National Seafood Industry Leadership Program 2009-2011
FRDC Project 2009/310

Final Report
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Prepared By
Rural Training Initiatives P/L

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OBJECTIVES:

1. To revise National Seafood Industry Leadership Program (NSILP) in line with the program review conducted in 2008

2. To revise the National Seafood Industry Leadership Program incorporating the above with knowledge held by Rural Training Initiatives and the evaluation conduct during the delivery of the 2008 National Seafood Industry Leadership Program.

3. To redistribute skills sessions and industry knowledge exchange sessions to ensure that sessions are provided with sufficient time for participants skills to be enhanced thus increasing the
Sydney residential session by a single day

4. To graduate a minimum of 15 new leaders per annum. These leaders to reflect diversity of the industry and if possible include all sectors of the industry.

OUTCOMES ACHIEVED

National Seafood Industry Leadership Program 2009 – 2011 was reviewed and revised in line with the 2008 review. Adjustments were made to the program including the introduction of the third day added to Residential 2 – Sydney (Objective 1 & 3). These adjustments have provided further opportunity for skill development, networking and leadership growth.

A further NSILP stakeholder survey was conducted during 2011. (Objective 2) and although responses were low in number information gathered indicated that graduates of the program had enhanced their leadership in their workplaces and in the industry.

Average of over sixteen (16) seafood industry individuals graduated from the 2009, 2010 and 2011 NSILP. The minimum target graduate number was fifteen per annum. (Objective 4). The promotion and selection processes ensured a broad cross-section of industry participated. 60% of participants were directly working within industry as fishers or in representative roles. Recreational and Indigenous participation was achieved.

The diversity of participants and guest speakers ensured an industry wide perspective was developed. This diversity is also seen as an extremely positive element of the NSILP as it ensures "big-picture" thinking for future industry leaders.

At the conclusion of the project fifty (50) graduates were welcomed by the industry as leaders who have a clearer understanding of positively impacting on decision-making processes at all levels of the industry. The graduation evening allows for the NSILP Major Sponsor Sydney Fish Market to be recognized and the nature of the evening ensures the industry understands the caliber of the graduates through a number of presentations. This project continues to provide an excellent platform for high-level networking, leadership growth, information and knowledge exchange, strategic thinking and outcomes for the seafood industry.

The National Seafood Industry Leadership Program was delivered in 2009, 2010 and 2011 over six months with three residential sessions of three day duration each – Residential #1 - Port Lincoln (2009), Hobart (2010 & 2011), Residential #2 - Sydney and Residential #3 - Canberra.

The target graduate number for the National Seafood Industry Leadership program of fifteen (15) was achieved. An average of eighteen individuals commenced the program and an average of seventeen (17) graduated. Across the three-year project five (5) participants withdrew due to varying circumstances.

Project outcomes and benefits:

- **Increased industry knowledge through a minimum of 6 industry knowledge transfer sessions** – 2 activities x 3 residential sessions per annual program

This outcome was significantly over-delivered with nineteen (19) activities being managed during the program. These activities include a graduate address, industry tours, industry guest panels, industry guest lunches, industry networking dinners, guest media sessions, industry stakeholder organisation meetings, Parliament House visit, annual Mission Launch and annual Sydney Fish Market Graduation Dinner.

This outcome is an essential component of the success and benefits of the program. These activities not only allow the transfer of knowledge from various sections of the industry to the participants it also ensures that the participants have a significant number of opportunities to develop relationships and networks across the industry. The participants are prepared and supported during these activities to ensure all involved receives maximum benefit. Many participants indicate that this component is one of the highlights of the six-month program.

- **Heightened industry leadership capacity through the graduation of 15 graduates per annual program**

Delivered at 13% above the target set in the planned outcomes. The impacts of these people as leaders will be seen in coming years. One measure of the heightened leadership capacity is the number graduates have taken on significantly enhanced roles, or progressed objectives within their businesses, sectors or at the national level. Approximately fifty per cent (50%) of the graduates have made a leadership impact this is an excellent outcome considering that much of the language regarding leadership outcomes from leadership learning investment suggests that benefits are somewhat "immeasurable".

- **Enhanced leadership program through three residential sessions for annual program - via a nine day leadership program**

The enhancement of the program was developed through a structural re-adjustment during the first residential – leadership was to be developed at three critical areas – personal, workplace and industry and a increase to a nine-day program from an eight day program to include a third day in Residential #2. Mentoring was established to include a formal internal and external mentoring process. The final enhancement was the review of the team mission and has been firmly established around a vision and mission process. The vision and mission process is a complex but valuable concept as it finds common purpose in an extremely diverse group and many participants at the conclusion of the program acknowledge publicly the powerful nature of coming together and achieving a common purpose.

The three annual program residentials were held in locations that not only enhance the learning and leadership opportunities for the participants. The locations are strategically selected so that participants experience a "regional" location that is significantly connected to the seafood industry, Sydney that ensures that participants experience the wholesale supply chain link and Canberra to connect with the national industry decision-makers and policy organisations. The location for Residential #1 also provides an indirect leadership capacity building opportunity through the program connection with local businesses and stakeholders.

- **Learning activities that support graduates in seeking formal assessment through a registered training provider.**

The project provides graduates with formal assessment and recognition of prior learning information aligned with the leadership competency standards from the seafood training package. This information includes Registered Training Organisations contact details. Assessment is required post-graduation and follow-up on the take-up of this option has occurred through the informal support provided to graduates. This element of the project appears to remains a low priority to the graduates with one (1) graduate undertaking the Recognition of Prior Learning (RPL) process, however information regarding RPL will remain within the program.

KEYWORDS: Leadership, human capacity building, skill development, industry development.

1. Acknowledgments

Rural Training Initiatives Pty. Ltd. would like to thank the seafood industry for providing significant individuals to participate into the program. We would also like to thank the NSILP graduates for their commitment to the industry through completing the program

Rural Training Initiatives Pty. Ltd. would like to thank a number of industry organisations and individuals within those organisations who have contributed to the NSILP 2009 - 2011. This project has seen a significant contribution to the NSILP by participant businesses and organisations.

Mention must be made of the major contributors to the project success:

Project Funder
Australian Government through The Fisheries Research and Development Corporation
Major Sponsors - Sydney Fish Market
Participant Sponsors
Regional Workshop Sponsors and Supporters

Thanks to all guest speakers and panel members who provide vital industry insight at all three residential.

Thanks to all mentors who assisted the participants from program graduation onwards.

Thanks to the Sydney Fish Market staff who were particularly supportive and accommodating during the second residential.

Finally it is with thanks that Rural Training Initiatives acknowledges the individuals who made their time available to guide the project – the NSILP Advisory Group.
Jo-Anne Ruscoe
Louise Shaw
Pete Jeans
Frank Prokop
Bob Pennington
Maree Fudge

Jill Briggs

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Rural Training Initiative

2. Background

The initial work for a national leadership development program was commenced by the Australian Fisheries Academy who received funding to develop a program for the increase of leadership capacity in the seafood industry in Australia. From this initial work a leadership program model was developed and the delivery of an advanced national seafood industry leadership program began in 2000.

The initial seafood leadership program was held in Handorf, South Australia in 2000. Cheryl Phillips – Leading Industries/Change Industries, Jill Briggs – Rural Training Initiatives and Martin Smallridge – Seafood Council SA managed and facilitated the program based around cutting edge research regarding leadership. The overarching theme was that leadership is about teams of people rather than single individuals. The above-mentioned team of facilitators managed the program for seven years.

Graduates from the program were drawn from the fishing sector, extension services, business and corporate areas, government and non-government organisations. Age of graduates ranged from early twenties through to late fifties. Participants experience ranged from new entrant to the industry to individuals with significant multi-generational industry knowledge. Mentors who have supported the participants throughout the years have brought corporate, educational, government, local community and business wisdom to the group. The breadth of the participants, guest speakers, delivery location and learning sessions is one of the programs strengths.

In 2008 Rural Training Initiatives Pty. Ltd. commenced delivering the renamed National Seafood Industry Leadership Program (NSILP). The 2008 NSILP was delivered with few changes using the leadership program model developed through FRDC project 2000/307. Rural Training Initiatives was fully aware that through the People Development Program, the FRDC would review and reinvigorate leadership investment during 2008,

Rural Training Initiatives was perfectly positioned to develop and deliver the 2009-310 National Seafood Industry Leadership Program project due to our history of involvement in the program and our clear understanding of areas for review and willingness to further review and implement changes that would enhance the ongoing delivery of 2009 – 2011 NSILP.

Initial information and materials for the National Seafood Industry Leadership Program were gathered from the Australian Fisheries Academy FRDC report 2000/307. The 2008 NSILP materials were developed through leadership material and information available in the public domain and the materials generated for the program for 2008 are all sourced from published academic sources. The contact details and databases used for industry communication were freely supplied by Leading Industries and FRDC. All other data and information used during the planning and delivery of the project have been sourced from public records. The materials for NSILP 2009-2011 were further enhanced with research of current leadership theory and adjusted to incorporate a ninth day of learning.

3. Need

Currently, many fisheries are facing the very real crisis of declining access to fishing resources. Regular industry updates supplied by the NSILP advisory group suggests that social licence to fishing is also a constant pressure on all sectors of the industry. Investing in leadership, and the associated networks and cross stakeholder understanding, is seen as vitally important for all sectors to be able to contribute to debate, drive change and address challenges in order to enable the fishing industry to reach its potential. Specific issues which challenge the industry and where leadership is continually required are: - 'social licence to operate' which is closely linked to access to resource; global market impacts; engagement with research and outcomes and policy and future directions regarding co-management of stock and resources; understanding the supply and value chains and end user of the seafood productions and effective communication with relevant sections of the chain.

The successes of NSILP have been numerous throughout the life of the project however a major measure of the need for industry leadership enhancement has been addressed by the project. A further indicator of success of the NSILP has been a growth in support from industry and increased competition for places in the program. The NSILP has had considerable support from industry throughout the years from sponsorship of key events and in-kind contribution of guest speaker's costs and time. These areas of support and the ongoing funding have built a leadership program with significant reputation throughout and beyond the industry.

The need for the NSILP is regularly identified at various fora most recently mentioned at 2011 Seafood Directions held in Queensland. The end of project stakeholder evaluation has also highlighted the ongoing importance of the program.

This project has directly contributed to the delivery of the People Development Program 2008 – 2013 prepared for The FRDC. The NSILP has addressed the industry needs outlined in the goals and objectives of the People Development Program:

- Enhance industry leadership within all sectors;
- Build industry capacity to drive change to achieve goals

The NSILP has developed complementary drivers to the People Development Program. These were:

- The shortage of industry leaders in all sectors of the fishing industry.
- The need to develop people within all sectors who have the skills to effectively contribute to debate and policy development for significant challenges, including access to fish resources.
- The opportunities for people in industry to develop skills that are going to directly improve business profitability and sustainability.
- The contribution in the uptake of formal training, and in particular apprenticeships.
- The enhanced knowledge of decision makers in a complex industry through accurate information and knowledge.

The NSILP project has responded to the identified impediments to individuals taking on representational and leadership roles at local and sector levels and has specifically developed tools that will skill individuals through learning, mentoring and industry leadership community building to overcome obstacles to success.

The 2009-2011 NSILP has addressed the essential need to grow the leadership capacity through graduating 50 individuals and this team has clearly understood the need to enhance the decision-making processes within the seafood industry.

4. Objectives

The NSILP 2009-2011 objectives were:

1. To revise National Seafood Industry Leadership Program in line with the program review conducted in 2008
2. To revise the National Seafood Industry Leadership Program incorporating the above with knowledge held by Rural Training Initiatives and the evaluation conduct during the delivery of the 2008 National Seafood Industry Leadership Program.
3. To redistribute skills sessions and industry knowledge exchange sessions to ensure that sessions are provided with sufficient time for participants' skills to be enhanced thus increasing the Sydney residential session by a single day
4. To graduate a minimum of 15 new leaders per annum. These leaders to reflect diversity of the industry and if possible include all sectors of the industry.

5. Methods

5.1 Project Objective #1 - To revise National Seafood Industry Leadership Program in line with the program review conducted in 2008

Review overview.
The Fisheries Research and Development Corporation contracted a project (FRDC 2008/310 – Future Leaders – Taking Stock) to gain an objective understanding of the leadership program developed and delivered to the seafood/fishing industry for seven (7) years. The key objective relevant to the NSILP going forward was to "undertake a critique of the previous *Advance in Seafood* Leadership Development Program to identify areas for improvement and to ensure future programs meet current and future needs of the seafood industry."

The review provided two industry data sets, an online survey and facilitated workshop. The online survey provided the following information to the National Seafood Industry Leadership Program: -

- *Focus on networking* - networking as the number one strength of the program. The program must keep its momentum when dealing with networking.
- *Ongoing support* - graduates want continued support both during and after the programs completion.
- *Participants* - selection of participants was highlighted as an issue both by graduates and sponsors as was the issue of participant diversity and participant ability.
- *Benefits for sponsors* - realistic and long term expectations for sponsors need to be generated.

The key findings and recommendations from the facilitated workshop on the performance of the program and leadership development were that:

- The seafood industry will continue to benefit from investment in leadership development programs and that the appropriate investment for industry through FRDC at this time is the *Advance in Seafood Leadership Development program.*
- Program objectives, design, structure, content and materials should be reviewed regularly and updated as necessary to ensure that the program is able to develop the capacities and attributes as indicated in
- Ongoing support of sponsors and employees is critical to the success of the program and that more needs to be done to ensure that their needs are met. Improved marketing of the program and profiling of participants, graduates, sponsors and employees will assist in this.
- A three stage industry leadership model and the programs purpose should be clearly articulated to future providers of the program and regular evaluation conducted to demonstrate that the structure and content are consistent with these.
- The development of a mentor bank and provision of mentor training should also be considered further.

Review recommendations
At the conclusion of the FRDC Project 2009-310 considerable adjustments were made to the NSILP throughout the three-year project. It should also be noted that a number of additional projects have been contracted by the FRDC that have addressed concepts that were raised during the 2008 program review. Further discussion and detail of adjustments can be found in sections 8 and 9.

5.2 Project Objective #2 - To revise the National Seafood Industry Leadership Program incorporating the above with knowledge held by Rural Training Initiatives and the evaluation conducted during the delivery of the 2008 National Seafood Industry Leadership Program.

Revised program elements incorporated into the NSILP 2009-2011 were informed by the 2008 review (as mentioned above) but also adjusted in response to the knowledge gathered through the NSILP Stakeholder Review and the 2009-2011 participant feedback (12.3 Appendix 3).
From these two pieces of data the following adjustments have occurred: -

- *Focus on networking* – throughout the revised nine-day program participants in excess of fifteen (15) networking opportunities are provided. These opportunities range from formal industry stakeholder meetings through to informal meals with guests. This has been built from a base of nine (9) networking activities offered to participants in the pre-2008 program. During the program participants are provided with the opportunity to network with in excess of ninety (90) industry individuals.
- *Ongoing support* – from initial receipt of a letter of acceptance participants are provided with a minimum of fourteen (14) support activities from the program management team. At the conclusion of the program graduates receive three (3) formal support communications within three months of graduation. Within twelve months of graduation graduates remain as part of the email group and conversation with the program managers occurs every two months. All NSILP graduates who are active through social media are part of the Rural Training Initiatives P/L graduate network AFFECT.
- *Participants* - Selection of participants is a rigorous process with a selection criteria that is considered by a selection panel. Participant diversity has been a key feature of the 2009 – 2011 NSILP participant group with fishers through to policy developers within the groups. Women, recreational and indigenous participants should remain the focus to ensure continued diversity for future programs. The introduction of the annual (whole group) NSILP Mission has allowed for a more supportive and supported program with participants working in groups to deliver Mission Strategies. The mission includes participant-to-participant support and also assists in generating participant-to-participant mentoring activities. Participants are also supported throughout the process as indicated above.
- *Benefits for sponsors* – The recognition of the sponsors has been progressed with the introduction of the Sydney Fish Market NSILP Graduation Dinner. The corporate sponsorship package is well documented with three levels of sponsorship available to industry and beyond. It must be noted that the criteria for the three levels of sponsorship are adhered to strictly.
- *Program logistics* - Program objectives, design, structure, content and materials are reviewed and adjusted annually. New learning material are added; industry tours are reviewed; guest speakers assessed and revised if necessary; workshop sequencing reviewed; venues and workshop locations are reviewed and adjusted in response to feedback.
- *Marketing* – The NSILP has an increased profile through the considerable engagement with state and federal politicians; four press releases per annum; personalised participant media releases (with the participant media release being the responsibility of the participants).
- *Mentoring* – Through the work of Rural Training Initiatives P/L a mentor database has been developed and mentors and mentorees have been resourced with materials and workshops.

The adjusted NSILP program has incorporated the above and the key new/revised elements are: -
- Nine days of learning – an adjusted three-day residential has been embedded into the NSILP program with a full day spent at the Sydney Fish Market including a market tour and cooking class (one of the industry networking events).
- Internal and External Mentoring – there are now two mentoring processes attached to the program. The first is an internal mentoring opportunity in which a participant chooses another program participant to form a mentoring relationship. The participants are provided with three mentoring learning activities during the program. The second opportunity is a supported external mentoring process whereby the participant completes a needs analysis and then sources a mentor. The mentor and mentoree then have an opportunity to attend mentoring workshops; are supplied with mentoring materials and; are supported through phone and email conversations.
- Annual Mission – The annual NSILP Mission is a group activity which is derived from group values and visioning exercises with the end point being a six month industry project with a number of strategies into which the participants self-select. The annual mission provides two opportunities – an industry outcome and a leadership experience.
- Regional Location – Each two years the NSILP will be relocated in a "new" regional fishing location. This provides the program with the opportunity to build it's profile across the nation and indirectly build capacity in the regional centre through putting money into a local economy; encourage industry to engage through guest speaking and attending networking activities.

5.3 Project Objective #3 - To redistribute skills sessions and industry knowledge exchange sessions to ensure that sessions are provided with sufficient time for participant's skills to be enhanced thus increasing the Sydney residential session by a single day.

The skills sessions (program workshops) and industry knowledge exchange sessions (guest speakers, industry panels and industry tours) have been redistributed with an additional day allotted for Residential #2 allowing for considerable "team building and leadership opportunities" surrounding the Mission.

5.4 Project Objective #4 - To graduate a minimum of 15 new leaders per annum. These leaders to reflect diversity of the industry and if possible include all sectors of the industry.

There have been fifty (50) industry individual graduates across the three years of the program that is 10 percent over delivery. The program has provided solid industry diversity across the graduate groups however there continues to be a need to focus on recreational, women and indigenous participants. See below the graduate lists.

Table 5.1 NSILP Participants 2009

Name	Organisation/Business	Sector
Andrew Tobin	Queensland Seafood Industry Assoc.	Research
Andrew Winzer	WRLC	Industry Assoc
Anni Conn	Seafarm	Aquaculture
Craig Murray	Sydney Fish Market	Wholesale
Robert (Bo) Carne	Northern Territory Fisheries	Indigenous
Bryan Denny	Tasmanian Commercial Divers Assoc.	Wildcatch
James Moriarty	Southern Waters	Processing/Marketing
Laura Best	Depart. of Innovation Industry and Resources - NSW	Government
Malcolm Poole	Recreational Fishing Alliance - NSW	Recreation
Nick Danenberg	University of South Australia	Research
Shalan Bray	Australian Fisheries Management Auth.	Government
Simon Rowe	OceanWatch Aust.	Extension
Tobin Woolford	Eyrewoolf Enterprises	Wildcatch
Wesley Jones	Australian National Sportfishing Assoc.	Recreational
Zac Launay	Wilson Inlet Seafood	Aquaculture
Joey Mckibben		Wildcatch
Neil Garbutt	Depart. of Agriculture, Fisheries Forestry	Government

Table 5.2 NSILP Participants 2010

Name	Organisation/Business	Sector
Andrew Rowland	Recfishwest	Recreation
Ben Cameron,	Cameron Oysters	Aquaculture
Bradley Milic	Australian Fisheries Management Auth.	Government
Carl Paulo	Dept. Employment, Economic Develop.& Innovation.	Research
David Kreutz	OceanWatch Aust.	Extension
Emily Rowe	Klinkern P/L T/A Crayfresh.	Wildcatch/Tourism
Jedd Routledge	Natural Oysters	Aquaculture
Lyn Lambeth	OceanWatch Aust.	Extension
Matt West	Australian Prawn Farms	Aquaculture
Maureen Jones	Australian Fisheries Academy	Training
Melissa Walker	Industry and Investment NSW	Research/Biosecurity
Renae Parsons		Aquaculture
Renee Vajtauer	Seafood Industry Victoria	Industry Assoc.
Roy Johnston	Sydney Fish Market	Wholesale
Sarah Reinhart	Tasmanian Seafood Industry Council	Industry Assoc.
Steven Davies		Wildcatch
Tim Karlov	Dept. Agriculture Fisheries and Forestry	Government

Table 5.3 NSILP Participants 2011

Name	Business/Organisation	Sector
Shane Geary	Coffs Harbour Fisherman's Co-op	Industry Assoc.
Alistair Dick	Pacific Reef Fisheries	Aquaculture
Eric Perez	Queensland Seafood Industry assoc.	Industry Assoc.
Fraser Perry	Recreational Fishing Alliance of NSW	Recreation
Claire Webber	Aust. Southern Blue Tuna Assos.	Research
Jamie Damaso	Dept. of Resources – NT Fisheries	Indigenous
Ewan McAsh	McAsh Oysters	Aquaculture
Ashley Oliver	West Australia Fishing Industry Council	Industry Assoc.
Michelle Haase	OceanWatch Aust.	Extension
Joshua Fielding	Australian Fisheries Management Auth.	Government
Phil Bolton	Industry & Investment NSW	Government
Nigel Cocks	Sydney Fish Market	Wholesale
Karen Collard	Fisher	Wildcatch
William Bowman	Tasmanian Seafoods P/L	Research/Aquaculture
Duane Baker	TASSAL	Processing/Aquaculture
Dave Allen	Seafoods Tasmania	Wildcatch/Processing

6. Results/Discussion

6.1 People involved in NSILP.

<u>Participants</u>

Table 6.1 Participant Profiles

SECTOR	Numbers	
Producers	Wild catch 7	Aquaculture 10
Post harvest	10	
Industry representation	10	
Govt / policy	13	
Research	5	
Recreational	5	
Extension / education	7	
indigenous	3	

N.B. In the above statistics participants can be included more than once due to the nature of business/workplace structure and complexities

Table 6.2 Participant Statistics

	Numbers
MALES	37
FEMALES	13
AGES GROUPS: 18-24 25- 34 35 – 44 Above 44	6 26 12 6
INDIGENOUS	3
ESL cultural background	6

(See full details – 12.4.2 Appendix)

Fifty (50) participants graduated from the NSILP. Discussions were rigorous regarding the withdrawal of the five participants who were unable to graduate. Participants withdrew at various stages during the program throughout the three-year project. Reasons provided by the participant were multifaceted – airline grounding due to ash-cloud; work pressures; non-completion of the group project; personal and family reasons. At no point was there mention made of the program not meeting this participants needs.

<u>Guest Speakers</u>

Topics covered throughout the program ranged from "how to make the most of your NSILP experience" through to international fisheries management. An average of thirteen (13) guest speakers were used during the program each year. To ensure diversity women and recreational fishing were sourced and "welcome to country" was undertaken in Sydney and Canberra.
Speaker's topics were:
- How to succeed in the program;
- What is leadership in the seafood industry;
- The seafood value chain;
- Working with the media;

- Lobbying – a case study and;
- Future Industry issues

Speakers provided their knowledge at no cost, however one speaker was offered travel and accommodation support.
(See details in 12.4.3 Appendix)

Sponsors

The sponsors of the NSILP provided links from the program to the industry and from the industry to the program. In Port Lincoln and Hobart a commercial businesses and industry organisations provided in-kind sponsorship which ensured participants gained valuable industry information but also raised the programs profile through media coverage developed due to these industry connections and activity.
Program participants and NSILP provided fresh seafood for the third residential dinners this significantly connected the wild catch and aquaculture program participants with the end-user. However it must be noted that the supply of participant product at the graduation will not be highlighted in future programs due to the added effort required of participants.

Dinner Guests

For participants to be provided with leadership experience and industry networking opportunities, an industry dinner is planned and managed at each of the three residentials. At the recommendation of graduates, significant diversity at these dinners occurred therefore invited guests included recommended seafood industry individuals and organisations, however it must be noted that local, state and federal politicians are invited, leading business owners and operators and community leaders.

Table 6.3 Guest Statistics

Guest Profile	Number
Politicians and/or staff	23
Training Organisations	10
Media	3
Industry Organisations	27
Industry Businesses/Companies	30
Government Agencies/Departments	43
Industry Leaders	23
Industry Individuals	6
Service Industries	15

(See full details of Guests and Speakers 12.4.3 Appendix)

6.2 Communication

Tracked Media Coverage

Media coverage during the project was highest prior to the commencement of the program with uptake by industry publications. Media uptake during the program was most effective in the regional location Residential #1; consequent analysis suggests that the level of "news" available in regional locations is lower than in urban locations therefore there is a significantly higher uptake. Also for many regional media it is news that twenty (20) people travel to the region. It is also clear that when participants/graduates provide the media with information/personalised media releases there is also a higher level of positive uptake of the information.

Collected media:
- 18 Print – Regional location (4) and Industry newsletters (14). Possibly a higher number as each participant/graduate was provided with a media release prior to the commencement of the program.
(See samples of Communication 12.4.4 Appendix)

Pre-Program communication
A minimum of fifteen (15) NSILP badged documents were produced prior to the first residential commencing (see samples 12.4.5 Appendix). These documents included:
- Pre-course material included a number of emailed documents and PDF's :
- A letter of invitation to industry
- Two information releases
- Program Photo Banner
- Dinner Invitation
- Steering Committee Agendas and Minutes
- Letter of Participation
- Selection Process

Post-program Communication
Post course materials were two fold – one thanks and promotional material sent to all individuals connected to the program and two provisions of further information for graduates. The documents included:
- Program information, photos and videos of program provided to all graduates;
- Guest speaker letter of thanks with expression of interest form attached;
- Dinner guest letter of thanks with expression of interest form attached;
- Media release for all participants with graduation photo attached
- Final formal communication challenge for each participant and;
- Exit letter for each participant.

6.3 Course materials

Program materials and communication
Program booklets and accompanying materials and facilitation information was developed and produced for the program and for each of the residential sessions (see full details of booklet materials and samples of workshop materials 12.4.6 Appendix). These documents were:
- Residential #1 – Participant Briefing Pack
- Residential #1 - Booklet Materials
- Residential #1 – Guest Speaker Profiles
- Residential #1 – Participant Role Sheets
- Residential #2 – Booklet Materials
- Residential #2 – Media release
- Residential #2 – Further Reading Materials
- Residential #2 – Participant Role Sheets

- Residential #2 – Participant Briefing Pack
- Residential #3 – Booklet Materials
- Residential #3 – Guest Dinner Pack
- Residential #3 – Graduation Dinner Guest List
- Residential #3 – Graduation Certificates
- Residential #3 – Participant Briefing Pack
- Graduate Exit Letter

6.4 Management

Management documentation was developed and delivered to various project partners. Many of these documents were developed with assistance from FRDC staff.

- Program delivery management
- NSILP Advisory Group meetings and outcomes
- Milestone reports
- Participant management
- Participants email and phone calls
- Participant Leadership Learning Plans

<u>Applicants</u>

Excess applicants were received annually for the NSILP. There were a multiple number of sector applications – abalone, wild catch, industry organisations and government agencies. 2012 NSILP participants have been selected again with an over-supply of applications. Women were well represented as were recreational however indigenous participants were nil which is concerning considering the increased FRDC work with the Indigenous Reference Group (IRG). A FRDC Tactical Research Fund project has been suggested to the IRG to assist in understanding better how to develop programs that are embracing of indigenous participants.

Pre-course preparation was managed via email, phone calls and direct mailing. All applicants received a letter of receipt of application. All applicants received a personal call from the program manager to indicate success of application and many expressed gratitude for the call particularly those who were not successful. This early contact with participants has been maintained and improved. There is a constant monitoring of postal addresses ensuring that information is accurate and current.

Program support was managed via email and phone. Between each residential a minimum of three contacts were made and with some participants this was considerably higher if need is identified. Considerable difficulties have been faced over the years with particular participants not responding to contact and support. The implementation of the internal mentoring system did not negate this but it did ensure that a number of people were contacting each participant throughout the project. This internal mentoring process will be continued during 2012 NSILP.

Participant delivery of leadership learning plan was valuable as these targets were set by the participants and measured at each NSILP program residential. They were also used as a reference during support contact. The focus on the leadership targets also provided a vital shift in the leadership change implemented by participants during the program. With the implementation of the team vision and then mission and strategy group project and leadership targets the focus shifted positively to the growth and development and resourcing of leadership development rather than a technical knowledge growth. Support of the participants was specific and measurable – particular emphasis was placed on these three essential leadership areas – communication, relationships/mentors and managing change (personally, workplace and industry).

Delivery of the program, course materials presented and participant output is set at a Cert V and VI level. It is vital however to ensure that participants are setting mission implementation goals and leadership targets about self-improvement. Therefore key messages are focused on personal, workplace and industry activity.

<u>Sponsors</u>

Sponsors were numerous during the NSILP with the entrepreneurial nature of the participants encouraging each other to supply fresh product for the industry networking dinners. This developed further the team's mission for the six months and enhanced the guest's knowledge of the industry and fine product.

The major sponsor throughout the three years of the project was the Sydney Fish Market (SFM). SFM continued sponsorship of the program must been commended and acknowledged. Through this sponsorship the program was able to link to an essential part of the production/supply chain, however the sponsorship provides significantly more than that – finance for the graduation dinner; participants for the program and venue for the Sydney residential. SFM staff also provides significant in-kind support for the program – guest speakers; program meals; support to SFM participants; NSILP Advisory Group membership. SFM major sponsorship is vital to the program and in return SFM are visually present on all materials and mentioned in all press releases.

Sponsorship of the participants through industry associations, state organisations and employers is also a vital part of the program. Through these financial commitments organisations, in many cases, monitor the leadership journey of the participant. An improvement to the NSILP program will be a communication process with the sponsor of the participants via a final letter outlining achievements and potential leadership progress of the participant.

Sponsors were also sought for each residential – Residential #1 businesses provided the in-kind sponsorship and/or subsidised industry tours.
Port Lincoln businesses that supported the program were: -
- Adventure Bay Tours
- Coffin Bay Oysters
- CleanSeas

Hobart organisations that supported the program were: -
- Tasmania Seafood Industry Council
- Derwent Tours
- TASSAL

As mentioned above a number of participants actively ensured fresh product was available for the industry networking dinners and graduation dinner.
- Andrew Tobin
- Bryan Denny
- James Moriarty
- Jedd Routledge
- Matt West
- Renae Parsons
- Alistair Dick
- Ewan McAsh
- Karen Collard
- Dave Allen

<u>Logistics</u>

Apart from the FRDC hosting in Canberra, graduation certificates and SFM Graduation Dinner other logistics were managed (note not delivered) by Rural Training Initiatives. There were significant teams of people who assisted in ensuring that the NSILP was delivered without major incident. The participants were solely responsible for personally managing transport and accommodation, Rural Training Initiatives provided both travel and accommodation suggestions.

Rural Training Initiatives booked venues but management of venues remained with the venue. Sydney Fish Market is an excellent venue due to the location of the market and auction system, however with the extra day proposed for the Sydney session it is essential that a venue be sourced that provides for accommodation and workshop venue for at least two days to minimise participant movement across Sydney. Canberra Graduation Dinner venue continues to be problematic with three venues being used across the three years of delivery. 2012 will see a change in the Graduation Dinner with no participant product being used and a new venue in Barton being accessed.

The industry tour at Port Lincoln was brilliant and an industry tour is now an essential factor in all first residential sessions and it is recommended. The SFM auction and tour is essential learning for all participants and is non-negotiable. The viewing of the Federal Parliament and experience of question time and the senate is also non-negotiable.

Guest speakers are an essential industry connection and diversity exercise for the participants. Sourcing of speakers will be easier as the pool of graduates begins to understand that this is an essential role of leadership – to engage with the current participants. Dinner guests may also become easier for the previously mentioned reason. Management of the Sydney residential will ensure that there are a higher number of responses two weeks prior to the function however nothing can manage people who just don't attend. A regime of dinner reminders sent by email will be managed for all industry dinners throughout future programs.

Staff
The project staff was:

Jill Briggs – Project Manager – Managing Director, Rural Training Initiatives
Chris Calogeras – Program Co-facilitator;
Melissa Tan – Administration Manager
Kristy Davies - Finances

7. Evaluation

7.1 Full Program Stakeholder Evaluation

<u>*Graduates*</u>
Forty-six (46) graduate surveys were sent which resulted in seven (7) responses. This is a response rate of 15 percent that is not an acceptable statistical rate however the information is still valuable.

Forty (40) sponsors/supporter surveys were sent which resulted in seven (7) responses. This is a response rate of 18 percent that is not an acceptable statistical rate however the information remains useful.
See Table 8.1 for a summary of all the responses and 12.3 Appendix 3 for full details of all responses.

General findings of the impact of the program indicates that of the graduates five of the seven respondents believed that their leadership skill level have increased and two believed that that remained at the same level. This would suggest that at a personal assessment level that the program is delivering an increased leadership capacity for the industry.

Another change that can be seen is the movement between entry leadership style and current leadership style. From a lack of confidence and ability to integrate others views the graduates have moved to a more inclusive and communicative leadership style. These changes place the industry in an enhanced position and the graduates clearly have a better style for negotiation and communication.

A third area of change has been the public and work-related involvement that graduates are now managing. No respondents have reduced industry involvement and a number have taken on significant new roles and/or responsibilities.

Finally it is encouraging to note that all the graduate respondents have indicated that conscious changes have occurred due to the participation in the program. The building of confidence and networks to ensure increased leadership ability and greater understanding of "big picture issues" is positive for the industry.

Supporters and Sponsors were also asked to review the changes to participants in the program. The survey asked respondents to assess the changes that had been observed in the NSILP graduates. Only one respondent indicated that there was no change all others suggested that there had been some or significant change. These responses were confirmed through the written comments provided in the leadership style responses with supporters/sponsors mentioning better people and management skills; team focus and ability to understand and integrate differences to highlight a few changes.

The supporters/sponsors indicated less change to the roles and responsibilities held by the graduates however none indicated a decline in the responsibilities held by the graduate.

The overwhelming sense of change from this surveyed group was the growth in confidence demonstrated at a public level. Other positive changes included growth of industry network; more reflective and public communication.

Table 7.1 – Development and Change – Graduate Responses

Entry leadership skill level	Leadership style	Leadership held	Current leadership skill level	Current leadership style	Current leadership held	Changes due to participation
Developing	Lacking confidence and direction; output focused	Committee member	Between Developing and Highly Developed	Consultative, inclusion, thinking about the person and the role/outcome rather than outputs	Committee Member	Focus, direction, confidence, better understanding of myself and personalities
Between Undeveloped and Developing	Team oriented and consultative	None	Developing	Consultative and team oriented – more confidence to make decisions and stand by them	Responsibility of presenting information about the industry to the wider community	More proactive in seeking responsibility and putting my hand up for inclusion in additional projects (in and outside of work)
Between Undeveloped and Developing	Consultative	Secretary of community organization PhD student	Developing	Consultative	Australian Society for Fish Biology executive board. Australia Early-mid Career Researchers Forum. Post graduate supervisor	Increased confidence, particularly with public speaking. A new appreciation of the importance of networking
Under-developed	My way or the Highway – pigheaded – always right – over emotional	VP Mandurah Licensed Fisherman's Assoc	Developing	Still opinionated but learnt to listen to others; let others do things their way; more open to suggestion more; look at the bigger picture on all levels	Director WAFIC, Chairman: Building Community Support Committee, Member Committee For RD&E (WAFIC), President Mandurah Licensed Fisherman's Assoc	Open to listen to others more and consider others feelings – still stick my foot in mouth on odd occasion
Developing	Consultative but ultimately I am right	None	Between Developing and Highly Developed	Consultative and inclusive, I may not always be right	None	Willingness to consider others views; input from all stakeholders in discussions.
Developing	Team - orientated but willing step away from norms	Communications officer, industry support	Developing	Consultative	Communications officer, industry support	More time to listen to people and are developing the ability to hear the message behind words spoken
Developing	Consultative but the buck stops with me	Senior Fisheries Policy Officer	Developing	Consultative	Manager, Domestic Fisheries Policy	Better networked now; more introspective; found that I assessed 'my life'.

Table 7.2 - Development and Change – Sponsor/Supporter Responses

Entry leadership skill level	Leadership style	Leadership held	Current leadership skill level	Current leadership style	Current leadership held	Changes due to participation
Between Undeveloped and Developing	Lacked ability of to think strategically; could not see benefit of team and general management skills	Manager of facility	Developing	More aware of impact on the broader business. Taking more control of people issues in business starting to see improvements in section and broader business	Manager of Facility	Much stronger networker - and working better with senior team
Between Undeveloped and Developing	My way or the highway; confrontational	Fisherman committee of his association	Between Developing and Highly Developed	team focused…conciliatory	President of his association	Sees 'the otherside' and is willing to engage and also to encourage others in industry to participate rather than encouraging conflict
Developing	Consultative	NTSC Board member	Developing	Consultative	NTSC Board member	Increased confidence and participation in Board meetings
Developing	Consultative, inclusive, but also indecisive	Project Officer/Manager	Between Developing and Highly Developed	Still consultative and inclusive; able to see the value in diverse skillsets and personalities; more decisive in decision making	Project officer/Manager	More able to value other skillsets and personalities, more self reliant and confident, better industry network
Between Undeveloped and Developing	Consultative	Researcher for Tuna Assoc.	Between Developing and Highly Developed	Consultative	Senior Researcher	Much more confidence to communicate at a higher level; more reflective
Developing	Tends to be a bit driven, but does like to take people along with her	Employee	Developing	NA	NA	NA
Between Undeveloped and Developing	Consultative and inclusive	Member of the Wildcatch Fisheries SA Board of Directors	Developing	Consultative and inclusive	Member of the Wildcatch Fisheries SA Board of Directors	Speaking to prawn industry at annual dinner to discuss involvement in NSILP; made contacts within the seafood industry including visiting with and taking Federal politician over commercial vessel.

Program Improvements
Two areas were surveyed and they were graduate involvement and sponsors increased value.

> Graduate Involvement

The graduate involvement appeared a difficult question to answer (see Tables 8.3 and 8.4). This part of the survey was to establish the effective engagement of graduates (or the alumni) with the NSILP. The graduate respondents only provided two answers. One indicated matching a need with a graduate skill-base. A second suggested a more in-depth networking opportunity with one-on-one discussions. Both of these concepts will be consider going forward.

The Supporters/Sponsors were more forthcoming with a general sense that this group is satisfied with the program outcomes. Suggestions were more directed towards general program enhancements rather than how to engage NSILP graduates in future programs. However it must be noted that Seafood Services Australia were mentioned as a critical networking activity; connection to sectors of the industry; engaging the mentors at an earlier point in the program; workshops in regional areas and a regular update are all suggestions that will be discussed with the NSILP Advisory Group.

> Sponsors/Supporters Review

The NSILP sponsors/supporters questions were answered by both graduates and sponsors (see Table 8.5). The responses from the three graduates and sponsors/supporters written responses incorporated the concept that communication back to the sponsors and supporters is important as is an industry document of sponsors and supporters – an improved guest pack incorporating these comments will be considered going forward.

Table 7.3 – Effective NSILP Graduate Involvement

Graduate	Suggestions
Graduate	What you are trying to achieve and which graduates may be able to help you achieve this. Ask those graduates who want to be involved, have a graduate assist/mentor groups with vision, mission etc
Graduate	No comment
Graduate	No comment
Graduate	Ask for biggest stuff ups and best wins. Invite to residential to match similar people for a 1 hour one-on-one face-to-face.
Graduate	No comment
Graduate	No comment
Graduate	N/A

Table 7.4 – Effective NSILP Sponsor/Supporter Involvement

Sponsor/Supporter	NSILP linked to SSA network meetings. Early in the program participants could attend for a half day and then discuss the meeting as a case study of issues, styles etc. within their group. The graduation could then be held on the day before the next network meeting to allow industry leaders to attend and meet the graduates, with the graduates attending the next day's network meeting as participants. This process would allow the mixing of passionate young people with industry leaders, and immediately engage the graduates on a future leadership pathway.
Sponsor/Supporter	We are very impressed with the program, and whatever you are doing, it is working. There may be an opportunity to do more case studies – for example, the scallop industry, the shark industry, etc
Sponsor/Supporter	Getting mentors involved at the beginning of the program rather than at the end
Sponsor/Supporter	Look towards actual fishers to become involved rather than Executive Officers, plus allow component for participants to complete when not actually able to attend
Sponsor/Supporter	No – I think it is going very well
Sponsor/Supporter	I think you do a good job now – perhaps some workshops in local areas with graduates and participants in NSILP
Sponsor/Supporter	Regular updates and information to sponsors on the opportunities for participation (ie. Dinners/graduation)

Table 7.5 Valuing Sponsors/Supporters of NSILP

	Support of NSILP	Value-adding to your support
Graduate	In-kind	Providing benefits back to sponsors
Graduate	In-Kind	
Graduate	In-Kind	
Sponsor/Supporter	In-Kind	No comment very strong program already
Sponsor/Supporter	Financial Sponsor of participant	Better engagement as in benefit to sponsor, how the sponsor is recognised, improved understanding of how sponsor can become involved. Is there a list of participants and their sponsors
Sponsor/Supporter	Financial Sponsor of participant and In-Kind	Ask the participants to provide a short report on their learnings from the program. This will lead to further conversation and reflection between the sponsor and participant

7.2 Participant Evaluation 2009-2011

Residential #1
Interesting and thought provoking were the descriptors used most by the participants. Other descriptors used were fun, challenging and stimulating. None of the negative words – unimportant, threatening, monotonous, boring or irrelevant were highlighted.
The workshops that were enjoyed the most by the participants were:

- Personalities – participant comments were that the personal information will assist participants in working with others
- Effective communication - participant comments centred on this being a skill they need and will continue to work on.
- Industry Dinner - participants spoke of networking and immediate application of communication skills.
- Industry Tour – participant comments included seeing a working sector of the industry and feeling comfortable.

Logistics of the program rated no lower than average on any of the logistic sections. One logistic throughout the three years NSILP delivery of Residential #1 is the program guest speakers. The speakers for the Graduate Journey and Industry Panel are often highlighted and have never received a lower than average rating and average as good to very good rating. This participant feedback reinforces the concept that at the beginning of a program the content of the speaker's addresses should be targeted at personal stories/journeys of leadership to engage and demonstrate relevance.

As an initial face-to-face learning process the first residential provided an excellent beginning. All activities and skills development were completed and all participants exited with three sets of objectives – internal mentoring responsibilities to ensure the enhancement of leadership skills; a set of leadership targets that would form the basis for ongoing support from project management; and the annual NSILP Mission underpinned by the teams industry vision and group values.

Residential #2

Below are a representation of the participant's comments and feedback throughout the three years of the NSILP:

Words and descriptors that best describe Sydney
Valuable – on track
Stagnant – Few Extraverts hijacked the proceedings

Fulfilling – Enjoyed being tested and seeing the mission and vision work

Frustrating – Not all participants present physically and/or mentally.

Exhausting & Pleasant – Ill-health and resulting guilt; pleasant because I didn't challenge myself;

Demanding – controlling my words to speak because I need to improve my clearer messages; dilemma in balancing the relative value of all projects; Mission is still difficult to tie down;

Collective – able to connect loose ends and clarify areas of concern to continue journey

What two (2) workshops did you enjoy most and why?

Fish Market Tour – new side of industry; out of room; different to QLD marketing process; great and stimulating; valuable – the operation of SFM; great insight;

Power – great to have a sense of how to work with people who hold positions of power;

Media – great insight into confusing and intimidating world of media; very interesting and very informative; the critical nature of building confidence in the industry; low knowledge base so really stretched me;

Dinner – relaxed and useful contacts; challenge to be an interesting post-dinner speaker; happy with profile;

Conflict – I needed more strategies; interesting;

What two (2) workshops challenged you most and why?

Vision and Mission – democracy turned into Dictatorship; derailed by outside the group ideas; ineffective resolution – well prepared for the presentation – great; not enough time – lost opportunity; slow progress – differing opinions; Indirect path and didn't use resources fully; We got bogged down in operational issues and didn't focus on the bigger issues.

Panel – Dealing and managing a number of things simultaneously; we rambled; thanking them

In stark contrast, Residential #2 is a more stressful session with significantly higher expectations. There is a high level of anticipation that all the team will deliver at a higher level and some participants just fail to reach the level expected. This session has historically caused friction, however careful management of personalities and behaviour by many in the group provide a final positive ending

Logistics were not so favourably reviewed. The participants enjoy the Sydney Fish Market venue but find it basic and catering. However they all enjoy the Sydney Seafood School as an alternative networking activity in a less formal setting but with equally high expectations of networking and professionalism. They certainly enjoyed the contrast of speakers provided and found the management of that challenging but fascinating

Final comments regarding Residential #2 are that over the years Sydney has been a challenging residential. It is an extremely busy residential and the group is just beginning to storm so the addition of the third day is an essential element and allows for the team to move into the performing stage of team development.

Residential #3

Evaluation and feedback from this session is focused not on logistics but on self and leadership and team. Below are some responses to some key questions from the participant evaluation (see 12.3 Appendix 3 for full details)

Choose the word that best describes Day 9 (final day of the NSILP) for you and explain why?

Table 7.6 Day 9 Evaluation

Word	Why
Mixed	Leaving behind NSILP team and looking forward to it being over
Rewarding	Sense of achievement
Relaxed/happy bit sad	Mission delivered and positive industry responses, having to stay in touch with everyone
Nervous	Worried about chairing Graduation; Worried about delivery of Mission Strategy
Proud	Aware of how far we have come and commitment to each other; Never graduated from anything before.

Challenged	Enjoyed the sessions – still battle with nerves at Public Speaking
Leadership	Our Mission
Completed and Relieved	NSILP over – get on with life, project and leading
Confident	Presented Mission and graduated
Empowering	Bringing together 6 months of hard work and knowing we have grown

Another valuable insight is to understand what was most valuable to the participants throughout the three-year project. The tables below provides the insights

Table 7.7 Selection of NSILP significant learnings.

- The more I learn about myself the more I understand my leadership strengths and weaknesses I have natural talents at chairing - teamwork but face significant challenges with many of qualities – I'm working on it!
- Organisation is one of the keys to leadership
- I can do it if I try
- Confidence in dealing with situations (team meetings, strategic thinking, public speaking, preparations
- Following the herd is far too easy and ultimately unrewarding;
- Walk the talk
- I need to speak up and I am slow to react to my weaknesses, recognise that I persist continue onwards through working on my weaknesses;
- I've learnt that I am able to do much more than I thought I could. I now understand the vital importance of being prepared and knowing my own limitations. That I can shape and influence those around me for the greater good, not by being the loudest or the most forthright but by employing the key leadership skills that I have such as listening, understanding, empathizing, being consistent and committed.
- That building relationships and networks are essential to everyone –especially leaders
- Need to learn so much – I have learnt about structure, communication and above all from every single participant that we think similarly

Table 7.8 Selection - What have you learnt about yourself?

- That I can do it on a bigger scale
- My external behaviours are what I think of myself
- Confirmed areas of weakness and provided information and opportunities to improve
- The more you leave your comfort zone the easier it becomes, teamwork is very rewarding, patience and tiredness need to be balanced;
- I'm an introvert - need to work on integrating if I am to reach my leadership aspirations;
- Lots to improve even though I may have lots of knowledge; need to celebrate successes
- Need to change a number of personal traits. My purple and green paper will go some way to delivering this.
- Can do it if I apply myself and am encouraged
- Public Speaking and teamwork
- Knowing strengths and weaknesses (areas to work on)
- I have something to offer from my experiences
- I often feel too withdrawn perhaps due to language skills – I still don't understand why public speaking is such an irrational challenge.
- I proved to myself time and again that I can be great if I believe in myself and trust my preparation. Hard lesson to learn – I have to stop beating myself – 90% is ok
- Time management, through high productivity available thru like-minded and motivated people

Canberra arrives quickly and often, from a participant's perspective, without enough preparation. However each year the NSILP team move to performing, become well organised and deliver great outcomes for the annual Mission. The introduction of the annual Mission has ensured that the team are focused on "team and leadership" not "self and profile-building".

The three NSILP programs 2009, 2010 and 2011 have constructed a Vision, developed a Mission and delivered on a number of Mission Strategies. Below is the table detailing the three years of annual missions.

Table 7.9 Vision, Mission and Strategies – 2009-2011

Year	Vision	Mission	Strategies
2009	A cohesive Australian Seafood community based on pride, ownership and respect.	Deliver a program to improve the communication of the Australian Seafood community through promotion, education and awareness	**#1** Seafood Experience Trail - a model for promotion of the industry
			#2 Communication to next generation network to decrease conflict between industry players
			#3 Training for increasing capacity for decision-making
2010	We are a well-regarded, productive, sustainable, socially responsible and cohesive industry	To develop an alliance of young representatives for a cohesive Australian seafood industry	**#1** To identify the next generation of industry leaders
			#2 To identify methods to motivate young people to join the seafood industry or for existing members of the industry to become leaders
			#3 To develop resources to assist informing the next generation of young industry members about methods identified in the second strategy
			#4 Implementation & Communication of the resources developed to the wider Australian Seafood Industry.
2011	A sustainable seafood industry recognised for its professionalism, innovation and integrity	To showcase fishing and industry champions – tell their story	**#1** Identify Champions
			#2 Industry research to identify champion sectors
			#3 Research industry activities
			#4 Social Media and Champions

8. Benefits

8.1 Participants

<u>Residential #1 Benefits</u>
NSILP participants developed these areas in the first 72 hours – empathy, listening, big-picture thinking and problem solving. These skills will be useful for the industry at all levels – individually, in the workplace or business and at an industry organisation level (representative or other).

To ensure there was further benefit for the individual, the workplace and the industry participants were encouraged to develop leadership targets for the six-month program. These targets were discussed and supported by the facilitators during the program.

Table 8.1 Leadership Learning Plan

Participant	Personal	Workplace	Industry
2009			
1	Public speaking	Flexibility	Networking
2	Communication/articulator	Leadership for environment/people	Industry knowledge and info provider
3	Punctuality and organisation	Speaking Publicly	Industry Knowledge
4	Network – Industry and indig	Stronger voice	Take risks
5	Group not solo	Effective delegation	Initiate action
6	Communication	Listening/absorbing	Confidence
7	Direction and articulation	Project Planning	Negotiation skills
8	GTD and implement	Research areas of passion	Take on industry opps
9	Comms/networking	Direction/ Innovation	Public Speaking
10	Understanding/respect – sharing and learning	Communication – patience and listening	Innovation/ideas - thinking
11	Team building	Memory/productivity	Networking
12	Public Speaking	Networking - names	Time management and preparation
13	Organisation - recording	Communication	Patience not frustration
14	Public Speaking	Problem Solving	Organisation/Prep
15	Comm skills	Conflict management	Stepping out
2010			
Participant	Personal	Workplace	Industry
1	Time Management	Delegation	Lobbying
2	Confidence	Conflict resolution	Credibility
3	Goal Setting	Confidence	Conflict Resolution
4	Delegation, Time Management, Discipline	Delegation, Compassion, Communication	Communication, Exposure

6	Listening - Communication	Listening - Communication	
7	Inclusiveness	Action Orientated	Vision
8	Discipline and just do stuff	Direction & communicate at meetings	Preparedness, industry agenda
9	Encouragement And Empathy	Courage And Involvement	Network And Maintenance
10	Public speaking – build confidence	Future career planning. Goal setting	Confidence to participate in discussions
11	Confidence And Communication	Public Speaking	Communication/Networking
12	Time management	Advocate best practices Unify trawl fleet	Communication thru sector Engage media
13	Reflect & review communication	Confidence	Confidence and communication
14	Confidence Assertiveness	Reliability	Pro activity
15	Courage, Confidence	Risk Taking	Decision Making Skills
16	Recording ideas	Networking	Media
17	Planning	Organisational	Public Speaking

2011			
Participant	Personal	Business	Industry
1	Consultation skills	Time management skills	Prioritization skills/focus
2	People management	More personal time	Understanding processers/buyers
3	Time allocation/review management	Enrolling people in new possibilities	Plain English communication – spoken and written for time poor members
4	Time management/delegate effectively; Family and communication	Be more flexible, react more effectively to new possibilities; running a business	Greater knowledge of aspects at work. (financial/legal etc); communication and understanding
5	Financial management	Training skills/knowledge base	Understanding psychology – acting accordingly
6	Develop grass root network	Develop active listening skills	Improve process management
7	Public speaking/verbalize ideas communication	Tolerance accept others ideas	Delegation
8	Improve vocabulary	Communication	Understanding industry
9	Expanding networks and sharing ideas	Project management; Cert IV; meetings	Courage and Networking
10	Networking	Communication	Perseverance
11	Communication skills and Time Management	Time management and Communication and Networking	Understanding industry/Acceptance

The NSILP participants developed a vision for the industry and then a six-month mission under which sit the small group strategies (group projects).

Residential #2 Benefits

The Sydney residential benefits the industry through the development of industry knowledge by all the participants. Approximately 80% of the participants had not seen the marketplace, had not seen the raw

product on the selling floor, 100% of the participants hadn't personally talked to people in an urban setting about their industry from a social and anecdotal perspective.

The concrete benefits from Sydney are that the participants develop a clearer understanding of how to manage the mission with other people with strong opinions, leadership in action. During this phase participants understand from the mission, how others react, both to each other and to a whole group. The benefits to the industry at a decision-making level are enormous. All of the participants are better skilled now at analysing need and delivering outcomes.

The program provides a number of guest speaker sessions during Residential #2 some of which triggered strong responses. Apart from the vital information each of the speakers provided which will benefit the workplaces and industry in which the participants operate, the participants again were required to provide a professional atmosphere and image throughout all workshops despite being confronted by some of the messages delivered by program guests. This control and professionalism are seen as essential for leading the industry.

At a more concrete level benefits for the industry at this point in the program are further skills development in the key leadership areas of team leadership, conflict management and personal power and processes.

Residential #3 Benefits

There is no doubt that the NSILP has enormous personal and whole group benefits. All of the participants have initiated change at a personal, business and industry level.

At a personal level there have been benefits for all the participants from gaining confidence to taking on roles and responsibilities at a workplace and industry organisational level through to individuals moving into significantly higher levels in their workplace or industry. Examples of this are: CEO/chair of a national/state/sector organisations; strategic career change or enhancement; engagement/role with industry organisations; growing business to include entrepreneurial activities in the "off season"; move into a consultancy business; final development of recreational sector project; media involvement through a marketing program.

At a workplace and industry level all the participants have exited the program with leadership skills in the essential areas of communication, meetings, teams, conflict, public speaking and power. They also have an extensive network of over ninety guests who they may contact and program participants to communicate with.

At a sector level graduates now understand the complexities of the supply chain, global market, future issues and compliance through information sessions, this information can be formally transfer through to the industry sectors if the participants are provided with opportunities. The participants also have a developed knowledge and connection with individuals who represent all parts of the industry from wild-catch through federal policy development.

At a whole of industry level the benefits include a confident team of industry individuals who are able to work as a team to achieve outcomes for the industry. The graduates also know they are well placed to ensure positive change occurs for the industry and all are poised to take on new opportunities. Post-program communication has included –
- "The program gave me the confidence to recognise that there is a BIG industry out there and to take a chance and make a difference";
- "The learning curve is about to take another upward turn, still enthused by the outcomes of program";
- "I realise more and more what an asset it (NSILP) could/should become."

8.2 Industry

The above information provides an excellent understanding of the benefits for industry from the NSILP program. Industry has met and networked with these people in some cases for a few minutes at one of the industry networking dinners or the graduation evening and in other cases for a number of years at industry fora. It is clear that the industry welcomes the graduates at a philosophical level, the celebratory nature of the graduation dinner and the generosity of congratulations are sincerely provided by the industry.

Strategically the benefits to the industry are unlimited. The graduates are now more confident and connected in such a way that to *not* integrate them into the existing and future organisations within and beyond the industry would be neglectful and an inappropriate use of FRDC resources.

Specifically the benefits to the industry are:
- Self-knowledge – the graduates have a higher level of understanding of how they operate with others and in a team – they have analysed this and now have clear personal strategies to be more effective when working with others

- Teams – they understand that leadership and great outcomes happen from the endeavour of many not one and that groups provide a multitude of skills that all need to be harnessed and contributing

- Communication – that there are many styles but that speaking up clearly and with succinct messages is essential for management of issues and organisations. They also know that the most important leadership skill to master is communication.

- Meetings – all of the graduates have a refined understanding of meetings and personalities that attend all meetings and strategies to manage these personalities. The net benefit also for industry is that they know that it is not only the chairs responsibility to manage the meeting is it the meetings responsibility also.

- The benefit to industry from NSILP is that the industry has had numerous opportunities to network and have clearly seen the leadership capacity of the individuals in a number of environments.

The NSILP graduates listed below have made the following leadership decisions during the program or immediately on completion:

- Andrew Tobin – member of a number of industry organisations including FRDC Advisory Group
- Anni Conn – Active member of WINSC
- Robert (Bo) Carne – Indigenous person of the Year NT
- Bryan Denny – Chair of Industry organisation; key member of Oceanwatch project
- Laura Best – New management role
- Nick Danenberg – Owner of research consultancy
- Shalan Bray – New management role
- Joey Mckibben – Engaged with the fishing industry
- Neil Garbutt – New management role
- Andrew Rowland – New management role

- Ben Cameron – New management role and industry representative role
- Bradley Milic – New management role
- Emily Rowe – New leadership experiences
- Matt West – New industry representative role
- Maureen Jones – New management role
- Renae Parsons – New management career
- Renee Vajtauer – New management role
- Sarah Reinhart – New management career
- Tim Karlov – New management role
- Claire Webber – New roles and responsibilities
- Jamie Damaso – New roles and responsibilities
- Ewan Mcash – New leadership experience
- Ashley Oliver – New administrative role
- Michelle Haase – New management career
- Duane Baker – New industry engagement
- Dave Allen – New industry engagement

9. Further Development

<u>NSILP Development</u>
The project will need to develop a number of concepts to provide further enhancement as outlined in the evaluation of the stakeholders and program participants.

Specifically it is seen as the NSILP Manager's responsibility to continue to develop the informal alumni amongst all leadership and capacity building FRDC funded recipients, including Nuffield, ARLP, NSILP and travel and conference delegates. AFFECT is the cross industry alumni managed by Rural Training Initiatives P/L.

The logistics of the project will be enhanced through the ongoing development of a corporate style to all materials. A revised and sponsor-review style will be applied to all pre-course, course and post course materials.

Further logistics need to be considered including the scouting for a regional venue for the 2014 program. There is also development required regarding relationships between high-quality restaurants in Canberra to ensure that excellent seafood meal can be provided to industry guests at the NSILP Sydney Fish Market Graduation dinner.

Another logistic that needs to be effectively managed is venue and accommodation in Sydney and Canberra. Sydney Fish Market is an excellent location for part of the extended residential, now three days; a venue with accommodation and conference room is preferable and must be considered by the project manager. A conference venue must be considered for the final day in Canberra and the Brassey will be reconsidered.

It should be mentioned that the internal and external mentoring system is a positive development for the NSILP however the program will remain as an internal mentoring process until further discussion with FRDC is finalised.

It is seen that an outcome of the project is to enhance the contribution to industry through the increased participation of graduates in industry decision-making at a regional, state, sector and national levels. To ensure the above the project has included graduates details and the annual Mission outcomes in guests' packages at all industry-networking activities.

Considering the nature of leadership and stages that individuals travel it is highly unlikely that all the graduates will engage in some form. In fact it is clear that for many it takes considerable time to negotiate a pathway through the organisations to find a place and role that matches passion and need. Understanding this and the complexities of the industry and the workings of each sector and industry organisation and the lack of a national representative body it is essential that the program be connected to a well organised and funded ongoing graduate support network. There is currently an informal network that is connecting through AFFECT, a Rural Training Initiatives graduate online alumni site. Graduates are conversing in an ad hoc manner.

Increased uptake of FRDC funding through application for project dollars for the implementation and ongoing work of the project generated by each graduate group is also a benefit. The link to the CRC and FRDC funding was seen as a significantly positive move by the participants and the project manager however a clearer understanding of the pathways to access these funds need to be provided to the participants at the first residential and this responsibility is for the project team to manage.

<u>NSILP Participant support</u>

Participants will continue to be informally supported for twelve months following the program. Post-graduation support will occur in electronic and written format delivered via standard post. This support will take the form of an exit letter that includes a copy of each participant's leadership plan. The second is a request for "words of wisdom for the new participants". The third will be an invitation during the NSILP to attend an industry networking function located closest to each individual's residential address.

<u>NSILP Mission</u>

The Mission each year is developed into a program resource document that contains an outline of Mission Strategies delivered for the seafood industry. This resource provides an understanding of the outcomes achieved by individuals and teams during the each year.

At a fundamental level there will be significant enhancement of the industry through the inclusion of fifteen professionals.

In other national leadership projects there is detailed anecdotal research that supports the concepts that the following positive impacts occur:

- Improved economic activity of business to which graduates are connected.
- Heightened activity and contribution to organisational decision-making
- Connections and networking with key industry stakeholders and/or individuals
- Connection to other graduates and informal alumni to ensure information and issues are moving through the industry at large.
- Effective communication and public speaking at industry fora
- Ability to see strategic solutions and action plan to achieve outcomes.

Finally it is recommended that the industry continues to support the development of industry leadership through the National Seafood Industry Leadership Program but that at no point should this project be viewed as a short-term or stand-alone solution. Considering that a collection of industry individuals reviewed the leadership program outputs of eight years it may also be timely to have a meeting to consider how to develop a fully integrated process for leadership within the seafood industry.

10.   Planned Outcomes

The NSILP 2009/310 project outcomes stated are:

- Enhanced leadership program via a nine-day leadership program – 3 days x 3 residential sessions per annual program.
- Increased industry knowledge through a minimum of 6 industry knowledge transfer sessions – 2 activities x 3 residential sessions per annual program
- Heightened industry leadership capacity through the graduation of 15 graduates per annual program
- Enhanced industry wide capacity through three residential sessions per annual program - regional location, Sydney and Canberra and;
- Learning activities that support graduates in seeking formal assessment through a registered training provider.

Considering the above planned each outcome was delivered.

The target graduate number per annum was fifteen (15) and the project delivered 50 graduates across three years. Five participants withdrew due to non-attendance still allowing for a 111% graduation rate compared to the target set.

The project also ensured that graduates were informed regarding seeking formal assessment however only one graduate across and eleven years of program delivery has sought and/or succeeded in securing RPL. The graduates include a number of training organisation staff members and even these graduates have not availed themselves of RPL qualifications. It therefore has been suggested that project resources be used in other areas and RPL information be provided to the participants throughout the NSILP.

Unwritten planned outcomes included:

- Diversity of the industry included throughout the program

The program involved women and men (3:14), young and mid-aged and older; English and ESL participants, fishing people through to policy developers and representation from all states and territories; recreational fishers and indigenous people. The guest speakers ensured an industry wide perspective from wild-catch through to international industry policy. This outcome was significantly well delivered.

- Enhanced leadership program via an nine-day leadership program

The enhancement of the program was developed through a structural re-adjustment during the first residential – leadership was to be developed at three critical areas – personal, workplace and industry. Mentoring was re-adjusted to include a formal internal and external mentoring process. The final enhancement was the complete re-alignment of the participant self-learning through the annual Mission. This outcome was delivered.

- Increased industry knowledge through a minimum of industry knowledge transfer sessions – 2 activities x 3 residential sessions per annual program

This outcome was significantly over-delivered with a minimum of seventeen (17) activities being managed during the program per annum.

- Development of industry networks

With the inclusion of a high number of NSILP graduates during industry dinner, guest speakers and industry tours a significant network was provided to each of the participants. There were over ninety (90) significant industry people representing organisations and businesses present during the nine days of delivery this results in a development of industry networks.

- Increased industry profile through press/media releases throughout the program.

This was a delivered outcome when reviewed through the informal media scanning available through industry networks and participants.

- Building of the professional image through high-level interaction with key industry decision-making organisations.

This will have ongoing outputs as the initial interaction occurred both formally in facilitated program activities but it occurred and will continue to occur informally as graduates continue to work with and in the industry.

The final outcome set by the participants was to deliver on their annual mission. From this mission a number of strategies are developed and delivered. These strategies delivered to the industry visionary outcomes. All the strategies were delivered to the industry via strategy groups projects which provided to all the graduates a deeper understanding of leadership during the process of self-managing and leading others towards a goal.

11. Conclusion

The final report of project 2009/310 – The National Seafood Industry Leadership Program 2009-2011 project provides information regarding the development and implementation of the three-year project.

The initial conclusion indicates that at a basic level the project was highly effective with an above the target graduation rate with a high level of annual Mission outcomes and strong feedback from stakeholders indicating increased leadership capacity in the 2011 review. The project was costed effectively so all areas were appropriately funded to ensure a high level of delivery from course materials through to accommodation of guest speakers, from industry tours through to the graduation dinner.

Although this program has been developed over a number of years there is no doubt that need still exists for a leadership capacity process for the seafood industry in Australia. In final evaluation for the program participant responses to what they are capable show stark contrast – willing but unable has been transferred to willing and able.

The objectives of the program were general and broad but at an implementation level the program contact over 1800 people throughout the three years via email and standard mail. The project delivered three annual missions with real value to the industry.

The project graduated 50 individuals, twenty-five (25) of whom have already taken significant leadership steps in their careers.

The project successfully got all of the industry into the room to share information – ALL of the industry – fishers through to consumers and every supply link in between. This information was a two-way process participant to guest to participant.

The methods used to develop and implement the project were thorough and delivered to the NSILP Advisory Group expectations. The advisory groups played an integral role in ensuring all areas of a broad scope of the project were being managed.

The benefits to the industry are developed in detail in section nine; however it must stated that the benefits are significant at a personal, workplace and industry level. The skill development and personal understanding acquired during the six months of the NSILP were vast. Participants talked about finishing a learning program for the first time to having a keener understanding of how to orchestrate wholesale change in an organisation.

Finally at personal level all the participants were integral in achieving great outcomes for the industry while they were functioning as a team. It is clear however that the industry is quite fragmented so for the NSILP graduates to be able to integrate into such a fragmented industry is a significant challenge and one which FRDC would be mindful of and consider when contemplating funding people development projects.

At an industry level the NSILP graduates are capable and skilled, passionate and intelligent, considered and team-oriented. To that end they are just the capacity that the industry requires to manage the on-going challenges facing the industry.

12.   Appendices

12.1   Appendix 1 – Intellectual Property

FRDC are the legal owners of the FRDC 2009/310 NISLP 2009, 2010 and 2011 Booklets and materials. Reproduction of the materials should be addressed through FRDC in consultation with Rural Training Initiatives P/L

12.2   Appendix 2 – Project Staff

Jill Briggs – Rural Training Initiatives P/L - Managing Director – Principal Investigator
Chris Calogeras – C-Aid Consulting – Co-Investigator
Melissa Tan – Rural Training Initiatives P/L – Administrations Officer – Administration Assistant
Kristy Davies – Financial and Tax Management

12.3   Appendix 3 – NSILP Stakeholder Review and 2009-2011 participant feedback

Communications Management Plan NSILP 2009

Questions 1a – 2d

	1a - Name	Graduate/ Graduate/ Sponsor	1b – Work	2a – Year	2b - Described entry leadership skill level	2c - Description of leadership style	2d - Leadership roles and/or responsibilities held
1	Shalan Bray	Graduate	DAFF	2009	Developing	OK but lacking confidence and direction. I was output focused	Committee member
2	Nigel Cocks	Graduate	SFM	2011	Between Undeveloped and Developing	Team oriented and consultative	None
3	Ben Chuwen	Graduate	Institute for Marine and Antarctic Studies	2007	Between Undeveloped and Developing	consultative	Secretary of a community organization. PhD student
4	Damien Bell	Graduate	President MLFA and WAFIC Board Member	2008	Underdeveloped	My way or the Highway – pigheaded – always right – over emotional	VP Mandurah Licensed Fisherman's Assoc
5	Ray Pratt	Graduate	SFM	2009	Developing	Consultative, but ultimately I am right	None
6	Claire Webber	Graduate	Australian SBT Industry Association	2011	Developing	team - orientated but willing step away from the norms	communications officer, industry support
7	Tim Karlov	Graduate	DAFF	2010	Developing	Consultative, but the buck stops with me	Senior Fisheries Policy Officer
8	Kate Brooks	Graduate Sponsor	KAL Analysis Pty Ltd	2011	Developing	initial impressions are that she may tend to be a bit driven, but that she does like to take people along with he	employee
9	Karen Hollamby	Graduate Sponsor	Australian Council of Prawn Fisheries Ltd	2010	Between Undeveloped and Developing	Consultative and inclusive	Member of the Wildcatch Fisheries SA Board of Directors
10	Brian Jeffriess	Graduate Sponsor	Australian SBT Industry Association	2011	Between Undeveloped and Developing	Consultative	Researcher for Tuna Association
11	Kaylene Little	Graduate Sponsor	TASSAL	2011	Between Undeveloped and Developing	Matey - lacked ability to think strategically and from a business perspective, could not see benefit of team and general management skills	Manager of facility
12	Fiona Ewing	Graduate Sponsor	TASSAL	2009	Between Undeveloped and Developing	My way or the highway - confrontational	fisherman….committee of his association
13	Katherine Sarnekis	Graduate Sponsor	NTSC	2011	Developing	consultative	NTSC Board member
14	Brad Warren	Graduate Sponsor	Oceanwatch	2009	Developing	Consultative, inclusive, but also indecisive	Project Officer/Manager

Questions 2e – 2i

#	2e - Current leadership skill level	2f - Current industry/ community leadership style	2g - Current leadership roles and/or responsibilities	2h - Specific changes due to participation in the NSILP	2i - suggestions - include graduates more effectively in future NSILP
1	Between Developing and Highly Developed	Consultative, inclusion, thinking about the person and the role/outcome rather than outputs	Committee Member	Focus, direction, confidence, better understanding of myself and personalities	Think about the dynamics of what you are trying to achieve and which graduates may be able to help you achieve this. Ask those graduates who want to be involved, have a graduate assist/mentor groups with vision, mission etc
2	Developing	Still quite consultative and team oriented – however developing more confidence to make decisions and stand by them	works in communications, responsibility of presenting information about the industry to community/general public	I think I am more proactive in seeking responsibility and putting my hand up for inclusion in additional projects (in and outside of work)	
3	Developing	Consultative	State Representative on the Australian Society for Fish Biology executive board.Representative on the Australia Early-mid Career Researchers Forum (Australian Academy of Science). Post graduate supervisor	Increased confidence, particularly with public speaking. A new appreciation of the importance of networking	
4	Developing	Still very self opinionated but have learnt to listen more to others let others do things their way a little more open to suggestion more and look at the bigger picture on a national level as well as state and local community levels	Director WAFIC, Chairman: Building Community Support Committee, Member Committee For RD&E (WAFIC), President Mandurah Licensed Fisherman's Assoc	Open to listen to others more and consider others feelings – still stick my foot in mouth on odd occasion	Ask for biggest stuff ups and best wins. Possibly invite to residential to match similar people for a 1 hour one on one face to face confession/question/ chat
5	Between Developing and Highly Developed	Consultative and inclusive, I may not always be right	None	Willingness to consider the views of others more, ensuring input from all stakeholders in discussions.	
6	Developing	Consultative	communications officer, industry support	I take more time to listen to people and are developing the ability to hear the message behind words spoken	
7	Developing	NA	NA	NA	Getting mentors involved at the beginning of the program rather than at the end
8	Developing	Consultative and inclusive	Member of the Wildcatch Fisheries SA Board of Directors	Graduate took on role of speaking to prawn industry at annual dinner to discuss involvement in NSILP and has	Look towards actual fishers to become involved rather than Executive Officers, plus allow component for participants to

					made contacts within the seafood industry (ie Dr Mike Kelly), including visiting with and taking Dr Kelly over the prawn vessel that he works on (tour and discussion of issues)	complete when not actually able to attend
9	Between Developing and Highly Developed	Consultative		Senior Researcher	Much more confidence to communicate at a higher level; more reflective	We are very impressed with the Program, and whatever you are doing, it is working. There may be an opportunity to do more case studies – for example, the scallop industry, the shark industry, etc
10	Developing	Far more aware of impact on the broader business. Taking more control of people issues in business starting to see improvements in section and broader business		Manager of Facility	Much stronger networker - and working better with senior team	No – I think it is going very well
11	Between Developing and Highly Developed	team focused…conciliatory		President of his association	he see 'the otherside' now and is willing to engage and also to encourage others in industry to participate rather than encouraging conflict	I think you do a good job now – perhaps some workshops in local areas with graduates and poarticipants in NSILP
12	Developing	Consultative		NTSC Board member	Increased confidence and participation in Board meetings	Regular updates and information to sponsors on the opportunities for participation (ie. Dinners/gradutation)
13	Between Developing and Highly Developed	Still consultative and inclusive, but now more able to see the value in diverse skillsets and personalities. Becoming more decisive in decision making		Project officer/Manager	More able to value other skillsets and personalities, more self reliant and confident, better industry network	The NSILP should be linked in some way to SSA network meetings. Early in the program the course participants could attend for a half day and then discuss the meeting as a case study of issues, styles etc. within their group. The graduation could then be held on the day before the next network meeting to allow industry leaders to attend and meet the graduates, with the graduates attending the next day's network meeting as participants. This process would allow the mixing of passionate young people with industry leaders, and immediately engage the graduates on a future leadership pathway.

Questions 4a – 4b

#	4a - How have you supported the NSILP?	4b - Add value to your sponsorship of the program
1	In-kind	Providing benefits back to sponsors
2		
3		
4		
5	In-kind	
6	In-kind	
7		
8		
9		
10		
11	In-kind	No comment very strong program already
12	NA	NA
13	Financial Sponsor of participant	Better engagement as in benefit to sponsor, how the sponsor is recognised, improved understanding of how sponsor can become involved. Is there a list of participants and their sponsors
14	Financial Sponsor of participant and In-Kind	Ask the participants to provide a short report on their learnings from the program. This will lead to further conversation and reflection between the sponsor and participant

Participant Feedback - 2009 NSILP

Residential #1 – Port Lincoln

NSILP 2009 Evaluation – Session #1 – Port Lincoln Name:

What happened throughout the 3 days – CIRCLE WORDS

Interesting- 6	Fun - 3	Challenging - 11	Informative - 5	Satisfying - 2	Motivating - 5
Useful - 5	unimportant	thought-provoking - 8	information overkill - 1	Supportive - 4	irrelevant
Boring	Exciting - 4	threatening	Enjoyable - 3	Stimulating -7	Appropriate - 2
Easy	Humourous - 3	monotonous	straightforward	Helpful - 2	Educational -3

What three (3) workshops did you enjoy most and why?

Communication 9	Team building 5	Meetings 1
Personalities 8	Leadership Theory 4	Team Dinner 1
Industry Dinner 8	Industry Panel 2	Identifying Leadership 1

Industry Panel comments: Learning and being inspired by other leaders was very positive; Seeing past graduates and leadership skills in practice

Industry Dinner comments: Gaining valuable insight from others at the industry dinner and explaining my work; Great to meet people at the dinner; We united as a team during dinner with great result; Out of the ashes of the industry dinner will be a practiced individual; Great to see participants succeed at the dinner; Networking and learning skills to keep people engaged and great opportunity

Leadership Theory comments: Leadership theory helps with work situation; Because of understanding way to lead

Communication comments: Gain understanding of the communication process was good and I hadn't done PS since Uni so I enjoyed that; Great to get the public speaking done and it was confidence building; Communication was very interesting; Public speaking was hard in 2 mins but fun; Challenging – public speaking harder than I thought; because at an industry and business level I am involved and I lack the skills and it is good to know reasons, teams and communication; Pushed me out of my comfort zone

Personality comments: Learnt about others personalities and why they may behave but also learnt about self: It was great in personalities to discover why we are all so different; Belbin gave me an understanding of me and others; I learnt so much about me and others and how we work; Better understanding of myself through Belbin and I&E; Interesting to see people work "gagged and not gagged"; To see the different personalities and see how they fit into teams; Insightful; Gave me areas to work on

Meeting comments: I have never worked in a large group before especially with people I don't know; lightened the mood

Identifying Leadership comments: Photos help us identify the differences and why people were at the program

Team dinner comments: I really hit my straps at the team dinner allowing people to have their say

General comments: Good mix of practical and writing exercises; Fun to watch people manage without an endpoint; Educational; Team activities were fun

What three (3) workshops challenged you most and why?

Developing and vision and mission 13	Team dinner 1
Communication 6	Identifying Leadership 1
Industry Panel 3	
Industry Dinner 3	
Meetings 3	
Learning action plan 2	
Leadership Theory 2	
Teams 1	
Personalities 1	

Developing Vision and Mission comments: Developing the mission was to much about words and having your voice heard in a large group; Exhausting process the mission and vision really tough to deal with all the personalities; big diverse group; no leadership therefore no outcome; Vision and mission were tough headache material and people kept drifting in and out of conversations; need to speak up more and voice opinions; Large groups discussions frustrating and energy zapping.

Leadership Theory comments: Identifying leadership encouraged me to think outside the square –made me think about what makes a leader; The theory helped me think about my processes
Personality comments: Trying to read everyone's personalities and then deal with them.

Communication comments: completely out of my comfort zone; Communication sessions made me think at a higher level; Could not do it cause I had no structure; out of comfort zone; challenging; out of comfort zone;

Industry Panel comments: Hard to be the chair in the Panel session; role was challenging;

Team dinner comments: I really had to hold back to allow others

Industry dinner comments: I will ensure that the next industry dinner I perform; table hosting difficult due to changes with guests during the evening.

Learning Action Plan comments: In the learning plan I didn't know where I wanted to go or be so didn't know what skills to develop

Meetings comments: chairing the group I wasn't ready for their behaviour; role play put me out of my comfort zone due to exhaustion.

What changes will you make to yourself:

    *Preparation, focus on single tasks. Improve time management

    *To be more active and risk taking

    *Work on areas of weakness that I identified during the vision and missions sessions – more effective

    communication, articulate and listen.

    *Practice, Practice, Practice

    *More confident to ask questions

    *Push outside my comfort zone more often

    *Speak up more and voice ideas

    *Alter ways of dealing with frustration and look at additional ways to address.

    *Put insights into action when dealing with industry and other peak bodies

    *Better understanding of the industry community and relationships and networking

    *Try to work better at choosing my words and move into team behaviours

    *Prepare more effectively – particularly my finishes

    *Take some more informed risks and engage more with other sectors

What changes will you make in your workplace:

    *Incorporate different teamwork approaches

    *Using leadership skills

    *Understand why people are the way they are

    *Ensuring we have clear objectives and goals-short and long term

*I'll remember the feedback loop and aim for better communication

*Stay more focused and not get wrap up in other peoples issues

*Clean home office

*Apply chairing skills I learnt

*More prepared

*Better understand leadership reactions against personalities

*Demonstrate what I have learnt

*Increase effective communication

What changes will you make in your industry:

*Know more about members so I can get the best out of them in meetings

*Networking

*Show interest

*More prepared

*Empowering others in the rec sector to change and engage with other sectors

*Open channels of communication on as many levels as possible

*Understanding and helping

*Lead my industry into the future

*Better two way communication between industry and regulators – many problems would be eliminated

*Push others to look at bigger picture – apprentices.

*Identify differences through personality as difference is behind an argument often

*Contribute to the group project

What leadership steps will you take?

*Network and research because I need to be more prepared and have better understanding of what is going on through time management and research through reading.

*Listen; communication and apply – my three main areas of improvement

*Better recognition of others personalities and therefore build better team structures and improve team and individual performance through better communication

*Better communication and I will approach more people through assistance from Bryan and AB industry CEO.

*Chair more meetings to assist new steering committee develop and I will practice at the next meeting with the assistance of Ross McGowan

*Identify a mentor and set up the strategy and engage the sectors with the assistance of John Diplock

*More public speaking practice and engage with industry at every opportunity to improve the way I operate on all levels, at the lobster congress there will be perfect opportunities to put skills to work I will be assisted by my external and internal mentors

*To understand the industry better to help others and me in my job by developing strategies and being assisted by my mentor and mentoree

*To continue to build on my position in the industry through contacting more people regarding industry issues, with assistance from my mentor and network

*Effect better communication in workplace because there is not enough at present due to company being spread over a number of sites by using the meeting process to run effective team forums and my peers and mentors will assist.

*Improve quality of my relationships with my industry. Because we need to act on understanding through communication through getting out and about and building credibility and transparency. My team will assist me.

*Use my servant style to help others, because sharing my knowledge and skills gives me more power and energy, I will find the weaknesses in others and help them develop and my team and mentor will assist me.

Logistics

Venue:

| | Very Poor ½ | Poor1 | Average1 | Good 10 | Very Good ½ |

Comments: Great place bad service, some service was slow; great building very poor service; lovely hotel but poor function staff; everything in close proximity, poor staff

Meals:

| | Very Poor | Poor | Average 3 | Good 7 | Very Good 3 |

Comments: Dinner good, lunch average King fish was excellent; excellent way of serving lunch; meals were fine and the dinner was very good; evening and breakfast were average

Pre-course information:

| | Very Poor | Poor 1½ | Average 2½ | Good 7 | Very Good 2 |

Comments: Would have liked to know key learning areas and participants; brief but all the information was there; more information about what we were going to do. More information before hand

Application process:

Comments: easy and straight-forward; got it late from organisations

| | Very Poor | Poor | Average 1 | Good 6½ | Very Good 5½ |

Course Materials:

| | Very Poor | Poor | Average ½ | Good 4½ | Very Good 8 |

Comments: concise and connected, not too much reading, informative and kept us on track; fantastic; need to improve some areas

Guest Speaker:

| | Very Poor | Poor | Average | Good 4 | Very Good 9 |

Comments: Inspiring and personal insight; very interesting and useful; excellent choices and feedback

Facilitators:

| | Very Poor | Poor | Average | Good 1½ | Very Good 11½ |

Comments: Kept me engaged whole time and provided analogies that were helpful; very, very good unambiguous, direct, supportive, warm, motivational; Jill and Chris put up with us very well; great work thanks for keeping it interesting; entertaining and supportive; very supportive, good knowledge and understanding and coverage; excellent job kept us engaged, interested and fun.

Residential #2 – Sydney

| **NSILP Residential #2 – Sydney** | | | **NAME:** | | |

Please place an 'x' in the answer that best fits

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Workshop structure					
The mix of presentations, group activity and tours was about right	6	9			
The 3-day length of the workshop was right	8	3	1	2	
Holding the workshop on week-days was suitable	11	3	1		
There were good opportunities to network and exchange ideas	4	7	4		
The mix of people at the industry dinner with experiences & knowledge was useful	2	8	5		

Comments: City irrelevant for me as I work in Sydney, good to have gone to a co-op on the NSW coast. Good networking time would have liked more opportunity to work on strategy; arriving before and leaving after was good; dinner less opportunity to network compared to PL, some guests couldn't come at the last moment; not enough time to network outside the table at dinner; perhaps too many SFM Bureaucrats at dinner; have to get a good balance of dinner guests; late withdrawals of dinner guests was unfortunate; very satisfied

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Workshop content					
Overall, the topics covered were useful and relevant	8	9			
The industry guest speaker panel was useful and relevant	6	9	2		
The industry networking dinner structure was useful and relevant	8	5	1	1	
The Enhancing the mission 4 hour team research activity was useful and relevant	5	8	1	1	
The media and messages session was interesting and valuable	4	8	3		
The sessions on power, conflict and teams were interesting and valuable	9	6			

Comments: Media session more comprehensive and workshopped with Louise and other SFM staff to guide; not clear about allocated time for strategy, more time would be have been good; power session well done got great value; retail would have been useful in the panel, great dinner, strategy good but not well communicated prior to residential, taking stuff back to work on and I enjoyed that, more structured comms on big roles asap; panel interesting with power and conflict but info poor;; needed to be better informed regarding the strategy session and hard to network at dinner (x2); dinner great and panel informative; very satisfying and I am happy

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Workshop Logistics					
The Sydney Fish Market (SFM) tour was interesting and valuable	10	5			
The facilitators were well prepared and have facilitated my understanding of the information	11	4			
The SFM venue was appropriate	12	2	1		
Rydges World Square venue was appropriate	9	2	3	1	
The catering was appropriate	8	5	2		

Comments: Rydges was small; good venues; dinner would have been better suited on another night; having tour and dinner on the same day was exhausting

Action	
Between residential #2 and	Craig – continue to improve TM thru prioritising and NO network and develop ideas
	Andrew W- Structure and accountant
	move on with research for Strategy, organise meeting with TAFI DPIW and TCDA research

50

residential #3 I will implement the following leadership skills...	Will be more supportive Continue to use my strength to help develop my weaknesses Networking and learning Confidence at work Will organise team through communication and delegate roles when needed manage my time better don't feel overwhelmed by task in hand norm better networks for both my working environment and our strategy more organised and dedicated and informing time management and keeping commitments, constructive feedback, Capable, reliable creative Commitment to the team – co-ordinate effort Reach my potential
Between residential #2 and residential #3 I will deliver the following regarding my strategy.	A basic feasibility plan around website targets, timelines met and achieved Complete my section as far as I can contact all industries for the wild sector, report back to group before Monday Identify what interest there is in NT and Tassie, prepare draft project plan, Provide Simon and Craig with draft outline of 3 page feasibility brief results and pull together info and present – tangible results Identify sector reps, speak to experienced people and get their knowledge set up framework for program, set up delivery of program Focus and commitment to strategy and group. Regular commitment. Don't lose energy. Commitment to the strategy and strategy team – find time to focus on the strategy and my role regularly assist the team, keep up my end of the work check on others to ensure that are coping Deliver the content, bring it together As above
By residential #3 I wish to	Tasks completed to 100% of ability to ensure funding of project focus on delivering my strategy with my team members Have strategy under control be as prepared as possible for all roles of my own, be as supportive as I can to the group member with the big responsibility ensure our strategy team is kept on task and on time to have a developed project plan completed be a good dinner chair push my boundaries and comfort zone have a polished strategy ready to present be prepared have our strategy finalised and a polished finished proposal completed ensure our team is confident and ready to present our strategy. Have our strategy set Get everything done Fulfil our strategy and settle into my new job reach my potential
Final Comments	Learnt so much about myself again! I have a lot of hard work ahead. I need to be conscious of my natural behaviour to be caring and consoling. This can allow me to take on other people's issues which then limit my ability to make sound and ethical decisions. I know now I need to make a decision and live with the consequences – I cannot please everyone and I cannot be liked by everyone 100% of the time. *(difficult mind set to try and change after 32 years of thinking this way)* Really looking forward to Canberra and the completion of the project. Not looking forward to the end of the program ☹ many thanks, pleasure to be involved looking forward to Canberra I really feel I am connecting with some of the group members and they will be great friends and contacts for the future I want to ensure that I push what I know well Feeling good ☺ is a good experience useful information much thanks Thanks Jill and Chris for 3 great days jam packed full of learning and development

	Overall slightly frustrated which lessened at end of three days, dealt with concern and group changed back. Deal with powerplay and decision-making
	Great really excited about the next 3 months and seeing the strategy come together.
	Enjoyable, challenging and intense

Evaluation – Residential Session #3 – Canberra   Name:

Day 7

Word	Why
Challenging (2)	New Environment, unclear protocols; It has been a hard road in the recent lead up to Canberra
Enlightening (1)	New experiences with Minister, reconnecting with team mates and friends
Affirmation (1)	A lot of the late info that came and affirmed our directions
New (1)	New experience and unfamiliar
Interested (2)	New world for me; learning how politicians deal with situations
Re-connect (3)	In person and catching up; how everyone is; start the momentum again
Informative (1)	Parliament house with minister and follow-up of meetings was worthwhile
Opportunity (1)	To meet with the minister was a real pleasure
Exhilarating (1)	Interacting with the Minister
Happy (1)	I got to re-connect with the team and continue to work on my NSILP experience
Testing (1)	Considerable pressure to deliver in a short timeframe. Going from being half prepared to fully prepared in a short time – high pressure
Encourage (10	Our thoughts and perceived ways forward for the industry were affirmed by current leaders
Enjoyable (1)	Reconnection and meeting with the Minister

Day 8

Word	Why
Long (2)	Preparation for the group actually was drawn out, painful and late, hours spent try to condense hours of work into 5 minutes; big day at AFMA then worked late on project
Draining (2)	Schedule overloaded with possibly tasks that made strategy work at 5 pm harder than they should have been (possibly allow time before lunch); I was tried and focused on the launch;
Ominous (1)	Day 8 was good but day 9 was looming
Concerned (1)	As to if we would complete all the tasks set and IT poor
Eye opening (1)	Parliament House
Interesting (3)	Another new world some great experiences; question time; houses of parliament were 10 times more interesting that I expected
Stress (1)	Logistic planning and changes
Empowering (2)	Learning three views about the future that fit in with our vision and mission; by the group, Jill and Chris – surrounded by like-minded people.
Challenging (1)	Requires concentration, focus, work and persistence
Confusion (1)	We weren't prepared and Question time – mass confusion
Interesting (1)	Presentations from 3 parties – meaty issues to consider
Thought provoking (1)	Three very different presentations for the industry panel session. Question time was a fascinating study in power and alliances. Strategy presentation practice highlighted how much work we still had to put in

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	as a group.

Day 9

Word	Why
Reflection (1)	Why did it happen? Really disappointed on our and particularly my presentation;
Rewarding (1)	Everyone came together helped each other and stood out as a well organised group
Stressed and relived (2)	Obvious why; getting prepared for presentations and up front roles
Comfortable (1)	Because the day went well
Nervous (1)	Presentations
Confident and Anxious (1)	Thought my speech was good but was anxious to get it done
Excitement and nerves (2)	Lots on and closing; Dual concern over strategy presentation and profiling
Busy (1)	Getting ready for presentations
Relaxed (1)	Knew I could do no more to prepare allow things to take their course, but to take control of my actions
Exhausting (2)	Coordinating the group was a real task to deliver the presentation; left ourselves a massive workload – flat because realising it is all over.
Relief (2)	Satisfaction that I was able to step up and deliver a professional presentation and support the rest of my strategy group; did a good job with an enormous group
Challenging (1)	Interesting session on lobbying - running on adrenaline only. Thankful to have a little more time to work on our strategy. Graduation dinner was fantastic and a great team effort. Sad to have to adjorn and say goodbye to everyone but exhilarating feeling of completion.

What three (3) workshops did you enjoy most and why?

ALL INTERESTING

Next Steps (8)
Comments
- good to hear feedback from others on how I dealt with program and grew along the way;
- way to facilitate groups to keep promises;
- Very interesting to hear what others think;
- forced me into introspection;
- great information that made sense to me;
- challenging to move through difficult interaction/confrontation;
- I enjoyed sharing my opinions of others with them;
- interesting session in self-understanding through others perceptions, re-affirmed leadership qualities that I have in the making and what leadership targets I am aiming for in the short and mid term

Question time (7)
Comments
1. Great Experience;
2. interesting atmosphere – need to be there;
3. seeing the processes in action – more happening in the background than seen on TV;
4. new exciting interesting and funny;
5. I thought it would be really boring but I was captivated all the time;
6. unique environment of leadership;
7. I thought this session gave us a great opportunity to see first hand some of our Australian leaders in action and at their best / worst. Fascinating power plays and team work on display. A great "bigger picture" workshop to inspire us.

Strategy Launch (6)

1. Comments
2. great to work to a deadline;
3. closure;
4. was prepared but getting group together – good shared pressure;
5. Nervous excitement and challenging;
6. relived and happy I didn't fall over

Lobbying (5)

Comments

- It was really interesting would like more about engaging directly;
- Enjoyed this session and the tips for successful lobbying. Thought the example of a persistent and eventually successful lobbying strategy provided by our guest speaker Ian Knuckey was great. Good to get his key messages of being clear on the outcome and not doing it alone.
- Informative talk on business objectives;
- never realised it was so formalised – that was good

Meeting with minister (4)

Comments

1   New experience (2);
2   New experience contradictory but empowering sets future expectations and preparation required for future formal meetings;
3   very interesting and affirming meeting our tax dollars working;

Strategy Prep (1)

Comments

7. Coming together of team, recognising hard work prior to Canberra will pay off

Meeting debrief (1)

Comments

8. Good to understand what worked and what didn't and learn from it

The Industry (1)

Comments

9. never understood change

Panel (3)

Comments

10. The speakers presentation was excellent and provide great insight;
11. To hear 3 different views of future direction;
12. presentations were very informative

Dinner (2)

Comments

13. networking enjoyed watching us all shine

FRDC Profile (2)

Comments

14. in my zone;
15. A real opportunity to shine in front of the funders

Stages of Change (1)

Comments

16. learnt something about myself

Final Wrap (1)

Comments

17. a great way to get closur4

Reconnection (1)

Comments

18. Getting back together

ORID (1)

Comments

19. I like time to reflect

What two (2) workshops challenged you most and why?

Strategy Launch (11)

Comments

20. nerves;

21. public speaking;
22. need to reflect on this. If it is an issue why haven't I done something to organise my thoughts to date;
23. a lot of work into a small time space;
24. presentation to group was daunting but did well;
25. not all the group was prepared;
26. the team didn't listen to my suggestion in keeping to time;
27. battling the mind games;
28. time limitation and large group;
29. It was difficult trying to reconcile our team when for the past 2 months we had been working as 4 individual groups of two.

Lobbying (4)
Comments
30. no real involvement in lobbying, but interesting drew comparisons with speaker;
31. so much to learn;
32. didn't realise how important it was;
33. had to chair QA a well as having my mind on the presentation.

Dinner (3)
Comments
34. public speaking;
35. deciding on who was going to present;
36. A terrific night tinged with sadness at having to disband from the team and say goodbye to all.

Question time (2)
Comments
37. never understood why these people behave the way they do;
38. a little boring seen it often.

Meeting with the Minister (2)
Comments
39. preparation wasn't adequate to deal with change

FRDC (1) –
Comments
40. because had to introduce speakers with very little time

Meeting with local member (1)
Comments
41. doing the prep myself meeting at his place not out in his office – great

Looking forward (1)
Comments
42. Slightly daunting;
43. brain overload

Q&A sessions (1)
Comments
44. need to stick to procedures

Next Step (1)
Comments
45. confronting conversation

What have been your most significant learnings for the National Seafood Industry Leadership Program 2009?

About yourself –
46. That I can do it on a bigger scale
47. My external behaviours are what I think of myself
48. Confirmed areas of weakness and provided information and opportunities to improve
49. The more you leave your comfort zone the easier it becomes, teamwork is very rewarding, patience and tiredness need to be balanced;
50. I'm an introvert - need to work on integrating if I am to reach my leadership aspirations;
51. Lots to improve even though I may have lots of knowledge; need to celebrate successes
52. The whole NSILP experience has been uplifting and life changing for me. I have always felt doubtful of my abilities and position; however the strength that I have gained form working within and being able to contribute effectively

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a team environment such as this has given me the confidence I need to take myself further, personally and professionally. One of the main things that I wanted to take with me was to have the courage of my convictions. I am not quite there but this program has given me the confidence to keep working on this personal objective.

53. Need to change a number of personal traits. My purple and green paper will go some way to delivering this.
54. Can do it if I apply myself and am encouraged
55. That I ramble
56. Public Speaking and teamwork
57. Knowing strengths and weaknesses (areas to work on)
58. I have something to offer from my experiences
59. I often feel too withdrawn perhaps due to language skills – I still don't understand why public speaking is such an irrational challenge.
60. I proved to myself time and again that I can be great if I believe in myself and trust my preparation. Hard lesson to learn – I have to stop beating myself – 90% is ok
61. Time management, through high productivity available thru like-minded and motivated people
62. Public speaking

About yourself and leadership?
63. Understand the basics and ideals of leadership must apply what I've learnt to demonstrate my skills
64. Management strategies
65. The more I learn about myself the more I understand my leadership strengths and weaknesses I have natural talents at chairing - teamwork but face significant challenges with many of qualities – I'm working on it!
66. I need to engage better with team – allow myself to be taken seriously
67. Organisation is one of the keys to leadership
68. Different terms of leadership
69. Positive feedback on some leadership qualities I thought I might have had
70. I can do it if I try
71. Confidence in dealing with situations (team meetings, strategic thinking, public speaking, preparations
72. Following the heard is far too easy and ultimately unrewarding;
73. Walk the talk
74. I need to speak up and I am slow to react to my weaknesses, recognise that I persist continue onwards through working on my weaknesses;
75. Getting things done is vital
76. I've learnt that I am able to do much more than I thought I could. I now understand the vital importance of being prepared and knowing my own limitations. That I can shape and influence those around me for the greater good, not by being the loudest or the most forthright but by employing the key leadership skills that I have such as listening, understanding, empathizing, being consistent and committed.
77. That building relationships and networks are essential to everyone –especially leaders
78. Need to learn so much – I have learnt about structure , communication and above all from every single participant that we think similarly

What did you learn from the internal mentoring?
79. That internal mentoring is important for internal support
80. Although we never formalised it we did have interaction via being in the same strategic group. I got the energy and support I needed from those interactions
81. It is important to support, listen and encourage
82. It was great to get a point of few from someone other than the people in everyday life
83. Nice to talk to someone who knows what you are going through
84. Great people in the NSILP
85. I needed to make a greater effort
86. Keep it real – be honest and be yourself
87. Stayed in touch but nothing formal
88. Difficult to engage both partners
89. Little in a busy workplace
90. Not a lot – process was half formed but was happy to help others
91. Great sounding board to bounce ideas off – connect with someone with very different background

92. I learnt all about ?????! (Although I didn't know he could dance and boy did he surprise me on the graduation night!). This relationship was vital in terms of keeping on track throughout the program. It was less formal than my external mentoring relationship and we developed a good relationship where we were able to provide support and encouragement to each other during the program when it was needed.
93. That I need a sounding board ??????? was a great confidence booster
94. Didn't even try

What did you gain from the external mentoring process?

95. Significant contact and network – pushed me to excel
96. Better friends
97. Confidence to continue on my train of thought and thought processes
98. Strategic Thinker
99. Looking forward to engaging with ?????????
100. Tell people how you feel and provide suggestions/vision to change
101. Great contact to assist with personal development and future collaboration
102. Need to select the right person, be clear about what you want and not to be shy to move on and get another
103. Be prepared and ask more questions
104. Learning from a great leader- not wanting to let him down or waste his time – be prepared before the meeting.
105. Every insightful and valuable woman.
106. My external mentor, ??????, was able to provide me with industry contacts and an idea of where to go for information / resources etc. She was very busy and therefore we did not speak more than once by phone. She was hesitant prior to agreeing to take up the mentoring position due to the fact that she is incredibly busy. However she was very good in providing help and advice by email when I asked for it – which in hindsight I probably should have done more of.
107. A lot – allowed to focus more with ????, received a couple of knuckle wraps learnt more than normal from other mentors
108. Found it very difficult – felt really artificial and didn't feel comfortable participating in the process
109. That timelines are important
110. A guide a great help an ally and mate
111. Didn't even try

Where will you be using your leadership skills?

Tomorrow
112. Saying goodbye to everyone
113. Getting ?????? to the plane
114. Sleep
115. Preparation for SRL congress presentation
116. National Lobster Congress
117. Organise a new window
118. Time out in a place of sanctuary
119. I'll be using my leadership skills in managing my overseas study tour that I am embarking on in a week's time. I'll also be utilizing some of the skills learnt in preparing for this trip in the week I have before I go.
120. Engaging more fishers - RPA 26/27
121. Communication – I know some of my friends and colleagues will be interested in how I went this week
122. Work situations

In 6 months
123. Working environment
124. Project planning, networking, communicating, conflict resolution, teams…
125. Collaborative R&D across sectors
126. Reflect and use a journal for learning and achievements

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127. Having my own strategy prepared to advance my career
128. Industry Capacity
129. Dive Chairman roles
130. All industry meetings
131. Leading a small team to new projects and new funds to cover them
132. Work and home
133. I'd like to continue to build on my team at work to ensure that we get through the next 6 months which will be busy and challenging for all of us. I have also joined the local agricultural show committee and will be using some of the skills that I have learnt to help integrate myself into this long standing committee to best effect some much needed change (!).
134. More engagement of industries and fishers
135. Ultimately in my personal life
136. Continued develop and investment
137. More projects and business and industry level
138. I will need a lot of those skills and sooner than that
139. With my staff and students, strategic planning and leadership of industry

In 2 years
140. Not sure
141. Dive chairman roles and maximising things in my business
142. Leading my own business/company – research deliver, industry promotion, education
143. Personal Development and promotion
144. Help others to develop leadership skills
145. Maybe police force fingers crossed/fisheries compliance
146. Project planning, networking, communicating, conflict resolution, teams…
147. Self, work and industry
148. Collaborative R&D across sectors; hopefully not in an NGO atmosphere, need more security in my financial affairs
149. Decide where best to direct efforts
150. In two years I would like to have continued to grow as a leader, perhaps having put myself out of my comfort zone to be in a position of greater responsibility / accountability. I also hope to start a family which I guess incorporates the above without question!
151. Head of Recfishers NSW
152. Take on industry roles
153. Will be running my successful business
154. Possibly on the state association

Can you suggest one thing what is essential to ensure that NSILP 2010 is excellent?

155. More flexibility to ensure success for the strategy presentation;
156. Organisation and communication
157. Get another diverse group of people
158. Advise on the large group.
159. More time to work on group strategy together.
160. Clearly the success of this program is very much down to you Jill, your vision, conviction, energy and enthusiasm. Chris is a great asset to the program also. I would try to keep numbers at 18 or less. I think some individuals would be lost in a bigger group and not get heard. The locations are fantastic. More women would be excellent! Formula overall pretty bloody good! (Sorry – that was 5 things!)
161. One day at SFM then out of the city
162. Diversity of participants
163. Financial assistance across all sectors and happy to engage and assist next year – thanks for all your words of wisdom.
164. Encourage team projects again and ensure it is run by RTI. Also invite me along
165. Ensure same camaraderie happens
166. Group Diversity
167. Jill
168. Relationships
169. Further thinking on group strategies

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170. Multi-media training
171. Improved inter-session communication tools
172. Funding for non-financials
173. Large group of people from all sectors
174. Diversity in participants and working as a team

NSILP 2010 Evaluation – Res #1 – Hobart COLLATED INFORMATION						
What happened throughout the 3 days – CIRCLE WORDS						
Interesting 5	Fun 8	Challenging 10	Informative 6	Satisfying 4	Motivating 7
Useful 6	Unimportant	thought-provoking 4	information overkill 0	Supportive3	Irrelevant 0
Boring 0	Exciting 1	Threatening 1	Enjoyable 6	Stimulating 4	Appropriate 4
Easy1	Humourous 5	Monotonous 0	Straightforward 2	Helpful 3	Educational 5

PLUS: Fast-paced; over analytical

What three (3) workshops did you enjoy most and why?

Industry Dinner - Nine (9) participants selected

Comments:

Meeting new people;
An enjoyable evening with chance to network;
Networking; challenging but good reward;
Everyone worked so well together.
Proud to be part of this group went out of my comfort zone and did OK;
Fun and networking and met old friends;
A lot of work and rewarding; challenging but enjoyable;
Even though I was exhausted I was so proud to be part of it, I also sharpened by hostess skills;

Personalities – Six (6) participants selected
Comments:

It was great to see where everyone resulted and how we work together with different people in a team;
Remember not to worry;
Learnt a lot about myself and others and how the big five can complement each other;
Gave me the opportunity to examine my own personality – very thought provoking;
New information; participants selected
Learnt about myself and I might ask my family to complete the analysis on me;

Meetings – Six (6) participants selected

Comments:

Although I have chaired meetings before I gained more insight into practical techniques;
Fun and informative;
Fun and good to see others overcome the problems;
Entertaining;
Role playing;
Practice chairing and role play enjoyable
Public Speaking Four (4) participants selected
I have never done any formal learning – Chris presents really well;
Good to hear everyone's story;
Put out of comfort zone;
Public speaking challenged me which was great;

Industry Panel – Six (6) participants selected:
Comments:

Interesting;

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Asking key industry people questions relating to individual circumstances;
Very interesting;
Fantastic industry people;
So informative and inspiring;
Great passion;

Communication – Two (2) participants selected
Comments:

I learnt to approach or deal with how I lack in some communication skills which will help me; Challenging but noticed how I have improved;

Team Dinner – Two (2) participants selected

Comments:

It was great to work with the group in a social environment achieving goals and getting to know one another;
Meeting the group in a relaxed atmosphere;

Developing a mission – Two (2) participants selected
Comments:

At the beginning I felt ok by yesterday afternoon I felt out of my depth but by staying and being part of the small group I felt great because I made myself heard and people took on board what I had to say;
Realization/back to earth of group work;

Learning and Leadership - One (1) participant selected
Comments:

Learnt the most, new information, learn from past experiences;

Team Building - One (1) participant selected

Comments:

Good fun activity;

What three (3) workshops challenged you most and why?

Vision and Mission - Eight (8) participants selected

Comments:

Still unsure of major goal but understood my groups smaller goal;
Felt out of the conversation but eventually felt a part of the group;
Time pressure and group wanted to forge ahead without understanding what we were doing and chair was impossible;
Found it difficult to get a large group to agree on a point;
I dislike mission statements and visions;
Hard to be heard in large group;
Helping to achieve vision and mission;
Strategy groups were blended and difficult to organize roles;

Public speaking – Six (6) participants selected
Comments:

Not my favourite role though I know I can do it if well prepared;
An area that needs work;
Nerve racking and challenging;
Not confident;
I was terrified of getting up in front of the group;
I under-performed due to being really cold and uncomfortable;

Industry Dinner - Four (4) participants selected

Comments:

Suit wearing;
Didn't think I would have enough time to prepare and figure out profile;
Cause I couldn't sneak off early;
Because I was exhausted;

Meetings - Three (3) participants selected
Comments:

Chairing took me out of my comfort zone – had to be vocal;
Always find role-playing silly;
Role play was challenging but fun

Reflection – Two (2) participants selected
Comments:

My head hurt;
Not good at evaluating myself;

Personalities – Two (2) participants selected

Comments:

Remember not to worry (low in confidence;
Don't know – believe there is a subliminal acceptance of types;

Mission Strategies - One (1) participant selected
Comments:

Actually pinning down tasks is hard and then deciding how to do these even harder;

Team Dinner – One (1) participant selected
Comments:

Hard to open up and talk freely

Networking – One (1) participant selected

Comments:

Good check on gaps;

Team Building – One (1) participant selected

Comments:

 Activity had no relevance;

Industry Panel - One (1) participant selected
Comments:

Difficult to come up with questions;

Communication – One (1) participant selected

Comments:

Found it outside my comfort zone;

Strategies – One (1) participant selected

Comments:

Confusing and very tiring;

Tour – One (1) participant selected

Comments:

It was so cold I didn't enjoy it;

What changes will you make?

To yourself:

Take some of my work energy home;
Improve communication;
More patience
My ideas won't be stupid
Be more confident about accepting praise
Patience
Listen more and incorporate decision/implementation process;
Listen and think more before engaging with people
To use communication more often and use skills I have learnt;
Try to speak when I have something to say – think before I speak but I don't always have to speak when it is not necessary;
Less worry by being aware

In your workplace:
Listen and include all the participants including the quieter people
Vision identified patience
Attire
Contribute more and not be worried about going outside the square
Be more diligent
Working with the Seanet team
Use skills learnt to communicate with boss and co-workers
Remove communication barriers
Becoming more empathetic

In your industry:
Begin to make more links into the industry
Vision patience;
Increase communications
Increased communication
Be more persuasive;
Be more pro-active
Network/ fill the gaps
Listening

What leadership steps will you take?

Continue to listen more and talk less because this works by closing my mouth through self-discipline.

Listening because it can enlighten you by hearing other people's opinions and I will do this through shutting up with assistance by my network.

The way I look to get more respect by dressing better

Maureen will assist me;

Logistics Circle and make comment
Venue:

	Very Poor	Poor	Average 2	Good 7	Very Good 4

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Comments: Very cold

Meals:

	Very Poor	Poor 4	Average 3	Good 5	Very Good 1

Comments: not enough; no time for breakfast or proper coffee; need more food; got a bit boring

Pre-course information:

	Very Poor	Poor 1	Average 1	Good 10	Very Good 1

Comments: More info and needed warmer clothes; would have liked to have known about the boat trip;

Application process:
Comments: _____

	Very Poor	Poor	Average 2	Good 9	Very Good 3

Course Materials:
Comments: _____

	Very Poor	Poor 1	Average 1	Good 6	Very Good 5

Guest Speaker:

	Very Poor	Poor	Average 1	Good 3	Very Good 9

Comments: all excellent and great to see Bryan manage his nerves;

Facilitators:

	Very Poor	Poor	Average 1	Good 4	Very Good 8

Comments rushed a little; ☺

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Residential #2 – Sydney

None done

Residential #3 – Canberra

Evaluation – Residential Session #3 – Canberra   Name:
Choose the word that best describes days 7,8 and 9 for you and explain why?
Day 7
Word

Descriptor	Responses	Descriptor	Responses	Descriptor	Responses
not there	1	Concerned	1	New	1
Negative	1	Preparing	1	Reluctant	1
Busy	1	Tired	2	Scared	2
Exciting	1	Reconnecting	2	Invigorating	1
Anticipating	1	Lost	1		

Why did you choose the descriptor?	Participants
Reconnecting	6
Getting presentations completed	4
Not well prepared	2
Sad to be back from travels	1
Needed the interaction to reconnect	1
Good for preparation	1
Never been to Canberra before	1
Not sure why I was there	1

Day 8
Word Descriptor

Descriptor	Responses	Descriptor	Responses	Descriptor	Responses
Stressed	2	Calmer	1	Time	1
Inspiring	1	Neutral	1	Fabulous	1
Anxious/Informed	1	Apprehensive	3	Comfortable	1
Rushing	1	New	1	Dynamic	1
Exhausted	1	Challenged	1		

Why did you choose the descriptor?	Participants
trying to get presentation organized	9
Presentation further along	3
Parliament House	3
meeting Dr Kelly	1
work impacts	1
Parliament House tour	1

Day 9
Word Descriptor

Descriptor	Responses	Descriptor	Responses	Descriptor	Responses
Positive	1	Relieved	6	Professional	1
comfortable	1	Satisfaction	2	Exciting	1
Reconnected	1	Happy	1	Rewarding	1
Dread	1	Achievement	1		

Why did you choose the descriptor?	Participants
presentation and celebration	13
I feel proud	2
getting back together was fantastic	1

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Will we succeed?	1

What three (3) workshops did you enjoy most and why?

Workshop/activity	Responses	Workshop/activity	Responses
Song	4	Parliament House Tour	7
Industry Meetings	7	Team Dinner	2
Lobbying guest speaker	9	Presentation Preparation	1
Strategic planning	1	Industry Panel	7
Peer review	5		

Why did you choose this Workshop/activity?	Participants
Lobbying session provided great information but should have been prior to meetings	9
Panel session allowed for stories and information transfer	8
Parliament House was informative and guide was excellent.	6
Peer Review Great feedback and new points of view	5
Group Song provided excellent tension relief	3
Team dinner provided reconnecting and calmness	2
Will we succeed?	1
Peer Review provided self-examination	1
Lobbying provided Reality of how decisions are made	1

What two (2) workshops/activities challenged you most and why?

Workshop/activity	Responses	Workshop/activity	Responses
Mission Launch	8	Song	1
Industry Meetings	7	Dinner Profiling	1
Peer-review	2	Industry Panel	1

Why did you choose this Workshop/activity?	Participants
Mission Launch was an anxious time	6
Meeting Dr Kelly was important and wanted to make a positive impression	4
Peer review provide positive feedback although challenging	3
Song activity highlighted that I can't sing	1
Dinner profiling confirmed how uncomfortable I am about public speaking	1
Industry meeting was unstructured an undisciplined and I was frustrated	1
Mission Launch because one of the guests confronted me	1
One of the panel members talked self down.Why?	1
Industry meeting chairing was challenging	1
My Mission Launch presentation was boring	1

What have been your most significant learnings for the National Seafood Industry Leadership Program 2010?
About yourself?

That I can speak publicly
I lack confidence and don't need to
I can …. through these new skills
I am more competent than I project
I can aim higher
Ability to step up and deal with teams
I can talk to anyone

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To not be afraid of taking the challenge
Have faith in your abilities
I am strong and capable
That I was not a leader
Carry leadership to the next level and networking
I can trust people to relinquish control
The course taught me a lot through the peer-review
I have a lot of leadership qualities but I often don't project them on initial meeting
Things I need to work on aren't as big as I thought
Others see in me what I do

About yourself and leadership?

That I can pursue leadership roles
More confidence to step up and not sit back
I can
I have to many commitments which crowd my thinking
I am open to new opportunities and challenges
Make the most of opportunities and make your own luck
That all I need to do is start
I can
Concentrate on strengths and understand weaknesses
I can be a leader
Slowly getting there
Good team needed – I work well in small groups but need to follow-up all actions
I can say no
I am more capable than I thought
Things I need to work on aren't as big as I thought
I could work on projecting my passions for industry
I can be a leader

What did you learn from the internal mentoring?

Value to incorporate difference in your decision
Things will work out
Excellent connections
Not a lot
Need to keep connected
See things for a different point of view
Patience
I provide valuable advice and encouragement
Nothing and didn't have one and didn't work on it
To express feelings and trust a mentor
It is difficult to sometimes ask for help
Not heaps
Made a good friend
Sometimes you learn a lot by listening to everything
That team work helps deliver

What did you gain from the external mentoring process?

A great contact
Assistance and another opinion
Successful person to learn from
Advice, support and admiration for others
Thus far just in establishing

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Great advice and new challenges set
Insight into a large Multinational aquaculture operation
Learn more and get involved
A constant reality check
Ongoing to develop a professional relationship
Ability to balance life and to shut off
Course and after process
Nothing yet and haven't done it
Developing – a lot in common
Still to do

Where will you be using your leadership skills?

Tomorrow

To reflect
Use embedded skills everywhere
Keep NSILP relationships going
Work
Being confident to speak up
Lobbying in my workplace
Reviewing goals
Develop people development project
Leave things until I return to work
Time out with my family
At wind-up
Day off x 3
On the plane processing x 2
For team OceanWatch

In 6 months

Transfer my knowledge to the industry
Changing training in SA
Bring industry organizations closer together
Work
Taking on further roles and building own business
Better known by industry
The Tas. Oyster Research Council
Progressing my career
Drive business forward
Strategic thinking and planning for organisation
At home
Managing my staff without many issues
In meetings and workplace and personal
Unsure
At work implementing plans
With my industry clients

In 2 years

Liaison role between industry and government
Whatever
Commercial projects for the industry
Business and network developed
Board of FRDC
Oysters Australia – when it exists

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Happy with implementation of my decisions
At Work x 2
Take on A/Managers challenges
To make a difference
President of SAOGA and national aquaculture committee
President of APFA
In all aspects of the industry
Industry Body
In industry by having a higher profile
With FRDC Board

Can you suggest one thing what is essential to ensure that NSILP 2011 is excellent?

More Wild Catch
Talk to the 2010 group early/before they start
To participants – Give it a go – Just do it, Trust each other and step up to your roles and responsibilities
Good mix of excellent participants eg 2010
More food
Diversity of participants
A smaller refined group
Strong selection criteria from across the country
Keep Jill
More Primary Industry people – those who get the product
Better industry tour in Hobart x 2
Follow-up the 2010's developments
Variety
Encourage past participants to identify and put forward potential applicants

NSILP 2011 Evaluation – Res #1 – Hobart   Name:

What happened throughout the 3 days – CIRCLE WORDS

Interesting	Fun	Challenging	Informative	Satisfying	Motivating
8 responses	8 responses	11 responses	7 responses	3 responses	7 responses
Useful	Unimportant	thought-provoking	information overkill	Supportive	Irrelevant
5 responses	0 responses	7 responses	2 responses	5 responses	0 responses
Boring	Exciting	Threatening	Enjoyable	Stimulating	Appropriate
0 responses	5 responses	3 responses	2 responses	3 responses	6 responses
Easy	Humourous	Monotonous	Straightforward	Helpful	Educational
0 responses	4 responses	0 responses	0 responses	5 responses	6 responses

What three (3) workshops did you enjoy most and why?

Workshop 8 - Personalities – 8 responses

Participants Written Comments:
* Interesting to understand differences.
* Gave me an insight into me
* Never done that before
* Enjoyed getting to know other peoples personalities and how the different ones interact
* Identified the personalities around the room
* Relevant to my role
* Very insightful, very interesting group wide
* Liked understanding and knowing the personalities of team members

Workshop 3 – Communication – 3 responses

Participants Written Comments:
* Good reminder about communication theory
* Found it hard the get started but it was excellent
* It was educational and important

Workshop 5 – Communication – Public Speaking – 4 responses

Participants Written Comments:
* Something as leader enjoy and a chance to get better at it.
* Insight into other participants and working on personal weakness and fear.
* Challenging and a good way to practice
* Hearing others opinions and reflections within the group is interesting

Workshop 6 – Team Dinner – 4 responses

Participants Written Comments:
* Developing group value – great possibilities
* Talking to all the other participant and getting to know them
* Public speaking to industry in a formal setting again self confronting
* Allowed the whole team to work together

Workshop 4 – Leadership Learning – 2 responses

Participants Written Comments:
* Challenged me in an area that I need to improve
* Feedback is critical for leadership growth

Workshop 5 – Communication Public Speaking – 7 responses

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Participants Written Comments:
* Uncomfortable
* Courage to get up and have a go
* A valuable skill that can always be improved
* Don't mind getting up there and opening my mouth
* Something I am uncomfortable
* Challenging with useful feedback
* Confronting a fear embracing it and overcoming

Workshop 9 – Building Teams - 3 responses

Participants Written Comments:
* Something I could really relate to
* Relevant to my role
* Challenged me to drop my guard

Workshop 11 – Developing a Mission - 2 responses

Participants Written Comments:
* Challenging but illustrated the elements of communication and personalities.
* Developed a greater respect for working in a team

Workshop 14 – Industry Dinner - 5 responses

Participants Written Comments:
* Very successful social/networking/structured occasion.
* Met useful contacts and interesting conversations
* Networking with industry reps and public speaking
* Meeting industry representatives exciting.
* Great to see us work as a team and great to meet the industry.
* Great to build my local network

Workshop 10 – Industry Panel - 4 responses

Participants Written Comments:
* Getting great information from guests
* Great stories and history
* Great information from leaders
* Great to hear from leaders of the industry and the passion they have.

Workshop 5 – Leadership Learning - 1 response

Participants Written Comments:
* Ben was really relevant

Workshop 17 – Meetings - 3 responses

Participants Written Comments:
* How to structure a meeting
* Really need to improve my meeting skill set.
* A task I perform regularly but have never thought about or tried to improve

What three (3) workshops challenged you most and why?

Workshop 8 – Personalities - 1 response

Participants Written Comments:
* Identifying peoples traits

Workshop 12 – Industry Panel - 1 response

Participants Written Comments:
* Not enough time for questions

Workshop 13 – Developing a Mission - 7 responses

Participants Written Comments:
* So much to learn
* Challenging but very useful
* Lack of direction – messy process – rushed decision
* Difficult to get my point across in
* No common ground with someone so nothing to talk about
* Not my strong point
* Networking at the industry dinner, networking has always been a weakness but I thought at this event I had some small victories

Workshop 17 – Meetings - 7 responses

Participants Written Comments:
* Something I need to use in the workplace.
* Like to try to chair a meeting
* Trying to get all the points correct to run a good meeting is challenging in my role
* Developed a deeper respect for managing meetings
* Chairing a meeting very daunting

Workshop 5 – Communication Public Speaking - 8 responses

Participants Written Comments:
* Nervous in front of the group.
* Nervous
* Always hard to do.
* Nervous public speaking
* Overcoming self-limiting comments and being confident in delivering a message
* Overcoming lack of confidence to speak in public
* The talk was nerve racking
* Good to have to experience of having to think on your feet.
* 2 mins public speaking introduction not a great to meet the team

Workshop 18 – Mission Proposal - 2 responses

Participants Written Comments:
* Confronting
* By the last day of residential I felt my concentration waning and had to keep trying to re-engage in activities

Workshop 4 – Leadership and Learning - 1 response

Participants Written Comments:
* The leadership learning action plan were hard to write because I don't understand the leadership concept

Workshop 11 - Developing a Mission - 10 responses

Participants Written Comments:
* Many different opinions
* Until we organized an efficient process it was confusing
* I required more information around process and structure to be more freely involved
* Hard to focus
* It was too hard to maintain focus after an already long day

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* Too many ideas from too many people
* Getting to a conclusion was difficult
* Had to stay engaged and connected despite the frustration.
* Frustration with disorder of trying to make a decision
* The group felt like we were swimming without direction and I am worried about our success.

Workshop 6 – Team Dinner - 3 responses

Participants Written Comments:
* Very frustrating
* Good to get through and hear peoples ideas.
* Not a big challenge but a bit formal to get to know people

Workshop 14 Industry Dinner - 3 responses

Participants Written Comments:
* Public Speaking is a challenge and then in front of the industry.
* Courage to network with people not in my sector
* I am not accustomed to the type of networking that is required to get around such a diverse group of industry people.

What changes will you make:

To yourself:

* Step up got more involved and get active in challenging roles previously thought too hard.
* Pushing myself out of my box.
* Generally there were some sessions that the facilitator was pushing the group in a direction – need to keep thinking about this.
* Push myself to stay positive and engaged when I feel I am disengaging
* Work on my confidence to approach people and start conversations.
* Don't be so judgmental about other groups out there
* Time management to ensure time for NSILP
* Work harder to plan and prepare
* Communication at home and – reflect and relevant.
* Embrace the change, anxiety, listen to the fears, accept them but don't act on them.
* Practice and more practice
* Self belief
* Get my research done in plenty of time. Set the bar high and talk with my team mates.
* Take on more challenges/ Improve time management
* Take on more challenges and have confidence to take risks.

In your workplace:

* Volunteering for leadership roles
* Ask if my co-workers are open to a more formal meeting process
* Implement and master the tools; organizational skills
* Communicate effectively
* Encourage boys to strive for more
* Seek more opportunities to present information
* Meeting planning and communication processes
* Time management
* Tolerance of people and their personalities
* Take calculated risks
* Start to use what I have learnt

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* Work with better communication and personality knowledge
* Be a better leader/delegation

In your industry:

* Raise my profile through better networking
* Broaden knowledge of the industry
* Network
* Know that I can effective contribute to the industry
* Tolerance of difference
* Attempt to better time manage to ensure success of the mission
* Be confident
* Work on Communication with industry members
* Be more active
* Develop better understand industry wide issues
* Be passionate and don't tell porkies
* Not sure
* Help establish and foster leaders
* More knowledge of the industry

What leadership steps will you take?

* Constant learning/evaluation because I need to be more people centred by taking chances.
* Develop networks and commence mentoring because I want to build on my skills and utilize the skills of a mentor through greater communication.
* Step back and look at the bigger picture because I tend to focus on what is happening in SBT through communicating with the assistance of Dave Ellis
* Accept the responsibility and run with it because I have a habit of procrastinating through taking on more challenges and pushing the boundaries with the assistance from my CEO and workers.
* Clear communication/ prepare better so I can operate better in my current position to improve time-management for better planning and scheduling.
* Listen more – get more out of people
* Promote myself more to create opportunities through volunteering for roles with the assistance of my mentor.
* Try and pinpoint some to the skills and behaviours I want to develop and seek opportunities to build with the assistance from work and Stuart Richey.
* Be confident to make networks with industry people because I can and it is the only thing that is stopping me from achieving more face-to-face time with the industry with assistance from Alistair and Karen.
* Work with the leadership theories to become a more efficient leader – meet the team where they are with Duane's help.
* Delegation to free up more time to be more productive by reducing micro-management with the assistance of next level of management
* Proactivity – to put more into it to get more out by taking the initiatives to take active roles in group work.
* Continual learning and vision because the more I learn the more I understand which helps in my long-term vision with the assistance with the team.
* More communication because I think it will be important for us to succeed through making the effort and not using excuses with assistance from the team.
* Complete my tasks and offer to assist with workloads because I want to effectively reach my goals through effective communication with the team and confidence with assistance from the team and my mentor.
Logistics Circle and make comment

Venue:

Very Poor	Poor	Average	Good	Very Good

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		3 responses	10 responses	2 responses

Comments: Room temperature

Meals:

Very Poor	Poor	Average 4 responses	Good 9 responses	Very Good 2 responses

Comments: morning tea could have been better

Pre-course information:

Very Poor	Poor 1 response	Average 1 response	Good	Very Good 12 responses

Comments: Pre-dinner drinks not made clear and had to spend a night. I wasn't thorough in my preparation

Application process:

Very Poor	Poor	Average 2 responses	Good 10 responses	Very Good 3 responses

Comments: questions were very similar – more basic questions

Course Materials:

Very Poor	Poor	Average	Good 7 responses	Very Good 8 responses

Comments: good depth, excellent, helpful to have printed reference materials, a few more blank pages, well structure easy to understand

Guest Speaker:

Very Poor	Poor	Average	Good 7 responses	Very Good 8 responses

Comments: Engaging all of them, sometimes listed CV rather than leadership, High profile and broad knowledge, more and more of them,

Facilitators:

Very Poor	Poor	Average	Good 5 responses	Very Good 10 responses

Comments: top stuff, Great delivery, dialogue become more relaxed at the end of the three days – I would prefer more professional and consistent. Jill and Chris talking up the back, Very informative and sometime waffled, good pace and always on track.

NSILP 2011 Residential #2 – Sydney

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Workshop structure					
The mix of presentations, group activity and field visits was appropriate	10 responses	4 responses			
The 3-day length of the workshop was appropriate	6 responses	5 responses	2 responses	1 response	
Holding the workshop on week-days was suitable	10 responses	5 responses			
There were good opportunities to network and exchange ideas	8 responses	5 responses	2 responses		
The mix of people at the dinner with experiences and knowledge was useful	7 responses	6 responses	1 response		
Comments:	Dinner was great; Maybe not enough contacts for me				
Workshop content					
Overall, the topics covered were useful and relevant	5 responses	8 responses	2 responses		
The industry guest speaker panel was useful and relevant	5 responses	5 responses	2 responses	1 response	
The industry networking dinner structure was useful and relevant	10 responses	3 responses			
The Enhancing the Mission full day activity was useful and appropriate	7 responses	7 responses			
The media and messages session was interesting and valuable	3 responses	8 responses	1 response	1 response	
The sessions on power, conflict and team and The Big Five were valuable	5 responses	7 responses	1 response	1 response	
Comments	Sometimes feel like contact not meaty enough – to general?				
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Workshop Logistics					
The SFM tour was interesting and valuable	12 responses	2 responses			
The facilitators were well prepared and have facilitated my understanding of the information	11 responses	4 responses			
The SFM venue was appropriate	13 responses	3 responses			
The Holiday Inn Potts Point venue was appropriate	4 responses	7 responses			1 response

The catering was appropriate	5 responses	6 responses	2 responses		
Comments					

Action

Between residential #2 and residential #3 I will implement the following leadership skills...	- Organisation and Planning; - Ensure everyone is on track and offer assistance where required; - Action; - Action; - Keep in touch more; - I will value the contribution and input of others at the detriment of my own opinion and don't interrupt; - Verbal communication and planning; - Facilitating/chairing forums and thinking about my communication to capture attention of the audience; - Looking at the bigger picture and focusing on every detail; - Leadership motivation for the group; - Better communication; - Increase good communications and Conflict resolution follow-up; - Control and delivery of my tasks; - Trust the rest of the team; - Pro-actively undertaking roles and responsibility; continuing to build network contacts and; - More active listening; conflict resolution assertive phrases.
Between residential #2 and residential #3 I will deliver the following regarding my strategy.	- Meet deadlines; - Ensure everyone is on track and offer assistance where required; - What the team requires; - Make sure my team delivers; - Information; - All agreed tasks and fulfill the obligations of my role; - Organise before the meeting in Canberra; - Facilitate my group, conduct the work required, encourage whole group to be ready for presentation; - Timeliness and thoroughness; - Co-ordinator; - Ensure timelines are met; - Adhere to timeframes/deadlines; - Information on NT champion; - I will deliver a champion; - Thorough and relevant research; - Support of others and; - Manage mission roles and work with the media team.
By residential #3 I wish to	- Have an angle to take to the meetings; - Be confident in my team and strategy;

	- Be prepared; - Be confident in what I am doing; - Keep organized and get there; - Take further leadership opportunities and challenge myself; - Improve my opinion speed and not hold back until to late; - Be confident and excited about Canberra; - Increase my confidence; - Have an external mentor; - Present a professional presentation that reflects my journey; - Get a new suit; - Be organized and ready; - Have improved my work situation; - Be prepared; - Maximize opportunities; - Have 5 min presentation prepared.
Final Comments	- Felt nervous pre-Sydney, today I feel confident but nervous about Canberra, great residential; - Lets GO!!!; - Canberra here we come; - More focus on the residential; - Hopefully have opportunity to spend time with Jill to fill in the gaps; - Excellent course – Very busy and pretty challenging; - Spewing I missed the first day – bloody ash cloud and; - Get home safely.

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12.4 Appendix 4 Program Materials
12.4.1 NSILP Sponsorship Information

Sponsors 2009

Residential Sponsors
Adventure Bay Charters
35 Cook Street Port Lincoln SA 5606
Phone 088682 2979
Email info@adventurebaycharters.com.au

Cleanseas
PO Box 159 Port Lincoln 5606 South Australia
Phone 088621 2900
Email info@cleanseastuna.com.au

Major Sponsor
Sydney Fish Market
Bank Street Pyrmont NSW
Phone 029004 1111

Sponsors 2010

Residential Sponsors
Peppermint Bay Tours
Brooke Street Pier, Sullivans Cove Hobart, Tasmania 7000
Phone 1800 751 229

Tasmanian Seafood Industry Council
117 Sandy Bay Road, Sandy Bay, Tasmania 7005
Phone 0362242332
Email tsic@tsic.org.au

Major Sponsor
Sydney Fish Market
Bank Street Pyrmont NSW
Phone 029004 1111

Sponsors 2011
Residential Sponsors
TASSAL
2 Salamanca Square Battery Point Tasmania 7004
Phone 1300 660 491

Major Sponsor
Sydney Fish Market
Bank Street Pyrmont NSW
Phone 029004 1111

12.4.2   NSILP Participant Information

Graduates 2009

Name	Address	Phone and Email	Industry
Andrew TOBIN	QSIA – 16 Hughes St, Hermit Park, QLD 4812	0747815113/0429744499 andrew.tobin@jcu.edu.au	Research Scientist – JCU
Anni CONN	Lot 2 Vixies Rd Wonga Beach, QLD, 4873	0740985846/0429486254 AConn@seafarm-cardwell.com	Aquaculture/ Business Manager
Craig MURRAY	Sydney Fish Market Pty Ltd Locked Bag 247 Pyrmont, NSW, 2009	0890041127/0406048463 craigm@sydneyfishmarket.com.au	QA Safety and Payroll Officer
Robert (Bo) CARNE	Northern Territory Fisheries PO Box 3000, Darwin, NT 0810	0889992164/0401115813 robert.carne@nt.gov.au	Manager Indigenous Developmt.
Bryan DENNY	54 Kellow Pl, Sandford TAS,7020	0362488071/0417502195 bryanandrobyn@bigpond.com.au	Commercial Divers Assoc.
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Malcolm POOLE	9 Walmsley Road Ourimbah, NSW, 2258	0243621687/ 0403125766 mpoole@optusnet.com.au	Chair – Rec. Fishing Alliance-NSW
Nick DANENBERG	UNISA/CRC, North Terrace, C/- School of Marketing, Adelaide, SA, 5000	0883029167/0402273999 nick.danenberg@unisa.edu.au	PhD. University SA/ CRC
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Simon ROWE	Oceanwatch Aust. Ltd. Locked Bag 247, Pyrmont, NSW, 2009	0296602262/0434351979 simon@oceanwatch.org.au	Program Manager Oceanwatch
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Wesley JONES	PO Box 587, Whyalla, SA 5600	0886454655/0422037362 david@whyallasportfishingscene.com.au	Aust. National Sportfishing Assoc.
Zac LAUNAY	PO Box 821 Denmark , WA, 6333	0898483105/0403142090 wilsoninletseafood@gmail.com	Manager Seafood Business
Joey McKIBBEN	11 Tolmans Crt Dynnyrne, TAS, 7005	0362976273/0428992300 joeywmck@hotmail.com	Diver
Neil GARBUTT	PO Box 222, Deakin West, ACT 2600	026285 0445/0414287332 neil.garbutt@frdc.com.au	Project Manager FRDC

Graduates 2010

Name	Address	Phone and Email	Industry Information
Andrew Rowland	40 Lockett St Coolbellup, WA , 6163	0892463366/0418326747 andrew@recfishwest.org.au	Recreation
Ben Cameron	145 Arthur Highway Dunalley, TAS, 7178	0362535111/0400338633 ben@cameronsoysters.com	Aquaculture
Bradley Milic	AFMA PO Box 7051, Canberra BC, ACT, 2610	0262255389/0400217474 Brad.milic@afma.gov.au	Fisheries Management
Carl Paulo	DEEDI 19 Hercules St Hamilton, QLD, 4007	0734068574/0423776232 carl.paulo@live.com.au	Research
David Kreutz	OceanWatch Australia Ltd. 65 Belli Oak Tree Rd Belli Park, QLD, 4562	0754479491/0432863147 david@oceanwatch.org.au	Extension
Emily Rowe	Klinkern P/L T/A Crayfresh. 1/29 North Point Ave Port Lincoln, SA 5606	0488428862/0413960040 Emily.rowe@hotmail.com	Tourism
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Maureen Jones	AFA – PO Box 2099 Port Lincoln, SA 5606	0883032794/0407553426 mjones@afa.edu.au	Training
Melissa Walker	Industry and Investment NSW Primary Industries C/ Port Stephens Fisheries Institute Taylors Beach, NSW, 2316	0249163911/0439312095 melissa.walker@industry.nsw.gov.au	Biosecurity
Renae Parsons	126 Argove Rd, Albany, WA, 6330	0898511406/0427943170 renaeparsons@bigpond.com	Aquaculture
Renee Vajtauer	SIV Ground Floor 484 William St West Melbourne, VIC, 3003	0393295660/0404102140 projects@siv.com.au	Industry Association
Roy Johnston	SFM P/L 4 Bullara Cres Narraweena, NSW, 2099	0423770892 royj@sydneyfishmarket.com.au	Auctioneer
Sarah Reinhart	TSIC 117 Sandy Bay Rd, Sandy Bay, TAS, 7006	0362242332/0407242933 Project.manager@tsic.org.au	Industry Association
Steven Davies	11 Kurla St Port Lincoln, SA 5606	0427786632 steven_davies@hotmail.com	Wildcatch
Tim Karlov	DAFF PO Box 858 Canberra ACT 2601	0262723324/0410008684 Tim.Karlov@daff.gov.au	Policy

Graduates 2011

Name	Workplace and Role	Address	Email and Phone
Shane Geary	Seafood and Operations Manager Coffs Harbour Fishermans Co-operative	69 Marina Drive Coffs Habour Jetty NSW2450	shane@coffsfishcoop.com.au 0266522811 0409715347
Alistair Dick	General Manager Pacific Reef Fisheries	PO Box 2200 Ayr Qld 4807	alistair.dick@pacificreef.com.au 0747836068 0428588665
Eric Perez	Mgr Climate Change, Fisheries and Industry Development QSIA	699A-700 Sandgate Rd, Suite 15-16 Clayfield Qld 4011	eperez@qsia.com.au 0732626855 0414841532
Fraser Perry	Recreational Fishing Alliance of NSW	12 Napier Street Malabar NSW 2036	fraser.perry.fi@gmail.com 0296619535
Claire Webber	Research Assistant Aust Southern Bluefin Tuna Ass (ASBITA)	5 Barry Ave Port Lincoln SA 5606	sea_claire40@yahoo.com.au 0886823257 0488900384
Jamie Damaso	Support Officer Department of Resources - NT Fisheries	Berrimah Farm, Berrimah Darwin NT 0801	Jamie.Damaso@nt.gov.au 0889992170 0459137155
Ewan McAsh	Manger/Director McAsh Oysters	6 Evans Street Moruya NSW 2537	ewan@mcashoysters.com 0244727565 0414890581
Ashley Oliver	Project Officer/Rock Lobster Liaison Officer WAFIC	Level 1, 56 Marine Terrace Fremantle WA 6160	projectOfficer@wafic.org.au 94327777 0488388218
Michelle Haase	Project Manager - Tide to Table Officer Ocean Watch Australia	PO Box 501 Bunbaberg Qld 4670	michelle@oceanwatch.org.au 0741812999 0401890069
Joshua Fielding	Senior Management Officer - Northern Prawn Fishery AFMA	73 Northbourne Avenue Canberra ACT 2600	joshua.fielding@afma.gov.au 0262255322 0417324182
Phil Bolton	Fisheries Manager Industry & Investment NSW	PO Box 21 Cronulla NSW 2230	phil.bolton@industry.nsw.gov.au 0295278522 0416805665
Nigel Cocks	Marketing Executive Sydney Fish Market Pty Ltd	Bank Street Pyrmont NSW 2009	nigelc@sydneyfishmarket.com.au 0290041147040219 4276
Karen Collard	Fisher	PO Box 12 90 Aitkenvale QLD	tkcollard@bigpond.com
William Bowman	Hatchery Manager Tasmanian Seafoods P/L	PO Box 38795 Winnellie NT 0820	williamb@tasmanianseafoods.com.au 0408135795
Duane Baker	Wet Processing Manager TASSAL	Narrows Rd Dover TAS 7117	duane.baker@tassal.com.au
Dave Allen	Minor Species Fisher Seafoods Tasmania	PO Box 66 Scamander TAS 7215	damj1@bigpond.com

12.4.3   NSILP Guests and Speakers

Speakers

2009	2010	2011
Residential #1	Residential #1	Residential #1
Samara Miller	Neil Stump	Ben Cameron
Andy Dwyer	Kaylene Little	Kaylene Little
	Stuart Richie	Neil Stump
	Bryan Denny	Stuart Richey
	Kristy Cashion	TASSAL Staff
Residential #2	Residential #2	Residential #2
Harry Peters	Gus Dannoun	Louise Shaw
Paul Bagnato	Peter Poulos	Gus Dannoun
Gus Dannoun	Brad Warren	Harry Peters
Louise Shaw	Wayne Hulme	Brad Warren
	Louise Shaw	Wayne Hulme
		Peter Poulos
Residential #3	Residential #3	Residential #3
Ian Knuckey	Jo-Anne Ruscoe	James Findlay
Rohan Wilson	Jackie Schrimer	Trixie Madon
Jo-Anne Ruscoe	Katherine Sarnekis	Sam Nelson
Len Olyott	Justin Fromm	Ian Knuckey
	Ian Knuckey	

Guests

2009 Residential #1	Lyndon Giles Anne Starke Paula Kenny Liz Penfold Craig McCathie Sandy Harder Mark Stewart Andrew Miles David Ellis Len Stephens Adventure Bay Charters	2010 Residential #1	Emily Ogiers Graeme Rooney Colin Finch Neil Stump Chris Cleaver Senator Richard Colbeck Gail Richey Fiona Ewing Stuart Richey Senator Christine Milne James Garde Mark Nikolai Prof Colin Buxton Kaylene Little Tom Lewis Natalie Conlan Giles Fisher Geoff Pickard Andrew Smythe Bryan Denny Robyn Denny	2011 Residential #1	Eric Abetz Joey Bennett Mark Boulter Mary Brewer Colin Buxton Rory Byrne Ben Cameron Natalie Conlan Bryan Denny Robyn Denny Fiona Ewing Martin Excel Colin Finch James Garde Tom Lewis Kaylene Little Julie Martin Joe McKibben Samara Miller Christine Milne Lindsay Newman Mark Nikolai Kerry O'Brien Bob Pennington Carole Pennington Stuart Richey Jo-Anne Ruscoe Neil Stump Rodney Treloggen
Residential #2	Kerry Strangas Hon. Ian Macdonald MLC Jason Bartlett Phil Baker Mark Boulter Bryan Skepper Ian Lyall Grahame Turk Paul O'connor Michelle Keygan Jo-Anne Ruscoe Duncan Worthington David Sandrussi Craig Sahlin Louise Shaw Erik Poole	Residential #2	Mark Boulter David Milne Bryan Skepper Grahame Turk Louise Shaw Brad Warren The Hon Steve Whan Dave Chalmers Tony Andrews Mary Howard John Diplock Ana Rubio Melanie Young Todd Young Steve Mcorrie Nigel Cocks Natalie Conlan Simon Rowe	Residential #2	Roy Johnston Michelle Keygan Erik Poole Malcolm Poole Simon Rowe Bryan Skepper Grahame Turk Phil Baker Craig Murray Mark Boulter Miles Toomey Laura Best Graeme Bowley
Residential #3	Ian Knuckey Jo-Anne Ruscoe Bryan Skepper David Sandrussi Raymond Pratt Ansena Neilson Lesley Fitzpatrick Paul Murphy	Residential #3	Jan Baillie Ross Baillie Mark Boulter Shalan Bray Jenny Cupit James Findlay Melanie Fisher Jane Frances	Residential #3	Sam Nelson Gavin Begg Gus Dannoun Peter Day Ian Knuckey Bradley Milic Rowan O'Hagan Ian Thompson

	Helen Jenkins Renee Vajtauer Ross McGowan Dan Machin Justine Fromm Robert Curtotti Jayne Gallagher Elaine Paton Cheryl Cole Mary Howard Evelyn Walken Crispian Ashby Patrick Hone Grahame Turk Daryl Quinlivan Rohan Wilson Paul Murphy Alan Grant Nigel Scullion Stan Lui John Wilson Chelsea Buckley Clayton Harrington Malcolm Southwell		Neil Garbutt Allan Grant Patrick Hone Peter Horvat Helen Jenkins Warren Lewis Sue Lewis Ted Loveday Stanley Lui John Mayze Kylie Paulsen Stuart Richey Zoe Routh Jo-Anne Ruscoe Katherine Sarneckis Senator Nigel Scullion Louise Shaw Sen. Rachel Siewert Bryan Skepper Brad Warren John Wilson Gavin Begg Ian Knuckey Peter Neville Ross McGowan Len Stephens Harry Woods		Brad Warren Tim Karlov Joanne Ruscoe Tony Collard Kylie Giles Patrick Hone Pete Jeans Steven Kennelly Martin Perkins Rodney Treloggen Zoe Routh Grahame Turk The Hon. Mike Kelly Shalan Bray Helen Polley Sen. Rachel Siewert Mark Sjolander

12.4.4   NSILP Communication Examples (Unformatted and Styled)

Media
Press release
For immediate release – 20 March 2009
Leadership on the menu in Port Lincoln for the Seafood Industry

The National Seafood Industry Leadership Program is being run for second consecutive year in Port Lincoln. The program in its ninth year and has 18 participants from across Australia attending the course.

The NSILP is funded by Fisheries Research and Development Corporation (FRDC) on behalf of the Australian Government and sponsored by Sydney Fish Market (SFM).

Dr Patrick Hone, Executive Director of Fisheries Research and Development Corporation said 'The program aims to equip graduates with the skills, knowledge and the contacts to operate effectively at any industry level. The industry needs to ensure that it has enough people to share the load to protect its long-term future.'

"The FRDC is committed to supporting the leadership development of people to whom the industry will entrust its future. The seafood industry is changing very quickly and the industry must invest in developing people to initiate and manage change across the board."

Jill Briggs from Rural Training Initiatives, and Manager of NSILP, says "the program aims to provide the skills that will allow participants to implement leadership change in their various sectors of the industry.

"We are clear that we have people who aspire to lead their industry into a sustainable and productive future but they desire this change to happen at various levels within the industry"

Graduate, Katherine Sarneckis from the Northern Territory Seafood Council, says gave her the courage in her own abilities to work together with other graduates to pursue an idea we were all passionate about.

Grahame Turk, Managing Director SFM, said "this important program is vital for the growth and success of our industry as it provides a valuable pathway for our upcoming leaders to develop and nurture the necessary skills so that they may lead our industry into the future".

The NSILP Participants will attend three residential workshops which are held in Port Lincoln, Sydney and Canberra. The program commences on 17 March in Port Lincoln and concludes on the 10 September 2009 in Canberra.

The residential workshops provide learning that has allowed graduates from the program to apply their skills to a wide variety of areas including regional network development, regional and state industry association boards and reference committees and effective business management.

For further information please contact
Jill Briggs 0260357284; 0409455710; rti@dragnet.com.au

A common goal nets future seafood leaders together

Seventeen of the countries future seafood leaders graduated from the National Seafood Industry Leadership Program on the 10th September in Canberra. The program concluded with the highly successful Sydney Fish Market sponsored dinner which again was attended by fifty industry stakeholders.

The final program residential held in Canberra commences with a round of meetings held with industry organizations and agencies . This year meetings included Ministers and staff; The Fisheries Research and Development Corporation executive and staff, Austrade and Department of Resource, Energy and Tourism and local members.

Anni Conn – NSILP graduate from Queensland said, "It's an exciting and unique time in the seafood community as there is a real opportunity to show leadership. This group of future leaders are different, they are attempting to foster change through involving all stakeholders as the 'seafood community', moving away from the term 'seafood industry'."

The group which represents a large cross section of the seafood community met with the Federal Minister for Fisheries, Tony Burke on Tuesday to discuss their collective concerns, ideas and aspirations for the seafood industry going forward.

 "Meeting today's seafood industry leaders provides us with a great opportunity to learn from current decision makers and is significant in facilitating our development as future leaders of the seafood community," Ms Conn said.

"It is well recognised that a successful future for the Australian seafood community depends on increased communication, awareness and knowledge between industry sectors and the wider community.

The group believes future strategies need to focus on empowering individuals at all levels and from all sectors in order to achieve a common goal for the industry.

The National Seafood Industry Leadership course is now in its ninth year. It is delivered by Rural Training Initiatives and funded through the Fisheries Research and Development Corporation on behalf of the Australian Government, and supported by Sydney Fish Markets as the major sponsor. The program is also supported by the Sydney Fish Markets as the major sponsor, along with industry, agencies and other organisations

The NSILP Participants participate in three residential workshops which are held in Port Lincoln, Sydney and Canberra. The program commenced on 17 March in Port Lincoln and concludes on the 10 September 2009 in Canberra.

The residential workshops provide learning that has allowed graduates from the program to apply their skills to a wide variety of areas including regional network development, regional and state industry association boards and reference committees and effective business management.

For further information please contact:
Jill Briggs - Rural Training Initiatives
02 6035 7284; 0409 455 710; rti@dragnet.com.au
Anni Conn - Seafarm Aquaculture
07 4098 5846; 0429 486 254; AConn@seafarm-cardwell.com
Pictures are available on request from Jill Briggs.

A Decade of Leadership for the Seafood Industry
Press Release – 8/3/10

Seafood industry leadership turns 10 in 2010. The National Seafood Industry Leadership Programs begins in Hobart during the tenth year of leadership development funded by The Fisheries Research and Development Corporation and sponsored by Sydney Fish Market. The program again has eighteen participants selected from the most competitive field of registrants since Rural Training Initiatives has been managing and facilitating the program.

An essential part of the delivery of the National Seafood Industry Leadership Program is to position the first residential in a new location at regular intervals and in 2010 the program will celebrate the commencement of the tenth program in Hobart. The program continues to draw people from nearly all the sectors of the industry from catching and recreational to aquaculture and national policy. The NSILP is funded by Fisheries Research and Development Corporation (FRDC) on behalf of the Australian Government and sponsored by Sydney Fish Market (SFM).

Grahame Turk, Managing Director SFM, said "Sydney Fish Market has been a proud sponsor of the National Seafood Industry Leadership Program since its inception and is proud to be involved in the program once again in 2010. This important program is vital for the growth and success of our industry as it provides a valuable pathway for our upcoming leaders to develop and nurture the necessary skills so that they may lead our industry into the future".

Jill Briggs from Rural Training Initiatives, manager of NSILP, says the program provides skill development sessions for the participants by primarily encourages the individuals attending to implement leadership change at the various levels of the industry. "We are clear that we have people who aspire to lead their industry into a sustainable and productive future but they desire this change to happen at various levels within the industry, from small business through to federal decision-making. This makes for a dynamic and complex process for the participants – this is not easy but leadership isn't easy."
The NSILP commences on 30th of March 2010 in Hobart and concludes in September 2010 in Canberra and participants will be attending three residential workshops over the sixth months. These residential workshops provide learning that has allowed graduates from the program to apply their skills to a wide variety of areas including regional network development, regional and state industry association boards and reference committees and effective business management.

'The program equips graduates with the skills, knowledge and the contacts to operate effectively at any industry level. The industry needs to ensure that it has enough people to share the load to protect its long-term future.' said Chris Calogeras, co-facilitator and program graduate.

Dr Patrick Hone, Executive Director of Fisheries Research and Development Corporation said, "The FRDC is committed to supporting the leadership development of people to whom the industry will entrust its future. The seafood industry is changing very quickly and the industry must invest in developing people to initiate and manage change across the board. There is always a role for leadership, regardless of your position."

Paragraph to be included
_____ (insert participant name) local _____ (add company name or industry sector) is a participant in the 10th National Seafood Industry Leadership Program.

     For further information please contact Jill Briggs 0260357284; 0409455710; jill@ruraltraininginitiatives.com.au

Steaming Ahead – Leadership participants create a new mission.

[Name of participant] of [name of workplace and town/state] is one of nineteen seafood industry leaders would commenced their six months of further leadership development in Hobart. The National Seafood Industry Leadership Programs is funded by The Fisheries Research and Development Corporation and sponsored by Sydney Fish Market.

Participants gathered in Hobart on the 15th of March for the commencement of the program. "The 2011 National Seafood Industry Leadership Program participants, including [name of participant] and [another name if required] was/were be involved in a number of key activities including a tour of the TASSAL Margate facility to understand first hand the value-adding opportunities available and an industry dinner allowed participants in the National Seafood Industry Leadership Program to meet and network with seafood industry and community stakeholders" said Jill Briggs of Rural Training Initiatives, program manager and facilitator.

A major element of the program is to provide the participants with exposure to leadership in action and therefore they are invited to develop a six-month mission which is presented in Canberra at the conclusion of the program. The National Seafood Industry Leadership Program 2011 Mission is "to showcase fishing and industry champions – tell their story." Participants are now spending time consolidating their implementation strategies to ensure that the mission is delivered to the industry.

Jill Briggs went onto say that the program provides skill development sessions for the participants by primarily encouraging participants to implement leadership change at the various levels of the industry. "We are clear that we have people who aspire to lead their industry into a sustainable and productive future but they desire this change to happen at various levels within the industry, from small business through to federal decision-making. This makes for a dynamic and complex process for the participants – this is not easy but leadership isn't easy."

'The program equips graduates with the skills, knowledge and the contacts to operate effectively at any industry level. The industry needs to ensure that it has enough people to share the load to protect its long-term future.' said Chris Calogeras, NSILP graduate.

The participant might like to add a personal quote about the positive outcomes from Residential #1 or anticipated positive outcomes for the seafood industry/community.

For further information please contact Jill Briggs 0260357284; 0409455710; jill@ruraltraininginitiatives.com.au

Industry Communication/Invitations

Speakers Brief – Session #1 Hobart – Ben Cameron

Dates and Location:
Old Woolstore Hotel - Hobart – Tuesday 15th March 2011

Time:
12.30 pm – 1.30pm (informal networking lunch from 1.00pm – 1.30pm)

Speakers Topic:
        Leadership Program – Participating, Understanding, Outcomes – how to make the most of it.

Areas to consider:
- Who you are and what you do
- Your latest achievements
- What was the key participation lesson you learnt
- What was the key self and industry understanding provided through the NSILP
- What outcomes occurred immediately and short-term and mid-term for you.
- One thing that you must do as a participant in a leadership program.

Audience:
Participant profiles:
Participants are being drawn from all over Australia.
- Fishers
- Small business operators
- Employees of medium to large companies
- Government employees – Federal and State
- Agency employees

Anticipated participant knowledge:
A spread of local, state, national and international knowledge from fishing expertise through to government policy development. All participants will benefit from hearing a personal story about involvement in a leadership program.

The Guest Speakers is to

1. Provide approximately 15-20 minutes of your story – the brief is to provide some inspiration.
2. Be part of 15 minutes of managed Q&A
3. Lunch and informal networking for ½ an hour (if convenient)

Facilitators responsibility is to

1. Provide all participant materials or the workshop including photocopies of speaker notes to the participants if provided.
2. Venue and equipment required by the guest speaker during the presentation and questions and answer session including laptop, data-projector and screen if required.
Feedback to the speaker from participants if required by the speaker.

Dear ,

The National Seafood Industry Leadership Program 2011 first residential session is being held in Hobart, Tasmania. The program is being funded by the Fisheries Research and Development Corporation and sponsored by Sydney Fish Market.

The program management team and participants cordially invite you to the first program industry dinner.

What: Session #1 Hobart Industry Dinner – National Seafood Industry Leadership Program.

When: Wednesday 16th March 2011 at 7.00pm for 7.30pm meal
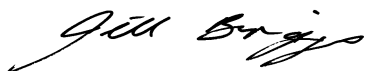
Where: Old Woolstore Hotel, 1 Macquarie St, Hobart, 0362355355

Why: The industry dinner provides participants with an opportunity to develop their leadership and networking skills. It also provides our guests with an opportunity to build strong connections with the emerging leaders of the industry.

Dress: Business attire

We look forward to welcoming you as our guest at this important industry event.

Sincerely

Jill Briggs

Jill Briggs
Managing Director – Rural Training Initiatives Pty. Ltd.

RSVP: no later than 4th March 2011 to Melissa Tan - Rural Training Initiatives P/L 0398163414
melissa@ruraltraininginitiatives.com.au.

The National Seafood Industry Leadership Program 2011 (NSILP 2011) is the leadership platform being delivered through funding from the Fisheries Research and Development Corporation (FRDC) and developed, managed and delivered by Rural Training Initiatives P/L.

The NSILP 2011 is the only national industry specific leadership program for the Australian seafood industry and was designed in consultation with seafood industry people and with their specific needs in mind. This the eleventh year of the program and over one hundred graduates of all ages and from all sectors of the industry including processing, fishing, extension, exporters, importers, marketing, deckhands and employees have now successfully completed the program.

The NSILP 2011 focuses on developing skills that participants can apply at three key levels – personal, business and national industry. Participants are also encouraged to develop and implement plans associated with these three areas. The 2011 program participants will also be involved in the development and implementation of a nationally strategic vision for the Australian seafood industry.

Graduates have gone on to apply their skills to a wide variety of areas including regional network development, regional and state industry association boards, reference committees and effective business and workplace management. The content of the program ensures that participants are exposed to effective ways of handling conflict, improved communication techniques, the management of efficient meetings, high performance team building, change management and media training. Participants are also exposed to the wide diversity of the Australian seafood industry and some of the different issues facing the industry.

Overall the program's focus is on giving its participants the right tools and understanding to have a positive impact on their own future, the future of their own businesses and the future of the Australian seafood industry as a whole.

Dr Patrick Hone, Executive Director of Fisheries Research and Development Corporation said, "The FRDC is committed to supporting the leadership development of the people on whom the industry will entrust its future. The seafood industry is changing very quickly and the industry must invest in developing people to initiate and manage this change across the board. There is always a role for leadership, regardless of your position."

Dr Hone then spoke of the impact of past programs "The vision and energy of past participants has provided the seafood industry with many benefits. We have seen people emerge from this program with improved confidence, skills and commitment. This has allowed them to transform their own businesses and in turn influence the future direction of the Australian seafood industry,"

The course content is tailored to meet the specific needs of the Australian seafood industry and has been developed and modified in consultation with experienced industry leaders. The program is delivered through funding from the FRDC and key sponsorship from the Sydney Fish Markets.

In its 10th year the National Seafood Industry Leadership Program 2010 will be delivered over six months and through three key residential sessions:–

First Residential – 15th – 17th March 2011 – Hobart
Second Residential – 14th – 16th June 2011 – Sydney
Third Residential – 13th – 15th September 2011 – Canberra

Program costs are $500.00 per participant which includes most meals, training materials and learning support and leadership development prior to, during and beyond the six months of the program.

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12.4.5 NSILP Pre-Program Communication (Unformatted and Styled)

Dear

RE: National Seafood Industry Leadership Program 2012 - SUCCESSFUL

The Fisheries Research and Development Corporation and Rural Training Initiatives are pleased to inform you that you have been accepted into the National Seafood Industry Leadership Program 2012 (NSILP 2012), commencing on 20th March 2012 in Fremantle at The Esplanade Hotel.

The NSILP 2012 will equip you with skills, networks and a whole of industry perspective and provide you with the opportunity to make a contribution at an industry, state or national level in the future.

Residential sessions are:-

> First Residential – 20th – 22nd March 2012 - Fremantle
> Second Residential – 19th – 21st June 2012 - Sydney
> Third Residential – 18th – 20th September 2012 - Canberra

There are a number of tasks you will need to undertake prior to Fremantle.
Could you please:
- Provide Melissa Tan – Rural Training Initiatives Administrations Manager with tax invoice information for immediate payment of program costs – this will secure your place. Please note that there is a waiting list for the National Seafood Industry Leadership Program 2012 so we would appreciate immediate contact if you are not going to accept your position in or if you must withdraw from the program.
- Ring Jill Briggs to discuss FarmReady subsidies if you are involved in a catching/production business.
- To provide Melissa Tan with the most appropriate media contact details (e.g. local newspaper, ABC station or seafood industry newsletter)

 Could you please complete the following:-
- The arrangement your own transportation to and from Fremantle.
- Organise personal finances to ensure you can fulfill the obligations you committed to when you signed the application form.
- Book your accommodation in Fremantle– The Esplanade Hotel (highly recommended) Cnr Marine Terrace & Essex St, Fremantle, WA Ph-08 9432 4000 quote Rural Training Initiatives Conference

The program commences at 8.30am sharp on the 20th of March at The Esplanade Hotel, Fremantle Western Australia.

A full briefing document will be forwarded to you within a fortnight. We look forward to meeting you and working with you over the next six months.

Yours sincerely
Jill Briggs
Contacts
Jill Briggs
Manager of National Seafood Industry Leadership Program
Manager Rural Training Initiatives
jill@ruraltraininginitiatives.com.au
0260357284/0409455710
Melissa Tan
Administrations Manager Rural Training Initiatives
38 Studley Crt, Doncaster Vic. 3108
melissa@ruraltraininginitiatives.com.au
0413 021 217

DATE
ADDRESS BLOCK

Dear ,
This correspondence is a briefing document that will ensure that you are prepared for the National Seafood Industry Leadership Program 2012 (NSILP 2012).

NSILP 2012 comprises three residential:-

> First Residential – 15th March – 17th March 2011 - Hobart
> Second Residential – 14th June – 16th July 2010 - Sydney
> Third Residential – 13th – 15th September 2010 - Canberra

Each residential is three days duration and our expectation is that to graduate from NSILP 2011 each participant attends all residential sessions in full.

We ask you to do the following:

> Come with an open mind
> Be willing to suspend judgment
> Engage and participate throughout NSILP 2012

All materials are supplied – however pens and your own pad/journal may be of use.

The first page of the briefing is to provide you with some prompts to commence your thinking…consider and think about them.

Please ensure you have managed the following prior to commencement of Residential #1:-
- The arrangement your own transportation to and from Fremantle.
- Organise personal finances to ensure you can fulfill the obligations you committed to when you signed the registration form.
- Organise your own accommodation – The Esplanade Hotel is recommended as the residential will be held there.

NSILP 2012 commences at **8.30am sharp** on the 20th of March at The Esplanade Hotel, Fremantle, Western Australia. If you need a coffee beforehand feel free to arrive earlier.

Financial Reimbursement.

If you are seeking reimbursement via Farmready please contact Jill Briggs as soon as possible. You must be able to provide evidence that you have primary production (taxation classification). Please don't hesitate to talk to us about reimbursement opportunities.

Looking forward to meeting you in Fremantle on the 20th of March 2012. Please don't hesitate to contact me about any issues regarding NSILP 2012.

Yours Sincerely

Jill Briggs
Manager Rural Training Initiatives
0260357284/0409455710 jill@ruraltraininginitiatives.com.au

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What leadership behaviour(s) would you like to implement at a personal, business and industry association level?

Personal

_____

_____

Business

_____

_____

Industry Organisation

_____

_____

What mission, which will positively impact on the whole of industry, do you think NSILP 2012 team should implement over the next six months?

_____

_____

_____

Select one person you know within or beyond the industry that you believe will be able to guide/assistance/encourage you through the next three months (HINT: think BIG).

_____

RESIDENTIAL #1 OUTLINE

NB – Please read carefully the notes at the bottom of the table

20th March 2012, Fremantle, Western Australia					
Knowing Leadership					
Day 1		Day 2		Day 3	
		Industry Tour (EARLY)			
8.30am	Purpose of the Program	8.30am	Reviewing Day 1	8.30am	Understanding Day 1&2
9.30am	Identifying Leadership	10.00am	Building Teams	10.00 am	Leadership Theories and Practice
11.00am	Communication I	11.30am	Industry Panel and Q&A	12noon	Meetings
12.30pm	Learning and Leadership	1.30pm	Developing a mission	2.00pm	Strategy Proposal
2.00pm	Communication II	3.30 pm	Mission and Strategy Plan	3.30	Debrief and Briefing
3.30pm	Personalities	4.00pm	Networking		
5.00pm	Team Dinner Briefing – Vision	7.00pm	Industry Dinner		
Notes for Day 1 *Attire: Neat Casual* *Dinner: Participants to find a venue and organize this with guidance from facilitators.*		*Notes for Day 2* *Attire: Neat Casual (day time), Business (Dinner)* *An early morning industry processing site tour will require appropriate enclosed footwear and neat casual clothing*		*Notes for Day 3* *Attire: Neat Casual* *Day 3 will conclude by 4.10pm (at the latest)*	

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12.4.6   NSILP Residential 1 – 3 Materials (Unformatted and Styled)

Residential #1 – Booklet

Table of Contents

PROGRAM BACKGROUND

The National Seafood Industry Leadership Program 2011 (NSILP) equips individuals with skills, networks and a whole of industry perspective, giving them the opportunity to represent their industry and make a contribution at a nation level in the future. The program comprises three residential sessions over 6 months with participants making a commitment to undertake a significant industry project during that time. The NSILP design focuses on creating effective linkages between current leaders and participants through mentoring, industry information sessions and participation at program dinners.

Fisheries Research and Development Corporation has formed a partnership with Rural Training Initiatives to design and deliver the NSILP. Rural Training Initiatives has been part of the facilitation team that has delivered the ten years of the Fisheries Research and Development Corporation funded national program. The program has now graduated ten groups of future industry leaders.

The NSILP is the only national seafood industry specific leadership program and was initially designed in consultation with seafood industry people through the work of the Australian Fisheries Academy. In excess of one hundred and twenty (120) graduates of all ages and from all sectors of the industry have benefited from the skills and knowledge developed during the program.

The course focuses on developing skills that participants can apply at three levels – personal, business and industry. They are also encouraged to develop and implement plans associated with these three areas. The NSILP participants will also be involved in a nationally strategic project.

Graduates have gone on to apply their skills to a wide variety of areas including leading national organisations, regional network development, regional and state industry association boards and reference committees and effective business management. The content of the program ensures that participants are exposed to handling conflict, effective communication, efficient meetings, high performance team building, managing change and media training.

Funders

Australian Government

Fisheries Research and Development Corporation

Major Sponsor

SYDNEY FISH MARKET
SINCE 1945
THE CATCH OF THE DAY, EVERY DAY

Participant Sponsors

- Recreational Fishing Alliance NSW
- Spencer Gulf & West Coast Prawn Fisherman's Ass Inc.
- Australian Fisheries Management Authority
- Oceanwatch Australia Ltd.
- Northern Territory Seafood Council
- Australian Prawn Farmers Association
- Australian Fisheries Academy
- Industry and Investment NSW – Primary Industries
- Spring Bay Seafoods

- Industry & Investment NSW
- Sydney Fish Market P/L
- Tasmania Seafood Industry Council
- Queensland Seafood Industry Council
- TASSAL
- Western Australia Fishing Industry Council
- Seafood Cooperative Research Centre
- Aust Southern Bluefin Tuna Ass
- Dept. of Resources – NT Fisheries
- Pacific Reef Fisheries

Fisheries Research and Development Corporation
About the FRDC

The FRDC is one of 15 rural research and development corporations. The FRDC is co-funded by its stakeholders, the Australian Government and the fishing industry.

The Corporation invests strategically across Australia in research and development (R&D) activities that benefit all three sectors of the fishing industry - commercial (wild catch and aquaculture), recreational and customary. The FRDC's goal is for Australia's fisheries to be both sustainably managed and profitable.

The seafood industry is Australia's sixth most valuable food-based primary industry with a landed value of more than $2.2 billion a year. In addition, more than $3.4 million Australian recreationally fish each year. For indigenous communities the fishing industry not only provides avenues for income but also plays a significant role in culture and subsistence.

Fish are a valuable, community-owned, renewable resource. They are however, limited and vulnerable. It is important that fish and their environments are managed using the best information available. The Corporation and its partners are striving to ensure that fisheries ecosystems are used in sustainable ways so that future generations benefit.

Not only does the FRDC aim to ensure the sustainability of Australia's natural resources, it also aims to raise awareness of key fisheries-related issues such as industry development, and the social and economic impacts of fishing on fishing communities. Strategic directions are set with key stakeholders and then partner organisations are directly engaged from all over Australian to undertake its RD&E activities. The FRDC also works with its partners to disseminate R&D results and assist with its adoption and, when appropriate, commercialisation.

The five strategic challenges:

The FRDC's programs and accompanying themes incorporate responses to a wide range of Australian Government priorities, including the National Research Priorities and the Priorities for Rural R&D relevant to the FRDC; and to significant national plans and policies including those of the fishing and aquaculture industry.

The FRDC has five programs:

1.Environment
2.Industry
3.Communities
4.People development
5.Extension and adoption

More information is available at: www.frdc.com.au/Research/RDE-planning-and-priorities

2011 National Seafood Industry Leadership Program – Sponsors Page

Sydney Fish Market is Australia's premier seafood centre of excellence and the largest market of its kind in the Southern Hemisphere.

Located on the foreshore of Sydney Harbour at Blackwattle Bay, it incorporates an authentic fishermen's market including a working fishing port, wholesale fish market that trades more than 14,500 tonnes of seafood annually, food and beverage outlets, a seafood cooking school and provides visitors with a vibrant and exciting harbourside experience.

Open every day except for Christmas Day, Sydney Fish Market boasts a variety of retail outlets located onsite including seven seafood retailers, a Chinese seafood restaurant, Sushi Bar, cafe, bottle shop, fresh fruit and vegetables, bakery, delicatessen, net and tackle, giftware shop and flowers.

Sydney Fish Market's computerised Dutch Auction is held weekday mornings from 5.30am, with over 100 species of familiar and exotic varieties available. This product is sourced from all over Australia, New Zealand and the Indo-Pacific and is available to over 600 registered Sydney Fish Market buyers.

The auction system offers retail and wholesale seafood buyers the fastest and most efficient method of trading product, ensuring the best possible price.

Approximately 1,000 boxes of seafood are sold an hour through this process with an average of close to 2,500 boxes every auction – or 50 tonnes of fresh seafood each trading day.

With access to a huge buyer base for chilled seafood and additional market opportunities through SFMLive (their online seafood selling system), Sydney Fish Market prides itself on its quality and range of product, the integrity and transparency of the state of the art auction system, superior quality systems and support processes.

The market is also recognised both locally and internationally as one of the country's most interesting tourist destinations with more than two million visitors annually.

For further information about Sydney Fish Market call 9004 1100 or visit www.sydneyfishmarket.com.au and www.seafoodexcellenceawards.com.au

NATIONAL SEAFOOD INDUSTRY LEADERSHIP PROGRAM

GRADUATES			
Name	Sector and State	Name	Sector and State
2010		2009	
Andrew Rowland	Recreation - WA	Andrew Tobin	Research - QLD
Ben Cameron	Oysters – TAS	Andrew Winzer	Industry Rep - WA
Brad Milic	Government – AUST	Anni Conn	Aquaculture - QLD
Carl Paulo	Government – QLD	Craig Murray	Wholesale - NSW
David Kreutz	Oceanwatch – QLD	Robert (Bo)Carne	IndigenousFisheries NT
Emily Rowe	Wildcatch – SA	Bryan Denny	Fishing - TAS
Jedd Routledge	Aquaculture - SA	James Moriarty	Retail - SA
Tim Karlov	Government - AUST	Laura Best	Domestic Fisher NSW
Maureen Jones	Education – SA	Malcolm Poole	Recreational - NSW
Melissa Walker	Government – NSW	Nick Danenberg	Research - SA
Renae Parsons	Aquaculture – WA	Shalan Bray	Commonwealth ACT
Matt West	Aquaculture – QLD	Simon Rowe	Conservation - NSW
Renee Vajtauer	Advocacy – VIC	Tobin Woolford	Fishing - SA
Roy Johnston	Marketing – NSW	Wesley Jones	Fishing - SA
Sarah Reinhart	Advocacy – TAS	Zac Launay	Aquaculture - WA
Lyn Lambeth	Oceanwatch – NT	Joey Mckibben	Fishing - TAS
Steven Davies	Wildcatch - SA	Neil Garbutt	Industry Rep - ACT
Gail Spriggs	Marketing – SA	Sean Savage	Government Australia
Damien Bell	Fisher – WA	Kane Williams	Abalone – SA
Robin Hansen	Industry Rep – QLD	Stanley Lui	Government Australia
Dan Machin	Industry Rep – WA	Paula Kenny	Fishing – SA
Paul Bagnato	Fishing – NSW	Maria Manias	Fishing – VIC
Michael Sawyer	Recreational – WA	KatherineSarneckis	Industry Rep – NT
Justin Fromm	Research – Australia	Greg Carton	Oysters – NSW
Terry Shea	Fisher – TAS	Kelly Williams	Industry Rep – NSW
Barry Tarr	Compliance – SA	Emily Downes	Education – SA
Raymond Pratt	Wholesale – NSW	Alice Fistr	Government – SA
Che Spruyt	Fishing – SA	Ben Chuwen	Research – WA
Chelsea Buckley	Compliance – Australia	David Sandrussi	Marketing – NSW
Jethro Gill	Fishing – NT	Anne Taranto	Export – VIC
Hugh Jones	Domestic Fisheries –Aus	Donna Fewings	Aquaculture – QLD
Andy Dyer	Aquaculture – SA	Stewart McGlashan	Government – VIC

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Alan Snow Consultant – QLD	Andrew Baker Oysters – NSW
Andrew Buckley Government – AUST	Angus Nicholls Government – AUST
Annette Windybank Retailer – NSW	Brad Crear Processing – WA
Brad Warren Fishing – NSW	Carmel Pirrello Fishing – NSW
Cecily Wake Aquaculture – QLD	Cherie Heyes Extension – SA
Chris Bieissel Lobster – WA	Chris Calogeras Consultant – NT
Chris Gindidis Industry Rep – VIC	Christian Pike Industry Advocacy – SA
Clayton Dorrington Fishing – WA	Daniel Grixti Research – VIC
David Mills Pearl – NT	Dianah Mieglich Harvest– SA
Diego Bagnato Fishing – NSW	Duncan Worthington Abalone – NSW
Elaine Burn Import – NSW	Elton Robinson Extension – QLD
Erik Poole Marketing – NSW	Garry Braithwaite Harvest – NSW
Geoff Blackburn Harvest – NSW	Heidi Mumme Pearl – NT
Helen Jenkins Processing	Inga Davis Government – Australia
James Newman Extension – VIC	Jo–Anne Ruscoe – Research – AUST
Joe Coco Education – QLD	Joe De Belin Export – NSW
John Ashby Fishing – SA	John Mayze Government – QLD
Jonas Woolford Abalone – SA	Kate Milner Fishing – TAS
Katie Young Extension – NSW	Kristina McKenzie Retailer – NSW
Kym Wakefield Government – SA	Leigh Slade Harvest – NSW
Louise Shaw Marketing– NSW	Lucas Woolford Government – NSW
Matt Muggleton Consultant – SA	Matthew Barwick R & D – Australia
Melanie Ryan Oysters – SA	Melanie Snart Government – SA
Michael Mansell Harvest – WA	Michelle Guadagnin Government – NSW
Nathan Rhodes Government – Australia	Neil Green Fishing – QLD
Neville Perryman Lobster – TAS	Nick Paul Prawn – SA
Scott Walter Prawns – NSW	Sonya Errington Government – NSW
Steve Buckless Harvest – NSW	Steve Gill Industry Rep – WA
Steve Harrison Education – WA	Steve Howe Harvest – QLD
Steve Shanks Government – SA	Steve Shanks Government – SA
Tanya Adams Training – WA	Terry Richards Processing – SA

"The seafood industry is changing very quickly and the industry must invest in developing people to initiate and manage change across the board. There is always a role for leadership, regardless of your position." **Dr. Patrick Hone, Executive Director FRDC**

"This important program is vital for the growth and success of our industry as it provides a valuable pathway for our upcoming leaders to develop and nurture the necessary skills so that they may lead our industry into the future".

Grahame Turk, Managing Director, SFM

FACILITATOR PROFILES

JILL BRIGGS

Jill Briggs has been a rural consultant and facilitator for over 15 years. She runs her own consultancy – Rural Training Initiatives. Jill works primarily with individuals, communities and rural industries in leadership training and capacity building. She facilitates leadership programs for the Wine, Seafood, Aquaculture, Horticulture and Vegetable industries as the principal or co-facilitator.

Jill's qualifications are based on a masters in leadership and post-graduate adult learning. Her academic background is science and geography. Her career background is teaching and lecturing in primary, post-primary and tertiary learning institutes. Her passion is to support rural people in the development of skills for the future.

Jill is a partner in a primary production business in Northeast Victoria, Australia. She lives in a small rural community west of Rutherglen – Norong – and is an active volunteer at various levels.

Jill's vision is to be part of a team that provides rural communities and industries with *skills for the future.*

CHRIS CALOGERAS

Chris Calogeras is the founder of C-AID Consultants and has experience in the seafood and fishing Industry. He has worked in management roles for Government, as a senior operational manager in the seafood industry.

Chris's formal qualifications include a Masters in Marine Resource Management, a Graduate Diploma in Fisheries Management, and a Diploma in Environmental Science. He is currently completing his Business Doctorate.

While in Government, Chris managed multi-disciplinary teams that were responsible for wild harvest resource management, marine parks and environment, data management, education, legislation, and recreational research. In the private sector Chris provided operational and managerial assistance.

Recent consultancies have focused on building capacity in the fishing and seafood Industry to develop a better strategic R&D focus, engendering dialogue between indigenous, commercial and recreational sectors and assisting aquaculture operators and groups with environmental management issues and business networking options.

National Seafood Industry Leadership Program
Session Outline

15th – 17th March 2011– Hobart			14th – 16th June 2011 - Sydney			13th – 15th September 2011 - Canberra		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Reviewing Day1		Market Tour and re-connection					
Purpose of the Program	Personalities	Understanding Day 1&2	Strategy Update	Reviewing Day 4	The Media and Our Messages	Meetings in Canberra organised by participants	Looking forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Understanding Our Industry Panel	Teams and Leadership	Power and Behaviour		Taking the next step	Lobbying and Changes
Communication I	Industry Panel and Q&A	Meetings	Handling Conflict	Strategy – Next Steps – work and research	Strategy Next Steps		Industry Panel	Leading the industry.
Learning and Leadership	Developing a mission	Strategy Proposal	Strategies Next Steps			Mission Launch and Strategy Presentation Preparation	Parliament Question Time	Mission Launch & networking afternoon tea
Communication II	Mission and Strategy Plan	Debrief and Briefing	The Media – SFM Case Studies		Canberra Briefing		Parliament Question Time	
Industry Tour	Networking						Strategy Presentation Preparation	Final session and dinner briefing
						Team Dinner		
Team Dinner Briefing – Vision	Industry Dinner		Industry Dinner	Team Dinner			Team Dinner	Graduation Dinner

RESIDENTIAL ONE PROGRAM

15th March – 17th March 2011 – Hobart					
Knowing Leadership					
Day 1		Day 2		Day 3	
8.30am	Purpose of the Program	8.00am	Reviewing Day 1	8.30am	Understanding Day 1&2
9.00am	Identifying Leadership	9.00am	Personalities	9.30am	Leadership Theories and Practice
10.00am	Communication I	10.30am	Building Teams	11.00am	Meetings
11.00am	Communication IIA	12.00 noon	Industry Panel and Q&A	1.30pm	Mission and Strategy Proposal
12 noon	Leadership and Learning	1.30pm	Developing a mission	3.00pm	Mission and Strategy Proposal Presentation
1.30pm	Communication II**B**	2.30pm	Developing a mission	3.45pm	Briefing, Debrief and Close
3.00pm	Industry Tour	3.30 pm	Mission and Strategy Plan		
5.30pm	Team Dinner Briefing – Vision	4.00pm	Networking		
		7.00pm	Industry Dinner		

Participants –
National Seafood Industry Leadership Program 2011

2011 National Seafood Industry Leadership Program Expectations and Outcomes

Prior to the residential

During the Residential

Immediately after the Residential

During the NSILP Program Breaks

After the NSILP has finished

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W1 – Program Purpose - National Seafood Industry Leadership Program.

Purpose

To provide an overview of the program, the people facilitating and the organisations funding, sponsoring and supporting the program as well as establishing the climate for learning and leadership development.

Outcomes

Participants will:

- Identify personal expectations of the program;
- Understand learning environments and behaviours to favour optimal outcomes and;
- Know people involved in the program and roles they hold.

"What are we doing? I think the real question is, what are you trying to hide?"

Notes Page

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W2 - Identifying Leadership

Purpose

To discuss and understand leadership and the positive impact this will have on the program.

Outcomes

Participants will:

- Establish and share their concepts of leadership and;
- Develop a team leadership values list to implement.

Identifying Leadership

1. Photo Number _____

2. What are the three most important leadership values? _____

  _____

3. What are the two most important leadership behaviour/skills? _____

  _____

  _____

  _____

4. What leadership behaviours/skills do you have that you will share with the team during the first residential?

  _____

  _____

  _____

5. What leadership behaviours/skills would you like to have increased in proficiency by the conclusion of the first residential?

  _____

  _____

  _____

6. What leadership behaviours/skills would you like to have proficiency in by the conclusion of the NSILP 2011?

  _____

  _____

  _____

7. What leadership behaviours/skills do you believe are vital for this team to be successful?

  _____

  _____

W3 – Communication I – Effective communication

Purpose

To discover the integral part that effective communication plays in leadership excellence.

Outcomes

Participants will:

- Understand communication theory;
- Develop new effective communication strategies and;
- Practice effective communication through a practical experience.

"There you go again, trying to solve my problems. I'm not asking you to do that. I just need you to listen."

Communication Person – to – Person.

The communication process.

What did you do well when communicating one-on-one?

_____

_____

_____

_____

What will you work on when communicating one-on-one?

_____

_____

_____

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Listening

- Listen with your ears – Can you hear? Provide yourself with a "space" where you can hear the person.
- Listen with your body – Do you look like you are listening to the message? Ensure your body language matches the message you want to give to the speaker.
- Listen with your brain – Have you switched your brain on? Give complete attention and concentration.

Verbal Communication

- Use the structured system for shared meaning i.e. you and I know what our words mean.
- Ensure that the meaning of words having common agreement.
- Ensure no ambiguity; double meanings and multiple common meanings.
- Ensure common cultural understanding of the language.

(Rothwell 2007)

Non-verbal Communication

- Understand that you are sharing meaning without words
- Understand that there can also be ambiguity
- Acknowledge that you may be difficult to read
- Consider that non-verbal communication can have a big impression
- Consider that non-verbal communication is a continuous stream of communication

Communication Competence for You

Communication competence requires:–

- Knowledge – Learn the rules of the "culture".
- Skills – Apply the skills from your knowledge and use flexibility.
- Sensitivity – Be aware of detecting, decoding and comprehending signals.
- Commitment – Consciously decide to invest time, energy, thought and feelings.
- Ethics – Think about "we" not me when communicating.

(Rothwell 2007)

Feedback

Feedback requires:–

- Understanding of yourself – knowing clearly how you react when people provide you with their opinion(s).
- Courage to listen to the "other" and to hear the gift they have to offer.
- Respect of each other during the feedback process and "immediately" after.
- Responsibility for what you say and to invest in having your messages heard.

During the feedback process:–

- *Be specific rather than general*
- *Focus on the behaviour*
- *Give to help and with love*
- *Take your time*
- *Breathe to relax*
- *Listen to understand – hear with your heart*
- *Seek clarification – paraphrase for understanding*
- *Try not to blame – breathe and listen*
- *Ask for time out if you need it*

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W4 – Learning and Leadership

Purpose

To develop an understanding of learning through forming partnerships and teams.

Outcomes

Participants will:

- Have first-hand knowledge of the importance of forming strong partnerships to maximise learning throughout the program;
- Understand the learning cycle and;
- Develop a leadership learning plan in three specific areas – self, leadership and industry.

Leadership and learning are indispensible to each other.

J.F. Kennedy

A Graduate's Journey

Notes

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	Personal Leadership Skills	Business/Workplace Leadership Skills	Industry Leadership Skills
Skills I have and where I demonstrate them.			
New skills to develop.			
How to develop skills.			

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Leadership Learning Action Plan.

Initial steps for implementation:

What leadership skill/behaviour development can I realistically commit to?
List three skills/behaviour to be developed (further) by September 2011.
1. Personal _____

  _____

2. Workplace/Business _____

  _____

3. Industry_____

  _____

Who can assist me with my commitment?
List two people who may assist you in the development process.

NSILP Participant (Internal Mentor) _____

  _____

Other person (Potential External Mentor) _____

  _____

Be ready to share some or all of this information with the team – they will be able to add value and assist.

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Purpose

To develop the ability to convey information and ideas with clarity and impact

Outcomes

Participants will:

- Increase their confidence to speak in public;
- Develop an appreciation of the need to prepare and;
- Experience presenting a prepared speech to an audience
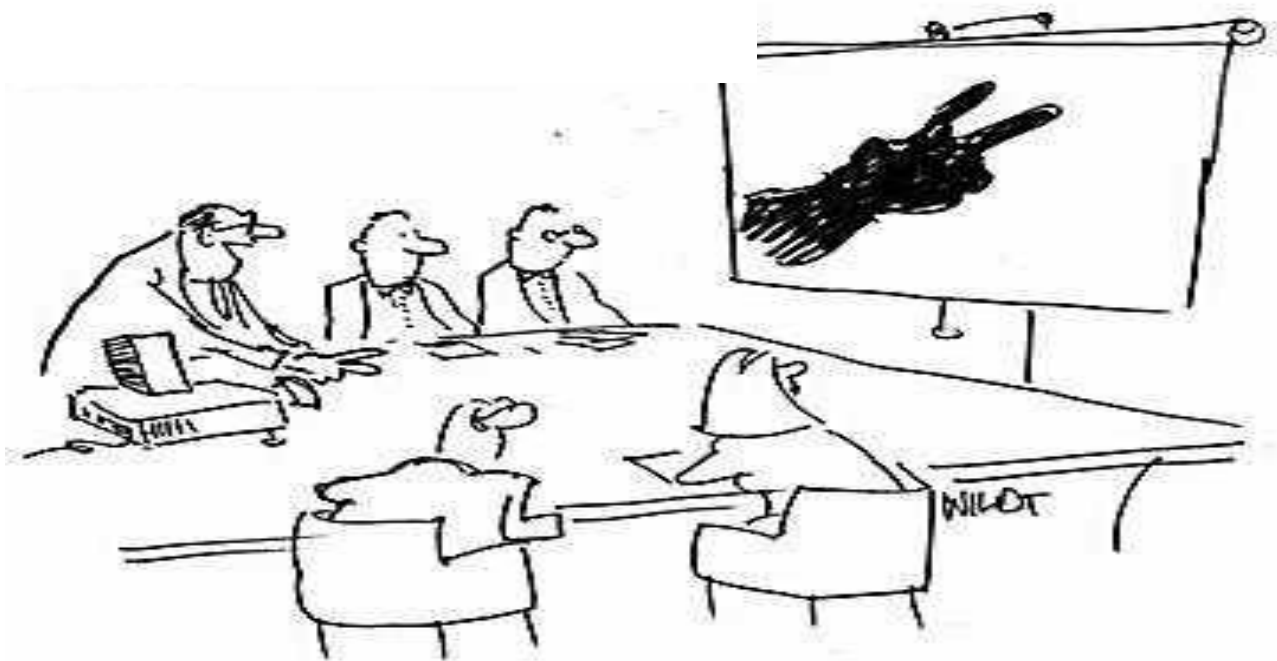
"...but before we begin our slide presentation on accounts receivable...THIS is how I make a bunny!"

Getting audience interest is vital

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Public Speaking

Initial Concepts

- Centre yourself

- Speak slowly

- Smile

- Speak less

- Say something positive

AND REMEMBER

Passion and personal stories remain with an audience.

Individuals only concentrate for 60% of any given presentation

4 PRESENTATION RESEARCH

- *58% of an audience accepted a proposal from a presenter who was sitting*

- *79% of an audience accepted a proposal from a presenter who was standing*

- *43% of an audience is more likely to be persuaded to your idea if you are standing*

- *People are willing to pay 26% more for the same service when the presenter stood.*

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Introduction

Conclusion
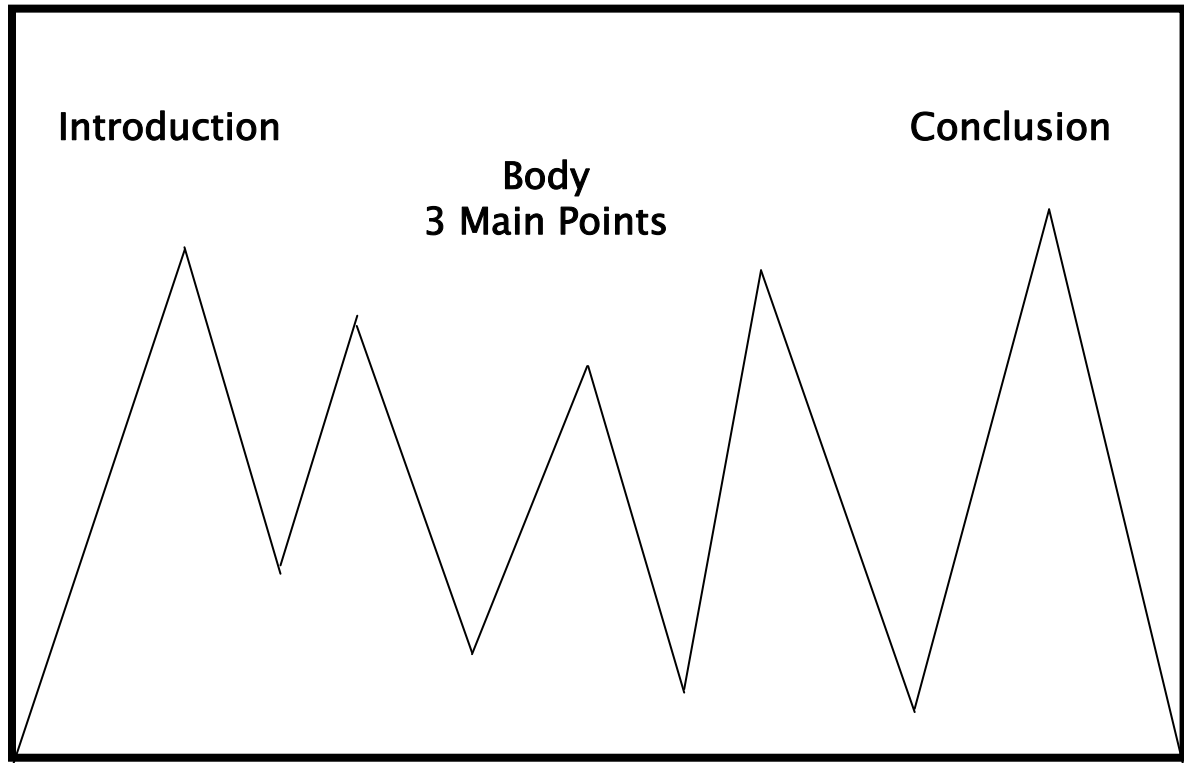
**Body
3 Main Points**

1. Introduction: Preparing the audience
- State and define the topic,
- State the purpose and tell how long you will speak for and points you will make.
- State how it will end.

2. Body
- The body of the speech should be arranged in sections, usually three to four main ideas. Each point should be a logical progression leading to the conclusion.

3. Conclusion. _Your last words are the lasting words_
- A good conclusion should sum up your speech by making the main point as clear as possible. It should give the audience stimulus to activity, either to

further thought on the subject or to some definite action. You may conclude with a recommendation.

Delivery

- Always deliver a speech on your feet. Eye contact is vital.

Voice

- Speak clearly and audibly.
- Your voice should provide mood, pace and variety. Any statement, however vital, will fall flat if delivered in a monotone.

Language

- Be yourself and use natural language.
- Try to stick to short words and sentences – they are more easily understood.

Gestures

- Gestures are used for emphasis and effect. Use your arms, face, eyes and head to reinforce and dramatise what you are saying. Your whole bearing can, in fact, be a gesture if, for example, you become very tense or relaxed.

Audio Visual

- Ensure hardware is in working order and nearby. Software should be well-presented and support or demonstrate a point.

The speech was almost interesting.
People began to sit up and fake interest.

Public Speaking Activity

Please make sure you include these important areas so that we can get to know each other.

> Who you are?
>
> Where you are from?
>
> What are you most passionate about? Seafood industry and life.
>
> What is the most important national whole-of-industry issue for the seafood industry?
>
> How you would like to be remembered at the conclusion of the NSILP 2011?

Notes

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Public Speaking – Some detailed information

Preparation and Practice are the surest way to become an effective public speaker.
OR
PRIOR PREPARATION PREVENTS PISS-POOR PERFORMANCE

Before preparing a speech ask yourself these questions:
- **What sort of group am I to address?**
- **How many people will be there?**
- **Why are they here?**
- **Are they likely to be hostile, critical, receptive, apathetic or enthusiastic?**

AND

1. Why am I going to speak to this group?
2. What is my aim?
3. Do I want to persuade, inform or entertain the audience?

THEN
- How much time do I have or need?
- How long can the audience give me? And how long do I really need to make my point? (Follow whichever gives the shorter time)
- How many ideas connected with my topic can I afford to use?
- How much time will I have for examples or stories illustrating the main points? It is better to make a few points properly, than to skip over many.
- What are the conditions and facilities of the venue like? If possible check the venue for its size, lighting and aids.

THINK ABOUT THESE AREAS

- Examine the topic for its meaning and suggestions.
- Get some ideas of what you might cover in your speech for others.
- Gather material.
- It is important to have some suggestions for your topic, so that you know what to look for when gathering information.

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W6 - Team Dinner

Purpose
To develop strong relationships within the team and consolidate a vision and potential team mission concept.

Outcomes
Participants will:
- Have had a conversation with all other course participants and establish essential knowledge of the whole team;
- Formulate a seafood industry vision for NSILP 2011;
- Develop a mission for the NSILP 2011 team and;
- Develop a list of strategies to be actioned for implementing the NSILP 2011 Mission.

Coming together is a beginning.
Keeping together is progress.
Working together is success.
Henry Ford

What is a vision statement? An aspirational description of what an organisation would like to be or achieve or accomplish in the long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is written in present tense as if the organisation has already "arrived in the future". Inspirational, memorable and reflecting vested interests.

Sony …
is a leading manufacturer of audio, video, communications, and information technology products for the consumer and professional markets. Its motion picture, television, computer entertainment, music and online businesses make Sony one of the most comprehensive entertainment companies in the world.

Heinz…
"THE WORLD'S PREMIER FOOD COMPANY, OFFERING NUTRITIOUS, SUPERIOR TASTING FOODS TO PEOPLE EVERYWHERE."

Anheuser-Busch… sample vision statements

Be the world's beer company. Through all of our products, services and relationships, we will add to life's enjoyment.

Bimbo

- The world leader in the baking industry and one of the best companies in the international food industry.
- A company with trustworthy, leading brands for our consumers.
- Our customers' preferred supplier.
- A strong and sound company for our stakeholders.
- A forward-looking company.
- An extraordinary place to work in.

Launceston
– our city of learning and innovation – open to the world

Nolan Meats
"Delivering pleasurable meat moments – every time"

What is the 2011 seafood industry NSILP Vision?

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What is a mission statement? A mission is different from a vision in that the former is the cause and the latter is the effect; a mission is something to be accomplished and a good one has a time element.

For the purpose of the NSILP 2011, your are to develop a mission statement that the NSILP team will scope, develop and deliver by September 2011.

What is the 2011 NSILP Team Six-Month Mission?

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Draft up a general plan of action for delivering the NSILP Team Mission.

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W7- Reviewing Day1

Purpose
To understand the importance of reflection in the learning cycle.

Outcomes
Participants will:

- Understand the ORID process and;
- Reflect using the first two steps of ORID.
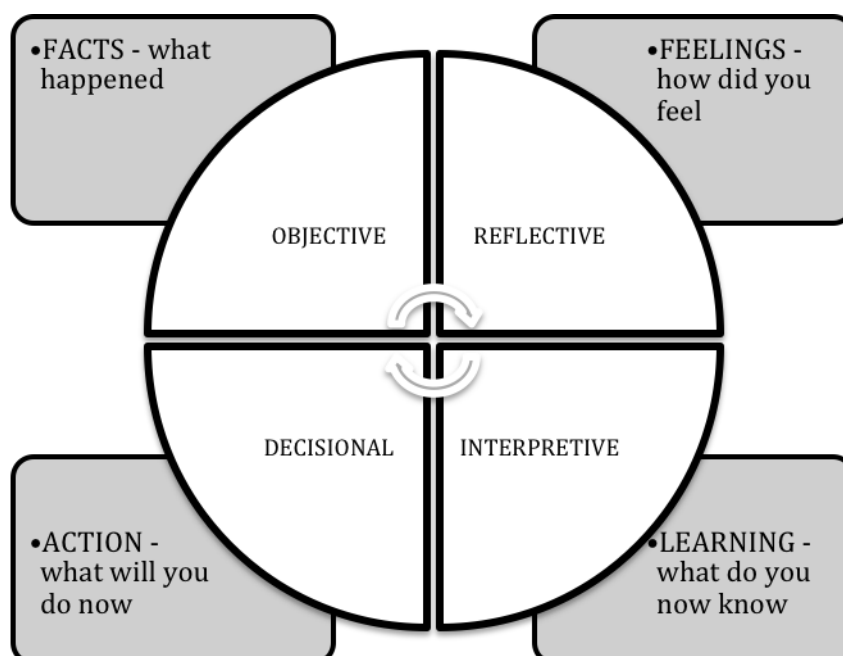
Reflection:

Step #1of ORID – OBJECTIVE – THE FACTS. What happened yesterday?

_____

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Step #2 of ORID – REFLECTIVE – THE EMOTIONS. Describe how you felt about one part of yesterday that was good and one part of yesterday that challenged you.

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From your leadership learning plan what are you going to work on today?

_____

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Who, from within the NSILP, might you choose to form a learning partnership?

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Industry Tour

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Purpose

To explore two personality theories and reflect on how personality positively impacts on leadership, teams and activity outcomes.

Outcomes

Participants will:

- Have a personality profile that will assist them when working with others;
- Experience personality differences when working in teams and;
- Develop a personal plan for maximising outcomes through the effective use of personality types.

Notes
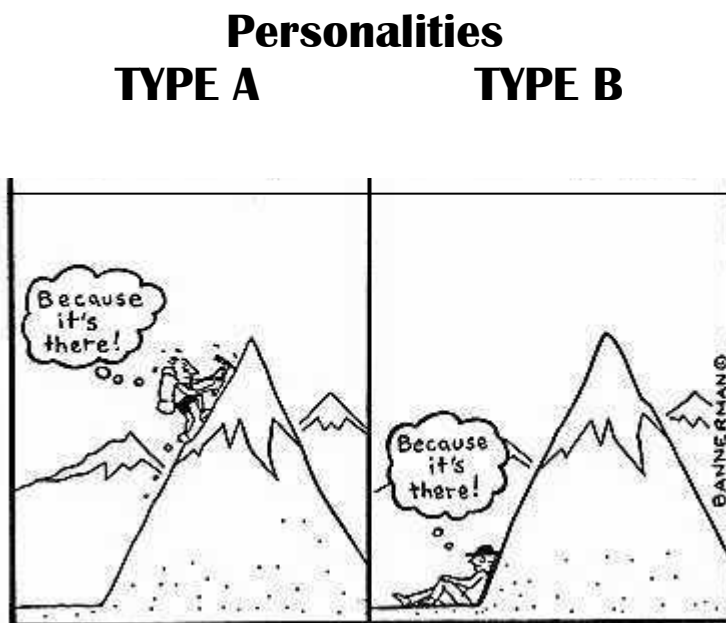
The Big Five Inventory (BFI)

Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1	2	3	4	5

I see myself as someone who...

1.	Is talkative	
2.	Accepts faults in others	
3.	Does a thorough job	
4.	Is positive and happy	
5.	Is original, comes up with new ideas	
6.	Is outgoing	
7.	Is helpful and unselfish with others	
8.	Is neat, organised and orderly	
9.	Is relaxed, handles stress well	
10.	Is curious about many different things	
11.	Is full of energy	
12.	Avoids quarrels with others	
13.	Is a reliable worker	
14.	Is calm and even in temperament	
15.	Is ingenious, a deep thinker	
16.	Generates a lot of enthusiasm	
17.	Has a forgiving nature	
18.	Tends to be organized	
19.	Prefers to do activities in a group of people	
20.	Gets along well with others	
21.	Is proud to outcomes achieved	
22.	Bounces back after a bad experience	
23.	Is curious and exploring	
24.	Is full of life and energetic	

25.	Gives, lend and share things	
26.	Finds people who push the limit difficult	
27.	Holds onto my extreme emotions in company	
28.	Has an unique way of thinking about things	
29.	Worries rarely	
30.	Has an active imagination	
31.	Tends to be loud	
32.	Is generally trusting	
33.	Is rarely lazy	
34.	Is emotionally stable, not easily upset	
35.	Is inventive	
36.	Has an assertive personality	
37.	Is considerate and kind to everybody	
38.	Perseveres until the task is finished	
39.	Would not be described as moody	
40.	Values artistic, aesthetic experiences	
41.	Is usually outgoing and uninhibited	
42.	Likes to cooperate with almost everyone	
43.	Does things efficiently	
44.	Remains calm in tense situations	
45.	Prefers not to have a routine	
46.	Is sociable and has a large group of friends	
47.	Understands others mistakes	
48.	Makes plans and follows through with them	
49.	Never gets nervous	
50.	Likes to reflect, play with ideas	
51.	Enjoys lots of variety in my life	
52.	Is able to see it from the other's point of view	
53.	Has highs standards for myself	
54.	Is sure of myself	
55.	Likes to learn and experience new things	
56.	Can be easily distracted	
57.	Is cheerful and looks out for others	
58.	Is reliable and dependable	
59.	Can talk openly about things that upset me	
60.	Has artistic interests	

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The BFI Scoring Table

Extraversion		Agreeableness		Conscientiousness		Confidence		Openness	
Ques	Score	Ques	Score	Ques	Score	Ques	Score	Ques	Score
1.		2.		3.		4.		5.	
6.		7.		8.		9.		10.	
11.		12.		13.		14.		15.	
16.		17.		18		22		23.	
19.		20.		21		27		28	
24		25		26		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	
51		52		53		54		55	
56		57		58		59		60	
Total	/60		/60		/60		/60		/60

Your immediate thoughts and feelings

General Overview – Big Five

Type	Descriptor	Leadership Traits	Team Contribution	Low Score Concepts
Extraversion	Positive emotions, seeks out stimulation and company of others. Pronounced engagement with the external world	Enthusiasm, Yes-sayer, unreserved, communicative, direct, unhesitating.	High energy in the team, takes action, likes to talk and often initiates conversation, life of the party.	Seek out stimulation through solitary activities. Enjoy time alone. Tagged with "shyness".
Agreeableness	Compassionate and co-operative. Pronounced need to get along with others	Trust worthy, flexible, optimistic, seeks to harmonise.	Helpful, friendly, considerate and generous, willing to compromise.	Unconcerned with others' well-being can be perceived as unfriendly and uncooperative.
Conscientious-ness	Self-disciplined and act dutifully. Preference for planning and regulated activities and action	Purposeful Planning, thorough, reliable, persistent.	Systems thinker, timely, responsible, organised, gets things finished.	Forgets responsibilities, unplanned and potentially disorganised.
Confidence	Emotionally positive, calm and high level of excitement. Are mostly spared from negative feelings	Positive, stable without emotional outbursts, non-reactive. Persistently see the "good-side".	Lifts spirits, overcomes negatives, provides stability,	Overwhelmed and takes a long time to recover from setbacks, strong emotional outbursts.
Openness	Openness to new and unusual ideas, imagination and seeks out a variety of experiences	Creative, open to ideas, willingness to view and take on new opportunities, understands complexities.	Challenges the norm, adventurous, risk taking, embraces the artistic	Prefer tradition and convention, straight-forward and uncomplicated.

Activity for working Extraversion – Plan the Team Dinner for NSILP tonight

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Detailed Descriptors

Extraversion

Extraversion is characterised by positive emotions, surgency and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. Extraverts enjoy being with people and are perceived as full of energy. They tend to be enthusiastic, action-oriented individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. In groups they like to talk, assert themselves and draw attention to themselves.

Introverts appear less exuberant and energised and appear to have lower activity levels. They tend to be quite, low key, deliberate and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extraverts and more time alone.

Some self-statements pertaining to extraversion include:
- I am the life of the party
- I don't mind being the centre of attention
- I feel comfortable around people
- I start conversations
- I talk to a lot of people at parties

Someone who is low in extraversion may have self statements including:
- I am quiet around strangers
- I enjoy being alone and seek solitary activities
- I don't like to draw attention to myself
- I don't talk a lot
- I have little to say

Considerations

Key Words	Key Roles in a Team	Things to watch
Talkative	Chair	Aggressive,
Verbal	Shapes ideas	Unrestrained
Sociable	Ideas person	Can be impulsive or
Bold		indiscreet
Assertive		Needs praise – enjoys
Social		attention
Confident		Can lack concentration in
		routine or long tasks

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Agreeableness

Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. The trait reflects individual differences in general concern for social harmony. Agreeable individuals value getting along with others. They are generally considerate, friendly, generous, helpful, and willing to compromise their interests with others. Agreeable people also have an optimistic view of human nature. They believe people are basically honest, decent, and trustworthy.

Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative.

Some self-statements pertaining to agreeableness include:

- I am interested in people
- I feel others' emotions
- I have a soft heart
- I make people feel at ease
- I sympathise with others' feelings
- I take time out for others

Someone who is low in Agreeableness may have self-statements including:

- I am not interested in other people's problems
- I am not really interested in others
- I feel little concern for others
- I am prone to offending people

Considerations

Key Words	Key Roles in a Team	Things to Watch
Kind	Ideas Person	Soft-hearted
Warm	Positive Co- worker	Sympathetic
Understanding	Completes Tasks	Can find disciplining
Helpful	Strong Team worker	others difficult
Considerate		Can be seen as too soft
Cooperative		or submissive
Trustful		
Affectionate		

Conscientiousness

Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement. The trait shows a preference for planned rather than spontaneous behaviour. It influences the way in which we control, regulate, and direct our impulses.

The benefits of conscientiousness are obvious. Conscientious individuals avoid trouble and achieve high levels of success through purposeful planning and persistence. They are also positively regarded by others as intelligent and reliable. On the negative side, they can be compulsive perfectionists and workaholics.

Some self-statements pertaining to detail conscientiousness include:

1. I am exacting in my work
2. I follow a schedule
3. I get chores done right away
4. I like order
5. I pay attention

Someone who is low in conscientiousness may have self-statements including:

- I leave my belongings around
- I make a mess of things
- I often forget to put things back in their proper place
- I shirk my duties

Considerations

Key Words	Key Roles in a Team	Things to Watch
Organized	Finishes Tasks	Dependable
Neat	Strong Team Member	Responsible
Orderly	Good Delegator	Can struggle with
Systematic	Commences Plans	flexibility
Efficient	Organises systems	Can be challenged by
Precise		casualness
Thorough		
Practical		

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Confidence

Confidence is a tendency to experience positive emotions, such as joy, calmness and high excitement. It is sometimes called emotional stability. Those who score high in confidence are rarely anxious and are emotionally non-reactive. The trait highlights calm, emotionally stable people who are free from persistent negative feelings. People who are low in confidence are more likely to interpret ordinary situations as threatening, and minor frustrations as difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they can often be in a bad mood.

Some self-statements pertaining to confidence include:

- I am rarely deeply unhappy
- My mood remains constant
- I am calm
- I rarely get stressed
- I don't get upset easily
- I rarely have mood swings

Someone who is low in confidence may have self-statements including:

1. I worry about things
2. I am anxious much of the time
3. I sometimes feel blue

Considerations

Key Words	Key Roles in a Team	Things to Watch
Unenvious	Creates new	Unselfconscious,
Relaxed	opportunities	Undemanding,
Unexcitable	Chair	Enjoys autonomy
Patient	Resource gatherer	Ambitious
Imperturbable		Asserts with strength
Uncritical		
Optimistic		

Openness

Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. The trait distinguishes imaginative people from down-to-earth, conventional people. People who are open to experience; are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more creative and more aware of their feelings. They are more likely to hold unconventional beliefs.

People with low scores on openness tend to have more conventional, traditional interests. They prefer the plain, straightforward, and can be oblivious of the complex, ambiguous, and subtle. They may regard the creative world with suspicion, regarding these endeavors as uninteresting.

Some self-statements pertaining to openness include:
1. I have a vivid imagination
2. I spend time reflecting on things
3. I use difficult words
4. I have excellent ideas

Someone who is low in openness may have self-statements including:
- I am not interested in abstractions
- I do not have a good imagination
- I have difficulty understanding abstract ideas

Considerations

Key Words	Key Roles in a Team	Things to Watch
Creative	Team director and	Complex
Intellectual	direction	Deep
Imaginative	New or refines ideas	Finds routines and
Philosophical	Resource gatherer	systems constricting
Artistic		Enjoys challenging the
Inventive		status quo
Intelligent		
Innovative		

The Big Five

Big Five dimensions of personality *(Wood et al 2004)*

- *Extraversion/Introversion* – the extent to which an individual seeks the social world or the inner world.

Usefulness to the seafood industry

- *Conscientiousness* – The extent to which an individual is organised, dependable and detail-focused or disorganised, less reliable and lack perseverance.

Usefulness to the seafood industry

- *Agreeableness* – The extent to which an individual is compliant, friendly, reliable and helpful compared to disagreeable, argumentative and unco-operative.

Usefulness to the seafood industry

- *Confidence/Emotional Stability* – The degree to which an individual is secure, resilient and calm

Usefulness to the seafood industry

- *Openness* – The extent to which individuals are curious, open, adaptable and interested in a wide variety of things.

Usefulness to the seafood industry

W9 - Building Teams

Purpose

To understand the team development process and the outcomes possible when an effective and diverse team is formed.

Outcomes

Participants will:

- Develop knowledge regarding the process of team development;
- Gain an understanding of the key functions of a team;
- Reflect on your experience of being part of a team and the characteristics that brought about the achievement of the shared goal and;
- Experience team effectiveness.

"Try to be more like Mary. Mary's a real team player."
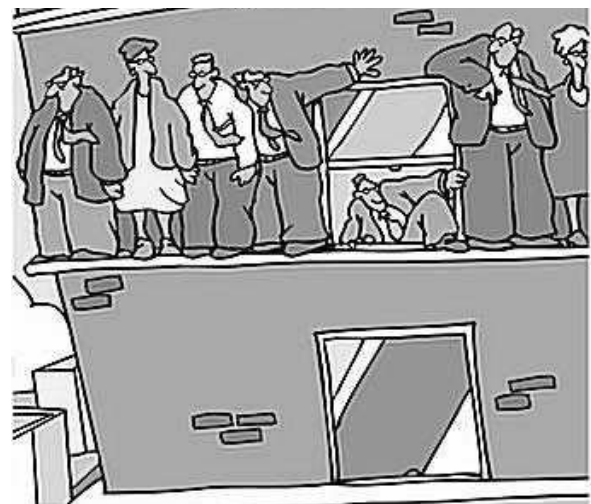
Being a team player is a good thing, until the project goes horribly wrong.

The History of Teams

A Successful Team

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Last Night _____

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Group Activities _____

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The Phases of Team Development

FORMING	Members get organised and oriented to one another and the group.
STORMING	Chaotic vying for leadership. Conflict arises, honeymoon is over. Tension level can be high
NORMING	Sense of team emerges along with norms for handling conflict and transactional and task processes that work. Conformity can be good
PERFORMING	The team completes the work and members have a feeling of accomplishment. Tasks must be meaningful to sustain performing
ADJOURNING	The team ends its function and members find ways to say goodbye to the team.

Bruce Tuckman 1965 (1980)

The Operational Levels of Teams

Operation	Descriptor	Action
Task	Teams focus on carrying out a specific 'job' or achieve a goal BUT if a team is too focused the team becomes unaware of operating at the other levels.	We need to ensure that there is a goal that can be achieved. • Clear goals, everyone is on the same page; • Co-operation around the goal achievement must be established and adhered to; • Challenging goals (denting the universe) or sub-tasks for all team members and; • Commitment to the goal.
Individual needs	Each individual brings a useful skills set to the team BUT if the team is highly focused on the task the team can be blind/ignorant of the complete skill set.	We each bring skills and knowledge to enhance a team but we also have a need to be part of the team. • Belonging • Interpersonal attraction • Group activities • Group goals • Meaning and identity

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Maintenance	The team must focus on developing the relationships within the team; this will assist in achieving the task at a higher level and will allow for the discovery of the complete team skill set.	We need to be aware of how we look after the team and ensure these occur. • Supporting and Encouraging • Harmonising • Communication Monitoring • Feelings

(Wood et al 2006)

Small Group Activity

Initial Planning Phase

- Listening and Speaking
- Five key dimensions of personality

Extraversion
Conscientiousness
Agreeableness
Confidence/Emotional Stability
Openness

Personally

The team

Activity Completed

Forming
Storming
Norming
Performing

Personally

The Team

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Team Stage

- At what stage is the NSILP 2011 team now?

- How will you ensure the NSILP 2011 team is performing in 6 months time?

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W10 – Industry Panel and Q&A

Purpose
To practice leadership skills through listening and questioning industry leaders.

Outcomes
Participants will:
- Gain knowledge regarding the personal benefits and costs of leadership, the current leadership capacity within the seafood industry and how to become involved in leadership within the industry;
- Practice using established group leadership values and;
- Develop understanding of teams and leadership through a practical activity.

Notes

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Questioning

Question Type	Structure	Examples	Analysis
Open	Begin with How, What, When, Where, Who or Why.	What were your first thoughts when I broke down? How do you source income for your business?	Provides maximum options, can start the ball rolling in a conversation.
Closed	Begin usually with Can, Did, Do, Have, Is, Will, and Would.	Did you turn it off when it first broke down? Do you normally source your income through direct sales?	Requires yes/no answer. Useful for establishing facts and gaining commitment.
Alternative	A form of closed questions.	Would you like to pay cash or charge it?	Can focus the mind on the choices. Can be used to manipulate
Probing	Can be open or closed – usually open	What were you really looking for in a business vehicle?	Direct up-front way of getting information and opinions.
Leading	Usually a form of closed question.	So you'd have no problems meeting these levels of commitment to the program?	A closed style question, but wording, context and inflection can suggest that there is only one way to answer the question
Softening up	A form of closed/leading question.	Would you say that you tend to wear these more stylish lines? And do you think it is better for your highly skilled work force to purchase this higher level of program?	Asked in sequence of closed questions with a commitment styled closed question at the conclusion.
Hypothetical	Can be closed or open	Assuming you were in the market for a new program, what applications and price range would you be looking for?	Useful for opening up discussions, breaking deadlocks and responding to observed body-language.
Rhetorical	Closed	You wouldn't buy from Toyota would you? Surely after you have looked at all the features, you'd have to look at this program, right?	Closed but implication is fairly heavy that there is no real choice.
Testing	Can be closed or open	Is this OK so far? Are you getting a clear picture of the program now?	Used to check if information is being received.
Third-party	Statement plus question – open or closed.	We supply this type of product to most fishers in this region. Is this the type of program you had heard about?	Endorsement of "product" and it is persuasion by association.

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W11 – Developing a mission

Purpose

To develop a sense of intent and goal for the NSILP 2011 group through the development of the vision.

Outcomes

Participants will:

- Further develop the vision and mission statements and;
- Consolidate objectives, strategies and potential outcomes for the mission.

Review and complete the vision statement.

A vision statement should be written in "present" language should state where you will be within a chosen timeframe.

Review and complete The Mission statement

A mission statement is developed from the vision and is specifically involving a discreet "project" concept to be delivered by September 2011 by the NSILP 2011 team.

Develop strategies to ensure you reach your end point – at least 5. For this purpose strategies are actions from which a plan can be developed.

Each member of the team defines her/his purpose for achieving the mission through the strategies.

Notes

Purpose

To develop a mission plan for the whole group.

Outcomes

Participants will:

– Understand the theory of planning and the application of planning and;
– Develop a whole group mission plan.

PLANNING

"There's always an element of risk. No one has a crystal ball. OK, I have one, but no one knows how it works."

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Project Planning and Delivery
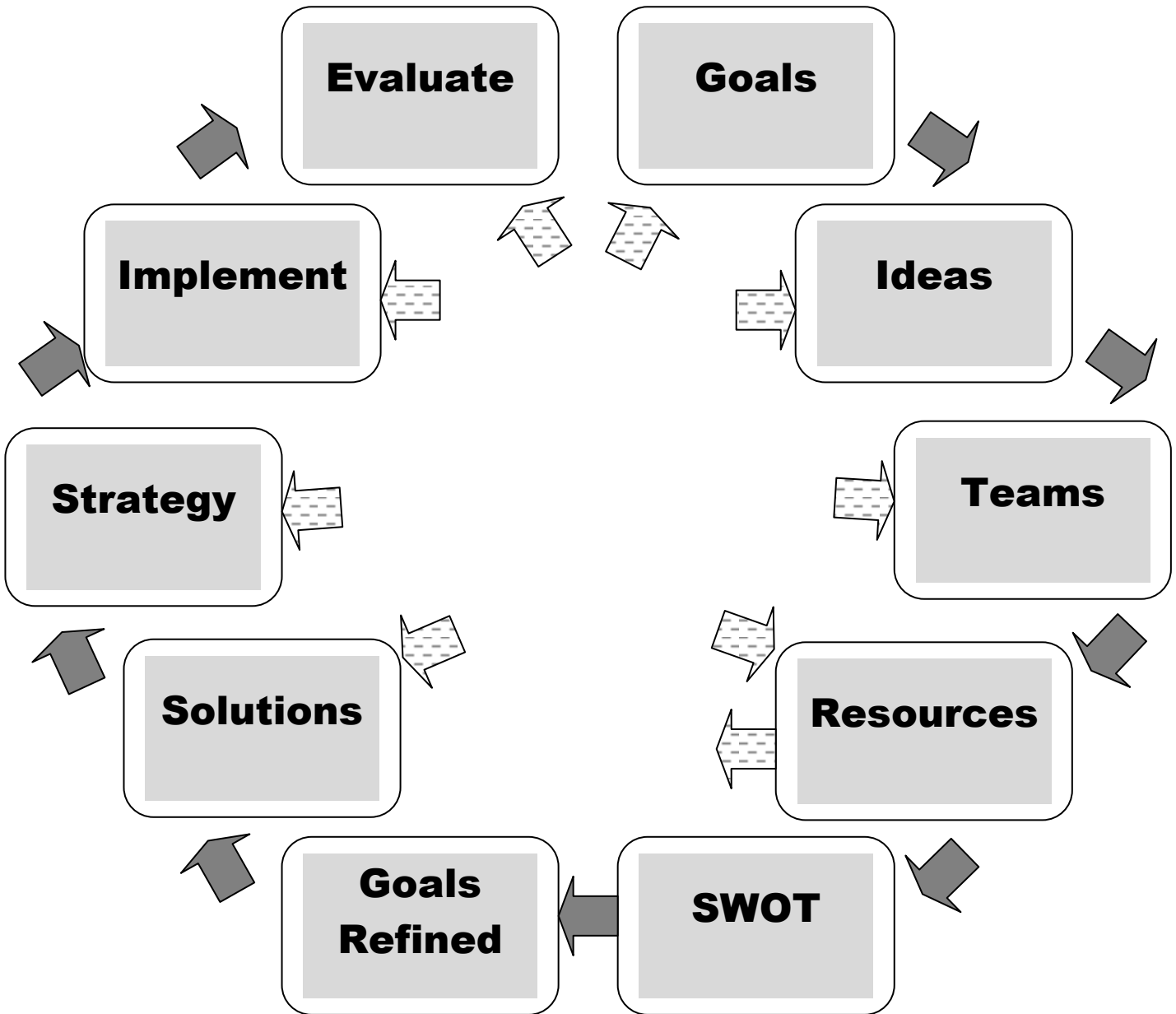
Adapted from Leading Industries 2005

Where do you or the teams you work with "get stuck" in this cycle?

What are the ways to get "out of the bog"?

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<u>**Ensure Team Effectiveness**</u>
1.Team Task
2. Individual Need
3. Team Maintenance

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W13 – Networking

Purpose
To understand the theory and practice of networking.

Outcomes
Participants will:

- Develop team and individual networking protocol and;
- Establish networking goals for each program session and for the mission.

"Nowadays, it's all about who you know, not what you know."

Networks

- Involve a range of people who represent a variety of organisations.
- Have moderately stable patterns of ties or links between these people or their organisations. These links represent some form of recognised accountability between those in the network.
- Ideally built on trust, respect and diplomacy.
- Require management to be effective.

Key questions to consider when thinking about your network:-

- Who is important in assisting me achieve my/our outcomes?
- Why are they part of my network?
- What do they bring to my network?
- What are their needs?
- Who else needs to be in the network?
- Why aren't they currently in the network?
- Why do I need them?

Think about the individuals now

- What is the person's perception of our issue/concept? Similar/Different?
- What role could this person play?
- Does this person have resources that will assist in achieving our outcomes?
- Will this person block our outcomes?
- How can I make this person's involvement easy?

Network Maintenance
Immediate Strategies

- Manage the interactions between network members to improve the understanding of each other's position – provide relevant and quality information to the network.
- Maximise individual involvement – encourage communication between members through an agreed process that is time-focused and regular.

Department of Primary Industries – Victoria 2007

An essential leadership skill is the ability to build, review and maintain a strong and diverse network.

Who will you add to your team	How will I encourage them to be part of our mission	What role will he/she have	What resources can he/she contribute	How can I ensure they don't block	How can I keep them informed and engaged

Networking Concepts

Networking is – sharing information, ideas, resources, opportunities.

Your opinion _____

Networking isn't – doing deals and making the sale.

Your opinion _____

Before the event
- Know what it is you actually do!
- Set your goals.
- Plan your time.
- Define your objective.

At the event
- Be enthusiastic, cheerful, confident. (extraversion)
- Make contact: Select the best approach and initiate the conversation. Wait for a response. (extraversion)
- Maximise your business networking opportunities.(agreeableness)
- Make an effort to enjoy the event. (extraversion)
- Get the contact details of people you meet. (conscientiousness)
- Mention common interests. (openness)
- Learn how to move on politely. (confidence)
- Be visible and approachable. (agreeableness)
- Be real and straightforward. (confidence)
- Know when to leave. (openness)
- Involve others.(conscientiousness)

Six networking issues
• Looking over shoulders
• Talking about yourself 99% of the time
• Shaking hands like a wet fish
• "SELL, SELL, SELL" approach
• Avoiding eye contact
• Saying their name

After the event
- Follow up. (extraversion)
- Keep track via a system.(conscientiousness)
- Remember relevant points.(conscientiousness)

How to be visible without really trying while networking
- Ask a question at a conference. (extraversion)
- Make a point in a meeting.(confidence)
- Discuss a book with an industry leader. (agreeableness)
- Make people laugh.(openness)
- Have an opinion on everything. (conscientiousness)
- Send cards at Christmas or New Year to remind your contacts that you exist. (openness)

http://www.usyd.edu.au/sun/images/effective_networking.pdf

W14 - Industry Dinner

Purpose
To establish relationships within the seafood industry.

Outcomes
Participants will:
1. Practice effective communication;
2. Develop further networks and;
3. Establish their presence in the seafood industry.

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W15 – Understanding Day 1&2

Purpose

To reflect on key learning from Day 1 & 2 using ORID.

Outcomes

Participants will:

1. Complete a full ORID (four step) process during the reflection period and;
2. Establish timetabling of ORID for the NSILP 2011 mission.

Step #1 – Objective – FACT – What happened?

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Step #2 – Reflective – FEELING – How did this make me feel?

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Step #3 – Interpretive – LEARNING – What do I now know about myself and how I respond?

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Step #4 – Decisional – ACTION – What will I do differently next time – three specific behaviours.

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W16 – Leadership Theories and Practice

Purpose
To understand current leadership theory and develop practical utilisation of theory.

Outcomes
Participants will:
- Gain an understanding of current leadership theories;
- Develop a process of utilisation of one theory through a plan and;
- Establish how they will use this theory during the mission implementation between residential #1(Hobart) and residential #2 (Sydney).

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.   – Margaret Mead

Leadership Theory

Situational Leadership – Hersey and Blanchard

Hersey and Blanchard theory suggests that you must be able to analyse what a team needs and then apply one of the following leadership styles:

Development

Stage	Group Level	Ability	Descriptor
Delegating	Best for high readiness groups	willing and able	high motivation appropriate skills. A leader could provide a goal, listen during the implementation plan process – assist when required.
Participating	Best for moderate to high follower readiness	able but unwilling	The leader would need to provide motivation but allow the team to help in the decision-making process.
Selling	Best for low to moderate follower readiness	unable but willing	The leader would be involved in directing people to tasks and jobs.
Telling	Best for low follower readiness	unable and unwilling	The leader would be making the decisions for the whole team and telling people what is required.

Task – think about a team that you are involved with and develop an approach using one of the development stage outlined above.

Style_____

What do you know about this team that suggests this development stage?_____

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What will you do? _____

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An Emerging Theory – Servant Leadership

To serve other people and put their needs, aspirations and interests above your own.
Characteristics:

- Reinforce communication skills by listening
- Strive to understand and empathise
- Use persuasion to convince others
- Conceptualise long-term and big-picture
- Commit to the personal, professional and 'spiritual' growth of individuals
- Seek to build community in the team

Task – where would the servant leadership model be best used in the seafood industry?

Wood et al 2006

Leadership - Motivation.

When working with teams it is important to know what encourages people to do the task. Understanding how they feel rewarded is important

- Extrinsic rewards – motivated by other people providing the reward – money, compliments, prizes, bonuses.
- Intrinsic rewards – motivated by self – wanting to get the job done to the best – satisfaction is removed from a physical bonus.

How do you like to be rewarded? Intrinsic or extrinsic?

How is it made obvious to others? Find out how the other reward is made obvious.

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W17 – Meetings

Purpose
To gain practical experience in managing people during meetings.

Outcomes
Participants will:

1. Establish historic experience of well-run meetings;
2. Build a practical template for running effective meetings;
3. Develop personal learn objectives for meetings and;
4. Practice effective meetings

"What's important is that we found some common ground. Let's try not to get bogged down over who found it first."

Styles of Decision Making

The following styles are not right or wrong, but simply different ways of making decisions in different situations by different people. Look back on decisions you have made and identify the style you have used.

JUMP IN – You don't look before you leap; take whatever comes up first; act on impulse

IT'S FATE – Your life is pre-set and you have no control over it. Leave it up to fate …when your number is up…

THE THINKER – You gather information weigh up the facts think and plan ahead. You have goals in mind

HOW DO I DECIDE?

FOLLOW THE LEADER – You let someone else decide; go along with other people's plans, ideas, decisions.

LATER NOT NOW – You feel overwhelmed by choice so put off making decisions. You hope the need to make a decision will "go away"

IT FEELS RIGHT – You use your intuition or gut feeling to help you decide what to do.

Group Discussion
How did you make your decision about what you would wear today?
How did you make the decision about being part of the program?
How did you make the decision to work in your current job?
How did you make the decision to buy your last household item?
How did you make the decision about your most recent holiday destination?
How did you make the decision about your car purchase?

Decision- Making Theory

Meetings

A Standard Agenda

- Informally welcome attendees, visitors or new members.
- State the purpose of the meeting.
- Attendance – list people present.
- Apologies – list people who have formally apologised.
- Read or table previous meeting minutes and confirm they are a true record.
- Business arising – discuss anything from the minutes.
- Correspondence – read/table communication – issues arising placed on the agenda.
- Reports – key issues for discussion/debate and reports moved – Finance and sub-committees, working groups and employee groups/individuals.
- General Business – including extras from correspondence.
- Other Business – this is at the chair's discretion.
- Next meeting details – time, date and location.

Unwritten Rules of a meeting

THINGS TO REMEMBER

- Every item that appeared on the last agenda that has not been finalised should be included on the next agenda. The agenda is like the memory of the committee.
- Each item on the agenda should have time allocated.
- Each item on the agenda should have an explanatory note to brief members and assist them make better decisions.
- Items on the agenda should be prioritised in terms of allocating quality time to discuss them.

Good Chairing

- Know your agenda – think about time for items and content of discussion.
- Know your rules – think about procedure and how to assist decision-making.
- Take the lead – for each agenda item give a really quick summary and ask someone else to start the discussion.
- Stay neutral – you are there to ensure discussion happens – if you want to join in vacate the chair.
- Encourage discussion – ask questions to encourage discussion, one person at a time, everyone has a turn.
- Involve everyone – ask the quiet people their opinions.
- Focus the topic on the discussion – if the meeting is off the point bring it back on track.
- Summarise – keep notes and at the end sum up before the meeting makes a decision.
- If there is conflict stay in the middle – don't take sides.
- Decision making – make sure everyone is clear about the decision made.
- Be democratic – strong but flexible.
- Seek approval from the meeting so that you are working as a team.

Latecomers	Start the meeting on time and stop and summarise or ask someone else to do this.
Early leavers	Ask if they have any comments about items on the agenda.
Distractions	Agree on breaks at the beginning of the meeting but break if it is a long meeting – helps concentration.
Slow and Pedantic Meetings	Set time limits (agenda items and speakers); table correspondence; table minutes; table reports.
Confused Meeting	Summarise and clarify; negate dominant individuals; timeout for people to collect their thoughts.
Too much to say	Time limits, ask people to speak through the chair; encourage others to talk by asking; talk to the dominator during the meeting or after the meeting.
Too little to say	New members need to be mentored; quite people need to be asked; break into smaller groups for discussion.
Conflict	Short break; ask for silence for a moment; break into small groups; stop to clarify and summarise; stop the meeting or adjourning debate till next meeting; ask a neutral person to take the chair.

Differences can impact on Decision-Making

YOU MIGHT KNOW SOME OF THESE...

Type	Behaviour	Management
Porcupines	Always annoyed, agitated	*Ignore as much as you can. For every negative, counter with a positive*
Puppy Dogs	Always saying 'yes'	*Give them time to decide so that they are not caught on the spot. Give them the option to say no.*
Cobras	'Back-stabbing', malicious gossip	*If you are sure bring the issue out into the open.*
Mules	The 'no' sayers. Blocking new ideas	*Form a team and develop a team problem-solving protocol.*
Rooster	'I know it all', bragging.	*Thank them for their input but don't let them go on.*
Lion	Aggressive – verbal and physical, bullying.	*Diffuse the anger if you feel comfortable. Don't get provoked yourself.*
Coyote	Constant complaining, 'Whingeing'.	*Acknowledge how the person is feeling, without making a commitment to 'owning' the problem.*
Sheep	The 'eternal' victim. Always overwhelmed.	*Acknowledge their feelings without offering to step in and own the problem.*

Leadership Meeting Rules

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W18 – The Mission

Purpose
To deliver succinctly the NSILP 2011 Mission proposal.

Outcomes
Participants will:

i.   Implement their public speaking and communication skills;

ii. Practice their leadership skills and;

iii. Deliver a mission proposal that is based on sound project planning and implementation principles

The 2011 NSILP Mission _____

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Mission Objectives _____

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Mission Implementation Strategies _____

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Mission Communication Plan _____

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Your Role(s) Individually _____

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Within the team _____

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Your jobs – Immediately _____

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Four weeks _____

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By Sydney _____

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W19 – Debrief

Purpose
To conclude Residential #1

Outcomes:
Participants will:

- Have an opportunity to complete a final reflection and provide formal feedback.

Final Reflections

- The three days – Task Need, Individual Need, Team Maintenance

- Going home

- Final Words

Notes

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What makes a good leader? Primary Heaith Care | Voi 16 No 10 | December 2006 19
Carolyn Mason takes a look at different leadership styles and examines what attributes successful leaders have

One of the most inspiring leaders I have ever met is a district nurse in a small rural Irish border town. Her office has one computer, but it is warm and inviting, and when you go in she makes you feel welcome and special. She is passionate about district nursing and her team. She has a clear picture of what she and her team are there to create: a community where vulnerable older people, people with chronic illnesses and people with disabilities and acute illnesses can be supported to live at home with the best possible quality of health and life, in sometimes isolated houses and farms with little social contact or help. What stood out for me was this nurse's enthusiasm. She seemed to have a special ability to see the potential and personal worth in each of the staff who worked with her. At the time
I met her, she had encouraged every healthcare assistant (HCA) to keep a personal notebook. Each month, the HCA would read an article that related to her work, come and talk about it and then use it to develop the way she worked with her patients. The important part of this was the follow up: it was more than simply a tick in a jotter.

The district nurse team leader would sit with her staff member and talk through the rewards and problems in their practice, getting together to find ways to move forward. She described with pride the pleasure that these individuals
would feel as they built up their skilfulness and confidence.

So what was special about this? At the time, in the early 2000s, the office and its lack of IT support could as easily have been viewed as backward. Clinical supervision was hardly new, and the common rules of teamwork applied.
However, this approach was strikingly honest, with an animation and fervour that that can be obscured by the rules of capability policies and the newer, sometimes tick-box, requirements of the knowledge and skills framework (KSF). The language was everyday, which is often more powerful (and more difficult) than falling back on health service rhetoric. The motivation was genuine and the realisation of people's development was human and rewarding. At the other end of the spectrum from the local and rural, I have worked in government along with other nursing officers, in positions that have a potentially powerful influence on health service policy and the implementation of government plans and the ways that nurses work. Health and social services policy, in my experience, is shaped first by the politics of the party to which the Minister belongs and, no less importantly, by that Minister's personal vision, priorities and sense of urgency. The Minister in turn is informed and guided by civil servants who, through the course of their careers, have normally moved across a variety of departments. This means that the only people in the policy decision making pathway who have direct experience of working with patients and with colleagues in service are the professional advisors: nurses, doctors, pharmacists, dentists and allied health professionals. That is why it is so
important for nurses to be there, in the central government policy making arena, to influence strategic decisions that may directly impact on the lives of nurses and the people they care for. It is absolutely critical that nurse advisers in government have visibility, credibility and voice. These nurses and their professional colleagues may be the only people who fully understand, from operational experience, the consequences of policies that look good on paper as a rallying call to the public, but which may be meaningless or unworkable in the complex world of primary care or hospital wards. Agenda for Change, Health for All Children, the new GMS Contract, the creation of community patrons, and community nursing strategies in all four UK countries are just some examples of central directives that have already shaped the working lives of community and primary care nurses.

Common traits
Bringing together different scenarios and people, what is it that characterises a leader? In your own world, who stands out as having something special that other people want to follow? Who are the people that make change happen? How would you describe these individuals?

Common traits, in my view and as reflected in the literature on leadership, are passion for the job, having a clear picture of where we want to get to, a special ability to share that vision with others, and, simply, a 'way with people' that makes those around them feel motivated, valued and encouraged. Leaders will often go the extra mile for what they believe in. They have integrity and courage. As leaders, they will 'be there', actually going to the places where their voice can be heard, whether it is a staff meeting, a trade union rally or a classroom, and will speak out when others are quiet. Their voice will be effective more than loud, they will be unafraid to challenge, and when they make their case this will be driven by genuine commitment to the cause rather than by a desire for self promotion.

Olivier (2004) says: 'The leaders of tomorrow will need to be ordinary human beings with extraordinary talents. The new leader will be both inspired and inspiring. They will be able to find and hold a vision while enthusing others to share that vision. They will be able to manage chaos and complexity while instilling enough stability to ensure smooth daily operations. They will be able to change direction at the drop of a hat... from one imagined future to another without losing the support of associates, staff, customers, suppliers and other stakeholders. And they will be able to manage creatively the emotional impact of constant change.'

Where do we find leaders?

Leaders do not necessarily work in 'top' positions. In nursing, we need leaders at all levels and in all of the locations.

This does not mean that everyone has to be a leader. Nor does it mean that a leader, as a single person, can make change happen on their own; in fact it is usually the opposite, change is most likely to be brought about and sustained when a group of people are working well together, and when a wide population of those affected by the change have had a chance to say what they think. At some point a leader may have to push forward changes in practice that not everyone agrees with, and this is where courage comes into play. Success is most likely when people are asked, informed and persuaded, rather than told.

Leaders are most likely to be successful in creating change when a cluster of small but significant things come together at the right time and through the right people to create a wave that tips the balance towards transformation. This is described in a fascinating book *The Tipping Point* (Gladwell 2000). He argues that big changes in fashion, society and culture have happened when three types of people come together. One type is the connector, who has 'a truly extraordinary knack of making friends and acquaintances'. Connectors genuinely like people, know folks from many different worlds and are good at bringing people together. Another type is the 'maven', who has a fantastic stock of knowledge about the subject and wants to tell you about it too; the type of person whom someone will tell you to look up, because 'they will know'. And the third type is the salesman: an effective and positive persuader who has a subtle energy, enthusiasm, charm and likeability that makes people want to agree. In short, the 'maven' is the data bank, the connector spreads the message and the salesman persuades everyone that it's a great thing to do. When these three come together and the time is right, big changes happen.

Joint effort

The key message is that leaders are most effective when they are working with a team of people who have complementary skills. It may be comfortable to work with a group of people just like yourself, but you are more likely to be effective in achieving change or finishing a project if your group includes a variety of personality types: the ideas person, the visionary, the person who counsels caution, the one who insists on thinking through every detail, the completer-finisher.

Leadership programmes almost always devote a large proportion of the available time to helping individuals understand their own strengths and weaknesses. Tools such as 360 degree exercises, psychometric tests like Myers Briggs, and personal coaching are widely used and most people find these enlightening. Self insight is an important part of leadership. Good leaders will recognise their own skills and limitations and then surround themselves by others who are good at the bits they find difficult. As one leader that I know put it: 'Always employ people who are better than you'.

Another feature of leadership is that different kinds of leaders are right for different places and times. If your organisation is about to undergo major reorganisation, you might need a leader who is a driver -

fearless and decisive. Once the reorganisation has settled, it might be time for a more steady, stable, guiding hand at the helm.

Olivier Mythodrama Associates (2001) have devised a fun way to look at this. They identify four types of leader: the 'good king' who maintains order, the 'great mother' who nurtures, the 'warrior' who forces action, and the 'medicine woman' who sparks change (Table 1). No one way is right. The good king and the great mother provide stability, whereas the warrior and medicine woman create change.

If the leaders of an organisation are on the static side of the grid, there is potential for too much order and nurturing, and people will become stale and drown in being over-looked after. On the other hand, if there is too much action and change, people may become burnt out.

Table 1. Four types of leader

Good King - Order	Warrior - Action
Sets objectives	Inspiring
Praises success	Persuasive
Informative	Selling vision
Recognises effort	Competitive
Authoratitive	Strong willed
Controlling influence	Confident
Attends to detail	Challenging
Deliberate	Motivated
Precise	Forceful
Methodical	Task focused
Analytical	'Call to arms'
Logical	Rousing
Assessment	Instils beliefs
Practical	Confronting
Static masculine	*Dynamic masculine*
Great Mother - Nurture	**Medicine Woman - Change**
Reassuring	Visionary
Supportive	Creative
Responsive	Creates change
Helpful	Adaptable
Relational	Enthusiastic
Receptive	Demonstrative
Radiates warmth	'Sparky'
Encouraging	Animated
Empathetic	Imaginative
Sharing	Inspired
Relaxed	Paints pictures (with words)
Welcoming	Dynamic
Builds trust	Experimental
Develops others	
Static feminine	*Dynamic feminine*

Another approach to leadership that may be more useful: facilitative leadership is about empowering people to work together to achieve a common goal (Interaction Associates LLC 2004). Facilitative leaders are collaborative, strategic, receptive and flexible, thereby creating a safe environment where others can participate, contribute ideas, make decisions and share responsibility for success. The emphasis in facilitative leadership is on how the work gets done and on relationships, as well as on getting results. In facilitative leadership the steps for achieving change are to:

• focus on results, and in addition, on process (how to get there) and on relationships
• seek maximum appropriate involvement
• facilitate agreement through discussion and by using tools such as prioritisation and polling

• Share an inspiring vision
• Design the pathway to action
• Coach those involved for good performance
• Celebrate accomplishment
(Interaction Associates LLC 2004).

Conclusion
Leadership is subtle but recognisable. It may be about being out there in front, driving new ideas and forcing the pace of change, possibly making history by doing something that turns out to be a turning point for a society or an organisation or a group. However, leadership is also about bringing people with you. Leaders may also be the people who orchestrate the way that a team works, drawing on everyone's strengths, facilitating participation and making people proud of what they give - brightening the future for everyone
Carolyn Mason PhD, BA, RGN, RHV, RNT is head of professional development, RCN Northern Ireland

Journal of Management in Engineering / March/April 2000

Self-managed Teams: Readiness Test

Do you ever wonder why one team works smoothly while another is beset with problems? The answer often lies in the ability of individuals within teams to direct themselves through active and introspective self-management. "A team's success is all about teaching individual members to gain control over themselves and their futures," contends Donald H. Weiss, president of Self-Management Communications, Inc. He feels that empowered, self-willed individuals ultimately lead to stronger teams focused on accomplishing unified goals and objectives.
Weiss believes most teams fail because of a lack of communication. Team members fail to voice their individual needs in the face of team objectives. Successful self-direction comes from all members knowing what they want personally, pulling their own weight, and committing themselves to the team's overall success.
Weiss believes team members must master the following to successfully achieve self-management:
• Team wholeness: Each member must buy into the team's unified action plan. This plan, however, should not be developed at the expense of the individual. Thus, a first step for the individual is to arrive at a firm sense of his or her own needs and what he or she hopes the team's final goals will be.
• Self-awareness: Individuals need to have a clear sense of their strengths and weaknesses. In short, they need a balanced and realistic vision of their identities. Armed with this personal knowledge, they will enter the team with a stronger understanding of how they "fit" with others. Teams that accept each member for who he or she is allow members to join the team without losing their individuality. A loss of individuality leaves members gravitating aimlessly toward decisions made by others without having expressed their own views.
• Self-confidence: Knowing what you want and how to articulate this effectively to other members of the team is essential to self-management. If team members aren't confident of their own abilities, other team members will immediately pick up on this and view it as lack of "preparation." As a result, the team will not accept these members as fully committed.
• Openness toward others: Each team member should acknowledge other members' points of view. This skill, seen in active listening, allows the individual to objectively analyse opinions without prejudice or preconceived notions.
• Flexibility: Individual team members need to be able to collaborate and reach decisions with others.
This skill tests the individual's ability not only to hear other opinions but also to actually apply them to real goals and plans. However, merely listening to other points of view is quite different from evaluating and accommodating these views.
Excerpted from "Self-managed Teams," by Bradford Agry, *Teamwork,* 1998, Dartnell Corporation, Chicago, IL 0640

Flood, P.C. 2000, Chief executive leadership style, consensus decision making and top management team effectiveness, European Journal of Work and Organisational Psychology, p 401 –

Most research on the effects of top management groups on organizational characteristics has focused on group composition, with relatively little work focusing on how other aspects of the group such as leadership affect the rest of the organization (Finkelstein & Hambrick, 1996; Flood, MacCurtain, & West, 2000). Yet the CEO is a central member of the top management group who has a disproportionate impact on team characteristics and outcomes (Finkelstein, 1992). Although some researchers have argued that leaders and top management teams have little impact on organizational outcomes (Aldrich, 1979; Ashley & Van de Ven, 1983; Lieberson & O'Connor, 1972), the emerging view from more recent research suggests otherwise (Finkelstein & Hambrick, 1990; Flood et al., 1997; Hambrick & Mason, 1984; Romanelli & Tushman, 1986). According to Hambrick and Mason's (1984) "upper echelons" theory, higher level managers have an important impact on organizational outcomes because of the decisions they are empowered to make.

The top management group (TMG) refers to the relatively small group of most influential executives at the apex of the organization—that group of top executives with overall responsibility for the organization (Mintzberg, 1979). The primary focus of the majority of studies of such groups has argued that characteristics of the TMG influence the strategic decision-making process and resultant organizational outcomes of strategy and performance. Hambrick (1994) argues that this emphasis on the "team" aspect of the dominant coalition leads researchers on top management teams to ignore the role of the CEO. The movement towards executive-level teams raises major questions about the role and management style of this central figure. There has been a tendency to simply include the CEO as a member of the group, averaging in his/her characteristics in establishing overall group characteristics (Jackson, 1992), yet everyday observation and a wealth of related literature indicates that the top group leader has a disproportionate, sometimes dominating influence, on the group's various characteristics and outputs (Finkelstein, 1992). This shift in focus is unfortunate as clearly the CEO occupies a position of unique influence in the firm (Pfeffer, 1992; Roth, 1995; Vance, 1983) and the extent of this influence is still not fully understood (Finkelstein & Hambrick, 1996).

There is some though limited research evidence that leaders affect team effectiveness (West, Borrill, & Unsworth, 1998). The purpose of this article is to investigate the extent to which the leadership style of the CEO is associated with the decision-making process within the top management group and to assess in turn the relationship of CEO leadership with team effectiveness.

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TEAM LEADERSHIP AND TEAM EFFECTIVENESS

Leadership theory (Conger & Kanungo, 1987; Day & Lord, 1988; Gioia & Sims, 1985; House, Spangler, & Woycke, 1991; Howell & Avolio, 1993; Manz & Sims, 1991; Scully, Sims, Olian, Schnell, & Smith, 1994; Waldman, Bass, & Yammarino, 1990) suggests that leadership behaviour has profound effects on subordinates, including how they relate both to the leader as well as to each other (Bass, 1990). The leadership styles studied here are based on this behavioural perspective.

Bass (1990) described four main styles of leadership as transactional, transformational, empowering, and directive (authoritarian), where the first three are "egalitarian" in nature. Egalitarian leadership behaviour has been associated with teamwork (French, Morrison, & Leoinger, 1960) and empowerment, as well as having effects on communication patterns within the team (Kirmeyer & Lin, 1987).

Authoritarian leadership. Hambrick and D'Aveni (1992) found that the presence of an autocratic CEO impairs the quality of information processed, since other team members tend not to assert their positions. Exchange of information is hampered by the social distance between the CEO and the rest of the team, as well as by the penalties for reporting information or ideas that run counter to those preferred by the autocrat (Miller & Friesen, 1977). Hambrick and D'Aveni found that possibly the most widely observed characteristic of failing top management teams was the presence of dominant CEOs or autocrats. Argenti (1976), Miller and Friesen (1977), and Ross and Kami (1973) all found evidence of strong-willed, dominating chief executives at the helms of unsuccessful firms (Hambrick & D'Aveni, 1992).

Transactional leadership. Burns (1978) describes the transactional leader as one who influences others by appealing to their self-interest primarily through the exchange of valued rewards for services or other desired behaviours. The relationship between the leader and the follower is seen as a series of rational exchanges that enable each to reach their goals (Bass, 1990). Transactional leaders use rewards as their primary source of power. Followers comply with the leader when the exchange (i.e., the reward) meets the followers' needs. The relationship continues as long as the reward is desirable to the follower, and both the leader and the follower perceive the transaction as a means of progressing towards their personal goal (Bass, 1990).

Transformational leadership. Whereas the transactional leader motivates subordinates to perform as expected, the transformational leader typically inspires followers to do more than originally expected (Den Hartog, Van Muijen, & Koopman, 1997). Authentic transformational leaders motivate followers to

work for goals that go beyond immediate self-interests, where what is right and good to do becomes important (Bass, 1997). Transformational leaders motivate followers and other constituencies to do more than they originally expected to do as they strive for higher order outcomes (Burns, 1978).

Laissez faire leadership. Both transformational and transactional leaders are active leaders. When researching these two active forms of leadership, they are often contrasted with the extremely passive laissez faire leadership. The laissez faire leader avoids decision making and supervisory responsibility (Den Hartog, Van Muijen, & Koopman, 1997).

LEADERSHIP, CONSENSUS DECISION MAKING, AND TEAM EFFECTIVENESS

Most studies of group dynamics are based on the premise that group behaviours intervene between group composition and group outcomes (Shaw, 1981; Stogdill, 1959). Smith et al. (1994) proposed that TMG composition influences organizational outcomes primarily through TMG processes and that these processes directly impact organizational outcomes. This is consistent with the framework proposed by Gist, Locke, and Taylor (1987) that group composition influences processes that ultimately impact on organizational outcomes. Where consensus decision making is utilized team members will feel that they are part of the decision-making process (West, Borrill, & Unsworth, 1998). This in turn will encourage co-operation in the implementation of such decisions.

Top management groups make strategic decisions, the quality of which influences organizational performance. As consensus among team members facilitates the implementation of those decisions, consensus also influences organizational performance (Amason, 1996). Thus, decision processes promoting consensus among team members are more likely to enhance organizational performance than decision processes that do not promote consensus (Amason, 1996; Bourgeois, 1980; Dess, 1987; Dess & Origer, 1987; Guth & MacMillan, 1986). Consensus decision-making processes have been defined as those processes that encourage and facilitate participation by, and agreement among, group members (Knight et al., 1999).

Studies comparing the results of consensual decision making with other decision processes have consistently shown that groups employing consensual decision making generally have greater levels of agreement (i.e., consensus) and member satisfaction than those groups using other decision-making techniques, such as dialectical enquiry or devil's advocacy (Knight et al., 1999). According to Finkelstein and Hambrick (1996), CEO dominance reduces the degree of consensus achieved in reaching strategic decision. Eisenhardt and Bourgeois (1988) found that where CEOs were less dominant, there was greater sharing of

behaviour focused on group rather than individual goals and the decision process was described as "consensus style" (Eisenhardt & Bourgeois, 1988). Conversely, power centralization was associated with a high degree of political activity within TMGs in Eisenhardt and Bourgeois' (1988) study. They found that dominant CEOs transformed a collaborative situation into a competitive one, and politics emerged as people competed for the time and attention of the CEO (Eisenhardt & Bourgeois, 1988). The study described here is concerned with investigating whether CEO leadership styles influence consensus decision making within the TMG together with the consequent impact on reported team effectiveness.

DETERMINANTS OF TEAM EFFECTIVENESS: THREE MODELS COMPARED

Guzzo and Shea (1992) believe that the dominant way of thinking about group performance reflects an input–process–output model. They include in *inputs* the things group members bring to the group, including expertise, status, personality attributes, abilities, experience, and demographic attributes. In the model outlined below, the main input variable is leadership style. *Process*, according to Guzzo and Shea (1992) includes the interaction among group members, typically including social exchange of information, influence attempts, and expressions of approval or disapproval of fellow group members. In our model we focus on the consensus decision-making process. Output includes the products yielded by groups, in this case measured as reported perceptions of team effectiveness. Three possible explanations of the factors associated with team effectiveness are depicted in Figure 1.

Firstly, leadership style is predicted to have a direct impact on reported team effectiveness. Drawing on the extant literature we would expect the authoritarian and laissez faire style of leadership to have a negative effect on team members' perceptions of team effectiveness. Laissez faire leaders give so little sense of
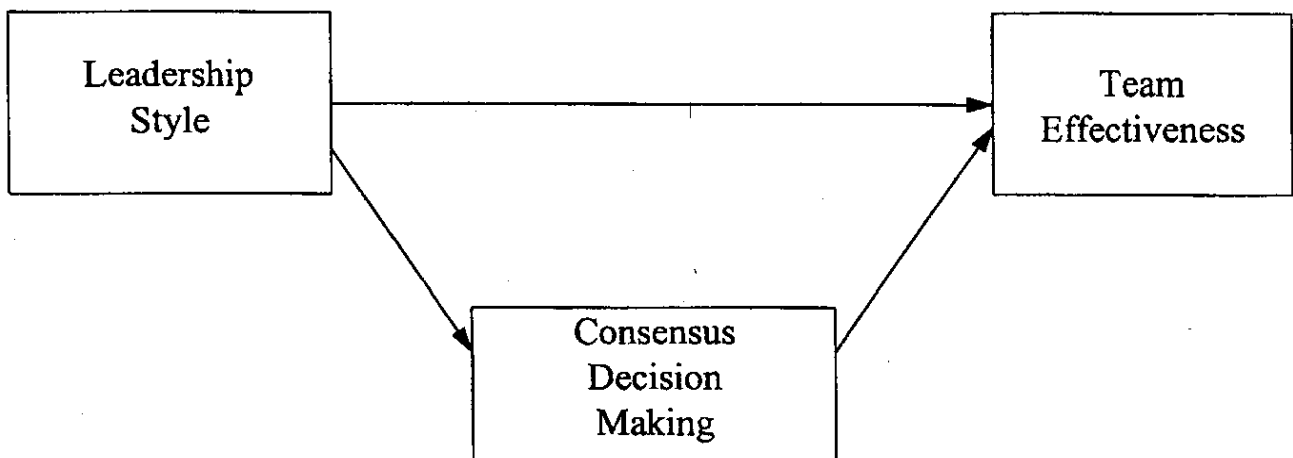
Figure 1. Hypothesized relationships between leadership style, consensus decision making and

coherent direction and strategic focus that team members are unlikely to perceive team functioning in a positive light. An authoritarian style is unlikely to be suitable to the fast-paced environment faced by the teams under consideration in this article who work in a high velocity environment. Additionally, team members are unlikely to cohere well under an authoritarian leader. We could expect more positive effects for leaders displaying transactional or transformational leadership styles. Transactional leadership might, through the process of social exchange, produce a cohesive team. In turn the associated improvement in team climate might produce positive perceptions of team effectiveness. Transformational leaders through their continuous activity in uniting team members around a team vision can be expected to promote team effectiveness.

Secondly, consensus decision making is posited to have a direct impact on perceptions of team effectiveness. When acceptability is enhanced through consensus decision making it is likely to improve implementation, which is a key criterion of perceived effectiveness of the team.

Thirdly, it is predicted that leadership style will impact on perceptions of team effectiveness via the group process of consensus decision making. The effect of leadership style on team effectiveness will be mediated by decision-making processes.

In summary, we propose that leadership style impacts directly upon the way in which leaders choose to influence team decisions. One powerful indicator of a leader's style is how frequently they consult with fellow top team members to generate consensus in strategic decision making.

SOME Industry Acronyms

Acronym	Organisation
ABARE	Australian Bureau of Agricultural and Resource Economics
ABS	Australian Bureau of Statistics
ACCC	Australian Competition and Consumer Commission
AFMA	Australian Fisheries Management Authority
AQIS	Australian Quarantine and Inspection Service
ATO	Australian Taxation Office
AUS	Australian Universal Standard
CFA	Commonwealth Fisheries Assoc.
CIE	The Centre for International Economics
COOL	Country of Origin Labelling
DAFF	Department of Agriculture, Fisheries and Forestry
DFAT	Department of Foreign Affairs and Trade
EMS	Environmental Management Systems
FRDC	Fisheries Research and Development Corporation
FSANZ	Food Safety Australia and New Zealand
FSC	Food Standards Code
FTAs	Free Trade Agreements
GDP	Gross domestic product
GVP	Gross value of production
NHT	Natural Heritage Trust
NTSC	Northern Territory Seafood Council
OH&S	Occupational health and safety
QISC	Queensland Seafood Industry Council
R&D	Research and Development
RIRDC	Rural Industries Research and Development Corporation
RIS	Regulation Impact Statement
SFM	Sydney Fish Market
SIV	Seafood Industry Victoria
SMEs	Small to medium enterprises
TSIC	Tasmanian Seafood Industry Council
WAFIC	WA Seafood Industry Council
WHS	Workplace Health and Safety
WTO	World Trade Organisation

NSILP 2011 Evaluation – Res #1 – Hobart   Name:

What happened throughout the 3 days – CIRCLE WORDS

Interesting	fun	challenging	informative	satisfying	motivating
Useful	unimportant	thought-provoking	information overkill	supportive	irrelevant
Boring	exciting	threatening	enjoyable	stimulating	appropriate
Easy	humourous	monotonous	straightforward	helpful	educational

What three (3) workshops did you enjoy most and why?

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

What three (3) workshops challenged you most and why?

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

What changes will you make:

To yourself: _____

_____

(Cont'd) In your workplace: _____

_____

In your industry:_____

_____

What leadership steps will you take?

_____

Why?_____

_____

How? _____

_____

Who will assist you? _____

Logistics Circle and make comment

Venue:

| Very Poor | Poor | Average | Good | Very Good |

Comments: _____

Meals:

| Very Poor | Poor | Average | Good | Very Good |

Comments: _____

Pre-course
information:

| Very Poor | Poor | Average | Good | Very Good |

Comments: _____

Application
process:

| Very Poor | Poor | Average | Good | Very Good |

Comments: _____

Course
Materials:

| Very Poor | Poor | Average | Good | Very Good |

Comments: _____

Guest Speaker:

| Very Poor | Poor | Average | Good | Very Good |

Comments: _____

Facilitators:

| Very Poor | Poor | Average | Good | Very Good |

Comments _____

Public Speaking Feedback Sheets

Name of speaker: _____

Person providing feedback_____ contact phone no._____

Introduction

How   did   the   speaker   gain   your   attention?
_____

Body of presentation

was the speech well structured?

Yes ☐   no ☐

Comments
_____

Conclusion

Was there a clear conclusion?
_____

Did the speech keep you engaged for the duration?

yes ☐   no ☐

Comments
_____

Appearance

What things about the speaker engaged you?

Explain:_____

Were you distracted by anything about speaker?

Explain:_____

Did the presenter maintain eye contact with the whole group?
_____

Voice

Comment on the language and voice usage by the speaker

_____
_____

Roles and Responsibilities	
Role/Responsibility	Participant Name
Guest Speaker Introducer	
Guest Speaker Q&A & Thanker	
Collating Mission & Vision	
Collating Mission & Vision	
NSILP 2011 Presenting the Vision and Mission	
NSILP 2011 Presenting the Vision and Mission	
NSILP 2011 Industry Tour Introducer	
NSILP 2011 Industry Tour Thanker	
NSILP 2011 Industry Panel Chair	
NSILP 2001 Industry Panel Q&A Manager	
NSILP 2011 Industry Panel Thanker	
NSILP 2011 Industry Dinner Chair	
NSILP 2011 Industry Dinner Profiler	
NSILP 2011 Industry Dinner Profiler	
NSILP 2011 Industry Dinner Table Host	
NSILP 2011 Industry Dinner Table Host	
NSILP 2011 Industry Dinner Table Host	
NSILP 2011 Industry Dinner Table Host	
NSILP 2011 Industry Dinner – Sponsor Thanks	
Venue Liaison	
NSILP 2011 Special Guest Host	
NSILP 2011 Special Guest Host	
NSILP 2011 Special Guest Host	
Fill – In/Step – up	

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FACILITATOR PROFILES

JILL BRIGGS

Jill Briggs has been a rural consultant and facilitator for over 10 years. She runs her own consultancy – *Rural Training Initiatves*. Jill works primarily with individuals, communities and rural industries in leadership training and capacity building. She facilitates leadership programs for the Wine, Sugar, Citrus, Seafood and Dairy industries as the principal or co-facilitator.

Jill's qualifications are based on a Masters Degree in leadership and post-graduate adult learning. Her academic background is science and geography. Her career background is teaching and lecturing in primary, post-primary and tertiary learning institutes. Her passion is to support rural people in the development of skills for the future.

Jill is a partner in a primary production business in Northeast Victoria, Australia. She lives in a small rural community west of Rutherglen – Norong – and is an active volunteer at various levels.

Jill's vision is to be part of a team that provides rural communities and industries with *skills for the future.*

CHRIS CALOGERAS

Chris Calogeras is the founder of C-AID Consultants and has experience in the seafood and fishing Industry. He has worked in management roles for Government, as a senior operational manager in the seafood industry.

Chris's formal qualifications include a Masters in Marine Resource Management, a Graduate Diploma in Fisheries Management, a Diploma in Environmental Science and a Cert III in Seafood Processing. Chris is a graduate of the NSILP.

Recent consultancies have focused on building capacity in the fishing and seafood Industry to develop a better strategic R&D focus, engendering dialogue between indigenous, commercial and recreational sectors and assisting aquaculture operators and groups with environmental management issues and business networking options.

Program Funder

Australian Government

**Fisheries Research and
Development Corporation**

Major Sponsor

Residential Sponsors and Supporters

- TASSAL
- Sydney Fish Market

Participant Sponsors

- Sydney Fish Market
- McAsh Oysters
- Seafood CRC
- Queensland Seafood Industry Association
- Spencer Gulf & West Coast Prwan Fishermen's Ass Inc.
- WINSC
- Oceanwatch
- Recreational Fishing Alliance – NSW

- AFMA
- TASSAL
- Southern Bluefin Tuna Ass.
- Industry and Investment NSW
- Tasmania Seafood Industry Association
- Seafoods Tasmania
- NT Fisheries
- Spring Bay Seafoods

Participants –
National Seafood Industry Leadership Program

National Seafood Industry Leadership Program
Residential Outline

March - Hobart			June - Sydney			September - Canberra		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Industry Tour		Market Tour and Re-connection					
Purpose of the Program	Reviewing Day1	Understanding Day 1&2	Strategy Update	Reviewing Day 4	Understanding Day 5	Meetings in Canberra organised by participants	Looking forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Understanding Our Industry Panel	Teams and Leadership	Power and Behaviours		Taking the next step	Lobbying and Changes
Communication I	Industry Panel and Q&A	Meetings	Handling Conflict	Strategy – Next Steps – work and research	Mission and Strategies – Canberra Presentations	Mission Launch and Strategy Presentation Preparation	Industry Panel	Leading the industry.
Learning and Leadership	Developing a mission	Strategy Proposal					Parliament Question Time	Mission Launch & networking afternoon tea
Communication II	Mission and Strategy Plan	Debrief and Briefing	The Media – SFM Case Studies	Team Mission Review	Canberra Briefing		Parliament Question Time	
Personalities	Networking					Team Dinner	Strategy Presentation Preparation	Final session and dinner briefing
Team Dinner Briefing – Vision	Industry Dinner		Industry Dinner	Team Dinner			Team Dinner	Graduation Dinner

RESIDENTIAL #2 PROGRAM

14th – 16th June 2011 – Sydney					
Experiencing Leadership					
Day 4		Day 5		Day 6	
6.00am	SFM Tour, Breakfast and Reconnecting	8.30am	Reviewing Day 4	8.30am	Understanding Day 5
9.00am	Strategy Update and Next Steps	10.30am	Teams and Leadership	10.00am	Power and Behaviours
11.00am	Understanding Our Industry Panel	12.00 noon	Strategies Next Steps – work and research	12.30pm	Mission and Strategies – Canberra Presentation
12.30pm	Lunch	1.30pm			
1.15pm	Handling Conflict	2.30pm			
3.00pm	The Media – SFM Knowledge and Case Studies	3.30 pm		3.00pm	Briefing and Debrief
4.30pm	Dinner Brief	4.00pm	Team Mission Review	4.30pm	Close
6.00pm	Industry Dinner	7.00pm	Team Dinner		

W20 – Re-connection

Purpose
To provide an opportunity to review and further develop communication skills through a 'catch-up' process.

Outcomes
Participants will:
- Develop an understanding of achievements and success;
- Analyse issues that impact on personal output and;
- Reflect on personality style and impacts of those styles.

"Gee, looks like I'm all out of worms.
You want to buy a boat?"

Thinking BEYOND Your Strategy.

Reflecting on the Leadership Learning Plan – Personal, Business/Workplace and Industry.

What leadership challenges have you taken on since Hobart?

What were the easiest parts of taking on new leadership behaviours/roles/skills?

What were the most challenging parts of the taking on new leadership behaviours/roles/ skills?

What were the outcomes of taking on some of these challenges? Positives and negatives.

What were the outcomes for others through you taking on the leadership? Positives and negatives.

How did you feel about taking on the role(s)?

_____

_____

_____

_____

What feedback did you receive from others about taking on the role(s)?

_____

_____

_____

_____

What do you now know about taking on leadership roles?

_____

_____

_____

_____

What do you now know about you and your personality styles?

_____

_____

_____

_____

What do you now know about you and your leadership style?

_____

_____

_____

_____

What other way(s) might you try next time?

_____

What are your next steps for your Leadership Learning Plan?

Personal _____

_____

_____

_____

_____

_____

Business/Workplace_____

_____

_____

_____

_____

Industry _____

_____

_____

_____

_____

_____

For Aboriginal leaders, the social and moral obligation that comes with community leadership is life-long. Those who lead, who have authority, must care for and look after those who come behind

*Patrick Dodson **(1948-)***

W21 - Strategy Update and Next Steps

Purpose

For participants to provide an update on the project outcomes to date and work towards leadership development through project team development and management.

Outcomes

Participants will:

- Have an opportunity to practice public speaking;
- Develop a project team to assist in achieving results;
- Develop a whole-group project concept embedded in the 2011 Mission and;
- Give and receive feedback about project outcomes to date.

Aside from a few minor stumbling blocks, which made vacuuming difficult, the project was going well.

Evaluate

Goals

Implement

Ideas

Strategy

Teams

Solutions

Resources

Goals Refined

SWOT
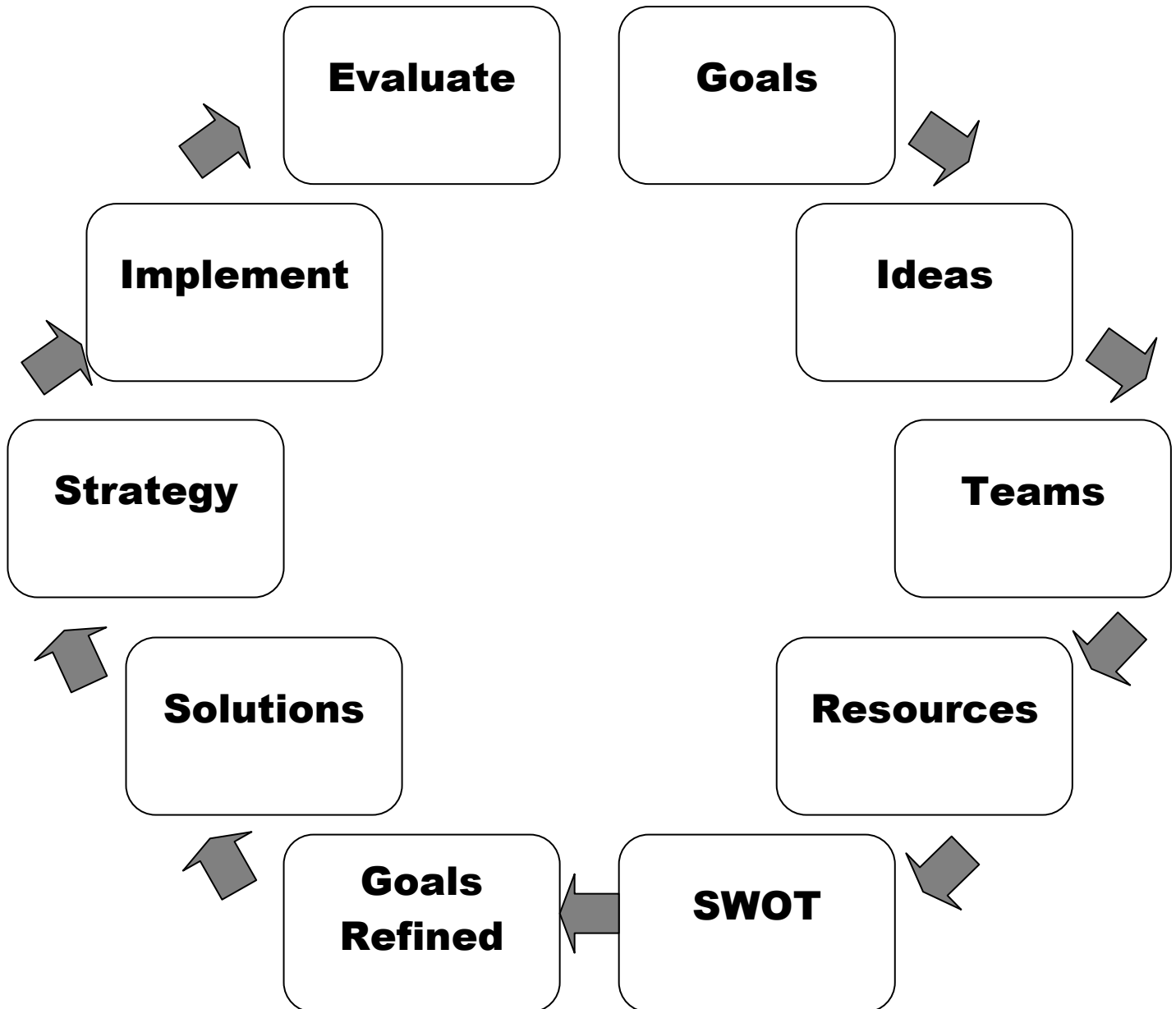
Adapted from Leading Industries 2005

Mission and Strategy Update

What have you achieved to date?_____

_____

_____

_____

_____

_____

Does this match with your expectations? _____

_____

_____

_____

What have been the barriers/speed humps that have hindered your outcomes? _____

_____

_____

_____

_____

How have you used your internal mentor?_____

_____

_____

_____

Describe how you are feeling about your the mentoring process._____

_____

_____

_____

How might you develop a more productive partnership with your Internal Mentor? _____

What have you learnt about yourself as a leader in a strategy team? _____

What have you learnt about you and the Big Five? _____

Building the Strategy Team

Step One: You should have formed a small strategy team that is effectively working towards strong outcomes for your strategy for Canberra.

Strategy Team: _____

Others that should be recognised as being part of the team_____

_____

_____

Step Two: The second phase of the mission and your team's strategy (now until Canberra) requires that you work to achieve outcomes. Who else are you going to engage with to ensure strong outcomes occur?

These people might be drawn from:

The NSILP 2010 Dinner Guests;

Other seafood industry individuals and;

Other people – your boss, your partner.

THINK STRATEGICALLY

Other Names: _____

_____

_____

_____

Why? _____

_____

_____

_____

What will each person add to the 2011 Mission and your team strategy implementation and outcomes?_____

_____

_____

_____

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NEXT STEPS

Team Dinner – You have an hour.

Plan the process by looking at the session outline for tomorrow.

You will have more time in the morning to refine the process. Think about.....

- What you want to find out about your industry that will assist in strengthening your mission outcomes?
- Why do you want to find this out? Are there other things that are more important?
- For ten (10) minutes all behave as if you have a very high level of openness (BFI) and think of new ideas....
- For ten (10) minutes all behave as if you have a very high level of conscientiousness (BFI) what can be done and what can't be done?

NSILP 2011 Vision and Mission

Vision

How can we continue to work to encourage the industry to move towards the vision?

- Today.

----

2. Between now and Canberra.

Mission

How might we ensure that NSILP 2011 team delivers on the mission through planning the time we have tomorrow?

How might we add value to create better outcomes for the strategies during the time tomorrow? _____

W22 – Understanding Our Industry Panel

Purpose

To practice leadership skills through listening and questioning industry leaders.

Outcomes

Participants will:

- Gain knowledge regarding the industry on a big-picture scale;
- Practice questioning techniques and review outcomes;
- Use questioning techniques focusing on closed, open and probing questions and;
- Develop their industry network.

"What we need is a decision, not more foot-dragging."

QUESTIONING

Question Type	Examples	Nature	Analysis
Open	What were your first thoughts when I broke down? How do you source income for your business?	Begin with How, What, When, Where, Who or Why.	Provides maximum options. Can start the ball rolling in a conversation.
Closed	Did you turn it off when it first broke down? Do you normally source your income through direct sales?	Begin usually with Can, Did, Do, Have, Is, Will, and Would.	Requires 'yes/no' answer. Useful for establishing facts and gaining commitment.
Alternative	Would you like to pay cash or charge it?	A form of closed question.	Can focus the mind on the choices. Can be used to manipulate.
Probing	What were you really looking for in a business vehicle?	Can be open or closed – usually open.	Direct, up-front way of getting information and opinions.
Leading	So you'd have no problem meeting these levels of commitment to the program?	Usually a form of closed question.	A closed style question, but wording, context and inflection can suggest that there is only one way to answer the question.
Softening up	Would you say that you tend to wear these more stylish lines? Do you think it is better for your highly skilled work force to purchase this higher level of program?	A form of closed/leading question.	Asked in sequence of closed questions with a commitment styled closed question at the conclusion.
Hypothetical	Assuming you were in the market for a new program, what applications and price range would you be looking for?	Can be closed or open.	Useful for opening up discussions, breaking deadlocks and responding to observed body-language.
Rhetorical	You wouldn't buy from Toyota would you? Surely, after you have looked at all the features, you'd have to look at this program, right?	Closed	Closed but implication is fairly heavy that there is no real choice.
Testing	Is this Okay so far? Are you getting a clear picture of the program now?	Can be closed or open.	Used to check if information is being received.
Third-party	We supply this type of product to most fishers in this region. Is this the type of program you had heard about?	Statement plus question – open or closed.	Endorsement of 'product' it is persuasion by association.

W23 – Handling Conflict

Purpose

To develop strategies for handling conflict in all areas of life including industry organisations and government agencies.

Outcomes

Participants will:

- Develop an increased awareness of preferences in handling conflict;
- Plan strategies for handling conflict and;
- Practice dealing with conflict in individual and group situations.

"I agreed to guide you. My contract says nothing about pulling a sleigh."

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Conflict & Negotiation

* Conflict: A struggle of opposing ideas, interests and feelings.
* Negotiation: To talk and communicate to find agreement.

Managing Conflict – Knowing Yourself

When thinking about handling conflict it is essential to understand yourself.

Reflect on the following:

Do you know what puts you in conflict with others?

_____

_____

Can you identify why others move towards conflict with you?

_____

_____

Do you have known triggers that raise the angst during communication?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Conflict and Communication

Four general categories:

1. **Passive.** Characterised by a desire to avoid offending people at all costs.
2. **Aggressive.** Characterised by pushing people around and loudly demanding what you want.
3. **Passive-Aggressive.** The long suffering passive person will build up aggressions that will be triggered and a vicious outburst will precipitate.
4. **Assertive.** Characterised by the belief that everyone has the right to express his or her own legitimate needs.

Managing Conflict through Assertive Communication

Four F's of Assertive Messages

FOCUS

FEELINGS

FACTS

FAIR REQUESTS

An Assertive Statement:

- *Focus* the discussion on the issue.

- Acknowledge your honest reaction, your personal *feelings*.

- Present *facts* as you perceive them, without making judgements.

- Encompass a final and *Fair Request*, basically outlining what you want (making only one request at a time).

Write an assertiveness statement and practice it with two others and get feedback.

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Managing Conflict

Five common strategies for dealing with conflict:
- Withdrawing
- Forcing
- Soothing
- Compromising
- Confronting

Styles of Managing Conflict Questionnaire

<u>How do you behave in conflicts?</u>

The statements listed below can be thought of as some of the different strategies for managing conflict. Read each of the statements and using the following scale score how typical each is of your actions when in conflict.

1 – never do this, **2** – seldom do this, **3** – sometimes do this, **4** – frequently do this, **5** – usually do this

1. It is easier to refrain than to retreat from a quarrel	
2. If you cannot make a person think as you do, make him or her do as you think	
3. Soft words win hard hearts	
4. You scratch my back, I'll scratch yours	
5. Come now and let us reason together	
6. When two quarrel, the person who keeps silent first is the most praiseworthy	
7. Might overcomes right	
8. Smooth words make smooth ways	
9. Better half a loaf than no bread at all	
10. Truth lies in knowledge, not in majority opinion	
11. He who fights and runs away lives to fight another day	
12. He hath conquered well that hath made his enemies flee	
13. Kill your enemies with kindness	
14. A fair exchange brings no quarrel	
15. No person has the final answer but every person has a piece to contribute	
16. Stay away from people who disagree with you	
17. Fields are won by those who believe in winning	
18. Kind words are worth much and cost little	
19. Tit for tat is fair play	

20. The person willing to give up their monopoly on truth can profit from truths others hold	
21. Avoid quarrelsome people as they will only make your life miserable	
22. A person who will not flee will make others flee	
23. Soft words ensure harmony	
24. One gift for another makes good friends	
25. Bring conflicts into the open and face them; then the best solution be discovered	
26. The best way of handling conflicts is to avoid them	
27. Put your foot down where you mean to stand	
28. Gentleness will triumph over anger	
29. Getting part of what you want is better than not getting anything at all	
30. Frankness, honesty and trust will move mountains	
31. There is nothing so important you have to fight for it	
32. There are two kinds of people in the world, the winners and the losers	
33. When one hits you with a stone, hit him or her with a piece of cotton	
34. When both give in halfway, a fair settlement is achieved	
35. By digging and digging, the truth is discovered	

SCORING

Copy your scorings from the questionnaire into the table below. Total the columns. The higher the total score for each strategy, the more frequently you tend to use that approach.

| WITHDRAWING		FORCING		SMOOTHING		COMPROMISING		CONFRONTING	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	

Initial Responses?

_____

_____

_____

CONFLICT STYLES: WHAT ARE YOU LIKE?

When you become engaged in a conflict, there are two major issues you have to take into account:

1. Achieving your personal goals – you are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance.

2. Keeping good relationship with the other person – you may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

From these two issues it is possible to identify five styles of conflict management:

High Importance

G
O
AL
S

Low Importance

RELATIONSHIPS **High Importance**
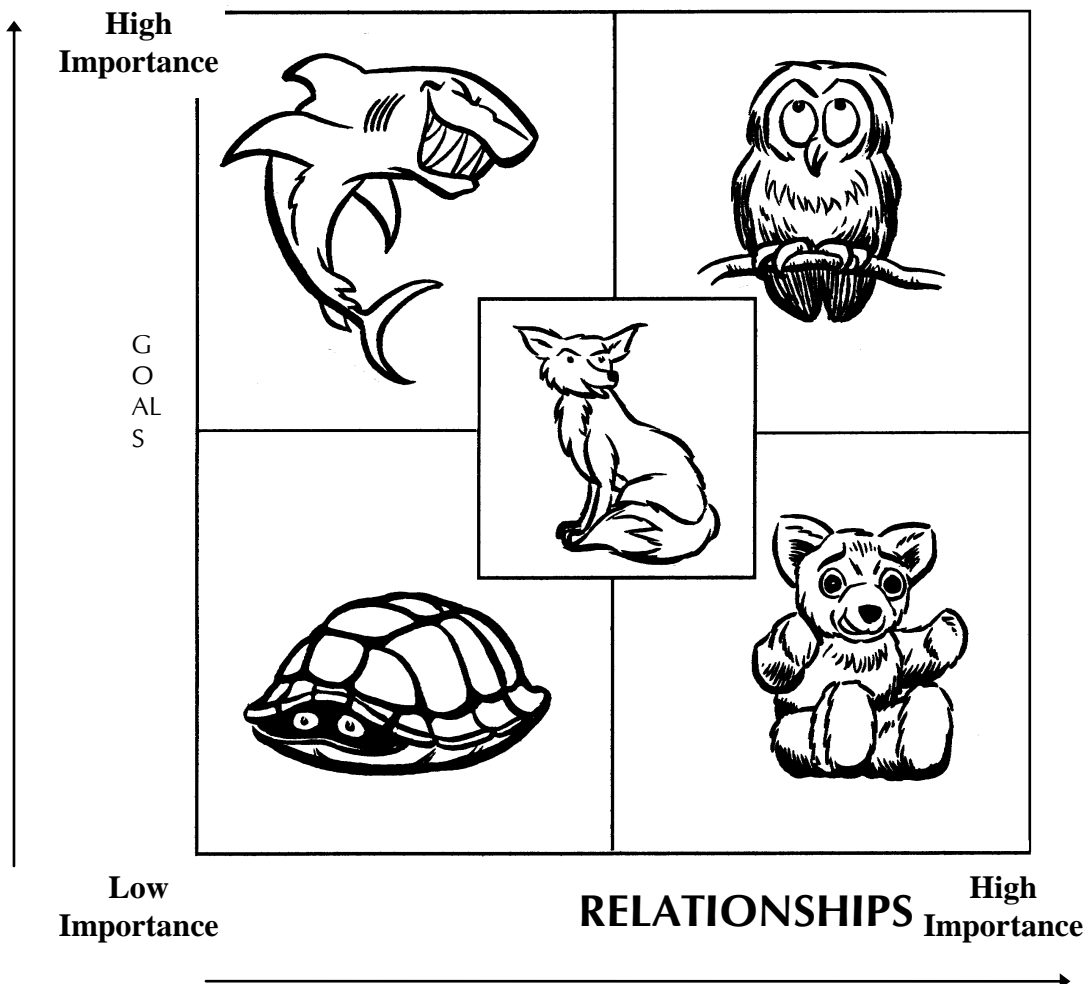
CONFLICT STYLES

WITHDRAWING – The Turtle

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try and resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

FORCING – The Shark

Sharks try to overpower opponents by forcing them to accept their solutions to the conflict. Their goals are highly important to them and relationships of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are either won or lost and they want to be the winner. This gives them a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy and failure. They try and win by attacking, overpowering, overwhelming and intimidating others.

SMOOTHING – The Teddy Bear

To teddy bears the relationship is of great importance while their own goals are of little importance. Teddies want to be accepted and liked by other people. They think that conflict should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if a conflict continues, someone will get hurt and that could ruin the relationship. They give up their goals to preserve the relationship. They like to smooth things over.

COMPROMISING – The Fox

Foxes are moderately concerned with their own goals and their relationships with others. They give up part of their own goals and persuade others in a conflict to give up part of theirs. They seek a conflict solution in which both sides gain something – the middle ground between two extreme positions. They compromise; they will give up a part of their goal and relationship in order to find agreement for the common good.

CONFRONTING – The Owl

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own and the other person's goals. Owls see conflicts as a means of improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem to be solved. By seeking solutions that satisfy everyone, owls maintain the relationship. They are not happy until a solution is found that both satisfies everyone's goals and resolves the tensions and negative feelings that may have been present.

Stages of Conflict

- ►Difference of opinion
- ►Disagreement
- ►Dispute
- ►Conflict

Examples of the Stages of Conflict:

Difference of Opinion _____

_____

_____

Disagreement _____

_____

_____

Dispute _____

_____

_____

Conflict _____

_____

_____

Choose one of the above as a case study.

How you would manage the four stages using the approaches from the questionnaire and the assertive communication model?

_____

_____

_____

_____

_____

_____

_____

_____

Further things to consider…

When seeking a negotiated outcome:
- Assess the situation objectively;
- Collect accurate information;
- Identify what you want and;
- Look at yourself and have positive intentions.

Then…
▫ Know what it is you really want;
▫ State clearly any changes in behaviour;
▫ Listen to other points of view;
▫ Make a proposal having listened to differing opinions;
▫ Ask for any counter proposals and;
▫ Work on a compromise.

And remember this…

▫ Some conflict is inevitable;
▫ Negotiation involves two parties;
▫ Separate your feelings from the issue;
▫ Focus on interests, not positions;
▫ Seek mutually agreeable options
▫ Be flexible and;
▫ Be persistent.

What would be your first, second and third steps if you were in a situation of disagreement or dispute?

W24 – Media and Messages

Purpose:
For participants to understand the process, complexities, challenges and rewards of working with the media.

Outcomes
Participants will:
- Understand management of relationships with media people
- Understand the complexities of media releases
- Prepare and practice a media strategy for their projects

"Oh-oh, headline-hunters."

Guest Speaker

-- 250 --

Media Strategy

Developing a media strategy depends upon the answers to several key questions:
- What is your goal?

- What is your organizations function? How well established is it?

- What do you want the media to tell the public about you and your organization?

- Are you working with others or alone?

- What resources are available to you?

- Do you or people you know have media contacts?

Define Your Purpose/Message
- Get others involved. Form a committee/group of people to work with you to develop your media campaign. Be as inclusive as you can be, allowing people to contribute to the work.

- Determine your goals and objectives. Define your organization and the goals you wish to achieve from the media message. Have a clear understanding of what you want to accomplish before you start.

- Create the message. Draft talking points that will answer basic questions about your issue. Make sure that everyone from your organization is using these succinct and quotable talking points. You want one clear, direct, and simple message.

- Identify your target audience. Who is the audience you want to reach through the media? It is very important to know the intellectual level, social background and nature of the audience you are addressing.

  Try to think like the audience you want to reach.

The media is the vehicle. If possible, ask a member of your target audience or group to listen to you so you can test the message of your campaign.

- Analyse and assess your media outlets and opportunities. Which type of media will help you to reach your target audience?

- List your resources. These might include, but not be limited to the following: money, in-kind donations of material, the time and talents of involved individuals, outside or related events that you can use to highlight your efforts.

- Remain flexible. Revise your plans if circumstances or resources change, or if parts of your plan are not working. Stick with what works!

Basics of a Media Plan

Some basic points to address before you develop your media plan are:

- Learn about the media available in your city, state and country. Read the paper, watch TV, listen to the radio and follow other sources – blogs, email streams, bulletins.
- Determine what will fall into hard news, or feature stories.
- Discover reporters who are covering issues similar to yours and whether they are reporting on them positively or negatively.

Press Releases

What is a press release?

A press release provides information about your organization that is prepared and presented in a standardized format. It is usually one page in length, but no more than two pages. The purpose is to announce an issue of importance for which you want media attention, whether print, electronic or both. A press release should be brief and to the point.

What information should be included in a press release?

A good press release answers the "5 W's" in the first paragraph: i.e.
Who? What? Where? When? and Why?

- **Who**: Who is the subject of the story? They should be identified and described. The 'who' might be a person, group, event or activity.

- **What**: What is happening that the media should know about? The goal is to get the reader's attention, so that your release will be read and your issue reported.

- **Where**: If it is an event or a press conference, where is it going to take place? Be specific about the address to the location --and include a map with directions. Include information about where to park a car or if there is public transportation. Make it as easy as possible for the reporters covering your event.

- **When**: When will it take place? The date, day of the week, and specific time must be very clear. No approximations; only specific information.

- **Why**: Why is this so important? The reason for your press release should be compelling. Be specific. Remember, the lead or headline should be written to hook the person into reading the rest of your release.

From the National Women's Justice Coalition Incorporated http://www.nwjc.org.au/
last updated 5/3/01

W25 – Industry Networking Dinner Briefing

Purpose
To demonstrate effective industry leadership through networking at and management of an industry dinner.

Outcomes
Participants will:
- Manage the networking process;
- Manage the dinner from guests arriving to departure and;
- Present an 'enhanced' Mission statement – showing full integration of strategies.

What will you do to increase your effectiveness as a networker tonight? _____

_____

_____

_____

_____

_____

How do you feel about this? _____

_____

_____

_____

_____

Therefore what does this mean regarding developing this behaviour? _____

_____

_____

_____

_____

What outcomes do you anticipate? _____

_____

W26 – Reviewing Day 4

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W 27 – Teams and Leadership

Purpose

To provide the NSILP 2011 team with an opportunity to understand the complexities and teams and develop a person process for leading a team

Outcomes

Participants will:

• Gain a deeper knowledge about themes through team theory

• Have an opportunity to establish some NSILP team leadership behaviours with the strategy groups

• Develop a detailed plan regarding leadership in teams that is practically based to ensure implementation outside of NSILP.

"We need a dedicated team player. How are you at toiling in obscurity?"

Team Theory

A team is a number of people with complementary skills who are committed to a common purpose, set of goals and approach for which they are accountable (Dubrin 2007). Team leadership is enabling the team to achieve the defined purpose.

Why Teams Work	Why Teams Don't Work
• Gathering of combined knowledge • Open communication • Sincere evaluation of delivery and outcomes resulting in reduced social loafing • Increased productivity in an atmosphere of cooperation • Potential improved job satisfaction. • Skill development of the team	• Using a team for something that must be done individually – e.g. creative writing • Call a group a team but working with them as individuals • Not clarifying decision-making responsibilities • Not providing an organisational structure • Identified outcomes but inadequate resources for accomplishing • Failing to skills audit the team

Leadership Styles

<u>Solo Leadership (Traditional)</u> – basically autocratic and the single person receives much of the credit for success when frequently this singular credit is undeserved. The solo leader is often totally unaware of how dependant she/he is on the team.

- *Plays unlimited role (interferes)*
- *Strives for conformity*
- *Collects accolades*
- *Directs subordinates*
- *Projects objectives*

<u>Team Leadership (Current)</u> – willingness to surround themselves with capable people in order to multiply the effectiveness of the individual in a non-threatening atmosphere and an understanding of shared power.

- *Chooses to limit role (delegates)*

- *Builds on diversity*
- *Seeks talent*
- *Develops colleagues*
- *Creates mission*

Considering the information above and your experience why is team leadership vital for the seafood industry.

Team Leadership

Essential Elements

- Foster Participative Leadership – <u>Nurture</u> empowerment
- Insist on Cooperative Climates – Encourage support
- Structure Decision-making and Problem-Solving – Develop plans

Leadership Action – Teams

Define the teams mission
Develop the norm for teamwork
Emphasise pride in being outstanding
Hold whole group chats
Model teamwork
Use a servant leadership style
Assist the team to establish timelines and direction
Solicit whole team feedback
Minimise micromanagement
Emphasise group recognition and rewards
Initiate group ritual and ceremony

One of the most important responsibilities of team leadership is to determine role designation." Rothwell 2004

ACTIVITIES

- ### Developing a Strategy Group Identity

List three adjectives which you feel best describes your strategy group (include one good and one bad) and identify why you feel that way:

_____

_____

_____

_____

Share your descriptions with your strategy group and then discuss and identify an agreed Strategy Group Identity.

_____

_____

_____

_____

Based on the agreed Strategy Group Identity, develop a motto or logo.

_____

_____

_____

_____

- ### Role Clarification

List what you see as your roles in the Strategy Group

_____

_____

_____

_____

_____

Are they different from what you perceive that you do outside the Strategy Group?

Share what you see as your roles in your group and discuss. Do others agree? Do you want to negotiate your roles?

List what you need from the Strategy Group

Discuss what group members can do to help achieve this?

- **Norm Setting**

List problem behaviour in a group that you have worked in before.

Share this information in your group, with the group determining the importance of each.

Take the 3 most important and develop strategy group ground rules using group processes.

Write up the ground rules to achieve good behaviour. Focus on the positive rather than negative, be specific and unambiguous.

Share your groups with the other group and discuss.

Group Examples	
Problem Behaviour	**Ground Rules**
Pursue private goals	Agree on and pursue common goals
Monopolise, dominate or withdraw	Share time and decisions
Ignore others or listen passively	Attend to others and listen to understand

- **Team Leadership**

- Foster Participative Leadership – <u>Nurture</u> empowerment
- Insist on Cooperative Climates – <u>Encourage</u> support
- Structure Decision-making and Problem-Solving – Develop plans

Leadership Action – Teams

Define the teams mission
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One of the most important responsibilities of team leadership is to determine role designation." Rothwell 2004

- **Leadership**

- Often there is an Initial struggle for leadership – as if only one person does it in a group or team
- On the other hand it can be to do whatever needs to be done to make a group effective – that is when anyone does something that improves productivity or satisfaction
- Leadership is being aware of the process. This is the first step in taking responsibility for activities; i.e. reflecting on process and actions – why things work or not
- Leadership help others to achieve constructiveness

- Leadership is being able to get the most out of a team or group
- Leadership needs may change due to the stage a team is at.

- **<u>What I Want You To Think About And Seek To Achieve!!!</u>**

How I will ensure that my strategy group and NSILP 2011 participants work as a team to maximise outcomes by Canberra?

How I am going to maximise outcomes in my industry OR workplace through team leadership?

W28 – Strategies Next Stage – work and research

Purpose

To further implement the team's mission and experience working as a team and providing leadership.

Outcomes

Participants will:

- Review the mission;
- Develop deeper understanding of the mission through a research and information gathering process;
- Revise the mission through gathered information and strategy outcomes (to date) and;
- Commence formulating a presentation concept for Canberra.

Enhancing the Mission – Communicating and Consulting

Within and beyond Sydney, design a process so that you research further information to enhance the NSILP 2011 Mission.
Objectives:
1. **To work with facts about the industry;**
2. **To form teams (perhaps new ones) and design, communicate, consult, and record information that will enhance the NSILP 2011 Mission;**
3. **Practice the skills and use the knowledge developed during the NSILP 2011 and;**
4. **Present the 'enhanced' Mission and Vision to the Industry Network Dinner guests.**

Communication and Consultation

You will need to sort roles and responsibilities. The team manages the process, including facilitating the initial stages.

Potential Plan

Task	Guidelines	Time allocation
Identify what information you could gather that will 'add value' to your strategies.	Spend time thinking and talking about what you want to get at the end.	20 minutes
Identify skills and strengths in the team that will ensure you end up with data and information to enhance the mission.	Think and talk about the skills and resources you have in the team to get the outcomes. Think about Big Five.	20 minutes
Plan your process.	What are you going to do? How is it to be done? Who will do what and when?	20 minutes
Consult and Observe	Look at your industry in the environment you are now in. Gather the information you need to know more about so you can implement the Mission.	1 ½ hours
Time Out – 12.45pm	As a whole team, have lunch and review what you have achieved and what more needs to happen.	30 minutes
Formulate ideas for the 'enhancement' with the facilitators.	As a group, begin to decide on what you now know.	30 minutes
Gather extra required information and prepare the new Mission.		40 minutes
First individual self-appraisal.	Individually, review how your leadership skills were used to the maximum.	5 minutes
Team Update	Report back about what you have/will achieve(d)	15 minutes

Mission Reviewed and Developed

What is the enhanced mission?

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_____

What are your enhanced strategies now for delivering on the mission and outcomes from today?

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Mission Development and Delivery Plan for Canberra

What is the final outcome (end point) for the NSILP 2011 Vision and Mission?

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Accountability and Action Plan

Strategy	Action	Who is Responsible	When	Anticipated Result

W29 – Team Mission Review

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W30 - Understanding Day 5

Purpose:
To understand the importance of reflection in the learning cycle

Outcomes
Participants will:
- Understand the ORID process
- Reflect using all the ORID steps
- Share learnings with the group
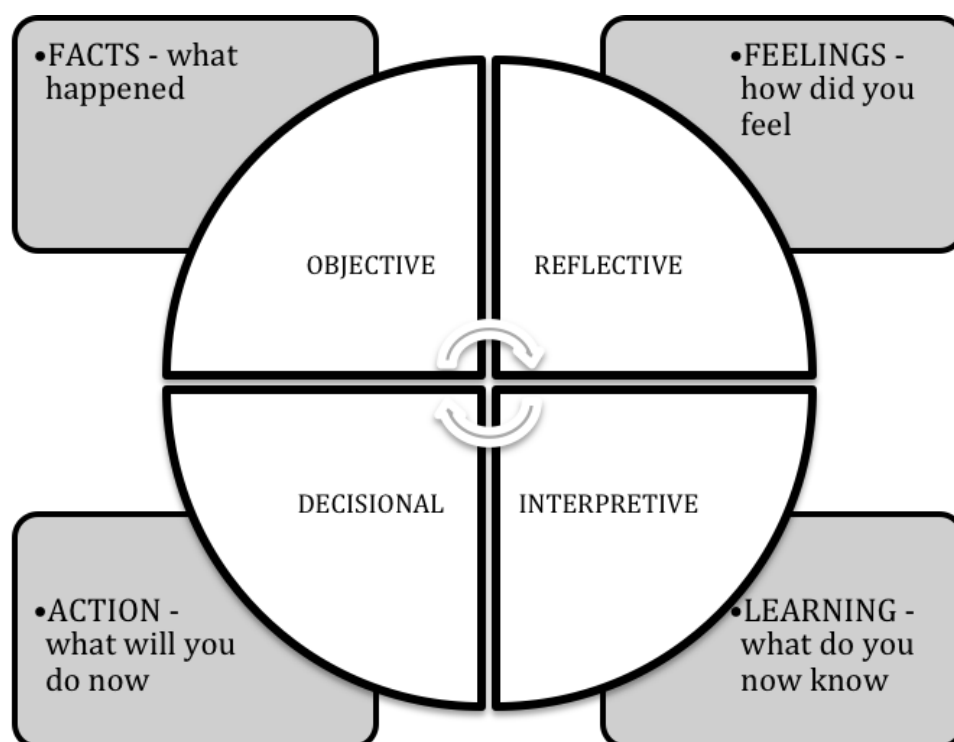
Step #1 – Objective. What happened yesterday – facts and data?

Step #2 – Reflective. Describe how you felt regarding the role you played yesterday – integrate your leadership knowledge – emotions, memories and associations?

Step #3 – Interpretive.   What does this mean about you, your style and your willingness to take on leadership behaviour and roles – critical thinking?

Step #4 – Decisional. What new strategies will you work on between now and Canberra – change strategies?

W31 Power and Behaviours

Purpose
To understand the bases of power and establish personal power bases.

Outcomes
Participants will:
- Be provided with theory of power bases;
- Review their own perceived power base;
- Receive feedback of personal power base and;
- Develop strategies for working with specific individuals.

"One day, this will all be yours. But right now, I need you down in the warehouse."

Leadership power and influence increases when you share power with others

- Power is complex and understanding individual personal power is complex.
- Power is the potential and/or ability to influence decisions and control resources.
- People in leadership positions all hold power.
- Effective leadership understands power and uses it appropriately.
- Power is classified according to whether it stems from the organisation or the individual.

A Story of Power - Abdullah Ahmad Badawi – Malaysia

Leaders sometimes share the same position at different times and therefore have the same positional power. How they are that power and the types of behaviour they employ to achieve their aims, however can be very different, leading to quite different outcomes.

In the post-Mahathir Malaysia there is a new humility in the Prime Minister's Office and a new style of leadership. Prime Minister Abdullah Ahmad Badawi has a much softer, kinder and gentler approach to his leadership style that is in sharp contrast with the former Prime Ministers style of charge ahead as forcefully as possible. Make no mistake Malaysia is still outspoken on regional and internationally issues and ever ready to articulate its stance on issues ranging free trade agreements to the chaos in Iraq.

"In some ways nothing has changed since Dr Mahathir stepped down" Foreigner Minister Syed Hamid Albar says of the post- Mahathir Malaysia. "The difference is more of style. The new Prime Minister's style may be low-key but (he) really means business. He may not sound as forceful as Mahathir but he can take tough decisions, and once a decision is made, he wants cabinet ministers and civil servants to execute and deliver."

The new tone of conciliation with other countries seeks to build a bridge between regions, cultures and nations. The new softer and gentler style of leadership and diplomacy on the part of Abdullah is reaping benefits not only for Malaysia but the Prime Minister.

Dubrin, Dalgish and Miller *"Leadership" 2006,* Willey and Sons Milton Queensland

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Positional Power – Power gained from the person's position in an organisation.

Personal Power – Power stemming from characteristics/behaviours demonstrated by the individual.

Power Derivative	Power Source	Descriptor
Positional Power	Legitimate	Is based on the position held by the leader, manager or owner. This person has power by virtue of the position and/or influence they hold in the organisation. The higher the position, the higher the legitimate power tends to be.
	Reward	Is based on the leader's ability to provide rewards for other people. Compliance with this power may lead to gaining positive incentives such as pay, promotion, or recognition. Reward power works when leaders have access to rewards.
	Coercive	Is based on fear. Coercive power is seen as inducing obedience/agreement because failure to comply will lead to punishments - such as undesirable work assignments, reprimands, or dismissals.
	Information	Is based on the leader's possession of or access to information that is perceived as valuable to others. This power base influences others because they need this information or want to be 'in on things'.
Personal Power	Expert	Is based on the leader's possession of expertise, skill, and knowledge, which gain the respect of others. A leader with expert power is seen as possessing the expertise to influence the behaviour of others. This respect enables a leader to influence the behaviour of others.
	Referent	Is based on the leader's personal traits. A leader with referent power is generally liked and admired by others because of personality. This liking for, admiration for, and identification with the leader influences others.
	Prestige	Is based on the leader's 'connections' and/or status and/or reputation. A leader with prestige power is influential or important to persons inside or outside the organisation. Prestige power induces agreement because others aim at gaining through knowing and being liked by the leader.

Understanding Power at a Personal Level

A Case Study

What power base do you believe Julia Gillard works from? _____

Justification _____

_____

How would you work with Julia Gillard and her power to get the most for your industry?

_____

_____

_____

_____

_____

_____

What main power base do you work from? _____

Justification _____

 _____

How does this impact positively on others? _____

_____

_____

How might this impact negatively on others? _____

 _____

I like the horse 'Divide and Rule'. I've done that for nearly twenty years you know.

Sir Henry Bolte *Victorian Premier 1955-1973 (1908-1990)*

AND

"When the best and the brightest come together, the possibilities are endless."

Consider conflict and power. Consider a recent conflict or disagreement and think about how you may have worked more effectively within that team and with the team members.

What might you change if you had your time again? _____

_____

_____

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Yesterday you were asked once again to move beyond your comfort zone (it is leadership course after all). How did you manage any adverse use of power by NSILP 2011 members?

_____

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Develop a positive personal leadership profile for working in your strategy team. Consider the information you now know about yourself and leadership:-

- Communication;
- Personalities;
- Team stages;
- Conflict management;
- Communication skills and;
- Power bases

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How to Develop Your Power

Understand the Indicators of Power

Hierarchical Indicators

Who defines whom i.e. Does your organisation define you? Do you dictate what another person does?

Whose decisions are followed? Not all decisions are followed but whose are?

Who opposes significant change? How does this change the balances of power?

Non-Verbal Indicators

Space: Who has the biggest room, best chair?

Posture and Gesture: Who is relaxed when in the organisation?

Touch: Who has physical contact with who?

Eye contact: Who looks who in the eye or who stares at whom?

Verbal Indicators

Powerful and Powerless Language: Who use which words and phrases?

Verbal Dominance: –Who has the 'floor'?

Power Behaviours that Enhance

Provide useful and accurate information

Maintain knowledge currency

Demonstrate trustworthiness and credibility

Be certain of facts

Be part of the team not superior to the team

Be generous when praise is warranted

Determine what rewards individuals/groups want

Distribute rewards equitably

Encourage participant decision-making

Act ethically

W32 - Mission and Strategies – Canberra Presentation

Purpose

To further develop the final stages of NSILP 2011 Mission and Strategy.

Outcomes

Participants will:

- Review additional concepts for the NSILP 2011 Mission and Strategies and;
- Develop a final plan of implementation for delivery of NSILP 2011 Mission and Strategies.

W33 – Mentor

Purpose
To further develop the concept of mentoring and mentoree.

Outcomes
Participants will:
- Review outcomes of current internal mentoring arrangement and;
- Develop a personal task sheet for effectively managing the external mentoring process.

"Good boy. Now speed up a little and try sticking your head out even farther."

Mentor Review

This mentoring arrangement is for the NSILP 2011- Internal Mentoring.

How did you communicate with each other? And how often?

_____

_____

What skills and/or information and/contact did this person share with you?

_____

_____

_____

_____

What did you give your mentor?
Skills (name them); Contacts; Knowledge (provide some detail)

_____

_____

Be the change you want to see in the world. – Ghandi

A lot of people have gone further than they thought they could because someone else thought they could. ~ *Unknown*

Roles in Mentoring Relationships

Element	Role	Function
Assessment	Feedback Provider	Ongoing feedback as mentoree works to learn and improve.
	Sounding Board	Evaluation of strategies before they are implemented.
	Comparison Point	Standards for evaluating own level of skill or performance.
	Feedback Interpreter	Assistance in integrating or making sense of feedback from others.
Challenge	Dialogue Partner	Perspectives or points of view different from mentoree.
	Assignment Broker	Access to challenging assignments (new jobs or additions to current roles).
	Accountant	Pressure to fulfil commitment to developing goals.
	Role Model	Examples of high (or low) competence in areas being developed.
Support	Counsellor	Examination of what is making learning and development difficult.
	Cheerleader	Boost in mentoree belief that success is possible.
	Reinforcer	Formal rewards for progress towards goals.
	Companion	Sense that mentoree is not alone in struggles and that mentoree can achieve goals.

McCauley and Velcro, Handbook of Leadership Development, 2004, Jossey-Bass, San Francisco

| Your Internal Mentoring element, role and function. |

Referring to the table above your Internal Mentor will take on the Support Element – Counsellor; Cheerleader; Reinforcer; Companion.

Please have a conversation about this role for 5 minutes.

What roles is your mentor going to take on and how will your mentor deliver these roles to you?

From the previous table there are two other elements with eight other roles.

List the above elements/roles that you now need to have filled. _____

Detail how you will ensure that your external mentor provides these needs.

How will you manage the potential change in your relationship with your mentor?

In asking this person what do you fear – if anything?

W34 – Brief and Debrief

Purpose
To conclude Residential #2 and set directions for Residential #3

Outcomes:
Participants will:

- Have an opportunity to complete a final reflection and provide formal feedback.
- Develop a strategy at a personal and group level to deliver in Canberra

Strategy: Next Steps

(To be handed to Jill prior to departure PLEASE.)

Reviewed and finalised strategy.

 _____

Connection to NSILP 2011 Mission _____

Increased Project Team (from pg---): _____

Strategy	Action	Who	When	Anticipated Result

Presentation in Canberra

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Potential work beyond Canberra.

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Knowledge@Wharton: How do you define your objective in teaching leadership?

Peters: The mission of our leadership effort is to inspire, connect and develop the leaders of today and tomorrow. That is our objective. We seek to do this through the Crotonville experience. If we do a good job with the people who come through the Crotonville classes, there is a huge multiplier effect. They go back and hopefully do the same thing -- inspire, connect, and develop the people who work for them, and who might not be able to physically attend a course in New York.

Knowledge@Wharton: Who is your primary audience? At what level of the organization do you develop leadership? Is training offered throughout the company or do you target a certain segment?

Peters: Our leadership development programs run all through the organization. Let me segment the GE population for you. We have about 290,000 employees. A little less than half of them are professionals; the others are folks who work in the factories. The effort I'm talking about applies almost exclusively to our professional population. So let's assume we are talking about 150,000 people -- half of whom are located outside the United States. Those 150,000 professionals around the world are our audience.

We take a stair-step approach to leadership learning at GE. First, we have a suite of on-demand courses that are available 24/7 through your computer. We have an enterprise-wide license with several vendors to provide material. We ensure that this content covers a wide range of topics from management skills to project skills -- we use a lot of video, material with downloading capability, etc. We have encouraged people to use those avenues for one-off or on-demand or lunch and learn programs. But I wouldn't say this is the essential part of our leadership learning. It's foundational and it is available.

The next group up consists of essential skills. We have 13 offerings involving leadership skills that everybody should have, including presentation skills, project management skills, understanding finance in a generic way, and so on. These courses are managed through the Crotonville staff but are delivered at GE businesses around the world. This is done through a TTT -- Train the Trainer -- concept. The integrity of the course is maintained because the Crotonville staff ensures that the person teaching it has been trained and certified.

One step above that, we have what we call cornerstone courses. These are programs where individuals physically come to a GE facility and spend time there. These courses are one week long and are offered around the world. There are four key courses. We have a Foundations of Leadership course that would happen early in somebody's career, let's say, during the first one to three years. Then there is a Leadership Development Course, a New Manager Development Course, and an Advanced Manager Course. Those courses span the first 10 years of your career, so you would be going to them maybe every other year or every third year.

Then we get to the executive level courses. These courses are all three weeks long and they are offered only at Crotonville -- there is a Manager Development Course, Business Management Course, and the Executive Development Course. Those titles of MDC, BMC, and EDC have been in GE since the 1960s, so they have quite a historical aspect to them and quite an internal brand.

The final course we offer is for teams. So we offer leadership courses to everyone and at all levels.

Knowledge@Wharton: As you go up the stair steps, as it were, what kind of numbers are you looking at? You started with 150,000 professionals. Can you give me a sense of scale?

Peters: The usage of the on-demand programs varies from year to year. You might find 50,000 to 60,000 people a year do some sort of on-demand learning. The essential skills course involves 35,000 people. As for the rest, about 9,000 people a year go through courses in which you physically stay at the GE facility. You fly to Crotonville, N.Y. or to Munich, Germany, or Shanghai, China or wherever we are offering the course.

Knowledge@Wharton: Crotonville, of course, is famous. As you said, it has been the hub of GE's educational activities since the 1950s. How many other centers has GE developed around the world to be focal points of learning for the company?

Peters: We have leveraged the fact that we have global research centers in Shanghai, China, in Munich, Germany and in Bangalore, India. We teach often at those places. They have become our home away from home, if you will. We do a lot of our Crotonville leadership teaching at Munich, Shanghai, and Bangalore, but also at other places around the world. In those cases it is often at a hotel facility. The Crotonville facility in New York is the only one that is residential. We have 188 rooms on the property. In the other locations we would have the participants staying in a local hotel.

Knowledge@Wharton: It is interesting to hear your comments on the global nature of learning at GE. Have you found that as you develop content for teaching leadership that the cultural context changes? In other words, are some things lost in translation or are you able to use the same content in different parts of the world?

Peters: The first thing, as we design or update courses, is that this is done by a global team. The team would typically get together in either Crotonville or Munich or, recently, Bangalore to do this sort of design or redesign. Often it is a redesign -- you have to always tweak these classes to ensure that they include the most contemporary content and curriculum. So they start with global input.

The second element is that I have somebody on my team who is headquartered in Munich and another who covers Europe, the Middle East, and Africa. Somebody on my team is headquartered in New Delhi and she covers the Asia Pacific region. Their job is to ensure that as the course content is taught in the local environment, it is taught with the appropriate cultural overtone. The essence of leadership, we believe, is the same around the world, so we don't change the fundamentals or the content. But there is always the cultural aspect and those local leaders ensure that it is embedded in the course.

Knowledge@Wharton: How widely do you use technology in your leadership development efforts? What has your experience been? What are the pros and cons?

Peters: The answer is somewhat bimodal. There is an element of our teaching that we recognize will always be face-to-face and, therefore, probably less technology sensitive. I don't suspect that we will ever go to a place where we have only technology based learning or e-learning. We really believe that the "inspire, connect, and develop" happens with real impact when people are physically together. A tremendous amount of sharing happens across functions and geographies when people are physically together. An example of a course at Crotonville would be that there could be 40% or 50% non-U.S. participants from multiple businesses and industries, across multiple functions.

The other bimodal piece is that we really are trying to leverage and embed technology into learning. I mentioned earlier the availability of on-demand materials and how we are trying to get people to download podcasts or other kinds of content that people can access and listen to in the car, etc. Some of that is just educating people on what is available and how to do it and making learning a part of everybody's day all the time.

We have built at our Crotonville facility several technical tools that are very helpful. We use TelePresence, which enables us to have a leader from another part of the world speak to a class in real time. We also have a virtual collaboration room, which enables people to work with teams in Crotonville simultaneously with a room that is structured the same way anywhere else in the world. We encourage people to learn and use new tools when they come to Crotonville or take classes, and to that end it is things like we actually have them do their report using Webex or WebCams on their laptops so that they are comfortable using those tools not only in the learning setting, but also in their business setting when they go home.

We have Kindles. We have global newspapers available on portals around the place so that people can -- with touch screens -- open the **China Daily Times** as they are sitting in the lobby of our education building. A lot of this is to demonstrate that these tools are now a part of our lives and that learning isn't just about leadership but it's about the use of new technology.

To come up with the next iPad, Amazon or Facebook, the last thing potential innovators need is a group brainstorm session. What the pacesetters of the future really require, according to new Wharton research, is some time alone.

In a paper titled, "Idea Generation and the Quality of the Best Idea (PDF)," Wharton operations and information management professors Christian Terwiesch and Karl Ulrich argue that group dynamics are the enemy of businesses trying to develop one-of-a-kind new products, unique ways to save money or distinctive marketing strategies.

Terwiesch, Ulrich and co-author Karan Girotra, a professor of technology and operations management at INSEAD, found that a hybrid process -- in which people are given time to brainstorm on their own before discussing ideas with their peers -- resulted in more and better quality ideas than a purely team-oriented process. More importantly for companies striving for

innovation, however, the trio says the absolute best idea in a hybrid process topped the Number One suggestion in a traditional model.

"Manufacturers prefer 10 machines with good output over one very good machine and nine really defective ones. You would rather have 10 good salesmen than nine poor salesmen and one superstar. In those areas, what matters is the total cumulative output, the total picture," Terwiesch points out. "When it comes to innovation, however, what really matters is not getting many good ideas, but getting one or two exceptional ideas. That's really what innovation is all about."

Although several existing experimental studies criticize the team brainstorming process due to the interference of group dynamics, the Wharton researchers believe their work stands out due to a focus on the quality, in addition to the number, of ideas generated by the different processes -- in particular, the quality of the best idea. They say the research is also distinctive in its study of how teams select the most promising initiatives that come out of the brainstorming phase.

"The evaluation part is critical. No matter which process we used, whether it was the [team] or hybrid model, they all did significantly worse than we hoped [in the evaluation stage]," Terwiesch says. "It's no good generating a great idea if you don't recognize the idea as great. It's like me sitting here and saying I had the idea for Amazon. If I had the idea but didn't do anything about it, then it really doesn't matter that I had the idea."

'The Boss Is Always Right'

Forty-four University of Pennsylvania students were recruited to help test how the two processes fared. The undergraduate and graduate students were divided into groups of four and asked to employ the hybrid process and team process separately to come up with student-friendly new product concepts for a hypothetical sports and fitness products manufacturer and for a hypothetical home-products manufacturer. Teams were given 30 minutes to brainstorm using the traditional group process. To test the hybrid model, they were asked to spend 10 minutes generating and ranking ideas individually and 20 minutes discussing those thoughts as a group.

The ideas generated by both methods were evaluated independently, by three separate panels asked to evaluate the product ideas on their business value; attractiveness to potential customers and overall quality based on the feasibility of actually building the product; the idea's originality; the size of the potential market for the product, and the extent to which it solved a particular problem. The students came up with a total of 443 ideas -- including a trash can that reduces the odor of the garbage inside it, a water bottle with a built-in filtration system and a waterproofing system that allows for reading in the shower.

Business leaders trying to integrate innovative ideas into their office culture can learn from the structure and intricacy used to generate and evaluate the ideas, suggests Terwiesch. He and Ulrich are also co-authors of the book, **Innovation Tournaments: Creating and Selecting Exceptional Opportunities**, which suggests that companies should use coordinated competitions to filter the most exceptional proposals. He says an online system that creates a virtual "suggestion box" can accomplish the same goal as long as it is established to achieve a particular purpose. "People like having a process because they understand that it's fair. In a typical

brainstorming meeting, it's not fair and everybody knows it: The boss is always right," Terwiesch says.

Imposing structure doesn't replace or stifle the creativity of employees, Ulrich adds. In fact, the goal is to establish an idea generation process that helps to bring out the best in people. "We have found that, in the early phases of idea generation, providing very specific process guideposts for individuals [such as] 'Generate at least 10 ideas and submit them by Wednesday,' ensures that all members of a team contribute and that they devote sufficient creative energy to the problem."

The results of the experiment with the students showed that average quality of the ideas generated by the hybrid process were better than those that came from the team process by the equivalent of roughly 30 percentage points. The hybrid method resulted in about three times more ideas than the traditional method. In addition, the quality rating was higher for the top five ideas produced through the hybrid process -- and the difference in quality between the team and hybrid methods in terms of the best idea was much higher than the average difference in quality, suggesting that "in an innovation setting, examining only [average] quality as opposed to the quality of the best ideas is likely to underestimate the benefits of the hybrid approach," the authors write.

Terwiesch says notions spawned through an individual brainstorming process are valuable thoughts that must not be "killed too early because of group dynamics. Your initial thoughts are very vital to the company because they are your unbiased opinion."

Self-Censorship and Build-Up

There are several reasons why people are less likely to offer an unbiased opinion in a purely team-based brainstorming process. Employees might censor themselves to go along with the status quo or to avoid angering a superior. Putting several people in a room together is bound to create a lot of conversation; if everyone contributes, there is less time for individuals to share all of their ideas. Some people may think less critically about a problem because they are happy to let others do the heavy lifting.

"We're fighting the American business model where everybody is [creative], which is just not the case," Terwiesch states. "We find huge differences in people's levels of creativity, and we just have to face it. We're not all good singers and we're not all good runners, so why should we expect that we all are good idea generators? But it's not politically correct to say so, even though there is more to being a good businessperson than generating ideas."

In addition to idea quality, the researchers also tried to measure one of the predispositions of group dynamics that they believe creates a roadblock to innovation -- build-up, or the tendency of people to suggest ideas similar to one that has already been proposed, and embraced by, the unit. They found that ideas built around other ideas are not statistically better than any random suggestion.

Build-up, Terwiesch believes, "is a social norm showing that you listened. If a group is working together on an idea that's already on the table, you're wary of coming in with your own agenda

because you might be seen as selfish and not a team player. So you build on the idea that is currently on the table."

But that kind of thinking is what keeps the team from doing the kind of "sky's the limit" thinking that leads to the development of a product or process that hasn't been seen before. "Instead of searching the world broadly, we are all kind of searching only in this little sphere," Terwiesch says. "In innovation, variance is your friend. You want wacky stuff because you can afford to reject it if you don't like it. If you build on group norms, the group kills variance."

MAPPING THE CONFLICT
Questions to ask when facing conflict

What's the issue, problem or conflict?
How many parties are there to this conflict? (Are all parties represented at this gathering?)
What is each parties needs
What motivates them?
What interests underlie the problem?
What are the pay-offs from suggested solutions?
Can you identify and/or address each person's anxieties or fears.

READING THE MAP

Look for Common Ground

What are the similar needs and concerns?
New perspectives and Insights
What hadn't you seen before?
What now seems clearer?

Hidden Agendas

What satisfiers (solutions) masking as needs might hint at underlying needs and concerns?
What might be unexpressed underlying fears?
What might be other unexposed payoffs?

Special Concerns

What are the areas of difficulty that need attention?

Leads

What have you noticed worth following through?
What needs more information?

The Next Step

Pick out each party's key needs to be met. Perhaps highlight or star them on your notes. This defines the problem in terms of needs and points to option development.

Leadership

George, W 2003, *Authentic leadership: rediscovering the secrets to creating lasting value*, Jossey-Bass, San Francisco, CA, pp. 1–6,

Introduction

Where Have All the Leaders Gone?

Thank you, Enron and Arthur Andersen.

The depth of your misconduct shocked the world and awakened us to the reality that the business world was on the wrong track, worshiping the wrong idols, and headed for self-destruction. Like the proverbial frog that dies when temperatures are gradually increased but immediately jumps out when tossed into a boiling pot of water, we needed this kind of shock therapy to realize that something is sorely missing in many of our corporations. What's missing? In a word, leadership. *Authentic leadership.*

What began as a few executives charged with violating the law morphed into issues of corporate governance and the failure of our governance systems. As we begin to understand these same issues at a deeper level, we realize that the missing ingredients in corporations are leaders committed to building authentic organizations for the long term.

Every generation has corporate thieves who break the law to reward themselves. This time around the excesses are not limited to a few. I believe deeply that the vast majority of corporate CEOs are honest leaders dedicated to building their companies. Unfortunately, far too many leaders got caught up by the short-term pressures of the stock market and the opportunities it brought for personal wealth. Under these pressures and enmeshed in the quest for personal gain, they wound up sacrificing their values and their stakeholders.

Our system of capitalism is built on trust—trust that corporate leaders and boards of directors will be good stewards of their resources, providing investors with a fair return. There can be no

doubt that many leaders have violated that trust. As a result, investors lost confidence and withdrew from the market. In the process, many people got hurt, not just the perpetrators.

A *Time*/CNN poll taken in the summer of 2002 reported that 71 percent of those polled feel that "the typical CEO is less honest and ethical than the average person." In rating the moral and ethical standards of CEOs of major corporations, 72 percent rated them "fair" or "poor." A similar survey by the *Wall Street Journal Europe* reported that only 21 percent of European investors believe that corporate leaders are honest.

In the midst of the current crisis, we must ask ourselves, *where have all the leaders gone?* Where are today's versions of James Burke of Johnson & Johnson, Walter Wriston of Citicorp, John Whitehead of Goldman Sachs, and David Packard of Hewlett-Packard? These people not only built great enterprises but were statesmen in the business community and leaders in addressing societal issues as well.

In contrast, most leaders of today's best-run corporations remain silent. Are they afraid that by speaking out they may invite scrutiny of their companies? In so doing, they give the impression that they have something to hide or are also part of the problem. Only a few CEOs, such as Henry Paulson of Goldman Sachs and Henry McKinnell of Pfizer, have been willing to condemn these practices publicly, recognizing the larger issue is one of public trust in the capitalist system. Paulson's acts were doubly courageous, as he risked not only criticism from his peers but his customers as well.

Andy Grove, chairman of Intel, commented recently, "I find myself embarrassed and ashamed to be a businessman." These sentiments were echoed by a rising star at Medtronic, the medical technology company I led for a dozen years. He told me how angry he was at the executives who had damaged the reputations of all business leaders, saying he was reluctant to tell friends that he too is a corporate executive.

Capitalism Becomes the Victim of Its Own Success

How did we get in this situation? Is this a recent phenomenon, or have these activities been going on all along?

We are witnessing the excesses of the shareholder revolution that began fifteen years ago. In its early stages, pressure from shareholders did much to improve the competitiveness of American corporations, as companies trimmed unnecessary expenses, improved profitability, and increased cash flow. However, the financial rewards from their actions, both corporate and personal, were so great that companies and shareholders alike developed an inordinate focus on short-run results. In a booming stock market, it all seemed to be working.

Then capitalism became the victim of its own success. Instead of traditional measures such as growth, cash flow, and return on investment, the criterion for success became meeting the expectations of the security analysts. Investments were cut back to reach earnings targets, limiting the company's growth potential. Driven by speculators and security analysts, expectations kept rising, just as companies were struggling to make their numbers. Companies that met or exceeded the "magic" earnings number were handsomely rewarded with ever-rising stock prices. Those that fell short, even if they recorded substantial increases, were inordinately punished, and shareholders demanded replacement of the CEO. No wonder many CEOs went to extreme measures to satisfy shareholders!

However, revenues and earnings do not escalate forever, especially in the face of economic downturns, events like September 11, and operating problems. To offset financial problems, many executives stretched the numbers and the accounting rules well beyond their intended limits. Some of these accounting schemes, like calling operating expenses "capital equipment" to avoid the P&L and booking revenues before they were earned, violated even the most basic rules of accounting. Now the chickens are coming home to roost.

In the past five years stock options went from modest perks to mega-grants for top executives, especially CEOs. Because options had no cash impact and were not charged against profits, many executives and boards viewed these grants as free. The effect was to shift CEOs' focus almost entirely to getting the stock price up—by whatever means necessary. Realizing they could not sustain their earnings, many CEOs cashed in their options for huge gains just before their stock collapsed.

The general public played a role in this tragedy as well. In idealizing the high-profile personalities that ran these companies, we made them into heroes. We equated wealth with success and image with leadership. To our dismay, we have learned that these celebrity CEOs have been filling up their personal coffers at their shareholders' expense, while destroying the pensions and life savings of thousands of people.

The media turned these short-term earnings artists into the folk heroes of the business community. While making wealth, image, and star power the criteria for success, the media overlooked the many solid corporate leaders building quality companies for the long term. Ken Lay, Bernie Ebbers, and Dennis Koslowski were the focus of intense media worship before their fall. Just one year before he was led off to jail in handcuffs, *Business Week* named Koslowski "CEO of the Year" for being first on its Nifty Fifty list of top stock performers. These three executives alone have destroyed over $300 billion in shareholder value.

Back in 1998 I met with one of these leaders to talk about acquiring one of his companies. In our brief meeting he explained how his offshore headquarters enabled his company to avoid U.S. taxes, how he automatically issued pink slips to 25 percent of the workers on the day he acquired their company, and how he shut down every research project or investment that didn't pay off in the first year. As I walked out of his office, I held onto my wallet and decided to cancel further talks with him. You cannot do business with people you do not trust.

The Case for New Leadership

In response to the violations, policymakers and politicians have crafted new laws and regulations to close the loopholes. But although some changes in regulations are appropriate and necessary, they do not address the deeper issues at stake here. It is impossible to legislate integrity, stewardship, and sound governance.

Somewhere along the way we lost sight of the imperative of selecting leaders that create healthy corporations for the long term. The lessons of building great companies like 3M, Coca-Cola, Johnson & Johnson, General Electric, Pfizer, and Procter & Gamble were lost in the rush to get the stock price up. We forgot that those of us who are fortunate enough to lead great companies are the stewards of legacies we inherited from past leaders and the servants of our stakeholders.

The lessons from this crisis are evident: if we select people principally for their charisma and their ability to drive up stock prices in the short term instead of their character, and we shower them with inordinate rewards, why should we be surprised when they turn out to lack integrity?

We do not need executives running corporations into the ground in search of personal gain. We do not need celebrities to lead our companies. We do not need more laws.

We need new leadership.

We need authentic leaders, people of the highest integrity, committed to building enduring organizations. We need leaders who have a deep sense of purpose and are true to their core values. We need leaders who have the courage to build their companies to meet the needs of all their stakeholders, and who recognize the importance of their service to society.

If you yearn for authentic, moral, and character-based leaders, read on. If you aspire to be an authentic leader, this book is written for you. My objective is to offer a fresh approach to the business leaders of tomorrow, refined in the crucible of real-world experience. I

believe it is an approach that not only will produce better leaders for our organizations but also will ensure the long-term viability and success of their companies.

Challenges Confronting Emerging Leaders

In recent years, I have gotten to know many rising leaders. Almost without exception, they have solid values and a sense of purpose. They are looking for something different in their lifetimes—the opportunity to contribute to a worthwhile cause through their work, to make a difference in the world, to find a reasonable balance between their work and home lives, and, most of all, to work for a company where they trust the leaders and share a similar set of values.

In my discussions with them, I hear a common set of questions:

- What's the purpose of my leadership? Do I really want to devote my talents to business?
- How can I find a job where I can make a real difference?
- Do I have to check my values at the office door?
- Is it possible to have a meaningful career and a successful family life? Is it worth it to work so hard?
- How can I stay true to my values when there are so many pressures to compromise?
- How do I balance the conflicting needs of my customers and my employees with the requirement to make the bottom-line numbers?
- Can I develop close relationships with my subordinates and still achieve my objectives?
- Do I have a responsibility to our society, for the environment, for global sustainability, for the gap between rich and poor? What can I do?

Behaviour in Teams

Groupthink

The term 'groupthink' was coined by Irving Janis to describe

> a mode of thinking that people engage in when they are really deeply involved in a cohesive in-group, when the members' striving for unanimity override their motivation to realistically appraise alternative courses of action

After reading accounts of the catastrophic attempt by the Kennedy administration in 1961 to support an invasion of Cuba designed to overthrow Fidel Castro, Janis speculated on how such an able and intelligent group could make such a disastrous miscalculation. How could they have accepted the proposal that relatively poorly equipped force of around 1400 exiles could land at the Bay of Pigs, sweep past the assembled Cuban militia, well-equipped with their Russian armaments, incite the local population into spontaneous revolt, and take over the island?

Looking other well-documented military catastrophes, Janis developed his model of groupthink which suggests that, given certain antecedent conditions, a group will develop a 'concurrence-seeking tendency'. This will lead to the symptoms of groupthink which in turn will lead to symptoms of defective decision-making:

The antecedent conditions

IN his later book, Janis defined three main conditions:
- That the decision-makers are a cohesive group
- That there are what he called 'structural faults of the organisation', such as the group being very insulated from outside influences and the members being very similar in background and attitudes
- That there is a 'provocative situational context' involving high stress and external threats

The symptoms of group think

He defines eight major symptoms including the illusion of invulnerability' which are of three main types:
- Overestimating the groups position and rights
- Rigid and closed patterns of thinking which include strong stereotypes of the other groups

- Very strong pressures towards uniformity with some members of the group acting as mindguards and ensuring everyone toes the line

The symptoms of defective decision-making

He defines seven main symptoms which include the general failure to clarify objectives, to consider alternative actions, or to develop contingency plans. The results are poor or catastrophic decisions. Several descriptive studies have supported Janis's model to some degree. Perhaps the most detailed is a study by Tetlock *et al.* which examined all the historical incidents used by Janis plus a couple of more recent American examples from the Ford and Carter administrations. They found that a simpler model could predict the onset of groupthink, focusing upon the structural faults in the organisation. The following features were most characteristic of groups with groupthink tendencies:

- Restricted information flow between the leader and members
- A leader who restricted the range of views consulted by the group
- A leader who was not open to any other points of view
- Very formal communication within the group
- Few open disagreements

This places emphasis back on the leader's responsibility to keep information flows open and to encourage debate and discussion.

Explaining grouplink

Although Janis offered a detailed description of the processes, his attempts to explain the phenomena have seemed less emphatic and have developed in a number of ways. His 1972 book emphasised the precondition of high group cohesiveness. In 1977, he defined groupthink as concurrence-seeking behaviour with emphasis on the leader's role:

> When a directive leader announces his preference on a policy issue... the members of a cohesive group will tend to accept his choice somewhat uncritically as if it were equivalent to a group norm.

Experimental studies have also tried to investigate the causal link between cohesiveness and concurrence-seeking, and have reported mixed results. Michael Hogg has pointed out that Janis's own interpretations have moved further away from cohesiveness and more seeing groupthink as an outcome of individual responses to stress. Stress produces coping reactions of avoidance and defence. These coping strategies lead to the symptoms of groupthink: 'symptoms of groupthink are

behavioural consequences of a coping pattern of defensive avoidance, which is mutually supported by the group'. Hogg offers his own interpretation based upon notions of self-categorisation:

> From this perspective, groupthink represents an unremarkable group phenomenon in which defective decision-making processes are adopted because group members identify (i.e. self-categorise) very strongly with a group that either has no procedures for effective-making, or has norms that explicitly encourage groupthink.

This line of argument suggests that once the members of a group are committed to a very strong self-categorisation as members of the group, then the high 'cohesion' which Janis observed is a parallel by-product. Hogg supports this analysis by pointing out that group cohesion can be defined in two rather different ways: as 'depersonalised" where members are loyal to the group as an entity; and in a more personal way as interpersonal liking and attraction between individual members. The evidence suggests that 'cohesion' as depersonalised social attraction is very strongly related to group-think, whereas 'cohesion' as interpersonal attraction or friendship is not related.

Final thoughts of practice

Perhaps the one critical generalisation which comes out of this chapter is that groups do have a very wide range of choice in the way that they approach problem-solving and decision-making. Whether groups decide to take advantage of this range of choice, or even recognise its existence, is another matter.

Groups can also learn from their experience. For example, Janis also highlights ways of avoiding groupthink. He notes how the same Kennedy administration which supported the Bay of Pigs later adopted strategies to make sure that important decisions were thoroughly researched, like electing one member of the group to act as 'devil's advocate' at every meeting who had to find possible flaws in every proposal put to the meeting.

Perhaps the most appropriate final word comes from recent research which investigated the detailed impact of group communication and interaction processes on decision-making. The four critical functions were as follows:

- Thorough discussion of problem
- Thorough examination of criteria for successful solution

- Complete proposal of realistic alternative solutions
- Full assessment of the positive aspects of each proposal

Hartley, P Group Communication, 1997, Florence USA p148 – 151

Abilene Paradox

The **Abilene paradox** is a [paradox](#) in which a group of people collectively decide on a course of action that is counter to the preferences of any of the individuals in the group. It involves a common breakdown of group communication in which each member mistakenly believes that their own preferences are counter to the group's and do not raise objections.

It was observed by [management](#) expert [Jerry B. Harvey](#) in his article *The Abilene Paradox and other Meditations on Management.*[1] The name of the phenomenon comes from an anecdote in the article which Harvey uses to elucidate the paradox:

On a hot afternoon visiting in [Coleman, Texas](#), the family is comfortably playing [dominoes](#) on a porch, until the father-in-law suggests that they take a trip to [Abilene](#) [53 miles north] for dinner. The wife says, "Sounds like a great idea." The husband, despite having reservations because the drive is long and hot, thinks that his preferences must be out-of-step with the group and says, "Sounds good to me. I just hope your mother wants to go." The mother-in-law then says, "Of course I want to go. I haven't been to Abilene in a long time."

The drive *is* hot, dusty, and long. When they arrive at the cafeteria, the food is as bad. They arrive back home four hours later, exhausted.

One of them dishonestly says, "It was a great trip, wasn't it." The mother-in-law says that, actually, she would rather have stayed home, but went along since the other three were so enthusiastic. The husband says, "I wasn't delighted to be doing what we were doing. I only went to satisfy the rest of you." The wife says, "I just went along to keep you happy. I would have had to be crazy to want to go out in the heat like that." The father-in-law then says that he only suggested it because he thought the others might be bored.

The group sits back, perplexed that they together decided to take a trip which none of them wanted. They each would have preferred to sit comfortably, but did not admit to it when they still had time to enjoy the afternoon.

The phenomenon may be a form of [groupthink](#). It is easily explained by [social psychology](#) theories of social [conformity](#) and [social cognition](#) which suggest that human beings are often very averse to acting contrary to the trend of the group. Likewise, it can be observed in psychology that indirect cues and hidden motives often lie behind peoples' statements and acts, frequently because social disincentives discourage individuals from openly voicing their feelings or pursuing their desires.

This anecdote was also made into a short film for [management](#) education. The theory is often used to help explain extremely poor [business](#) decisions, especially notions of the superiority of "rule by [committee](#)." A technique mentioned in the study and/or training of management, as well as practical guidance by consultants, is that group members, when the time comes for a group to make decisions, should ask each other, "Are we going to Abilene?" to determine whether their decision is legitimately desired by the group's members or merely a result of this kind of [groupthink](#).

The Abilene Paradox is related to the concept of groupthink in that both theories appear to explain the observed behavior of groups in social contexts. The crux of the theory is that groups have just as many problems managing their agreements as they do their disagreements. This observation rings true among many researchers in the [social sciences](#) and tends to reinforce other theories of individual and group behavior.

Table of Contents

FACILITATOR PROFILES

JILL BRIGGS

Jill Briggs has been a rural consultant and facilitator for over 10 years. She runs her own consultancy – *Rural Training Initiatives*. Jill works primarily with individuals, communities and rural industries in leadership training and capacity building. She facilitates leadership programs for the Wine, Sugar, Citrus, Seafood and Dairy industries as the principal or co-facilitator.

Jill's qualifications are based on a Masters Degree in leadership and post-graduate adult learning. Her academic background is science and geography. Her career background is teaching and lecturing in primary, post-primary and tertiary learning institutes. Her passion is to support rural people in the development of skills for the future.

Jill is a partner in a primary production business in Northeast Victoria, Australia. She lives in a small rural community west of Rutherglen – Norong – and is an active volunteer at various levels.

Jill's vision is to be part of a team that provides rural communities and industries with *skills for the future.*

CHRIS CALOGERAS

Chris Calogeras is the founder of C-AID Consultants and has experience 30 years experience in the seafood and fishing Industry. He has worked in management roles for Government and as a senior operational manager in the seafood industry.

Chris's formal qualifications include a Masters in Marine Resource Management, a Graduate Diploma in Fisheries Management, and a Diploma in Environmental Science. Chris is a graduate of the NSILP.

While in Government, Chris managed multi-disciplinary teams that were responsible for wild harvest resource management, marine parks and environment, data management, education, legislation, and recreational research. In the private sector Chris provided operational and managerial assistance.

Recent consultancies have focused on building capacity in the fishing and seafood Industry to develop a better strategic RD&E focus, engendering dialogue between indigenous, commercial and recreational sectors and assisting industry groups with environmental management issues and business networking options.

Program Funder

Australian Government

Fisheries Research and Development Corporation

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- AFMA
- TASSAL
- Southern Bluefin Tuna Ass.
- Industry and Investment NSW
- Tasmania Seafood Industry Association
- Seafoods Tasmania
- NT Fisheries
- Spring Bay Seafoods

National Seafood Industry Leadership Program 2011

National Seafood Industry Leadership Program Residential Outline

March – Hobart			June – Sydney			September – Canberra		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Industry Tour		Market Tour and Re-connection					
Purpose of the Program	Reviewing Day1	Understanding Day 1&2	Strategy Update	Reviewing Day 4	Understanding Day 5	Meetings in Canberra organised by participants	Looking forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Understanding Our Industry Panel	Teams and Leadership	Power and Behaviours		Taking the next step	Lobbying and Changes
Communication I	Industry Panel and Q&A	Meetings	Handling Conflict	Strategy – Next Steps – work and research	Mission and Strategies – Canberra Presentations		Industry Panel	Leading the industry.
Learning and Leadership	Developing a mission	Strategy Proposal				Mission Launch and Strategy Presentation Preparation	Parliament Question Time	Mission Launch & networking afternoon tea
Communication II	Mission and Strategy Plan	Debrief and Briefing	The Media – SFM Case Studies	Team Mission Review	Canberra Briefing		Parliament Question Time	
Personalities	Networking						Strategy Presentation Preparation	Final session and dinner briefing
						Team Dinner		
Team Dinner Briefing – Vision	Industry Dinner		Industry Dinner	Team Dinner			Team Dinner	Graduation Dinner

RESIDENTIAL #3 PROGRAM

Residential #3 September Canberra 2011					
Implementing Leadership					
Day 7 – Tuesday 13th Sept.		Day 8 – Wednesday 14th Sept		Day 9 – Thursday 15th Sept	
	Meetings in Canberra organised by participants	8.30	Looking Forward	8.30	Review – Day 6&7
		9.30	Taking the Next Step	9.30	Working with Decision-Makers
		11.00	Industry Panel	11.00	Taking the Next Step
		1.30	Parliament Question Time	1.30	Mission and Strategy Presentation
3.30	Canberra Meeting Update and Outcomes and Strategy Presentation Planning	4.00	Mission and Strategy Presentation Preparation		
		5.00	Debrief and Briefing	5.00	Graduation Dinner Briefing and Close
7.00	Team Dinner	7.30	Team Dinner	7.00	Graduation Dinner

W35 – Looking Forward

Purpose:
To provide participants with an up-to-date briefing for Canberra and commence thinking about "beyond NSILP".

Outcomes

Participants will:
- Understand what will be achieved by the conclusion of Canberra
- Set the scene for post-Canberra
- Provide the whole team with an update on mentoring outcomes and;
- Establish needs of individuals in the team that will ensure personal and team success

Leadership in its best sense has never been about the pre-determined role cast on some to lead others

AND

The essentials of leadership are all about the use of one's talent in the interests of society

Sir James Gobbo Former Victorian Governor (1931–)

Initial Conversation (Tuesday afternoon)

How is life? _____

What have you left to get here? _____

What faces you when you return? _____

_____

_____

Canberra.
What will happen from now until 10pm Thursday? _____

_____

What can the team do to make sure you each get to this point? _____

_____

_____

After Canberra
What will happen after 10pm Thursday? _____

_____

Your thoughts _____

_____

Our expectations_____

_____

_____

_____

_____

How can the team support you in your journey to this point? _____

_____

_____

_____

_____

Mentoring

What has happened with your external mentor?

_____

_____

_____

_____

Has the initial conversation occurred and is the commitment sheet completed?

_____

_____

_____

Has a purpose for the relationship been established? And what is it?

_____

What is your understanding about mentoring now?

_____

_____

_____

_____

Would you be willing to mentor future NSILP participants?

_____

What would you provide in a mentoring capacity?

_____

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W36 – Taking the Next Step

Purpose

For participants to examine their personal leadership style and make strategic changes to it for the future of the seafood industry.

Outcomes

Participants will:

- Understand themselves through others' perceptions and opinions;
- Strategically plan their leadership journey and learning and;
- Set leadership targets for the short-term and mid-term.

"They p-p-put m-me in ch-ch-charge."

Leadership Learning Action Plan

Personal _____

_____

Workplace/Business _____

_____

Industry _____

_____

_____

_____

What next

Personal _____

_____

_____

_____

_____

_____

_____

Business/Workplace _____

_____

_____

_____

_____

_____

_____

Industry _____

_____

_____

_____

Groups Found During Change

Radicals	Love change, let's move forward, it looks exciting and DO IT NOW	Small percentage
Progressives	Like new initiatives, change is exciting, let's look at the whole picture	Make up the largest portion of any group
Conservatives	Can see the need for some change, but let's be really careful and do it slowly	
Traditionalists	Don't like change. It works OK always has why change ANYTHING.	Small percentage

Management of Change

A. Establish a sense of urgency
B. Create a Guiding Coalition (a critical mass to drive change)
C. Develop a Vision and Strategy
D. Communicate the Change Vision
E. Empower Action
F. Generate Short Term Wins
G. Consolidate Gains and Produce More Change
H. Anchor New Approaches in Culture

Strategic Thinking Questions

Strategic questions have certain characteristics. They:
- Usually start with words like: "what might you," "how could we" etc.
- Tend to evoke a deep response, often months later.

Strategic questions conform to certain principles. They must:
- Be engaging, invite further learning, and assume the best of intentions in the hearer
- Be asked at the right time by someone whom the hearer truly respects
- Be truly open (not be asked manipulatively)

W37 – Industry Panel

Purpose:
To practice leadership skills through listening and questioning guest speakers.

Outcomes:

Participants will:
- Gain knowledge regarding the seafood industry from a national and international perspective;
- Work as a team to gain significant information through effective questioning techniques and;
- Enhance their industry network.

_____

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W38 – Parliament Question Time

Purpose:

To expose NSILP participants to the concept of parliamentary question time and political teams.

Outcomes:

Participants will:
- Locate and observe their local member and watch political participation at a Federal level;
- Observe and understand the team activity of both party front benches;
- Pay attention to extravert/introvert behaviour and;
- Analyse communication processes within and beyond the parliamentary teams

Reviewing Leadership Skills

Communication What evidence of active listening and effective communication did you witness?

Personalities – The Big Five
What personality styles and types were evident?

Teams
What stage of team development do you think was displayed? What evidence do you have for this?

What can you imagine occurs during closed meetings?

Planning

How would you plan for this type of environment? And how would you manage a plan within this environment?

Meetings

How is this meeting managed and accountable?

What three pieces of advice would you provide to the speaker regarding effective meetings?

Networking

Was there any obvious networking occurring during observation of both houses?

Power

Detail what power was on show and what type of power would be underlying. Has your opinion changed regarding the type of power the Leaders of the Government uses? What about the front bench of the Government and the front bench of the opposition? What about the independents?

Media

What did you observe regarding the media? Did the politicians use the media while in the chambers?

W39 – Mission and Strategy Presentation Preparation

Purpose:

For all participants to hear all strategy practices and provide effective feedback.

Outcomes:

Participants will:

- Practice mission and strategy presentations;
- Refine presentation to a level of excellence:
- Hear and provide additional assistance to the team and:
- Perform as a team.

"You have to think long-term. You can't afford to be old yet."

W41 – Review

What was the highlight yesterday?

_____

_____

_____

What have you learnt through yesterday's experiences?

_____

_____

_____

What is one leadership skill you used yesterday when working with the team?

_____

_____

Where are you spending most of your NSILP 2011 time – comfort, learning, and trauma?

_____

_____

How can you make the most of the experience by placing yourself into the learning zone?

Strategy 1

_____

_____

Strategy 2

_____

_____

Strategy 3

_____

_____

What is going to be the highlight of today?

_____

_____

Purpose

For participants to gain an understanding of the complexities of lobbying.

Outcomes

Participants will:

- Be provided with information from an experienced networker;
- Develop understanding of lobbying processes;
- Identify an operating environment for lobbying/networking and;
- Initiate the building of a lobbying case.

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A DEFINITION OF LOBBYING

To <u>try</u> and <u>influence</u> the thinking of legislators or other public officials <u>for or against</u> a specific cause

THE LOBBYING PROCESS

Step 1: Taking Action

1. Recognise the issue
2. Define the issue
3. Research the issue

Step 2: Planning for Change

1. Understand the effect of the change process
2. Identify advocates and adversaries

Step 3: Detailed Research

1. Watch the media
2. Look for hard copy
3. Scan the internet
4. Know what you know and what you don't know
5. Begin your list of people to involve

Step 4: Form your Group

1. Write a "shopping list"
2. Prepare a skills audit
3. Assess – The Big Five styles
4. Identify areas of interests for individuals
5. Develop delegation processes
6. Identify reporting processes

Step 5: Design your Mission/Vision

1. Allocate time and resources to complete this step
2. Design a footprint – one page information sheet
3. Design a checklist for targeted individuals

Step 6: Form Alliances

1. Identify and research all the individuals/organisation involved in the issue
2. Open dialogue with others
3. Identify discrete areas for group focus
4. Review mission – are you still on track?

Step 7: Strategic Plan

1. Define long-term and short-term goals
2. Co-opt members who can take on goals
3. Continue to review the issue and your purpose – Ask: 'Why are we doing this?'

1   LOBBYING CONCEPTS

Direct Lobbying is :-

- Personal meetings;
- Telephone conversations;
- Personal written letters;
- Individually addressed mass-mail;
- Mass mailings;
- Electronic deluge;
- Petitions.

Indirect Lobbying is :-

- Media campaigns (mainstream and others);
- Targeted political campaigns;
- Media hits;
- Professional experts;
- Community organisations;
- Party organisations;
- Mass demonstrations;
- Forming your own political party.

Tactics of a Lobbyist –

Irrespective of how we reach the person we want to influence. Ask: "What tactics will convince the other that this is an important issue that they should pursue on our behalf? What tactic do we use to sway them our way?"

1. Sweet reason;
2. Appeal to ideology;
3. Truth or consequences;
4. Appeal to self-interest;
5. Leaving a legacy- Help the good guys.

Time to Lobby

Ask your team, "When is it the best time to lobby?"

1. Before an election;
2. Before an issue goes public;
3. At publicity peaks;
4. Before the issue gets to Parliament;
5. During the passage of legislation;

General... Lobbying Tips

When You Meet with a Politician

- Find the way in – advisor, diary secretary, colleague, sporting group etc
- Prepare – research, know what you know and what you don't – know the other side views (understand the people, rationale and arguments in vogue)
- Build a coalition or an alliance – this can be a brief thing or long lasting
- Assume person you are lobbying may not have an intimate understanding of your issue
- Provide a concise brief beforehand plus a source for additional information
- Provide a solution
- Look the part, be the part, be on time, stick to time
- You are dealing with a person
- ALWAYS follow up meetings and actions

Kay Hull MP 2005, Federal Member for Riverina.

- Prepare and send material prior to your meeting.
- Assume your member knows nothing about your issues.
- Remember, a member is expected to be an expert in everything, yet cannot possibly read pages of material.
- Keep your issue and answer to one page.
- Come with a suggested solution.
- Deliver me from email!! We are dealing with three hundred or more a day.
- Put your residential address in the subject box so we know!
- Ask the diary secretary how long you have in the meeting.
- Be on time and keep to time.
- Remember politicians are human beings, when you cut us we bleed just as you do!!

Australian Services Union

Where to meet?

- The politician's electorate office will have suggestions.

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- Alternatively, you may wish to suggest your own location.

Who should be there?
- Ensure good representation of local constituents
- Be sure to invite interested people from the politician's electorate.
- Try to encourage new / different members to join in.

Some Useful Extra Ideas
- Always write to thank your politician(s) after the meeting and make sure you follow up on any promises that they have made to you.
- If you meet as part of a delegation, wear badges/stickers/shirts: This establishes an identity and makes you easily identifiable for your politician.
- Take a photograph of your delegation and/or with your politician, and forward a copy to your local press.

Bono the Lobbyist

1. "I explain AIDS as the leprosy of our age" – *putting the issue into common language.*

2. "This is a real moment in time where it is possible, if we want to, to be the first generation that says no to (extreme poverty)" – *providing a solution.*

3. "This is our shot at greatness. Other ages had a chance to put a man on the moon." – *providing a sense of notability.*

4. "And I think we shouldn't be blaming (the politicians)." – *no blaming – finding a solution.*

5. "The first fence we could have fallen at was just not knowing the subject. I enrolled in … and I went to him." – *knowing what you know and finding out what you don't.*

6. "I wanted to know the downside of the argument. I then went to visit people who could stop me. I just went to everyone." – *building a coalition of people.*

7. "We've managed to get both sides of the barricade." – *knowing the other side – the people and the argument.*

8. "We all singing off the same hymn sheet on…" – *developing a common message* .

Denton – Enough Rope ABC Online

DAFF – Departmental Liaison Officer

1. The Minister wants to hear about industry-wide issues with solutions – think big picture.

2. Knowing a way around the diary secretary – he/she is a time juggler.

3.	Build a relationship with the advisor for your sector – they decide what is worthy of the Minister's time.

4.	Provide meeting agenda and outcomes to the adviser prior to the meeting.

5.	If there are action outcomes, ensure that you have the advisor's contact details.

6.	Follow-up action from the meeting – yours and others.

7.	Write a letter of thanks with outcomes and action.

8.	For most impact DON'T contact the advisor during the parliamentary sitting weeks.

Interview conducted in 2007

You are going to meet the Federal Minister around an industry issue and.

1.   Plan a meeting with the Minister
2.   Build lobbying team
3.   Develop a communication plan
4.   Develop an action plan for working with the industry

Exercise

As a large group decide on one issue to lobby the Minister)

Split into two groups

Group One – work on developing and building a lobbying team and planning a meeting with the Minister

Group Two – develop a communication plan and industry action/implementation plan

Both Groups Report Back _____

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W43 – Leading the Industry

Purpose

For participants to observe leadership in action and examine their personal leadership style and make strategic changes to it for the future of the seafood industry.

Outcomes

Participants will:

1. Listen and question a current industry leader;
2. Understand themselves through others' perceptions and opinions;
3. Strategically plan their leadership journey and learning and;
4. Set leadership targets for the short-term and mid-term.

Activity 1 - Taking the Next Step

<u>Step 1</u>

Using a blank sheet of paper list the leadership skills you believe you currently exhibit.

<u>Step 2</u>

Evaluate this list with two other 2011 NSILP Participants.

<u>Step 3</u>

Finalise the leadership characteristics you believe you would like to demonstrate.

Activity 2 - Who's who in the zoo

Imagery of leadership activity

Activity 3 - Hand of Promise

Personal Leadership Plan (reflecting on the leadership plan developed in Hobart).

Leading the Industry

As individuals _____

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As a Graduate Group _____

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W44 – Graduation Dinner Brief

Purpose:

To organise the final arrangements for the graduation.

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W45 – Closing

Final Comments: _____

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I will _____

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LEADERSHIP PAPERS – Deconstructing leadership extracted from Management Today via USQ connect.

What does it mean to be at the helm of affairs today? In the rapidly changing world of business, ideas about leaders and their style of operation are keeping pace with a democratic world. By **Deborah Tarrant***.*

Microsoft Australia's former Managing Director Steve Vamos has a salutary tale of one of his earliest lessons in corporate leadership. As a young sales employee at technology behemoth IBM, he was describing the challenges he faced in cutting a particular deal when one of the company's senior sales executives started dragging Vamos away by the arm. The younger man put up quite a protest. "Why won't you come with me?" asked his boss. "Because I don't know where you are taking me," replied Vamos.

That lesson stuck with Vamos, and its significance has played out in various ways across a stellar career in the fast-moving technology industry, through the vagaries of a start-up with ninemsn and the challenges of running the regional operations of Apple in the mid-1990s. Without doubt he's applying the most important rule of leadership in his latest post as the Vice President of Online Services at Microsoft's global HQ in Seattle.

Put simply, leadership is about defining the common purpose, says Vamos. "My job is to provide clarity of vision and alignment of people to the broader cause." Yes, people need to know where they are going.

Vamos is in the frontline of corporate leadership in Australia. Schooled in the finer points of heading the pack at Harvard, he's observed the impact of leadership across large, complex organisations in a sector that has revolutionised the way we work and live. In both an industry and an era where the only certainty has been change, he's seen the notion of leadership evolve.

The new connectedness that's changing our economy and, ultimately, our world, has morphed the old iconic, heroic leader into a far more humble figure, he suggests. The accelerated pace of business means leaders no longer know all the answers. "Their role is to tap into collective know-how by creating environments that enable everyone to lead and to make a difference."

Indeed, Vamos espouses the clearest trend in 21st century leadership. As business has gathered speed and complexity, leadership roles have grown from CEO's offices and boardroom chairs to divisional, team and individual leaders. Meanwhile, the concept of leadership has devolved and become more difficult to grasp.

Following the leaders

Evidence of the quest to define what makes a truly effective leader today is all around us. Witness the library of management books and academic papers devoted to the topic. Research projects seek to nail down the vital characteristics and behaviours of successful leaders. Critical among them, say the latest, are respectfulness, fairness, compassion, spiritual respect, humility, courage, passion, wisdom, selflessness, integrity and honesty.

The habits of the world's most successful leaders in business and beyond, from Richard Branson to Jack Welch, are repeatedly scrutinised, analysed and emulated. And an abundance of courses also offer guidance. In Australia, some 40-plus institutions now offer insights into the enigma of leadership through MBA programs. Executive short courses also abound.

Pick almost any medium or large employer today – from Westpac to Woolworths – and you'll find a focus on developing and fast-tracking leaders to meet the needs of the new high velocity and quick churn of business. In tow is the growth in executive coaching and mentoring.

Leadership trends

Indicative of the pace and nature of change are the findings of a 2006 paper, *The Changing Nature of Leadership*, by the Centre for Creative Leadership, a US-based global research and education organisation. Of the 500 respondents who took part in the study, the paper shows 84 per cent insist that the definition of effective leadership has altered in the past five years. The rise of a new leadership skill set saw finite qualities such as resourcefulness, decisiveness and "doing whatever it takes" being supplanted by participative and change management, and building and mending relationships. A clear conclusion emerged: leadership is changing, and approaches focusing on flexibility, collaboration, crossing boundaries and collective leadership are expected to become high priority.

Leadership is no longer one thing to all people, running on the traditional model exemplified through centuries by the military and the church. There's no easily applicable set of rules or attributes.

Professor Gayle Avery of the Macquarie Graduate School of Management, author of several books on the subject, has identified four paradigms of leadership that are alive and well in our contemporary corporate landscape.

Best-known is the classical, the old command-and-control style, which involves telling others what to do, and usually depends on fear or great respect. Familiar also is transactional leadership, which relies on performance management

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and contracts with employees on the terms and conditions under which they work. High priority today is visionary or transformational leadership because it's associated with performance. "It's where many organisations are trying to shift," says Avery. "It needs a higher purpose, recognising that people don't just come to work to get a bonus." A standout example is the transformational leadership style at Insurance Australia Group where CEO Michael Hawker engages staff with a vision for sustainability.

"Transactional leadership gets the day-to-day work done, but to reach that higher level and increase performance you have to use your people and buy into their discretionary effort," Avery attests. However, it's the last paradigm – organic leadership – that's pushing the boundaries and challenging the basis of leadership as we understand it. The problem with traditional thinking on leadership is that it focuses on the individual, insists Avery. "We're hard-wired into thinking it's all about one person telling others what to do, but leaders are part of a system in which followers are an enormous component."

Organic leadership moves away from the all-controlling figurehead leader to shared vision, decision making and accountability. Indications are that organisations operating this way, such as manufacturer W. L. Gore, employer of some 7500 people worldwide and a consistent topper of Best Employer lists, enjoy enduring success. Key to Gore's high performance is its "flat lattice" structure based on teamwork with no chains of command or predetermined channels of communication. Groups of 150 or more are split in two by the company so people are able to communicate and trust each other.BMW in Germany is also considered to be a trailblazer for its similar approach. "If you design the work environment properly there's no need for leaders to be running round reminding people of the company values or having a lot of transactional processes," explains Avery. It's a point on which Vamos concurs, and it certainly buys into the collective leadership trend.

So what happens to the overall leader in this situation? "He or she lets go of control and can focus on strategy," says Avery. "The leader's role, functions and activities may be dispersed as well. At Gore, part of the CEO's role can be taken on by multiple people." Such a concept may seem a stretch, and the organisations that are using it tend to have been set up that way, although different styles of leadership can – and do – prevail in different parts of today's organisations, Avery points out.

Long live the boss

The idea of shifting the focus entirely from the individual, however, won't sit comfortably for everyone. Not-for-profit (NFP) organisations, for example, commonly kick-off and thrive on the strength of one person's vision, led by someone deeply passionate about creating social change, explains Jan Owen, Executive Director of Social Ventures Australia, an organisation that delivers business know-how to over 20 Australian NFPs.

Indeed the commercial sector can learn from NFPs on leadership, Owen observes. "Millions are spent to train people in the commercial sector to gain the skills that social entrepreneurs naturally bring," says Owen who cites instances where big corporates, such as AMP, have engaged NFPs to conduct training programs for senior staff to build self awareness, set up more effective teams and utilise their skill sets in a diverse range of contexts. With the passion of the social entrepreneur comes the essential leadership skill, the ability to motivate, inspire and win others. "One thing we've lost in deep analysis and the focus on information technology is the ability to tell stories. Facts have overwhelmed the narrative. This is a skill non-profit leaders have because they work with people at a real level," she says.

The recent research of London Business School Professor Jay Conger supports this. Conger found that skilled leaders are great storytellers who can engage their staff with emotive stories that connect organisation goals with personal values. Conger also outlines the need for leaders to build relationships across their entire network, inside and outside the organisation. This connectedness enables them to know what is going on. By necessity, social entrepreneurs have unique leadership skills for garnering resources and as relationship builders, often bringing together disparate interest groups to design new solutions to seemingly intractable problems. They solve problems in the most unlikely situations, Owen points out, and as we move through the information age and the era of the knowledge worker, this skill is becoming increasingly relevant for commercial enterprises and the public sector.

The new skills

To meet the needs of the new millennium enterprise, leaders require "flexible expertise", according to Professor Robert Wood of the Australian Graduate School of Management. "They need to be able to think analytically and develop their language skills to talk about complex ideas in simple and compelling ways; to deliver the clarity of vision and the narrative that binds people to the cause. Leaders require high energy and self-management to engage in multiple tasks, to take risks and to learn."

Honing leaders is the hot topic. The best ones are home-grown, and well-entrenched in their organisational cultures, it seems. A study by management consultants Booz Allen Hamilton, in conjunction with the Business Council of Australia, shows performance of internally promoted leaders outstrips the efforts of external appointments.

In a perfect world, a high-flying employer holds on to its leaders. But with the "war for talent" and "retention" currently cliches, inevitably, leaders keep moving on.

So where do good leaders come from? Certainly, some are natural born. "These people are successful because they are active thinkers who can reflect on their experiences, diagnose why things are happening and wonder: What if...?" suggests Wood. The good news is there's evidence that the flexible expertise that's so important for today's leaders can be refined and developed. Beyond reflection, perhaps the most powerful skill for today's leader is listening, argues Steve Vamos. "People are afraid to tell the boss what they think, or that we're wrong. In an era of more collective leadership, creating environments where people feel free to speak out – and taking criticism kindly – has become vital," he says. Establishing channels to facilitate feedback is important. If you're about realising a vision through others, then you must hear them out, says Stephen Dunne, Managing Director, AMP Capital Investors. For the past three years, some 200 AMP managers have received feedback from their teams on one day in May. "From the points raised, they discuss and work up a development plan," Dunne says. Formalising the process gives leaders within the company a starting point for dialogue and conversation.

As a result, not only have the company's leadership "scores" improved, the overall culture has also picked up. In a global business with a diverse 800-strong workforce, creating alignment for the broader purpose is not easy. "It must be something greater than a profit motive," Dunne insists. "In our case it's about creating greater wealth for clients." Just as Vamos's earliest leadership lesson demonstrated, people need to understand where they are going.

Learning to be leaders

Are leadership skills born from experience, or can they be learned in a classroom? The latest research suggests a combined approach may be optimal. Confronting today's talent shortage for leadership roles, Professor Robert Wood and a team of researchers at the Australian Graduate School of Management have launched the Accelerated Learning Laboratory (ALL), a program to fast-track emerging leaders. Senior executives from IAG, ANZ, Macquarie Bank and Qantas are participating in a five-year research program that is exploring ways to speed up the development of their "flexible expertise". Wood's team is aiming to crack "the 10-year rule". Fighter pilots, elite athletes and chess players typically take a decade to produce the pattern recognition and response skills needed to become experts in their fields. "The decisions that senior managers and executives face involve even more complexity and require more sophisticated mental models," notes Wood.

In the ALL program, classes of 15 use computerised simulations to practise decision making in changeable virtual worlds. They also undertake role plays, followed by coaching in the workplace, to develop their interpersonal skills and to practice the leadership essential – "creating a binding narrative".

Deborah Tarrant is a Sydney-based business writer. Article from Management Today

The innovation thing – extracted from Management Today via USQ connect.

Innovation is more than just the invention of the next big thing. Today's managers must think of ways to harness innovative creativity for better goods, processes and services. By **Cameron Cooper**.

When in need of great business concepts, Remo Giuffre does not turn to his management team or staff; he simply sends an email to his army of customers around the world. The founder of cult retail brand REMO General Store, Giuffre unashamedly takes his cues from his customers through real-time feedback courtesy of the cyber world. Buyers are invited to vote on potential products, designs, images and colours. In return, they get loyalty points for their feedback and purchases. The side effect is that this customer focus "binds" loyalty and clients "evangelise" the brand. "The unique take that we've had is tapping our customers as a source of ideas for the business, recognising that the customers are the people who are most likely to be able to innovate on behalf of the business," Giuffre says.

As innovative leaders go, few think outside the square like Giuffre, whose fashion store earned rare loyalty from customers when it opened in Darlinghurst, Sydney, in 1988. The store developed an international following via a popular 100,000 subscriber-strong mail-order catalogue selling distinctive wares that included a swimming cap emblazoned with a bright yellow light bulb and an own-brand "stripy thing" T-shirt. Then things fell apart and, amid a capital shortfall, Giuffre closed his doors and went off to the US to consult to the likes of Honda and Motorola.

Now, four years into a rebirth through an online-driven model, the REMO business has won over old and new devotees and sells products to about 100 countries. REMO sits high on respected international branding website Lovemarks's list of the world's most-loved trademarks, up there with Google and Coca-Cola. Giuffre says being a small, nimble business has helped its innovation credentials, while the internet has been a godsend for his customer-centric business model. "With the internet it's an architectural [tool], and once you've set the structure up, the ideas will come; then it just becomes a matter of editing them."

Not just invention

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Australians pride themselves on being an inventive lot: the Hills hoist, the bionic ear, the black box flight recorder system, penicillin…

The dilemma, some analysts believe, is that innovation is too commonly associated only with the creation of something new, such as the latest IT gadget or a groundbreaking software program. Peter Westfield, a director of Adair Innovation, which promotes entrepreneurship through its role as organiser of the Australian Innovation Festival, believes the concept of innovation in Australia needs "a jolt". It is time, he says, for the discussion to move on from a preoccupation with science and technology initiatives. "In fact, innovation is really about individuals and smaller companies looking at new ways of doing things and then being given the opportunity to make those happen," he says. Westfield adds that systems-driven larger corporations often lack the flexibility to be truly creative. "It really is the smaller and middle-ranking companies that bring in the new ideas … that really drive not just innovation but business opportunities for the whole economy." To engender innovation in an organisation, Westfield advocates the four Cs – creativity, connections, collaboration and commercialisation.

The final point is especially critical. A think-tank, conducted by the Australian Business Foundation, observed that Australia has a historically poor record of commercialising public sector research. The ABF's study suggests the nation's drive for innovation will stall unless links improve between public and private sector research and development. The report compares Finland, Sweden and Australia and identifies the latter's "commercialisation gap" as a serious issue that requires fixing. It concludes that many small businesses eschew truly innovative ideas for reasons ranging from the inability to diversify risk to a fear of high capital costs.

Managing for innovation

Through its Innovation Policy, the Federal Government is trying to drive greater business creativity, with the aim of transferring ideas into saleable goods, processes and services.

The government agrees that innovation is more than just invention; rather, it is about new ideas, responding to trends and finetuning existing products and services. In its policy outline, businesses wishing to become more innovative are urged to follow these ideas:

1. listen to customers
2. get the input of all staff
3. create a culture that is not afraid of risk-taking
4. allow employees time to come up with ideas
5. treat money spent on ideas generation as an investment rather than an expense
6. encourage an environment of continuous learning through training.

Peter Newman, Managing Director of the Applied Innovation Centre, wants governments and institutions to focus on developing an environment in which innovation can thrive. "We should be putting our money into fostering a culture of innovation in every company in the country," he says. And that requires accepting new ideas from staff, rather than "kicking them in the guts" if one brainwave does not succeed, Newman believes.

An Applied Innovation Centre survey of senior managers reveals that all managers pinpoint innovation as an important part of their strategy, but only 3 per cent have a structured approach to promoting innovation.

"People don't know how to make the jump from having it in their vision statements to making it operational," Newman says. Factors Newman thinks are crucial to increase innovation include understanding environmental and cultural factors in business, planning, recruiting the right people and formulating better corporate processes. Leadership from senior management is also essential. "If you don't have that it's very hard to take it forward," says Newman. "If you want to take a culture of innovation throughout your organisation you've got to have your leadership group walking and talking the language."

The Business Council of Australia (BCA) shares the view that a rethink is required on innovation throughout the country. In its report, titled New Concepts in Innovation, the BCA argues that many companies view innovation primarily as the development of new gadgets through research and development spending. Yet in a knowledge-based economy, it says, the key to progress is the quality of human capital. The BCA champions "organisational innovation" and recommends ways to foster a more advanced business environment: a greater commitment to staff development; heightened awareness of the impact on innovation of stifling tax, regulatory and workplace relations policy settings; creation of superior capabilities through training; and education about the importance of innovation. Workplace skills such as communication, teamwork, problem solving, creativity, entrepreneurship and leadership must come to the fore.

Learning from failure

Think of some of the best business leaders that Australia and the world have seen: Henry Ford of auto manufacturing fame, Virgin's Richard Branson and Australians such as Rupert Murdoch, Dick Smith and Gerry Harvey. All, like Remo Giuffre, have had troubles at some point in their business careers, and all have been able to adapt and change their business models as markets shifted around them. According to Adair's Westfield, businesspeople who learn from their failures stand a better chance of being innovative: "and we don't really have that culture of acceptance of failure the way the US does".

Westfield says innovative CEOs start with a vision and, while being entrepreneurial, do not lose sight of where they are going. He also contends that the publicly listed business model, in fact, inhibits innovation because companies trading on the share market" have to deal with analysts that are looking at your company on a quarterly or monthly basis".

"That's one of the deficiencies of a public company: that you always have to be able to respond to the wishes of the market. They have to think short term."

A growing appetite

The appetite for innovation seems to be growing. A recent survey by STW Communications Group for its new research study, The Australian Report, found that three in four respondents like to try new products, 60 per cent say they would pay a premium price for an innovative product or service, and one in two want brands to be more innovative. Some sectors seem ripe for new ways of doing business, including the senior healthcare sector. With Australia's ageing population, finding creative ways of running aged homes represents an opportunity for smart businesses.

TriCare, a Queensland-based manager of aged-care facilities, is one business showing the way. Its model emphasises the importance of human relations and people, rather than the sector's traditional concentration on managing buildings efficiently.

CEO Jim Toohey says the HR point of difference has been crucial to TriCare. "Our product isn't actually the lovely place you drive past that looks like a beautiful new hotel," he says. "Our 'product' is the old lady in the shower getting bathed. It's an enormously confronting experience for her. So where I think we're innovative is we've had an approach to the delivery of those services that says we really have to bring to the health sector a customer focus. How is it impacting on the person I'm helping go to the toilet? What about privacy? What about dignity?" In fact, Toohey believes innovation is vital for the future of aged care. "If we are to move from a government-regulated convalescent home mentality to a vibrant, export-focused service sector, the innovation in terms of human resource management and information technology is just absolutely critical. Innovation is going to be the single factor that determines the successes from the non-successes."

At REMO General Store, Giuffre says quality and passion will continue to be at the heart of the business's innovative business model. They may seem like old-fashioned values for such a progressive business thinker, but Giuffre says "those notions are timeless, and everything old is new again." He admits that the internet has been a godsend for the new incarnation of his company, allowing the REMO business to tap into the minds of customers in real-time.

"It has the added benefit that regardless of how much you use the reservoirs of customer creativity, the fact that you're setting yourself to do so communicates a very positive message to the customer network," Giuffre says.

He agrees that risk-taking is essential for innovation to flourish, saying: "It's part of the culture of the business to make decisions intuitively, often times in the face of conventional wisdom."

Giuffre has a warning, though, that businesses must not "deify" the ideas people within an organisation to the detriment of business-driven management and client-service teams. "You've got to be careful to balance that encouragement of creativity with respect for the bean counters."

Empire builders – extracted from Management Today via USQ connect.
They are at the top of their game in business, turning small, backyard operations into world-class enterprises. What are their secrets? What drives them and their businesses? In the first of a two-part feature, Management Today talks to three outstanding Australian leaders and entrepreneurs. By **Cameron Cooper**.

Jim Penman – Founder of Jim's Group
In the early phase of his burgeoning gardening business, Jim Penman gave his franchisees a strange option – feel free to leave, take your clients and set up another business if you please. The walk-out clause may seem at odds with a man who prides himself on attracting and retaining the best people. But for Penman, the founder of Jim's Mowing and Jim's Group, it is commonsense. "It's not particularly good if you have a person in a franchise simply because they signed a contract," he says. "They tend to sour the network." Rather than merely protect

intellectual property and goodwill, Penman strives to earn the trust of his franchisees. If scale is any gauge, it is working: he now runs the largest mowing franchise in the world.

Twenty-two years since launching Jim's Mowing, Penman controls, through Jim's Group, more than 2600 franchisees and branches around Australia, New Zealand, Canada and Britain. Mowing aside, service divisions handle tasks such as cleaning, dog washing, handyman and fencing services, and paving and pool care.

Putting people before profit has been a driving philosophy for Penman – and it has paid off financially too. "The advantage I have of being a private, wholly owned company is I don't have to refer to shareholders. To me putting people before profit in the long term is putting profit before anything. Because everything we do is built on reputation. You've really got to lean over backwards to do the right thing by franchisees, because in the short term there's always a lot of money to be made by not doing it. But in the long term it'll destroy you."

Born in England in 1952, Penman's family returned to Australia in 1955, and he grew up in Adelaide, and later in Melbourne. Before starting university, Penman worked in a variety of jobs: farmhand, door-to-door encyclopaedia salesman and public servant. Later, in 1982, as his PhD in cross-cultural anthropology and zoology wound down, his part-time gardening business started to thrive.

Penman soon found he had more lawns to mow and shrubs to prune than hours in the day would permit. Franchising seemed a logical way to go. Penman is committed to constantly improving the care Jim's Group provides to its franchisors, franchisees and customers. "I do feel very responsible. If a franchisee fails that's very painful to me. If a client gets poor service, I hate it." This pledge means that he takes a firm stand with his network of staff when it comes to customer service. He is demanding of franchisees, who are the public face of the business in Australian backyards.

"Most of our franchisees get zero to one complaint a year," Penman says. "But you've got some franchisees who are getting one a month, which to us is absolutely appalling. So we need systems – every time a complaint comes through, the franchisor needs to ring the franchisee pronto, discuss it, find out what happened and why."

The message is clear: lift your game or go. Equally, he expects a team of franchisors under headquarters to serve their franchisees. "If they don't do it we'll take their power of attorney off them. And they can't find new franchisees until they look after the ones they've got." Such a stringent regime demands a high level of staff skill across the organisation. Penman explains: "There's a big secret in business and that is that you hire people who are better than you. I don't have any trouble with that because I'm not very good at very much." A sophisticated back-end IT department supports the human element to remove and streamline administrative tasks. And Penman eschews power hierarchies in the organisation, believing they are dangerous; so he tries to maintain a sense of equality throughout the organisation and makes himself accessible to staff.

Life has changed over the past two decades for Penman, but he still keeps a balance between work and a hectic home life (he has nine children). That includes doing some gardening. "I don't mow my own lawns but I still enjoy the garden," he says. "I just potter around."And Penman doesn't miss the simple old days of firing up a mower or garden shears. "I live on five acres next to the office and love that side of life. But to me the intellectual challenge of business is so much fun. It's like an immensely enthralling permanent computer game."

Ten Ways to Judge a President
Published: July 22, 2009 in Knowledge@Wharton

Corporate leaders in the United States often draw leadership lessons -- good and bad -- from the examples set by American presidents. But in looking to the White House, it's important to recognize that history's take on presidential performance is subject to change, according to presidential historian Richard Norton Smith, who spoke at a recent Wharton Leadership Conference. He offered 10 rules for presidential evaluations that stand the test of time.
For example, he said, Dwight D. Eisenhower was considered something of a do-nothing president, ranking below Chester A. Arthur, during the dynamic Camelot era of John F. Kennedy. In contrast to the PR-driven Kennedy, Eisenhower used to say, "The job of the president is to persuade, not to publicize." Indeed, the Supreme Commander of the Normandy invasion was so subtle and self-effacing as president that historians judged him mediocre. Nearly 50 years after Eisenhower left office, however, scholars are revising their opinions. His presidential papers revealed a skilled political operator who worked quietly behind the scenes, but was driven by policy, organization and intellectual rigor. Despite pressure to rescue the French, he kept the U.S. out of Vietnam in 1954, reasoning with prescience that the cost of war in Southeast Asia would far outweigh any strategic benefits.
"Americans have been revising their estimates of presidents for as long as we have had presidents," said Smith, who has published biographies of Thomas E. Dewey, Herbert Hoover and George Washington, and is the presidential scholar in residence at George Mason University in Fairfax, Va. People forget that the revered Washington "was in fact an enormously controversial president" who was burned in effigy and denounced as a "betrayer of the Revolution" while he was in office.
Bouts of historical revisionism and counter-revisionism explain why assessments of the nation's leaders "bounce around like corn in a popper," Smith said. For example, Arthur M. Schlesinger, Jr., the Kennedy and Nixon historian, favored "transformative" presidencies with charismatic leaders promoting a more powerful federal government, exemplified by Teddy and Franklin Roosevelt. A more nuanced approach, evaluating leaders in the context of their time rather than in hindsight, has kindled reappraisals of Gerald Ford, Ronald Reagan and even Calvin Coolidge -- all of whom tended to be underrated because they were modest advocates for a more limited role for government.
"The presidents who promise freedom from government" -- Thomas Jefferson, Coolidge and Reagan -- "are as legitimate in their own time and place as the presidents who, in effect, promise freedom *through* government" -- the Roosevelts, Woodrow Wilson and Lyndon Johnson, Smith said. "You can take a Coolidge seriously now, something you couldn't do before Ronald Reagan."

10 Rules to Judge a President
Smith offered his personal list of "10 rules to judge a president" as a more objective approach avoiding the distorting effects of changing societal values, such as the pro-government activism of the New Deal and the 1960s:

1) History rewards the risk-takers. The list of presidents and the bold initiatives that pushed them up in the rankings are obvious, including Thomas Jefferson (the Louisiana Purchase), Harry Truman (stopping Communist aggression in Korea), Lyndon Johnson (Civil Rights Act of 1964), and Richard Nixon (dialogue with Red China).

But risk taking does not always conform to our notion of a "swashbuckling, agenda-setting executive" that began with Teddy Roosevelt 100 years ago. "Sometimes, doing nothing is the most difficult form of leadership of all," Smith said. He cited George H.W. Bush's diplomatic refusal, despite strong pressure, to attend "the photo opp of the century," the destruction of the Berlin Wall that symbolized Soviet domination of Eastern Europe.

"By not rubbing Mikhail Gorbachev's nose in the humiliation of the demise of the Soviet empire, he made it possible for Gorbachev to go along with a peaceful integration of Germany and for the Soviet Union to support Bush's coalition in the First Gulf War," Smith said, noting that few would have predicted Soviet acquiescence to these American initiatives.

2) A president who actively campaigns for his historical place is engaged in a self-defeating exercise. Warren G. Harding hoped to be "the best loved" president and came to office in a landslide victory after promising a "Return to Normalcy" following World War I. In the end, Harding couldn't extricate his administration from the Teapot Dome bribery scandal and quickly fell into obscurity, widely ranked among the worst presidents.

Smith said he found it "profoundly disturbing" that Bill Clinton pondered his legacy aloud with former advisor Dick Morris, who later wrote a memoir that included critical observations of the former president. According to Morris's book, Clinton wondered if the fact that he had not led the nation during a time of war would diminish his ranking among the presidents. Surprisingly, "Clinton's reputation and the significance of his presidency have risen significantly," Smith said. "Clinton's presidency is being weighed, as each president is ultimately, against his successors" -- in this case, against George W. Bush's record of war, deficit and economic crisis.

Clinton's most important legacy may be his success in "moving the Democratic Party to the middle of the road to a point where it had fiscal credibility and a muscular foreign policy, without surrendering its fundamental social justice principles," Smith said.

3) There is no single theory of presidential success. Proponents of the "strong presidency" as a prerequisite for greatness often cite Teddy Roosevelt's concept of stewardship: "The president was free to do anything he wanted that was not expressly forbidden by the Constitution," Smith said. He offered an alternative theory valuing presidents who viewed stewardship as protecting taxpayers and who did not seek power by expanding government -- a theory underlying reappraisals of Coolidge, Truman and Ford.

Derided as "silent Cal" (Dorothy Parker, when informed of his death in 1933, famously asked: "How could they tell?"), Coolidge deserves reappraisal "for his authenticity as much for his ideology," Smith said. An introvert who battled with "paralyzing shyness," Coolidge's "reticence was matched by his canniness.... He created a public persona that held the world at bay while allowing him to indulge in a humor as sharp as Vermont cheddar." Coolidge's honesty and lack of an overpowering ego should be all the more valued in an age "when so much of our public life is riddled by fakery, when candidates without ideas hire consultants without scruples," Smith said. "For lack of a better word, I would say that Coolidge was grounded," exhibiting a strength of character that he said Truman, Ford and Reagan also possessed.

4) Presidents can only be understood within the context, conventions and limitations of their time. Invariably ranked among the greatest presidents, the populist Andrew Jackson fell from grace during the time period when historians realized that millions of Americans -- women, blacks and Native Americans -- had been politically or economically marginalized. Social activism led to a revisionist view that "changed the lens through which we viewed Jacksonian America." Smith argues for a more objective approach in dealing with the past, "to understand someone in the context of their own time and not make the mistake of applying our

conventions to an earlier time." Those who judge presidents do not have license to simply dismiss earlier generations; instead, "the obligation is ours to try to understand them."

5) If presidents are governed by any law beyond the Constitution, it is the law of unintended consequences. Although Woodrow Wilson wanted to be the father of the "new freedom," his idealistic vision was overtaken by the massive increase in government regulation and spending required by World War I. "In his second term, events beyond his control overwhelmed him. Foreign war, domestic upheaval, shameful outbreaks of racial and ethnic intolerance mocked his idealism and reordered his priorities," Smith said.

6) Presidential power, although awesome on paper, is based largely on moral authority. Franklin Roosevelt and Ronald Reagan understood how to use moral authority to achieve their objectives, although their goals were diametrically opposed. Broadcasting fireside chats to generate hope through the New Deal, Roosevelt banked "emotional credit and credibility" that he used throughout his presidency to win support for creating the modern social welfare state. Similarly, Reagan gained enormous influence through his response to the assassination attempt in 1981. "His legend began when millions saw a side of Reagan they never knew existed -- the jokes that he cracked [and] the grace that he displayed," Smith said.

7) The president requires a talent for making useful enemies. History's most admired presidencies were often locked in struggles with adversaries who gave them power. "Roosevelt and Reagan had a genius for exploiting their opponents, whether European dictators in the 1930s or the Evil Empire that haunted [Reagan]," Smith said.

8) Every great president marches to the beat of his own drummer. Reagan personified the principle that great leaders "are essentially mysterious figures," with capabilities not fully understood. Reagan's national security adviser, Robert McFarlane, remarked: "He knows so little and accomplishes so much."

9) The challenge posed by any crisis is equaled by the opportunity for leaders to forge an emotional bond with the people they lead to gain moral authority and expanded powers. Franklin Roosevelt, having rescued democratic capitalism, "was all but immune from" right-wing attacks accusing him of Stalinesque power abuses. Lincoln was called an "incipient dictator" for suspending *habeas corpus* barring unlawful detention, but Americans never doubted his belief that he had to suspend one clause in order to save the rest of the Constitution.

10) Greatness, like beauty, is in the eye of the beholder. Social and economic conservatism had their heyday under Reagan, demonstrated when Clinton declared the era of big government was over and produced balanced budgets. But the Reagan consensus that "markets were sacred" and "Wall Street invariably knew better than government regulators" has been repudiated, "at least provisionally," by the financial crisis that led to Democratic sweeps of Congress and the presidency. "All of that is up for grabs," Smith said, although it's too soon to predict what will replace "the age of Reagan."

1.1   Southwest Airlines' Colleen Barrett Flies High on Fuel Hedging and 'Servant Leadership'

At a time when the airline industry is under assault from skyrocketing fuel prices and a sluggish U.S. economy, it's hard to imagine that a talk by the president of the leading American carrier would not be dominated by discussions of job cutbacks, reduced routes, higher fares and a difficult future ahead. But then there aren't too many major airline executives quite like Southwest Airlines' Colleen Barrett, 63, who rose from legal secretary to the front of the corporate suite over a span of 23 years. It was Barrett, working closely with mentor and company co-founder Herb Kelleher, who pioneered Southwest's unusual and now legendary approach to customer service, which aims to treat the company's 35,000 employees like family, to make the workplace fun -- and then to carry that upbeat attitude to consumers. It's a strategy that has made an upstart discount carrier into America's busiest airline by passenger volume.

"Our mission statement is posted every three feet, all over every location that we have, so if you're a customer, you've seen it," Barrett noted in her recent talk at the 12th Annual Wharton Leadership Conference, sponsored by Wharton's Center for Leadership and Change Management and Center for Human Resources. "It's to follow the Golden Rule -- to treat people the way that you want to be treated, and pretty much everything will fall into place."

To be sure, Southwest's success took more than being nice to customers and employees. For example, Southwest's innovative policy on fuel costs -- a complicated system of hedging against future price gains that is saving an estimated $2 billion this year and made Southwest the only profitable major U.S. carrier in 2008 -- is the talk of the airline industry. But Barrett -- who's stepping down as president this summer -- only mentioned that in passing during her remarks. Instead, she showed a six-minute video that she prepared for a recent board meeting, featuring heartfelt testimonials from flyers and employees who showed, for example, how they use a roll of toilet paper to fashion a "birthday cake" for travellers.

Millions of Frequent Flyers

"Customer service is really my passion," Barrett said, adding that she probably spends 85% of her time as president dealing with worker issues -- what she called "pro-active customer service to our employees" -- with the underlying idea that a happy and motivated workforce will essentially extend that goodwill to Southwest's customers. "When we have employees who have a problem -- or have employees who see a passenger having a problem -- we adopt them, and we really work hard to try to make something optimistic come out of whatever the situation is, to try to make people feel good whatever the dilemma is that they're dealing with," Barrett said.

Dallas, Tex.-based Southwest has posted a profit for 35 consecutive years -- something no other American carrier can boast. In 2007, the airline pulled in nearly $9.9 billion in revenues and reported a net profit of $645 million. But Barrett said that the numbers that mean the most are not the ones on Southwest's balance sheet, but rather those that indicate how many millions of people have become frequent flyers because of the airline's low-fare, high-volume strategy. She noted that when Southwest flew its first Boeing 737s out of Dallas's Love Field in 1971, only 13% of the American public flew regularly. "Those 13% were all male, quite frankly, and they were all businessmen," Barrett said. "Women only flew if there was a family crisis.... We have changed the way that people thought about flying." She pointed out, for example, that low-fare air travel has held together couples in long-term, long-distance relationships and helped divorced parents in far-off cities watch their children grow up.

The string of profitable quarters and the feel-good stories don't mean that Southwest is immune from unprecedented pressures facing the industry. Barrett acknowledged that the company is looking nervously to 2012, when the company's fuel-cost advantages will largely disappear, and beyond. "If fuel goes any higher, nobody will be flying -- it really and truly is scary," Barrett said. "We're just going to have to come up with something else." On the same day that Barrett spoke at Wharton, Southwest CEO Gary Kelly was telling a conference in New York that the carrier would probably need to push fares up "gently" in 2008. In addition, Southwest is looking toward the future by slowly phasing out some of its older 737 models, adding wireless Internet access to flights, and negotiating new code-share deals with international carriers.

Meanwhile, Barrett -- who will keep an office and continue to work on customer-service oriented projects for Southwest after relinquishing her president's title in July -- remains the evangelist of the company's remarkable story and her own improbable rise within it. Raised in what she called "a poor little family that never had much" in rural Vermont, Barrett studied to become a legal secretary and then got the break of a lifetime when she went to work for Herb Kelleher, the New Jersey-born lawyer who migrated to Texas and in the late 1960s became legal counsel and co-founder of Southwest with Rollin King in 1971.

The colorful and charismatic Kelleher believed in a collaborative style that involved his associates, including his legal secretary Barrett, in every step of the process. In the early years of Southwest, many of the company's efforts took place in the courtroom, battling repeated efforts by larger carriers to restrain the upstart airline in the era before the industry was deregulated. Eventually, Kelleher became the company's chairman in 1978 and three years later -- with the industry in turmoil over a strike by air traffic controllers -- its CEO. Naturally, he brought his longtime aide Barrett with him, and the two grew Southwest from a little-known Texas carrier to the coast-to-coast consumer powerhouse that it is today. (She and Kelleher actually took a leave of absence from the law firm, which to this date has not been cancelled.) Barrett says now that the key to Kelleher's success -- and her rise along with him -- is that he is "an egalitarian spirit."

"He never embarrassed you -- even when you did something really silly or foolish or not too bright," Barrett said. "He always supported me and always treated me as a complete equal to him." Barrett -- who often wears tennis shoes and T-shirts to the office and has no formal training in aviation --became vice president-administration in 1986, executive vice president-customers in 1990 and president in 2001, when Kelleher was trying to surrender some of his duties, a mission that was complicated by the September 11 terrorist attacks. Over time, Barrett has been widely recognized for her leadership -- winner of the Outstanding Woman in Aviation Award in 2007 and named to **Forbes'** list of the 100 Most Powerful Women in business on more than one occasion.

Barrett is also a persistent problem solver. "I like being part of a team. Tell me I can't do something and I'll kill myself trying. I'm an overachiever. I didn't score off the IQ charts or anything but I plug away.... I'm kind of a firefighter." She described her management style as "servant leadership," using a term first coined by management guru Robert Greenleaf in the 1950s.

A Trip to the Movies

It was Barrett who made the Golden Rule -- which was drilled into her by her mother when she was growing up -- into the company motto and model. She also developed the unusual

pyramid that focuses on employee satisfaction and issues first and foremost, followed by the needs of the passengers, which in turn creates a profitable business that satisfies the shareholders below them. A typical move by Barrett, during an earlier economic slowdown, was to offer reservation clerks a chance to stay with the company rather than laying them off.

She believes the payback from that strategy is the extra effort that Southwest employees put into serving passengers. For example, she noted that when planes were grounded across America after the September 11 attacks, a number of Southwest jets were forced to land in cities where the airline doesn't normally fly -- creating some unusual dilemmas. Several members of the flight crews took in stranded unaccompanied minors for the week, becoming so close that they still keep in touch at Christmas and Thanksgiving. In Sioux Falls, S.D., where one of the stranded jets ended up after September 11, the pilot decided his passengers were watching too much television and rented a bus to take them out to the movies."Somebody told me that they flew on Southwest on Father's Day recently and the attendants asked if everybody had remembered Father's Day," Barrett told the Wharton audience. "For the people who didn't, the attendant went around and gave them Father's Day cards."

The company's quirky culture has its roots in the 1970s, when the original Southwest female flight attendants wore hot pants and white go-go boots. Today, the emphasis is somewhat different. "If you are not a touchy-feely type person, you are going to be so uncomfortable in our environment," said Barrett. That approach carries over into hiring. "We literally say that we hire for attitude and we train for skill," said Barrett, quickly reassuring the audience that Southwest only brings in top-notch pilots and mechanics. "And we are far more likely to terminate someone for attitude and behavior and lack of respect than just about anything else."

Ultimately, Barrett says, she wants Southwest employees to do what she clearly has mastered: To simply be themselves on the job. "We have always thought that your avocation can be your vocation, so that you don't have to do any acting in your life when you leave home to go to work, that you don't have to take off the real person that you are and throw it down on the couch."

1.2 Bridging Your Goals with Their Goals: A 'Context-driven Approach to Leadership'

While changing jobs and shifting careers is hardly unusual in today's business world, Russ Palmer is somewhat unique in that he has been the leader of three very different organizations over the past several decades. He was CEO of Touche Ross (now Deloitte & Touche) for 10 years, dean of Wharton for seven years, and now owner, chairman and CEO of The Palmer Group, a corporate investment firm. Each of these positions required very different skills and the ability to adapt to a unique set of challenges -- what Palmer calls "a context-driven approach to leadership." In his new book, **Ultimate Leadership: Winning Execution Strategies for Your Situation,** Palmer describes how today's leaders can adapt to, and succeed in, any business environment. He recently spoke to Knowledge@Wharton about his book and the challenges of leadership.

Below is an edited transcript of the conversation.

Knowledge@Wharton: Can you explain briefly what you mean by the "context-driven approach to leadership?" Is this the same thing as having the ability to read and react to a new situation, or is it broader?

Palmer: I think that it's broader. Let me say that I have 20 books in my library and they are all about leadership. They take the form of either principles of leadership or what some leaders have done. But I don't know of any that talk about context, which is how you execute leadership. Principles that we know include things like the personal integrity of the leader, judgment, serving as a symbol -- but context is all about execution. In top-down organizations, the environment is one of "do it and do it now." In academic organizations, it's much more collegial. In non-profits, with volunteers, there's a persuasiveness that has to take place all the time.

But when you change context -- either because you have changed jobs or you are in a different environment, such as one where the leader of a top-down organization suddenly has to share a business roundtable with his or her peers -- there definitely has to be a different kind of style in order to be persuasive. Or [it might be a situation where] a business person goes into academia, such as I did. I think that most of the people who have done that have found it very difficult and many have failed. So, it's much broader: Context is about execution of leadership in different environments.

Knowledge@Wharton: Can you give us two examples -- one a situation where a leader successfully applied this context-driven approach to a particular situation or organization, and one where he or she quite obviously failed to do this?

Palmer: When I first came to Wharton, the first exposure I had was to the faculty, who were very apprehensive about some accountant from a big accounting firm, with a BA degree from Michigan State University, coming in and being the Dean. So I had to go into a totally different context than what I was used to and try to win their acceptance.

During the first faculty meeting that I spoke at, I saw that I wasn't really making headway. But at the end, I said to them: "If we are going to be the best, we are going to have to have the best faculty. And if we are going to have the best faculty, we are going to have to pay them at least equal to our competitors, Harvard and Stanford. I have done a study and you only make two-thirds as much as they do. I'm going to try to do something about that." I think that that was the thing that clicked with them, and [made them think], "Well, maybe this fellow from the business world isn't all that bad and we should give him a chance and see how he does."

As far as a situation where I think someone went into a different context and wasn't able to handle it, there is Bob Nardelli. He was from GE, as you know. He went to Home Depot, which had a completely different culture -- a family culture that had been built up over many years. He tried to change that culture for whatever reason, in very short order. He brought in a lot of people from the outside. He treated the board differently than it had been treated in the past. He had some good results. But, as one analyst said, he alienated his stockholders, his board and his employees. He's now at Chrysler and I think that that's probably a little more akin to the environment that he had at GE, although GE makes money, so we'll see how he does there.

Knowledge@Wharton: In a top-down organization, including the ones that you have cited -- like the airlines, automakers, defense contractors, the military, hospital operating rooms -- what are the landmines that lie in wait for leaders?

Palmer: The top-down organization tends to be more autocratic, although there are many top-down organizations that have very fine leaders who don't hit the landmines. But in companies like construction companies, auto companies, airline companies -- where it is a 'do it and do it now' situation -- leaders sometimes have a tendency to remove themselves from the real world around them.

After a while, they don't listen as much. They tend to think that they know all the answers. They often say to people, "We tried that four years ago and it didn't work." They become more

insular; they don't get down to the lower levels and talk to the people who are having day-to-day contact with customers and others. And they have a tendency often to hang on to their job for too long. It's an exceptional situation where someone should stay at a job for more than 10 years. So, particularly in top-down organizations, this can be a problem.

Knowledge@Wharton: You were 37 when you took over as CEO of Touche Ross, the youngest person ever to attain that position in a "Big Eight," now "Big Four," accounting firm. But these days, CEOs, presidents and other top executives are often in their twenties. How much harder is it for young people to understand context-driven leadership, when they have had so little experience outside of the firm they started or helped make successful?

Palmer: You can be a leader at almost any particular age. So the fact that they are in their twenties doesn't preclude them from being a leader. Many young people I have met are very fine leaders and they have good judgment. The thing that they lack, in some cases, is they haven't had the experience. In some way this has to be supplemented over some period of time so that they don't fall into the trap that many companies do.

You see buy-out firms purchasing companies that have been great -- that have been built up to a certain level but no longer have the [right] leadership. You will find it's because the original owners or founders haven't broadened themselves to do the kinds of things we are talking about here. So, I would say that for these young leaders, it's good to have some people around who have been through the fire, been through the wars, who they can listen to and who do understand context. On the other hand, I would say that one of the hallmarks of a leader is to be able to intuitively understand situations, and you can do that as well at 22 as you can at 37 or at any age.

Knowledge@Wharton: You relate the experience you had when you were a board member of Bankers Trust, and suggested to the CEO that he form a small group to identify potential threats to the bank. Two potential problems were a crisis in the Japanese stock market and a crisis in the derivatives area. Ironically both crises did come about and the bank still had done nothing to prepare for them.

Now, we see the whole subprime mortgage mess, in which banks and others failed to follow proper risk management procedures and ended up losing billions of dollars for investors. What prevented people from seeing and preparing for this outcome? Was it greed, arrogance, a herd mentality? Or is it just wishful thinking to hope that leaders who are making huge piles of money will stop and say "Hey, wait a minute, let's set up a crisis contingency plan."

Palmer: I believe that number one, it's greed, and number two, "everybody else is doing it so it must be a good thing." But how could we possibly imagine that what was happening wasn't going to be a calamity in the end? We had people selling mortgages, saying ... "Come in and we'll give you a mortgage, and we'll give you some money back."

Why could they get away with that? It is because they had no risk. They sold somebody a mortgage, or gave somebody a mortgage and then they sold it to somebody -- and at that point, they had no risk. The 'somebody' that they sold it to bundled these mortgages and sold them to somebody else. And then we broadened it out and securitized these mortgages in different forms and kept passing them around. Only at the last stop, in many cases, was there any risk involved.

But, if anyone had stepped back, they would know that this situation couldn't go on forever. I think it was the herd mentality -- the same herd mentality that said many years ago, "We know that there is a law against parking stock, but everyone knows that everybody does it." Then a few people went to prison and then people didn't think that any more. Not everybody joined this herd mentality. T. Rowe Price got out early on. They had a chief financial officer

who said, "This doesn't make any sense." If anybody else had looked at it, they would have said the same thing.

Knowledge@Wharton: You talked a few minutes ago about your first Wharton faculty meeting, which was an example of understanding the self-interest of your constituents. But isn't the constituent's self-interest often at odds with what the organization needs or can afford?

Palmer: Yes, and it's your job to bridge their goals with your goals. I'll give you an example. We had students at Wharton and we had something that we called "The Plan for Preeminence." The students didn't seem too interested in it because they had given up a high paying job [to come to Wharton]; they were paying high tuition; they were forgoing two years of their salary; they were [getting an MBA] to get an even better job and make lots of money. They had very little interest in something that some dean called a Plan for Preeminence.
We constantly and consistently told them or suggested to them that the Plan for Preeminence was very important and that for the rest of their lives people were going to be asking them, "Where did you go to school?" They were going to be saying something like "Wharton" or "Harvard" or "Stanford," and people were going to be fairly impressed, at least initially. And that was going to help them get jobs. It would help them open doors and it would help them in innumerable other ways.
So it was in their interest that they help us make Wharton the best business school in the United States. Once we convinced them of that and once they could see that, they jumped in and helped us implement The Plan for Preeminence. So we bridged our goals -- The Plan for Preeminence -- with their goals, which I've already described, and moved forward.

Knowledge@Wharton: When describing your tenure as head of Touche Ross, you write about how you saw an opportunity to expand into the Middle East, specifically by establishing a relationship with Saba & Company, the main accounting firm in that area. As you recount in the book, a chief reason that Saba ended up joining with you was that you and three others from Touche Ross actually went to their offices in Beirut to meet with the top partners.
Most other Americans at that time were choosing a safer place to meet, where bombs weren't going off and buildings weren't getting blown up. But these days, everyone travels almost everywhere and most companies know that they must staff their offices abroad with local leaders, etc. So, what kinds of competitive advantages are there for leaders seeking business abroad, from the perspective of the context-driven approach to leadership?
Palmer: Find out what their goals, needs and desires are and help them fulfill them. It's one thing to say, "We want to sell you something or we want to buy something from you." That's a simple business transaction. But, it won't forge the kind of relationships that you need in today's world, our flat world with businesses and multiple companies.
In addition to doing business with them, you can find out: "Do they need certain types of training that you have in your organization?" You can be helpful in training them. Or maybe they can be helpful to your organization with certain technologies that you can share, marketing expertise. Be more of a supplier or a customer -- be someone who has an interest in their business -- and do your best to help them achieve their goals.

Knowledge@Wharton: You also talk about the need, every few years, to 're-seed' or 're-pot' yourself, so that you make sure that you get new challenges, whether it's in the same organization or in a totally new organization. Do you still believe that? About how often should people consider finding these new challenges and how do you ensure that they'll actually be available to you?

Palmer: Well, I do believe it. Ten years is a long time to be in a job. I was the CEO of Touche Ross, now Deloitte & Touche, for 10 years. We had 400 offices in 90 countries. I traveled constantly, over 200,000 miles a year. And after 10 years, number one you get worn down a little and number two, what's new? You're doing the same things, you've had the same experiences, you've been to the same restaurant in Paris when you met with the head of the Paris firm. You need to re-pot yourself. John Gardner wrote a great book on renewal. Everybody should read it. So, yes, you need to reinvigorate yourself, get your blood moving. Going into a new challenge is a great way to do that.

Conversely, if you stay too long, it's not a good thing. There are very few leaders who can stay in a job 15 or 20 years and not have a lot of people thinking, "When are they going to go? It would really be good for the organization."

Knowledge@Wharton: You say that the ultimate pitfall is hubris. Is that a personality trait or is it something leaders inevitably pick up once they get into positions of power and start believing that they are invincible. And, how you do recognize that you have become so ego driven that you are no longer effective and in fact could be dangerous?

Palmer: Well, it's something that is picked up: You weren't born with it and you probably didn't learn it early on. But you got yourself into a situation where everybody came into your big corner office and told you many times what you wanted to hear. They said, "That was a great speech that you gave" -- even though they know somebody else wrote it for you. "That was a great article that you were in, in th**e Wall Street Journal**." At cocktail parties people always wanted to meet you and say, "This is so and so, the head of such and such." And so, after a while, you start believing your own press clippings.

Again, as I mentioned earlier, you have a tendency to stop listening. You have a tendency to have all of the answers, not only for your business, but for everything. You know about global warming, about Iraq and AIDS ... so forth and so on. You can go to a cocktail party and pontificate, and as long as someone doesn't know too much about the subject, he might be impressed. You have more and more meetings to tell people how it's going to be. And you have less and less meetings to tell people how it should be.

You don't really have town hall meetings with your employees because you just know that you are going to go out there ... and because they don't know the facts, they are going to start bitching about a bunch of stuff. You just don't want to hear that anymore. And then, your last act, you have a big reorganization and put out a new corporate manual -- and that's just about the end of you.

Knowledge@Wharton: You talk about how in times of crisis, a leader often has to make difficult decisions, without consensus and even without explanation. But, since it's almost always preferable to work with your team and to communicate well with everyone, how do you decide that the crisis is so great or so unique that it warrants this kind of go-it-alone approach?

Palmer: You determine that because you have great judgment. Leading in a crisis is your job. It's not anyone else's job in the organization. You don't have an office that you delegate this large crisis to. You are the leader and you take charge in a crisis situation. You know it's a crisis because your judgment tells you that this is a real crisis.

I just want to add that there's been a controversy forever on whether leadership can be taught. Leadership can be taught to a point. Leadership can be learned through experience. But you can't make a person a great leader if, for instance, they don't have judgment -- and judgment can't be taught. Judgment can be matured through experience. That's why, even though we

don't like to think about this sometimes, there has to be a selection process. In that selection process a very heavy factor is the judgment of the individual.

I can reiterate the story that I told in the book of the school that came to me and wanted me to lead their new business school. I asked them what the objective was and they said, "The objective is to train outstanding leaders." And then I said, "Well, how are you going to draw these?" They were being drawn from the various parts of the other school. And then they said, "Anybody can get in." I then said, "How do you bridge those two things.... Can everybody from the other schools be outstanding leaders?" They said that they were going to think about that. Anyway, judgment, leading in a crisis -- you will know it when it happens.

Knowledge@Wharton: Apart from your own experiences, you also draw upon the experiences of other leaders, one of whom is General P.X. Kelley, the former head of the Marine Corps. There's a story in your book about how he motivated one of his marines. Can you tell us that story?

Palmer: Yes. I can't remember if it was in Vietnam, but it was one of our war zones. Kelley had a soldier who was a malcontent and who was [causing trouble, couldn't get with the program and so forth. He called him in and he talked to him and found out that he had a background in music, particularly the violin. The next time the supply officer -- the person who gets everything that you need, no matter what he has to do or where he has to go to get it done -- came in, Kelley told him that he wanted a violin.

He was able to get this violin and called this marine in and said, "I have something for you. Turn your back to me." He [then held out the violin]. The marine turned around and broke into tears. After that he played the violin, including at some of the evening gatherings they had, and he became a totally different soldier -- a very productive soldier. It shows that non-rational means can be some of the best means of motivating people.

We think about money as the motivator, or the bonus as the motivator. But the non-rational motivators are equally important and sometimes have greater impact than the traditional money, bonus, promotion, etc. type things. In American Education Centers, a large group of schools that I owned, we had a yearly get-away called the Presidents Club. The people worked all year long to see if they could go to this. We went on cruises and different types of things. I can tell you that that was as important to our organization and to motivating people as the bonus system ever was.

Knowledge@Wharton: My last question is: What do you think is the most important lesson, in your book, that leaders and managers can draw?

Palmer: The most important lesson is that integrity is the foundation of leadership. If there is one thing that's even more important than judgment, it is that everyone around you believes that you are ultimately fair and honest and believe in what you say. The leader has to have integrity that is above reproach.

2. Useful References to keep your leadership mind ticking.

In no order of preference fiction and non-fiction that may be useful

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St James' Ethics Centre – http://www.ethics.org.au/

DVD
 "Goodnight and Goodluck" – DVD
"Syriana" – DVD
The Outsider" – DVD
"Thank you for Smoking" – DVD
"Hotel Rwanda" – DVD
"The Class" – DVD

Writers and researchers worth hunting down
Peter Reason
Chris Argyris
Bob Dick
Pam Swepson
Ortrun Zuber- Skerrit
Kemmis and McTaggart