparation prior to each session?

Poor      Average      Good      Very Good      Excellent

b. How would you describe your contribution to each of the sessions?

Poor      Average      Good      Very Good      Excellent

c. How would you describe your level of commitment and effort in relation to your project?

Poor      Average      Good      Very Good      Excellent

d. What could have done to enhance your contribution and the outcomes you achieved from the program?

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**Other Comments:**

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**Session 1: Day 1**

**Learning Context:**

What was one thing you learnt? \_\_\_\_\_

**Introductions and Public Speaking**

What was one thing you learnt? \_\_\_\_\_

**Knowing Yourself:**

What was one thing you learnt? \_\_\_\_\_

**Team Building:**

What was one thing you learnt? \_\_\_\_\_

**Professionalism**

What was one thing you learnt? \_\_\_\_\_

**Intentional Networking**

What was one thing you learnt? \_\_\_\_\_

**Dinner Briefing**

What was one thing you learnt? \_\_\_\_\_

**Other comments:** \_\_\_\_\_

**Session 1: Day 2:**

**Debriefing:**

What was one thing you learnt? \_\_\_\_\_

**Leadership:**

What was one thing you learnt? \_\_\_\_\_

**Industry Panel:**

What was one thing you learnt? \_\_\_\_\_

**Creating a Vision:**

What was one thing you learnt? \_\_\_\_\_

**Project Planning:**

What was one thing you learnt? \_\_\_\_\_

**Mentoring:**

What was one thing you learnt? \_\_\_\_\_

**Dinner Briefing:**

What was one thing you learnt? \_\_\_\_\_

**Other comments:** \_\_\_\_\_

**Session 1: Day 3:**

**Debriefing Session:**

What was one thing you learnt? \_\_\_\_\_

**Communication:**

What was one thing you learnt? \_\_\_\_\_

**Meeting for Outcomes:**

What was one thing you learnt? \_\_\_\_\_

**Project proposal presentations:**

What was one thing you learnt? \_\_\_\_\_

**Other comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Session 2: Day 1 & 2**

**Community Exercise as a 2 day activity**

What was one thing you learnt? \_\_\_\_\_

**Team Planning:**

What was one thing you learnt? \_\_\_\_\_

**Teamwork**

What was one thing you learnt? \_\_\_\_\_

**Community Consultation**

What was one thing you learnt? \_\_\_\_\_

**Communication**

What was one thing you learnt? \_\_\_\_\_

**Proposal development and Presentation**

What was one thing you learnt? \_\_\_\_\_

**Business Dinner**

What was one thing you learnt? \_\_\_\_\_

How would you rate your level of preparation for the community exercise?

Poor      Average      Good      Very Good      Excellent

How effective were you in your small group?

Poor      Average      Good      Very Good      Excellent

What would you do differently next time?

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What surprised you about the exercise?

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Which skills have you identified as strengths?

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Which skills require further development?

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Having completed one session in a capital city what was the specific value of having a session in a fishing community?

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Other comments:

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**Session 3:**

**Meetings with political and industry stakeholders:**

What was one thing you learnt? \_\_\_\_\_

**Change Management:**

What was one thing you learnt? \_\_\_\_\_

**Political and Industry Panel:**

What was one thing you learnt? \_\_\_\_\_

**Parliament in Action:**

What was one thing you learnt? \_\_\_\_\_

**Preparation of project presentations:**

What was one thing you learnt? \_\_\_\_\_

**Dinner:**

What was one thing you learnt? \_\_\_\_\_

**Lobbying**

What was one thing you learnt? \_\_\_\_\_



**Effective Use of the Media**

What was one thing you learnt? \_\_\_\_\_

**Project Presentation**

What was one thing you learnt? \_\_\_\_\_

**Graduation Dinner**

What was one thing you learnt? \_\_\_\_\_

**How would you rate your level of preparation for your project meetings in Canberra?**

Poor      Average      Good      Very Good      Excellent

**How effective were you in either lobbying for change or resources or selling your idea?**

Poor      Average      Good      Very Good      Excellent

**What would you do differently next time?**

\_\_\_\_\_

**What surprised you about the experience?**

\_\_\_\_\_

**Other Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Project Evaluation:**

**Identifying a Project to work on:**

Very Difficult      Difficult      Ok      Easy      Very Easy

What was one thing you learnt? \_\_\_\_\_

**Managing your Time:**

Poor      Average      Good      Very Good      Excellent

What was one thing you learnt? \_\_\_\_\_

**Accessing Information:**

Very Difficult      Difficult      Ok      Easy      Very Easy

What was one thing you learnt? \_\_\_\_\_

**Accessing People:**

Very Difficult      Difficult      Ok      Easy      Very Easy

What was one thing you learnt? \_\_\_\_\_

**Writing up your findings or proposal:**

Very Difficult      Difficult      Ok      Easy      Very Easy

What was one thing you learnt? \_\_\_\_\_

**Presenting the Findings to Industry Leaders:**

Very Difficult      Difficult      Ok      Easy      Very Easy

What was one thing you learnt? \_\_\_\_\_

If you were involved in another project would you prefer to be part of a team or working alone?

This time: Team  Alone   
Next time: Team  Alone

Describe your reasons

\_\_\_\_\_

What would you do differently next time?

\_\_\_\_\_

\_\_\_\_\_

As a result of the project can you identify which of your skills are underdeveloped?

\_\_\_\_\_

Which are your strengths?

\_\_\_\_\_

Other Comments:

\_\_\_\_\_

\_\_\_\_\_

**Evaluation of mentoring experience:**

*Tick any or all the following that describe how your mentor assisted you during the course:*

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ Linked me with the industry leaders</li><li>▪ Linked me into the industry structure</li><li>▪ Increased my access to new contacts</li><li>▪ Provided new ideas</li><li>▪ Supportive &amp; made time available</li><li>▪ Explained process &amp; procedures</li></ul> | <ul style="list-style-type: none"><li>▪ Challenged my ideas</li><li>▪ Increased my access to information</li><li>▪ Advised on strategies for project and presentation</li><li>▪ Assisted with planning the project</li><li>▪ Invited me to observe his/her style in action</li></ul> |
|--|--|

**How well did you utilise your mentor?**

Very Poorly

Poorly

Average

Very well

Extremely well

**Which skills did you gain positive feedback on from your mentor?**

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**Which skills are you now aware you need to develop further?**

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**How will you access these skills?**

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**What would you do differently next time?**

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**Will you continue to have contact with your mentor?**

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9 – Example of an assessment observation checklist

| <b>SFILEAD05A</b><br><b>Communicate with influence</b>   |                                     |                          |                                    |
|--|-------------------------------------|--------------------------|------------------------------------|
| <b>Observation checklist for demonstration of practical skills</b>   |                                     |                          |                                    |
| Name of Candidate:   |                                     |                          |                                    |
| <b>During the demonstrations of skills, did the candidate:</b>   | <b>Y</b>                            | <b>N</b>                 | <b>N/A</b>                         |
| <b>1. Communicate clearly</b><br>1.1 Present a view or position so that it is clearly understood<br>1.2 Use language that is appropriate for the audience<br>1.3 Seek stakeholder input through listening ,balancing exchange of views and encouraging feedback  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>           |
| <b>2. Lobby and negotiate persuasively</b><br>2.1 Identify key individuals and groups for their value to advance industry positions<br>2.2 Prepare realistic positions and arguments and consider tactics and expectations of others in the preparation<br>2.3 Acknowledge differences of opinions and values, concerns and views of others and keep communication lines open                | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>           |
| <b>3. Participate in, or lead meetings effectively</b><br>3.1 Prepare for the meeting including identification of need, programmed appropriately, and information disseminated in advance<br>3.2 Achieve agreed outcomes in the available time and with consensus and compromise<br>3.3 Summarise and distribute outcomes promptly to stakeholders   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>           |
| <b>4. Make key presentations at a forum and conferences</b><br>4.1 Select appropriate forums to present industry positions to best effect<br>4.2 Prepare well-focussed presentations and use appropriate language, explanations, media and information/entertainment balance<br>4.3 Responded openly and honestly to questions   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>           |
| <b>5. Represent the industry to the public and the media</b><br>5.1 Select appropriate media to maximise the issue at hand<br>5.2 Establish good working relationships with influential individuals and media personalities so as to get effective coverage<br>5.3 Ensured a positive image of the industry was portrayed and the media release was succinct with a clear industry viewpoint | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>           |
| <b>The candidate's overall performance met the standard:</b>   | <b>YES</b> <input type="checkbox"/> |                          | <b>NO</b> <input type="checkbox"/> |
| <b>Feedback to candidate:</b>  |                                     |                          |                                    |
| <b>Name of assessor</b>  | <b>Signature</b>                    | <b>Date</b>              |                                    |
|  |                                     |                          |                                    |

10 – An example of supplementary (third party) evidence sheet

|  |
|--|
| <b>SFILEAD05A</b><br><i>Communicate with influence</i> |
|--|

**Supplementary evidence**

**Competency Assessment Report (to be obtained by the candidate from their supervisor, other team member, customer, supplier, etc.)**

|                                   |  |
|-----------------------------------|--|
| <b>Your Name:</b>                 |  |
| <b>Relationship to Candidate:</b> |  |
| <b>Name of Candidate:</b>         |  |

This candidate is being assessed for competence in the above unit. To help us consider their claims of competency, we would like you to complete this report.  
 We value your contribution and ask that you answer the questions honestly.

| <b>Does the candidate consistently meet the required performance standards for this unit? Do they:</b>                           | <b>Y</b>                 | <b>N</b>                 | <b>N/A</b>               |
|--|--------------------------|--------------------------|--------------------------|
| • Present information confidently and effectively to individuals and groups in meetings, workshops and forums?                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encourage an exchange of views and information through active listening and effective questioning?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Make a strong case in meetings and forums without overselling the message and becoming personal or aggressive?                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ensure negotiations stay focussed, don't collapse unnecessarily and use compromise to achieve realistic & achievable outcomes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Achieve outcomes in meetings through planning, encouraging participation, keeping order and maintaining momentum?              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Able to effectively acknowledge disagreements and the views of others and deal constructively with differences?                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Provide user friendly verbal and written communication that is clear and concise?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments to support your responses:**

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

**Other Supplementary Evidence (to be provided by candidate)**

- |  |
|--|
| 1. Presentations they have made at industry meetings or forums                         |
| 2. Documents or papers they have prepared to further an industry objective or position |
| 3. Committees, associations or forums they have participated in or chaired             |