

Building Representational Capacity in the Seafood Industry

by

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Report
on
Training needs to build representational capacity in the seafood industry

Submitted to Mr. Neil Stump
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Table of Contents

List of Tables	vii
List of Figures	ix
EXECUTIVE SUMMARY	x
Profile of Seafood Industry Representatives	x
Roles and Responsibilities.....	x
Skills and Knowledge required by representatives.....	x
Training	xi
Training options	xii
Recommendations for training courses for building seafood industry representational capacity	xiii
INTRODUCTION.....	15
Background	16
Co-management	16
Partnerships in fisheries management	16
Representational Capacity	17
Terms of Reference for this study.....	17
METHODS.....	18
Literature Review	20
A review of the literature on capacity development highlights the two key skill areas for individual participants in co-management as leadership and generic skills.....	26
Leadership Skills.....	26
Generic Skills	28
Telephone Survey	30
Specific Procedures Employed	30
Methods of Analysis of Data.....	30
Focus Groups and Meetings	31
Specific Procedures Employed	31
RESULTS and DISCUSSION.....	34
Overall profile of participants of the telephone survey	34
Gender and Age of Participants	35
Background of respondents.....	36
Roles and responsibilities of representatives	52

Required skill sets	58
Summary of Required Skill Sets	63
Required knowledge areas	64
Summary of Knowledge areas required	67
Required personal attributes.....	67
Previous training	69
Previous Training Courses.....	82
Australian Maritime College Courses.....	82
Existing Training Courses	86
Australian seafood sectors.....	86
Australian agriculture sector training programs.....	87
Non-industry specific training programs	87
Other terms of reference.....	88
Low levels of uptake of uptake of representational roles	88
Low levels of uptake of training courses to build representational capacity (specifically the MAC course)	88
Key outcomes.....	93
Profile of Seafood Industry Representatives	93
Roles and Responsibilities.....	93
Skills and Knowledge required by representatives.....	93
Training	94
Training options	95
Current training options	95
Future training options	96
Training options	96
Existing extension and training models	96
Funding options	97
RECOMMENDATIONS	98
Recommendations for training courses for building seafood industry representational capacity	98
Suggested training program.....	100
REFERENCES.....	105
APPENDICES	107
APPENDIX A: Human ethics approval	108

APPENDIX B: Covering Letter	110
APPENDIX C: Consent form	111
APPENDIX D: Preamble to telephone survey	112
APPENDIX E: Telephone survey questionnaire	113
APPENDIX F: Telephone survey results.....	124
APPENDIX G: Telephone survey 'Other Comments'	182
APPENDIX F: Focus groups and meetings	221

List of Tables

Table 1: ‘Building seafood industry representational capacity’ project objectives and the stages for developing a training package using the TrainX model	19
Table 2: Dates, venues, locations and numbers of participants of focus groups and meetings	31
Table 3 Number of participants in the telephone survey by jurisdiction, sector and gender	34
Table 4 Number of participants in the telephone survey by level, sector and gender	35
Table 5 Percentage of participants that have worked in other industries by jurisdiction, sector and gender	36
Table 6 Proportion of the participants holding different positions at the time of the telephone survey	39
Table 7 Proportion of representative roles previously held by telephone survey participants	39
Table 8 Reasons for taking a representative role by level	45
Table 9 Reasons for taking a representational role by sector	45
Table 10 Number of committees	49
Table 11 Roles held by respondents	49
Table 12 Frequency of communication with different groups	50
Table 13 Frequency of use of method of communication	50
Table 14 Most effective method of communication	51
Table 15 Key skills ordered by proportion of people stating skill is the highest priority and require ..	58
Table 16 Key skills ordered by proportion of people stating skill is required by LEVEL	59
Table 17 Key skills ordered by proportion of people stating skill is required by SECTOR	60
Table 18 Key knowledge area ordered by proportion of people stating knowledge area the highest priority	64
Table 19: Ranking of each knowledge area by the different levels of representation	67
Table 20 Proportion of participants that were offered training before taking their representational role	69
Table 21 Proportion of participants that received induction or training before taking their representational role	69
Table 22 Proportion of participants that agreed that this training assisted them to perform their representational role	70
Table 23 Proportion of participants that have sought training to assist them to perform their representational role	72
Table 24 Proportion of participants that managed to find additional training programs to assist them to perform their representational role	72
Table 25 Proportion of participants that have completed additional training to assist them to perform their representational role	73
Table 26: The number of participants that listed of different training programs (a sample) as providing them with the greatest benefit for undertaking their representational role	76
Table 27: List of the most important categories and individual reasons that would motivate participants to attend training	78
Table 28 Main reasons that has limited participation in training courses by Sector	79
Table 29 Main reasons that has limited participation in training courses by Level	79
Table 30 Most effective method to deliver appropriate training	80

Table 31 Sources of funding for training.....	81
Table 32: Target audiences for the three different courses (solid boxes represent main target groups, dotted boxes represent groups that might benefit from participation in the course)	100
Table 33: Suggested aims and content of three courses to be developed to build representational capacity in the seafood industry.....	101

List of Figures

Figure 1 Age and gender of participants in the telephone survey	35
Figure 2 Years of membership of representative organisations for all participants	37
Figure 3 Years of membership of representative organisations for female participants.....	37
Figure 4 Years of membership of representative organisations for male participants.....	38
Figure 5 Number of years in different representational roles.....	40
Figure 6 Reasons for leaving a previous role	41
Figure 7 Method of employment by level of the participant	42
Figure 8 Method of employment by sector	42
Figure 9 Method of employment by sector	43
Figure 10 Level of agreement with statements	47
Figure 11 Level of agreement with statements	48
Figure 12 Rating of tasks performed by representatives.....	52

EXECUTIVE SUMMARY

“This study is a part of this larger project and the main aim of the study is the identification of key knowledge areas and skill sets needed by fisheries resource users (commercial, recreational and marine farmers) and managers taking up representative roles at the local and regional level. The main advantage to be gained from this study is the development of training programs that meet the needs of seafood industry representatives to fulfil their roles as effectively as possible” (FRDC R&D Funding Application, 2009).

There were three primary methods used to meet the objectives of this study. They were a literature review, a telephone survey of current representatives of different sectors of the seafood industry, and a series of focus groups and meetings with current seafood industry representatives.

Profile of Seafood Industry Representatives

- Sixty-three percent of representatives from all sectors are volunteers (especially at Level 2 and Level 3), others are paid, full-time or part-time representatives
- Eighty-two percent of representatives have worked in other industries other than seafood, possessing important skills developed in their previous employment
- Sixty-nine percent of representatives are members of multiple organisations, associations and committees
- Approximately one-third of representatives have been members of particular organisations, associations and committees for greater than 10 years
- A high proportion of representatives (94%) felt that they are ‘currently effective in their representational roles’, however less (74%) did not agree that ‘their sector was effectively represented’
- Individuals are motivated to take a representational for a range of different reasons, but for most being a representative offers them the opportunity ‘to be involved in the decision making processes’ and ‘the opportunity to try to protect the interests of their sector’
- The major reason for leaving a role was that there was ‘Too much time involved’ (21%)

Roles and Responsibilities

- Representatives roles and responsibilities are diverse
- The three broad areas of responsibility of representatives that were identified in this study are (a) to advise and to inform, (b) to promote and (c) to influence
- Roles and responsibilities of an individual representative will be influenced by the sector, the fishery within which the individual is working and the level of representation that the person is working at

Skills and Knowledge required by representatives

- Many representatives bring a range of skills and knowledge to their representative role based on years of experience from running their own businesses
- No one in this study said that they ‘Did not have the skills’, ‘Did not have the experience’ and ‘Did not feel confident’ to act as a representative
- The skills and knowledge required by a representative to fulfil their roles and responsibilities are likely to differ between individuals although there are generic requirements for most representatives

- Not all representatives would need all the skills and knowledge identified in this study. The association will be best served with an appropriate mix of skills across their entire workforce, therefore the individual requirements for capacity building may be influenced by the gaps in expertise within an organisation

Views on training

- Seventy percent of respondents in this study felt that the 'provision of training would make representational roles more attractive'
- Eighty-four percent of respondents feel that 'training would enable representatives to fulfil their roles more effectively'
- Only 9% of the respondents received any induction or training before taking up their representational role
- Ninety percent of respondents who undertook training agreed that it assisted them to perform their representational role
- Only 50% of respondents have looked to undertake additional training
- Eighty-six percent of respondents that looked for additional training found a relevant course
- Fifty-two percent of the respondents have completed additional training that assisted their performance in their representational role
- Some participants expressed a general view that some of the previous training courses have not been particularly beneficial
- It will be necessary to identify key motivations for participation in training
 - Many commercial operators are primarily concerned about investing in activities that benefit their 'business'. Therefore a training course that supports the development/profitability of their business is likely to be more attractive
- Training courses need to be designed at an appropriate level for the participants
- There needs to be pathways for further development
- Lack of time and lack of funding were the two major reasons for not attending training courses
- Ninety-four percent of respondents believed that 'Workshops with other representatives' would be the most effective method to deliver appropriate training
- Appropriate case studies should be incorporated into the training programs
- Training needs to be specific to the needs of particular sectors/groups
- Training needs to be delivered by appropriate people who have credibility within the industry sector
 - Utilising key industry members would help to demonstrate respect for their skills

Training

- Representatives need to put maximum effort into their income generating activities when the conditions (e.g. weather and markets) are favourable, therefore their availability for representative tasks will be limited to periods outside these times. Time available to attend meetings and training will often be limited to conditions that are not generally conducive to income generating activities (e.g. periods of poor weather or poor market conditions)
- Paid, full-time representatives are likely to have greater flexibility with their time to attend meetings and training
- Elements of the Seafood Industry Training Package that relate to the development of representational skills are not being utilised as there are non-essential elements included in course which are not part of the legislated requirements to operate in a sector. Individuals

will complete the required units for participation in the industry but not complete a whole course if these elements are not essential elements to legally work

- Therefore there would seem to be a gap in opportunities for people at the so-called 'lower' levels of representation (Levels 2 and 3, and those who are members of associations but have not taken up representative positions).

Training options

- The two main reasons that limit participation in training courses are 'Lack of time' and 'Lack of funding'. The time and costs for attending a training course will be influenced by the location of the course (travel costs and time and accommodation costs), the duration of the course (time) and the actual course fees.
 - Training needs to be relatively short as 'lack of time' is the biggest hurdle to participation in training. Short courses delivered in close proximity to the potential participants would help to increase participation as long as the course fees remain 'reasonable'
- The final content of the training programs needs to be developed in consultation with appropriate representatives from the different sectors
 - Different groups within and between sectors will have some different local requirements that need to be recognised so that training is considered to be 'relevant' to the participants
 - These differences can be incorporated if the final content of the training programs if they are developed in consultation with the target groups
- Provide the appropriate motivations to attend training
 - Provide training that links to the 'business' - training for commercial operators, especially from the wild catch and aquaculture sectors, should be relevant to their business. In order to attract participants to training courses to develop representational skills, it would be important that commercial operators see the need for effective representation of their sector for the future viability of their industry different groups
- Delivering units relating to the role of representation within vocational course aimed at developing skills for new entrants to the industry could promote early awareness of the importance of representation which may pay dividends in the longer term
 - New programs for representational capacity building could be developed in partnership with existing programs such as the Queensland Skills Formation Strategy
- Use trainers that have high credibility within the relevant sectors
- Timing for the delivery of training programs needs to be as flexible as possible especially for the lower level representatives from the wild catch sector
- Training needs to be represent 'good value' to participants in terms of benefits and costs (time and money) involved
- Training programs should consist of modules that can be delivered as short discrete blocks

Recommendations for training courses for building seafood industry representational capacity

1. Target the training towards:
 - Industry participants who are currently not engaged in any form of representation and association members who do not currently hold a representational role
 - Level 3 representatives, and
 - Level 2 representatives
 - Current courses are primarily aimed at leadership training and therefore course developed as part of this project being cognisant of the content of other courses.
 - Focus training towards skills and knowledge and attributes that address the responsibilities of representatives 'To promote' and 'To advise/inform'. It is considered that the responsibility '
2. Training courses need to be designed at an appropriate levels and there needs to be pathways for further development
3. Deliver short courses, locally at a 'reasonable' cost
 - The two main reasons that limit participation in training courses have been identified as 'Lack of time' and 'Lack of funding'. The time and costs for attending a training course will be impacted by the location of the course (travel costs and time and accommodation costs), the duration of the course (time) and the actual course fees.
 - Short courses (between ½ and 1 days duration) delivered in close proximity to the potential attendees would help to increase participation as long as the course fees remain 'reasonable'. It is recognised that different delivery methods may be required for different sectors.
4. Course content should be relevant to the target audience
 - Final course content should be defined after consultation with target audience
 - Course content should provide the appropriate motivations to encourage participation e.g. linking representation to the future of their sector/business
5. Course content should include elements of:
 - Awareness training (Understanding industry context)
 - Skills development
 - Knowledge development
 - Personal awareness

6. Timing for delivery should be flexible
 - Training modules should be ready for use at short notice. Courses can then be delivered during periods of bad weather etc.
 - Structured to industry requirements i.e. wild capture fisheries v. recreational sector
7. Flexible packages that consist of a range a standardised training modules supported by local content to fit the requirements specific groups
 - Pre-prepared units that can be easily delivered by a range of providers and utilising a range of teaching resources
8. Develop a toolbox of teaching and learning resources that:
 - can be packaged together to suit the requirements of specific groups
 - potential participants can access in their own time
 - include post training teaching resources
9. Training courses should be delivered in the form of workshops

INTRODUCTION

As competition for marine resources grows, so does the need for more effective communication between stakeholders within the seafood industry in view of the increased potential for misunderstanding, conflict and friction between sectors of the seafood industry (inclusive of commercial, recreational and management sectors). “Building representational capacity has been identified as an important tool to address and mitigate potential cross-sector conflict, to provide a foundation for building leadership capacity, and to contribute to the achievement of broader goals of Ecologically Sustainable Development (ESD) and co-management of fisheries.” (FRDC R&D Funding Application, 2009).

The major aim of the ‘Building seafood industry representational capacity’ project is to build and enhance seafood industry representational capacity at the local and regional level. In order to achieve this aim, the project will meet the following specific needs by:

- identify novel ways to address barriers to the uptake of representative roles
- providing training opportunities to up skill industry and non-industry representatives in areas of fisheries management principles, governance and decision-making processes, and basic representational skills, which use effective training delivery mechanisms and are supported by viable funding models (FRDC R&D Funding Application, 2009)

“Previous Fisheries Research and Development Corporation (FRDC) reports have identified these needs. Firstly, the FRDC’s People Development Program Plan 2008-2013 identified that there is “an urgent need to develop people within all sectors who have the skills to effectively contribute to debate and policy development for significant challenges confronting industry”. One of the objectives of the Program is therefore to “build industry capacity to drive change to achieve goals”.

To achieve this objective, the Program has recognized the following needs:

- strengthen governance and representational capabilities of industry organisations
- increase the capacity of industry organisations to represent the views of members
- enhance industry’s ability to contribute to debate and policy development
- build industry committee member competence and confidence

Secondly, the FRDC TRF Final Report ‘Understanding the Drivers of Fisher Engagement in Industry Bodies’ (Project 2009/335) has identified the need for the following:

- governance training program for fishing industry associations
- industry associations to focus on representation as their major role
- leadership training to be developed for teams of industry, and to be strategically funded

(FRDC R&D Funding Application, 2009)

“This study is a part of this larger project and the main aim of the study is the identification of key knowledge areas and skill sets needed by fisheries resource users (commercial, recreational and marine farmers) and managers taking up representative roles at the local and regional level. The main advantage to be gained from this study is the development of training programs that meet the needs of seafood industry representatives to fulfil their roles as effectively as possible” (FRDC R&D Funding Application, 2009).

Background

Co-management

Fisheries co-management is defined by FRDC (2008, p.1) as “an arrangement in which responsibilities and obligations for sustainable fisheries management are negotiated, shared and delegated between government, fishers, and other interest groups and stakeholders.”

“This definition reflects the increasing recognition among fishers and fisheries managers alike of the need for a cultural change — away from a confrontational “them versus us” approach to one of *partnership* in seeking to achieve a common objective of shared responsibility for the sustainable use of the resource. The definition also encompasses the key factor of *delegation* of functions to fishers, which many other co-management models do not envisage (FRDC, 2008, p. 1)

Partnerships in fisheries management

Berkes *et al* (2001) identified that there are three required elements for successful participation in partnerships: These three elements are:

- Will – the motivation to participate in the partnership
- Skill – the ability to participate effectively in the partnership
- Organisation – the administrative structures and processes within which the partnership operates

The limitations of these elements have been identified in the FRDC project proposal (FRDC R&D Funding Application, 2009) based on research undertaken in the last decade that has identified the following related issues:

Related to Will – “Members of the fishing industry are increasingly disengaging with industry representative associations and processes, which is to the detriment of their industry’s relationship with resource managers (FRDCTRF Project 2008/335 ‘Understanding the Drivers of Fisher Engagement in Industry Bodies’)”

Related to Skill - “Fishing industry representatives and non-government representatives in fisheries management....are not clear on their roles and duties in the co-management process and have little resource management training” (FRDC Project 2000/308 – ‘Developing Australian Fisheries Management Training’)”

Related to Organisation – “Co-management of fisheries can only be achieved where the following pre-conditions are present: “an effective fisher organisation structure with good governance and an ability to communicate with all fishers and other stakeholders” (FRDC Project 2006/068 ‘Co-management: Managing Australia’s fisheries through partnership and delegation).”

This study focuses primarily on developing the ‘skill’ of representatives but also considers their ‘will’. The ‘organisation’ and structures for developing partnerships are generally already in place.

However, the 'organisation' still has a very important role to play in creating effective partnerships. In some situations, it might be that changes to the 'organisation' can create more successful partnerships.

Representational Capacity

For the seafood industry to effectively participate in a co-management arrangement, representation from the different sectors is required. Representation needs:

- (a) A person or group to do the representing
- (b) A person or group who are being represented by (a)
- (c) Views or opinions that needs to be expressed - a 'claim'
- (d) A setting within which the representation can be made

A representative should have (a) the authority to represent and (b) be accountable for their performance as a representative.

The seafood industry requires representation from the wild catch, recreational, aquaculture and indigenous sectors so that the cross-section of interests can be expressed and incorporated into the fisheries management process. Therefore each sector needs to develop the representational capacity to allow effective participation in this process. As outlined above, this means that each sector needs representatives with the 'will' and the 'skill' to make effective partnerships which operate in the best interests of the sustainable management of fisheries resources.

In terms of building representational capacity, there are two strategies that can be considered:

1. Increasing the capacity of the existing representatives, and/or
2. Increasing the number of people involved in representational roles

This study aims to identify options for training that will help to build representational capacity within the different sectors of the seafood industry.

Terms of Reference for this study

1. Determine causes of and novel ways to address:
 - Low levels of uptake of uptake of representational roles
 - Ineffective use of representative roles and committees to manage change by fishing industry participants (inclusive of commercial, recreational, indigenous, management and conservation sectors)
 - Low levels of uptake of training courses to build representational capacity (specifically the MAC course)
 - Lack of funding of training courses to build representational capacity
2. Determine the key knowledge areas and skill sets required for effective representation and therefore the inclusion as content in training courses to build representational capacity

3. Assess whether the content of the MAC course (and other existing relevant training courses) meets the current requirements/demand for training in the identified key knowledge areas and skill sets

METHODS

The aim of the overall project is to develop appropriate training packages for building representational capacity. There are some well recognised methodologies for developing a training program. In conducting this study, it was considered important that the outputs could be incorporated into a recognised framework for developing training packages. The TrainX model, which has been used for the development of training programs for the United Nations, was used as an appropriate method for developing a standardised training package. The stages of the TrainX model are shown in Table 1 alongside the overall objectives for the FRDC 'Building seafood industry representational capacity' project.

This study directly addresses objectives 1 and 2 of the FRDC 'Building seafood industry representational capacity' project objectives, which relate to the *Job analysis* and *Population analysis* stages of the TrainX model. Therefore, defining the 'job' of a representative was considered as an important pre-cursor to identifying the skills and knowledge required for project objective 1.

There were three primary methods used to meet the objectives of this study. They were a literature review, a telephone survey of current representatives of different sectors of the seafood industry, and a series of focus groups and meetings with current seafood industry representatives.

Table 1: 'Building seafood industry representational capacity' project objectives and the stages for developing a training package using the TrainX model

FRDC 'Building seafood industry representational capacity' project objectives	Stages in developing a training program (based on TrainX)
	<p>1. Analysis</p> <p>(a) What exactly in the problem that training is expected to solve?</p> <p>(b) What causes the problem?</p> <p>(c) What could be the training solution?</p> <p>(d) Are there any other management actions needed to make training effective, including the provision of resources?</p>
<p>1. Identification of key knowledge areas and skill sets needed by fisheries resource users (commercial, recreational and indigenous fishers and marine farmers) and managers taking up representative roles at the local and regional level</p>	<p>2. Job Analysis</p> <p>(a) Need to define skills, knowledge and attributes required for the job based on how, where and with what information is a job done?</p> <p>(b) Standards of job to be defined (which is needed to assess whether the training is actually effective)</p>
<p>2. Identification of novel ways to address barriers to the uptake of representative roles at the local and regional level for each sector, including effective training delivery models, viable funding models and other support mechanisms</p>	<p>3. Population analysis</p> <p>(a) Social and cultural background of participants</p> <ul style="list-style-type: none"> - Preferred methods of learning <p>(b) What do individuals already know?</p> <ul style="list-style-type: none"> - These elements can be excluded from training packages
<p>3. Production of a comprehensive multi-level training tool-kit for the development of representational capacity at the local and regional level which is non-proprietary</p>	<p>4. Design of curriculum</p> <p>(a) Define objectives and content of job aids to be developed</p> <p>(b) Write training objectives to describe what the trainees will be able to do as a result of the training</p> <p>(c) Valid and reliable mastery tests (assessments) for each training objective in order to assess performance</p> <p>(d) Sequence training objectives and group them into training modules</p> <p>5. Design of modules</p> <p>(a) Detailed plan of training activities for each training module</p> <p>(b) Produce a detailed draft of the content of each module defined in the curriculum stage</p> <p>(c) Decide on how the content needs to be presented</p>
<p>4. Provide the first steps of a structured leadership training pathway by conducting eight pilot training programs in four locations for over eighty members of the Australian seafood industry</p>	<p>6. Production and development testing</p>
	<p>7. Validate and revise</p>
	<p>8. Implementation</p>
	<p>9. Post training evaluation</p>

Literature Review

Literature reviewed was based on a search for related reports through electronic databases and the internet. This study also used materials identified in a dissertation recently completed by Scot Schilg in 2010 entitled 'Capacity development in co-management'. This dissertation was submitted in partial fulfilment of the requirements for the award of Masters in Business Administration at the National Centre of Marine Conservation and Resource Sustainability at the Australian Maritime College.

Although capacity development is cited in numerous publications as a critical component to ensure the success for co-management arrangements, limited literature exists on the skill component of the stakeholder participation equation (Berkes, 2009). More literature is available on the organisation and will components of co-management but less attention has been given to the skill component and especially the qualities and skills needed by participants from the management authorities and the key stakeholder groups (Chuenpagdee & Jentoft, 2007).

However, an international workshop in 2001 did identify skill sets and knowledge areas required by fisheries managers in the 21st century (Jodice *et al*, 2003). Many of these areas are considered to be directly relevant to representatives of the seafood industry who are involved in the fisheries management process especially in management advisory committees. Representatives from three groups (government, industry and academic) agreed that managers need:

- **Generic skills/knowledge:**

- Basic sciences (especially biology, ecology), economics, social science, policy, law, business and environmental risk analysis
- Leadership and management skills in communications (conflict resolution, consensus building, facilitation, people skills, intercultural skills), integrative or system-level critical thinking, decision making, problem solving, and risk analysis and management

- **Fisheries-specific skills/knowledge:**

- Fisheries science
- Fisheries management tools (risk analysis, stock assessment)
- Knowledge of all stakeholder groups
- Skills in managing the interface between specialist and decision-maker
- Skills in incorporating indigenous and industry knowledge

More details of the knowledge and skill sets identified at the 'Training managers for 21st century fisheries', (Jodice *et al*, 2003) are listed as:

KNOWLEDGE -*Multidisciplinary holistic understanding of the dynamics of fishing and the ecosystem, and knowledge of and/or exposure to real world activities regarding fisheries and fish habitat.*

Science

- Science basics
- Fisheries science
 - Stock assessment
 - Ecology
 - Biology
- Ecosystem science
 - Time, space
 - Species interactions
 - Integrated marine ecology
- Environmental impacts
- Marine and climate sciences (physical, biological, geological, and chemical oceanography, atmospheric sciences)

Policy/Law - *Legal framework of management*

- Law of the Sea (including enforcement)
- Legal/legislative process
- Federal laws, regulations, and policies
- Compliance with regulations (to eliminate lawsuits)
- Applying institutional structures to enhance fisheries management objectives and outcomes

Social science

- Human behaviour
- Socio-economic indicators (fisheries)
- History of fisheries
- Stakeholder communities
- Myth and belief structures

Economics

- Resource economics
- Fisheries economics
- Specific concepts: externalities, market institutions
- Biostatics/econometrics
- Economic management

Business/Industry

- Global industry
- Business administration
- Seafood marketing
- Co-management/sharing management responsibility with constituents

ANALYTICAL AND CRITICAL THINKING SKILLS

Technical analysis skills

- Geospatial statistics and data handling
- GIS design and implementation
- Integration of remotely sensed data
- Competent computer skills
- Accessing fisheries oceanography and industry data
- Population estimates
- Stock assessment methods
- Assessment of non-commercial harvest
- Ecosystem modelling
- Systems analysis-methodologies to assess effects of different management regimes and regulations (evaluation, real time)
- Risk analysis and procedures
- Conducting socio-economic studies

Critical thinking, problem solving, decision making

- Applies knowledge and experience
- Develops new approaches
- Team decision making and planning
- Lateral thinking and acting processes
- Analytical and integrative thinking
 - Facts-based
 - Complex relationships
 - Big picture and small details
- Timely
- Recognizes level of authority
- Business/project/fish management planning
- Strategic planning
- Uncertainty

PEOPLE SKILLS - working with wide range of stakeholders and sectors.

Consensus Building and Conflict Resolution

- Facilitation
- Mediation
- Bargaining and negotiation
- Team building/group process
- Inclusion— e.g., public involvement
- Community-based planning
- Willing to listen to all user groups

Communications

- Effective and clear with diverse audiences
- Translation/transformation and presentation of technical information/scientific knowledge for stakeholders, policy-makers, and the public
- Cross-cultural interpersonal skills - ability to interact with people whose beliefs/actions are not determined on the basis of scientific information

LEADERSHIP SKILLS -*qualities in addition to above that make a good leader or executive manager.*

General leadership skills

- Trust and respect within own company/user group
- Ability to create positive change and enable others to support it
- Building relationships (identifies key contacts, develops partnerships)
- Ability to pro-actively work collaboratively and draw upon resources and talents from people with a wide variety of interests, goals, knowledge, and skills
- Coherent delegation skills
- Strong organizational skills
- Ability to sell concepts
- Listening, understanding, and responding (communicates clearly, responds to concerns, motivates to action)
- Improved understanding of and ability to engage with members of an increasingly pluralistic society
- Success, even under difficult conditions

Personal character/qualities

- Well-directed passion
- Good judgment
- Open minded
- Ability to find enjoyment
- Ability to work under huge pressures and stress
- Unlimited patience and tolerance
- Statesmanship and integrity
- Vision of the future and able to lead this vision
- Proactive
- Initiative - addresses current opportunities, manages crises, plans ahead
- Adaptability
- Creative and innovative

Administrative skills

- Executive management - personnel, budgets, workload planning, etc.
- Recognition of, and provision for, professional advancement of staff, including need for training
- Recognition of the limitations of staff and the need to fill gaps from outside, particularly for special problems

List of skills required by different partners in the fisheries management process

GOVERNMENT	INDUSTRY	ACADEMIC
<p>Knowledge</p> <ul style="list-style-type: none"> • Traditional disciplines: <ul style="list-style-type: none"> - Economics - Science - Law • Social sciences, value systems, and human behaviour • Mechanics of fishing • Marketing • Business • Governance frameworks 	<p>Knowledge</p> <ul style="list-style-type: none"> • Fisheries and fish resources-Mix of theory and experiential • Some basic knowledge of technical disciplines: <ul style="list-style-type: none"> - Science - Policy - Law - Society - Economics 	<p>Knowledge</p> <ul style="list-style-type: none"> • Key management tools • Risk management • Enforcement • Stock assessment • Basic biology • Economics • Law • Politics • Culture • Population dynamics • Comparative systems • Fleet dynamics/fishing capacity • Practical knowledge of the fishing industry
<p>Planning/Decision making</p> <ul style="list-style-type: none"> • Problem solving • Policy analysis • Institutional analysis • Rule making, codification • Government decision-making • Strategic planning • Manage change, recognize change drivers • Process of management • Project management 	<p>Planning/Decision making</p> <ul style="list-style-type: none"> • Policy development and implementation • Facilitate delivery of programs and policy • Think strategically and creatively • Process and analyse information in best interest of fishery • Develop strategic management options • Knowledge of management process 	<p>Planning/Decision making</p> <ul style="list-style-type: none"> • Problem solving • Critical thinking skills
<p>Technical management skills</p> <ul style="list-style-type: none"> • Understand use of information technology • Monitoring and reporting • Decision support skills 	<p>Technical management skills</p> <ul style="list-style-type: none"> • Risk assessment and mitigation • Processing and analysis of information, information transfer • Decision support systems • Tools for decision making and planning 	
<p>Leadership</p> <p><i>Communication skills</i></p> <ul style="list-style-type: none"> • Conflict resolution • Facilitation • Negotiation • Communication • People • Build/maintain consensus <p><i>Integrative thinking</i></p> <ul style="list-style-type: none"> • Ability to integrate across disciplines • Integrated marine resource management • Big picture 	<p>Leadership</p> <p><i>Communication skills</i></p> <ul style="list-style-type: none"> • Facilitation • People skills • Communication • Listening • Negotiation (negotiate collective outcomes) • Multilingual • Public relations • Integrity <p><i>Integrative thinking</i></p> <ul style="list-style-type: none"> • Skills to integrate disciplines 	<p>Leadership</p> <p><i>Communication skills</i></p> <ul style="list-style-type: none"> • Communication • Conflict resolution • Mediation • Interpersonal • Teamwork

Literature Review of Capacity Building

Capacity development is required by both management authorities and stakeholders in order to build the skills and eventually the empowerment for the participants to take part in the co-management process constructively and to contribute to sustainably managing the fishery (Jentoft 2004). Capacity development is defined by Horton (2002) as the process by which individuals, groups, organisations, institutions and societies increase their abilities to:

- (1) perform core functions, solve problems, define and achieve desired objectives over time, and
- (2) understand and deal with their development needs in a broad context and in a sustainable manner.

Pomeroy (1998) states that capacity development should cover both leadership and generic related skills, and lists these as:

Leadership skills include:

- taking collective action
- knowledge
- cooperation
- power sharing
- dialogue, and
- leading a diverse team.

Generic skills include:

- meeting procedures
- reading papers and submissions
- conflict resolution
- problem solving
- understanding the principles of sustainable resource management
- networking
- having oral and written communication skills
- confidence in participating, and
- an ability to analyse and interpret information and make recommendations

Pomeroy & Rivera-Guibe (2006) outline that capacity development should provide the skills and institutional capacity for fishers, resource user organisations, local-level government officials and staff, and other stakeholders to allow them to effectively participate in comanagement. Evans & Johnstone (2006) highlight that fishery managers from management authorities also need up-skilling in order to perform their roles in a continually changing arrangement. This level includes:

- capacity development to prepare for negotiation
- developing a common vision
- negotiating plans and agreements
- organisational representation
- conflict management
- monitoring and evaluation
- facilitation of the comanagement process, and
- supporting advocacy and networking.

Lane and Stephenson (1998) state that capacity development at the organisational level should enhance the organisations ability to deal with the complexities of fisheries problems, the organisation must be flexible and balanced to consider the wide range of policy impacts on its participants including the biological impacts on the resource and the ecosystem in which target species cohabitate, the economic impacts on the industry, the community social impacts, and the administrative requirements and limitations. Key skills needed include:

- Conflict management
- Communication (verbal and written) including interpersonal skills
- Knowledge of sustainable resource management and the principles of ESD
- Leadership skills
- Networking
- Business management (in a fisheries context)
- Submission development
- Technical understanding
- Meeting facilitation
- Consensus building
- Legislative understanding
- Ability to utilise information resources, and
- Administrative requirements

A review of the literature on capacity development highlights the two key skill areas for individual participants in co-management as leadership and generic skills.

Leadership Skills

Pomeroy and Rivera-Guieb (2006) highlight that the importance of identifying and developing responsive and effective leadership cannot be understated and that leaders are needed to direct change and mobilise people towards a common vision. As identified by Pomeroy and Rivera-Guieb (2006) effective leaders:

- Challenge the process (pioneers, search for opportunities, experiment, take risks);
- Inspire a shared vision (visionaries, enlist others);
- Model the way (practice what they preach, set an example, plan small wins);
- Enable others to act (team players, foster collaboration, strengthen others);
- Encourage the heart (recognition contributions, celebrate accomplishments);
- Welcome criticism.

Additionally, Jodice *et al.* (2003) identifies leadership skills (relating to the individual) to participate effectively in co-management. These include:

- Trust and respect within own company/user group;
- Ability to create positive change and enable others to support it;

- Building relationships (identifies key contacts, develops partnerships);
- Ability to pro-actively work collaboratively and draw upon resources and talents from people with a wide variety of interests, goals, knowledge, and skills;
- Coherent delegation skills;
- Strong organisational skills;
- Ability to sell concepts;
- Listening, understanding, and responding (communicates clearly, responds to concerns, motivates to action);
- Improved understanding of and ability to engage with members of an increasingly pluralistic society;
- Success even under difficult conditions.

There is also a variety of information and knowledge that co-management participants will also need to enable them to participate effectively in leadership roles. These include:

1. Environmental, Social & Economic

Borrini-Feyerabend et al. (2000) outline the environmental, social and economic concepts and principles related to fisheries management, and empower the community with information and knowledge to inform decisions. People engaged in the co-management process will need sufficient knowledge and skills in the ecological, social and economic disciplines to make informed decisions and adhere to a majority of fisheries legislation.

Pomeroy and Rivera-Guieb (2006) suggest education activities are directed towards the development and enhancement of resource management capabilities of individuals and organisations through formal and non-formal education and skills development training. Key areas of knowledge that need to be acquired in relation to specific fisheries include:

- economic, social and environmental long-term and short-term considerations
- environmental impacts
- inter-generational equity
- biological diversity and ecological integrity
- valuation
- pricing, and
- incentive mechanisms

2. *Business Management (in a fisheries context)*

Hellriegel, Jackson & Slocum (2002) suggest that business management can be interpreted as many things including financial reporting, governance, procurement processes, planning, meeting procedures, strategy and ethics and that it is important that CM participants have an understanding of the basic principles of business management in order to make effective decisions.

Generic Skills

Social Communication

Borrini-Feyerabend *et al.* (2000) the importance of social communication which includes a range of interpersonal skills including:

- conflict management
- listening
- verbal communication
- written communication
- persuasion
- negotiation
- working with a diverse range of stakeholders
- networking, and
- providing feedback.

Skills required by representatives from the non-fisheries sector

Representatives of the seafood industry will be working in similar situations as other kinds of partnerships and co-operative governance arrangements involving multiple actors (Berkes, 2009). In Government, there are many voluntary-management committees, boards and councils that require voluntary committees of management to be established (Roberts 1991). A non-profit committee similarly appoints members from different backgrounds and expertise, under the assumption that greater diversity should lead to better decision making processes and greater openness to change (Ingleby & Van Der Walt 2003). Kiel and Nicholson (2003) identify the skills that non-profit members must possess which include:

Leadership skills

- Strategic thinkers
- Commercial acumen
- Analytical skills

Generic skills

- Communication and interpersonal skills
- Team Players
- Passion - Earl and Schlosser (2005) identify passion as critical to the effectiveness of a committee member. In situations where their work is difficult, time-consuming, carries significant liability and is performed without compensation, committees need to be certain that potential new members have passion and a commitment to the committee's mission.

De Janasz *et al.* (2006) suggest additional generic skills that are required to participate effectively including:

- Time Management
- Stress Management
- Emotional intelligence
- Diversity awareness
- Persuasion
- Negotiation skills
- Ability to manage conflict
- Ability to participate and run effective meetings
- Effective decision making skills
- Effective problem solving skills
- Networking skills

The general assumption that committee members containing all the necessary leadership and generic skills are easily found, and when found are well equipped to participate effectively, is one of the myths of voluntary management (Roberts 1991). Co-management has the same issues as it is difficult to find people who are:

- Committed to the purpose or cause;
- Have the required amount of spare time;
- Understand the mechanics of management;
- Are willing to do all this for no reimbursement, and usually, at some financial cost to themselves;
- Have some idea of the legislation and legal frameworks;
- And can get along with a diverse range of people.

In relation to capacity development, Borrini-Feyerabend *et al.* (2004) highlight that the capacity development process is inevitably time-consuming and effective results may take years to unfold, a fact that clashes with the shorter time span that some people act as a representative.

Telephone Survey

A telephone survey of a people who are currently representatives of different sectors of the seafood industry was conducted during November to December, 2010.

Specific Procedures Employed

Development of the survey instrument

A draft survey was prepared using 'Survey Monkey' and reviewed by the Tasmanian Seafood Industry Council project steering committee. The revised draft questionnaire was prepared and tested amongst 5 participants from the seafood sector. The questionnaire was edited based on the feedback from the pre-feasibility study. The revised questionnaire was sent to the Tasmanian Seafood Industry Council for their review.

Ethics approval - the minimal risk ethics application was submitted on 20th October 2010 to conduct both the telephone surveys and the focus groups. The application was approved by the Human Research Ethics Committee (Tasmania) Network on 4th November 2010 (see Appendix A). The approval excluded the inclusion of Aboriginal and Torres Strait Islander people in both the telephone survey and the focus group.

Selection and recruitment of participants

Participants were selected from a range of organisations and associations from the seafood industry. Key people from different sectors of the seafood industry were contacted to provide details of potential participants in the telephone survey. From this list, all potential participants were contacted by email.

Conducting the survey

Potential participants were emailed and sent a covering letter (Appendix B), with a consent form (Appendix C) and a copy of the survey questions (Appendix D). Participants were encouraged to reply and to provide a convenient time to be contacted to conduct the telephone interview.

Once a set time was agreed to, the participants were contacted by telephone by one of the four trained interviewers. The preamble to the telephone interview (Appendix E) was read to the participant and once they agreed to the arrangements, the interview commenced.

Participants were asked each of the 36 questions concerning their representational role within the seafood industry and their views on the skills and knowledge areas needed to support this role. The preamble to the telephone interview is attached (Appendix E).

As the responses were received during the telephone survey, the data was entered directly into the electronically prepared survey form in 'Survey Monkey'. At the end of the interview, participants were thanked for giving up their time to participate in the survey.

Methods of Analysis of Data

Error checking was conducted directly after the completion of each survey to identify values that are out-of-range, inconsistent or missing and the appropriate corrections were made.

Responses will be downloaded from 'Survey Monkey' and transferred to Microsoft Access database to facilitate cross-tabulations to summarise responses to each question. Summary tables were transferred to Microsoft Excel worksheets in order to produce appropriate charts and tables.

Each participant was assigned a level of representation based on the criteria listed below:

Level	Criteria	Queensland example
Level 1	Representative of state peak body/national association	Board member of QSIA
Level 2	Representative of regional association	Representative of Moreton Bay Seafood Industry Association
Level 3	Representative of an area/sector	Representative of Area 1, Line or Area 9, Crab

Focus Groups and Meetings

Focus groups were held in Tasmania, South Australia and Queensland. Potential participants will be invited to each of the focus groups by members of the relevant seafood industry organisations to provide their views, in general terms, on the on the skills and knowledge areas needed to support the role of representatives of the seafood industry. Selection and recruitment of participants

In each state, the industry peak body was contacted to provide a list of suitable representatives to be invited to the focus groups. Each representative was emailed an invitation to attend the focus group. The actual focus groups and meetings that were conducted are listed in Table 2.

Table 2: Dates, venues, locations and numbers of participants of focus groups and meetings

Date	Type	Venue	Location	Participants
23/11/2010	Focus group	Queensland Seafood Industry Authority (QSIA)	Brisbane	6
24/11/2010	Meeting	Queensland Fisheries Service	Brisbane	1
25/11/2010	Meeting	Queensland Seafood Industry Authority (QSIA)	Brisbane	1
15/02/2011	Meetings	Australian Fisheries Academy (AFA)	Port Adelaide	4
17/02/2011	Focus group	Port Lincoln Hotel	Port Lincoln	6
24/02/2011	Focus group	Dept. Primary Industries and Water	Hobart	5
25/02/2011	Focus group	Tasmanian Seafood Industry Authority (TSIC)	Hobart	4

Specific Procedures Employed

Structure of Focus Group

- The facilitator welcomed participants, introduced himself and described the background to the 'Building seafood industry representational capacity' project. He outlined the purpose of the focus group and the agenda for the meeting.

- The facilitator stated that the goal of the focus group was ‘to identify methods to build representational capacity within the seafood industry’
- The facilitator then described the aims of the focus group and the manner that the focus group would be conducted.
 - The aim was to gather the **range** of opinions and views from everyone attending the focus group
 - It was stressed that everyone must have the opportunity to express their views
 - The overall views and ideas of the group would then be summarised
 - These views will be documented in a final report and will be presented to the Steering Committee for the project
 - Confidentiality would be maintained – particular comments will not be directly linked to an individual in the final report
- Format for the focus group
 - Participants were presented with questions that aimed to take the group through a logical approach to meeting the goal
 - Participants were given a few minutes to write down their responses on a pre-prepared worksheet (for selected questions only)
 - Each participant was then given the opportunity to provide their responses to the group
 - All responses were then recorded on a whiteboard/butcher’s paper
 - All participants were given the opportunity to discuss the points that were made
 - All key points would be summarised by the group – this was difficult to achieve in the allocated time so it was agreed that the facilitator would summarise the outcomes from the meeting and then circulate to all the focus group participants for comment
- Sequence of questions presented to the participants of the focus group
 - 1: What are the most important **roles** and **responsibilities** of representatives of the seafood industry?
 - 2. What are the most important **skill sets** and **knowledge areas** required by representatives of the seafood industry?
 - 3. Do you believe that representatives of the seafood industry possess these **skill sets** and **knowledge areas**?
 - 4. Is there a need to develop the **skill sets** and **knowledge areas** of representatives of the seafood industry?
 - 5. How can the **skill sets** and **knowledge areas** be developed by representatives of the seafood industry?

- 6. Why do you think there have been low levels of uptake of training courses by representatives of the seafood industry?
- 7. What can be done to improve the uptake of training courses by representatives of the seafood industry?
- 8. How should the training of representatives of the seafood industry be funded?

RESULTS and DISCUSSION

The results from the telephone survey are primarily summaries of each of the individual questions that were asked and are presented under the following headings:

- (a) Overall profile of participants of the telephone survey
- (b) Roles and responsibilities of representatives
- (c) Required skill sets
- (d) Required knowledge areas
- (e) Required personal attributes
- (f) Previous training

A comprehensive set of tables that summarise the full results from each of the questions is given in Appendix F. A summary of all the 'Other' comments from each of the questions is given in Appendix G.

Overall profile of participants of the telephone survey

A total of 211 people were invited to participate in the telephone survey by e-mail. Seventy-four e-mail replies were received with 4 people declining to participate. The other 70 people were contacted by telephone and they completed the survey. Follow-up telephone calls were made to the remaining 137 people who did not reply to the emailed invitation to participate in the survey. Although every attempt was made, it was not possible to contact everyone. However a further 44 people agreed to participate. Therefore a total of 114 people completed the telephone survey. The breakdown of the number of participants of the telephone survey by jurisdiction, sector and gender is detailed in Table 3.

Table 3 Number of participants in the telephone survey by jurisdiction, sector and gender

	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	2	9	11	1	6	7	1	7	8	0	0	0	4	22	26
Recreational	0	3	3	0	2	2	2	11	13	0	0	0	2	16	18
Wild Catch	2	22	24	2	9	11	3	10	13	5	5	10	12	46	58
Government	1	4	5	0	0	0	0	1	1	0	1	1	1	6	7
Other	0	0	0	1	0	1	2	0	2	2	0	2	5	0	5
Total	5	38	43	4	17	21	8	29	37	7	6	13	24	90	114

The breakdown of the number of participants by sector, level and gender is detailed in Table 4.

Table 4 Number of participants in the telephone survey by level, sector and gender

Sector	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	0	7	7	0	2	2	3	11	14	0	0	0	3	20	23
Level 2	4	13	17	1	10	11	8	15	23	5	0	5	18	38	56
Level 3	0	2	2	1	4	5	1	20	21	0	0	0	2	26	28
Government	0	0	0	0	0	0	0	0	0	1	6	7	1	6	7
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	22	26	2	16	18	12	46	58	6	6	12	24	90	114

Gender and Age of Participants

Based on responses to Question 35 (What is your gender?) and Question 36 (What is your age group?)

- The breakdown of the participants by gender and age group is shown in Figure 1
- 79% of respondents were male and 21% were female
- 81% of the respondents were aged between 30 and 60
- 15% of respondents were over the age of 60
- Only 4% of respondents were aged between 21 and 30

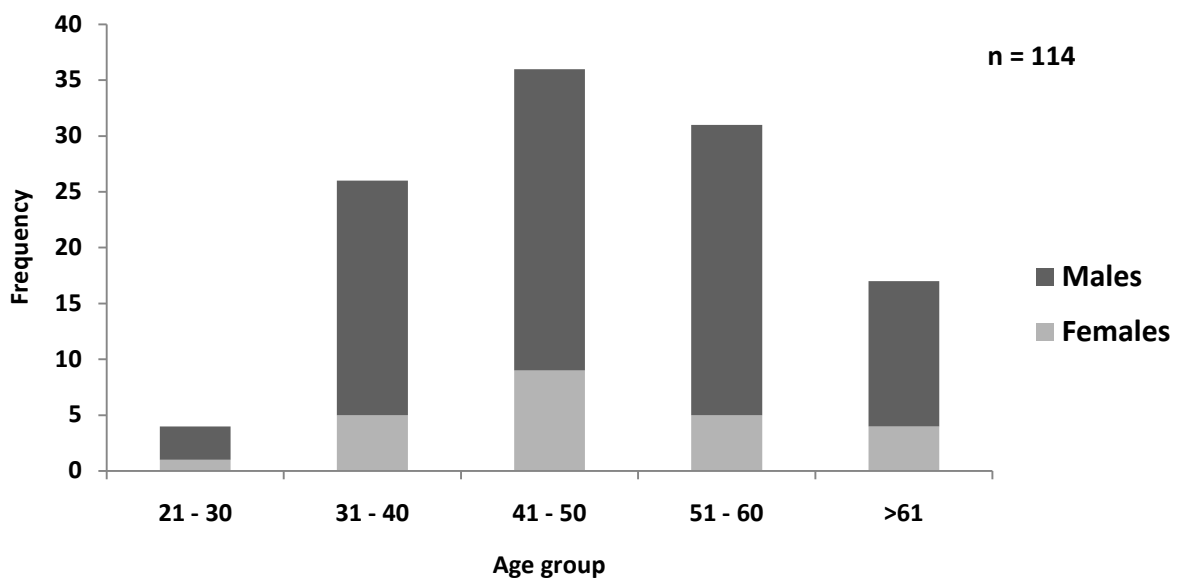


Figure 1 Age and gender of participants in the telephone survey

Background of respondents

Previous involvement in other industries

Based on responses to Question 34 (Have you worked in any other industries in addition to the seafood industry?)

- The percentage of participants that have worked in other industries is shown in Table 5
- 82% of the respondents have worked in other industries
- 100% of respondents from the recreational sector have worked in other industries

Table 5 Percentage of participants that have worked in other industries by jurisdiction, sector and gender

Gender	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	50	89	82	100%	100	100	100	86	88	-	-	-	75	91	88
Recreational	-	100	100	-	100	100	100	100	100	-	-	-	100	100	100
Wild Catch	100	77	79	100	78	82	67	90	85	80	20	50	83	74	76
Government	-	50	40	-	-	-	-	100	100	-	100	100	-	67	57
Other	-	-	-	100	-	100	100	-	100	100	-	100	100	-	100
Total	60	79	77	100	88	90	88	93	92	86	33	62	83	82	82

Membership of fisheries organisations

Based on responses to Question 5 (What fisheries related organisation(s)/association(s) are you a member of?)

Participants listed membership of 104 different associations, organisations and committees representing international, national, state and area. A list of the different associations, organisations and committees for aquaculture, recreational, wild catch and government/others are provided in Appendix F, Tables A6, A7, A8 and A9.

Based on responses to Question 6 (How long have you been a member of each of the organisations that you listed in Question 5?)

- Participants listed 265 memberships of the 104 different organisations, associations and committees overall
- Sixty-nine percent of representatives were members of more than 1 organisation, association or committee
- The mean number of memberships with 95% confidence intervals by sector were; for aquaculture 3.1 (± 0.49), for recreational 2.6 (± 0.60), for wild catch 2.2 (± 0.32), and for government 1.2 (± 0.32).
- The mean number of memberships with 95% confidence intervals by level were; for Level 1 representatives were 2.9 (± 0.62), for Level 2 representatives were 2.6 (± 0.33), for Level 3 representatives were 1.9 (± 0.39).

- The duration of membership of organisations, associations and committees for all, female and male participants are shown in figures 2, 3 and 4 respectively. The majority (36%) of participants had been members of organisations, associations and committees for greater than 10 years.

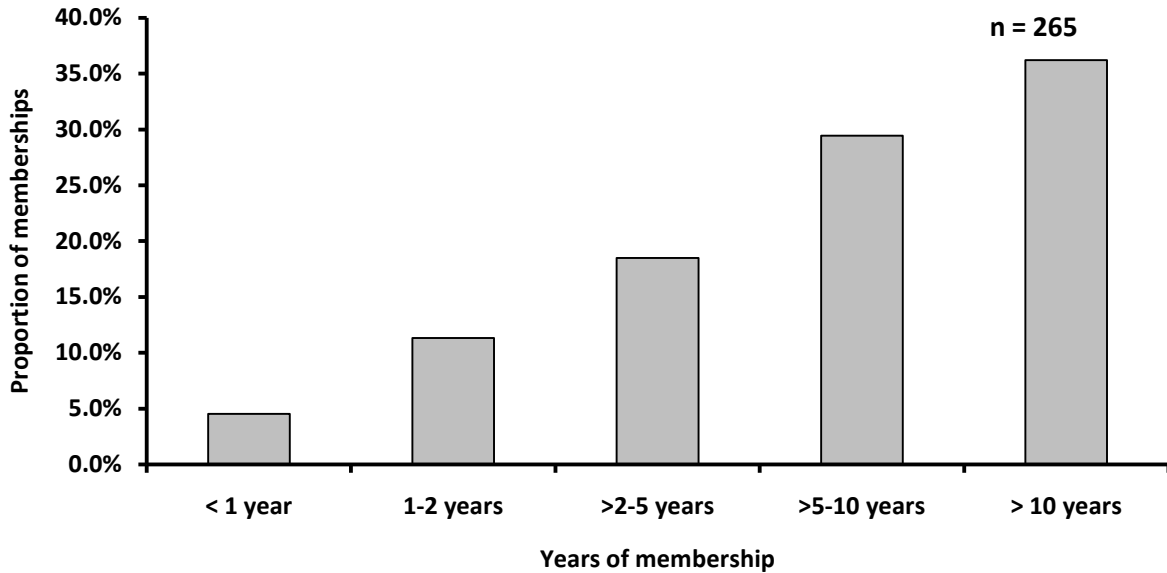


Figure 2 Years of membership of representative organisations for all participants

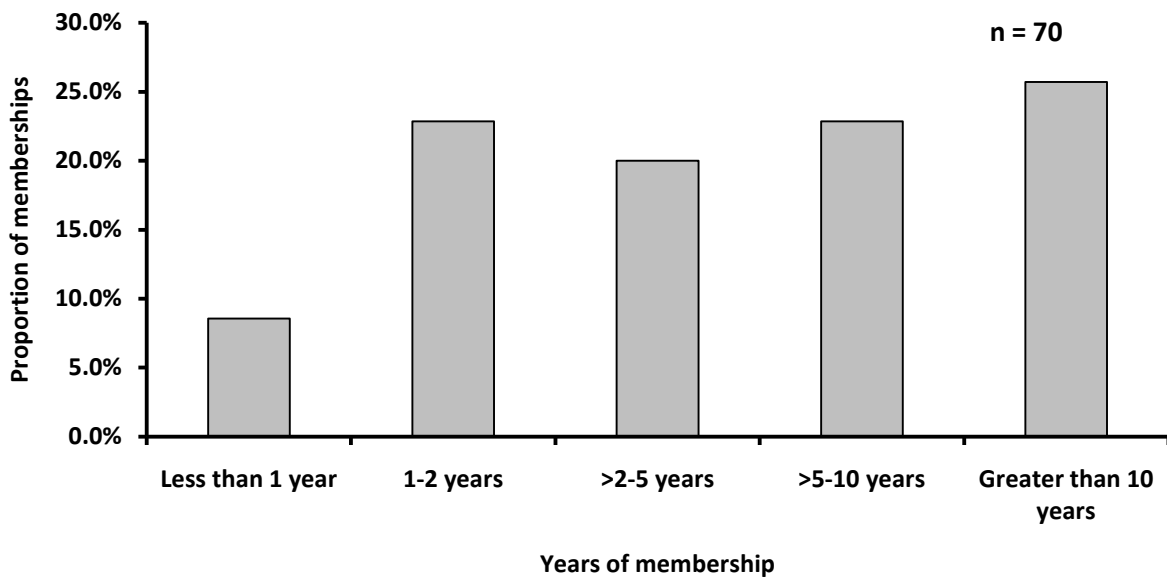


Figure 3 Years of membership of representative organisations for female participants

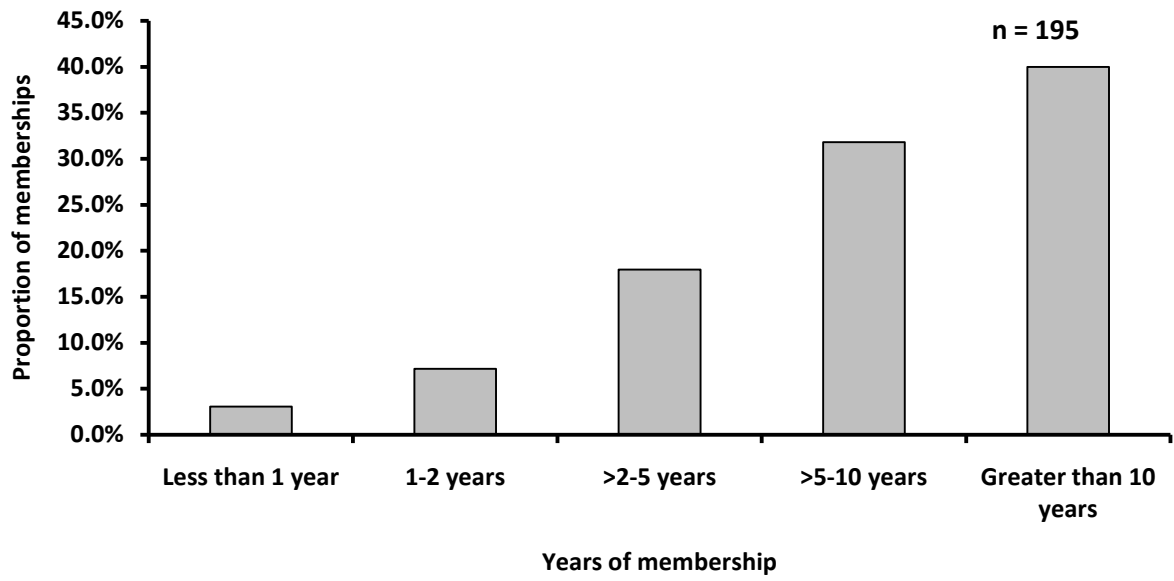


Figure 4 Years of membership of representative organisations for male participants

Representative roles

Based on responses to Question 7 (Do you currently hold or have you previously held any of the following representative role/s in the seafood industry?)

- Table 6 shows the proportion of participants holding representative positions at the time of the telephone survey
- Table 7 shows the proportion of representative roles previously held by telephone survey participants
- Ninety-three percent of the participants in the survey currently hold at least one of the roles listed in Table 6
- 51% of the respondents previously held at least one of the roles listed in Table 7.
- Only two people claimed not to currently or had not previously held any of the representational roles that are listed in Table 6
- Eight-eight percent of the respondents from the aquaculture sector and 72% of the respondents from the wild catch sector were members of an industry organisation/association. Only 50% of the recreational participants were members of an industry organisation or association

Table 6 Proportion of the participants holding different positions at the time of the telephone survey

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Gender															
Board member of a sector organisation/association	50%	68%	65%	0%	38%	33%	42%	50%	48%	33%	0%	17%	38%	49%	46%
Member of a seafood industry committee	75%	64%	65%	0%	56%	50%	42%	78%	71%	33%	50%	42%	42%	69%	63%
Member of a seafood industry organisation/association	100%	86%	88%	100%	44%	50%	83%	70%	72%	67%	17%	42%	83%	66%	69%
Other	0%	14%	12%	0%	19%	17%	25%	15%	17%	33%	33%	33%	21%	17%	18%

Table 7 Proportion of representative roles previously held by telephone survey participants

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Gender															
Board member of a sector organisation/association	25%	32%	31%	-	31%	28%	42%	22%	26%	0%	0%	0%	25%	24%	25%
Member of a seafood industry committee	25%	27%	27%	-	6%	6%	50%	37%	40%	50%	33%	42%	42%	29%	32%
Member of a seafood industry organisation/association	25%	18%	19%	-	6%	6%	17%	30%	28%	0%	0%	0%	13%	21%	19%
Other	25%	14%	15%	-	13%	11%	33%	9%	14%	0%	0%	0%	21%	10%	12%

Based on responses to Question 8 (How long have you held (or did you hold) these roles?)

- Approximately one-third of representatives have been members of particular organisations, associations and committees for greater than 10 years (see Figure 5)

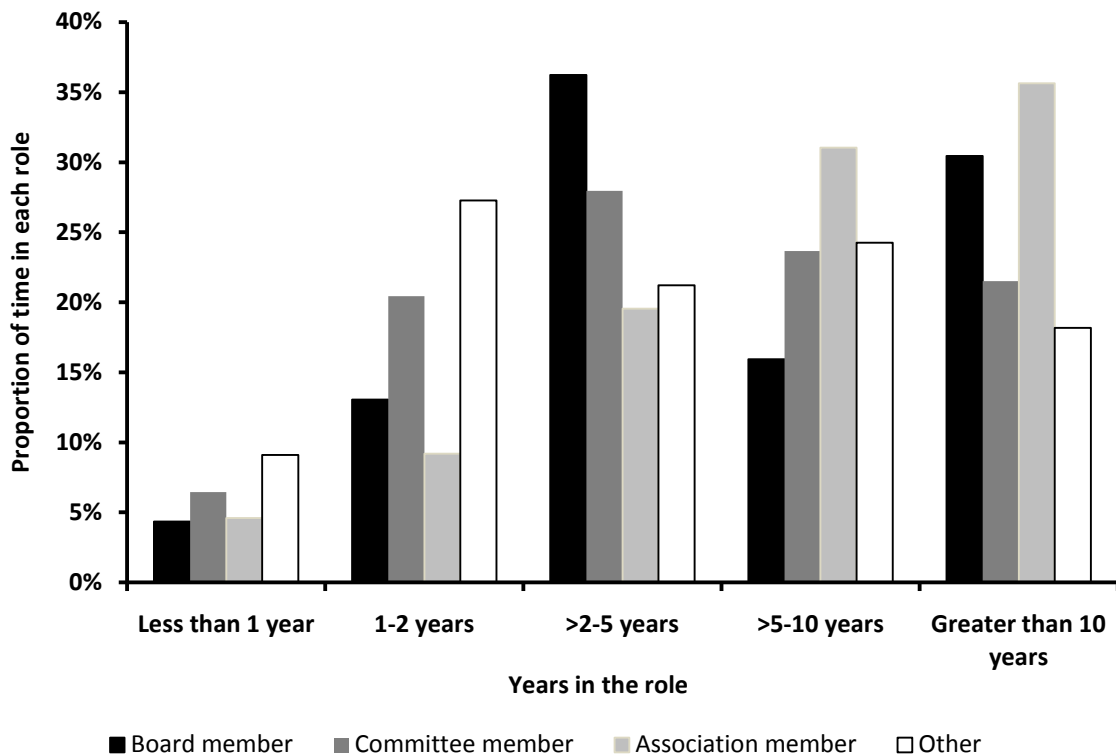


Figure 5 Number of years in different representational roles

Reasons for leaving a representational role

Based on responses to Question 9 (If you, 'Previously' held a representational role, why do you no longer hold this role?)

- Eighty-one reasons were given for representatives no longer holding a particular role. The number of responses for each reason are shown in Figure 6
- The two major reasons for leaving a role were 'Too much time involved' (21%) and 'Role no longer exists' (16%)
- No one said that they 'Did not have the skills', 'Did not have the experience' and 'Did not feel confident'
- Fifty-four percent of the reasons were 'Other' than the predetermined responses given in the questionnaire
-

Other reasons for leaving a previous role were; Role no longer exists (16%), Change of position (9%), Time to move on (7%), Excluded by another role (4%), Unhappy with the process (2%), Relocation (2%), Family reasons (2%), Lack of time (1%), Retired (1%) and Change of employment (1%)



Figure 6 Reasons for leaving a previous role

Method of employment

Based on responses to Question 10 (How are (or were) you employed in your representational role?)

- Overall 12% of the respondents are full-time, paid; 16% are part-time paid and 63% are voluntary
- The proportion of respondents employed by the three different methods by level is shown in Figure 7 and by sector is shown in Figure 8
- Level 1 representatives interviewed included similar numbers of full-time, part-time and voluntary employees
- The majority of level 2 (70%) and level 3 (89%) representatives were employed voluntarily

The majority of participants from the different sectors were voluntarily employed; aquaculture (62%), recreational (78%) and wild catch (66%).

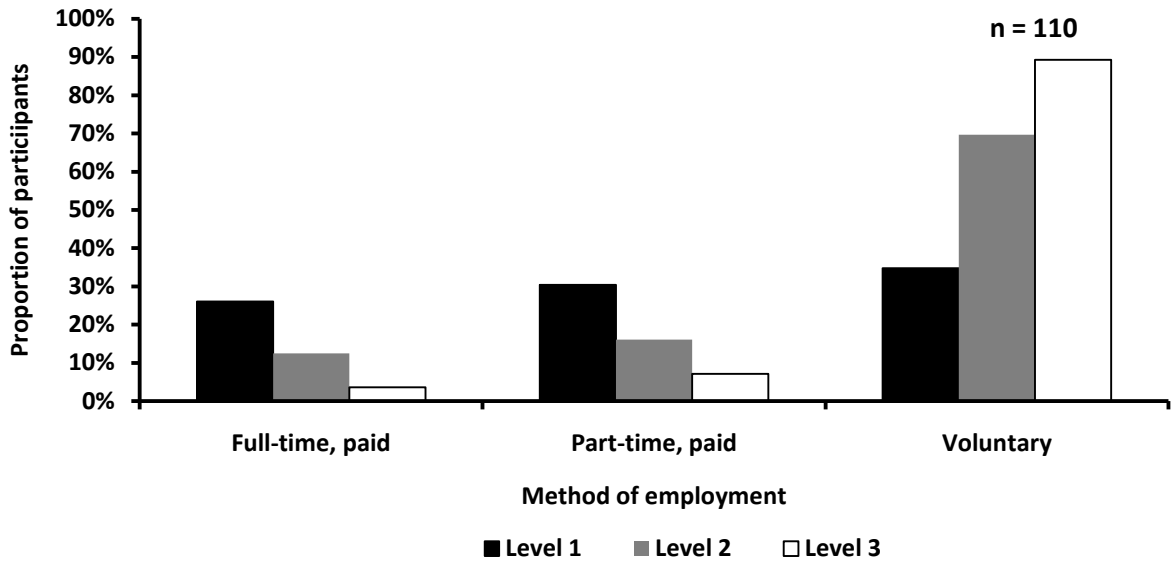


Figure 7 Method of employment by level of the participant

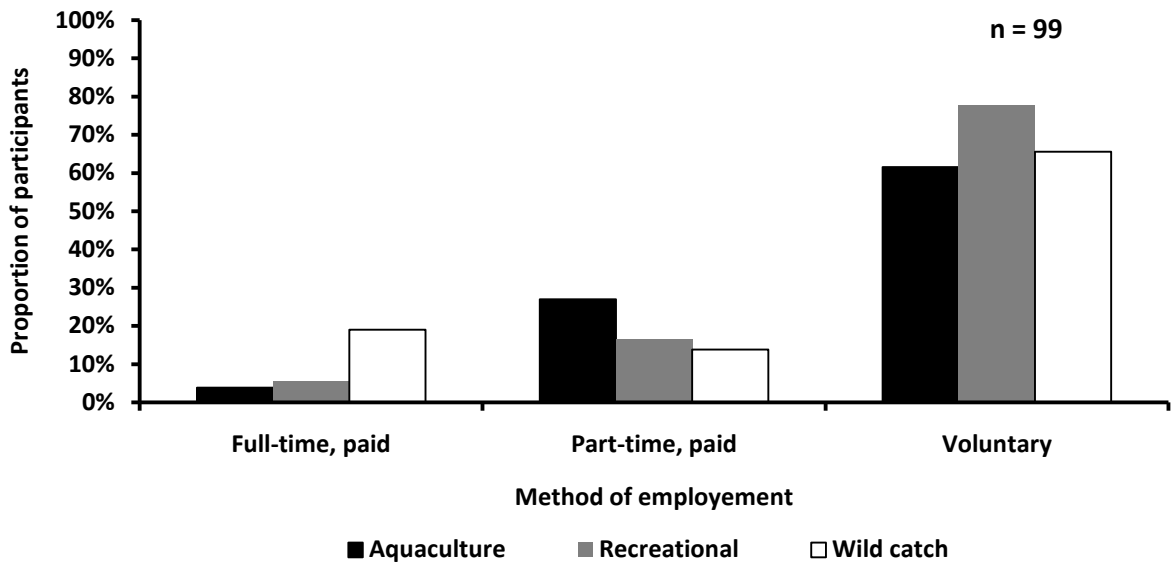


Figure 8 Method of employment by sector

Method of appointment to a representational role

Based on responses to Question 11 (How did you get your representational role?)

- Figure 9 shows the method that participants were appointed to their representational roles
- The majority of roles require a nomination process followed by either an election or a selection process

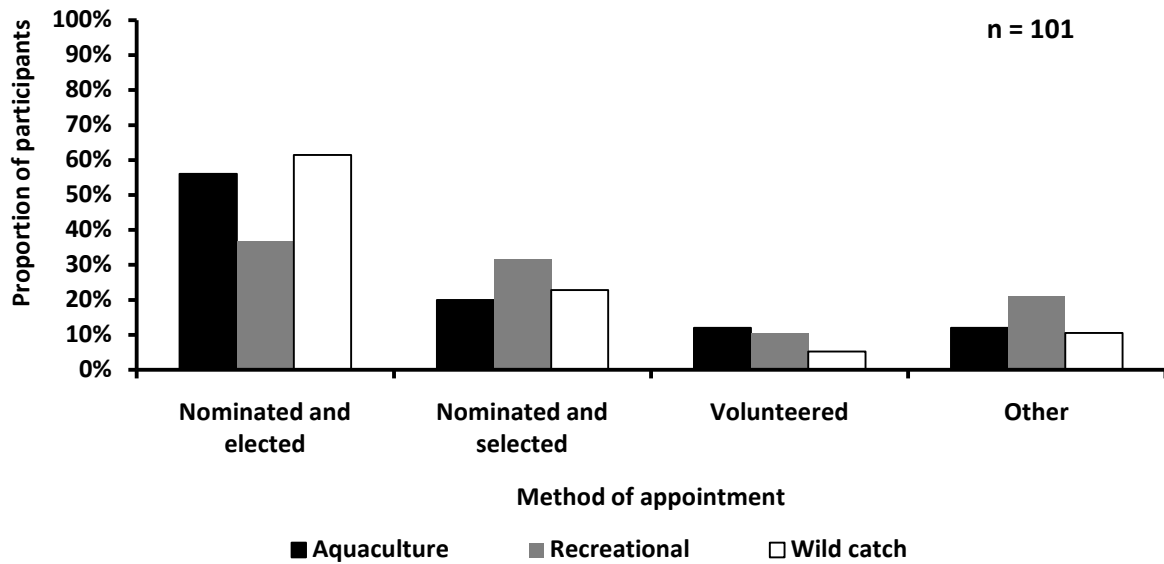


Figure 9 Method of employment by sector

Motivations for taking a representative role

Based on responses to Question 12 (What motivated you to take this role?)

- The reasons for taking a representational roles and the proportion of respondents selecting each reason is given in Table 8 (by level) and Table 9 (by sector).
- Eleven percent of respondents selected one reason only, 31% of respondents selected 5 reasons or more
- Being involved in decision making, protecting the interests of their sector and providing a strong voice for the industry were the reasons selected by the greatest number of respondents
- Other reasons were: Improve representation (7), Protect personal interests (3), Like recreational fishing (3), Possess appropriate background and skills (1), Assist growth of industry (1), Flexibility, can work from home and interest (1), Had time available (1), It is in the family (1), Lifestyle (1), Looking for work (1), Needed to change committee members (1), Obligated (1), Part of my role (1), Work in seafood industry (1), Present industry view in a professional way (1), Promote training in seafood industry (1), Protect interests of commercial fishing industry (1) Protect interests of non-commercial stakeholders (1), Protect marine environment (1), Requested (1), Take opportunity to participate (1), Wanted a leadership role (1), Wanted work in fishing industry (1), Paid for expertise (1)

Table 8 Reasons for taking a representative role by level

	Level 1	Level 2	Level 3	Level total	Other	Overall total
I wanted to be involved in decision making processes	61%	70%	86%	72%	29%	69%
I wanted to protect the interests of our sector	70%	66%	93%	74%	0%	69%
I wanted to provide a strong voice for our industry	70%	61%	79%	67%	0%	63%
I enjoy working on these issues	57%	55%	43%	52%	57%	53%
I wanted to assist our association	52%	46%	68%	53%	0%	50%
It provides opportunities for training/personal development	26%	36%	36%	34%	14%	32%
The association has helped me in the past	9%	11%	25%	14%	14%	14%
Other	26%	27%	29%	27%	43%	28%

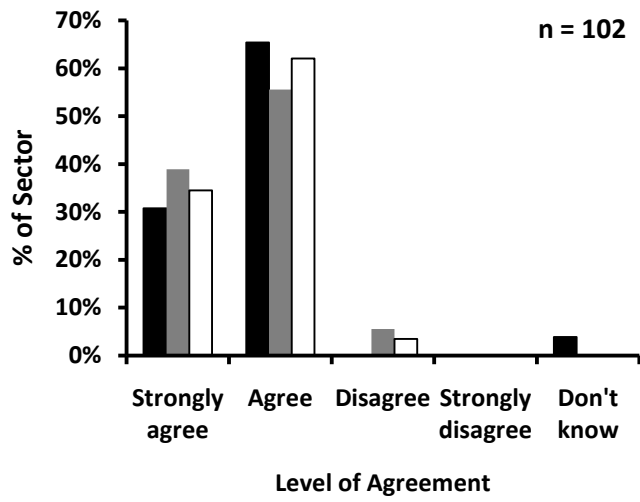
Table 9 Reasons for taking a representational role by sector

	Aquaculture	Recreational	Wild catch	Sector total	Other	Overall total
I wanted to be involved in decision making processes	69%	72%	72%	72%	42%	68%
I wanted to protect the interests of our sector	62%	89%	78%	75%	8%	68%
I wanted to provide a strong voice for our industry	73%	56%	69%	68%	25%	63%
I enjoy working on these issues	50%	61%	47%	50%	75%	53%
I wanted to assist our association	62%	50%	50%	53%	17%	49%
It provides opportunities for training/personal development	31%	44%	28%	31%	33%	32%
The association has helped me in the past	12%	17%	14%	14%	8%	13%
Other	27%	17%	28%	25%	42%	27%

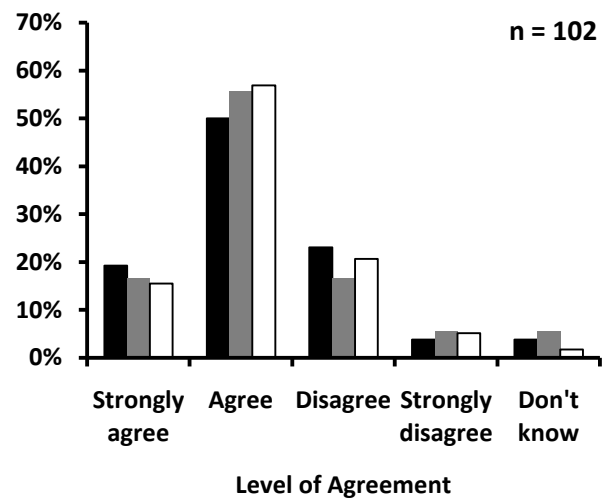
Views on representation and training

Based on responses to Question 13 (Please rate your level of agreement with the followings statements:

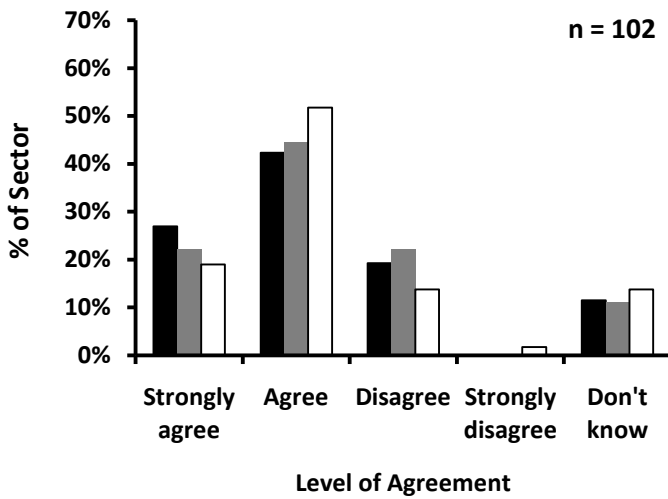
- (a) I am effective in performing my representational role
- 96% of respondents feel that they are 'effective in performing their representational role' (see figure 10a)
 - All Level 1 representatives felt they were effective in their representational roles (see figure 11a)
 - 7% of Level 3 representatives felt that they were not effective in their representational role
- (b) My sector of the seafood industry is effectively represented
- 72% of respondents feel that 'their sector of the seafood industry is effectively represented' (see figure 10b)
 - 27% of Aquaculture, 23% of Recreational and 25% of Wild Catch representatives felt their sectors were not effectively represented (see figure 10b)
 - 13% of Level 1, 29% of Level 2 and 25% of Level 3 respondents felt that their sector was not effectively represented (see figure 11b)
- (c) Provision of training would make representational roles more attractive
- 70% of respondents feel that the 'provision of training would make representational roles more attractive' (see figure 10c)
 - 19% of Aquaculture, 22% of Recreational and 16% of Wild Catch representatives did not think that training would make representational roles more attractive' (see figure 10b)
 - 11% of respondents 'Did not know' if training would make representational roles more attractive
- (d) Training would enable representatives to fulfil their roles more effectively
- 84% of respondents feel that 'training would enable representatives to fulfil their roles more effectively' (see figure 10d)
 - 4% of Level 1, 13% of Level 2 and 11% of Level 3 respondents felt that training would not enable representatives to fulfil their roles more effectively (see figure 11b)



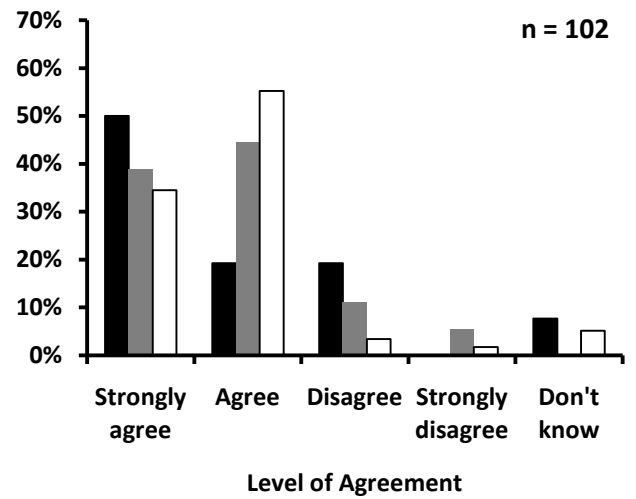
(a) I am effective in performing my representational role



(b) My sector of the seafood industry is effectively represented

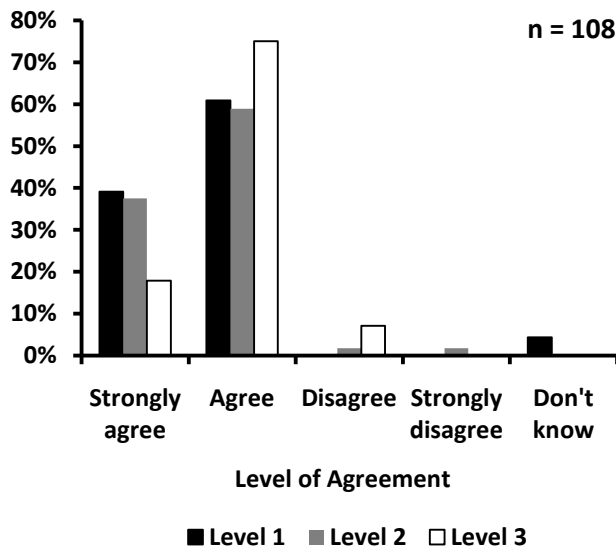


(c) Provision of training would make representational roles more attractive

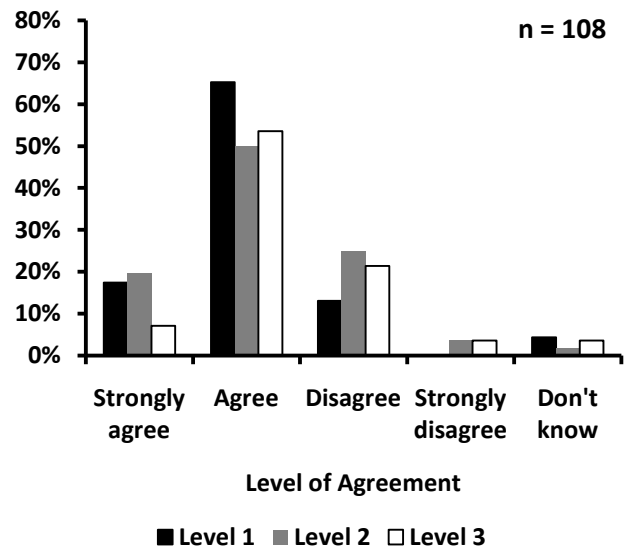


(d) Training would enable representatives to fulfil their roles more effectively

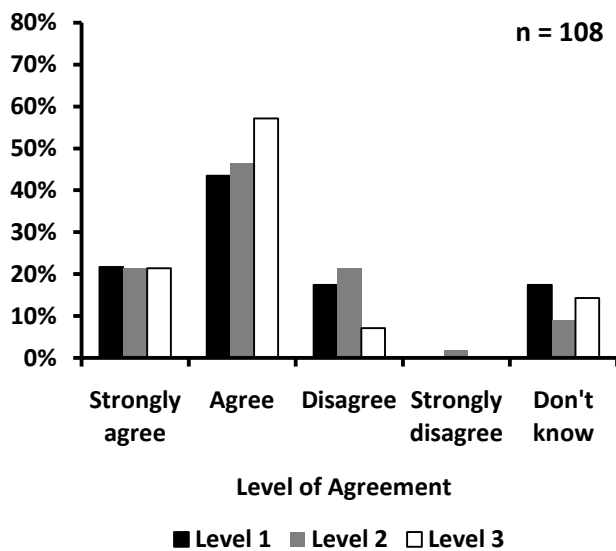
Figure 10 Level of agreement with statements



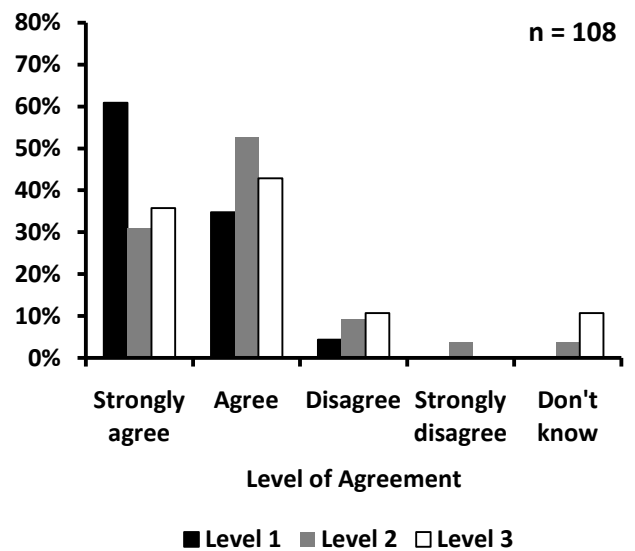
(a) I am effective in performing my representational role



(b) My sector of the seafood industry is effectively represented



(c) Provision of training would make representational roles more attractive



(d) Training would enable representatives to fulfil their roles more effectively

Figure 11 Level of agreement with statements

Membership of committees

Based on responses to Question 15 (How many committees are you a member of?)

- The proportion of participants that were members of different types of committees and the numbers of this committees is shown in Table 10
- Some representatives are members of 20 committees overall
- 14% of participants are members of 10 or more committees
- 44% of participants are members of 5 or more committees

Table 10 Number of committees

Type of committee	Number of committees				
	0	1	2	3-5	>5
Management advisory committees	44%	28%	19%	8%	1%
Research advisory groups	52%	31%	11%	6%	0%
Sector committees	29%	41%	17%	11%	3%
Short-term project steering committees/advisory groups	45%	27%	15%	8%	5%
Other	82%	10%	4%	4%	2%

Roles on committees

Based on responses to Question 16 (What specific role/s do you have on any committees?)

- The different roles and proportion of the participants holding these roles is detailed in Table 11
- Approximately 16% of the respondents (Other) held a combination of the roles listed in Table 11

Table 11 Roles held by respondents

Role	
President	7%
Chairperson	14%
Executive officer	9%
Secretary	7%
Treasurer	2%
Committee member	46%
Other	16%

Methods of Communication

Based on responses to Question 17 (In your representative role, who do you communicate with most regularly?)

- The frequency of communication with different groups of people is detailed in Table 12
- Ninety-eight percent of participants communicated with other members of their association regularly or very regularly
- Sixty-six percent of participants communicated with government officials regularly or very regularly
- Nearly 50% of participants communicated regularly with representatives from other sectors

Table 12 Frequency of communication with different groups

Group	Very regularly	Regularly	Occasionally	Rarely	Never
Other members of your organisation	56%	42%	2%	0%	0%
Government officials	29%	37%	25%	7%	2%
Representatives from other sectors	9%	40%	38%	11%	2%
General public	16%	20%	39%	20%	5%
Other	7%	26%	20%	4%	42%

Based on responses to Question 18 (What methods of communication do you use most regularly?)

- The frequency of use of the different methods of communication is shown in Table 13
- Ninety-two percent of participants use email regularly
- Eighty-five percent and 81% of participants use verbal communication by telephone and verbal communication, face-to-face respectively

Table 13 Frequency of use of method of communication

	Very regularly	Regularly	Occasionally	Rarely	Never
E mails	61%	31%	7%	0%	1%
Verbal (telephone)	48%	37%	13%	1%	1%
Verbal (face-to-face)	26%	55%	17%	2%	0%
Letters	4%	15%	37%	31%	14%
Other	4%	14%	9%	0%	74%
Organisation website	4%	12%	36%	30%	18%
Text messages	0%	10%	21%	31%	39%
Social networking sites	0%	3%	8%	25%	65%

Based on Responses to Question 19: Which methods of communication do you find most effective/appropriate?

- The proportion of participants ratings of the effectiveness of the different communication methods is detailed in Table 14
- Verbal (face-to-face) is considered the most effective method of communication

Table 14 Most effective method of communication

	Very effective	Effective	Ineffective	Inappropriate
Verbal (face-to-face)	89%	11%	0%	1%
Verbal (telephone)	41%	59%	0%	0%
E mails	33%	61%	4%	1%
Letters	9%	51%	32%	8%
Organisation website	2%	33%	32%	32%
Text messages	2%	31%	27%	40%
Other	10%	14%	3%	87%
Social networking sites	0%	15%	19%	66%

Roles and responsibilities of representatives

Telephone survey

Based on Question 14 (In your representational role, how would you rate the importance of the following tasks?)

The rating of the relative importance of different tasks conducted in a representational role is shown in Figure 12. The tasks listed in the question are given in the key below Figure 12.

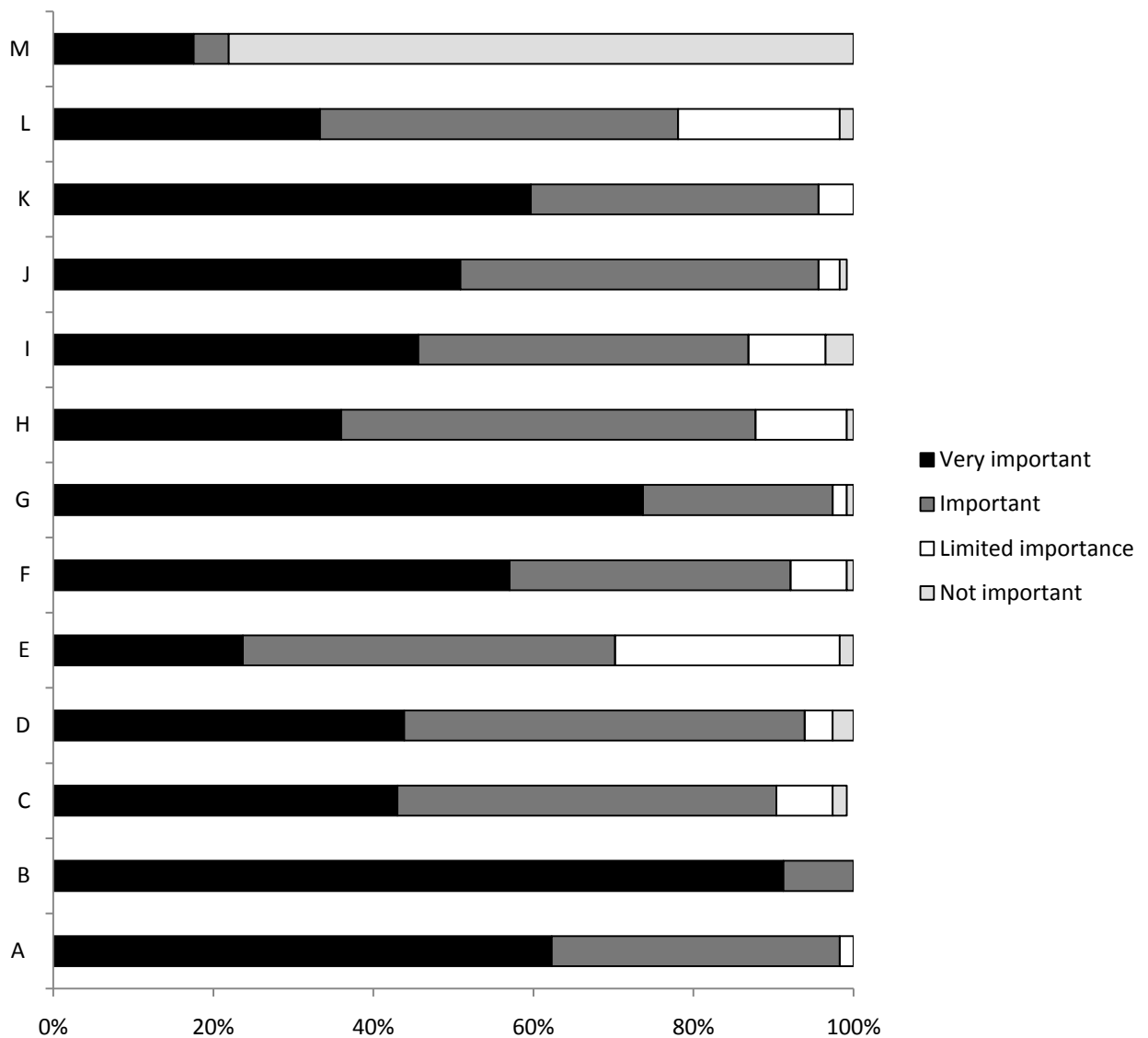


Figure 12 Rating of tasks performed by representatives – key is on next page.

Key to Figure 12: Percentage in brackets is the proportion of respondents rating the task as 'Very important' or 'Important'

- A. Attending committee meetings (98%)
- B. Communicating with industry members (100%)
- C. Liaison and extension (90%)
- D. Lobbying on behalf of your seafood sector (94%)
- E. Mentoring (70%)
- F. Promotion of your seafood sector (92%)
- G. Providing advice to government officials (97%)
- H. Reviewing and commenting on submissions (88%)
- I. Running your representative organisation (87%)
- J. Setting direction/developing a vision (96%)
- K. Strategic planning (96%)
- L. Submission writing (78%)
- M. Other (22%)

Other comments from Question 14 (In your representational role, how would you rate the importance of the following tasks?)

Succession planning. (Resp. No. 2, 27, 79, 87, 111)

Self-education; utilising an evidence-based approach. (Resp. No. 9)

Maintaining a united front within the seafood industry; utilising industry champions and advocates. (Resp. No. 10)

Angler education and creating interest in recreational fishing is very important. (Resp. No. 12)

Organisational governance. (Resp. No. 16)

Building confidence and respect from the industry in your representative role. (Resp. No. 18)

Promoting industry is lacking and of extremely high importance. (Resp. No. 19)

It is difficult to plan far ahead in an industry that deals with new products. (Resp. No. 23)

Importance of tasks is dependent upon the organisation. (Resp. No. 34)

I believe all of the above tasks are very important for representatives. (Resp. No. 36)

Membership recruitment. (Resp. No. 39)

Representatives should be an active participant or have been an active participant in industry. (Resp. No. 42)

Understanding of current research. (Resp. No. 43)

Government need to act on advice given by representatives. (Resp. No. 45)

Communicating across broad audiences; value of noise from a public relations perspective. (Resp. No. 47)

Building and understanding consensus; people can have strong views at meetings, however if nothing comes from it there is no point. (Resp. No. 49)

Public communication skills and media training. (Resp. No. 51)

Promotion and raising awareness is most important. (Resp. No. 57)

Providing help with economic advice; marketing and promotion. (Resp. No. 68)

Contributing and initiating tasks is very important. (Resp. No. 76)

Encouraging women to participate, valuing their position and listening to their views. (Resp. No. 81)

Maintaining a strong and stable association. Promotion targeted toward to stakeholders, government departments and conservation groups, not to the general community. (Resp. No. 94)

Communications with local government and the public. (Resp. No. 99)

Outsourcing expertise and capacity building. (Resp. No. 112)

Roles and responsibilities based on views expressed in the focus groups

Although, the distinction between **roles** and **responsibilities** of representatives was not clearly defined when this question was introduced to the focus group participants, the following interpretations have been applied to facilitate the categorisation of the responses that were given:

- A **role** is considered as ‘a relationship of the representatives with others’
- A **responsibility** is considered as ‘an activity that a representative maybe expected to do’

Summary of the roles of representatives

Key Point 1: There are different levels of representation

Examples given were:

1. Fisheries representatives – a voice for industry
2. Industry leaders (“champions”)
3. Industry advocates to lawyers, mediators etc.
4. Government and non-association leaders e.g. marketing, promotion, SSA

Key Point 2: Roles of representatives are diverse and will vary depending in the level of representation

The following roles were identified by the participants of the focus group. (NB. Some of the roles and responsibilities that were given by participants have been reclassified to better reflect the definitions given above):

Roles that were identified during the focus groups:

1. To develop relationships with stakeholders to promote industry in a positive light
2. To act as a conduit between association members and government
3. To make members aware of their statutory/management responsibilities
4. To show leadership in the development and management of the sector
5. To promote strategic and operational aspects of the sector at different levels
6. To liaise with researchers to communicate research outputs to industry
7. To be a role model for industry
8. To ensure that a robust industry continues
9. To build support for the association/organisation
10. To support and facilitate appropriate research activities
11. To deal with any crisis and any associated public relations implications
12. To perform and maintain the functions of incorporated associations

Key Point 3: The responsibilities of representatives are diverse and will vary depending in the level of representation

Responsibilities that were identified during the focus group were:

1. Represent the views of members in different forums
2. Lobby management authorities
3. Be an advocate on behalf for the seafood industry
4. Promote industry in a positive light
5. Build networks of people/representatives and facilitate linkages between management authorities and industry
6. Maintain good relationships with stakeholders
7. Make members aware of their obligations based on the statutory framework within which the sector operates
8. Understand current issues that might impact on members (
 - a. Based on the information of members
 - b. Based on changes to policy, legislation, management plans, rules and regulations)
9. Work with a team approach
10. Work in the best interests of the industry – ‘do not push a particular agenda’
 - a. Develop a strategic approach
11. Behave professionally and ethically
12. Have a good knowledge and understanding of the industry
13. Run the industry organisation/association
14. Manage members/people’s expectations
15. Administer (and increase) the membership of the association
16. Mentoring of representatives
17. Empower others towards achieving a common goal

Overall summary of responsibilities

Depending on the situation and the level of representatives within the system, the responsibilities of a representative of a group are considered to be a combination of some or all of the following:-

1. To advise and to inform

a. Group members

- Receiving information from group members regarding issues that impact upon them and that need to be passed on to another level
- Providing advice to group members based on decisions made at different levels of government/representation

b. Management committees

- A representative of a group will be required to sit on fishery management committees to provide information about their group and the possible implications of management decisions on their group. In broad terms, however the goals and objectives for the fishery, are defined in policy/legislation/management plans and so, the role of the representative is considered to be more advisory to meet the objectives for the fishery, rather than one of influencing decisions primarily in the best interests of the group that they represent. It is believed that it is most likely that their role of a representative on a management advisory committee will be part (a) providing advice and information, and (b) influencing decisions

c. Management authorities

- Providing details of issues impacting on the group to management authorities/interested parties

d. Scientific advisory committees

- Provide knowledge of industry activity into assessment processes

2. To promote

a. The benefits of membership to representative associations

- Increase membership

b. The interests of the group members

- Promote (advertise) the benefits of the products and services of the group

c. Community awareness of the group

- Promote a good image of the group in the community's eyes

3. To influence

a. Decision makers

- Directly influencing people who make final decisions e.g. ministers, representatives of a management authority

b. Policy/legislation

- Directly influencing changes to policy and legislation

c. Voters

- Directly influencing people with voting rights on particular committees to vote in favour of a course of action that is beneficial to their group

Within these responsibilities, **advocacy** is considered to include responsibilities 2 and 3, **lobbying** is considered to be role 3 and is therefore a form of advocacy.

In trying to validate these responses, these responsibilities are reflected in the objectives of at least one representative organisation, the Aquaculture Association of Queensland (AAQ) as listed below:

1. To lobby Government on matters concerning the industry;
2. To lobby Government to spend funds on research;
3. To hold industry workshops;
4. To promote good will and communications within the industry;
5. To promote good relations with Government and private sector bodies;
6. To ensure equal opportunities within the industry on matters brought to the association;
7. To ensure a reliable supply of product to the market;
8. To promote consumer education on species grown; and
9. To promote and represent the interests of the industry as a whole.

Source: <http://www.qsia.com.au/skills-formation-strategy.html>, accessed 12/11/2010

Required skill sets

Telephone survey

Based on the responses to Question 21 (What priority would you give to developing your skills in the following areas?)

- Table 15 summaries the proportion of participants that rated each of the listed skill as a highest priority (Highest) and also the proportion that stated it was a required skill (Required) based on their level of representation
- All of the listed skills were identified as being required by over 80% of the participants
- The highest priority skills were communication skills, negotiation skills and leadership skills

Table 15 Key skills ordered by proportion of people stating skill is the highest priority and require

Skill	Level 1		Level 2		Level 3		All	
	Highest	Required	Highest	Required	Highest	Required	Highest	Required
Communication skills	61%	91%	59%	91%	68%	100%	62%	94%
Negotiation skills	48%	87%	59%	95%	61%	96%	59%	94%
Leadership skills	48%	87%	52%	89%	54%	96%	52%	91%
Strategic planning	26%	91%	36%	91%	54%	93%	39%	92%
Decision making	35%	87%	27%	93%	39%	96%	34%	93%
Conflict resolution	17%	87%	32%	91%	39%	89%	32%	90%
Creating networks	26%	87%	32%	93%	36%	93%	31%	92%
Problem solving	9%	91%	34%	91%	39%	93%	31%	92%
Contributing to meetings	9%	83%	32%	89%	32%	96%	26%	90%
Chairing meetings	13%	87%	32%	84%	21%	86%	25%	86%
Preparing written documents	26%	87%	16%	84%	36%	86%	22%	86%
Delegation skills	13%	78%	21%	86%	25%	86%	20%	85%
Developing teams	9%	91%	20%	88%	21%	82%	18%	88%
Financial management	17%	78%	14%	89%	25%	82%	18%	86%
Other	22%	26%	16%	25%	7%	18%	15%	23%
Computer skills	0%	78%	7%	79%	32%	93%	11%	82%

Based on the responses to Question 20 (What are the five (5) most important skills required to effectively represent your sector of the seafood industry?)

- This question was open-ended and allowed participants to list what they considered as the 5 most important skills required to be an effective representative. Each of the responses was categorised into one of the sub-headings listed in **Table 16**.
- Responses included skills sets and knowledge areas.
- Overall the most important skill was ‘Communications’ (81%) followed by ‘Knowledge of the business/industry’ (52%)
- People skills (63%) were considered the most important by all levels of representative
- Levels 2 and 3 placed less emphasis on People Skills that Level 1, and more emphasis on a Knowledge of the Business/Industry

Table 16 Key skills ordered by proportion of people stating skill is required by LEVEL

	Level 1	Level 2	Level 3	Government	Total
Analytical and critical thinking skills					
Critical thinking, problem solving, decision making	35%	30%	11%	43%	27%
Technical analysis skills	9%	2%	11%	0%	5%
Sub-total	22%	16%	11%	21%	16%
Leadership skills					
Administrative skills	22%	21%	7%	14%	18%
General leadership skills	39%	43%	39%	29%	40%
Personal character/qualities	30%	45%	29%	57%	39%
Sub-total	30%	36%	25%	33%	32%
People skills					
Communications	87%	77%	82%	86%	81%
Consensus building and conflict resolution	74%	43%	21%	57%	45%
Sub-total	80%	60%	52%	71%	63%
Knowledge					
Business/Industry	48%	54%	57%	29%	52%
Policy/Law	13%	16%	14%	0%	14%
Science	0%	4%	7%	14%	4%
Other	4%	21%	18%	0%	16%
Sub-total	16%	24%	24%	11%	21%
Other					
Other	0%	0%	11%	0%	3%

- Table 17 summarises the key skills identified in the responses to Question 20 based on the sector of the participants
- The proportion of people identifying the skill from the different sectors was similar
- More recreational participants placed greater importance on Knowledge of Business/Industry
- Wild catch participants placed less importance on administration skills

Table 17 Key skills ordered by proportion of people stating skill is required by SECTOR

	Aquaculture	Recreational	Wild Catch	Other	Total
Analytical and critical thinking skills					
Critical thinking, problem solving, decision making	23%	22%	24%	58%	27%
Technical analysis skills	4%	6%	7%	0%	5%
Sub-total	13%	14%	16%	29%	16%
Leadership skills					
Administrative skills	35%	22%	10%	8%	18%
General leadership skills	46%	39%	41%	25%	40%
Personal character/qualities	31%	28%	41%	58%	39%
Sub-total	37%	30%	31%	31%	32%
People skills					
Communications	81%	72%	81%	92%	81%
Consensus building and conflict resolution	54%	39%	40%	58%	45%
Sub-total	67%	56%	60%	75%	63%
Knowledge					
Business/Industry	46%	83%	52%	17%	52%
Policy/Law	12%	6%	21%	0%	14%
Science	4%	17%	0%	8%	4%
Other	12%	22%	17%	8%	16%
Sub-total	18%	32%	22%	8%	21%
Other					
Other	0%	0%	5%	0%	3%

Other comments from Question 21 (What priority would you give to developing your skills in the following areas)

Patience, the ability to stay motivated and minimising depression. Balancing competing viewpoints is a challenge. (Resp. No. 12)

Facilitation skills. (Resp. No. 16)

In terms of being an effective representative, I view all of the above skills as being of high priority. (Resp. No. 17)

Communication very important; contributing to meetings important; negotiation skills important; leadership skills important (for those in representative roles). (Resp. No. 19)

Business dealings and understanding medium importance. (Resp. No. 20)

Communication skills, contributing meetings, computer skills, developing teams and leadership skills - all of these should be high priority for less experienced representatives. (Resp. No. 23)

Governance skills. (Resp. No. 25)

Listening skills. (Resp. No. 27)

Making the time to go catch the fish. (Resp. No. 29)

The big problem for all is the lack of young, suitable people coming through to take on representative roles and step up. Effective communication and representation is fundamental to the industry moving forward. Also, consensus building skills are important, as is the skill to broaden people's thinking about issues. (Resp. No. 36)

Time management. (Resp. No. 41, 50, 63, 111)

Public relations. (Resp. No. 44)

Media skills - you need to be able to communicate well with the media. (Resp. No. 45)

Stakeholder engagement skills. (Resp. No. 48)

Hard to differentiate importance between low and medium priority. (Resp. No. 54)

Hands-on experience. (Resp. No. 60)

I have learnt a lot over the past 12 months through working on developing management plans and ERAs (Ecological Risk Assessments). (Resp. No. 65)

All should be highest priority. (Resp. No. 71)

Marine biology and genetics. (Resp. No. 75)

Succession planning skills. (Resp. No. 79)

Stress management skills. (Resp. No. 83)

Flexible thinking and thinking outside the box. Confident with all skills, answers based on what someone in her role would need to know. (Resp. No. 90)

Dealing with government agencies; knowing the science to understand why they are shutting the fishery; understanding acronyms. (Resp. No. 91)

Bullshit science can sidetrack meetings. So you need some understanding of ecological knowledge of fisheries. Interpretation of data and stock assessments skills. (Resp. No. 99)

You can't long term plan in this game, there's no opportunity to plan strategically. (Resp. No. 100)

Technical skill ability; understanding principles and all the issues. For example, tariffs can be complicated but you need to have an understanding to effectively represent. (Resp. No. 102)

Comes back to knowing the sector and issues within that sector. (Resp. No. 105)

Strategic planning; decision-making as a group; financial management as an individual and a group. (Resp. No. 110)

Based on responses from Q.37 (additional comments section)

We need to communicate with the press and have media training. There's a need to communicate and negotiate with other sectors and the public effectively. (Resp. No. 102)

We need effective leaders and representatives in industry. (Resp. No. 76)

I brought other skills to compliment my representative role including financial management, public relations and marketing skills. (Resp. No. 103)

People were not aware of the obligations entailed with being on the board. Legal requirements and corporate governance skills are very important. (Resp. No. 98)

Capacity building is extremely important. (Resp. No. 79)

Focus Groups

The list of required skills identified during the focus groups were:

- Communication skills (including public speaking)
- Interpersonal skills (Negotiation skills)
- Ability to debate and speak concisely but convincingly
- See both sides of an argument
- Making direct contact with industry members (communication skills e.g. cold calling)
- Personal organisational skills (e.g. time management/ability to prioritise)
- Organisation of meetings at appropriate times e.g. during seasonal closures, periods of bad weather
- Strategic thinking
- Identify opportunities
- Administration skills e.g. time, human resource and financial management
- Be an active listener
- Leadership
- Networking

- Conflict resolution
- Dealing with negativity
- Working in multi-disciplinary teams
- Different skills are required around the 'meeting' table (Meeting procedures)
- Dealing with a range of different personalities
- Know the channels for advocacy
- Marketing
- Computing (including the use of the internet)
- Office accountability (e.g. budgeting)
- Supervisory skills and people management
- Working in a team
- Ability to take a risk
- Ability to convey potentially 'unpopular' information
- Be objective
- Using the media to the best advantage
- Identification of the potential uses for new technology

Summary of Required Skill Sets

Based on the results of this study, the most important skills required by representatives were identified as 'communication skills'. This was identified as the most important set of skills by all levels and sectors, and from both the telephone survey and the focus groups. Every skill set that was listed in the telephone survey was identified as being required by at least 80% of the respondents overall. All skill sets were considered to be important by the majority of the respondents, and therefore it is difficult to rank the relative importance of the different skills with any great accuracy. Based on the proportion of respondents that ranked a skill set as the highest priority then the relative importance of skill sets is as follows:-

1. Communication skills (62%)
2. Negotiation skills (59%)
3. Leadership skills (52%)
4. Strategic planning (39%)
5. Decision making (34%)
6. Conflict resolution (32%)
7. Creating networks (31%)
8. Problem solving (31%)
9. Contributing to meetings (26%)
10. Chairing meetings (25%)

The order for the top three skill sets was the same regardless of the level of the representative. 'Contributing to meetings' rated as high priority for Level 2 and 3 representatives; 'Computer skills' and 'Developing teams' had a much higher priority from the Level 3 representatives than it did for Levels 1 and 2.

An additional skill set that was identified both during the telephone survey and the focus groups was 'Working with the media'.

Required knowledge areas

Telephone Survey

Based on the responses to Question 21 (What priority would you give to developing your knowledge of the following areas?)

- Table 18 summaries the proportion of participants that rated each of the knowledge area as a highest priority (Highest) and also the proportion that stated it was a required skill (Required) based on their level of representation
- All of the knowledge areas were identified as being required by over 85% of the participants
- The highest priority skills were allocation of fisheries resources, socio-economic benefits for fisheries (or aquaculture) and measuring environmental impacts

Table 18 Key knowledge area ordered by proportion of people stating knowledge area the highest priority

Knowledge area	Level 1		Level 2		Level 3		All	
	Highest	Required	Highest	Required	Highest	Required	Highest	Required
Allocation of fisheries resources	39%	91%	45%	86%	61%	89%	49%	89%
Socio-economic benefits from fisheries (or aquaculture)	9%	87%	20%	91%	39%	93%	21%	91%
Measuring environmental impacts	9%	87%	20%	91%	39%	93%	21%	91%
Development of management plans	13%	74%	13%	84%	32%	93%	18%	85%
Evaluation of fisheries (or aquaculture) management strategies	26%	87%	32%	95%	64%	96%	39%	94%
Fisheries (or aquaculture) policy	35%	91%	34%	95%	54%	96%	39%	95%
Legal obligations of fisheries (or aquaculture) management	30%	91%	34%	96%	39%	93%	36%	95%
Stock assessment techniques	30%	96%	43%	96%	50%	93%	42%	96%
Application of the principles of ESD to fisheries (or aquaculture) management	30%	96%	43%	96%	50%	93%	42%	96%
Performance indicators and reference points	22%	91%	29%	95%	32%	89%	29%	93%
Use of risk assessment	48%	96%	54%	96%	36%	100%	48%	97%
Compliance	48%	96%	54%	96%	36%	100%	48%	97%
Cost recovery	9%	91%	34%	88%	43%	89%	30%	89%
Other	0%	4%	14%	16%	4%	4%	8%	11%

Other comments from Question 22 (What priority would you give to developing your knowledge of the following areas?)

All are high priority, answered in relation to what other people need to know as I have a good understanding of these concepts in order to do my job. (Resp. No. 18)

Understanding the parliamentary system and corporate governance (low priority); understanding tender process and implementation (high priority); fisheries economics (high priority); understanding the background to green and conservation groups worldwide (high priority); understanding the important issues for the processing sector (high priority). (Resp. No. 27)

Fisheries economics, fisheries biology and management short courses. (Resp. No. 28)

Risk assessment tools currently available are sub-standard. Stock assessment is not a very good science. Independent evaluation is required. (Resp. No. 36)

How fisheries set quota levels. (Resp. No. 41)

ESD should be a high priority for everyone; however I personally know a fair bit about it. (Resp. No. 42)

Understanding of public information resources. For example, being able to make public aware of the processes occurring and if size limits change. (Resp. No. 45)

Understanding marine ecosystem processes and impacts. (Resp. 48)

The main area I want to learn more about is the allocation of fisheries resources because otherwise I won't get anywhere in my role. If I know more about it then I can help stop the hardship faced due to ill-made decisions. (Resp. No. 50)

Impact of climate change on wild fisheries and market fluctuations. All others are covered in individual businesses and not important for me personally. (Resp. No. 57)

Sometimes fishermen have an inferiority complex because they lack the skills and knowledge to understand government or technical language. Fishers need to be skilled in stock assessment, this is critical for the future of our industry, as is performance indicators and reference points. How are fishermen going to get the knowledge to understand these areas? (Resp. No. 65)

Economics knowledge; market mechanisms and theory; accounting. (Resp. No. 68)

I think social and economic should be separate, and economic benefits should be analysed alone. (Resp. No. 83)

Assessing economic structures and markets; understanding impacts on supply chain. Confident with all, answers based on what someone in her role would need to know. (Resp. No. 90)

These all need to be up there and we deal with all of these on a daily basis. Management plans are frustrating; our plan has been deferred for another year and half. Nothing in here about independent third party audits for the accreditation of fisheries. (Resp. No. 99)

Did not know what ESD was but said it was a priority. (Resp. No. 103)

Socio-economic benefits are highest priority of all and fisheries lack this information. Evaluation is on the wish list as is a better understanding of the supply chain. The only way to manage a finite resource is to decrease costs and add value. (Resp. No. 112)

Based on responses from Q.37 (additional comments section)

The knowledge gap for me is in understanding the industry. (Resp. No. 103)

Representatives need confidence in their own knowledge. (Resp. No. 81)

I question the effectiveness of government representatives and their knowledge of my industry. (Resp. No. 98)

As each year goes by, overfishing becomes more important to overcome for recreational fishers - especially for flathead because the cost to get a rod and hang it off the end of a pier is a lot less than game fishing for tuna. Marine parks are also a big issue - a lot of the areas we fish on are shallow waters and reefs, and it is these areas that get turned into marine parks. Marine parks limit anchorage areas and fishing opportunities. (Resp. No. 63)

No one knows anything about legal obligations, even the fisheries officers don't know - you ask one guy and he tells you one thing, then another says something else. Risk assessments are a crock of shit, and useless for fisheries because people have different views and therefore view risks differently. (Resp. No. 84)

To be a representative you need hands-on experience to really understand the industry. (Resp. No. 60).

Focus Groups

The list of knowledge areas identified during the focus groups were:

- Understanding government processes (Statutory framework within which the industry must operate, including the processes for changing legislation, management plans and rules)
- Understand policy (ESD), legislation and regulatory systems impacting on the seafood industry
- Understanding the seafood industry (from historical, local, regional and national perspectives)
- Understanding of the industry through the whole supply chain (the 'business'¹)
- Corporate governance
- Ability to build capacity to create value
- Technical understanding of the fishing sector e.g. fishing gear and methods, processing etc.
- Understanding the views of different individuals and sectors
- Understanding the impacts of management decisions
- Awareness of the 'bigger picture'
- Knowledge of the political situation and how to influence the system
- Knowing the leverage points within the system
- Marketing – self promotion and product/industry promotion
- Risk management

¹ Many industry representatives liked to use the term 'Business' when referring to their activities. Training that supports the 'business' is likely to gain greater support – making a link between effective representation and the development of the business may increase interest in representation

- Funding frameworks
- Applying for grants
- Knowing the 'leaders' and the 'blockers'
- Basic biological/ecological knowledge concerning relevant marine resources

Summary of Knowledge areas required

Every knowledge area that was listed in the telephone survey was identified as being required by at least 85% of the respondents overall. There were some differences in the relative ranking of the of the different knowledge areas based on the proportion of the respondents identifying a particular knowledge area as the highest priority. Table 19 shows the relative ranking (1 representing the highest and 14 the lowest) of each of the knowledge areas by level of the respondent.

Table 19: Ranking of each knowledge area by the different levels of representation

Knowledge area	Level 1	Level 2	Level 3	All
Allocation of fisheries resources	3	2	2	1
Socio-economic benefits from fisheries (or aquaculture)	1	1	9	2
Measuring environmental impacts	6	3	4	3
Development of management plans	8	7	1	4
Evaluation of fisheries (or aquaculture) management strategies	4	4	3	5
Fisheries (or aquaculture) policy	7	5	7	6
Legal obligations of fisheries (or aquaculture) management	10	8	6	7
Stock assessment techniques	12	6	5	8
Application of the principles of ESD to fisheries/aquaculture management	5	10	10	9
Performance indicators and reference points	9	9	11	10
Use of risk assessment	2	11	13	11
Cost recovery	11	14	12	12
Compliance	13	12	8	13
Other	14	13	14	14

Many of these knowledge areas were also identified during the focus groups. The focus groups did place more emphasis on 'Understanding government processes in relation to fisheries management' and also a 'Understanding the (whole) industry' as particularly important requirements for representatives.

Required personal attributes

Although there were no explicit questions in the telephone survey or in the focus groups about personal attributes required by representatives, the following personal attributes were clearly identified as being important for a representative to perform their role effectively:

- Empathy
- Passionate
- Driven
- Compassionate
- Must be committed
- Respectful

- Not swayed by emotion
- Realistic
- Outcome orientated
- Positive
- Persuasive
- Diplomatic
- Professional
- Approachable
- Consistent
- Accessible
- Transparent
- Separate self-interest from the bigger picture
- 'Dress the part'

These attributes were identified during the focus groups and through the open-ended question in the telephone survey that asked respondents "What are the five (5) most important skills required to effectively represent your sector of the seafood industry?" Thirty-nine percent of the respondents listed personal qualities even though the question was directed towards skills.

Previous training

Based on the responses to Question 23 (Were you offered any training before taking up your representational role?)

- Table 20 shows the proportion of participants that were offered training taking their representational role
- 12% of the respondents were offered training before taking up their representational role
- Respondents from the recreational sector in Queensland (33%) and from the aquaculture sector in Tasmania (25%) had the highest proportion of participants who were offered training
- Overall the aquaculture sector was highest at 19%
- Overall the recreational sector was lowest at 6%

Table 20 Proportion of participants that were offered training before taking their representational role

	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	0%	22%	18%	0%	17%	14%	100%	14%	25%	-	-	-	25%	18%	19%
Recreational	-	33%	33%	-	0%	0%	0%	0%	0%	-	-	-	0%	6%	6%
Wild Catch	0%	5%	4%	0%	22%	18%	0%	10%	8%	20%	20%	20%	8%	11%	10%
Government	0%	25%	20%	-	-	-	-	0%	0%	-	0%	0%	0%	17%	14%
Other	-	-	-	0%	-	0%	50%	-	50%	0%	-	0%	20%	-	20%
Total	0%	13%	12%	0%	18%	14%	25%	7%	11%	14%	17%	15%	13%	12%	12%

Based on responses to Question 24 (Did you receive any induction or training before taking up your representational role?)

- Table 21 shows the proportion of participants that received induction or training before taking their representational role
- Only 9% of the respondents received any induction or training before taking up their representational role

Table 21 Proportion of participants that received induction or training before taking their representational role

	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	0%	11%	9%	0%	17%	14%	100%	14%	25%	-	-	-	25%	14%	15%
Recreational	-	33%	33%	-	0%	0%	0%	0%	0%	-	-	-	0%	6%	6%
Wild Catch	0%	0%	0%	0%	11%	9%	0%	10%	8%	20%	20%	20%	8%	7%	7%
Government	0%	25%	20%	-	-	-	-	0%	0%	-	0%	0%	0%	17%	14%
Other	-	-	-	0%	-	0%	0%	-	0%	0%	-	0%	0%	-	0%
Total	0%	8%	7%	0%	12%	10%	13%	7%	8%	14%	17%	15%	8%	9%	9%

Based on responses to Question 25 (Did this training assist you to perform your representational role?)

- Table 22 shows the proportion of participants that agreed that this training assisted them to perform their representational role
- 90% of respondents who undertook training agreed that it assisted them to perform their representational role

Table 22 Proportion of participants that agreed that this training assisted them to perform their representational role

	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	-	100	100	-	100	100	100	100	100	-	-	-	100	100	100
Recreational	-	100	100	-	-	-	-	-	-	-	-	-	-	100	100
Wild Catch	-	-	-	-	100	100	-	0	0	100	100	100	100	67	75
Government	-	100	100	-	-	-	-	-	-	-	-	-	-	100	100
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	100	100	-	100	100	100	50	67	100	100	100	100	88	90

Other comments from Question 25 (Did this training assist you to perform your representational role? If yes, why?)

Provided an insight into the importance of strategic planning; building missions and objectives; also an introduction to lobbying, media training and networking skills. (Resp. No. 2)

It is essential to demonstrate a willingness to participate in the role and was necessary for obtaining the role. (Resp. No. 4)

Because it provides a good understanding of legislative constraints and requirements for more than just fishing industry knowledge. For example, the need to know why certain decisions are being made and who is allowed to make them. (Resp. No. 18)

Provided communication skills and highlighted the importance of communication between industry and government; experience in public speaking. (Resp. No. 19)

Provided insight into environmental issues and legal obligations such as those outlined in the EPBC (Environmental Protection and Biodiversity Conservation) Act. (Resp. No. 35)

The Regional Industry Convener training wasn't that good but did train me to adhere to what the department wanted from me but didn't allow me to express myself. (Resp. No. 42)

Policy is written for you to adhere to; so being taught how to adhere is very important, if you use your own ideas you will always trip over. (Resp. No. 45)

Understanding organisational scope. (Resp. No. 51)

One day is not long enough to absorb sufficient information, and there was a two year gap between completing the course and getting on the committee. (Resp. No. 82)

Increased confidence in your role and being provided with an environment conducive to experiential learning. (Resp. No. 111)

Provided a broader understanding of fisheries issues as a whole. (Resp. No. 114).

Based on responses to Question 26 (Have you ever sought additional training to assist you in your representational role?)

- Table 23 shows the proportion of participants that have sought training to assist them to perform their representational role
- Only 50% of respondents have looked to undertake additional training
- Respondents from the aquaculture sector (59%) had made the most effort to find additional training
- Only 28% of respondents from the recreational sector have looked to undertake additional training

Based on responses to Question 27 (Have you managed to find additional training programs that provided the assistance you required?)

- Table 24 shows the proportion of participants that managed to find additional training programs to assist them to perform their representational role
- A high proportion of participants (86%) that looked for additional training found a relevant course

Table 23 Proportion of participants that have sought training to assist them to perform their representational role

	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	100%	44%	55%	0%	67%	57%	0%	71%	63%	-	-	-	50%	59%	58%
Recreational	-	33%	33%	-	0%	0%	50%	27%	31%	-	-	-	50%	25%	28%
Wild Catch	100%	32%	38%	50%	56%	55%	0%	70%	54%	100%	40%	70%	67%	46%	50%
Government	0%	100%	80%	-	-	-	-	0%	0%	-	100%	100%	0%	83%	71%
Other	-	-	-	100%	-	100%	50%	-	50%	50%	-	50%	60%	-	60%
Total	80%	42%	47%	50%	53%	52%	25%	52%	46%	86%	50%	69%	58%	48%	50%

Table 24 Proportion of participants that managed to find additional training programs to assist them to perform their representational role

	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	0%	100%	67%	-	100%	100%	-	80%	80%	-	-	-	0%	92%	80%
Recreational	-	100%	100%	-	-	-	100%	67%	75%	-	-	-	100%	75%	80%
Wild Catch	100%	86%	89%	100%	60%	67%	-	86%	86%	100%	100%	100%	100%	81%	86%
Government	-	100%	100%	-	-	-	-	-	-	-	100%	100%	-	100%	100%
Other	-	-	-	100%	-	100%	100%	-	100%	100%	-	100%	100%	-	100%
Total	50%	94%	85%	100%	78%	82%	100%	80%	82%	100%	100%	100%	86%	86%	86%

Based on responses to Question 28 (Have you completed any additional training to assist your performance in your role?)

- Table 25 shows the proportion of participants that have completed additional training to assist them to perform their representational role
- 52% of the respondents have completed additional training that assisted their performance
- Respondents from the recreational sector had the lowest level of completion

Table 25 Proportion of participants that have completed additional training to assist them to perform their representational role

Gender	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	0%	56%	45%	0%	67%	57%	0%	57%	50%	-	-	-	0%	59%	50%
Recreational	-	67%	67%	-	0%	0%	0%	27%	23%	-	-	-	0%	31%	28%
Wild Catch	100%	36%	42%	50%	44%	45%	33%	90%	77%	80%	60%	70%	67%	52%	55%
Government	100%	100%	100%	-	-	-	-	0%	0%	-	100%	100%	100%	83%	86%
Other	-	-	-	100%	-	100%	50%	-	50%	50%	-	50%	60%	-	60%
Total	60%	50%	51%	50%	47%	48%	25%	55%	49%	71%	67%	69%	50%	52%	52%

Other comments from Question 26 (Have you ever sought additional training to assist you in representative role? If yes, why?)

Understanding how to be effective as a representative. (Resp. No. 1)

To develop the required skills (management and leadership skills). (Resp. No. 3)

Personal and representational development. (Resp. No. 4)

To increase knowledge base. (Resp. No. 8, 11, 87)

To gain confidence and a professional approach in being a representative. (Resp. No. 10)

Because I thought I needed it and it was available. (Resp. No. 14)

I don't have the time, but I have sponsored and supported staff that show an interest in training. (Resp. No. 15)

To build my personal skill set so as to be able to better represent and understand industry. (Resp. No. 16)

To increase knowledge and to be a more effective representative. (Resp. No. 17)

To improve corporate governance skills and knowledge. (Resp. No. 20)

Training is not strongly supported by industry. I had to justify what it would provide to the workplace in order to undertake training or it would be unlikely that support to complete training would be provided. Government is supportive of training, so coming into industry is a bit of a shock. (Resp. No. 21)

To develop leadership skills. (Resp. No. 22, 33)

To become an effective representative. (Resp. No. 23)

To better represent the industry. (Resp. No. 24, 56)

To better represent the industry and to know how to run the organisation better. (Resp. No. 27)

To meet legal obligations as a director; to improve effectiveness as a representative for my sector; to broaden expertise. (Resp. No. 28)

To enhance computer skills. (Resp. No. 29)

To develop skills and enhance effectiveness of my role, and because so many people were lacking in skills. (Resp. No. 34)

To make me more accomplished in my representational role. (Resp. No. 35)

I have found organised lectures on governance and board membership to be very beneficial for myself and others. (Resp. No. 36)

I felt it was important to consolidate my legal obligations as a director and I needed a better understanding of the obligations associated with my role. (Resp. No. 37)

To enhance post-fishing career opportunities. (Resp. No. 38)

Because I was floundering - I went into a ministerial meeting did not have the required skills. (Resp. No. 41)

To be able to adequately address challenges at the board table and with fishermen. To improve public speaking. (Resp. No. 42)

To improve my ability to fulfil the role and to improve my knowledge. (Resp. No. 44)

To enhance ability, effectiveness and to acquire knowledge. (Resp. No. 47)

To broaden my knowledge on fishing industry issues and impacts. (Resp. No. 48)

It was an amazing opportunity. (Resp. No. 54)

To expand my knowledge of fisheries policy across regional, state and national levels. (Resp. No. 55)

I seek out information and knowledge from scientific experts, this is a form of self-training. (Resp. No. 65)

I have a life commitment to training and learning new skills. (Resp. No. 66)

To improve understanding of business. (Resp. No. 68)

To communicate at the levels needed, for example, with government. (Resp. No. 70)

Mainly to gain media and public relations skills. (Resp. No. 71)

To improve skills. (Resp. No. 72, 107)

To better equip me to effectively represent my sector and to effectively negotiate with scientists, researchers and politicians. (Resp. No. 79)

As a board member I didn't have enough knowledge of board member responsibilities. (Resp. No. 81)

Because I'm under-educated (I've only finished Grade 7) and I wanted to help myself. (Resp. No. 86)

To improve my knowledge and skills. (Resp. No. 88)

Because it was offered and I thought it would be beneficial in light of the roles I held at the time. (Resp. No. 91)

To attain a more cohesive board. (Resp. No. 92)

Because I wanted to take on additional directorships and because I run a consultancy company. (Resp. No. 94)

To improve the skills required to do my job. (Resp. No. 95)

I need to upgrade my knowledge base relative to team-building and financial management. (Resp. No. 98)

Developing communication skills to employ when lobbying and confronting media, to enhance capacity to be succinct and articulate. (Resp. No. 99)

I did not seek official training, but sought assistance and advice from others within the industry and government. (Resp. No. 103)

To allow me to be more effective in representing on various committees. (Resp. No. 104)

I wanted to do a better job. (Resp. No. 105,106)

We're always learning. (Resp. No. 111)

To build my skills in areas I thought I was deficient. (Resp. No. 112)

To aid in conflict resolution and negotiation. (Resp. No. 114)

Based on responses to Question 29 (What three (3) training programs have provided you with the greatest benefit for undertaking your representational role?)

- Table 26 provides a list of training programs identified as providing participants with the greatest benefit for undertaking their representational and the numbers of people that have attended these course
- Eighty training activities were identified. Some of these were recognised training programs, but many were generic courses for computer skills, public speaking, conflict resolution etc.
- Sixty-one of the listed training activities were attended by only one participant
- Tertiary courses were identified as the most important training programs
- The Australian Institute of Company Directors Course was the 'short course' training program that was most benefit. Many of the participants attending this course stated that was a condition of their representational role
- Although not a training program, fifteen people identified 'Experience' as providing them with the greatest benefit

Table 26: The number of participants that listed of different training programs (a sample) as providing them with the greatest benefit for undertaking their representational role

Tertiary education (Bachelor degree, MBA, PhD etc)	24
Australian Institute of Company Directors Course	16
<i>Experience</i>	15
Media training	9
National Seafood Industry Leadership Program	8
Fisheries Management/MAC Courses at Australian Maritime College	7
Australian Rural Leadership Program	4
Strategic planning training	4
Public speaking	3
Conflict Resolution and Mediation	2
Corporate Governance course	2
Mentoring training	2
Negotiation Skills and Conflict Resolution	2
Tasmanian Leaders Program	2
"From ESD (Ecologically Sustainable Development) to EBFM (Ecosystem Based Fisheries Management)"	1

Advance in Seafood Leadership Development Program	1
Blue Ocean Strategy training (Brisbane)	1
Building Rural Leadership program	1
Casting the Net course	1
CRC (Cooperative Research Centre) Leadership Course	1
Economics for Public Sector Managers training	1
Financial Management Masterclass training (Brisbane)	1
Fisheries Economics course (Seafood Cooperative Research Centre)	1
Inductions for AFMA and FRDC	1
Junior Farmers and Rural Youth course	1
Leadership in Challenging Times (Harvard University)	1
Leadership program (West Australian Government)	1
Lead-on National program	1
Nuffield Scholarship	1
Personnel and Management training (TAFE)	1
Seafood Leadership Training Program (completed in 2006)	1
Seafood Management course at the AMC (Australian Maritime College).	1
Speak Up, Speak Out workshop (public speaking training)	1

Motivations for attending training

Based on responses to Question 30 (What would be the five (5) most important reasons that would motivate you to attend training?)

- provides a list of the reasons that would motivate participants to attend training
- Three hundred and sixteen motivations were given by the participants. Each motivation was categorised into a general motivation group e.g. skill development, personal development etc.
- The motivations could be classified into 12 broad categories
- Skill development (51%) and personal development (44%) were the most important categories of motivations
- Other categories e.g. convenience, course costs, networking etc. were also important motivations for some participants
- Eighty-six percent of the participants listed more than one reason that would motivate them to attend training

Table 27: List of the most important categories and individual reasons that would motivate participants to attend training

Skill development	58 (51%)	Personal development	50 (44%)
Skills (Unspecified)	23	Personal development	20
Communication skills	10	Career development/promotion	10
Leadership skills	4	Work effectively	4
Negotiation skills	4	For experience	4
Computer skills	3	Personal interest/benefits	4
Conflict resolution	2	Increase confidence	3
Public speaking	2	Increase credibility	1
Strategic planning	2	Pay increase	1
Corporate governance skills	1	Paid to do it	1
Media skills	1	Self-improvement	1
Management skills	1	Emotional awareness	1
Marketing	1		
Delegation skills	1		
Participating in meetings	1		
Increase knowledge	39 (34%)	Course content	30 (26%)
Knowledge (Unspecified)	22	Relevant	12
Fisheries/fisheries management	4	Covers knowledge gaps	7
Current issues	3	Accredited course	4
Industry	3	New information/ideas	3
Government processes	1	Required for qualifications	2
Interpretation of law/policy	1	Clear need	1
Representative requirements	1	Quality of course	1
Of other people	1		
Environmental issues	1		
Co-management	1		
Workplace safety	1		
Convenience	30 (26%)	Representational effectiveness	30 (26%)
Convenience	11	Increase effectiveness	26
Location	10	Ability to work with government	2
Time available	8	Understand role	1
Availability of course	1	Increase capacity to contribute	1
Benefits	28 (25%)	Course costs	18 (16%)
Benefits to industry/business	15	Course is funded	9
Achieve positive outcomes/goals	5	Costs covered	8
Clear benefits	4	Reasonable cost	1
Long-term benefits	1		
Benefits to employer	1		
Protection of livelihoods	1		
Networking	17 (15%)	Delivery	10 (9%)
Networking	17	Quality training provider	7
		Good delivery	1
		Short duration	1
		Online	1
Obligations	4 (4%)	Other	2 (2%)
Legal obligations	3	Support younger people	2
Told to attend	1		

Based on responses to Question 31 (What has limited your participation in training courses?)

- Table 28 (by sector) and Table 29 (by level) provide relative importance of the reasons that has limited participation in training courses
- The two main reasons given for limitations for participation training courses are 'Lack of time' and 'Lack of funding'
- 'Lack of time' was a less of a concern for participants from the recreational sector
- Recreational participants seemed to be less aware of available courses
- 'Lack of confidence' was an issue for 18% of the Level 3 participants, whereas this was not a concern for Level 1 or 2 participants
- 'Others' included; Other competing priorities; Not necessary; Course content not relevant; Left industry; Completed enough training already; Difficult to access courses; Expertise not appropriately recognised; Greater incentives required; Increased salaries required for representatives; Close to retirement; Limited interest; Participation not supported by association; Timing of courses; Too much content in too little time; Training is not the answer

Table 28 Main reasons that has limited participation in training courses by Sector

Reason	Aquaculture	Recreational	Wild catch	Overall
Lack of time	73%	44%	79%	75%
Lack of funding	54%	56%	45%	50%
Not aware of available courses	38%	50%	38%	39%
Loss of income while training	38%	22%	38%	32%
No suitable courses available	31%	33%	21%	25%
Other	19%	17%	29%	24%
Do not want to travel	8%	0%	5%	6%
Lack of confidence	4%	0%	7%	4%
Don't like attending courses	8%	0%	0%	4%
Don't like training providers	0%	0%	2%	1%

Table 29 Main reasons that has limited participation in training courses by Level

Reason	Level 1	Level 2	Level 3	Overall
Lack of time	70%	77%	68%	75%
Lack of funding	57%	54%	36%	50%
Not aware of available courses	22%	39%	57%	39%
Loss of income while training	22%	38%	39%	32%
No suitable courses available	13%	30%	21%	25%
Other	35%	16%	29%	24%
Do not want to travel	0%	9%	7%	6%
Lack of confidence	0%	0%	18%	4%
Don't like attending courses	0%	4%	4%	4%
Don't like training providers	0%	0%	4%	1%

Based on responses to Question 32 (What would be an effective way to deliver the training required?)

- Table 30 provides a summary of the most effective methods to deliver an effective training program
- Ninety four percent of respondents believed that ‘Workshops with other representatives’ would be the most effective method to deliver appropriate training
- ‘On the job training’ was considered to be more effective than ‘Formal teaching’
- Approximately one third of participants believed that online delivery would be ineffective/inappropriate

Table 30 Most effective method to deliver appropriate training

	Very effective	Effective	Ineffective	Inappropriate	Don't know
Workshops with other representatives	51%	43%	2%	4%	1%
Formal teaching	18%	67%	11%	2%	2%
On the job training	42%	26%	15%	12%	4%
Other	22%	45%	13%	9%	11%
Formal placement with other relevant organisation	18%	46%	13%	11%	11%
Online course	11%	41%	30%	4%	15%

Funding for training

Based on responses to Question 33 (Where do you think the funding for training should come from?)

- The list of different funding sources and the proportion of the respondents selecting each source is shown in Table 31
- 62% of respondents stated that funding should come from a combination of two or more resources
- 66% of respondents believed that the Government should contribute to the funding for training
- 52% of respondents believed that the industry should contribute to the funding for training
- Other

Table 31 Sources of funding for training

	Aquaculture	Recreational	Wild Catch	Overall
Government	69%	44%	71%	66%
Industry	65%	50%	48%	52%
FRDC	8%	0%	28%	18%
Individual	27%	22%	12%	18%
Other	15%	6%	17%	16%
Other schemes	8%	0%	5%	6%
Not industry	0%	0%	10%	6%
License fees	4%	22%	2%	5%
Levy	8%	6%	3%	5%
Service providers	0%	0%	3%	2%

Previous Training Courses

Australian Maritime College Courses

The Australian Maritime College has previously run three training courses that were funded by the FRDC under the project 'Developing Australian Fisheries Management Training' (FRDC Project 2000/308).

The objectives of the project were:

- Short course training for fishing industry and non-government Management Advisory Committee (MAC) representatives in fisheries management.
- Training for fisheries administrators and managers on an in-service basis through the provision of interactive residential schools at (Australian Maritime College) AMC.
- To develop "a strategy to integrate the delivery of MAC management courses with the training package developed by Seafood Training Australia" (STA) FRDC 2000/308 contract document.

Some of the courses offered were:

FRDC A

FRDC A Course (10 working days)

FRDC B

FRDC B Course (3 working days) that included a workshop

The workshop had three objectives:

- To develop a framework of the key skills required as a "fishery manager";
- To enhance the skills of participants in their communication role in the co-management process and note how this impacts manager skill requirements;
- To scope how a fishery manager's skill base will need to alter to meet developing environmental requirements.

The numbers of these courses run and the number of participants attending these courses are listed below:

1997	FRDC A	1	16
1998	FRDC A	1	21
1998	FRDC B	1	11
1999	FRDC A	1	17
1991	FRDC B	1	9
2000	FRDC A	1	23
2000	FRDC B	1	10
2001	FRDC A	1	16 (plus 8 participants from overseas)
2001	FRDC B	1	11

MAC (Management Advisory Committee) Courses

Management Advisory Committee courses were:

- (a) The Introductory MAC course (MAC I)
- (b) The Skills Course for MAC members (MAC II)
- (c) The Policy Development Program (PDP)

Participants of these courses were offered recognition of prior learning (RPL) for qualifications under the AMC framework if it was required. The numbers of these courses run and the number of participants attending these courses are listed below:

2000	MAC I	2	26
2001	MAC I	1	16
2001	PDP	1	11

Course Structures

MAC I Course

Duration: 2 days

Curriculum

Introduction – Training and MAC’s; review of MAC arrangements in different states of Australia; trends in operation

Roles and responsibilities – Legislation and MAC’s; the role of the MAC; responsibilities of a MAC member – legal liability, advising and procedural matters (minutes, paperwork, reporting, consensus, meeting protocol)

Communication and the MAC member: need for communication skills, principles of communication; technical and functional models; public speaking; writing skills; drafting papers for MAC’s communication within the MAC and with external parties

The processes of government – the structure of government and advisory committees, co-management process; fisheries legislation and departmental responsibilities; ministerial responsibilities and the decision hub; putting information through the system; problem solving

Role of a Chairperson – responsibilities of a chair; selection of chairs; essential duties; managing information and conflict resolution; selection of independent chairs and payment

Fisheries research and stock assessment – role of research in management; biological principles – growth; recruitment; mortality; the marine environment and uncertainty; role of models in stock assessment; types and accuracy of models; costs and limits of fishery research/stock assessment

Fishery rights, access and resource security – common property and open access regimes; limited entry and rights development; characteristics of a licence and further rights; developing access security

Fishery economics – the open access problem; addressing reductions in productivity and profitability; sustainability and economic viability; economics of fishery management policies; enhancing rights and economic performance

Fishery management and leadership – management and regulation; limits to management; developing leadership skills; leadership and MAC’s

(Substantial part of adult education is discussing the experiences of participants with these issues).

Risk assessment and fisheries management – fisheries ecology; appraising risk; attitude to risk and precaution; accounting for ecological risk

Environment and the fishing industry – international developments; national legislation; new obligations and costs; habitat issues

Technology and the environment – managing fishing technology; bycatch reduction; MAC responses to technical issues

Strategic planning and development – moving to strategic planning; principles of planning

Fisheries management plans – structure of fishery management plans and legislation

Conflict in fisheries management – sources of fishery conflict; the conflict spiral; personal conflict resolution skills

Communication and constituency – communication with fishers and the community – duty, role, methods, limitations and leadership

MAC II Course

Duration: 2.5 days

Curriculum:

(i) Policy making

Legal principles for MAC members: MAC legislation and empowerment; review of contract, tort (negligence) and Fisheries law

(ii) Managing information

Information management: skills and tools for MAC members.

Budget principles: Financial, costing principles and budgets in MAC's sector.

Computers and data management: fisheries data, managing information and data

Costing principles: cost recovery and service delivery

Catch effort data and its use: use and interpretation of fisheries scientific (catch and effort) and economic implications

(iii) Representative skills

Communication and the MAC member – written and spoken communication

Developing a MAC position paper - communicating with government and other stakeholders

Meeting skills and protocol - simulated meeting

Publicity and media - managing publicly released information and responding to media

Teamwork and MAC's – cooperative exercises

Conflict resolution – issues of conflict and skills to reduce conflict in MAC meetings

Conflict of interest – operational, legal requirements and ethics

Strategy and goal development – focusing on goals and strategic outcomes for MAC policies

Personal communication - interpersonal skills to improve communication in MAC meetings

Leadership in the MAC process – influence and leadership skills development

The Professional Development Program (PDP)

The PDP consisted of an internal two-day component followed by teleconferences to monitor and develop the policy programs being proposed and developed by participants working in groups over a three month period

Internal component:

Communication skills – focussed communication

Managing information I – administrative and management information

Fisheries management I –strategic development

Communication –issue paper development and planning

Leadership and teamwork – team development and skill development exercise

Fisheries management II – industry and strategic planning

Managing information II – use of scientific information

Media session – dealing with the media and a media interview

Media session on camera session – on camera interview by professional journalist

Participant policy development – review and appraisal of draft policy proposal

Managing information III – economic and social issues

Leadership and teamwork – exercise

Fisheries environment and planning – environmental constraints and policy development

Conflict resolution and policy development – conflict considerations; reduction strategies

Report on draft policy development – participants present and appraise each other's policy development proposals, suggesting improvements

Existing Training Courses

Australian seafood sectors

Seafood industry training package

Leadership units

SFILEAD401A Develop and promote knowledge of the industry sector

SFILEAD402A Negotiate effectively for the sector

SFILEAD403A Demonstrate commitment and professionalism

SFILEAD404A Provide expert information to a Management Advisory Committee

SFILEAD405A Analyse information to develop strategic fisheries management options within the Management Advisory Committee

SFILEAD406A Negotiate collective outcomes within the Management Advisory Committee Process

SFILEAD501B Develop and promote industry knowledge

SFILEAD502B Shape strategic thinking

SFILEAD503B Cultivate productive working relationships

SFILEAD504B Plan and achieve change and results

SFILEAD505B Communicate with influence

SFILEAD506B Demonstrate personal drive and integrity

SFILEAD507B Provide corporate leadership

Australian Rural Leadership Program (ARLP)

National Seafood Industry Leadership Program (NSILP)

Session 1: Knowing leadership

Identifying & learning leadership

Communication

Personalities

Building teams

Developing a mission and strategy plan

Networking

Leadership theories and practice

Strategy proposal

Session 2: Experiencing leadership

Handling conflict

The media

Teams and leadership

Research

Power and behaviour

Canberra briefing

Session 3: Implementing leadership

Meetings in Canberra (organised by participants)

Mission launch and strategy presentation (draft)

Question-time attendance

Lobbying
Leading industry
Mission launch and networking

And a component to promote cross-discipline cohesion introduced in 2010.

The 3 Ms Project - Mentors, Mentorees and Mentoring - Seafood Industry

Victoria Aquaculture Industry Leadership Program

Leading Industries

- Advance in Seafood (National)
- Impact on Seafood (State)

DAFF – Farmbis – Leadership development program

FRDC Development opportunities – a range of scholarships and bursaries

Australian agriculture sector training programs

National Vegetable Leadership Program

Wine Industry Leadership Program

The Right Bunch – Women in wine leadership program

Lead-on Australia

Non-industry specific training programs

Tasmanian Leadership Program

Marcus Oldham College Rural Leadership and Youth Leadership Programs

Nuffield Scholarship

Australian Institute of Company Directors

Other terms of reference

Low levels of uptake of uptake of representational roles

Constraints for uptake or representational roles

- van der Geest & MacDonald (2009) identified the following constraints to fisher engagement with industry bodies:
 - b. Lack of perceived personal benefits
 - c. Lack of understanding of the need for good representation for the strength of the seafood industry
 - i. Erosion of the sector
 - d. Lack of understanding of roles of associations
 - i. Governance
 - e. Lack of opportunity
 - i. Long-term incumbents
 - f. Perception of government failures
 - i. Rights being eroded
 - ii. 'Done deals'
 - g. Industry politics
 - i. Associations run for the benefit of certain individuals
 - h. Few people involved
 - i. Empower people to have greater engagement
 - i. Lack of funding
 - j. Too much work involved
 - i. Individuals having to take on many roles
 - k. Lack of support between associations
 - l. Lack of opportunity to provide feedback
 - m. 'Some fishers take over and I can't have my say'
 - n. 'I do not have the skills'
 - o. 'I don't have the experience'
 - p. 'I don't feel confident'
 - q. Other

Low levels of uptake of training courses to build representational capacity (specifically the MAC course)

“Other practical challenges with respect to MACs involve the human dimension and include ensuring continuity and continued attendance of members at meetings and ensuring members have adequate training for effective input and negotiation. For many Industry MAC members, attending MAC meetings can negatively impact the economic viability of their business. Simply, when they are at meetings they are forgoing income by not fishing and possibly for more than a single day as depending on the fishery they may have to travel many hours (or even days) to attend. Likewise, Indigenous and conservation representatives are in high demand, not just for MAC meetings, but for a whole range of consultative and participatory natural resource forums. They too, may be forgoing their own income or at least not attending to their day-to-day business, in order to attend MAC meetings.” (McPhee, 2008, p. 115)

“With respect to training, it is generally recognised that individual stakeholders may require skills development, leadership training and specific MAC training. Currently, there are a range of other programs including the Rural Leadership Program, in which commercial and recreational fishing MAC members may participate for training and capacity building.” (McPhee, 2008, p. 115-116)

“Fishers tend to view training as a cost rather than an investment and costs are shaved as profit margins tighten. Those small to medium fishers with the smallest profit margins are the least likely to participate in skill development activities and are probably those who would benefit most from business and marketing training. (Clarke, 2006, p. 85)

- No need for training – 94% representatives felt that they are currently effective in their representational roles and therefore presumably do not believe that they need extra training to improve their performance
- No need for formal qualifications
- Lack of time – many representatives do not have the time to attend training
- Lack of funding – there
- Lack of benefits – the content of some training courses has been perceived as not being directly relevant to potential participants and also there have been concerns about the quality of some of the courses that have been offered
- Remote locations – travelling from remote locations to attend courses is time-consuming and difficult

“Initial research suggests that skills shortages within the sector, like many other industries, are not simply due to insufficient training. Other issues include:

- A lack of structured career paths in some occupations
- The nature of some jobs offered in the industry
- Some aspects of work not being compatible with desired lifestyles
- Heavily legislated industry
- Attractiveness’ to potential employees”

Source: <http://www.qsia.com.au/skills-formation-strategy.html>, accessed 11/11/2010

“Unfortunately, the majority of the Australian seafood industry is poorly qualified when it comes to training, the uptake of the seafood industry training package has been poor (despite the fact that the package is recognized around the world as a best practice training program) and much of the industry is a nil-entry level employer. This combination puts the seafood industry at a distinct disadvantage.

The Australian Seafood CRC aims to change this situation by making the seafood industry more professional, providing staff/employees with a range of training and personal development opportunities and encouraging our long serving, experienced and knowledgeable staff/personnel to mentor the next generation entering in to the industry.

Other focuses of the industry training section of our Education and Training Program are new opportunities in the vocational education and training sector (e.g. TAFE), training and

education opportunities in the form of scholarships and bursaries (for national and international activities) and an annual program of professional development training seminars, workshops and forums.”

Source: http://www.seafoodcrc.com/education_program.html, accessed 19/11/2010

Cooperative Venture for Capacity Building and Innovation in Rural Industries

Direct taken from "Coutts J, 2003, Human capacity building through extension and education in RipRap – River and Riparian Lands Management Newsletter, Edition 24 2003, Land and Water Australia, Canberra

"The Cooperative Venture for Capacity Building and Innovation in Rural Industries has a 'shorthand definition' of **capacity building** as being about... *increasing the abilities and resources of individuals, organisations and communities to manage change* (News No 1 March 2003). Definitions taken from the National NRM Capacity building framework described **human capital** as...*the capability of individuals* and **social capital** as *the level to which social networks, relationships and processes within a community support individuals to exercise their capabilities*.

One of the initial projects commissioned by the Cooperative Venture was a national review of extension and education in the context of capacity building in rural industries and communities. This was complemented by a study on *fostering involvement* in learning opportunities and another exploring the *institutional arrangements* supporting capacity building. Other projects in the capacity building and innovation arena have since been funded through the Cooperative Venture (more information can be found at www.rirdc.gov.au/capacitybuilding.)

The *National Extension Review* is now in its second year. It has approached the review at a macro level by looking at the trends in extension and education across Australia and at the project level focusing on a range of extension/education projects across industries, issues and states. This two pronged analysis has allowed projects to be analysed in the context of what is happening around them and helped to match implications with future trends.

The role of extension and education in capacity building

It is recognised that capacity building – that is...*increasing the abilities and resources of individuals, organisations and communities to manage change* – occurs through a number of avenues apart from 'organised' extension and education activities.

Mentoring, self-directed learning, experiential learning and other personal and community growth processes are constantly at work within communities. Extension and education in the context of the review relate to...*planned and proactive interventions to provide new information, experiences, skills and learning support to individuals or groups*. In this way they are seen as complementing the informal capacity building processes that are occurring in a functioning community.

Extension and education initiatives can result from top-down intervention ('our policies or strategies have highlighted that this education/extension project is important – who can deliver it?') or from a community need ('our situation would benefit from training/support in this area – where do we get it?'). Neither is necessarily better – but the match is critical.

Extension and education models operating across Australia

As projects have been evaluated and analysed for this review, a number of distinct approaches or 'models' have emerged as operating across industries and communities, with each playing key and complementary roles within a capacity building framework. These are outlined as follows:

The Group Facilitation/Empowerment Model: This model focuses on increasing the capacity of participants in planning and decision-making and in seeking their own education/training needs based on their situation. The project will often provide or fund a facilitator to assist groups to define their own goals and learning needs and to help them realise these.

The Technological Development Model: This model is about working with individuals and groups to develop specific technologies, management practices or decision support systems which will then be available to the rest of the industry or community. It often involves local trials, demonstrations, field days and on-site visits.

The Programmed Learning Model: This model is about delivering specifically designed training programs/workshops to targeted groups of landholders or community members to increase understanding or skills in defined areas. These can be delivered in a variety of modes and learning approaches.

The Information Access Model: This model is about providing a range of blanket information that individuals and groups can access from a distance and at a time that suits them. It can be based on a web-site, information centre or other centralised locations.

The analysis has shown that these different extension/education models work in well together as a suite of complementary capacity building avenues. For example, members of groups in projects operating under the *group facilitation/empowerment model* provide a key source of participants in training offered through the *programmed learning model* as they are motivated to seek identified training. People who participate in *programmed learning model* initiatives often learn about, and are motivated to seek, information available in initiatives under the *information access model*.

Implications

Extension and education interventions cover a range of complementary approaches to support capacity building. The power is in the mix of models. A one-off training workshop (programmed learning model) without access to on-going follow-up supporting information (information access model) could have very limited impact.

Without groups operating under the *group facilitation-empowerment model*, participation in training events may be low. Without *technological model* interventions, adapting new knowledge to local environments may be slow in occurring. The challenge is to stand back and take a birds-eye view of the extension and education training needs to support capacity building in industries and communities and not focus on one model or mode of delivery.

Key outcomes

Profile of Seafood Industry Representatives

- Sixty-three percent of representatives from all sectors are volunteers (especially at Level 2 and Level 3), others are paid, full-time or part-time representatives
- Eighty-two percent of representatives have worked in other industries other than seafood, possessing important skills developed in their previous employment
- Sixty-nine percent of representatives are members of multiple organisations, associations and committees
- Approximately one-third of representatives have been members of particular organisations, associations and committees for greater than 10 years
- A high proportion of representatives (94%) felt that they are 'currently effective in their representational roles', however less (74%) did not agree that 'their sector was effectively represented'
- Individuals are motivated to take a representational for a range of different reasons, but for most being a representative offers them the opportunity 'to be involved in the decision making processes' and 'the opportunity to try to protect the interests of their sector'
- The major reason for leaving a role was that there was 'Too much time involved' (21%)

Roles and Responsibilities

- Representatives roles and responsibilities are diverse
- The three broad areas of responsibility of representatives that were identified in this study are (a) to advise and to inform, (b) to promote and (c) to influence
- Roles and responsibilities of an individual representative will be influenced by the sector, the fishery within which the individual is working and the level of representation that the person is working at

Skills and Knowledge required by representatives

- Many representatives bring a range of skills and knowledge to their representative role based on years of experience from running their own businesses
- No one in this study said that they 'Did not have the skills', 'Did not have the experience' and 'Did not feel confident' to act as a representative
- The skills and knowledge required by a representative to fulfil their roles and responsibilities are likely to differ between individuals although there are generic requirements for most representatives
- Not all representatives would need all the skills and knowledge identified in this study. The association will be best served with an appropriate mix of skills across their entire workforce, therefore the individual requirements for capacity building may be influenced by the gaps in expertise within an organisation

Views on training

- Seventy percent of respondents in this study felt that the 'provision of training would make representational roles more attractive'
- Eighty-four percent of respondents feel that 'training would enable representatives to fulfil their roles more effectively'

- Only 9% of the respondents received any induction or training before taking up their representational role
- Ninety percent of respondents who undertook training agreed that it assisted them to perform their representational role
- Only 50% of respondents have looked to undertake additional training
- Eighty-six percent of respondents that looked for additional training found a relevant course
- Fifty-two percent of the respondents have completed additional training that assisted their performance in their representational role
- Some participants expressed a general view that some of the previous training courses have not been particularly beneficial
- It will be necessary to identify key motivations for participation in training
 - Many commercial operators are primarily concerned about investing in activities that benefit their 'business'. Therefore a training course that supports the development/profitability of their business is likely to be more attractive
- Training courses need to be designed at an appropriate level for the participants
- There needs to be pathways for further development
- Lack of time and lack of funding were the two major reasons for not attending training courses
- Ninety-four percent of respondents believed that 'Workshops with other representatives' would be the most effective method to deliver appropriate training
- Appropriate case studies should be incorporated into the training programs
- Training needs to be specific to the needs of particular sectors/groups
- Training needs to be delivered by appropriate people who have credibility within the industry sector
 - Utilising key industry members would help to demonstrate respect for their skills

Training

- Representatives need to put maximum effort into their income generating activities when the conditions (e.g. weather and markets) are favourable, therefore their availability for representative tasks will be limited to periods outside these times. Time available to attend meetings and training will often be limited to conditions that are not generally conducive to income generating activities (e.g. periods of poor weather or poor market conditions)
- Paid, full-time representatives are likely to have greater flexibility with their time to attend meetings and training
- Elements of the Seafood Industry Training Package that relate to the development of representational skills are not being utilised as there are non-essential elements included in course which are not part of the legislated requirements to operate in a sector. Individuals will complete the required units for participation in the industry but not complete a whole course if these elements are not essential elements to legally work
- Therefore there would seem to be a gap in opportunities for people at the so-called 'lower' levels of representation (Levels 2 and 3, and those who are members of associations but have not taken up representative positions).

Training options

- The two main reasons that limit participation in training courses are ‘Lack of time’ and ‘Lack of funding’. The time and costs for attending a training course will be influenced by the location of the course (travel costs and time and accommodation costs), the duration of the course (time) and the actual course fees.
 - Training needs to be relatively short as ‘lack of time’ is the biggest hurdle to participation in training. Short courses delivered in close proximity to the potential participants would help to increase participation as long as the course fees remain ‘reasonable’
- The final content of the training programs needs to be developed in consultation with appropriate representatives from the different sectors
 - Different groups within and between sectors will have some different local requirements that need to be recognised so that training is considered to be ‘relevant’ to the participants
 - These differences can be incorporated if the final content of the training programs if they are developed in consultation with the target groups
- Provide the appropriate motivations to attend training
 - Provide training that links to the ‘business’ - training for commercial operators, especially from the wild catch and aquaculture sectors, should be relevant to their business. In order to attract participants to training courses to develop representational skills, it would be important that commercial operators see the need for effective representation of their sector for the future viability of their industry different groups
- Delivering units relating to the role of representation within vocational course aimed at developing skills for new entrants to the industry could promote early awareness of the importance of representation which may pay dividends in the longer term
 - New programs for representational capacity building could be developed in partnership with existing programs such as the Queensland Skills Formation Strategy
- Use trainers that have high credibility within the relevant sectors
- Timing for the delivery of training programs needs to be as flexible as possible especially for the lower level representatives from the wild catch sector
- Training needs to be represent ‘good value’ to participants in terms of benefits and costs (time and money) involved
- Training programs should consist of modules that can be delivered as short discrete blocks

Current training options

Current training options available in Australia are leadership Programs Program on many of the skills sets identified in this study as being important to representatives. Some are run at the national level and directed at the seafood industry e.g. National Seafood Industry Leadership Program (NSLIP)

The South Australian Rural Leadership Program provide specialised leadership training for people working in the rural industries (including seafood) in South Australia.

Future training options

Training options

Building representational capacity can follow two broad strategies:

1. Increasing the capacity of the existing representatives, and/or
2. Increasing the number of people involved in representational roles

From a training perspective, strategy 1 would require targeting people currently engaged in Level 1, 2 or 3 representational roles. Strategy 2 would require targeting people currently not engaged in a representational role, a member of an association someone not engaged in representation at all

- Provide the appropriate motivations to attend training
 - Provide training that links to their 'business' - training for commercial operators should be relevant to their business. In order to attract participants to training courses to develop representational skills, it would be important that commercial operators see the need for effective representation of their sector and the future viability of their industry.

Existing extension and training models

Findings from Agrifood Skills Australia, 2010, 'Business skills pilot project – final evaluation report'

“During the period from June 2009 to March 2010, Agrifood Skills Australia conducted a series of skill development activities in the Tablelands region of north Queensland and the Wheatbelt region of Western Australia. The activities, which aimed to improve the business management skills of participants in each region, were the culmination of many months of research and consultation to develop a model that would meet the learning outcomes of small business owners in the agrifood sector and identify appropriate pilot sites in which to test the model.”

“As the objective of the project was to address the lack of business skills within the small business dominated agrifood industry, the starting point for the project model was to examine research into the motivators and barriers affecting participation in training by small business owners.

The main messages from this research were that:

- small business people want learning that:
 - is relevant to their unique situation
 - builds upon their existing expertise
 - provides real value add to their business.
- the most effective way to deliver learning opportunities is:
 - in bite-sized chunks
 - through flexible delivery

- via indirect and direct methods
- in ways that maximise peer interaction
- using trusted and respected mentors and conduits.

The other significant message, illustrated in the diagram below, was that “the ways in which information about learning opportunities are received by small and micro businesses are just as important, or perhaps even more important than what’s on offer.”¹

The challenge for this project as identified through the research review was that for Agrifood Skills Australia’s target group:

*“Lifting rates of participation in skill development will therefore require not only changes to the way that training is delivered, it will also require strategies to change perceptions and attitudes and to demonstrate the benefits to be gained from an investment in training”.*²

In the light of these messages, a model was developed that addressed both the product and information aspects of the research findings through a number of features:

- collaboration/partnership arrangement with a local organisation in each of the regions to assist in promoting the activities and recruiting participants (the organisation in Queensland was QITE, and in Western Australia, Heartlands Country)
- delivery of a ‘taster workshop’ in each region as a means of engaging participants, followed by consultation with the participants to determine the skill development needs of small business owners in the region
- engagement of an RTO, Response Learning, to develop a customised and flexible skill development program and supporting learning materials, and to deliver the program in each of the two regions
- delivery by the RTO of two two-day workshops in each region, with each workshop followed up by individual coaching for each of the participants.”

Funding options

- Lack of funding for training is stated as one of the main reasons for non-participation in courses
- Focus group members suggested that there was money available for training however it can be difficult to access due to lengthy processes involved and sometimes particular conditions that need to be met
- Industry representatives have limited time for representation and associated training, so having to invest time to find an appropriate course and funding can only act as another barrier towards participation in training courses
- Identify someone who can act as ‘training broker’ to link individuals to appropriate courses and to facilitate access to an appropriate funding source, may help to remove this barrier

RECOMMENDATIONS

Recommendations for training courses for building seafood industry representational capacity

1. Target the training towards:
 - Industry participants who are currently not engaged in any form of representation and association members who do not currently hold a representational role
 - Level 3 representatives, and
 - Level 2 representatives
 - Current courses are primarily aimed at leadership training and therefore course developed as part of this project being cognisant of the content of other courses.
 - Focus training towards skills and knowledge and attributes that address the responsibilities of representatives 'To promote' and 'To advise/inform'. It is considered that the responsibility '
2. Training courses need to be designed at an appropriate levels and there needs to be pathways for further development
3. Deliver short courses, locally at a 'reasonable' cost
 - The two main reasons that limit participation in training courses have been identified as 'Lack of time' and 'Lack of funding'. The time and costs for attending a training course will be impacted by the location of the course (travel costs and time and accommodation costs), the duration of the course (time) and the actual course fees.
 - Short courses (between ½ and 1 days duration) delivered in close proximity to the potential attendees would help to increase participation as long as the course fees remain 'reasonable'. It is recognised that different delivery methods may be required for different sectors.
4. Course content should be relevant to the target audience
 - Final course content should be defined after consultation with target audience
 - Course content should provide the appropriate motivations to encourage participation e.g. linking representation to the future of their sector/business
5. Course content should include elements of:
 - Awareness training (Understanding industry context)
 - Skills development
 - Knowledge development

- Personal awareness
6. Timing for delivery should be flexible
 - Training modules should be ready for use at short notice. Courses can then be delivered during periods of bad weather etc.
 - Structured to industry requirements i.e. wild capture fisheries v. recreational sector
 7. Flexible packages that consist of a range a standardised training modules supported by local content to fit the requirements specific groups
 - Pre-prepared units that can be easily delivered by a range of providers and utilising a range of teaching resources
 8. Develop a toolbox of teaching and learning resources that:
 - can be packaged together to suit the requirements of specific groups
 - potential participants can access in their own time
 - include post training teaching resources
 9. Training courses should be delivered in the form of workshops

Suggested training program

It is suggested that three courses be developed to target primarily the 'lower' levels of representation as detailed in the recommendations above. The target audience for the three courses are shown in Table 32.

Table 32: Target audiences for the three different courses (solid boxes represent main target groups, dotted boxes represent groups that might benefit from participation in the course)

	Not engaged	Engaged			
	Non-members	Members	Level 3	Level 2	Level 1
Package 1					
Package 2					
Package 3					

The suggested aims and content of the three courses are described in Table 33.

Table 33: Suggested aims and content of three courses to be developed to build representational capacity in the seafood industry

Course	General Aims	Suggested content
<p>Course 1 (based on the Group Facilitation/Empowerment Model that is equivalent to the 'Taster' described in Agrifoods Project)</p>	<ol style="list-style-type: none"> 1. Promote the benefits of membership to representative organisations 2. Promote the importance of representation 3. Describe the roles and responsibilities of representatives 4. Describe the government processes that influence the management of the seafood industry 5. Communicating effectively 	<ol style="list-style-type: none"> 1. Create awareness of the importance of good representation for effective management of the seafood industry, with emphasis on the need of participation from as many people in the sector as possible (Awareness) <ol style="list-style-type: none"> a. Government processes and the statutory requirements for the management of the sector and the processes that have to be followed b. Current policy issues facing the sector and directions for the future, including the need for a strong strategic direction for the future c. Socio-economic benefits from the seafood industry (across all sectors) d. Need for a positive personal approach (moving forward from historical issues) 2. The roles and responsibilities of an effective representative (Skills, knowledge, personal attributes) <ol style="list-style-type: none"> a. Having a voice 3. Methods of effective communication – personal communication (communicating within the sector)

<p>Course 2</p> <p>(based on the Programmed Learning Model that is equivalent to a workshop described in Agrifoods Project)</p>	<ol style="list-style-type: none"> 1. Promote the interests of the group members and advertise the benefits of the products and services of the group 2. Effective participation during meetings 3. Receiving and providing information 4. Making time for representation 5. Understanding the goals of fisheries management 	<ol style="list-style-type: none"> 1. Promoting your sector <ol style="list-style-type: none"> a. Portraying your sector in a positive light 2. The importance of meetings and the requirements/procedures for effective meetings <ol style="list-style-type: none"> a. Achieving a consensus and an outcome 3. Methods of effective communication – personal communication (communicating during meetings) <ol style="list-style-type: none"> a. Receiving and providing information b. Negotiation skills and conflict resolution 4. Priority setting <ol style="list-style-type: none"> a. Time management – making time for representation 5. Goals of fisheries management including the allocation of fisheries resources
---	---	---

<p>Package 3</p> <p>(based on the Programmed Learning Model that is equivalent to a workshop described in Agrifoods Project)</p>	<ol style="list-style-type: none"> 1. Promote a good image of the group (sector) in the community's eyes 2. Chairing meetings effectively 3. Receiving and providing advice 4. Working effectively with others 5. Working strategically 6. Remaining committed 7. Working professionally and ethically 8. Understanding the fisheries management process 	<ol style="list-style-type: none"> 1. Promoting your sector <ol style="list-style-type: none"> a. Dealing with a crisis 2. Role of a chairperson 3. Methods of effective communication <ol style="list-style-type: none"> a. Listening to the views of others b. Providing advice <ol style="list-style-type: none"> i. To colleagues ii. To management authorities iii. To researchers 4. Teamwork/networking <ol style="list-style-type: none"> a. Maintaining good working relationships with others 5. The benefits of strategic management 6. Professionalism and commitment 7. The fisheries management process <ol style="list-style-type: none"> a. Fisheries management plans
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Support Materials(based on the Information Access Model)	To provide on-going support to participants of the Packages 1, 2 and 3	Support materials that cover the content of packages 1, 2 and 3
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APPENDICES

APPENDIX A: Human ethics approval

Social Science Ethics Officer
Private Bag 01 Hobart
Tasmania 7001 Australia
Tel: (03) 6226 2764
Fax: (03) 6226 7148
Marilyn.Knott@utas.edu.au



HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

04 November 2010

Mr. Nick Rawlinson
NC Marine Conservation and Resource Sustainability
Private Bag 1396
Launceston

Dear Mr. Rawlinson

Re: MINIMAL RISK ETHICS APPLICATION APPROVAL
Ethics Reference: H0011517
Project Title: Building seafood industry representational capacity.

Acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 03 November 2010.

Please note that this approval is for four years and is conditional upon receipt of an annual Progress Report. Ethics approval for this project will lapse if a Progress Report is not submitted.

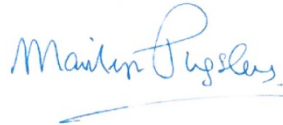
The following conditions apply to this approval. Failure to abide by these conditions may result in suspension or discontinuation of approval.

1. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval, to ensure the project is conducted as approved by the Ethics Committee, and to notify the Committee if any investigators are added to, or cease involvement with, the project.
2. Complaints: If any complaints are received or ethical issues arise during the course of the project, investigators should advise the Executive Officer of the Ethics Committee on 03 6226 7479 or human.ethics@utas.edu.au.
3. Incidents or adverse effects: Investigators should notify the Ethics Committee immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES

4. Amendments to Project: Modifications to the project must not proceed until approval is obtained from the Ethics Committee. Please submit an Amendment Form (available on our website) to notify the Ethics Committee of the proposed modifications.
5. Annual Report: Continued approval for this project is dependent on the submission of a Progress Report by the anniversary date of your approval. You will be sent a courtesy reminder closer to this date. **Failure to submit a Progress Report will mean that ethics approval for this project will lapse.**
6. Final Report: A Final Report and a copy of any published material arising from the project, either in full or abstract, must be provided at the end of the project.

Yours sincerely

A handwritten signature in blue ink that reads "Maureen Pugsley". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Ethics Officer

APPENDIX B: Covering Letter

Dear,

The Tasmanian Seafood Industry Council (TSIC) is currently coordinating a project entitled 'Building seafood industry representational capacity' that has been funded by the Fisheries Research and Development Corporation (FRDC). Building representational capacity has been identified as an important tool to develop leadership capacity and to contribute to the achievement of the co-management of fisheries and meeting the broader goals of Ecologically Sustainable Development. One of the objectives of this project is the identification of key knowledge areas and skill sets needed by fisheries resource users (commercial, recreational and traditional fishers and marine farmers) and managers taking up representative roles at the local and regional level. This information will be used to produce a defined training program for the development of representational capacity.

In order to address this objective the National Centre for Marine Conservation and Resource Sustainability of the Australian Maritime College has been contracted to undertake a telephone survey that will be conducted from now through to mid-December 2010. The survey itself consists of 37 questions and should take approximately 30 minutes to complete. Please see attachment AMC_survey.pdf. You have been identified to participate in the survey based on your involvement in the seafood industry in South Australia.

The survey is intended to provide TSIC and the Steering Committee of the project with valuable information to ensure that they are focussing their efforts in the right areas that will eventually deliver a defined training program for the development of representational capacity. With this in mind can I ask that you participate in order for us to achieve our goal of continuous improvement for the management of the seafood industry.

After the completion of the survey a comprehensive analysis of the data provided will be conducted, which should take just a few weeks. Therefore, I expect to be able to share the initial results with you in February, 2011 and discuss what will be done based on the information gathered.

Your personal details and responses to the questions will remain confidential. The information from the questionnaire will be kept on a password protected computer and the survey forms will be archived for a period of five years at the National Centre for Marine Conservation and Resource Sustainability before they are destroyed. By agreeing to participate in the survey you are giving your consent to the conditions outlined in the attached consent form. Please see attachment AMC_consent_form.pdf.

If you are able to participate in the survey could you please send me a return email and suggest a convenient date and time that we could call you to conduct the interview. Please also include a telephone number that we could call you on.

Thank you in advance for your participation.

Kind regards.

APPENDIX C: Consent form



National Centre for Marine Conservation and Resource Sustainability, Australian Maritime College, Locked Bag 1370, Launceston, Tasmania, 7250

Monday, 8 November 2010

CONSENT FORM

Title of Survey: Building representational capacity in the seafood industry

1. I have read and understood the information provided about this survey.
2. The nature and possible effects of the survey have been explained to me.
3. I understand that the survey involves answering 36 questions during a telephone interview that will take approximately 30 minutes. I will be required to provide responses on my representational role within the seafood industry and my views on the skills and knowledge areas needed to support this role.
4. I understand that all research data will be securely stored on the Australian Maritime College premises for at least five years, and will be destroyed when no longer required.
5. Any questions that I have asked have been answered to my satisfaction.
6. I agree that research data gathered from me for the study may be published provided that I cannot be identified as a participant.
7. I understand that the researchers will maintain my identity confidential and that any information I supply to the researcher(s) will be used only for the purposes of the research.
8. I agree to participate in this investigation and understand that I may withdraw at any time without any effect, and if I so wish, may request that any data I have supplied to date be withdrawn from the research.

This survey has received ethical approval from the Tasmanian Seafood Industry Council and has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study you should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [*HREC project number: H11517*].

APPENDIX D: Preamble to telephone survey

Hello,

This is from the Australian Maritime College. I am ringing you in relation to the 'Building Representational Capacity in the Seafood Industry' survey. Is this a convenient time?

Ok, details of this survey were sent to you by email on

Can you confirm that you received these documents?

Do you give your consent to participate in this survey?

Are you happy for me to conduct the interview now?

Ok, during this interview I will be taking notes and entering your responses directly into a database, but I am not recording this interview. I would like to reconfirm that your personal details and responses to the questions will remain confidential.

Do you have the questions in front of you?

Do you mind if I refer to this as we go through as this should speed up the process?

Do you have any questions about what I've said or what was contained in the instructions provided to you by email?

If at any stage you feel you would like a break please say so, and we take a short break. Do you have a fixed end time? The interview should take approximately 30 minutes, however this may change depending on the responses.

At the end of the telephone survey:

Could you recommend another person who you believe we could contact to participate in this survey?

Thanks That is the end of the survey. Do you have any further questions or comments.

Your contribution towards this survey is greatly appreciated and I hope it helps to assist you in your representational role in the future.

Thank you for your time. Goodbye.

APPENDIX E: Telephone survey questionnaire

Building Representational Capacity in the Seafood Industry

1. What sector(s) of the seafood industry are you associated with?

- | | |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Processing | <input type="checkbox"/> Government |
| <input type="checkbox"/> Wild catch | <input type="checkbox"/> NGO |
| <input type="checkbox"/> Aquaculture | <input type="checkbox"/> Research |
| <input type="checkbox"/> Recreational | <input type="checkbox"/> Other |

Other (please specify)

2. What is your current occupation?

3. Which fishery(ies) (e.g. Tasmanian rock lobster) and/or aquaculture sector(s) (e.g. Tasmanian salmon) are of greatest importance to you (in order of importance)?

First	<input type="text"/>
Second	<input type="text"/>
Third	<input type="text"/>
Fourth	<input type="text"/>
Fifth	<input type="text"/>

4. Within which state (jurisdiction) do you mostly work?

- | | |
|---|--|
| <input type="checkbox"/> National/Commonwealth | <input type="checkbox"/> South Australia |
| <input type="checkbox"/> Australian Capital Territory | <input type="checkbox"/> Tasmania |
| <input type="checkbox"/> New South Wales | <input type="checkbox"/> Victoria |
| <input type="checkbox"/> Northern Territory | <input type="checkbox"/> Western Australia |
| <input type="checkbox"/> Queensland | |

5. What fisheries related organisation(s)/association(s) are you a member of?

Organisation 1.	<input type="text"/>
Organisation 2.	<input type="text"/>
Organisation 3.	<input type="text"/>
Organisation 4.	<input type="text"/>
Organisation 5.	<input type="text"/>

Building Representational Capacity in the Seafood Industry

6. How long have you been a member of each of the organisations that you listed in Question 5?

	Less than 1 year	1-2 years	>2-5 years	>5-10 years	Greater than 10 years
Organisation 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation 2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organistaion 3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organistaion 4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Do you currently hold or have you previously held any of the following representative role/s in the seafood industry?

	Currently	Previously
Board member of a sector association	<input type="checkbox"/>	<input type="checkbox"/>
Member of a seafood industry committee	<input type="checkbox"/>	<input type="checkbox"/>
Member of a seafood industry organisation/association	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If Other (please specify)

8. How long have you held (or did you hold) these roles?

	Less than 1 year	1-2 years	>2-5 years	>5-10 years	Greater than 10 years
Board member of a sector association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of a seafood industry committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of a seafood industry organisation/association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If Other (please specify)

Building Representational Capacity in the Seafood Industry

9. If you 'Previously' held a representational role, why do you no longer hold this role?

- | | |
|---|---|
| <input type="checkbox"/> Personal/health reasons | <input type="checkbox"/> Did not have the experience |
| <input type="checkbox"/> Too much time involved | <input type="checkbox"/> Did not like the people making decisions |
| <input type="checkbox"/> Did not see the benefits | <input type="checkbox"/> Did not feel confident |
| <input type="checkbox"/> Did not feel there was the opportunity to contribute | <input type="checkbox"/> The association did not help us |
| <input type="checkbox"/> Costs too much | <input type="checkbox"/> No longer involved in the industry |
| <input type="checkbox"/> Did not have the skills | <input type="checkbox"/> Other |

Other (please specify)

10. How are (or were) you employed in your representational role?

- | | |
|---------------------------------------|---------------------------------|
| <input type="radio"/> Full-time, paid | <input type="radio"/> Voluntary |
| <input type="radio"/> Part-time, paid | <input type="radio"/> Other |

If Other (please specify)

11. How did you get your representational role?

- | | |
|--|-----------------------------------|
| <input type="radio"/> Nominated and elected (after a vote) | <input type="radio"/> Volunteered |
| <input type="radio"/> Nominated and selected | <input type="radio"/> Other |

If Other (please specify)

12. What motivated you to take this role?

- | | |
|---|--|
| <input type="checkbox"/> The association has helped me in the past | <input type="checkbox"/> I wanted to assist our association |
| <input type="checkbox"/> I wanted to protect the interests of our sector | <input type="checkbox"/> I enjoy working on these issues |
| <input type="checkbox"/> I wanted to be involved in decision making processes | <input type="checkbox"/> It provides opportunities for training/personal development |
| <input type="checkbox"/> I wanted to provide a strong voice for our industry | <input type="checkbox"/> Other |

Other (please specify)

Building Representational Capacity in the Seafood Industry

13. Please rate your level of agreement with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I am effective in performing my representational role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sector of the seafood industry is effectively represented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training would enable representatives to fulfil their roles more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of training would make representational roles more attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In your representational role, how would you rate the importance of the following tasks?

	Very important	Important	Limited importance	Not important
Communicating with industry members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending committee meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion of your seafood sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing advice to government officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lobbying on behalf of your seafood sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison and extension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running your representative organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submission writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting direction/developing a vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing and commenting on submissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Building Representational Capacity in the Seafood Industry

15. How many committees are you a member of?

	None	1	2	3-5	More than 5
Management advisory committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research advisory groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sector committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-term project steering committees/advisory groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

16. What specific role/s do you have on any committees?

- Chairperson
 Committee member
 President
 Executive officer
 Treasurer
 Other
 Secretary

Other (please specify)

17. In your representative role, who do you communicate with most regularly?

	Very regularly	Regularly	Occasionally	Rarely	Never
Government officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other members of your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representatives from other sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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18. What methods of communication do you use most regularly?

	Very regularly	Regularly	Occasionally	Rarely	Never
Verbal (face-to-face)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal (telephone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

19. Which methods of communication do you find most effective/appropriate?

	Very effective	Effective	Ineffective	Inappropriate
Verbal (face-to-face)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal (telephone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

20. What are the five (5) most important skills required to effectively represent your sector of the seafood industry?

First

Second

Third

Fourth

Fifth

Building Representational Capacity in the Seafood Industry

**21. What priority would you give to developing your skills in the following areas?
(Select no more than five skill areas for each of the different priority levels)**

	Highest priority	Medium priority	Lowest priority	Not required	Don't know
Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chairing meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing written documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Building Representational Capacity in the Seafood Industry

22. What priority would you give to developing your knowledge of the following areas? (Select no more than five knowledge areas for each of the different priority levels)

	Highest priority	Medium priority	Lowest priority	Not required	Don't know
Application of the principles of ESD to fisheries (or aquaculture) management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of management plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal obligations of fisheries (or aquaculture) management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of risk assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stock assessment techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fisheries (or aquaculture) policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring environmental impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic benefits from fisheries (or aquaculture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance indicators and reference points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of fisheries (or aquaculture) management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost recovery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocation of fisheries resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

23. Were you offered any training before taking up your representational role?

Yes

No (Go to question 26)

If Yes, please describe training offered

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24. Did you receive any induction or training before taking up your representational role?

Yes

No

If Yes, please describe

25. Did this training assist you to perform your representational role?

Yes

No

Why?

26. Have you ever sought additional training to assist you in your representational role?

Yes

No (Go to question 28)

Why?

27. Have you managed to find additional training programs that provided the assistance you required?

Yes

No

If yes, where and what?

28. Have you completed any additional training to assist your performance in your representational role?

Yes

No

If yes, when and where?

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29. What three (3) training programs have provided you with the greatest benefit for undertaking your representational role?

First

Second

Third

30. What would be the five (5) most important reasons that would motivate you to attend training?

First

Second

Third

Fourth

Fifth

31. What has limited your participation in training courses?

- | | |
|---|--|
| <input type="checkbox"/> Lack of funding | <input type="checkbox"/> Don't like attending courses |
| <input type="checkbox"/> Lack of time | <input type="checkbox"/> Don't like training providers |
| <input type="checkbox"/> Do not want to travel | <input type="checkbox"/> Lack of confidence |
| <input type="checkbox"/> No suitable courses available | <input type="checkbox"/> Loss of income while training |
| <input type="checkbox"/> Not aware of available courses | <input type="checkbox"/> Other |

Other (please specify)

32. What would be an effective way to deliver the training required?

	Very effective	Effective	Ineffective	Inappropriate	Dont'know
On the job training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal placement with other relevant organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops with other representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

33. Where do you think the funding for training should come from?

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34. Have you worked in any other industries in addition to the seafood industry?

Yes

No

In which industry and in what position?

35. What is your gender?

Female

Male

36. What is your age group?

15-20

41-50

21-30

51-60

31-40

61+

37. Please suggest the names (and contact details) of other people whom we could contact to participate in this survey?

38. Identification code

APPENDIX F: Telephone survey results

Question 35. What is your gender?

Table A. 1 Number of participants in the telephone survey by jurisdiction, sector and gender

Jurisdiction	Queensland			South Australia			Tasmania			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	2	9	11	1	6	7	1	7	8	0	0	0	4	22	26
Recreational	0	3	3	0	2	2	2	11	13	0	0	0	2	16	18
Wild Catch	2	22	24	2	9	11	3	10	13	5	5	10	12	46	58
Government	1	4	5	0	0	0	0	1	1	0	1	1	1	6	7
Other	0	0	0	1	0	1	2	0	2	2	0	2	5	0	5
Total	5	38	43	4	17	21	8	29	37	7	6	13	24	90	114

Table A. 2 Number of participants in the telephone survey by level, sector and gender

Sector	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	0	7	7	0	2	2	3	11	14	0	0	0	3	20	23
Level 2	4	13	17	1	10	11	8	15	23	5	0	5	18	38	56
Level 3	0	2	2	1	4	5	1	20	21	0	0	0	2	26	28
Government	0	0	0	0	0	0	0	0	0	1	6	7	1	6	7
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	22	26	2	16	18	12	46	58	6	6	12	24	90	114

Table A. 3 Number of participants in the telephone survey by age group, sector and gender

Age group	21 - 30			31 - 40			41 - 50			51 - 60			> 61			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Aquaculture	0	2	2	1	6	7	2	7	9	1	5	6	0	2	2	4	22	26
Recreational	0	1	1	0	1	1	0	5	5	0	4	4	2	5	7	2	16	18
Wild Catch	1	0	1	3	11	14	3	13	16	3	16	19	2	6	8	12	46	58
Government	0	0	0	0	3	3	1	2	3	0	1	1	0	0	0	1	6	7
Other	0	0	0	1	0	1	3	0	3	1	0	1	0	0	0	5	0	5
Total	1	3	4	5	21	26	9	27	36	5	26	31	4	13	17	24	90	114

Table A. 4 Number of participants in the telephone survey by age group, sector and gender

Level	21 - 30			31 - 40			41 - 50			51 - 60			> 61			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	1	0	1	1	3	4	0	8	8	0	6	6	1	3	4	3	20	23
Level 2	0	2	2	4	11	15	7	6	13	5	12	17	2	7	9	18	38	56
Level 3	0	1	1	0	4	4	1	11	12	0	7	7	1	3	4	2	26	28
Government	0	0	0	0	3	3	1	2	3	0	1	1	0	0	0	1	6	7
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	3	4	5	21	26	9	27	36	5	26	31	4	13	17	24	90	114

Question 2. What is your current occupation?

Table A. 5 Occupations of the telephone survey participants by sector

Sector	Occupations
Aquaculture (26)	Abalone producer Biologist Business manager Business owner Chief sustainability officer Economist Executive officer (4) Farm manager (4) Farm managing director Farmer (4) General manager Managing director Self employed Vocational trainer
Recreational (18)	Bus driver Chief executive officer Company director Company manager Diving officer Environmental officer Housewife Management consultant Retired (7) Small business owner Underwater photographer Unemployed
Wild catch (58)	Apprentice boilermaker Business partner Cardiac surgeon Chief executive officer (7) Commercial fisher (15) Commercial fisher (part-time) Commercial fishing boat owner Commercial fisher/processor Commercial fishing boat owner/operator (3)

Wild catch (contd)	Communications manager Company director Event manager Executive officer (6) Fisheries management consultant Fisheries researcher Fishing boat owner Fishing business manager Fishing business manager (part-time) Fishing business partner Fishing company general manager Fishing company manager (2) Fishing company owner/manager Lawyer and business consultant Manager Managing director of fishing company Marine science consultant Policy officer Project officer Retired Tour operator
Government (6)	Principal policy officer Senior fisheries manager Fisheries manager (4)
Other	Fisheries extension officer NGO coastal coordinator Research scientist Seafood processor Unemployed

Question 5. What fisheries related organisation(s)/association(s) are you a member of?

Table A. 6 Aquaculture

Organisation name	Number
Abalone Association of Australasia Inc (AAAI)	1
Abalone Council of Australia (ACA)	1
Abalone Industry Association of South Australia Inc.	1
Aquacultural Engineering Society (AES)	1
Aquaculture Association of Queensland (AAQ)	4
Aquaculture Council of Western Australia (ACWA)	1
Aquaculture Reference Group (ARG)	1
Australian Abalone Growers Association (AAGA)	1
Australian Barramundi Farmers Association (ABFA)	3
Australian Marine Finfish Farmers Association	1
Australian Mussel Industry Association	2
Australian Prawn Farmers Association (APFA)	4
Bruny Island Shellfish Growers Association	1
Bruny Island Tourism Association	1

Organisation name	Number
CSIRO Smart State	1
Fisheries Research and Development Corporation (FRDC)	1
Food Safety - Bivalve Committee	1
Inland Aquaculture Association of South Australia	1
Marine Innovation South Australia (MISA)	1
National Aquaculture Council (NAC)	9
Oysters Tasmania	1
Queensland Aquaculture Industries Federation Inc (QAIF)	7
Queensland Oyster Growers' Association (QOGA)	1
Seafood CRC	1
Seafood Training Tasmania	1
Shellfish Industry Council of Australia	1
South Australian Aquaculture Council	3
South Australian Mussel Growers Association Inc (SAMGA)	1
South Australian Oyster Growers Association (SAOGA)	3
South Australian Primary Industries Council	1
South Australian Research Council	1
South Australian Seafood Industry Association	1
Tasmanian Aquaculture Council (TAC)	2
Tasmanian Fisheries Research Advisory Board	1
Tasmanian Oyster Research Council	2
Tasmanian Salmon Growers Association (TSGA)	2
Tasmanian Scallop Fishermen's Association	1
Tasmanian Seafood Industry Council (TSIC)	4
Tasmanian Shellfish Executive Council (TSEC)	3
Tasmanian Shellfish Quality Assurance Program (TSQAP)	2
Wildcatch Fisheries SA (WFSA)	1
Women's Industry Network Seafood Community (WINSC)	2

Table A. 7 Recreational

Organisation name	Number
Australian National Sport fishing Association	1
Australian Underwater Federation	1
Blue Fin Fishing Club	1
Game Fishing Association of Australia (GFAA)	4
Institute of Marine and Antarctic Studies (IMAS)	1
International Game Fishing Association (IGFA)	2
Marine Parks Local Advisory Group	1
Moreton Mixed Amateur Fishing Club Inc.	1
Professional Association of Diving Instructors (PADI)	1
Queensland Amateur Fishing Club Association Inc (QAFC)	2
RECFish Australia	1
RECFish Tasmania	1
Recreational Fishery Advisory Committee (RecFAC)	4
Sea Charter Boat Operators of Tasmania	1
South Australia Recreational Fishing Advisory Council (SARFAC)	1

Organisation name	Number
South Australian Game Fishing Association	1
South Queensland Amateur Fishing Clubs Association	2
Southern Game Fishing Club	1
St Helens Game Fishing Club	2
Sunfish (North Moreton)	1
Sunfish Queensland Inc	3
Survey Charter Boat Owners and Operators Association of South Australia	1
Tasmanian Association for Recreational Fishing (TARFish)	6
Tasmanian Game Fishing Association (TGFA)	4
Tuna Club of Tasmania Inc	1
Wildcatch Fisheries SA - Marine Parks Alliance	1

Table A. 8 Wild catch

Organisation name	Number
Abalone Council Australia Ltd	2
Abalone Council of NSW	1
Abalone Fishery Advisory Committee (ABFAC)	1
Abalone Industry Association of South Australia	2
Australian Council of Prawn Fisheries (ACPF)	2
Coalition of Legal Toothfish Operators (COLTO)	2
Commonwealth Fisheries Association (CFA)	7
Cooperative Research Centre (CRC)	1
Crustacean Fishery Advisory Committee (CFAC)	1
Eyre Peninsula Natural Resource Management Board	1
Fisheries Resource Advisory Group	1
FRDC People Development Advisory Group	1
GBRMPA Local Marine Advisory Authority - Bundaberg division	1
GBRMPA Local Marine Advisory Authority - Cassowary area	1
Great Australian Bight Fishing Industry Association Inc (GABIA)	2
Harvey Bay Seafood Festival Association	1
Hawkesbury Commercial Fishing Association	1
Marine Fisheries Association	1
Marine Innovation South Australia (MISA)	1
Moreton Bay Seafood Industry Association (MBSIA)	2
National Seafood Industry Alliance (NSIA)	3
North West Trawl Fisheries Management Advisory Committee (WestMAC)	1
Northern Prawn Fishery Management Advisory Committee (NORMAC)	1
Northern Prawn Fishing Industry Organisation	1
Northern Prawn Industry Pty Ltd	1
NSW Professional Fishermans Association	1
Primary Industry Skills Council SA	1
Professional Fishermans Association	1
Professional Fishermans Association Tasmania (non-existent now)	1
Queensland Seafood Industry Association (QSIA)	25
Queensland Seafood Marketers Association (QSMA)	2

Organisation name	Number
Reef Line Council	3
Rural Remote and Regional (RRR) Network Fishing Representative	1
SA Blue Crab Pot Fishers Association	1
SA Fisheries Research Advisory Board	1
Seafood CRC	1
Seafood Experience Australia (SEA)	1
Seafood Industry Victoria (SIV)	1
Seafood Services Australia (SSA)	1
Seafood Training Centre of Excellence Inc - South Australia	1
Seafood Training Tasmania	1
South Australian Boating Facilities Advisory Committee	1
South Australian Women's Industry Network	1
South East Trawl Fishing Industry Association Inc (SETFIA)	2
Southern Fisherman's Association	1
Southern Rock Lobster Limited	1
Spencer Gulf and West Coast Prawn Fishermans Association	2
SA Marine Parks Management Alliance - committee under Wildcatch Fisheries SA	1
Stock Assessment Review Committee	1
Sub-Antarctic Fisheries Management Advisory Committee (SouthMAC)	1
Tasmanian Abalone Council (TAC)	2
Tasmanian Rock Lobster Fishermans Association (TRLFA)	6
Tasmanian Scallop Fishermen's Association	2
Tasmanian Seafood Industry Council (TSIC)	5
WA Fishing Industry Council	1
Water Advisory Committee for Fishing Industry	1
West Coast Search and Rescue Department	1
Western Australia Fishing Industry Council	1
Western Rock Lobster Industry Council	1
Wide Bay Tafe Council	1
Wild Fisheries Association	1
Wildcatch Fisheries SA (WFSA)	4
Women's Industry Network Seafood Community (WINSC)	6
Working on the water	1

Table A. 9 Government and Other

Organisation name	Number
Australian Fisheries Management Forum (AFMF) - Aquaculture Sub-Committee	1
Australian Society for Fish Biology (ASFB)	2
Fisheries Research and Development Corporation (FRDC)	1
Government	2
International Coral Reef Society	1
Lakes and Coorong Fishery Consultative Committee	1
OceanWatch Australia	1
Seafood Service Australia (SSA)	1
South Australian Women's Industry Network Seafood Community	1

Organisation name	Number
Southern Fisherman's Association	1
Tasmanian Aquaculture and Fisheries Institute (TAFI)	1
Tasmanian Seafood Industry Council (TSIC)	1
Wildcatch Fisheries SA (WFSA)	1
Women's Industry Network Seafood Community (WINSC)	4

Question 6. How long have you been a member of each of the organisations that you listed in Question 5?

Table A. 10 Years of membership of representative organisations as a proportion of numbers in sector by gender (n = 265)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	0%	0%	0%	3%	2%	16%	6%	9%	0%	0%	0%	9%	3%	5%
1-2 yrs	23%	8%	10%	17%	13%	13%	22%	5%	10%	29%	0%	22%	23%	7%	11%
>2-5 yrs	54%	21%	27%	0%	15%	13%	14%	16%	16%	14%	25%	17%	20%	18%	18%
>5-10 yrs	23%	47%	43%	33%	20%	22%	24%	27%	26%	14%	0%	11%	23%	32%	29%
> 10 yrs	0%	24%	20%	50%	50%	50%	24%	46%	39%	43%	75%	50%	26%	40%	36%

Table A. 11 Years of membership of representative organisations as a proportion of numbers in level by gender (n = 265)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	25%	0%	3%	8%	1%	4%	0%	11%	10%	0%	0%	0%	9%	3%	5%
1-2 yrs	38%	9%	12%	25%	8%	14%	0%	5%	4%	0%	0%	0%	23%	7%	11%
>2-5 yrs	25%	26%	26%	23%	13%	17%	0%	16%	14%	0%	25%	17%	20%	18%	18%
>5-10 yrs	13%	34%	32%	23%	36%	31%	43%	23%	25%	0%	0%	0%	23%	32%	29%
> 10 yrs	0%	31%	27%	23%	42%	35%	57%	45%	47%	100%	75%	83%	26%	40%	36%

Question 7. Do you currently hold or have you previously held any of the following representative role/s in the seafood industry?

Table A. 12 Type of representative membership/role currently undertaken as a proportion of numbers in sector by gender

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Board member of a sector association	50%	68%	65%	0%	38%	33%	42%	50%	48%	33%	0%	17%	38%	49%	46%
Member of a seafood industry committee	75%	64%	65%	0%	56%	50%	42%	78%	71%	33%	50%	42%	42%	69%	63%
Member of a seafood industry organisation/association	100%	86%	88%	100%	44%	50%	83%	70%	72%	67%	17%	42%	83%	66%	69%
Other	0%	14%	12%	0%	19%	17%	25%	15%	17%	33%	33%	33%	21%	17%	18%

Table A. 13 Type of representative membership/role previously undertaken as a proportion of numbers in sector by gender

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Board member of a sector association	25%	32%	31%	-	31%	28%	42%	22%	26%	0%	0%	0%	25%	24%	25%
Member of a seafood industry committee	25%	27%	27%	-	6%	6%	50%	37%	40%	50%	33%	42%	42%	29%	32%
Member of a seafood industry organisation/association	25%	18%	19%	-	6%	6%	17%	30%	28%	0%	0%	0%	13%	21%	19%
Other	25%	14%	15%	-	13%	11%	33%	9%	14%	0%	0%	0%	21%	10%	12%

Question 8. How long have you held (or did you hold) these roles?

Table A. 14 Years as a board member of a sector association as a proportion of numbers in sector by gender (n=69)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	9%	8%	-	0%	0%	0%	2%	2%	0%	0%	0%	0%	3%	3%
1-2 years	0%	9%	8%	-	0%	0%	8%	13%	12%	0%	0%	0%	4%	9%	8%
>2-5 years	25%	27%	27%	-	38%	33%	33%	17%	21%	0%	0%	0%	21%	22%	22%
>5-10 years	25%	18%	19%	-	13%	11%	8%	4%	5%	17%	0%	8%	13%	9%	10%
> 10 years	0%	18%	15%	-	13%	11%	17%	26%	24%	17%	0%	8%	13%	20%	18%
N	2	18	20	0	10	10	8	29	37	2	0	2	12	57	69

Table A. 15 Years as a member of a seafood industry committee as a proportion of numbers in sector by gender (n=93)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	0%	0%	0%	13%	11%	0%	7%	5%	17%	0%	8%	4%	6%	5%
1-2 years	25%	5%	8%	0%	19%	17%	17%	22%	21%	50%	0%	25%	25%	16%	18%
>2-5 years	25%	27%	27%	0%	13%	11%	33%	17%	21%	0%	50%	25%	21%	21%	21%
>5-10 years	0%	36%	31%	0%	6%	6%	33%	17%	21%	17%	17%	17%	21%	20%	20%
> 10 years	25%	14%	15%	0%	13%	11%	8%	26%	22%	0%	17%	8%	8%	20%	18%
N	3	18	21	0	10	10	11	41	52	5	5	10	19	74	93

Table A. 16 Years as a member of a seafood industry organisation/association as a proportion of numbers in sector by gender (n=87)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	5%	4%	0%	0%	0%	8%	2%	3%	17%	0%	8%	8%	2%	4%
1-2 years	25%	9%	12%	0%	0%	0%	17%	4%	7%	17%	0%	8%	17%	4%	7%
>2-5 years	50%	18%	23%	50%	6%	11%	17%	13%	14%	17%	0%	8%	25%	12%	15%
>5-10 years	0%	32%	27%	50%	25%	28%	33%	24%	26%	0%	0%	0%	21%	24%	24%
> 10 years	25%	23%	23%	0%	19%	17%	17%	39%	34%	17%	17%	17%	17%	30%	27%
N	4	19	23	2	8	10	11	38	49	4	1	5	21	66	87

Table A. 17 Years of 'Other' roles/memberships as a proportion of numbers in sector by gender (n=33)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	29%	25%	-	0%	0%	14%	0%	6%	0%	0%	0%	10%	9%	9%
1-2 years	100%	14%	25%	-	33%	33%	57%	18%	33%	0%	0%	0%	50%	17%	27%
>2-5 years	0%	14%	13%	-	0%	0%	0%	18%	11%	0%	50%	25%	0%	17%	12%
>5-10 years	0%	14%	13%	-	33%	33%	29%	36%	33%	0%	0%	0%	20%	26%	24%
> 10 years	0%	29%	25%	-	33%	33%	0%	27%	17%	100%	50%	75%	20%	30%	27%
N	1	7	8	0	3	3	7	11	18	2	2	4	10	23	33

Table A. 18 Years as a Board member of a sector association as a proportion of numbers in level by gender (n=69)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	0%	0%	0%	10%	8%	0%	0%	0%	-	-	-	0%	5%	4%
1-2 years	0%	17%	15%	11%	10%	11%	0%	20%	18%	-	-	-	8%	14%	13%
>2-5 years	100%	33%	40%	33%	34%	34%	0%	40%	36%	-	-	-	42%	35%	36%
>5-10 years	0%	11%	10%	33%	17%	21%	0%	10%	9%	-	-	-	25%	14%	16%
> 10 years	0%	39%	35%	22%	28%	26%	100%	30%	36%	-	-	-	25%	32%	30%
N	2	18	20	9	29	38	1	10	11	0	0	0	12	57	69

Table A. 19 Years as a Member of a seafood industry committee as a proportion of numbers in level by gender (n=93)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	0%	0%	7%	7%	7%	0%	14%	13%	-	0%	0%	5%	7%	6%
1-2 years	33%	11%	14%	27%	21%	23%	0%	27%	26%	-	0%	0%	26%	19%	20%
>2-5 years	67%	33%	38%	33%	21%	25%	0%	18%	17%	-	60%	60%	37%	26%	28%
>5-10 years	0%	11%	10%	20%	38%	32%	100%	18%	22%	-	20%	20%	21%	24%	24%
> 10 years	0%	44%	38%	13%	14%	14%	0%	23%	22%	-	20%	20%	11%	24%	22%
N	3	18	21	15	29	44	1	22	23	0	5	5	19	74	93

Table A. 20 Years as a Member of a seafood industry organisation/association as a proportion of numbers in sector by gender (n=87)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	0%	0%	0%	13%	8%	10%	0%	0%	0%	-	0%	0%	10%	3%	5%
1-2 years	33%	13%	16%	19%	4%	10%	0%	4%	4%	-	0%	0%	19%	6%	9%
>2-5 years	33%	19%	21%	31%	12%	19%	0%	22%	20%	-	0%	0%	29%	17%	20%
>5-10 years	33%	13%	16%	13%	54%	38%	100%	26%	32%	-	0%	0%	24%	33%	31%
> 10 years	0%	56%	47%	25%	23%	24%	0%	48%	44%	-	100%	100%	19%	41%	36%
N	3	16	19	16	26	42	2	23	25	0	1	1	21	66	87

Table A. 21 Years of 'other' roles/memberships as a proportion of numbers in level by gender (n=33)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
< 1 year	50%	20%	29%	0%	10%	6%	-	0%	0%	0%	0%	0%	10%	9%	9%
1-2 years	0%	0%	0%	71%	0%	29%	-	67%	67%	0%	0%	0%	50%	17%	27%
>2-5 years	0%	20%	14%	0%	40%	24%	-	17%	17%	0%	50%	33%	0%	30%	21%
>5-10 years	50%	40%	43%	14%	40%	29%	-	0%	0%	0%	0%	0%	20%	26%	24%
> 10 years	0%	20%	14%	14%	10%	12%	-	17%	17%	100%	50%	67%	20%	17%	18%
N	2	5	7	7	10	17	0	6	6	1	2	3	10	23	33

Question 9. If you 'Previously' held a representational role, why do you no longer hold this role?

Question 10. How are (or were) you employed in your representational role?

Question 11. How did you get your representational role?

Question 12. What motivated you to take this role?

Table A. 21 Motivations for undertaking representative role as a proportion of numbers in sector by gender (n=432)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
I wanted to be involved in decision making processes	75%	68%	69%	50%	75%	72%	67%	74%	72%	50%	33%	42%	63%	71%	69%
I wanted to protect the interests of our sector	75%	59%	62%	100%	88%	89%	42%	87%	78%	17%	-	8%	46%	76%	69%
I wanted to provide a strong voice for our industry	75%	73%	73%	50%	56%	56%	58%	72%	69%	50%	-	25%	58%	66%	64%
I enjoy working on these issues	50%	50%	50%	-	69%	61%	33%	50%	47%	100%	50%	75%	50%	54%	54%
I wanted to assist our association	25%	68%	62%	50%	50%	50%	25%	57%	50%	33%	-	17%	29%	56%	50%
It provides opportunities for training/personal development	25%	32%	31%	-	50%	44%	25%	28%	28%	50%	17%	33%	29%	32%	32%
The association has helped me in the past	25%	9%	12%	-	19%	17%	8%	15%	14%	17%	-	8%	25%	10%	13%
Other	25%	27%	27%	-	19%	17%	42%	24%	28%	33%	50%	42%	50%	22%	28%

Table A. 22 Motivations for undertaking representative role as a proportion of numbers in level by gender (n=432)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
I wanted to be involved in decision making processes	33%	65%	61%	67%	71%	70%	100%	85%	86%	0%	33%	29%	63%	71%	69%
I wanted to protect the interests of our sector	0%	80%	70%	56%	71%	66%	50%	96%	93%	0%	0%	0%	46%	76%	69%
I wanted to provide a strong voice for our industry	67%	70%	70%	61%	61%	61%	0%	85%	79%	0%	0%	0%	54%	66%	63%
I enjoy working on these issues	33%	60%	57%	50%	58%	55%	0%	46%	43%	100%	50%	57%	46%	54%	53%
I wanted to assist our association	0%	60%	52%	33%	53%	46%	50%	69%	68%	0%	0%	0%	29%	56%	50%
It provides opportunities for training/personal development	0%	30%	26%	39%	34%	36%	50%	35%	36%	0%	17%	14%	33%	32%	32%
The association has helped me in the past	0%	10%	9%	17%	8%	11%	0%	27%	25%	100%	0%	14%	17%	13%	14%
Other	67%	20%	26%	28%	26%	27%	50%	27%	29%	0%	50%	43%	33%	27%	28%

Question 13. Please rate your level of agreement with the following statements.

Table A. 23 Level of agreement with the statement 'I am effective in performing my representational role' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Strongly agree	25%	32%	31%	0%	44%	39%	42%	33%	34%	0%	17%	8%	25%	33%	32%
Agree	75%	64%	65%	100%	50%	56%	58%	63%	62%	83%	83%	83%	71%	62%	64%
Disagree	0%	0%	0%	0%	6%	6%	0%	4%	3%	17%	0%	8%	4%	3%	4%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Don't know	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 24 Level of agreement with the statement 'My sector of the seafood industry is effectively represented' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Strongly agree	50%	14%	19%	0%	19%	17%	8%	17%	16%	0%	0%	0%	13%	16%	15%
Agree	25%	55%	50%	0%	63%	56%	50%	59%	57%	33%	67%	50%	38%	59%	54%
Disagree	25%	23%	23%	100%	6%	17%	42%	15%	21%	50%	17%	33%	46%	16%	22%
Strongly disagree	0%	5%	4%	0%	6%	6%	0%	7%	5%	17%	17%	17%	4%	7%	6%
Don't know	0%	5%	4%	0%	6%	6%	0%	2%	2%	0%	0%	0%	0%	3%	3%

Table A. 25 Level of agreement with the statement 'Training would enable representatives to fulfil their roles more effectively' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Strongly agree	25%	55%	50%	50%	38%	39%	33%	35%	34%	17%	33%	25%	29%	40%	38%
Agree	25%	18%	19%	50%	44%	44%	58%	54%	55%	83%	33%	58%	58%	42%	46%
Disagree	25%	18%	19%	0%	13%	11%	0%	4%	3%	0%	17%	8%	4%	10%	9%
Strongly disagree	0%	0%	0%	0%	6%	6%	0%	2%	2%	0%	0%	0%	0%	2%	2%
Don't know	0%	9%	8%	0%	0%	0%	8%	4%	5%	0%	17%	8%	4%	6%	5%

Table A. 26 Level of agreement with the statement 'Provision of training would make representational roles more attractive' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Strongly agree	0%	32%	27%	0%	25%	22%	8%	22%	19%	17%	33%	25%	8%	26%	22%
Agree	100%	32%	42%	100%	38%	44%	50%	52%	52%	67%	33%	50%	67%	43%	48%
Disagree	0%	23%	19%	0%	25%	22%	17%	13%	14%	17%	33%	25%	13%	19%	18%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	1%	1%
Don't know	0%	14%	12%	0%	13%	11%	25%	11%	14%	0%	0%	0%	13%	11%	11%

Question 14. In your representational role, how would you rate the importance of the following tasks?

Table A. 27 Rated importance of ‘Communicating with industry members’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	100%	95%	96%	100%	81%	83%	100%	89%	91%	100%	83%	92%	100%	89%	91%
Important	0%	5%	4%	0%	19%	17%	0%	11%	9%	0%	17%	8%	0%	11%	9%
Limited Importance	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 28 Rated importance of ‘Communicating with industry members’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	100%	95%	96%	100%	92%	95%	100%	81%	82%	100%	83%	86%	100%	89%	91%
Important	0%	5%	4%	0%	8%	5%	0%	19%	18%	0%	17%	14%	0%	11%	9%
Limited Importance	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 29 Rated importance of ‘Attending committee meetings’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	50%	59%	58%	100%	63%	67%	75%	63%	66%	33%	67%	50%	63%	62%	62%
Important	50%	41%	42%	0%	38%	33%	25%	33%	31%	67%	33%	50%	38%	36%	36%
Limited Importance	0%	0%	0%	0%	0%	0%	0%	4%	3%	0%	0%	0%	0%	2%	2%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 30 Rated importance of ‘Attending committee meetings’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	100%	50%	57%	56%	71%	66%	50%	58%	57%	100%	67%	71%	63%	62%	62%
Important	0%	50%	43%	44%	29%	34%	50%	35%	36%	0%	33%	29%	38%	36%	36%
Limited Importance	0%	0%	0%	0%	0%	0%	0%	8%	7%	0%	0%	0%	0%	2%	2%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 31 Rated importance of 'Promotion of your sector' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	50%	50%	50%	0%	56%	50%	83%	61%	66%	33%	50%	42%	58%	57%	57%
Important	25%	36%	35%	100%	31%	39%	17%	35%	31%	50%	50%	50%	33%	36%	35%
Limited Importance	25%	14%	15%	0%	13%	11%	0%	4%	3%	0%	0%	0%	4%	8%	7%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	0%	8%	4%	0%	1%

Table A. 32 Rated importance of 'Promotion of your seafood sector' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	100%	45%	52%	50%	53%	52%	50%	73%	71%	100%	50%	57%	58%	57%	57%
Important	0%	50%	43%	39%	37%	38%	50%	19%	21%	0%	50%	43%	33%	36%	35%
Limited Importance	0%	5%	4%	6%	11%	9%	0%	8%	7%	0%	0%	0%	4%	8%	7%
Not Important	0%	0%	0%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	0%	1%

Table A. 33 Rated importance of 'Providing advice to government officials' as a proportion of numbers in sector by gender (n=114)

Level	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	75%	68%	69%	100%	75%	78%	67%	78%	76%	50%	83%	67%	67%	76%	74%
Important	25%	27%	27%	0%	19%	17%	33%	22%	24%	33%	17%	25%	29%	22%	24%
Limited Importance	0%	0%	0%	0%	6%	6%	0%	0%	0%	17%	0%	8%	4%	1%	2%
Not Important	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 34 Rated importance of 'Providing advice to government officials' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	67%	65%	65%	61%	82%	75%	100%	73%	75%	100%	83%	86%	67%	76%	74%
Important	33%	35%	35%	33%	13%	20%	0%	27%	25%	0%	17%	14%	29%	22%	24%
Limited Importance	0%	0%	0%	6%	5%	5%	0%	0%	0%	0%	0%	0%	4%	2%	3%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 35 Rated importance of 'Lobbying on behalf of your seafood sector' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	75%	86%	85%	100%	63%	67%	50%	15%	22%	33%	17%	25%	54%	41%	44%
Important	25%	9%	12%	0%	31%	28%	50%	83%	76%	33%	50%	42%	38%	53%	50%
Limited Importance	0%	5%	4%	0%	6%	6%	0%	2%	2%	17%	0%	8%	4%	3%	4%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	33%	25%	4%	2%	3%

Table A. 36 Rated importance of ‘Lobbying on behalf of your seafood sector’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	33%	85%	78%	56%	74%	68%	100%	85%	86%	0%	17%	14%	54%	76%	71%
Important	67%	15%	22%	33%	18%	23%	0%	15%	14%	100%	50%	57%	38%	19%	23%
Limited Importance	0%	0%	0%	6%	8%	7%	0%	0%	0%	0%	0%	0%	4%	3%	4%
Not Important	0%	0%	0%	6%	0%	2%	0%	0%	0%	0%	33%	29%	4%	2%	3%

Table A. 37 Rated importance of ‘Liaison and extension’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	50%	32%	35%	50%	44%	44%	67%	39%	45%	50%	50%	50%	58%	39%	43%
Important	50%	55%	54%	50%	38%	39%	33%	50%	47%	50%	50%	50%	42%	49%	47%
Limited Importance	0%	9%	8%	0%	19%	17%	0%	7%	5%	0%	0%	0%	0%	9%	7%
Not Important	0%	5%	4%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	2%	2%

Table A. 38 Rated importance of ‘Liaison and extension’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	67%	40%	43%	56%	39%	45%	50%	35%	36%	100%	50%	57%	58%	39%	43%
Important	33%	60%	57%	44%	42%	43%	50%	50%	50%	0%	50%	43%	42%	49%	47%
Limited Importance	0%	0%	0%	0%	16%	11%	0%	8%	7%	0%	0%	0%	0%	9%	7%
Not Important	0%	0%	0%	0%	3%	2%	0%	4%	4%	0%	0%	0%	0%	2%	2%

Table A. 39 Rated importance of ‘Strategic planning’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	50%	55%	54%	100%	56%	61%	67%	63%	64%	33%	67%	50%	58%	60%	60%
Important	50%	36%	38%	0%	38%	33%	33%	37%	36%	50%	17%	33%	38%	36%	36%
Limited Importance	0%	9%	8%	0%	6%	6%	0%	0%	0%	17%	17%	17%	4%	4%	4%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 40 Rated importance of ‘Strategic planning’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	33%	65%	61%	56%	55%	55%	100%	62%	64%	200%	67%	86%	63%	60%	61%
Important	67%	30%	35%	39%	42%	41%	0%	35%	32%	300%	17%	57%	50%	36%	39%
Limited Importance	0%	5%	4%	6%	3%	4%	0%	4%	4%	100%	17%	29%	8%	4%	5%
Not Important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 41 Rated importance of 'Running your representative organisation' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	75%	32%	38%	50%	44%	44%	58%	48%	50%	33%	50%	42%	54%	43%	46%
Important	25%	59%	54%	50%	44%	44%	33%	37%	36%	50%	17%	33%	38%	42%	41%
Limited Importance	0%	5%	4%	0%	13%	11%	8%	13%	12%	0%	17%	8%	4%	11%	10%
Not Important	0%	5%	4%	0%	0%	0%	0%	2%	2%	17%	17%	17%	4%	3%	4%

Table A. 42 Rated importance of 'Running your representative organisation' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	67%	50%	52%	56%	45%	48%	50%	35%	36%	0%	50%	43%	54%	43%	46%
Important	33%	45%	43%	33%	45%	41%	50%	42%	43%	100%	17%	29%	38%	42%	41%
Limited Importance	0%	5%	4%	6%	8%	7%	0%	19%	18%	0%	17%	14%	4%	11%	10%
Not Important	0%	0%	0%	6%	3%	4%	0%	4%	4%	0%	17%	14%	4%	3%	4%

Table A. 43 Rated importance of 'Mentoring' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	50%	23%	27%	50%	6%	11%	50%	15%	22%	50%	33%	42%	50%	17%	24%
Important	0%	32%	27%	50%	50%	50%	33%	65%	59%	33%	17%	25%	29%	51%	46%
Limited Importance	50%	36%	38%	0%	44%	39%	17%	20%	19%	17%	50%	33%	21%	30%	28%
Not Important	0%	9%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	2%

Table A. 44 Rated importance of 'Mentoring' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	0%	10%	9%	50%	18%	29%	100%	15%	21%	100%	33%	43%	50%	17%	24%
Important	67%	60%	61%	28%	45%	39%	0%	62%	57%	0%	17%	14%	29%	51%	46%
Limited Importance	33%	30%	30%	22%	32%	29%	0%	23%	21%	0%	50%	43%	21%	30%	28%
Not Important	0%	0%	0%	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	2%	2%

Table A. 45 Rated importance of 'Submission writing' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	0%	27%	23%	50%	44%	44%	42%	30%	33%	33%	50%	42%	33%	33%	33%
Important	50%	36%	38%	50%	44%	44%	58%	46%	48%	67%	17%	42%	58%	41%	45%
Limited Importance	50%	32%	35%	0%	6%	6%	0%	24%	19%	0%	33%	17%	8%	23%	20%
Not Important	0%	5%	4%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	2%	2%

Table A. 46 Rated importance of 'Submission writing' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	33%	30%	30%	28%	32%	30%	100%	35%	39%	0%	50%	43%	33%	33%	33%
Important	67%	35%	39%	61%	42%	48%	0%	50%	46%	100%	17%	29%	58%	41%	45%
Limited Importance	0%	35%	30%	11%	21%	18%	0%	15%	14%	0%	33%	29%	8%	23%	20%
Not Important	0%	0%	0%	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	2%	2%

Table A. 47 Rated importance of 'Setting a direction and developing a vision' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	50%	55%	54%	0%	63%	56%	42%	50%	48%	50%	50%	50%	42%	53%	51%
Important	50%	41%	42%	100%	31%	39%	58%	43%	47%	50%	50%	50%	58%	41%	45%
Limited Importance	0%	0%	0%	0%	6%	6%	0%	4%	3%	0%	0%	0%	0%	3%	3%
Not Important	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 48 Rated importance of 'Setting a direction and developing a vision' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	33%	55%	52%	44%	63%	57%	0%	38%	36%	100%	50%	57%	42%	53%	51%
Important	67%	35%	39%	56%	34%	41%	100%	54%	57%	0%	50%	43%	58%	41%	45%
Limited Importance	0%	5%	4%	0%	0%	0%	0%	8%	7%	0%	0%	0%	0%	3%	3%
Not Important	0%	0%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 49 Rated importance of 'Reviewing and commenting on submissions' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	0%	32%	27%	100%	50%	56%	58%	28%	34%	17%	50%	33%	42%	34%	36%
Important	75%	55%	58%	0%	44%	39%	25%	59%	52%	67%	50%	58%	42%	54%	52%
Limited Importance	25%	9%	12%	0%	6%	6%	17%	13%	14%	17%	0%	8%	17%	10%	11%
Not Important	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 50 Rated importance of 'Reviewing and commenting on submissions' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	33%	35%	35%	39%	32%	34%	100%	35%	39%	0%	50%	43%	42%	34%	36%
Important	33%	55%	52%	44%	53%	50%	0%	58%	54%	100%	50%	57%	42%	54%	52%
Limited Importance	33%	10%	13%	17%	13%	14%	0%	8%	7%	0%	0%	0%	17%	10%	11%
Not Important	0%	0%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 51 Rated importance of 'Other tasks' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	0%	18%	15%	0%	19%	17%	33%	15%	19%	17%	17%	17%	21%	17%	18%
Important	25%	0%	4%	0%	6%	6%	0%	7%	5%	0%	0%	0%	4%	4%	4%
Limited Importance	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Important	75%	82%	81%	100%	75%	78%	67%	78%	76%	83%	83%	83%	75%	79%	78%

Table A. 52 Rated importance of 'Other tasks' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very important	0%	20%	17%	28%	21%	23%	0%	8%	7%	0%	17%	14%	21%	17%	18%
Important	0%	5%	4%	6%	8%	7%	0%	0%	0%	0%	0%	0%	4%	4%	4%
Limited Importance	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Important	100%	75%	78%	67%	71%	70%	100%	92%	93%	100%	83%	86%	75%	79%	78%

Question 15. How many committees are you a member of?

Table A. 53 Members of 'Management Advisory Committees' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	50%	55%	54%	0%	38%	33%	58%	37%	41%	83%	17%	50%	58%	40%	44%
1	50%	18%	23%	50%	31%	33%	25%	33%	31%	17%	17%	17%	29%	28%	28%
2	0%	18%	15%	50%	13%	17%	8%	26%	22%	0%	33%	17%	8%	22%	19%
3-5	0%	9%	8%	0%	13%	11%	8%	4%	5%	0%	33%	17%	4%	9%	8%
More than 5	0%	0%	0%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 54 Members of 'Management Advisory Committees' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	67%	30%	35%	56%	37%	43%	50%	58%	57%	100%	17%	29%	58%	40%	44%
1	0%	20%	17%	39%	32%	34%	0%	31%	29%	0%	17%	14%	29%	28%	28%
2	0%	35%	30%	6%	21%	16%	50%	12%	14%	0%	33%	29%	8%	22%	19%
3-5	33%	15%	17%	0%	8%	5%	0%	0%	0%	0%	33%	29%	4%	9%	8%
More than 5	0%	0%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 55 Members of 'Research Advisory Groups' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	25%	59%	54%	50%	63%	61%	58%	50%	52%	50%	17%	33%	50%	52%	52%
1	50%	32%	35%	50%	25%	28%	33%	26%	28%	33%	50%	42%	38%	29%	31%
2	0%	5%	4%	0%	13%	11%	8%	17%	16%	17%	0%	8%	8%	12%	11%
3-5	25%	5%	8%	0%	0%	0%	0%	7%	5%	0%	33%	17%	4%	7%	6%
More than 5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 56 Members of 'Research Advisory Groups' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	33%	15%	17%	56%	61%	59%	50%	77%	75%	0%	17%	14%	50%	52%	52%
1	67%	45%	48%	33%	24%	27%	50%	19%	21%	0%	50%	43%	38%	29%	31%
2	0%	35%	30%	6%	8%	7%	0%	4%	4%	100%	0%	14%	8%	12%	11%
3-5	0%	5%	4%	6%	8%	7%	0%	0%	0%	0%	33%	29%	4%	7%	6%
More than 5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 57 Members of 'Sector committees' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	50%	23%	27%	0%	31%	28%	42%	17%	22%	67%	67%	67%	46%	24%	29%
1	0%	45%	38%	50%	31%	33%	50%	48%	48%	33%	17%	25%	38%	42%	41%
2	25%	18%	19%	50%	19%	22%	0%	20%	16%	0%	17%	8%	8%	19%	17%
3-5	25%	9%	12%	0%	13%	11%	8%	13%	12%	0%	0%	0%	8%	11%	11%
More than 5	0%	5%	4%	0%	6%	6%	0%	2%	2%	0%	0%	0%	0%	3%	3%

Table A. 58 Members of 'Sector committees' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	67%	15%	22%	39%	26%	30%	50%	19%	21%	100%	67%	71%	46%	24%	29%
1	33%	20%	22%	44%	50%	48%	0%	54%	50%	0%	17%	14%	38%	42%	41%
2	0%	30%	26%	6%	13%	11%	50%	19%	21%	0%	17%	14%	8%	19%	17%
3-5	0%	30%	26%	11%	5%	7%	0%	8%	7%	0%	0%	0%	8%	11%	11%
More than 5	0%	5%	4%	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	3%	3%

Table A. 59 Members of ‘Short-term project steering committees or advisory groups’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	50%	59%	58%	100%	63%	67%	50%	33%	36%	33%	17%	25%	50%	43%	45%
1	25%	23%	23%	0%	13%	11%	33%	35%	34%	17%	33%	25%	25%	28%	27%
2	25%	9%	12%	0%	6%	6%	17%	17%	17%	33%	17%	25%	21%	13%	15%
3-5	0%	5%	4%	0%	19%	17%	0%	4%	3%	17%	33%	25%	4%	9%	8%
More than 5	0%	5%	4%	0%	0%	0%	0%	11%	9%	0%	0%	0%	0%	7%	5%

Table A. 60 Members of ‘Short-term project steering committees or advisory groups’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	33%	40%	39%	50%	47%	48%	100%	46%	50%	0%	17%	14%	50%	43%	45%
1	67%	20%	26%	22%	21%	21%	0%	42%	39%	0%	33%	29%	25%	28%	27%
2	0%	15%	13%	22%	16%	18%	0%	8%	7%	100%	17%	29%	21%	13%	15%
3-5	0%	10%	9%	6%	8%	7%	0%	4%	4%	0%	33%	29%	4%	9%	8%
More than 5	0%	15%	13%	0%	8%	5%	0%	0%	0%	0%	0%	0%	0%	7%	5%

Table A. 61 Members of ‘Other committees’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	100%	86%	88%	100%	75%	78%	50%	85%	78%	83%	100%	92%	71%	84%	82%
1	0%	9%	8%	0%	13%	11%	25%	7%	10%	17%	0%	8%	17%	8%	10%
2	0%	5%	4%	0%	13%	11%	8%	0%	2%	0%	0%	0%	4%	3%	4%
3-5	0%	0%	0%	0%	0%	0%	0%	9%	7%	0%	0%	0%	0%	4%	4%
More than 5	0%	0%	0%	0%	0%	0%	17%	0%	3%	0%	0%	0%	8%	0%	2%

Table A. 62 Members of ‘Other committees’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
0	100%	80%	83%	67%	84%	79%	50%	85%	82%	100%	100%	100%	71%	84%	82%
1	0%	10%	9%	22%	5%	11%	0%	12%	11%	0%	0%	0%	17%	8%	10%
2	0%	5%	4%	6%	5%	5%	0%	0%	0%	0%	0%	0%	4%	3%	4%
3-5	0%	5%	4%	0%	5%	4%	0%	4%	4%	0%	0%	0%	0%	4%	4%
More than 5	0%	0%	0%	6%	0%	2%	50%	0%	4%	0%	0%	0%	8%	0%	2%

Question 16. What specific roles do you have on any committees?

Table A. 63 Specific roles on committees as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
President	0%	14%	12%	0%	6%	6%	8%	7%	7%	0%	0%	0%	4%	8%	7%
Chairperson	0%	14%	12%	0%	13%	11%	8%	17%	16%	17%	17%	17%	8%	16%	14%
Executive officer	25%	9%	12%	0%	0%	0%	25%	7%	10%	0%	17%	8%	17%	7%	9%
Secretary	0%	9%	8%	50%	6%	11%	8%	2%	3%	33%	0%	17%	17%	4%	7%
Treasurer	0%	5%	4%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	1%	2%
Committee member	25%	27%	27%	50%	50%	50%	33%	57%	52%	33%	67%	50%	33%	49%	46%
Other	50%	23%	27%	0%	25%	22%	8%	11%	10%	17%	0%	8%	17%	16%	16%

Table A. 64 Specific roles on committees as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
President	0%	5%	4%	50%	31%	33%	0%	2%	2%	0%	0%	0%	4%	8%	7%
Chairperson	0%	32%	27%	100%	25%	33%	0%	4%	3%	0%	17%	8%	8%	16%	14%
Executive officer	50%	9%	15%	100%	13%	22%	0%	2%	2%	0%	17%	8%	17%	7%	9%
Secretary	0%	5%	4%	150%	13%	28%	8%	2%	3%	0%	0%	0%	17%	4%	7%
Treasurer	0%	0%	0%	0%	6%	6%	8%	0%	2%	0%	0%	0%	4%	1%	2%
Committee member	0%	32%	27%	350%	100%	128%	0%	37%	29%	17%	67%	42%	33%	49%	46%
Other	25%	9%	12%	150%	50%	61%	0%	9%	7%	0%	0%	0%	17%	16%	16%

Question 17. In your representative role, who do you communicate with most regularly?

Table A. 65 Regularity of communication with 'Government officials' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	75%	18%	27%	0%	19%	17%	17%	28%	26%	33%	100%	67%	29%	29%	29%
Regularly	0%	45%	38%	50%	44%	44%	42%	37%	38%	33%	0%	17%	33%	38%	37%
Occasionally	25%	27%	27%	50%	19%	22%	33%	30%	31%	0%	0%	0%	25%	26%	25%
Rarely	0%	9%	8%	0%	6%	6%	8%	4%	5%	33%	0%	17%	13%	6%	7%
Never	0%	0%	0%	0%	13%	11%	0%	0%	0%	0%	0%	0%	0%	2%	2%

Table A. 66 Regularity of communication with 'Government officials' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	33%	35%	35%	28%	29%	29%	0%	8%	7%	100%	100%	100%	29%	29%	29%
Regularly	0%	50%	43%	39%	42%	41%	50%	31%	32%	0%	0%	0%	33%	38%	37%
Occasionally	67%	15%	22%	17%	18%	18%	50%	50%	50%	0%	0%	0%	25%	26%	25%
Rarely	0%	0%	0%	17%	5%	9%	0%	12%	11%	0%	0%	0%	13%	6%	7%
Never	0%	0%	0%	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	2%	2%

Table A. 67 Regularity of communication with ‘Other members of your organisation’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	75%	55%	58%	50%	50%	50%	83%	48%	55%	67%	67%	67%	75%	51%	56%
Regularly	25%	45%	42%	50%	44%	44%	17%	50%	43%	33%	33%	33%	25%	47%	42%
Occasionally	0%	0%	0%	0%	6%	6%	0%	2%	2%	0%	0%	0%	0%	2%	2%
Rarely	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Never	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 68 Regularity of communication with ‘Other members of your organisation’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	100%	60%	65%	72%	53%	59%	50%	38%	39%	100%	67%	71%	75%	51%	56%
Regularly	0%	40%	35%	28%	45%	39%	50%	58%	57%	0%	33%	29%	25%	47%	42%
Occasionally	0%	0%	0%	0%	3%	2%	0%	4%	4%	0%	0%	0%	0%	2%	2%
Rarely	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Never	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 69 Regularity of communication with ‘Representatives from other sectors’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	14%	12%	0%	6%	6%	17%	4%	7%	0%	33%	17%	8%	9%	9%
Regularly	50%	27%	31%	50%	38%	39%	33%	46%	43%	83%	17%	50%	50%	38%	40%
Occasionally	25%	41%	38%	50%	31%	33%	42%	39%	40%	17%	50%	33%	33%	39%	38%
Rarely	25%	18%	19%	0%	19%	17%	8%	9%	9%	0%	0%	0%	8%	12%	11%
Never	0%	0%	0%	0%	6%	6%	0%	2%	2%	0%	0%	0%	0%	2%	2%

Table A. 70 Regularity of communication with ‘Representatives from other sectors’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	33%	15%	17%	6%	3%	4%	0%	8%	7%	0%	33%	29%	8%	9%	9%
Regularly	0%	45%	39%	56%	42%	46%	50%	31%	32%	100%	17%	29%	50%	38%	40%
Occasionally	33%	35%	35%	33%	37%	36%	50%	42%	43%	0%	50%	43%	33%	39%	38%
Rarely	33%	5%	9%	6%	16%	13%	0%	15%	14%	0%	0%	0%	8%	12%	11%
Never	0%	0%	0%	0%	3%	2%	0%	4%	4%	0%	0%	0%	0%	2%	2%

Table A. 71 Regularity of communication with ‘General public’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	25%	14%	15%	50%	31%	33%	8%	9%	9%	17%	33%	25%	17%	16%	16%
Regularly	25%	9%	12%	50%	31%	33%	17%	26%	24%	0%	0%	0%	17%	21%	20%
Occasionally	50%	36%	38%	0%	25%	22%	58%	39%	43%	50%	33%	42%	50%	36%	39%
Rarely	0%	32%	27%	0%	13%	11%	8%	22%	19%	17%	33%	25%	8%	23%	20%
Never	0%	9%	8%	0%	0%	0%	8%	4%	5%	17%	0%	8%	8%	4%	5%

Table A. 72 Regularity of communication with ‘General public’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	33%	10%	13%	17%	13%	14%	0%	19%	18%	0%	33%	29%	17%	16%	16%
Regularly	0%	10%	9%	17%	34%	29%	50%	15%	18%	0%	0%	0%	17%	21%	20%
Occasionally	33%	50%	48%	50%	29%	36%	50%	35%	36%	100%	33%	43%	50%	36%	39%
Rarely	0%	30%	26%	11%	16%	14%	0%	27%	25%	0%	33%	29%	8%	23%	20%
Never	33%	0%	4%	6%	8%	7%	0%	4%	4%	0%	0%	0%	8%	4%	5%

Table A. 73 Regularity of communication in ‘Other category’ as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	25%	5%	8%	50%	6%	11%	0%	7%	5%	0%	17%	8%	8%	7%	7%
Regularly	0%	36%	31%	0%	31%	28%	25%	22%	22%	17%	50%	33%	17%	29%	26%
Occasionally	25%	9%	12%	0%	6%	6%	25%	28%	28%	50%	0%	25%	29%	18%	20%
Rarely	0%	5%	4%	0%	0%	0%	8%	4%	5%	0%	17%	8%	4%	4%	4%
Never	50%	45%	46%	50%	56%	56%	42%	39%	40%	33%	17%	25%	42%	42%	42%

Table A. 74 Regularity of communication in ‘Other category’ as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	6%	11%	9%	50%	4%	7%	0%	17%	14%	8%	7%	7%
Regularly	0%	35%	30%	22%	32%	29%	0%	15%	14%	0%	50%	43%	17%	29%	26%
Occasionally	33%	30%	30%	28%	8%	14%	0%	27%	25%	100%	0%	14%	29%	18%	20%
Rarely	0%	5%	4%	6%	3%	4%	0%	4%	4%	0%	17%	14%	4%	4%	4%
Never	67%	30%	35%	39%	47%	45%	50%	50%	50%	0%	17%	14%	42%	42%	42%

Question 18. What methods of communication do you use most regularly?

Table A. 75 Regularity of 'Verbal (face-to-face)' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	25%	9%	12%	100%	44%	50%	0%	28%	22%	67%	17%	42%	29%	26%	26%
Regularly	50%	59%	58%	0%	38%	33%	58%	63%	62%	17%	83%	50%	42%	59%	55%
Occasionally	25%	27%	27%	0%	13%	11%	42%	9%	16%	17%	0%	8%	29%	13%	17%
Rarely	0%	5%	4%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Never	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 76 Regularity of 'Verbal (face-to-face)' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	30%	26%	28%	24%	25%	50%	27%	29%	100%	17%	29%	29%	26%	26%
Regularly	33%	45%	43%	44%	63%	57%	50%	58%	57%	0%	83%	71%	42%	59%	55%
Occasionally	67%	20%	26%	28%	11%	16%	0%	15%	14%	0%	0%	0%	29%	13%	17%
Rarely	0%	5%	4%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Never	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 77 Regularity of 'Verbal (telephone)' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	50%	36%	38%	50%	38%	39%	67%	48%	52%	33%	100%	67%	54%	47%	48%
Regularly	50%	45%	46%	0%	31%	28%	8%	43%	36%	67%	0%	33%	29%	39%	37%
Occasionally	0%	0%	0%	50%	25%	28%	25%	9%	12%	0%	0%	0%	17%	9%	11%
Rarely	0%	14%	12%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	4%	4%
Never	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 78 Regularity of 'Verbal (telephone)' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	33%	45%	43%	56%	39%	45%	50%	46%	46%	100%	100%	100%	54%	47%	48%
Regularly	0%	45%	39%	33%	42%	39%	50%	38%	39%	0%	0%	0%	29%	39%	37%
Occasionally	67%	10%	17%	11%	13%	13%	0%	15%	14%	0%	0%	0%	17%	12%	13%
Rarely	0%	0%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	1%	1%
Never	0%	0%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 79 Regularity of ‘Letters’ as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	0%	6%	6%	8%	4%	5%	0%	0%	0%	4%	3%	4%
Regularly	25%	5%	8%	50%	25%	28%	8%	13%	12%	17%	33%	25%	17%	14%	15%
Occasionally	25%	36%	35%	0%	31%	28%	42%	35%	36%	33%	67%	50%	33%	37%	36%
Rarely	50%	50%	50%	0%	25%	22%	42%	24%	28%	50%	0%	25%	42%	29%	32%
Never	0%	9%	8%	50%	13%	17%	0%	24%	19%	0%	0%	0%	4%	17%	14%

Table A. 80 Regularity of ‘Letters’ as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	33%	5%	9%	0%	5%	4%	0%	0%	0%	0%	0%	0%	4%	3%	4%
Regularly	0%	30%	26%	17%	5%	9%	50%	12%	14%	0%	33%	29%	17%	14%	15%
Occasionally	33%	25%	26%	39%	45%	43%	0%	27%	25%	100%	67%	71%	38%	37%	37%
Rarely	33%	35%	35%	39%	34%	36%	50%	23%	25%	0%	0%	0%	38%	29%	31%
Never	0%	5%	4%	6%	11%	9%	0%	38%	36%	0%	0%	0%	4%	17%	14%

Table A. 81 Regularity of ‘Emails’ as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	50%	64%	62%	0%	56%	50%	83%	57%	62%	67%	83%	75%	67%	60%	61%
Regularly	50%	36%	38%	100%	44%	50%	8%	28%	24%	17%	17%	17%	25%	32%	31%
Occasionally	0%	0%	0%	0%	0%	0%	8%	13%	12%	17%	0%	8%	8%	7%	7%
Rarely	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Never	0%	0%	0%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	1%	1%

Table A. 82 Regularity of ‘Emails’ as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	100%	65%	70%	72%	66%	68%	0%	42%	39%	0%	83%	71%	67%	60%	61%
Regularly	0%	30%	26%	22%	32%	29%	100%	38%	43%	0%	17%	14%	25%	32%	31%
Occasionally	0%	5%	4%	6%	3%	4%	0%	15%	14%	100%	0%	14%	8%	7%	7%
Rarely	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Never	0%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	1%	1%

Table A. 83 Regularity of 'Text messages' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Regularly	25%	9%	12%	0%	0%	0%	8%	13%	12%	17%	0%	8%	13%	9%	10%
Occasionally	50%	23%	27%	0%	19%	17%	25%	15%	17%	50%	17%	33%	33%	18%	21%
Rarely	25%	50%	46%	0%	25%	22%	25%	28%	28%	17%	33%	25%	21%	33%	31%
Never	0%	18%	15%	100%	56%	61%	42%	43%	43%	17%	50%	33%	33%	40%	39%

Table A. 84 Regularity of 'Text messages' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Regularly	0%	10%	9%	17%	11%	13%	0%	8%	7%	0%	0%	0%	13%	9%	10%
Occasionally	0%	35%	30%	44%	13%	23%	0%	12%	11%	0%	17%	14%	33%	18%	21%
Rarely	67%	35%	39%	17%	39%	32%	0%	23%	21%	0%	33%	29%	21%	33%	31%
Never	33%	20%	22%	22%	37%	32%	100%	58%	61%	100%	50%	57%	33%	40%	39%

Table A. 85 Regularity of 'Organisation's website' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	9%	8%	0%	6%	6%	0%	0%	0%	0%	17%	8%	0%	4%	4%
Regularly	25%	5%	8%	0%	19%	17%	17%	9%	10%	33%	17%	25%	21%	10%	12%
Occasionally	50%	27%	31%	100%	31%	39%	25%	39%	36%	50%	50%	50%	42%	36%	37%
Rarely	25%	36%	35%	0%	13%	11%	42%	33%	34%	17%	17%	17%	29%	29%	29%
Never	0%	23%	19%	0%	31%	28%	17%	20%	19%	0%	0%	0%	8%	21%	18%

Table A. 86 Regularity of 'Organisation's website' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	6%	8%	7%	0%	0%	0%	0%	0%	0%	4%	3%	4%
Regularly	33%	20%	22%	17%	11%	13%	0%	0%	0%	0%	33%	29%	17%	11%	12%
Occasionally	0%	45%	39%	56%	21%	32%	50%	35%	36%	100%	50%	57%	50%	32%	36%
Rarely	0%	25%	22%	22%	37%	32%	50%	35%	36%	0%	17%	14%	21%	32%	30%
Never	67%	10%	17%	0%	24%	16%	0%	31%	29%	0%	0%	0%	8%	21%	18%

Table A. 87 Regularity of ‘Social networking sites’ as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Regularly	0%	5%	4%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Occasionally	25%	5%	8%	0%	6%	6%	17%	2%	5%	33%	17%	25%	21%	4%	8%
Rarely	25%	32%	31%	0%	13%	11%	25%	30%	29%	17%	17%	17%	21%	27%	25%
Never	50%	59%	58%	100%	75%	78%	58%	67%	66%	50%	67%	58%	58%	67%	65%

Table A. 88 Regularity of ‘Social networking sites’ as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Regularly	0%	0%	0%	6%	0%	2%	0%	8%	7%	0%	0%	0%	4%	2%	3%
Occasionally	0%	15%	13%	22%	0%	7%	0%	0%	0%	100%	17%	29%	21%	4%	8%
Rarely	0%	45%	39%	22%	18%	20%	0%	27%	25%	0%	17%	14%	17%	27%	25%
Never	100%	40%	48%	50%	82%	71%	100%	65%	68%	0%	67%	57%	58%	67%	65%

Table A. 89 Regularity of ‘Other’ communication methods as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	5%	4%	0%	13%	11%	0%	0%	0%	17%	0%	8%	4%	3%	4%
Regularly	0%	23%	19%	0%	6%	6%	25%	11%	14%	17%	17%	17%	17%	13%	14%
Occasionally	0%	0%	0%	0%	0%	0%	8%	11%	10%	17%	33%	25%	8%	8%	8%
Rarely	0%	0%	0%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	1%	1%
Never	100%	73%	77%	100%	75%	78%	67%	78%	76%	50%	50%	50%	71%	74%	74%

Table A. 90 Regularity of ‘Other’ communication methods as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very regularly	0%	0%	0%	6%	8%	7%	0%	0%	0%	0%	0%	0%	4%	3%	4%
Regularly	33%	5%	9%	17%	18%	18%	0%	12%	11%	0%	17%	14%	17%	13%	14%
Occasionally	0%	20%	17%	11%	0%	4%	0%	8%	7%	0%	33%	29%	8%	9%	9%
Rarely	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Never	67%	75%	74%	67%	74%	71%	100%	81%	82%	100%	50%	57%	71%	74%	74%

Question 19. Which methods of communication do you find most effective or appropriate?

Table A. 91 Level of effectiveness for 'Verbal (face-to-face)' communication as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	75%	95%	92%	100%	88%	89%	83%	89%	88%	100%	67%	83%	88%	89%	89%
Effective	25%	0%	4%	0%	13%	11%	17%	11%	12%	0%	33%	17%	13%	10%	11%
Ineffective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Inappropriate	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 92 Level of effectiveness for 'Verbal (face-to-face)' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	67%	95%	91%	89%	97%	95%	100%	77%	79%	100%	67%	71%	88%	89%	89%
Effective	33%	5%	9%	11%	0%	4%	0%	23%	21%	0%	33%	29%	13%	10%	11%
Ineffective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Inappropriate	0%	0%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	1%	1%

Table A. 93 Level of effectiveness for 'Verbal (telephone)' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	50%	50%	50%	0%	44%	39%	58%	35%	40%	50%	17%	33%	50%	39%	41%
Effective	50%	50%	50%	100%	56%	61%	42%	65%	60%	50%	83%	67%	50%	61%	59%
Ineffective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Inappropriate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 94 Level of effectiveness for 'Verbal (telephone)' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	40%	35%	61%	42%	48%	50%	38%	39%	0%	17%	14%	50%	39%	41%
Effective	100%	60%	65%	39%	58%	52%	50%	62%	61%	100%	83%	86%	50%	61%	59%
Ineffective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Inappropriate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table A. 95 Level of effectiveness for 'Letters' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	5%	4%	0%	6%	6%	8%	13%	12%	0%	17%	8%	4%	10%	9%
Effective	75%	59%	62%	50%	38%	39%	58%	46%	48%	50%	67%	58%	58%	49%	51%
Ineffective	25%	27%	27%	50%	44%	44%	33%	30%	31%	50%	17%	33%	38%	31%	32%
Inappropriate	0%	9%	8%	0%	13%	11%	0%	11%	9%	0%	0%	0%	0%	10%	8%

Table A. 96 Level of effectiveness for 'Letters' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	33%	10%	13%	0%	11%	7%	0%	8%	7%	0%	17%	14%	4%	10%	9%
Effective	33%	60%	57%	67%	45%	52%	50%	42%	43%	0%	67%	57%	58%	49%	51%
Ineffective	33%	30%	30%	33%	34%	34%	50%	31%	32%	100%	17%	29%	38%	31%	32%
Inappropriate	0%	0%	0%	0%	11%	7%	0%	19%	18%	0%	0%	0%	0%	10%	8%

Table A. 97 Level of effectiveness for 'Emails' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	25%	23%	23%	0%	50%	44%	33%	35%	34%	33%	33%	33%	29%	34%	33%
Effective	75%	73%	73%	100%	38%	44%	67%	59%	60%	67%	67%	67%	71%	59%	61%
Ineffective	0%	5%	4%	0%	13%	11%	0%	4%	3%	0%	0%	0%	0%	6%	4%
Inappropriate	0%	0%	0%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	1%	1%

Table A. 98 Level of effectiveness for 'Emails' as a communication method as a proportion of numbers in level by gender (n=114)

Level	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	33%	30%	30%	28%	37%	34%	50%	35%	36%	0%	33%	29%	29%	34%	33%
Effective	67%	65%	65%	72%	58%	63%	50%	54%	54%	100%	67%	71%	71%	59%	61%
Ineffective	0%	5%	4%	0%	5%	4%	0%	8%	7%	0%	0%	0%	0%	6%	4%
Inappropriate	0%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	1%	1%

Table A. 99 Level of effectiveness for 'Text messages' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	0%	0%	0%	0%	0%	0%	4%	3%	0%	0%	0%	0%	2%	2%
Effective	50%	23%	27%	0%	25%	22%	58%	24%	31%	83%	17%	50%	58%	23%	31%
Ineffective	50%	27%	31%	50%	31%	33%	8%	28%	24%	0%	50%	25%	17%	30%	27%
Inappropriate	0%	50%	42%	50%	44%	44%	33%	43%	41%	17%	33%	25%	25%	44%	40%

Table A. 100 Level of effectiveness for 'Text messages' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	0%	0%	0%	5%	4%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Effective	67%	50%	52%	67%	11%	29%	0%	23%	21%	0%	17%	14%	58%	23%	31%
Ineffective	0%	15%	13%	22%	34%	30%	0%	31%	29%	0%	50%	43%	17%	30%	27%
Inappropriate	33%	35%	35%	11%	50%	38%	100%	46%	50%	100%	33%	43%	25%	44%	40%

Table A. 101 Level of effectiveness for 'Organisation's website' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	5%	4%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	2%	2%
Effective	50%	23%	27%	50%	44%	44%	75%	28%	38%	83%	83%	83%	71%	33%	41%
Ineffective	50%	55%	54%	50%	38%	39%	25%	39%	36%	17%	17%	17%	29%	41%	39%
Inappropriate	0%	18%	15%	0%	19%	17%	0%	30%	24%	0%	0%	0%	0%	23%	18%

Table A. 102 Level of effectiveness for 'Organisation's website' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	5%	4%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Effective	0%	15%	13%	78%	24%	41%	50%	23%	25%	0%	83%	71%	63%	26%	33%
Ineffective	33%	0%	4%	22%	47%	39%	50%	42%	43%	100%	17%	29%	29%	33%	32%
Inappropriate	67%	80%	78%	0%	26%	18%	0%	35%	32%	0%	0%	0%	8%	39%	32%

Table A. 103 Level of effectiveness for 'Social networking sites' as a communication method as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Effective	25%	14%	15%	0%	6%	6%	33%	11%	16%	33%	33%	33%	29%	12%	16%
Ineffective	25%	27%	27%	50%	19%	22%	17%	11%	12%	17%	17%	17%	21%	17%	18%
Inappropriate	50%	59%	58%	50%	75%	72%	50%	78%	72%	50%	50%	50%	50%	71%	67%

Table A. 104 Level of effectiveness for 'Social networking sites' as a communication method as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Effective	33%	10%	13%	22%	16%	18%	0%	15%	14%	0%	0%	0%	21%	13%	15%
Ineffective	33%	30%	30%	28%	8%	14%	0%	8%	7%	100%	67%	71%	29%	17%	19%
Inappropriate	33%	60%	57%	50%	76%	68%	100%	77%	79%	0%	33%	29%	50%	70%	66%

Table A. 105 Level of effectiveness for 'Other' communication methods as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	14%	12%	0%	19%	17%	17%	7%	9%	0%	0%	0%	8%	10%	10%
Effective	0%	18%	15%	0%	0%	0%	8%	15%	14%	33%	33%	33%	13%	14%	14%
Ineffective	0%	0%	0%	0%	0%	0%	8%	0%	2%	17%	17%	17%	8%	1%	3%
Inappropriate	100%	68%	73%	100%	81%	83%	67%	78%	76%	50%	50%	50%	71%	74%	74%

Table A. 106 Level of effectiveness for 'Other' communication methods as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	5%	4%	11%	16%	14%	0%	8%	7%	0%	0%	0%	8%	10%	10%
Effective	0%	15%	13%	17%	13%	14%	0%	12%	11%	0%	33%	29%	13%	14%	14%
Ineffective	33%	0%	4%	0%	3%	0%	50%	0%	4%	0%	0%	0%	8%	1%	3%
Inappropriate	67%	80%	78%	11%	32%	48%	400%	138%	157%	200%	350%	329%	58%	94%	87%

Question 20. What are the five (5) most important skills required to effectively represent your sector of the seafood industry?

Table A. 107 Summary table of effective representation skills as a proportion of numbers in sector by gender (n=391)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Analytical and critical thinking skills															
Critical thinking, problem solving, decision making	0%	27%	23%	0%	25%	22%	25%	24%	24%	83%	33%	58%	33%	26%	27%
Technical analysis skills	0%	5%	4%	50%	0%	6%	17%	4%	7%	0%	0%	0%	13%	3%	5%
Sub-total	0%	16%	13%	25%	13%	14%	21%	14%	16%	42%	17%	29%	23%	14%	16%
Leadership skills															
Administrative skills	75%	27%	35%	50%	19%	22%	33%	4%	10%	0%	17%	8%	33%	13%	18%
General leadership skills	25%	50%	46%	50%	38%	39%	42%	41%	41%	33%	17%	25%	38%	41%	40%
Personal character/qualities	50%	27%	31%	50%	25%	28%	33%	43%	41%	67%	50%	58%	46%	37%	39%
Sub-total	50%	35%	37%	50%	27%	30%	36%	30%	31%	33%	28%	31%	39%	30%	32%
People skills															
Communications	100%	77%	81%	100%	69%	72%	92%	78%	81%	100%	83%	92%	96%	77%	81%
Consensus building and conflict resolution	75%	50%	54%	0%	44%	39%	50%	37%	40%	67%	50%	58%	54%	42%	45%
Sub-total	88%	64%	67%	50%	56%	56%	71%	58%	60%	83%	67%	75%	75%	59%	63%
Knowledge															
Business/Industry	75%	41%	46%	50%	88%	83%	58%	50%	52%	0%	33%	17%	46%	53%	52%
Policy/Law	25%	9%	12%	0%	6%	6%	17%	22%	21%	0%	0%	0%	13%	14%	14%
Science	0%	5%	4%	0%	19%	17%	0%	0%	0%	0%	17%	8%	0%	6%	4%
Other	25%	9%	12%	50%	19%	22%	0%	22%	17%	17%	0%	8%	13%	17%	16%
Sub-total	31%	16%	18%	25%	33%	32%	19%	23%	22%	4%	13%	8%	18%	23%	21%
Other															
Other	0%	0%	0%	0%	0%	0%	0%	7%	5%	0%	0%	0%	0%	3%	3%

Table A. 108 Summary table of effective representation skills as a proportion of numbers in level by gender (n=391)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Analytical and critical thinking skills															
Critical thinking, problem solving, decision making	0%	40%	35%	39%	26%	30%	0%	12%	11%	100%	33%	43%	33%	26%	27%
Technical analysis skills	67%	0%	9%	0%	3%	2%	50%	8%	11%	0%	0%	0%	13%	3%	5%
Sub-total	33%	20%	22%	19%	14%	16%	25%	10%	11%	50%	17%	21%	23%	14%	16%
Leadership skills															
Administrative skills	33%	20%	22%	28%	18%	21%	100%	0%	7%	0%	17%	14%	33%	13%	18%
General leadership skills	0%	45%	39%	44%	42%	43%	0%	42%	39%	100%	17%	29%	38%	41%	40%
Personal character/qualities	0%	35%	30%	50%	42%	45%	50%	27%	29%	100%	50%	57%	46%	37%	39%
Sub-total	11%	33%	30%	41%	34%	36%	50%	23%	25%	67%	28%	33%	39%	30%	32%
People skills															
Communications	100%	85%	87%	94%	68%	77%	100%	81%	82%	100%	83%	86%	96%	77%	81%
Consensus building and conflict resolution	67%	75%	74%	50%	39%	43%	50%	19%	21%	100%	50%	57%	54%	42%	45%
Sub-total	83%	80%	80%	72%	54%	60%	75%	50%	52%	100%	67%	71%	75%	59%	63%
Knowledge															
Business/Industry	67%	45%	48%	39%	61%	54%	100%	54%	57%	0%	33%	29%	46%	53%	52%
Policy/Law	0%	15%	13%	17%	16%	16%	0%	15%	14%	0%	0%	0%	13%	14%	14%
Science	0%	0%	0%	0%	5%	4%	0%	8%	7%	0%	17%	14%	0%	6%	4%
Other	0%	5%	4%	17%	24%	21%	0%	19%	18%	0%	0%	0%	13%	17%	16%
Sub-total	17%	16%	16%	18%	26%	24%	25%	24%	24%	0%	13%	11%	18%	23%	21%
Other															
Other	0%	0%	0%	0%	0%	0%	0%	12%	11%	0%	0%	0%	0%	3%	3%

Question 21. What priority would you give to developing your skills in the following areas?

Table A. 109 Priority assigned to 'Strategic planning' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	36%	35%	100%	31%	39%	42%	43%	43%	17%	33%	25%	38%	39%	39%
Medium priority	50%	36%	38%	0%	50%	44%	33%	33%	33%	50%	50%	50%	38%	38%	38%
Lowest priority	0%	23%	19%	0%	13%	11%	8%	15%	14%	33%	17%	25%	13%	17%	16%
Not required	25%	5%	8%	0%	6%	6%	8%	4%	5%	0%	0%	0%	8%	4%	5%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 110 Priority assigned to 'Strategic planning' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	30%	26%	33%	37%	36%	100%	50%	54%	100%	33%	43%	38%	39%	39%
Medium priority	67%	50%	52%	39%	37%	38%	0%	27%	25%	0%	50%	43%	38%	38%	38%
Lowest priority	0%	15%	13%	17%	18%	18%	0%	15%	14%	0%	17%	14%	13%	17%	16%
Not required	33%	5%	9%	6%	8%	7%	0%	0%	0%	0%	0%	0%	8%	4%	5%
Don't know	0%	0%	0%	6%	0%	2%	0%	8%	7%	0%	0%	0%	4%	2%	3%

Table A. 111 Priority assigned to 'Decision making' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	27%	27%	0%	38%	33%	42%	33%	34%	33%	67%	50%	33%	34%	34%
Medium priority	0%	45%	38%	100%	38%	44%	25%	35%	33%	50%	33%	42%	33%	38%	37%
Lowest priority	25%	23%	23%	0%	25%	22%	17%	26%	24%	17%	0%	8%	17%	23%	22%
Not required	50%	5%	12%	0%	0%	0%	8%	2%	3%	0%	0%	0%	13%	2%	4%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 112 Priority assigned to 'Decision making' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	30%	35%	28%	26%	27%	0%	42%	39%	100%	67%	71%	33%	34%	34%
Medium priority	0%	25%	22%	33%	50%	45%	100%	31%	36%	0%	33%	29%	33%	38%	37%
Lowest priority	0%	35%	30%	22%	21%	21%	0%	23%	21%	0%	0%	0%	17%	23%	22%
Not required	33%	5%	9%	11%	3%	5%	0%	0%	0%	0%	0%	0%	13%	2%	4%
Don't know	0%	5%	4%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%

Table A. 113 Priority assigned to 'Conflict resolution' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	27%	23%	0%	19%	17%	50%	35%	38%	33%	67%	50%	33%	32%	32%
Medium priority	75%	55%	58%	100%	50%	56%	25%	41%	38%	50%	33%	42%	46%	46%	46%
Lowest priority	0%	14%	12%	0%	13%	11%	8%	15%	14%	17%	0%	8%	8%	13%	12%
Not required	25%	5%	8%	0%	19%	17%	8%	4%	5%	0%	0%	0%	8%	7%	7%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 114 Priority assigned to 'Conflict resolution' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	20%	17%	39%	29%	32%	50%	38%	39%	0%	67%	57%	33%	32%	32%
Medium priority	33%	60%	57%	44%	50%	48%	50%	31%	32%	100%	33%	43%	46%	46%	46%
Lowest priority	33%	10%	13%	6%	13%	11%	0%	19%	18%	0%	0%	0%	8%	13%	12%
Not required	33%	5%	9%	6%	8%	7%	0%	8%	7%	0%	0%	0%	8%	7%	7%
Don't know	0%	5%	4%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%

Table A. 115 Priority assigned to 'Communication' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	59%	58%	50%	69%	67%	42%	67%	62%	50%	83%	67%	46%	67%	62%
Medium priority	25%	9%	12%	50%	13%	17%	33%	17%	21%	17%	17%	17%	29%	14%	18%
Lowest priority	0%	23%	19%	0%	13%	11%	8%	13%	12%	33%	0%	17%	13%	14%	14%
Not required	25%	9%	12%	0%	6%	6%	8%	2%	3%	0%	0%	0%	8%	4%	5%
Don't know	0%	0%	0%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	0%	1%

Table A. 116 Priority assigned to 'Communication' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	60%	61%	50%	63%	59%	0%	73%	68%	0%	83%	71%	46%	67%	62%
Medium priority	0%	15%	13%	22%	11%	14%	100%	19%	25%	100%	17%	29%	29%	14%	18%
Lowest priority	0%	20%	17%	17%	18%	18%	0%	8%	7%	0%	0%	0%	13%	14%	14%
Not required	33%	5%	9%	6%	8%	7%	0%	0%	0%	0%	0%	0%	8%	4%	5%
Don't know	0%	0%	0%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	0%	1%

Table A. 117 Priority assigned to ‘Contributing to meetings’ skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	27%	27%	0%	31%	28%	17%	26%	24%	50%	17%	33%	25%	27%	26%
Medium priority	75%	23%	31%	50%	13%	17%	33%	39%	38%	0%	67%	33%	33%	32%	32%
Lowest priority	0%	32%	27%	50%	50%	50%	25%	28%	28%	50%	17%	33%	29%	32%	32%
Not required	0%	18%	15%	0%	6%	6%	17%	4%	7%	0%	0%	0%	8%	8%	8%
Don't know	0%	0%	0%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	1%	2%

Table A. 118 Priority assigned to ‘Contributing to meetings’ skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	5%	9%	28%	34%	32%	0%	35%	32%	0%	17%	14%	25%	27%	26%
Medium priority	33%	30%	30%	33%	24%	27%	50%	38%	39%	0%	67%	57%	33%	32%	32%
Lowest priority	0%	50%	43%	28%	32%	30%	50%	23%	25%	100%	17%	29%	29%	32%	32%
Not required	33%	10%	13%	6%	11%	9%	0%	4%	4%	0%	0%	0%	8%	8%	8%
Don't know	0%	5%	4%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	1%	2%

Table A. 119 Priority assigned to ‘Creating networks’ skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	32%	35%	100%	19%	28%	50%	28%	33%	17%	17%	17%	46%	27%	31%
Medium priority	25%	36%	35%	0%	44%	39%	25%	35%	33%	67%	83%	75%	33%	40%	39%
Lowest priority	0%	23%	19%	0%	25%	22%	8%	33%	28%	17%	0%	8%	8%	27%	23%
Not required	25%	9%	12%	0%	6%	6%	8%	0%	2%	0%	0%	0%	8%	3%	4%
Don't know	0%	0%	0%	0%	6%	6%	8%	4%	5%	0%	0%	0%	4%	3%	4%

Table A. 120 Priority assigned to ‘Creating networks’ skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	25%	26%	50%	24%	32%	50%	35%	36%	0%	17%	14%	46%	27%	31%
Medium priority	33%	25%	26%	28%	50%	43%	50%	27%	29%	100%	83%	86%	33%	40%	39%
Lowest priority	0%	40%	35%	11%	21%	18%	0%	31%	29%	0%	0%	0%	8%	27%	23%
Not required	33%	5%	9%	6%	3%	4%	0%	4%	4%	0%	0%	0%	8%	3%	4%
Don't know	0%	5%	4%	6%	3%	4%	0%	4%	4%	0%	0%	0%	4%	3%	4%

Table A. 121 Priority assigned to 'Computer' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	5%	4%	50%	6%	11%	17%	15%	16%	17%	0%	8%	17%	10%	11%
Medium priority	50%	32%	35%	0%	31%	28%	33%	43%	41%	17%	17%	17%	29%	37%	35%
Lowest priority	25%	36%	35%	50%	38%	39%	33%	30%	31%	50%	50%	50%	38%	34%	35%
Not required	25%	27%	27%	0%	25%	22%	8%	7%	7%	17%	33%	25%	13%	17%	16%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 122 Priority assigned to 'Computer' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	0%	0%	17%	3%	7%	50%	31%	32%	0%	0%	0%	17%	10%	11%
Medium priority	33%	35%	35%	33%	32%	32%	0%	50%	46%	0%	17%	14%	29%	37%	35%
Lowest priority	33%	45%	43%	33%	42%	39%	50%	12%	14%	100%	50%	57%	38%	34%	35%
Not required	33%	15%	17%	11%	24%	20%	0%	4%	4%	0%	33%	29%	13%	17%	16%
Don't know	0%	5%	4%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%

Table A. 123 Priority assigned to 'Problem solving' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	18%	15%	100%	31%	39%	33%	37%	36%	17%	33%	25%	29%	31%	31%
Medium priority	50%	55%	54%	0%	25%	22%	42%	35%	36%	67%	67%	67%	46%	40%	41%
Lowest priority	25%	23%	23%	0%	31%	28%	8%	22%	19%	17%	0%	8%	13%	22%	20%
Not required	25%	5%	8%	0%	13%	11%	8%	7%	7%	0%	0%	0%	8%	7%	7%
Don't know	0%	0%	0%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	0%	1%

Table A. 124 Priority assigned to 'Problem solving' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	10%	9%	22%	39%	34%	100%	35%	39%	100%	33%	43%	29%	31%	31%
Medium priority	33%	50%	48%	56%	34%	41%	0%	35%	32%	0%	67%	57%	46%	40%	41%
Lowest priority	33%	35%	35%	11%	18%	16%	0%	23%	21%	0%	0%	0%	13%	22%	20%
Not required	33%	5%	9%	6%	8%	7%	0%	8%	7%	0%	0%	0%	8%	7%	7%
Don't know	0%	0%	0%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	0%	1%

Table A. 125 Priority assigned to 'Developing teams' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	14%	15%	0%	13%	11%	42%	15%	21%	17%	17%	17%	29%	14%	18%
Medium priority	25%	45%	42%	50%	13%	17%	25%	46%	41%	17%	67%	42%	25%	41%	38%
Lowest priority	50%	36%	38%	50%	50%	50%	17%	28%	26%	33%	17%	25%	29%	33%	32%
Not required	0%	5%	4%	0%	19%	17%	8%	4%	5%	33%	0%	17%	13%	7%	8%
Don't know	0%	0%	0%	0%	6%	6%	8%	7%	7%	0%	0%	0%	4%	4%	4%

Table A. 126 Priority assigned to 'Developing teams' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	10%	9%	33%	13%	20%	50%	19%	21%	0%	17%	14%	29%	14%	18%
Medium priority	33%	40%	39%	17%	42%	34%	50%	35%	36%	100%	67%	71%	25%	41%	38%
Lowest priority	33%	45%	43%	33%	34%	34%	0%	27%	25%	0%	17%	14%	29%	33%	32%
Not required	33%	0%	4%	11%	11%	11%	0%	8%	7%	0%	0%	0%	13%	7%	8%
Don't know	0%	5%	4%	6%	0%	2%	0%	12%	11%	0%	0%	0%	4%	4%	4%

Table A. 127 Priority assigned to 'Chairing meetings' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	32%	35%	0%	25%	22%	33%	20%	22%	17%	17%	17%	29%	23%	25%
Medium priority	0%	18%	15%	0%	19%	17%	33%	35%	34%	50%	33%	42%	29%	28%	28%
Lowest priority	25%	41%	38%	100%	19%	28%	25%	35%	33%	17%	50%	33%	29%	34%	33%
Not required	25%	9%	12%	0%	31%	28%	8%	7%	7%	17%	0%	8%	0%	0%	0%
Don't know	0%	0%	0%	0%	6%	6%	0%	4%	3%	0%	0%	0%	0%	0%	0%

Table A. 128 Priority assigned to 'Chairing meetings' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	15%	13%	39%	29%	32%	0%	23%	21%	0%	17%	14%	29%	23%	25%
Medium priority	33%	30%	30%	28%	16%	20%	50%	31%	32%	0%	33%	29%	29%	24%	25%
Lowest priority	33%	45%	43%	22%	37%	32%	0%	31%	29%	100%	50%	57%	25%	38%	35%
Not required	33%	5%	9%	11%	18%	16%	50%	8%	11%	0%	0%	0%	17%	11%	12%
Don't know	0%	5%	4%	0%	0%	0%	0%	8%	7%	0%	0%	0%	0%	3%	3%

Table A. 129 Priority assigned to 'Negotiation' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	59%	58%	50%	63%	61%	75%	50%	55%	67%	83%	75%	67%	57%	59%
Medium priority	50%	18%	23%	50%	25%	28%	0%	26%	21%	33%	17%	25%	21%	23%	23%
Lowest priority	0%	18%	15%	0%	6%	6%	8%	17%	16%	0%	0%	0%	4%	14%	12%
Not required	0%	5%	4%	0%	6%	6%	8%	4%	5%	0%	0%	0%	4%	4%	4%
Don't know	0%	0%	0%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	1%	2%

Table A. 130 Priority assigned to 'Negotiation' skills as a proportion of numbers in level by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	45%	48%	67%	55%	59%	50%	62%	61%	100%	83%	86%	67%	57%	59%
Medium priority	0%	25%	22%	22%	32%	29%	50%	12%	14%	0%	17%	14%	21%	23%	23%
Lowest priority	0%	20%	17%	6%	8%	7%	0%	23%	21%	0%	0%	0%	4%	14%	12%
Not required	33%	5%	9%	0%	5%	4%	0%	4%	4%	0%	0%	0%	4%	4%	4%
Don't know	0%	5%	4%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	1%	2%

Table A. 131 Priority assigned to 'Financial management' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	14%	12%	0%	19%	17%	17%	22%	21%	17%	17%	17%	13%	19%	18%
Medium priority	50%	27%	31%	50%	31%	33%	42%	33%	34%	17%	17%	17%	38%	30%	32%
Lowest priority	25%	50%	46%	50%	31%	33%	25%	28%	28%	67%	67%	67%	38%	37%	37%
Not required	25%	9%	12%	0%	19%	17%	8%	13%	12%	0%	0%	0%	8%	12%	11%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 132 Priority assigned to 'Financial management' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	15%	17%	11%	16%	14%	0%	27%	25%	0%	17%	14%	13%	19%	18%
Medium priority	0%	35%	30%	50%	34%	39%	0%	23%	21%	0%	17%	14%	38%	30%	32%
Lowest priority	33%	30%	30%	28%	39%	36%	100%	31%	36%	100%	67%	71%	38%	37%	37%
Not required	33%	15%	17%	6%	11%	9%	0%	15%	14%	0%	0%	0%	8%	12%	11%
Don't know	0%	5%	4%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%

Table A. 133 Priority assigned to 'Preparing written documents' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	14%	12%	50%	38%	39%	33%	17%	21%	17%	0%	8%	25%	19%	20%
Medium priority	25%	36%	35%	50%	31%	33%	33%	22%	24%	50%	67%	58%	38%	30%	32%
Lowest priority	25%	36%	35%	0%	19%	17%	17%	48%	41%	17%	33%	25%	17%	39%	34%
Not required	50%	14%	19%	0%	13%	11%	8%	11%	10%	17%	0%	8%	17%	11%	12%
Don't know	0%	0%	0%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	1%	2%

Table A. 134 Priority assigned to 'Preparing written documents' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	20%	26%	11%	18%	16%	100%	31%	36%	0%	0%	0%	25%	21%	22%
Medium priority	0%	15%	13%	44%	32%	36%	0%	23%	21%	100%	67%	71%	38%	28%	30%
Lowest priority	0%	55%	48%	22%	37%	32%	0%	31%	29%	0%	33%	29%	17%	39%	34%
Not required	33%	10%	13%	17%	13%	14%	0%	12%	11%	0%	0%	0%	17%	11%	12%
Don't know	0%	0%	0%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	1%	2%

Table A. 135 Priority assigned to 'Delegation' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	18%	15%	0%	19%	17%	17%	28%	26%	0%	17%	8%	8%	23%	20%
Medium priority	0%	36%	31%	0%	31%	28%	42%	28%	31%	33%	67%	50%	29%	33%	32%
Lowest priority	50%	36%	38%	100%	25%	33%	25%	30%	29%	50%	17%	33%	42%	30%	32%
Not required	50%	9%	15%	0%	25%	22%	8%	9%	9%	17%	0%	8%	17%	11%	12%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 136 Priority assigned to 'Delegation' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	10%	13%	6%	29%	21%	0%	27%	25%	0%	17%	14%	8%	23%	20%
Medium priority	0%	35%	30%	33%	29%	30%	50%	31%	32%	0%	67%	57%	29%	33%	32%
Lowest priority	33%	35%	35%	39%	32%	34%	50%	27%	29%	100%	17%	29%	42%	30%	32%
Not required	33%	15%	17%	17%	11%	13%	0%	15%	14%	0%	0%	0%	17%	12%	13%
Don't know	0%	5%	4%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	1%	2%

Table A. 137 Priority assigned to 'Leadership' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	75%	55%	58%	0%	38%	33%	42%	57%	53%	67%	50%	58%	50%	52%	52%
Medium priority	0%	18%	15%	50%	38%	39%	33%	28%	29%	17%	50%	33%	25%	29%	28%
Lowest priority	25%	14%	15%	50%	13%	17%	8%	9%	9%	17%	0%	8%	17%	10%	11%
Not required	0%	14%	12%	0%	13%	11%	8%	4%	5%	0%	0%	0%	4%	8%	7%
Don't know	0%	0%	0%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	1%	2%

Table A. 138 Priority assigned to 'Leadership' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	50%	48%	56%	50%	52%	0%	58%	54%	100%	50%	57%	50%	52%	52%
Medium priority	33%	30%	30%	22%	26%	25%	50%	27%	29%	0%	50%	43%	25%	29%	28%
Lowest priority	0%	10%	9%	17%	11%	13%	50%	12%	14%	0%	0%	0%	17%	10%	11%
Not required	33%	10%	13%	0%	13%	9%	0%	0%	0%	0%	0%	0%	4%	8%	7%
Don't know	0%	0%	0%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	1%	2%

Table A. 139 Priority assigned to 'Other' skills as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	14%	12%	0%	13%	11%	8%	15%	14%	67%	0%	33%	21%	13%	15%
Medium priority	0%	9%	8%	0%	6%	6%	17%	2%	5%	17%	0%	8%	13%	4%	6%
Lowest priority	0%	0%	0%	50%	0%	6%	0%	2%	2%	0%	0%	0%	4%	1%	2%
Not required	50%	36%	38%	50%	44%	44%	25%	20%	21%	0%	0%	0%	25%	27%	26%
Don't know	50%	41%	42%	0%	38%	33%	50%	61%	59%	17%	100%	58%	38%	54%	51%

Table A. 140 Priority assigned to 'Other' skills as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	25%	22%	17%	5%	16%	0%	8%	7%	100%	0%	14%	21%	13%	15%
Medium priority	0%	5%	4%	0%	0%	9%	0%	4%	4%	0%	0%	0%	13%	4%	6%
Lowest priority	0%	0%	0%	22%	37%	0%	50%	4%	7%	0%	0%	0%	4%	1%	2%
Not required	67%	10%	17%	39%	45%	32%	0%	31%	29%	0%	0%	0%	25%	27%	26%
Don't know	33%	60%	57%	39%	45%	43%	50%	54%	54%	0%	100%	86%	38%	54%	51%

Question 22. What priority would you give to developing your knowledge of the following areas?

Table A. 141 Priority assigned to 'Application of the principles of ESD to fisheries (or aquaculture) management' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	9%	15%	100%	31%	39%	25%	35%	33%	33%	17%	25%	38%	27%	29%
Medium priority	25%	59%	54%	0%	44%	39%	42%	33%	34%	33%	67%	50%	33%	43%	41%
Lowest priority	0%	23%	19%	0%	13%	11%	17%	17%	17%	33%	17%	25%	17%	18%	18%
Not required	25%	5%	8%	0%	6%	6%	8%	2%	3%	0%	0%	0%	8%	3%	4%
Don't know	0%	5%	4%	0%	6%	6%	8%	13%	12%	0%	0%	0%	4%	9%	8%

Table A. 142 Priority assigned to 'Application of the principles of ESD to fisheries (or aquaculture) management' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	30%	35%	33%	21%	25%	50%	35%	36%	0%	17%	14%	38%	27%	29%
Medium priority	0%	40%	35%	39%	53%	48%	0%	27%	25%	100%	67%	71%	33%	43%	41%
Lowest priority	0%	25%	22%	17%	16%	16%	50%	15%	18%	0%	17%	14%	17%	18%	18%
Not required	33%	0%	4%	0%	5%	4%	0%	4%	4%	0%	0%	0%	4%	3%	4%
Don't know	0%	5%	4%	11%	5%	7%	0%	19%	18%	0%	0%	0%	8%	9%	9%

Table A. 143 Priority assigned to 'Development of management plans' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	32%	35%	0%	38%	33%	25%	50%	45%	17%	33%	25%	25%	42%	39%
Medium priority	50%	41%	42%	100%	31%	39%	33%	28%	29%	50%	67%	58%	46%	34%	37%
Lowest priority	0%	23%	19%	0%	19%	17%	25%	17%	19%	33%	0%	17%	21%	18%	18%
Not required	0%	5%	4%	0%	13%	11%	8%	4%	5%	0%	0%	0%	4%	6%	5%
Don't know	0%	0%	0%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	0%	1%

Table A. 144 Priority assigned to 'Development of management plans' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	25%	26%	28%	34%	32%	0%	69%	64%	0%	33%	29%	25%	42%	39%
Medium priority	0%	35%	30%	50%	45%	46%	50%	12%	14%	100%	67%	71%	46%	34%	37%
Lowest priority	33%	30%	30%	17%	16%	16%	50%	15%	18%	0%	0%	0%	21%	18%	18%
Not required	33%	10%	13%	0%	5%	4%	0%	4%	4%	0%	0%	0%	4%	6%	5%
Don't know	0%	0%	0%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	0%	1%

Table A. 145 Priority assigned to 'Legal obligations of fisheries (or aquaculture) management' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	75%	23%	31%	0%	25%	22%	33%	33%	33%	33%	50%	42%	38%	30%	32%
Medium priority	25%	45%	42%	50%	31%	33%	42%	41%	41%	50%	50%	50%	42%	41%	41%
Lowest priority	0%	32%	27%	50%	38%	39%	8%	20%	17%	17%	0%	8%	13%	24%	22%
Not required	0%	0%	0%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	0%	1%
Don't know	0%	0%	0%	0%	6%	6%	8%	7%	7%	0%	0%	0%	4%	4%	4%

Table A. 146 Priority assigned to 'Legal obligations of fisheries (or aquaculture) management' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	15%	17%	44%	24%	30%	0%	46%	43%	0%	50%	43%	38%	30%	32%
Medium priority	33%	30%	30%	39%	47%	45%	50%	38%	39%	100%	50%	57%	42%	41%	41%
Lowest priority	0%	50%	43%	11%	26%	21%	50%	8%	11%	0%	0%	0%	13%	24%	22%
Not required	33%	0%	4%	6%	0%	2%	0%	0%	0%	0%	0%	0%	8%	0%	2%
Don't know	0%	5%	4%	0%	3%	2%	0%	8%	7%	0%	0%	0%	0%	4%	4%

Table A. 147 Priority assigned to 'Use of risk assessment' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	32%	31%	0%	31%	28%	25%	30%	29%	17%	33%	25%	21%	31%	29%
Medium priority	25%	45%	42%	0%	31%	28%	42%	35%	36%	33%	50%	42%	33%	38%	37%
Lowest priority	50%	23%	27%	100%	38%	44%	17%	24%	22%	50%	17%	33%	38%	26%	28%
Not required	0%	0%	0%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	1%	2%
Don't know	0%	0%	0%	0%	0%	0%	8%	9%	9%	0%	0%	0%	4%	4%	4%

Table A. 148 Priority assigned to 'Use of risk assessment' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	40%	43%	11%	29%	23%	0%	27%	25%	100%	33%	43%	21%	31%	29%
Medium priority	0%	35%	30%	44%	39%	41%	0%	35%	32%	0%	50%	43%	33%	38%	37%
Lowest priority	0%	15%	13%	39%	32%	34%	100%	27%	32%	0%	17%	14%	38%	26%	28%
Not required	33%	0%	4%	0%	0%	0%	0%	4%	4%	0%	0%	0%	4%	1%	2%
Don't know	0%	10%	9%	6%	0%	2%	0%	8%	7%	0%	0%	0%	4%	4%	4%

Table A. 149 Priority assigned to 'Stock assessment techniques' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	9%	8%	50%	44%	44%	42%	39%	40%	17%	0%	8%	29%	30%	30%
Medium priority	25%	23%	23%	0%	31%	28%	25%	35%	33%	17%	50%	33%	21%	32%	30%
Lowest priority	50%	55%	54%	0%	19%	17%	17%	20%	19%	50%	50%	50%	29%	30%	30%
Not required	25%	14%	15%	50%	6%	11%	8%	2%	3%	17%	0%	8%	17%	6%	8%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 150 Priority assigned to 'Stock assessment techniques' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	0%	9%	22%	39%	34%	0%	46%	43%	100%	0%	14%	29%	30%	30%
Medium priority	0%	55%	48%	28%	21%	23%	0%	27%	25%	0%	50%	43%	21%	32%	30%
Lowest priority	0%	40%	35%	33%	29%	30%	50%	19%	21%	0%	50%	43%	29%	30%	30%
Not required	33%	0%	4%	11%	11%	11%	50%	4%	7%	0%	0%	0%	17%	6%	8%
Don't know	0%	5%	4%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%

Table A. 151 Priority assigned to 'Fisheries (or aquaculture) policy' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	75%	41%	46%	50%	31%	33%	33%	33%	33%	0%	67%	33%	33%	37%	36%
Medium priority	25%	41%	38%	50%	44%	44%	33%	37%	36%	67%	33%	50%	42%	39%	39%
Lowest priority	0%	18%	15%	0%	25%	22%	17%	24%	22%	17%	0%	8%	13%	21%	19%
Not required	0%	0%	0%	0%	0%	0%	8%	2%	3%	17%	0%	8%	8%	1%	3%
Don't know	0%	0%	0%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	2%	3%

Table A. 152 Priority assigned to 'Fisheries (or aquaculture) policy' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	30%	30%	33%	34%	34%	50%	38%	39%	0%	67%	57%	33%	37%	36%
Medium priority	33%	40%	39%	44%	34%	38%	0%	46%	43%	100%	33%	43%	42%	39%	39%
Lowest priority	0%	25%	22%	11%	32%	25%	50%	8%	11%	0%	0%	0%	13%	21%	19%
Not required	33%	5%	9%	6%	0%	2%	0%	0%	0%	0%	0%	0%	8%	1%	3%
Don't know	0%	0%	0%	6%	0%	2%	0%	8%	7%	0%	0%	0%	4%	2%	3%

Table A. 153 Priority assigned to 'Compliance' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	14%	15%	0%	19%	17%	25%	30%	29%	0%	0%	0%	17%	22%	21%
Medium priority	25%	50%	46%	100%	31%	39%	33%	46%	43%	33%	50%	42%	38%	44%	43%
Lowest priority	25%	36%	35%	0%	38%	33%	25%	15%	17%	50%	50%	50%	29%	27%	27%
Not required	25%	0%	4%	0%	13%	11%	8%	2%	3%	17%	0%	8%	13%	3%	5%
Don't know	0%	0%	0%	0%	0%	0%	8%	7%	7%	0%	0%	0%	4%	3%	4%

Table A. 154 Priority assigned to 'Compliance' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	5%	9%	17%	21%	20%	0%	42%	39%	0%	0%	0%	17%	22%	21%
Medium priority	33%	45%	43%	39%	45%	43%	50%	42%	43%	0%	50%	43%	38%	44%	43%
Lowest priority	0%	40%	35%	28%	29%	29%	50%	8%	11%	100%	50%	57%	29%	27%	27%
Not required	33%	5%	9%	11%	5%	7%	0%	0%	0%	0%	0%	0%	13%	3%	5%
Don't know	0%	5%	4%	6%	0%	2%	0%	8%	7%	0%	0%	0%	4%	3%	4%

Table A. 155 Priority assigned to 'Measuring environmental impacts' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	32%	31%	100%	50%	56%	50%	39%	41%	50%	50%	50%	50%	40%	42%
Medium priority	50%	50%	50%	0%	19%	17%	17%	39%	34%	0%	50%	25%	17%	39%	34%
Lowest priority	25%	18%	19%	0%	25%	22%	17%	17%	17%	50%	0%	25%	25%	18%	19%
Not required	0%	0%	0%	0%	6%	6%	8%	2%	3%	0%	0%	0%	4%	2%	3%
Don't know	0%	0%	0%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	1%	2%

Table A. 156 Priority assigned to 'Measuring environmental impacts' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	30%	30%	56%	37%	43%	50%	50%	50%	0%	50%	43%	50%	40%	42%
Medium priority	0%	50%	43%	22%	39%	34%	0%	27%	25%	0%	50%	43%	17%	39%	34%
Lowest priority	33%	20%	22%	17%	21%	20%	50%	15%	18%	100%	0%	14%	25%	18%	19%
Not required	33%	0%	4%	0%	3%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%
Don't know	0%	0%	0%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	1%	2%

Table A. 157 Priority assigned to 'Socio-economic benefits from fisheries (or aquaculture)' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	50%	36%	38%	50%	63%	61%	58%	41%	45%	67%	67%	67%	58%	46%	48%
Medium priority	50%	32%	35%	50%	31%	33%	0%	37%	29%	33%	17%	25%	21%	33%	31%
Lowest priority	0%	27%	23%	0%	6%	6%	25%	22%	22%	0%	17%	8%	13%	20%	18%
Not required	0%	5%	4%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	1%	2%
Don't know	0%	0%	0%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	0%	1%

Table A. 158 Priority assigned to 'Socio-economic benefits from fisheries (or aquaculture)' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	50%	48%	72%	45%	54%	0%	38%	36%	0%	67%	57%	58%	46%	48%
Medium priority	0%	30%	26%	17%	32%	27%	50%	42%	43%	100%	17%	29%	21%	33%	31%
Lowest priority	33%	20%	22%	6%	21%	16%	50%	19%	21%	0%	17%	14%	13%	20%	18%
Not required	33%	0%	4%	0%	3%	2%	0%	0%	0%	0%	0%	0%	4%	1%	2%
Don't know	0%	0%	0%	6%	0%	2%	0%	0%	0%	0%	0%	0%	4%	0%	1%

Table A. 159 Priority assigned to 'Performance indicators and reference points' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	32%	31%	0%	19%	17%	33%	28%	29%	50%	33%	42%	33%	28%	29%
Medium priority	75%	41%	46%	100%	69%	72%	17%	39%	34%	17%	67%	42%	33%	47%	44%
Lowest priority	0%	23%	19%	0%	13%	11%	33%	22%	24%	33%	0%	17%	25%	19%	20%
Not required	0%	5%	4%	0%	0%	0%	8%	2%	3%	0%	0%	0%	4%	2%	3%
Don't know	0%	0%	0%	0%	0%	0%	8%	9%	9%	0%	0%	0%	4%	4%	4%

Table A. 160 Priority assigned to 'Performance indicators and reference points' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	20%	22%	33%	26%	29%	0%	35%	32%	100%	33%	43%	33%	28%	29%
Medium priority	0%	60%	52%	39%	47%	45%	50%	31%	32%	0%	67%	57%	33%	47%	44%
Lowest priority	33%	15%	17%	22%	21%	21%	50%	23%	25%	0%	0%	0%	25%	19%	20%
Not required	33%	0%	4%	0%	5%	4%	0%	0%	0%	0%	0%	0%	4%	2%	3%
Don't know	0%	5%	4%	6%	0%	2%	0%	12%	11%	0%	0%	0%	4%	4%	4%

Table A. 161 Priority assigned to 'Evaluation of fisheries (or aquaculture) management strategies' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	75%	32%	38%	50%	25%	28%	8%	52%	43%	50%	17%	33%	33%	40%	39%
Medium priority	25%	50%	46%	50%	56%	56%	50%	24%	29%	33%	83%	58%	42%	40%	40%
Lowest priority	0%	14%	12%	0%	19%	17%	25%	17%	19%	17%	0%	8%	17%	16%	16%
Not required	0%	5%	4%	0%	0%	0%	8%	0%	2%	0%	0%	0%	4%	1%	2%
Don't know	0%	0%	0%	0%	0%	0%	8%	7%	7%	0%	0%	0%	4%	3%	4%

Table A. 162 Priority assigned to 'Evaluation of fisheries (or aquaculture) management strategies' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	33%	35%	35%	28%	37%	34%	50%	54%	54%	100%	17%	29%	33%	40%	39%
Medium priority	33%	30%	30%	50%	50%	50%	0%	27%	25%	0%	83%	71%	42%	41%	41%
Lowest priority	0%	30%	26%	17%	11%	13%	50%	15%	18%	0%	0%	0%	17%	16%	16%
Not required	33%	0%	4%	0%	3%	2%	0%	0%	0%	0%	0%	0%	4%	1%	2%
Don't know	0%	5%	4%	6%	0%	2%	0%	4%	4%	0%	0%	0%	4%	2%	3%

Table A. 163 Priority assigned to 'Cost recovery' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	18%	19%	0%	13%	11%	0%	26%	21%	0%	17%	8%	4%	21%	18%
Medium priority	25%	14%	15%	50%	25%	28%	33%	37%	36%	33%	50%	42%	33%	30%	31%
Lowest priority	50%	50%	50%	50%	50%	50%	42%	24%	28%	33%	33%	33%	42%	36%	37%
Not required	0%	0%	0%	0%	13%	11%	8%	2%	3%	33%	0%	17%	13%	3%	5%
Don't know	0%	18%	15%	0%	0%	0%	17%	11%	12%	0%	0%	0%	8%	10%	10%

Table A. 164 Priority assigned to 'Cost recovery' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	15%	13%	6%	16%	13%	0%	35%	32%	0%	17%	14%	4%	21%	18%
Medium priority	0%	20%	17%	44%	32%	36%	0%	31%	29%	0%	50%	43%	33%	30%	31%
Lowest priority	33%	45%	43%	33%	37%	36%	100%	27%	32%	100%	33%	43%	42%	36%	37%
Not required	33%	5%	9%	11%	5%	7%	0%	0%	0%	0%	0%	0%	13%	3%	5%
Don't know	33%	15%	17%	6%	11%	9%	0%	8%	7%	0%	0%	0%	8%	10%	10%

Table A. 165 Priority assigned to 'Allocation of fisheries resources' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	18%	15%	100%	63%	67%	58%	57%	57%	50%	67%	58%	50%	49%	49%
Medium priority	25%	36%	35%	0%	31%	28%	17%	28%	26%	17%	17%	17%	17%	30%	27%
Lowest priority	25%	27%	27%	0%	0%	0%	8%	9%	9%	17%	17%	17%	13%	12%	12%
Not required	50%	9%	15%	0%	6%	6%	8%	2%	3%	17%	0%	8%	17%	4%	7%
Don't know	0%	9%	8%	0%	0%	0%	8%	4%	5%	0%	0%	0%	4%	4%	4%

Table A. 166 Priority assigned to 'Allocation of fisheries resources' as a proportion of numbers in sector by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	67%	35%	39%	44%	45%	45%	50%	62%	61%	100%	67%	71%	50%	49%	49%
Medium priority	0%	45%	39%	22%	32%	29%	0%	19%	18%	0%	17%	14%	17%	30%	27%
Lowest priority	0%	15%	13%	11%	13%	13%	50%	8%	11%	0%	17%	14%	13%	12%	12%
Not required	33%	0%	4%	17%	11%	13%	0%	0%	0%	0%	0%	0%	17%	4%	7%
Don't know	0%	5%	4%	6%	0%	2%	0%	12%	11%	0%	0%	0%	4%	4%	4%

Table A. 167 Priority assigned to 'Other knowledge areas' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	25%	0%	4%	0%	6%	6%	17%	7%	9%	33%	0%	17%	21%	4%	8%
Medium priority	0%	5%	4%	0%	0%	0%	0%	2%	2%	17%	0%	8%	4%	2%	3%
Lowest priority	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not required	25%	36%	35%	50%	50%	50%	25%	17%	19%	17%	0%	8%	25%	27%	26%
Don't know	50%	59%	58%	50%	44%	44%	58%	74%	71%	33%	100%	67%	50%	67%	63%

Table A. 168 Priority assigned to 'Other knowledge areas' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Highest priority	0%	0%	0%	22%	13%	16%	0%	4%	4%	0%	0%	0%	17%	7%	9%
Medium priority	0%	5%	4%	17%	5%	9%	0%	0%	0%	100%	0%	14%	17%	3%	6%
Lowest priority	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not required	67%	20%	26%	22%	37%	32%	0%	27%	25%	0%	0%	0%	25%	28%	27%
Don't know	33%	75%	70%	39%	45%	43%	100%	69%	71%	0%	100%	86%	42%	62%	58%

Question 23. Were you offered any training before taking up your representational role?

Table A. 169 Proportion of respondents by sector, level and gender that were offered training prior to undertaking a representational role (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	-	29%	29%	-	-	-	-	27%	21%	-	-	-	-	25%	22%
Level 2	25%	15%	18%	-	10%	9%	13%	13%	13%	20%	-	20%	17%	13%	14%
Level 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Government	-	-	-	-	-	-	-	-	-	0%	17%	14%	0%	17%	14%
Total	25%	18%	19%	-	6%	6%	8%	11%	10%	17%	17%	17%	13%	12%	12%

Question 23. Did you receive any training before taking up your representational role?

Table A. 170 Proportion of respondents by sector, level and gender that received training prior to undertaking a representational role (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	-	14%	14%	-	-	-	-	18%	14%	-	-	-	-	15%	13%
Level 2	25%	8%	12%	-	10%	9%	13%	7%	9%	20%	-	20%	17%	8%	11%
Level 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Government	-	-	-	-	-	-	-	-	-	0%	17%	14%	0%	17%	14%
Total	25%	9%	12%	-	6%	6%	8%	7%	7%	17%	17%	17%	13%	8%	9%

Question 26. Have you ever sought additional training to assist you in your representational role?

Table A. 171 Proportion of respondents by sector, level and gender that have sought additional training to assist in representational roles by sector, level and gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	-	57%	57%	-	100%	100%	67%	55%	57%	-	-	-	67%	60%	61%
Level 2	50%	54%	53%	-	20%	18%	75%	60%	65%	60%	-	60%	61%	47%	52%
Level 3	-	100%	100%	100%	-	20%	-	30%	29%	-	-	-	50%	31%	32%
Government	-	-	-	-	-	-	-	-	-	0%	83%	71%	0%	83%	71%
Total	50%	59%	58%	50%	25%	28%	67%	46%	50%	50%	83%	67%	58%	48%	50%

Question 27. Have you managed to find additional training programs that provided the assistance you required?

Table A. 172 Proportion of respondents by sector, level and gender that have found additional training programs to assist in representational roles by sector, level and gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	-	100%	100%	-	100%	100%	100%	83%	88%	-	-	-	100%	92%	93%
Level 2	-	86%	67%	-	50%	50%	100%	89%	93%	100%	-	100%	82%	83%	83%
Level 3	-	100%	100%	100%	-	100%	-	67%	67%	-	-	-	100%	75%	78%
Government	-	-	-	-	-	-	-	-	-	-	100%	100%	-	100%	100%
Total	-	92%	80%	100%	75%	80%	100%	81%	86%	100%	100%	100%	86%	86%	86%

Question 28. Have you completed any additional training to assist your performance in your representational role?

Table A. 173 Proportion of respondents by sector, level and gender that have completed additional training to assist representational performance by sector, level and gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	-	71%	71%	-	100%	100%	33%	55%	50%	-	-	-	33%	65%	61%
Level 2	-	54%	41%	-	30%	27%	75%	73%	74%	60%	-	60%	50%	55%	54%
Level 3	-	50%	50%	-	-	-	100%	35%	38%	-	-	-	50%	31%	32%
Government	-	-	-	-	-	-	-	-	-	100%	83%	86%	100%	83%	86%
Total	-	59%	50%	-	31%	28%	67%	52%	55%	67%	83%	75%	50%	52%	52%

Question 31. What has limited your participation in training courses?

Table A. 174 Reasons that have limited participation in training courses as a proportion of numbers in sector by gender (n=297)

Reason	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Do not want to travel	-	9%	8%	-	-	-	25%	-	5%	33%	-	17%	21%	2%	6%
Don't like attending courses	-	9%	8%	-	-	-	-	-	-	17%	17%	17%	4%	3%	4%
Don't like training providers	-	-	-	-	-	-	-	2%	2%	-	-	-	-	1%	1%
Lack of confidence	-	5%	4%	-	-	-	-	9%	7%	-	-	-	-	6%	4%
Lack of funding	25%	59%	54%	100%	50%	56%	75%	37%	45%	67%	50%	58%	67%	46%	50%
Lack of time	50%	77%	73%	50%	44%	44%	58%	85%	79%	100%	100%	100%	67%	77%	75%
Loss of income while training	25%	41%	38%	-	25%	22%	42%	37%	38%	17%	-	8%	29%	33%	32%
No suitable courses available	50%	27%	31%	-	38%	33%	33%	17%	21%	-	50%	25%	25%	26%	25%
Not aware of available courses	25%	41%	38%	50%	50%	50%	17%	43%	38%	50%	17%	33%	29%	42%	39%
Other	-	23%	19%	50%	13%	17%	42%	26%	29%	-	33%	17%	25%	23%	24%

Table A. 175 Reasons that have limited participation in training courses as a proportion of numbers in level by gender (n=297)

Reason	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Do not want to travel	0%	0%	0%	22%	3%	9%	50%	4%	7%	0%	0%	0%	21%	2%	6%
Don't like attending courses	0%	0%	0%	6%	3%	4%	0%	4%	4%	0%	17%	14%	4%	3%	4%
Don't like training providers	0%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	1%	1%
Lack of confidence	0%	0%	0%	0%	0%	0%	0%	19%	18%	0%	0%	0%	0%	6%	4%
Lack of funding	67%	55%	57%	67%	47%	54%	50%	35%	36%	100%	50%	57%	67%	46%	50%
Lack of time	33%	75%	70%	78%	76%	77%	0%	73%	68%	100%	100%	100%	67%	77%	75%
Loss of income while training	33%	20%	22%	33%	39%	38%	0%	42%	39%	0%	0%	0%	29%	33%	32%
No suitable courses available	0%	15%	13%	33%	29%	30%	0%	23%	21%	0%	50%	43%	25%	26%	25%
Not aware of available courses	0%	25%	22%	33%	42%	39%	0%	62%	57%	100%	17%	29%	29%	42%	39%
Other	100%	25%	35%	6%	21%	16%	100%	23%	29%	0%	33%	29%	25%	23%	24%

Question 32. What would be an effective way to deliver the training required?

Table A. 176 Level of effectiveness assigned to 'On the job training' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	50%	18%	23%	100%	44%	50%	75%	39%	47%	33%	67%	50%	63%	37%	42%
Effective	0%	32%	27%	0%	31%	28%	8%	30%	26%	33%	17%	25%	13%	30%	26%
Ineffective	0%	27%	23%	0%	13%	11%	8%	15%	14%	0%	17%	8%	4%	18%	15%
Inappropriate	50%	23%	27%	0%	0%	0%	0%	11%	9%	33%	0%	17%	17%	11%	12%
Don't know	0%	0%	0%	0%	13%	11%	8%	4%	5%	0%	0%	0%	4%	4%	4%

Table A. 177 Level of effectiveness assigned to 'On the job training' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	100%	40%	48%	56%	29%	38%	50%	38%	39%	100%	67%	71%	63%	37%	42%
Effective	0%	30%	26%	17%	26%	23%	0%	38%	36%	0%	17%	14%	13%	30%	26%
Ineffective	0%	20%	17%	6%	21%	16%	0%	12%	11%	0%	17%	14%	4%	18%	15%
Inappropriate	0%	0%	0%	22%	21%	21%	0%	8%	7%	0%	0%	0%	17%	11%	12%
Don't know	0%	10%	9%	0%	3%	2%	50%	4%	7%	0%	0%	0%	4%	4%	4%

Table A. 178 Level of effectiveness assigned to 'Formal placement with other relevant organisation' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	14%	12%	50%	6%	11%	33%	20%	22%	33%	17%	25%	29%	16%	18%
Effective	50%	45%	46%	50%	44%	44%	50%	43%	45%	33%	67%	50%	46%	46%	46%
Ineffective	0%	23%	19%	0%	13%	11%	0%	17%	14%	0%	0%	0%	0%	17%	13%
Inappropriate	50%	9%	15%	0%	6%	6%	0%	11%	9%	33%	17%	25%	17%	10%	11%
Don't know	0%	9%	8%	0%	31%	28%	17%	9%	10%	0%	0%	0%	8%	12%	11%

Table A. 179 Level of effectiveness assigned to 'Formal placement with other relevant organisation' as a proportion of numbers level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	33%	25%	26%	28%	13%	18%	0%	12%	11%	100%	17%	29%	29%	16%	18%
Effective	33%	35%	35%	50%	45%	46%	50%	50%	50%	0%	67%	57%	46%	46%	46%
Ineffective	0%	20%	17%	0%	16%	11%	0%	19%	18%	0%	0%	0%	0%	17%	13%
Inappropriate	0%	5%	4%	22%	13%	16%	0%	8%	7%	0%	17%	14%	17%	10%	11%
Don't know	33%	15%	17%	0%	13%	9%	50%	12%	14%	0%	0%	0%	8%	12%	11%

Table A. 180 Level of effectiveness assigned to 'Formal teaching' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	14%	12%	0%	13%	11%	33%	22%	24%	17%	17%	17%	21%	18%	18%
Effective	100%	73%	77%	0%	63%	56%	58%	65%	64%	83%	67%	75%	67%	67%	67%
Ineffective	0%	14%	12%	50%	13%	17%	8%	11%	10%	0%	17%	8%	8%	12%	11%
Inappropriate	0%	0%	0%	50%	6%	11%	0%	0%	0%	0%	0%	0%	4%	1%	2%
Don't know	0%	0%	0%	0%	6%	6%	0%	2%	2%	0%	0%	0%	0%	2%	2%

Table A. 181 Level of effectiveness assigned to 'Formal teaching' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	5%	4%	28%	16%	20%	0%	31%	29%	0%	17%	14%	21%	18%	18%
Effective	100%	90%	91%	61%	61%	61%	50%	58%	57%	0%	83%	71%	63%	68%	67%
Ineffective	0%	5%	4%	11%	18%	16%	0%	8%	7%	100%	0%	14%	13%	11%	11%
Inappropriate	0%	0%	0%	0%	3%	2%	50%	0%	4%	0%	0%	0%	4%	1%	2%
Don't know	0%	0%	0%	0%	3%	2%	0%	4%	4%	0%	0%	0%	0%	2%	2%

Table A. 182 Level of effectiveness assigned to 'Workshops with other representatives' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	75%	59%	62%	100%	50%	56%	42%	52%	50%	33%	17%	25%	50%	51%	51%
Effective	25%	36%	35%	0%	44%	39%	58%	43%	47%	33%	67%	50%	42%	43%	43%
Ineffective	0%	5%	4%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Inappropriate	0%	0%	0%	0%	0%	0%	0%	2%	2%	33%	17%	25%	8%	2%	4%
Don't know	0%	0%	0%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	1%	1%

Table A. 183 Level of effectiveness assigned to 'Workshops with other representatives' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	45%	39%	72%	53%	59%	50%	62%	61%	100%	33%	43%	63%	52%	54%
Effective	100%	55%	61%	28%	42%	38%	50%	31%	32%	0%	67%	57%	38%	43%	42%
Ineffective	0%	0%	0%	0%	5%	4%	0%	4%	4%	0%	0%	0%	0%	3%	3%
Inappropriate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Don't know	0%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	1%	1%

Table A. 184 Level of effectiveness assigned to 'Online course' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	9%	8%	0%	25%	22%	8%	9%	9%	17%	0%	8%	8%	11%	11%
Effective	75%	27%	35%	0%	44%	39%	33%	48%	45%	33%	50%	42%	38%	42%	41%
Ineffective	25%	41%	38%	100%	25%	33%	17%	26%	24%	17%	50%	33%	25%	31%	30%
Inappropriate	0%	0%	0%	0%	6%	6%	8%	2%	3%	17%	0%	8%	8%	2%	4%
Don't know	0%	23%	19%	0%	0%	0%	33%	15%	19%	17%	0%	8%	21%	13%	15%

Table A. 185 Level of effectiveness assigned to 'Online course' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	33%	10%	13%	6%	11%	9%	0%	15%	14%	0%	0%	0%	8%	11%	11%
Effective	33%	45%	43%	44%	34%	38%	0%	50%	46%	0%	50%	43%	38%	42%	41%
Ineffective	0%	30%	26%	28%	37%	34%	50%	19%	21%	0%	50%	43%	25%	31%	30%
Inappropriate	0%	0%	0%	6%	3%	4%	0%	4%	4%	100%	0%	14%	8%	2%	4%
Don't know	33%	15%	17%	17%	16%	16%	50%	12%	14%	0%	0%	0%	21%	13%	15%

Table A. 186 Level of effectiveness assigned to 'Other category' as a proportion of numbers in sector by gender (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	0%	14%	12%	50%	6%	11%	33%	20%	22%	83%	33%	58%	42%	17%	22%
Effective	50%	45%	46%	50%	44%	44%	50%	43%	45%	17%	67%	42%	42%	46%	45%
Ineffective	0%	23%	19%	0%	13%	11%	0%	17%	14%	0%	0%	0%	0%	17%	13%
Inappropriate	50%	9%	15%	0%	6%	6%	0%	11%	9%	0%	0%	0%	8%	9%	9%
Don't know	0%	9%	8%	0%	31%	28%	17%	9%	10%	0%	0%	0%	8%	12%	11%

Table A. 187 Level of effectiveness assigned to 'Other category' as a proportion of numbers in level by gender (n=114)

	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Very effective	33%	15%	17%	6%	3%	4%	0%	0%	0%	0%	0%	0%	8%	4%	5%
Effective	0%	10%	9%	33%	11%	18%	0%	8%	7%	0%	0%	0%	25%	9%	12%
Ineffective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Inappropriate	33%	5%	9%	6%	26%	20%	0%	12%	11%	0%	0%	0%	8%	16%	14%
Don't know	33%	70%	65%	56%	61%	59%	100%	81%	82%	100%	100%	100%	58%	71%	68%

Question 33. Where do you think the funding for training should come from?

Table A. 188 Sources of funding for training as a proportion of numbers in sector by gender

Funding source	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Government	50%	73%	69%	50%	44%	44%	75%	70%	71%	50%	83%	67%	63%	67%	66%
Industry	50%	68%	65%	-	56%	50%	58%	46%	48%	33%	50%	42%	46%	53%	52%
Individual	25%	27%	27%	-	25%	22%	17%	11%	12%	17%	17%	17%	17%	18%	18%
Licence fees	25%	-	4%	50%	19%	22%	-	2%	2%	-	-	-	8%	4%	5%
FRDC	-	9%	8%	-	-	-	17%	30%	28%	50%	-	25%	21%	18%	18%
Levy	-	9%	8%	-	6%	6%	8%	2%	3%	17%	-	8%	8%	4%	5%
Service providers	-	-	-	-	-	-	-	4%	3%	-	-	-	-	2%	2%
Other schemes	-	9%	8%	-	-	-	8%	4%	5%	33%	-	17%	13%	4%	6%
Not aware of available courses	-	-	-	-	-	-	17%	9%	10%	17%	-	8%	13%	4%	6%
Other	-	18%	15%	-	6%	6%	17%	17%	17%	33%	17%	25%	17%	16%	16%

Table A. 189 Sources of funding for training as a proportion of numbers in level by gender

Funding source	Level 1			Level 2			Level 3			Government			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Government	67%	55%	57%	61%	58%	59%	50%	85%	82%	100%	83%	86%	63%	67%	66%
Industry	67%	65%	65%	44%	58%	54%	0%	38%	36%	100%	50%	57%	46%	53%	52%
Individual	0%	10%	9%	22%	26%	25%	0%	12%	11%	0%	17%	14%	17%	18%	18%
Licence fees	0%	0%	0%	11%	11%	11%	0%	0%	0%	0%	0%	0%	8%	4%	5%
FRDC	33%	35%	35%	22%	13%	16%	0%	15%	14%	0%	0%	0%	21%	18%	18%
Levy	0%	10%	9%	11%	5%	7%	0%	0%	0%	0%	0%	0%	8%	4%	5%
Service providers	0%	5%	4%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	2%	2%
Other schemes	0%	0%	0%	17%	5%	9%	0%	8%	7%	0%	0%	0%	13%	4%	6%
Not aware of available courses	0%	5%	4%	11%	0%	4%	50%	12%	14%	0%	0%	0%	13%	4%	6%
Other	33%	10%	13%	17%	24%	21%	0%	8%	7%	0%	17%	14%	17%	16%	16%

Question 34. Have you worked in any other industries in addition to the seafood industry?

Table A. 190 Proportion of respondents by sector, level and gender that have worked in other industries (n=114)

	Aquaculture			Recreational			Wild Catch			Other			Total		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Level 1	-	100%	100%	-	100%	100%	67%	55%	57%	-	-	-	67%	75%	74%
Level 2	75%	85%	82%	100%	100%	100%	100%	80%	87%	100%	-	100%	94%	87%	89%
Level 3	-	100%	100%	100%	100%	100%	-	80%	76%	-	-	-	50%	85%	82%
Government	-	-	-	-	-	-	-	-	-	-	67%	57%	-	67%	57%
Total	75%	91%	88%	100%	100%	100%	83%	74%	76%	83%	67%	75%	83%	82%	82%

APPENDIX G: Telephone survey 'Other Comments'

Question 10. How are (or were) you employed in your representational role?

From Q.10

Initially voluntary, now part time paid. (Resp. No. 9)

Part time paid and voluntary. (Resp. No. 14, 16, 18, 28, 36, 41-43, 52, 56, 63, 85, 102, 105, 113)

Part time voluntary. (Resp. No. 19, 23)

Current role is full time paid and voluntary for other roles. (Resp. No. 21, 25)

Full time and part time paid roles. (Resp. No. 27)

Full time paid, part time paid and voluntary roles. (Resp. No. 31)

Voluntary and paid sitting fees. (Resp. No. 33)

Voluntary and part time paid. The ability to fulfil the role of committee chair was dependent upon receipt of funding from an associated project or means. (Resp. No. 47)

Appointment in honourarium and voluntary. (Resp. No. 51)

Membership fees are paid but role is voluntary. (Resp. No. 72)

Voluntary, but reimbursed for travel and accommodation expenses. (Resp. No. 73, 91)

Part time paid as a consultant. (Resp. No. 75)

Full time paid and voluntary. (Resp. No. 81)

I work 60 hours per week and devote 30 hours to my association. (Resp. No. 99)

My role is voluntary but costs are covered and I receive an honourarium for remuneration. (Resp. No. 111)

Full time paid through various short and long term contracts. (Resp. No. 112)

Employed. (Resp. No. 107, 114).

Question 11. How did you get your representational role?

From Q.11

Applied for the job. (Resp. No. 3)

Responded to public invitation and applied/volunteered. (Resp. No. 6)

Volunteered initially and was then nominated and elected. (Resp. No. 8)

Employed. (Resp. No. 11, 95, 103, 107, 115)

Applied. (Resp. No. 13)

Nominated and elected; nominated and selected. (Resp. No. 14, 16, 17, 19, 33, 36, 50, 67, 70, 78, 80, 113)

Nominated and elected; nominated and selected; volunteered. (Resp. No. 18, 21, 28, 32, 41, 44, 45, 51, 52, 73, 106)

Head hunted; employed; approached by committees; nominated and selected; told I had to undertake role. (Resp. No. 27)

Nominated and elected; approached to apply for job and then chosen out of a group. (Resp. No. 37)

Nominated and selected; volunteered. (Resp. No. 42, 49, 59, 63)

Invited to fill the position. (Resp. No. 48, 75)

Employed on a full time contract basis. (Resp. No. 55)

Nominated and elected; volunteered; invited to apply. (Resp. No. 81)

Nominated and elected; volunteered. (Resp. No. 91, 97, 100)

Nominated and elected; nominated and selected; appointed to position. (Resp. No. 92)

Recruited. (Resp. No. 94)

Nominated by senior staff in Fisheries. (Resp. No. 104)

As part of my job responsibilities. (Resp. No. 114)

Question 13. Please rate your level of agreement with the following statements:

Based on responses from Q.37 (additional comments section)

- **I am effective in performing my representational role**

I have lost a lot of my enthusiasm to represent or fight for the industry because, regardless of sustainability, science or what's right, the Queensland Government is totally vote-driven. For example, the banning of netting for spotted mackerel has forced fishers into the whiting fishery. Displaced effort needs to be considered and dealt with properly and buy-outs are necessary. (Resp. No. 62)

I am effective in my role to a degree but my role is full-time. Representation roles are usually not effective as time commitments are too great. (Resp. No. 71)

- **My sector of the seafood industry is effectively represented**

My sector of the seafood industry is not effectively represented. This is due to lack of funding and because most people involved as representatives (like myself) are all volunteers, so there is only so much we can do for the fishery without funding and with limited time. If people were paid a small fee or subsidised costs of travelling, then the sector would be better represented. (Resp. No. 44)

At meetings there'll often be 30 government officials all getting paid to be there. As fishers we're the only ones not being compensated or paid for our time and expertise! (Resp. No. 100)

People don't realise it's a loss of money for commercial fishers to attend meetings and difficult to squeeze them in whilst making up for lost time with the family. (Resp. No. 57)

As representative positions are voluntary the biggest problem is loss of income to attend meetings or training. A lot of fishers up here are worried that the government has made their minds up and won't listen to people on the job. There are issues surrounding the 'science versus green' vote, lengthy decision-making processes and perceptions that governments don't take notice of commercial fishermen and scientists. (Resp. No. 61)

There is no connection between disparate sectors of the industry and also with the upstream and downstream businesses associated with the seafood industry. Leadership structures do not facilitate cross-sector collaboration and seafood industry leaders need to look across sectors to facilitate effective representation. I think there is a case to attract skilled people at the leadership level to add value through the supply chain. (Resp. No. 66)

Representation is difficult - there is a degree of apathy among fishermen and a lack of younger people willing take on the roles. When I mentioned this survey to other fishers they were interested but didn't want their names passed on. (Resp. No. 65)

I believe we have good representatives, it's just no-one listens to them. The major concern is to so train Government to take on board what is being said. Also, local operators have no time to lobby an opportunity to have Ministers hear their opinions. (Resp. No. 59).

There are differences between the representational capacities of different sectors. For example, the East Coast Trawl sector is not well represented but the Northern Prawn Fishery sector has been effectively represented and engaged for many years. There are couple of points that are being missed by industry, and the key message is that more of the same is not necessarily better. Industry requires diversity in representation and should consist of more than just fishers. Industry requires its own technical and scientific expertise and should include others associated with the industry, for example, upstream businesses. Fishers need to embrace the need for their own technical representation if they want better outcomes. There is a distrust of the science that underpins fisheries management. Fishers generally have a poor understanding of ecological processes and fisheries science. Fishers need their own scientists that they can trust. Industry should broaden representative capacity. (Resp. No. 107)

- **Training would enable representatives to fulfil their roles more effectively**

As recreational sector representatives, we are operating on a different level to management people and other committee people. Therefore, we need to have similar training so we understand what they are doing and what we are doing. We need to be on the same wave length so everyone should have a similar level of training. (Resp. No. 24)

Did not think training was really necessary. (Resp. No. 5)

Respondent is trying to organise representative workshops for members of a recreational fishing association and would be happy to discuss further. (Resp. No. 12)

My job now is to convince people to attend training. (Resp. No. 92)

FRDC Leadership training is a good program that is paying dividends. (Resp. No. 52)

Effective representation requires training and the structures in place to support it. There should be an organisational pathway and when representatives are appointed they should automatically be required to attend training to prepare and equip them for their representative role. (Resp. No. 20)

Securing access to fisheries resources will help secure the fisheries for the future; this is particularly true for inland and coastal waters. If you have a fishery left after that, then you can train the fishers that are left. (Resp. No. 99).

The WINSC recognises and supports encouraging women's involvement and training within the seafood industry. (Resp. No. 79)

Most needed training for fisherman is in dispute resolution, negotiation and communication. Times have changed - if you want to better the industry you must learn to represent and participate in an effective manner. (Resp. No. 47)

I have had training outside of seafood industry which was very beneficial; however any training must be tailored to the position. It would be good if someone showed you the structure and how meetings are run before jumping into a representative role. At the moment you just pick it up as you go along. (Resp. No. 84)

You can do all the training you like but Government needs to listen. Representation affects family life because when I come home from fishing all I do is correspondence and organise meetings. If I were paid to do the role it wouldn't be so bad, the only thing keeping me going is the fact that I have to stand up for the industry. (Resp. No. 60)

Representation requires an appropriate organisational structure to be effective. Representation could be enhanced by the availability of second tier tools, for example, by providing educational materials for school children relative to the fishing industry and fishers. If these kinds of programs were encouraged, then volunteers would have the tools and incentives to promote and represent their industry. Wild capture fishers are demonised by green groups and government and not supported in their representative roles. (Resp. No. 32)

No amount of training can address the relevant issues. It's like flogging a dead horse in Queensland where the biggest problem is that the decision-making is not about science, biology or what's right or wrong, it's about votes. For example, some people on Management Advisory Committees (MACs), for instance the recreational fishers, oppose all commercial fishing and are advising on management plans, so how can the right decisions be made? (Resp. No. 62)

- **Provision of training would make representational roles more attractive**

People might be put off if they felt they had to attend training. (Resp. No. 106)

Very keen to participate in training when it becomes available. (Resp. No. 6)

Provision of training would not make representative roles attractive because the guys in industry are not interested in training, they won't go for a role on the committee if training is mandatory. Younger guys wouldn't be as bad as the older guys though. (Resp. No. 82).

Question 14. In your representational role, how would you rate the importance of the following tasks?

Based on responses from Q.37 (additional comments section)

Mentoring is important. It is not easy but we need to encourage young people to be effective representatives. (Resp. No. 102)

I'd like to see younger members become involved and come along to observe representation to see what it's all about. (Resp. No. 105)

There is not enough mentoring happening within seafood industry at all levels. In particular, industry 'champions' who want to step up to next phase of career are restricted in doing so. (Resp. No. 10)

There are no young people coming up to take on representative roles or entering industry because we can't afford to employ people. (Resp. No. 61)

From Q.14

Succession planning. (Resp. No. 2, 27, 79, 87, 111)

Self-education; utilising an evidence-based approach. (Resp. No. 9)

Maintaining a united front within the seafood industry; utilising industry champions and advocates. (Resp. No. 10)

Angler education and creating interest in recreational fishing is very important. (Resp. No. 12)

Organisational governance. (Resp. No. 16)

Building confidence and respect from the industry in your representative role. (Resp. No. 18)

Promoting industry is lacking and of extremely high importance. (Resp. No. 19)

It is difficult to plan far ahead in an industry that deals with new products. (Resp. No. 23)

Importance of tasks is dependent upon the organisation. (Resp. No. 34)

I believe all of the above tasks are very important for representatives. (Resp. No. 36)

Membership recruitment. (Resp. No. 39)

Representatives should be an active participant or have been an active participant in industry. (Resp. No. 42)

Understanding of current research. (Resp. No. 43)

Government need to act on advice given by representatives. (Resp. No. 45)

Communicating across broad audiences; value of noise from a public relations perspective. (Resp. No. 47)

Building and understanding consensus; people can have strong views at meetings, however if nothing comes from it there is no point. (Resp. No. 49)

Public communication skills and media training. (Resp. No. 51)

Promotion and raising awareness is most important. (Resp. No. 57)

Providing help with economic advice; marketing and promotion. (Resp. No. 68)

Contributing and initiating tasks is very important. (Resp. No. 76)

Encouraging women to participate, valuing their position and listening to their views. (Resp. No. 81)

Maintaining a strong and stable association. Promotion targeted toward to stakeholders, government departments and conservation groups, not to the general community. (Resp. No. 94)

Communications with local government and the public. (Resp. No. 99)

Outsourcing expertise and capacity building. (Resp. No. 112)

Question 15. How many committees are you a member of?

From Q.15

Member of various forums, advisory groups and committees at State and Commonwealth levels. (Resp. No. 9)

Member of recreational fishing advisory groups and biosecurity steering committees. (Resp. No. 11)

Member of a range of Management Advisory Committees (MACs) at State and Commonwealth level; internal management committee within representative organisation. (Resp. No. 12)

Educational extension committee. (Resp. No. 16)

National Seafood Industry Alliance. (Resp. No. 17)

Sector committees include Marine and Safety Boards and Quarantine. (Resp. No. 18)

Fisheries Resource Advisory Group; Stock Assessment Review Committee. (Resp. No. 20)

My association has a number of committees: Environmental Management System Committee; Cost Recovery Committee; Promotions Committee; Research Committee; Horsepower Sub-committee. (Resp. No. 21)

Member of Freshwater Management Advisory Committee for 15 years, now disbanded to one single MAC within the State. There are no longer adequate opportunities for representation and no quality of consultation, we have taken a step backwards. (Resp. No. 23)

Seafood Industry Partnerships in Schools Steering Committee. (Resp. No. 25)

Tourism Steering Committee. (Resp. No. 26)

There are no Management Advisory Committees (MACs) or Research Advisory Groups in South Australia. Instead the Abalone Association provides information to the Minister and thus fulfils MACs and RAGs role. The Seafood Training Centre also provides advice to the Minister. (Resp. No. 27)

Oyster Research Council and Seafood Training Tasmania. (Resp. No. 34)

There is a submission for SARDI (South Australian Research and Development Institute) to merge or be involved with University of Adelaide Research Advisory Group (RAG); Environment Protection Authority (EPA) Committee to advise on aquaculture and wildcatch issues. (Resp. No. 36)

There are no Management Advisory Committees (MACs) in South Australia, however other organisations cover their role such as the Marine Parks Local Advisory Group. (Resp. No. 40)

I sit on Ministerial Committees, also the Womens Industry Seafood Network Community. (Resp. No. 41)

Infrastructure and Water Management Committees. (Resp. No. 44)

Previously involved with Regional Environment Committees providing advice to Government. (Resp. No. 47)

Wet Tropics Water Moratorium Committee. (Resp. No. 54)

Queensland Fisheries Advisory Group (QFRAG). (Resp. No. 57)

Area representative role on the Inshore Net Fishery Committee. (Resp. No. 62)

Once you put your hand up you get roped in the all time, and you may not even be fully aware of what you're role is. (Resp. No. 65)

MPA (Marine Protected Area) representational groups; various regional seafood sector groups opposed to new MPAs; Queensland Catch Trademark Branding Campaign Committee. (Resp. No. 66)

Australian Council of Prawn Fishers. (Resp. No. 68)

General member of TSIC (Tasmanian Seafood Industry Committee). (Resp. No. 70)

Member of WINSC. (Resp. No. 79)

Industry Advisory Group and various project and research committees. (Resp. No. 83)

Invited to be on 'super' Management Advisory Committee (MAC) but declined. (Resp. No. 89)

Aquaculture Interdepartmental Committee and Aquaculture Reference Group. (Resp. No. 95)

National Parks and Wildlife Service Committee; Clam Group; two other smaller groups. (Resp. No. 99)

Net delegate for QSIA; James Cook University (JCU) Area Management Group; Shark Advisory Group. (Resp. No. 100)

Specific role for the entire South Australian seafood industry on the Native Title Committee. (Resp. No. 101)

MPA (Marine Protected Area) committees. (Resp. No. 102)

Seafood CRC (Cooperative Research Centre) and research committees with PIRSA (Primary Industries and Resources South Australia). (Resp. No. 103)

Crab Scientific Advisory Group; Crab Fishery Review Working Group. (Resp. No. 104)

Within QSIA the Gulf Steering Committee was formed. (Resp. No. 110)

Based on responses from Q.37 (additional comments section)

Whilst at committee meetings for RecFAC, I listen to the information put forward by the scientists from TAFI, however when I represent my ideas - because they are not backed up by scientific evidence - I feel I am not being listened to. My information is anecdotal and based on what I have seen and heard, and therefore the Minister does not take on board my opinions. I have been frustrated enough to feel as though I would quit. Therefore, even though recreational fishers are represented in these meetings, their ideas are not being listened to so there is no point in attending meetings. (Resp. No. 13)

Highlighted that committees are expertise-based and not forums for lobbying and advocacy. (Resp. No.9)

Most recently I have been steering clear of meetings because I find them a waste of time which is used by Government as a 'tick box' exercise, for example, the co-management box. As an example, there was a finfish review in the Gulf of Carpentaria where they sent out a questionnaire asking what people think the management decisions should be for the coming year. The committee looked at answers and came up with something completely different to what was on the questionnaire. These outcomes will cause stakeholders to lose respect and result in a perception that participation is a waste of time. (Resp. No. 60)

Question 16. What specific role/s do you have on any committees?

Of the total respondents (n=114) 68% had undertaken multiple roles on various committees.

Question 17. In your representative role, who do you communicate with most regularly?

From Q.17

Environmental NGOs (non-government organisations). (Resp. No. 9)

National Seafood Industry Leadership Group; VET colleagues; industry champions; schools; TAFE colleges and universities. (Resp. No. 10)

Elected officials, ministers and Fisheries Minister regularly. Regarding marine parks regularly communicate with State Government, occasionally or rarely with Commonwealth. (Resp. No. 12)

Media. (Resp. No. 14, 18, 20, 27, 31, 35, 37, 39-45, 49, 50, 53, 54, 58-60, 63, 66, 67, 72, 75, 78, 85-87, 90-92, 94, 98)

Educational professionals. (Resp. No. 16)

Politicians. (Resp. No. 17)

SARDI (South Australian Research and Development Institute). (Resp. No. 19).

Conservation Council through a research subcommittee. (Resp. No. 21)

Other committee members. (Resp. No. 23)

Researchers regularly; environment groups occasionally. (Resp. No. 25)

Sponsors. (Resp. No. 29)

Contractors for the industry. (Resp. No. 33)

Communicate with SA Growers Association & the NSW Growers Association (other states). (Resp. No. 34)

Depending on the role, communication with CWA groups, young farmers groups, programs that bring young people into remote areas. (Resp. No. 41)

Research community (academics) and environmental conservation NGOs (non-government organisations). (Resp. No. 51, 112).

Schools. (Resp. No. 57)

Members of industry that aren't members of the organisation. (Resp. No. 67)

CEO of the committee. (Resp. No. 74)

Ministers. (Resp. No. 76)

FRDC funding body, SSA Network (Seafood Services Australia). (Resp. No. 79)

Other women's organisations. (Resp. No. 81)

Other fishers that aren't members. (Resp. No. 84)

Spend a lot of time in parliament speaking to members at state and national level. (Resp. No. 93)

Representatives of the industry. (Resp. No. 95)

Local government, researchers and university students. (Resp. No. 99)

LMACs (Local Marine Advisory Committees) from other areas. (Resp. No. 100)

FRDC; chefs. (Resp. No. 102).

Wholesalers and distributors. (Resp. No. 103)

Indigenous stakeholders and fisheries compliance officers regularly. (Resp. No. 104)

We also communicate with all the oyster growers in Tasmania. (Resp. No. 105)

Industry members. (Resp. No. 107)

Stakeholders. (Resp. No. 110)

Other stakeholder groups, green groups and indigenous groups. (Resp. No. 111)

Recreational fishing organisations very regularly; NGOs (non-government organisations) and environment groups occasionally; seafood marketers occasionally; researchers regularly. (Resp. No. 115).

Question 19. Which methods of communication do you find most effective/appropriate?

Based on responses from Q.37 (additional comments section)

Effectiveness of communication methods is dependent on what's being discussed. For, example, if arranging a meeting phone or email is very efficient, however, if discussing policies communication needs to be face-to-face. (Resp. No. 54)

From Q.19

Correspondence. For example, electronic transmission of communication other than email conversations. (Resp. No. 6)

Meetings can be effective or ineffective. (Resp. No. 9)

National and international conferences, exhibitions and workshops. (Resp. No. 10)

Facebook, though it is too soon to tell if it's effective yet. (Resp. No. 11)

Magazine. Effectiveness is variable and dependent on the person. (Resp. No. 12)

Effectiveness is hard to gauge, but receive good feedback on the magazine. (Resp. No. 17)

Networking is effective. (Resp. No. 19)

Hard to quantify effectiveness for website. Newsletter is effective. (Resp. No. 20)

Multiple methods are needed. For example, to follow up verbal methods. Also meetings, conferences and workshops are very effective. (Resp. No. 23)

Dependent upon which groups you're dealing with. Email is effective for some but ineffective for others. Magazine articles may be effective but it's very difficult to gauge. (Resp. No. 25)

Media presentations. Social networking should be categorised as not applicable. (Resp. No. 28)

Hard to quantify effectiveness of website and newsletters. (Resp. No. 41)

Public radio. (Resp. No. 43)

Newsletter. (Resp. No. 46)

Website effectiveness is variable and dependent on the organisation. Newsletters are very effective and print media has a place, for groups who want paper or printed material this method can be very effective at the community level. (Resp. No. 47)

Advertising in the media. (Resp. No. 49)

Faxes. (Resp. No. 58)

Vessel radio. (Resp. No. 78)

The reason social networking sites are inappropriate is because 20% of members do not have internet access. (Resp. No. 93)

Effectiveness is dependent on the person or organisation. (Resp. No. 95)

Letters are effective for avoiding misunderstandings. (Resp. No. 107)

Letters can be effective but are very slow. Skype is very effective and cheap. (Resp. No. 112).

Question 20. What are the five most important skills required to effectively represent your sector of the seafood industry?

Based on responses from Q.37 (additional comments section)

Representatives need to have the confidence of the people they are representing. (Resp. No. 24)

Question 21. What priority would you give to developing your skills in the following areas?

Based on responses from Q.37 (additional comments section)

We need to communicate with the press and have media training. There's a need to communicate and negotiate with other sectors and the public effectively. (Resp. No. 102)

We need effective leaders and representatives in industry. (Resp. No. 76)

I brought other skills to compliment my representative role including financial management, public relations and marketing skills. (Resp. No. 103)

People were not aware of the obligations entailed with being on the board. Legal requirements and corporate governance skills are very important. (Resp. No. 98)

Capacity building is extremely important. (Resp. No. 79)

From Q.21

Based on experience and knowledge I do not feel that I need to develop these skills. (Resp. No. 9)

Question is inappropriate and poorly prepared. (Resp. No. 10)

Patience, the ability to stay motivated and minimising depression. Balancing competing viewpoints is a challenge. (Resp. No. 12)

I realise it sounds pompous, but I see these skills as those generally required by others, and not necessarily for myself. (Resp. No. 14)

Facilitation skills. (Resp. No. 16)

In terms of being an effective representative, I view all of the above skills as being of high priority. (Resp. No. 17)

Communication very important; contributing to meetings important; negotiation skills important; leadership skills important (for those in representative roles). (Resp. No. 19)

Business dealings and understanding medium importance. (Resp. No. 20)

Communication skills, contributing meetings, computer skills, developing teams and leadership skills - all of these should be high priority for less experienced representatives. (Resp. No. 23)

Governance skills. (Resp. No. 25)

Listening skills. (Resp. No. 27)

Directors course. (Resp. No. 28)

Making the time to go catch the fish. (Resp. No. 29)

He believes he has these skills, answered based on what someone else should have knowledge on. (Resp. No. 35)

Again, extensive experience in all of the above but believes all these areas are important. The big problem for all is the lack of young, suitable people coming through to take on representative roles and step up. Effective communication and representation is fundamental to the industry moving forward. Also consensus building skills are important, as is the skill to broaden people's thinking about issues. (Resp. No. 36)

Has a lot of experience so would rank all as not required, however based answers on what people need to know to do his job. (Resp. No. 37)

Time management. (Resp. No. 41, 50, 63, 111)

Public relations. (Resp. No. 44)

Has a lot of experience and believes they are not required, answers based on what other people need to know in his role. Media skills - you need to be able to communicate well with the media. (Resp. No. 45)

Stakeholder engagement skills. (Resp. No. 48)

Has a lot of experience and would class all as not required, answers based on what other people need to fulfil his role. Specific knowledge of the industry. (Resp. No. 49)

Hard to differentiate importance between low and medium priority. (Resp. No. 54)

Hands-on experience. (Resp. No. 60)

I have learnt a lot over the past 12 months through working on developing management plans and ERAs (Ecological Risk Assessments). (Resp. No. 65)

Has all skills, answers based on what other people representing industry need. (Resp. No. 70, 73)

All should be highest priority. (Resp. No. 71)

Marine biology and genetics. (Resp. No. 75)

Succession planning skills. (Resp. No. 79)

Answers based on what she thinks others should have in her role. (Resp. No. 81)

Stress management skills. (Resp. No. 83)

Flexible thinking and thinking outside the box. Confident with all skills, answers based on what someone in her role would need to know. (Resp. No. 90)

Dealing with government agencies; knowing the science to understand why they are shutting the fishery; understanding acronyms. (Resp. No. 91)

Bullshit science can sidetrack meetings. So you need some understanding of ecological knowledge of fisheries. Interpretation of data and stock assessments skills. (Resp. No. 99)

You can't long term plan in this game, there's no opportunity to plan strategically. (Resp. No. 100)

Technical skill ability; understanding principles and all the issues. For example, tariffs can be complicated but you need to have an understanding to effectively represent. (Resp. No. 102)

Comes back to knowing the sector and issues within that sector. (Resp. No. 105)

Strategic planning; decision-making as a group; financial management as an individual and a group. (Resp. No. 110)

Question 22. What priority would you give to developing your knowledge of the following areas?

Based on responses from Q.37 (additional comments section)

The knowledge gap for me is understanding the industry. (Resp. No. 103)

Representatives need confidence in their own knowledge. (Resp. No. 81)

I question the effectiveness of government representatives and their knowledge of my industry. (Resp. No. 98)

As each year goes by, overfishing becomes more important to overcome for recreational fishers - especially for flathead because the cost to get a rod and hang it off the end of a pier is a lot less than game fishing for tuna. Marine parks are also a big issue - a lot of the areas we fish on are shallow waters and reefs, and it is these areas that get turned into marine parks. Marine parks limit anchorage areas and fishing opportunities. (Resp. No. 63)

No one knows anything about legal obligations, even the fisheries officers don't know - you ask one guy and he tells you one thing, then another says something else. Risk assessments are a crock of shit, and useless for fisheries because people have different views and therefore view risks differently. (Resp. No. 84)

To be a representative you need hands-on experience to really understand the industry. (Resp. No. 60).

From Q.22

Knowledge is the most important; I have a good understanding of the above issues and prioritise them equally. (Resp. No. 9)

Regarding allocation of fisheries resources - it is unclear as to whether this applies to fisheries or aquaculture or both. (Resp. No. 10)

Good coverage of knowledge areas. (Resp. No. 17)

All are high priority, answered in relation to what other people need to know as I have a good understanding of these concepts in order to do my job. (Resp. No. 18)

Understanding the parliamentary system and corporate governance (low priority); understanding tender process and implementation (high priority); fisheries economics (high priority); understanding the background to green and conservation groups worldwide (high priority); understanding the important issues for the processing sector (high priority). (Resp. No. 27)

Fisheries economics, fisheries biology and management short courses. (Resp. No. 28)

I am aware of all these knowledge areas through experience in working in the industry. (Resp. No. 32)

He believes he has these skills, answered based on what someone else should have knowledge on. (Resp. No. 35)

Risk assessment tools currently available are sub-standard. Stock assessment is not a very good science. Independent evaluation is required. (Resp. No. 36)

Has a lot of experience so would rank all as not required, however based answers on what people need to know to do his job. (Resp. No. 37)

How fisheries set quota levels. (Resp. No. 41)

ESD should be a high priority for everyone; however I personally know a fair bit about it. (Resp. No. 42)

Understanding of public information resources. For example, being able to make public aware of the processes occurring and if size limits change. (Resp. No. 45)

Understanding marine ecosystem processes and impacts. (Resp. 48)

The main area I want to learn more about is the allocation of fisheries resources because otherwise I won't get anywhere in my role. If I know more about it then I can help stop the hardship faced due to ill-made decisions. (Resp. No. 50)

Impact of climate change on wild fisheries and market fluctuations. All others are covered in individual businesses and not important for me personally. (Resp. No. 57)

Sometimes fishermen have an inferiority complex because they lack the skills and knowledge to understand government or technical language. Fishers need to be skilled in stock assessment, this is - critical for the future of our industry, as is performance indicators and reference points. How are fishermen going to get the knowledge to understand these areas? (Resp. No. 65)

Economics knowledge; market mechanisms and theory; accounting. (Resp. No. 68)

Has all skills, answers based on what other people representing industry need. (Resp. No. 71)

These skills are important to have to be a representative not what he needs to develop his skills in. (Resp. No. 73)

Previous job required her to cover all of these areas and therefore has a very good understanding of most. (Resp. No. 81)

I think social and economic should be separate, and economic benefits should be analysed alone. (Resp. No. 83)

Assessing economic structures and markets; understanding impacts on supply chain. Confident with all, answers based on what someone in her role would need to know. (Resp. No. 90)

Reason most have lowest priority is that I have developed my knowledge through other activities and experiences. (Resp. No. 93)

These all need to be up there and we deal with all of these on a daily basis. Management plans are frustrating; our plan has been deferred for another year and half. Nothing in here about independent third party audits for the accreditation of fisheries. (Resp. No. 99)

Did not know what ESD was but said it was a priority. (Resp. No. 103)

Socio-economic benefits are highest priority of all and fisheries lack this information. Evaluation is on the wish list as is a better understanding of the supply chain. The only way to manage a finite resource is to decrease costs and add value. (Resp. No. 112)

Question 23. Were you offered any training before taking up your representative role? If yes, please describe training offered?

National Seafood Industry Leadership Program. (Resp. No. 2, 4, 19)

I didn't require training; appointment was based on my experience and capacity to manage and organise. (Resp. No. 12)

I had a lot of training whilst in local government sector, but not directly related to recreational sector. (Resp. No. 13)

AFMA board training; Federal policy course; 4 day FRDC course; 1 day Company Directors course; and being informed of up-to-date research issues. (Resp. No. 18)

I was offered training a year or two after taking up the role. (Resp. No. 23)

I was offered the Company Directors course one month after starting. (Resp. No. 25)

FRDC Personal and Skills Development courses. (Resp. No. 35)

Rural Women's Award which offered money for completing Australian Institute of Company Directors course; NSW Regional Training Board roles offered training in Property and Vegetation Planning; Aboriginal Issues; Financial Management through Australian Institute of Company Directors. (Resp. No. 42)

Committee Management and Media training. (Resp. No. 45)

Orientation package. (Resp. No. 51)

Media course (but did not attend). (Resp. No. 54)

A post-graduate qualification or Certificate 4 in Not-for-Profit Industry Representation. (Resp. No. 55)

Self-taught. (Resp. No. 60)

One day Management course with Australian Institute of Company Directors (Directorship and Board Development). (Resp. No. 82)

Professional Development course; Rural Industries Lead-on Seafood Industries/Advance Program; Australian Institute of Company Directors one day course; working with research providers at SARDI (South Australian Research and Development Institute). (Resp. No. 111)

AMC (Australian Maritime College) two week Fisheries Management course. (Resp. No. 114)

Question 24. Did you receive any induction or training before taking up your representational role? If yes, please describe?

National Seafood Industry Leadership Program. (Resp. No. 2, 4, 19)

AFMA board training; Federal policy course; 4 day FRDC course; 1 day Company Directors course; and being informed of up-to-date research issues. (Resp. No. 18)

Offered but didn't take it up because it was a week-long course with lots of study involved and was not convenient. (Resp. No. 25)

Regional Industry Convener training. (Resp. No. 42)

Information and training to ensure that I understood organisational policies and adhering to and representing these - not your own opinions and ideas. (Resp. No. 45)

Induction/orientation package. (Resp. No. 51)

AMC (Australian Maritime College) two week Fisheries Management course; in addition to a range of government induction/orientation courses. (Resp. No. 114)

Question 25. Did this training assist you to perform your representational role? If yes, why?

Provided an insight into the importance of strategic planning; building missions and objectives; also an introduction to lobbying, media training and networking skills. (Resp. No. 2)

It is essential to demonstrate a willingness to participate in the role and was necessary for obtaining the role. (Resp. No. 4)

Because it provides a good understanding of legislative constraints and requirements for more than just fishing industry knowledge. For example, the need to know why certain decisions are being made and who is allowed to make them. (Resp. No. 18)

Provided communication skills and highlighted the importance of communication between industry and government; experience in public speaking. (Resp. No. 19)

Provided insight into environmental issues and legal obligations such as those outlined in the EPBC (Environmental Protection and Biodiversity Conservation) Act. (Resp. No. 35)

The Regional Industry Convener training wasn't that good but did train me to adhere to what the department wanted from me but didn't allow me to express myself. (Resp. No. 42)

Policy is written for you to adhere to; so being taught how to adhere is very important, if you use your own ideas you will always trip over. (Resp. No. 45)

Understanding organisational scope. (Resp. No. 51)

One day is not long enough to absorb sufficient information, and there was a two year gap between completing the course and getting on the committee. (Resp. No. 82)

Increased confidence in your role and being provided with an environment conducive to experiential learning. (Resp. No. 111)

Provided a broader understanding of fisheries issues as a whole. (Resp. No. 114).

Question 26. Have you ever sought additional training to assist you in representative role? If yes, why?

Understanding how to be effective as a representative. (Resp. No. 1)

To develop the required skills (management and leadership skills). (Resp. No. 3)

Personal and representational development. (Resp. No. 4)

To increase knowledge base. (Resp. No. 8, 11, 87)

To gain confidence and a professional approach in being a representative. (Resp. No. 10)

Because I thought I needed it and it was available. (Resp. No. 14)

I don't have the time, but I have sponsored and supported staff that show an interest in training. (Resp. No. 15)

To build my personal skill set so as to be able to better represent and understand industry. (Resp. No. 16)

To increase knowledge and to be a more effective representative. (Resp. No. 17)

To improve corporate governance skills and knowledge. (Resp. No. 20)

Training is not strongly supported by industry. I had to justify what it would provide to the workplace in order to undertake training or it would be unlikely that support to complete training would be provided. Government is supportive of training, so coming into industry is a bit of a shock. (Resp. No. 21)

To develop leadership skills. (Resp. No. 22, 33)

To become an effective representative. (Resp. No. 23)

To better represent the industry. (Resp. No. 24, 56)

To better represent the industry and to know how to run the organisation better. (Resp. No. 27)

To meet legal obligations as a director; to improve effectiveness as a representative for my sector; to broaden expertise. (Resp. No. 28)

To enhance computer skills. (Resp. No. 29)

To develop skills and enhance effectiveness of my role, and because so many people were lacking in skills. (Resp. No. 34)

To make me more accomplished in my representational role. (Resp. No. 35)

I have found organised lectures on governance and board membership to be very beneficial for myself and others. (Resp. No. 36)

I felt it was important to consolidate my legal obligations as a director and I needed a better understanding of the obligations associated with my role. (Resp. No. 37)

To enhance post-fishing career opportunities. (Resp. No. 38)

Because I was floundering - I went into a ministerial meeting did not have the required skills. (Resp. No. 41)

To be able to adequately address challenges at the board table and with fishermen. To improve public speaking. (Resp. No. 42)

To improve my ability to fulfil the role and to improve my knowledge. (Resp. No. 44)

To enhance ability, effectiveness and to acquire knowledge. (Resp. No. 47)

To broaden my knowledge on fishing industry issues and impacts. (Resp. No. 48)

It was an amazing opportunity. (Resp. No. 54)

To expand my knowledge of fisheries policy across regional, state and national levels. (Resp. No. 55)

I seek out information and knowledge from scientific experts, this is a form of self-training. (Resp. No. 65)

I have a life commitment to training and learning new skills. (Resp. No. 66)

To improve understanding of business. (Resp. No. 68)

To communicate at the levels needed, for example, with government. (Resp. No. 70)

Mainly to gain media and public relations skills. (Resp. No. 71)

To improve skills. (Resp. No. 72, 107)

To better equip me to effectively represent my sector and to effectively negotiate with scientists, researchers and politicians. (Resp. No. 79)

As a board member I didn't have enough knowledge of board member responsibilities. (Resp. No. 81)

Because I'm under-educated (I've only finished Grade 7) and I wanted to help myself. (Resp. No. 86)

To improve my knowledge and skills. (Resp. No. 88)

Because it was offered and I thought it would be beneficial in light of the roles I held at the time. (Resp. No. 91)

To attain a more cohesive board. (Resp. No. 92)

Because I wanted to take on additional directorships and because I run a consultancy company. (Resp. No. 94)

To improve the skills required to do my job. (Resp. No. 95)

I need to upgrade my knowledge base relative to team-building and financial management. (Resp. No. 98)

Developing communication skills to employ when lobbying and confronting media, to enhance capacity to be succinct and articulate. (Resp. No. 99)

I did not seek official training, but sought assistance and advice from others within the industry and government. (Resp. No. 103)

To allow me to be more effective in representing on various committees. (Resp. No. 104)

I wanted to do a better job. (Resp. No. 105,106)

We're always learning. (Resp. No. 111)

To build my skills in areas I thought I was deficient. (Resp. No. 112)

To aid in conflict resolution and negotiation. (Resp. No. 114)

Question 27. Have you managed to find additional training programs that provided the assistance you required? If yes, where and what?

Responsibilities of Directorship (with FRDC I think) and Conducting a Meeting (Department of Primary Industries workshop). (Resp. No. 1)

National Seafood Industry Leadership Program and rural training initiatives. (Resp. No. 2, 3)

National Seafood Industry Leadership Program. (Resp. No. 10, 33, 87)

Fisheries Economics course (Seafood Cooperative Research Centre) and "From ESD (Ecologically Sustainable Development) to EBFM (Ecosystem Based Fisheries Management)" (FRDC).

Media training in Hobart; Australian Institute of Company Directors course and diploma course in Hobart. (Resp. No. 14)

Australian Organisational Development two day course. (Resp. No. 16)

FRDC MAC (Management Advisory Committee) Course; FRDC Fisheries Management Course Part A; Australian Maritime College (AMC) Bachelor of Applied Science. (Resp. No. 17)

Australian Institute of Company Directors course covering Risk Management within the Board (a two day workshop). (Resp. No. 20)

Department of Primary Industries in Queensland, one day workshops covering planning, representing sectors and dealing with government departments. (Resp. No. 23)

Australian Society of Sports Administrators at National University of Queensland, Sports Coaching Assessor course applied to angling instruction. (Resp. No. 24)

Shellfish Diploma. (Resp. No. 26)

Australian Institute of Company of Directors Course; Graduate Certificate in Ecosystem Assessment of Fishing at the Australian Maritime College (AMC); Certificate 4 in Workplace Training and Assessment with the Australian Rural Leadership Foundation. (Resp. No. 27)

Seafood CRC (Cooperative Research Centre) Master class in Economics; Media training with the University of Tasmania (UTAS); Negotiation Skills in Canberra; Commonwealth-funded Management Advisory Committee (MAC) course in Melbourne. (Resp. No. 28)

Adult Education four day Computer Skills course; Junior Farmers/Rural Youth course; also taught secretarial roles and how to conduct meetings. (Resp. No. 29)

Australian Rural Leadership Program (60 days over 18 months); Young Rural Leaders Program over five days in Canberra; components of the Corporate Governance Course. (Resp. No. 34)

Australian Maritime College (AMC) Policy Development course; Australian Institute of Company Directors course; FRDC Development courses. (Resp. No. 35)

I have found organised lectures on governance and board membership to be very beneficial for myself and others. Training opportunities are there if you look for them - there are plenty of consultants, media training and presentations available - apathy prevents people from undertaking training. (Resp. No. 36)

Australian Institute of Company Directors course. (Resp. No. 37)

One week Fisheries Management course at the Australian Maritime College (AMC). (Resp. No. 41)

NSW Regional Training Board roles offered training in Property and Vegetation Planning; Aboriginal Issues; Financial Management through Australian Institute of Company Directors. (Resp. No. 42)

A variety of training through the Womens Industry Network Seafood Community (WINSC) and the Primary Industry Skills Council of South Australia; Introduction to Fisheries Management at the Australian Maritime College (AMC); National Seafood Industry Leadership Program. (Resp. No. 44)

Auditors Course with Pacific Training; Risk Management courses; Management courses; Diploma of Business. (Resp. No. 47)

One day Media Handling for Television and Radio course in Adelaide; one day Introduction to Directors for Financial and Operational Aspects; Roles and Responsibilities of Board Member. (Resp. No. 52)

Nuffield Scholarship which included a travel bursary for leadership training. (Resp. No. 54)

Executive Training courses at Business Schools; Management modules from Queensland Law Society; monthly webinars on Business Management and Leadership through the Harvard Business School; various online business communities operating on LinkedIn website. (Resp. No. 66)

QSIA one day courses on Public Relations and Media skills. (Resp. No. 71)

Australian Rural Leadership Program; Casting the Net through WINSC in Bundaberg; Australian Institute of Company Directors course; Conflict Resolution and Training Toolkit through Gaspari Consultants/Department of Primary Industries; Certificate 4 in Seafood Industry and Aquaculture; HACCP Food Safety training; Certificate 3 in Business Administration; Advance Diploma in Business Management. (Resp. No. 72)

Masters of Business Administration (MBA) through the Australian Maritime College (AMC); Australian Institute of Company Directors course (one day course); Strategic Planning workshops. (Resp. No. 79)

Roles and Responsibilities for Board Members course with Australian Institute of Company Directors; Australian Rural Leadership Program; Media training; Computing and Website Functioning training. (Resp. No. 81)

Australian Rural Leadership Program; Advance in Seafood Leadership Development Program. (Resp. No. 82)

Personnel and Management training through TAFE. (Resp. No. 86)

Blue Ocean Strategy training in Brisbane; Financial Masterclass training in Brisbane. (Resp. No. 88)

EcoFish; Australian Seafood Industry Leadership Program in South Australia and Canberra. (Resp. No. 91)

Training provided by consultants in Canberra and South Australia regarding how to unify a board and an awareness of roles and responsibilities. (Resp. No. 92)

FRDC Scholarship to attend Australian Institute of Company Directors course. (Resp. No. 94)

One advantage of working within government is that training opportunities are circulated internally - Policy Writing courses; Negotiation and Conflict Resolution courses; GIS training. (Resp. No. 95)

Cooperative Research Centre (CRC) Leadership Skills course; mentoring from colleagues; Media training through the Barramundi Farmers Association in conjunction with a workshop. (Resp. No. 98)

20 years ago I completed Media training for television, radio and print with the ABC in Adelaide. (Resp. No. 99)

Decision-making workshop; Computer Skills training. (Resp. No. 104)

Tasmanian Leaders Program; Australian Institute of Company Directors course. (Resp. No. 105)

Internal training: Management Committee course and Succession Planning program. (Resp. No. 106)

A range of government sponsored courses to help assist in interpersonal, communication and leadership skills. (Resp. No. 107)

Australian Rural Leadership Program; Australian Institute of Company Directors course. (Resp. No. 111)

Government-sponsored one day Conflict Resolution and two day Media Management workshops. (Resp. No. 114)

Question 28. Have you completed any additional training to assist your performance in your representational role?

Responsibilities of Directorship course and Conducting a Meeting workshop. (Resp. No. 1)

National Seafood Industry Leadership Program and rural training initiatives. (Resp. No. 2, 3)

National Seafood Industry Leadership Program, also knowledge and experience amassed over a long period of time across a broad range of industries. A combination of education, experience and career path including a Masters in Business. (Resp. No. 10)

Media training and Australian Institute of Company Directors course and Diploma course. (Resp. No. 13)

Tasmanian Leaders Program and Australian Institute of Company Directors course. (Resp. No. 15).

FRDC MAC (Management Advisory Committee) Course; FRDC Fisheries Management Course Part A; Australian Maritime College (AMC) Bachelor of Applied Science. (Resp. No. 17)

Media course; Australian Institute of Company Directors course. My representative role would have been easier if I had completed the Australian Maritime College (AMC) course about introducing people to management roles and how to communicate effectively with Government. I needed initial training to provide me with experience in how to communicate with government. (Resp. No. 18)

Australian Institute of Company Directors course covering Risk Management within the Board (a two day workshop). (Resp. No. 20)

Department of Primary Industries in Queensland, one day workshops covering planning, representing sectors and dealing with government departments. (Resp. No. 23)

Australian Maritime College (AMC) Fisheries Management course (one week). (Resp. No. 24)

Shellfish Diploma. (Resp. No. 26)

Australian Institute of Company of Directors Course; Graduate Certificate in Ecosystem Assessment of Fishing at the Australian Maritime College (AMC); Certificate 4 in Workplace Training and Assessment with the Australian Rural Leadership Foundation; Fisheries Management and Administration courses; Introduction to Project Management course; Mediation and Media training; PIRSA (Primary Industries and Resources South Australia) Women's Leadership Program; Elements of Shipboard Safety course. (Resp. No. 27)

Seafood CRC (Cooperative Research Centre) Master class in Economics; Media training with the University of Tasmania (UTAS); Negotiation Skills in Canberra; Commonwealth-funded Management Advisory Committee (MAC) course in Melbourne. (Resp. No. 28)

Government-funded Certificate course in Marketing, Sales and Finance; Working with People and Creating Teams; Certificate in Aquaculture. (Resp. No. 30)

One day Corporate Governance workshop. (Resp. No. 32)

National Seafood Industry Leadership Program. (Resp. No. 33, 87)

Australian Rural Leadership Program (60 days over 18 months); Young Rural Leaders Program over five days in Canberra; components of the Corporate Governance Course. (Resp. No. 34)

Australian Maritime College (AMC) Policy Development course; Australian Institute of Company Directors course; FRDC Development courses. (Resp. No. 35)

Media, Corporate Law, Committee Roles and Responsibilities training. (Resp. No. 36)

Australian Institute of Company Directors course; Bachelor of Applied Science; Master of Business Administration; Graduate Diploma in Business. (Resp. No. 37)

Leading Industries in South Australia which then led to the Lead-on Program; Management Advisory Committee (MAC) course at the Australian Maritime College (AMC). (Resp. No. 38)

Risk Assessment course funded by QSIA. (Resp. No. 39)

One week Fisheries Management course at the Australian Maritime College (AMC). (Resp. No. 41)

Rural Women's Award which offered money to complete Australian Institute of Company Directors course; NSW Regional Training Board roles offered training in Property and Vegetation Planning; Aboriginal Issues; Financial Management through Australian Institute of Company Directors. (Resp. No. 42)

Meat and Livestock Association Building Better Organisations one day course. (Resp. No. 46)

Auditors Course with Pacific Training; Risk Management courses; Management courses; Diploma of Business. (Resp. No. 47)

As a cattle farmer I went to conferences that explained how to deal with different personalities and people of different social standings. (Resp. No. 50)

Training in Finance, Strategic Planning, Media and Communications, Leadership and Governance through Canadian Universities or consultancies. (Resp. No. 51)

Nuffield Scholarship which included a travel bursary for leadership training. (Resp. No. 54)

Mentoring workshop. (Resp. No. 57)

Participation in Fisheries Management Committee training. (Resp. No. 58)

Self taught computer skills. (Resp. No. 63)

Self-training and my wife has taught me a lot of computer skills. I have good connections within GBRMPA to aid learning. The more I know the better I will be able to represent my industry. (Resp. No. 65)

Leadership of Growing Companies (a 14 day intensive at Stanford); Business Leadership in Challenging Times (a Harvard Business School one week intensive training course in London); annual compulsory Business Management and Ethics modules sponsored by the Queensland Government. (Resp. No. 66)

Australian Rural Leadership Program; Casting the Net through WINSC in Bundaberg; Australian Institute of Company Directors course; Conflict Resolution and Training Toolkit through Gaspari Consultants/Department of Primary Industries; Certificate 4 in Seafood Industry and Aquaculture; HACCP Food Safety training; Certificate 3 in Business Administration; Advance Diploma in Business Management. (Resp. No. 72)

Australian Institute of Company Directors Introduction course. (Resp. No. 73)

Graduate Certificate in Fisheries Management prior to taking on the role. (Resp. No. 74)

Masters of Business Administration (MBA) through the Australian Maritime College (AMC); Australian Institute of Company Directors course (one day course); Strategic Planning workshops. (Resp. No. 79)

Roles and Responsibilities for Board Members course with Australian Institute of Company Directors; Australian Rural Leadership Program; Media training; Computing and Website Functioning training. (Resp. No. 81)

Australian Rural Leadership Program; Advance in Seafood Leadership Development Program. (Resp. No. 82)

Australian Institute of Company Directors course and IT training were offered after my representational role began. (Resp. No. 83)

Personnel and Management training through TAFE. (Resp. No. 86)

Blue Ocean Strategy training in Brisbane; Financial Masterclass training in Brisbane. (Resp. No. 88)

Marine Science Degree; Masters in Marine Biology; PhD in Fish Ecology; two post doctoral research fellowships; Policy Development course; Legal Awareness training. Also, I run my own environmental and fisheries management consultancy and have worked with artisanal fisheries in Asia. I've learnt of the hardships these fishers face and how important fisheries resources are to them. (Resp. No. 90)

EcoFish; Australian Seafood Industry Leadership Program in South Australia and Canberra. (Resp. No. 91)

Training provided by consultants in Canberra and South Australia regarding how to unify a board and an awareness of roles and responsibilities. (Resp. No. 92)

Advanced Management program through Mt Isa Business School; Masters in Business Administration through Melbourne Business School; Bachelor of Education; Project Management training. (Resp. No. 94)

Policy Writing courses; Negotiation and Conflict Resolution courses; GIS training. (Resp. No. 95)

Seafood Industry CRC (Cooperative Research Centre) Business Development course run over six weekends. (Resp. No. 102)

Decision-making workshop; Computer Skills training. (Resp. No. 104)

Tasmanian Leaders Program; Australian Institute of Company Directors course. (Resp. No. 105)

Internal training: Management Committee course and Succession Planning program. (Resp. No. 106)

FRDC Fisheries Economics course. (Resp. No. 107)

Australian Rural Leadership Program; Australian Institute of Company Directors course. (Resp. No. 111)

Training skills courses within government; Conflict Resolution training. (Resp. No. 112)

Government-sponsored one day Conflict Resolution and two day Media Management workshops. (Resp. No. 114)

Question 29. What three (3) training programs have provided you with the greatest benefit for undertaking your representational role?

Responsibilities of Directorship; Conducting a Meeting. (Resp. No. 1)

National Seafood Industry Leadership Program. (Resp. No. 2, 3, 22, 33, 91)

National Seafood Industry Leadership Program; Degrees in Economics and Public Policy. (Resp. No. 4)

Conflict Resolution and Mediation; Administration and Business Management; Networking and Facilitation. (Resp. No. 6)

Bachelor of Economics; Masters of Business Administration; Diploma of Education. (Resp. No. 7)

Science degree (knowledge basis); Diploma of Education (communication skills); SCUBA Instructor course (communication skills). (Resp. No. 9)

National Seafood Industry Leadership Program; Seafood Community of Practice. (Resp. No. 10)

Fisheries Economics course (Seafood Cooperative Research Centre) and "From ESD (Ecologically Sustainable Development) to EBFM (Ecosystem Based Fisheries Management)" (FRDC); knowledge and experience amassed over a long period of time across a broad range of industries; an overall combination of education (including Masters in Business), experience and career path. (Resp. No. 11)

Having worked in fisheries for over 30 years; extensive administrative, policy development and leadership experience; having fished every creek of river in Queensland (local knowledge is really important). (Resp. No. 12)

On the job experience; Australian Institute of Company Directors course; media training. (Resp. No. 14)

Tasmanian Leaders Program; Degree in Marine, Freshwater and Antarctic Biology; Australian Institute of Company Directors course. (Resp. No. 16)

FRDC MAC (Management Advisory Committee) Course; Australian Institute of Company Directors Corporate Governance course (1 day course covering effective committee participation and representation); FRDC Fisheries Management Course Part A. (Resp. No. 17)

Media course (to understand what they want and how to answer questions); Australian Institute of Company Directors course; inductions for AFMA and FRDC. (Resp. No. 18)

State-based leadership program; National Seafood Industry Leadership Program. (Resp. No. 19)

Mostly I learnt as I went along (on the job training). (Resp. No. 20)

Department of Primary Industries workshops. (Resp. No. 23)

Public service training courses (communication and negotiation); AMC (Australian Maritime College) course; on the ground training and experience. (Resp. No. 24)

Extension training (intensive 2 day course); lots of time at sea. (Resp. No. 25)

Shellfish Diploma (currently completing). (Resp. No. 26)

Australian Institute of Company Directors course; media training; PIRSA (Primary Industries and Resources South Australia) Women's Leadership program. (Resp. No. 27)

Media training (in Canberra); Australian Institute of Company Directors course (due to legal obligations); negotiation skills. (Resp. No. 28)

Junior Farmers and Rural Youth course; Computer Skills (4 day Adult Education course); experience on a rural show committee. (Resp. No. 29)

Government-funded Certificate course; Certificate in Aquaculture. (Resp. No. 30)

Australian Rural Leadership Program; Bachelor degree (Aquaculture); Corporate Governance course. (Resp. No. 34)

Personal Development courses; Policy development at AMC (Australian Maritime College); Australian Institute of Company Directors course. (Resp. No. 35)

Corporate Governance course; Conflict Resolution training. (Resp. No. 36)

Australian Company Directors Course; Master of Business Administration and Bachelor of Applied Science; Graduate Diploma in Business. (Resp. No. 37)

Lead-on National program, but Leading Industries was a furphy; MAC (Management Advisory Committee) course. (Resp. No. 38)

Experience in the industry; Risk Assessment course; Safety Management training (need more of this). (Resp. No. 39)

Leadership program (West Australian Government); Fisheries Management course (Tasmania); Creative Writing course (thought training). (Resp. No. 41)

Australian Institute of Company Directors course; Advanced Certificate in Aquaculture; Speak Up, Speak Out workshop (public speaking training). (Resp. No. 42)

Strategic Planning workshop (South Australia); Introduction to Fisheries Management course at AMC (Australian Maritime College); Time Management and Corporate Governance course. (Resp. No. 44).

Organisational Policies and Procedures course (Queensland); hands on experience within industry; Committee management skills. (Resp. No. 45)

Bachelor of Business; Building Better Organisations course. (Resp. No. 46)

Diploma of Business (broad approach to leadership roles); Certificate 3 in Seafood Processing at AMC (Australian Maritime College) (supporting knowledge to apply elsewhere); Workplace Trainer course. (Resp. No. 47)

Training on how to deal with people and understanding different views; keen interest in and experience with industry. (Resp. No. 50)

Good Governance training; Strategic Planning training; Communications and Media training. (Resp. No. 51)

Media training. (Resp. No. 52)

Nuffield scholarship; media training (not attended but would and thinks it is appropriate). (Resp. No. 54)

Certificate 4 in Workplace Training and Assessment; degrees in Communications and Science. (Resp. No. 55)

Seafood Leadership Training Program (completed in 2006); Diploma in Business Management; Occupational Health and Safety course. (Resp. No. 56)

Mentoring workshop (gained basic understanding). (Resp. No. 57)

Fisheries MAC (Management Advisory Committee) training. (Resp. No. 58).

Life skills and experience. (Resp. No. 61)

When thrown in the deep end and having to defend your industry, you learn quickly; industry experience. (Resp. No. 62)

Public Speaking course (Toastmasters); my wife taught me computer skills; life skills and running a successful fishing business for 25 years. (Resp. No. 65)

Business Leadership for Growing Companies (Stanford University); Leadership in Challenging Times (Harvard University); Public Speaking training programs. (Resp. No. 66)

Bachelor of Administration in Fisheries Marine Resource Management) at AMC (Australian Maritime College). (Resp. No. 68)

Qualified by experience in the industry. (Resp. No. 71)

Building Rural Leadership program; Australian Institute of Company Directors course; Casting the Net course. (Resp. No. 72)

Australian Institute of Company Directors introduction course. (Resp. No. 73)

Graduate Certificate in Fisheries Management; Certificate 3 in Aquaculture; PADI Diving Instructor course. (Resp. No. 74)

Degrees in Economics (three); qualified chef; on the job training and career experience. (Resp. No. 75)

Leadership Training course (3 week residential course) and Business and Higher Education Round Table (CSIRO); PhD; Bachelor degree. (Resp. No. 76)

Master in Business Administration at the AMC (Australian Maritime College); Australian Institute of Company Directors course; Strategic Planning workshops. (Resp. No. 79)

Australian Rural Leadership program; Bachelor degree (Aquaculture); Australian Institute of Company Directors course (Roles and Responsibilities for Board Members; Media training. (Resp. No. 81)

Degree in Science and Honours in Marine Biology; Australian Rural Leadership program; Advance in Seafood Leadership Development Program. (Resp. No. 82)

Australian Institute of Company Directors course. (Resp. No. 83)

Personnel and Management training (TAFE); industry experience; Queensland Seafood Industry Association (QSIA) meetings. (Resp. No. 86)

Science degree; APS (Australian Public Service) course; National Seafood Industry Leadership Program. (Resp. No. 87)

Blue Ocean Strategy training (Brisbane); Financial Management Masterclass training (Brisbane). (Resp. No. 88)

Running my own environmental and fisheries management consultancy; PhD in Fish Ecology; postdoctoral research fellowships. (Resp. No. 90)

Army; civil engineering; secondary teaching. (Resp. No. 92)

Fisheries research training; Strategic Planning training; Financial Management and Negotiation Skills training. (Resp. No. 93)

Advanced Management program (Mt Isa Business School); Masters in Business Administration (Melbourne Business School); Bachelor of Education. (Resp. No. 94)

Bachelor of Science in Fisheries at the AMC (Australian Maritime College); Negotiation Skills and Conflict Resolution course (3 days). (Resp. No. 95).

CRC (Cooperative Research Centre) Leadership Course; Media training. (Resp. No. 98)

Media course. (Resp. No. 99).

Work and life experience as a fisherman. (Resp. No. 100)

Trained in the civil service in the UK (good for negotiation skills); Financial training (Lloyds Bank); Degree in Education. (Resp. No. 102).

Degree in Marketing; Degree in Accounting; Management training. (Resp. No. 103).

Seafood Management course at the AMC (Australian Maritime College). (Resp. No. 104)

Tasmanian Leaders Program; Australian Institute of Company Directors course; Degree in Marine Biology. (Resp. No. 105)

Mentoring training; Meeting Procedures training. (Resp. No. 106)

Life experience; working in and with seafood industry for over 15 years; core scientific training (degree and Honours). (Resp. No. 107)

Australian Rural Leadership Program; Australian Institute of Company Directors course; Advance in Seafood Leadership Development Program. (Resp. No. 111)

Bachelor of Applied Science in Fisheries Management; government skills training courses. (Resp. No. 112)

People Management training; Project Management training; Marketing training. (Resp. No. 113)

Economics for Public Sector Managers training (Resp. No. 114)

Experience is the greatest training ground; government training courses; Fisheries Management course at the AMC (Australian Maritime College). (Resp. No. 115).

Question 31. What has limited your participation in training courses?

Based on responses from Q.37 (additional comments section)

Government representatives have more access to training opportunities and out-compete people from industry. The mechanisms by which people are selected for training are flawed. (Resp. No. 98)

Industry 'champions' are undervalued and underutilised, and are frustrated with the lack of available support to better represent the seafood industry. (Resp. No. 10)

Training can be boring unless you're heavily involved, interested and have the time and inclination to be a representative. I favour experience and social skills over training. (Resp. No. 26).

Women need to be identified and presented with opportunities to train and encouraged to participate (informally), even if in only a small role. Blanket or broad invites for training are not effective and need to be individually targeted. (Resp. No. 81)

Lack of confidence in training providers. (Resp. No. 115)

From Q.31

More likely to get better representatives with attractive salaries. (Resp. No. 1)

Limited courses available and the content of courses is not specific enough. For example, business management rather than seafood management. (Resp. No. 3)

Haven't looked with much effort for course though. (Resp. No. 4)

Don't think it's necessary. (Resp. No. 5)

Other competing life priorities. (Resp. No. 16)

Twenty years ago there weren't the courses or the time available, I am aware of currently available leadership courses such as the National Rural Leadership course, but it was difficult gain admission. (Resp. No. 20)

Association does not support my participation. (Resp. No. 21)

I'm not a fan of the classroom and feel that the quality of trainers not that good. Trainers do not have the relevant experience and cannot relate in some circumstances. In one instance I had a person training me in business who had gone bankrupt twice. (Resp. No. 26)

Lack of support from my partner. (Resp. No. 27)

Too far to travel and courses were at night. Courses are too short to remember everything and need to be longer. (Resp. No. 29)

After completing a Certificate in Aquaculture there were no suitable courses available. (Resp. No. 30)

Not that I don't want to travel, I am simply unable as family and work commitments override opportunities to do training. (Resp. No. 32)

Suitable timing of courses and not having the ability to do it online due to isolation. (Resp. No. 33)

Exited industry for a time. (Resp. No. 38)

Across the board there is a lack of funding for the fishing industry in Western Australia. (Resp. No. 41)

No quality providers and a lack of relevance. (Resp. No. 43)

Access to incentives to promote training across industry is limited and is needed. (Resp. No. 47)

Not necessary to the work I was doing. (Resp. No. 52)

Hard to fit in with fishing and family time. (Resp. No. 57)

Takes away from quality family time when not fishing. (Resp. No. 60)

I spent up to 270 days a year at sea for 25 years and did not have time to attend training. Also, a lack of education and confidence, and fishers do not want to waste time. All the experts are being paid, we are voluntary and government ask for a fishers' expertise, they do not want to pay for our time or expertise. (Resp. No. 65)

Generally, no limitations to training - I do training when I want - if the training is attractive I will try and find the money and the time to participate. (Resp. No. 66)

Not necessarily lack of time, but when they are on it clashes with something else I have on. (Resp. No. 80)

I have completed three courses in three years and feel I have done enough training. (Resp. No. 82)

Personal and home circumstances. (Resp. No. 87)

I'm looking at retiring so there's not much point. (Resp. No. 92)

I keep up to speed with corporate governance and current issues so I don't need formal training. (Resp. No. 93)

Not that I don't want to travel, but it is difficult. (Resp. No. 102)

Nothing. (Resp. No. 111)

FRDC do a reasonably good job, but many people are unaware of the suitable courses available. (Resp. No. 112)

Question 32. What would be an effective way to deliver the training required?

Based on responses from Q.37 (additional comments section)

It is critical to know how business is run. For those who have little or no industry knowledge or experience, spending some time in industry (for example, on oyster farms) would be an effective way to encourage better representation through knowledge expansion. (Resp. No. 103)

From Q.32

All depends on individual or actual course, I would love to have formal training with other organisations or associations but this is unlikely due to lack of funding and opportunities to participate. (Resp. No. 9)

Reason for don't know response is that this is a function of my role, neither on the job training or formal placement are available to me as it is a role for one person. (Resp. No. 11)

I am canvassing for a workshop for representing the recreational fishing sector. A recent weekend training course for angler education cost around \$40K for 20 people. (Resp. No. 12)

Industry people like less a formal atmosphere (for example, Australian Maritime College courses at Beauty Point) and need to be comfortable before going to Canberra to talk with Government officials. (Resp. No. 18)

Online training depends on your age and ability. I'm not sure how training for representation could be provided on the job or with other relevant organisation. (Resp. No. 20)

Having opportunities to learn what others experience. (Resp. No. 25)

Exchange between different organisations, for example, swapping abalone representatives between States. (Resp. No. 27)

Experiential learning, structured opportunities for training and team-building weekends away. Mentoring by appropriate people is very effective. (Resp. No. 34)

Mentoring has a place, also motivational speakers - people who believe in something and can deliver a vision. With regard to formal teaching, it is too long, too slow and not focused. Training should be concentrated and conducted in a medium-pressure environment. (Resp. No. 36)

Effectiveness of formal teaching depends on the delivery. (Resp. No. 41)

Face-to-face or one-on-one modes of training. (Resp. No. 42)

Training that can be delivered when required. (Resp. No. 43)

On the job training and formal placement are inappropriate because I don't have much time available, I'm running a business and can't afford to have time off to learn how to be a fisheries manager. (Resp. No. 44)

Effectiveness is dependent across the board. Workshops and facilitators could be improved. Representatives need to be taught how to participate first. (Resp. No. 47)

Web casts (streaming lectures) at specific times. (Resp. No. 49)

Mentoring. (Resp. No. 51, 52, 92)

Because I don't work in the industry it would be hard to do on the job training and formal placement. (Resp. No. 63)

Skype tele-conferencing could be an effective training tool. (Resp. No. 65)

Intensive training courses in different locations. (Resp. No. 66)

Workshops are cost effective for people running the programs. (Resp. No. 71)

Training via e-learning. (Resp. No. 74)

Scholarships or fellowships. (Resp. No. 75)

Intensive residential courses. (Resp. No. 76)

External formal education. (Resp. No. 80)

Formal teaching could be effective if you had someone who knew what they were talking about.

Online training could be effective for young people. (Resp. No. 100)

There needs to be assessment for training and feedback, assessment is critical (Resp. No. 103)

Work experience placement with SARDI (South Australian Research and Development Institute), developed relationships and helped in understanding industry. (Resp. No. 112)

Employee exchange programs can be effective. (Resp. No. 113).

Q.33 Where do you think the funding for training should come from?

Based on responses from Q.37 (additional comments section)

Altruistic people who have a history of representing their industries should have access to funded training. Government representatives have more access to training opportunities and out-compete people from industry. (Resp. No. 98)

Volunteers shouldn't have to pay for courses, however they need to be able to prove they are learning from the courses being provided, there is a need for measurable performance indicators. I believe everyone in the industry, even Government representatives, should be measured against performance indicators. I was at a meeting with a representative last week who has been in the industry for 30 years and it was clear he did not have the capacity to deal with current issues. (Resp. No. 44)

From Q. 33

Equally funded by government and industry.

Funding should come from industry associations but they are usually underfunded. Additional funding sources are levies, research and development, Cooperative Research Centres or the FRDC.

FRDC, State Government and industry.

Partly from representational body, and partly from self or employer.

No opinion, self-funded I guess.

Funding should come from two tiers - the sector being represented and the government department that regulates the sector.

The majority is provided by the Recreational Fisheries Advisory Committee; however participants should make a contribution.

Recreational fishing licence fees.

From the seafood industry itself - governments should not fund training.

Government (State and Federal) and industry.

Industry sector.

As Sunfish is a voluntary organisation some funding should come from the Government for operational expenses. Some funding for training comes from Sunfish, primarily from fees, levies and licences.

Every fisher should pay to fish (have a licence), even those who fish for scalefish (pole and line).

Every marine fisher (whether recreational or commercial) should pay for a licence and have a representational body to represent them.

A combination of government and industry sector funding.

Industry and government, depending on who you work for.

Split between the participant, supporting organisation and the Government.

Funding support should come from industry organisations (but this is dependent upon budgetary constraints and often there is no money for training); the FRDC (we pay a levy to them and one of their key roles is in people development); and government-funded skills training programs.

A combination of FRDC, industry and government funding.

Funding should come from government. Government should be promoting training and providing opportunities in order to encourage effective representation and management. People can't afford to do training, and therefore miss out on developing these skills.

A combination of FRDC, other Federal Government departments and State Government contributions. It is in the national interest for appropriate funding to be provided to industry to encourage knowledge and skills building.

From my industry association. If training is for these guys it should be from the association or purchased by them.

Industry funded

Funding should come from the government department that wants to have industry representatives present. If the Government wants quality consultation with industry, this is how to achieve it.

The organisation that would benefit most from the training should fund people to complete the courses, for example, if Sunfish wants me to know more they should fund training.

Funding should come from different sources or my employer, but if it's very relevant I am happy to partially fund training.

Co-contributed from government and industry.

From FRDC, industry funding being matched by government and also participants - as it shows commitment to training.

Shared cost between industry associations, the Government and FRDC.

Subsidised courses by the Government.

Subsidised by the Government (both State and Federal).

The organisation or equally split between the individual and the organisation.

Not from industry as there's no money available.

Funding should come from government as industry does not have same training opportunities.

When they come to us asking questions we don't understand what they are trying to do, so we need to receive the same training in order to communicate better.

Multiple sources, it is important that participants, industry and government make a contribution. Organisations, FRDC (industry money) and Cooperative Research Centre.

Participants and government.

Depending on the importance or relevance of the course to your role, you could argue that the organisation should pay with some being put forward by the individual. I don't believe the Government should pay.

FRDC and Seafood Cooperative Research Centre.

FRDC or licensing fees.

Government (State and Federal).

Hard to say. Partially funded by industry and government.

There needs to be equity in training opportunities, if government offers training to other industries they should also offer training to the fishing industry.

From the organisation.

Federal Government or assistance/subsidies from Government, or tax credits for undertaking training. All fishers and processors could pay a levy on all products they sell or produce, which would create a pool of money for training their representatives. Recreational fishers pay a lot of money to the Government so should get something back from taxes. Funded by industry or personally funded.

Not from industry. Government training allocations should be earmarked for meaningful and effective training which is linked to learning outcomes.

Either external funding sources (for example, from FRDC or Caring for Country programs) or umbrella representative organisations such as TSIC.

Companies and industry training schemes should get the curriculum in shape. If left to industry it wouldn't happen.

Not industry unless the benefits are found to be very important. Initially funding should come from the Federal Government and other organisations such as the WWF (World Wildlife Fund).

Contributions from industry sectors, governments and individuals.

Mixture of industry and government.

FRDC.

If it's worth paying for, individuals should pay themselves; however, you are representing industry so industry should also pay.

From a peak body perspective, the peak body, State Government and FRDC. From an industry perspective, the peak body should fund a recognised training provider.

Government. There is a lot of funding available but it seems to be directed to places where it is not effective.

We spend money but don't see any of it come back. Both government and industry should share costs.

Employers should invest in individuals.

Not industry. Government should fund training.

Government. There is a lot of funding available but it seems to be directed to places where it is not effective.

From the Government and FRDC. No money from the industry.

Probably should come from industry.

Government. There is a lot of funding available but it seems to be directed to places where it is not effective.

Government subsidies and contributions to training schemes are to be encouraged if there is no fully-funded training available.

It's tough, the government would benefit as would the industry by better representation. Multiple sources of funding for training (government and stakeholders) because everyone would benefit.

You value training more if you pay for it yourself.

Federal Government, State Government and industry organisations (in that order).

Government (State and Federal depending on the fishery) subsidies and industry fund (which government matches dollar for dollar).

Government based industry funding, for example, FRDC and those sorts of places.

Government.

Commonwealth Govt and FRDC (which we're paying a levy to).

Subsidised by FarmReady Reimbursements (Federal Government), apply for course and ask for funding.

Whatever funding is available and service providers.

From industry and recreational licence fees.

Public sector and industry. The public benefits from good representation.

Industry and government. Our company provides funding for some individuals to attend training. Shared between government and industry. Private enterprise.

Various government departments.

Dependent on the nature of the training being provided. A disproportionate level of Federal Government funding goes to agriculture, and some of this funding could be transferred to the seafood industry. Individuals should pay for their training but the cost should not be prohibitive, and subsidies are appropriate from industry and government.

Industry levies and government.

Depends on the situation. If training helps me in my WINSC role, then funding should come from FRDC and other external sources. I don't expect the sector to pay.

Government, industry bodies and participants.

Government and FRDC.

Government. There is a lot of funding available but it seems to be directed to places where it is not effective.

Government should fund training as it is in their best interests for their representatives to have the ability to communicate at the best level.

Equally funded between government and industry.

Any costs an individual incurs should be 100% tax deductible. Government employees should write it in their workplace agreements. NGO's and representative organisations should be subsidised.

Ideally training would be the responsibility of your employer; however with limited funding capacity organisations like the FRDC would continue to provide training.

For personal development training should be paid for yourself, if it is to benefit the industry the Government should pay. I did a climate change course funded by FarmBiz.

Combination of industry associations and government funding.

Government or FarmBiz.

A combination of public funding and Government (it's in their best interests).

The fishing industry does not have the capacity to fund the training; it has to come from government.

FRDC

Government has funding set aside and it is very important for government to support industry representation, depending on the sector. We support some industry organisations to attend training and conferences. Partly government and partly industry should fund training.

From government.

From the individual, the association they work for and government.

Given that no one has any money (in industry), funding should come from government. I believe in industry representative training on the basis that it facilitates representation and industry development. There should be dedicated funding from within government for training and it would be a reward and justification for all the time and effort that representatives contribute.

Equally funded by government and industry.

Government.

Industry.

In an ideal world industry should pay, but they can't so government needs to.

Should come from industry. For example, from growers association fees.

In my case it should come from my employer (the Government).

Industry organisations.

Industry. Recreational industry should fund recreational industry training.

Jointly funded by government and industry.

Supported by State and Federal governments through organisations like RecFish that promotes sustainability.

Industry level, a levy created by industry and from commercial and recreational sectors. The recreational sector is starting to impact on the resource and they should start footing the bill.

Ultimately, it all comes from us as the individuals - through FRDC levies and government collecting taxes.

From an industry perspective people development and representational capacity should be jointly funded by government and industry, and maybe other funding sources such as grants.

Industry associations.

Employers or electors.

Mix of industry and government.

Question 37. Additional comments section.

As a fishery manager I can see where training needs to be. Also, in retrospect, it would be highly beneficial for Government to have experience and understanding of the fishing industry from a representative standpoint. That government representatives do not have experience at the coal face is an apt criticism. Government needs to have awareness and experience of the hardship that the industry faces in order to truly understand. I don't feel there are many emerging leaders. FRDC has a leadership program but not enough comes from it. (Resp. No. 90)

With female representatives, availability and time are the biggest issues because many have business and family commitments and their contributions can go unrecognised. Also, some women don't have the confidence to go into places where few women are represented. It is important to have women as representatives to achieve diversity and balance in industry, therefore we need more women but it is extremely difficult. Women need to be identified and presented with opportunities to train and encouraged to participate (informally), even if in only a small role. Blanket or broad invites for training are not effective and need to be individually targeted. (Resp. No. 81)

In general, I also believe the seafood sector is under-resourced due to negative public perception and this needs to change. (Resp. No. 44)

Survey was very thorough and comprehensive. (Resp. No. 92)

This survey is biased because the questions make it sound like I believe we need training. For example, Question 32 is only relevant if I want training and I do not. There is no question that asks if we need training. I would say no because there are other things that industry needs including funding and industry unity. There are around 200 industry associations that are uncoordinated and need to be united. They are fragmented due to geographical differences and Commonwealth and State jurisdictional issues. Industry would benefit most from cohesion. (Resp. No. 94)

Very interested to see the report outcomes. (Resp. No. 112)

Interested to know the outcomes of the research and future directions. (Resp. No. 47)

Fishers are dubious of extension officers because they are government funded and they were shafted by them a few years ago. It's a good thing you're doing the survey and I will be interested in the results. (Resp. No. 91)

We need more policing and maybe a dobbing system whereby other recreational fishers and commercial guys see illegal fishing and anonymously report it. (Resp. No. 57)

APPENDIX F: Focus groups and meetings

Building seafood industry representational capacity

Focus Groups and meetings

The following report lists the focus groups and meetings that were held. The names of each participant at the focus groups/meetings are listed with the date and location of each event. An overall summary of the format followed and the summarised outcomes are provided. The individual comments for each of the focus groups is summarised in the appendices at the end of the report.

Focus Group - Queensland

Date: Tuesday, 23rd November 2010

Time: 10.30 – 12.30 (started later than originally scheduled)

Location: Queensland Seafood Industry Association office, Suite 12, 699A-713, Sandgate Road, Clayfield, Queensland 4011

Focus Group Participants

Linda Cupitt, Chief Executive Officer, Moreton Bay Seafood Industry Association
Richard Hamilton, Chairman, Gold Coast Fishermen's Co-op Ltd
Winston Harris, Chief Executive Officer, Queensland Seafood Industry Association
Helen Jenkins, Executive Officer, Australian Prawn Farmers Association
Eric Perez, Climate Change and Fisheries Liaison Officer, Queensland Seafood Industry Association
Jacinta Roberts, Policy Advisor, Moreton Bay Seafood Industry Association

Meeting – Port Adelaide, South Australia

Date: Tuesday, 15th February 2011

Time: 10.00 – 15.00

Location: Australian Fisheries Academy, Port Adelaide, South Australia

Meeting participants

Nathan Bicknell, Extension Officer, Seagnet, South Australia
Mark Cody, Executive Officer, Primary Industries Skills Council SA Inc
Garry Hera-Singh, President, Southern Fishermen's Association Inc, Lakes and Coorong Fishery
Peter Welch, Executive Officer, Marine Fishers Association

Focus Group – Port Lincoln, South Australia

Date: Thursday, 17th February 2011

Time: 10.30 – 12.30

Location: Port Lincoln Hotel, Port Lincoln, South Australia

Focus Group Participants

Brian Jeffries, Chairman, Tuna Boat Owners Association of South Australia
Samara Miller, Executive Officer, Abalone Industry of South Australia
Steve Moriarty, Director, Southern Waters Marine Products
Emily Rowe, Director, Crayfresh
Jedd Routledge, Manager, Natural Oysters
Paul Watson, Executive Officer, South Australian Sardine Industry Association

Focus Group – DPIW, Hobart, Tasmania

Date: Thursday, 24th February 2011

Time: 14.00 – 16.00

Location: Marine Building, Hobart, Tasmania

Focus Group Participants

Matt Bradshaw - Principal Fisheries Management Officer (Abalone)
Will Joscelyne - Manager (Marine Farming Branch)
Grant Pullen - Manager (Wild Fisheries Management Branch)
Andrew Sullivan - Principal Fisheries Management Officer (Scalefish)
Tony Thomas (Principal Marine Farming Development Officer, Marine Farming Branch)

Focus Group – TSIC, Hobart, Tasmania

Date: Thursday, 25th February 2011

Time: 10.30 – 12.30

Location: Tasmanian Seafood Industry Council office, Hobart, Tasmania

Focus Group Participants

Fiona Ewing, SeaNet Extension Officer, Tasmania
Bob Lister, Executive Officer, Tasmanian Scallop Fishermen's Association
Emily Ogier, Research Assistant, Institute for Marine and Antarctic Studies
Jill Pearson, Coastal Coordinator, NRM South

Facilitator at Focus Groups/Meetings

Nick Rawlinson, Australian Maritime College

Agenda for Focus Groups

- I. Welcome
- II. Review of agenda
- III. Review of goals of the meeting
- IV. Conducting the focus group
- V. Introductions of focus group members
- VI. Focus questions and feedback
- VII. Summarise outcomes
- VIII. Close

Structure of Focus Group

- Nick Rawlinson welcomed participants, introduced himself and described the background to the 'Building seafood industry representational capacity' project. He outlined the purpose of the focus group and the agenda for the meeting.
- Nick Rawlinson stated that the goal of the focus group was 'to identify methods to build representational capacity within the seafood industry'
- Nick Rawlinson then described the aims of the focus group and the manner that the focus group would be conducted.
 - The aim was to gather the **range** of opinions and views from everyone attending the focus group
 - It was stressed that everyone must have the opportunity to express their views
 - The overall views and ideas of the group would then be summarised
 - These views will be documented in a final report and will be presented to the Steering Committee for the project
 - Confidentiality would be maintained – particular comments will not be directly linked to an individual in the final report
- Format for the focus group
 - Participants were presented with questions that aimed to take the group through a logical approach to meeting the goal
 - Participants were given a few minutes to write down their responses on a pre-prepared worksheet (for selected questions only)
 - Each participant was then given the opportunity to provide their responses to the group
 - All responses were then recorded on a whiteboard/butcher's paper
 - All participants were given the opportunity to discuss the points that were made
 - All key points would be summarised by the group – this was difficult to achieve in the allocated time so it was agreed that the facilitator would summarise the outcomes from the meeting and then circulate to all the focus group participants for comment

- Sequence of questions presented to the participants of the focus group
 - 1: What are the most important **roles** and **responsibilities** of representatives of the seafood industry?
 - 2. What are the most important **skill sets** and **knowledge areas** required by representatives of the seafood industry?
 - 3. Do you believe that representatives of the seafood industry possess these **skill sets** and **knowledge areas**?
 - 4. Is there a need to develop the **skill sets** and **knowledge areas** of representatives of the seafood industry?
 - 5. How can the **skill sets** and **knowledge areas** be developed by representatives of the seafood industry?
 - 6. Why do you think there have been low levels of uptake of training courses by representatives of the seafood industry?
 - 7. What can be done to improve the uptake of training courses by representatives of the seafood industry?
 - 8. How should the training of representatives of the seafood industry be funded?

Overall summary of responses to individual questions

Question 1: What are the most important **roles** and **responsibilities** of representatives of the seafood industry?

Participants were invited to write down their own list of important roles and responsibilities. The complete list of responses is provided in separate tables for each focus groups: Appendix 1 (QSIA focus group), Appendix 3 (Port Lincoln focus group), Appendix 5 (DPIW, Hobart focus group) and Appendix 7 (TSIC focus group). The verbal responses were written on a whiteboard for everyone to see. After each participant had added their responses, the group discussed this question so that a collective view was reached.

Although, the distinction between **roles** and **responsibilities** of representatives was not clearly defined when this question was introduced to the focus group participants, the following interpretations have been applied to facilitate the categorisation of the responses that were given:

- A **role** is considered as ‘a relationship of the representatives with others’
- A **responsibility** is considered as ‘an activity that a representative maybe expected to do’

Summary of the roles of representatives

Key Point 1: Roles vary at different levels of representation

Examples given were:

5. Fisheries representatives – a voice for industry
6. Industry leaders (“champions”)
7. Industry advocates to lawyers, mediators etc.

8. Government and non-association leaders e.g. marketing, promotion, Seafood Services Australia

Key Point 2: Roles of representatives are diverse and will vary depending in the level of representation

The following roles were identified by the participants of the focus group. (NB. Some of the roles and responsibilities that were given by participants have been reclassified to better reflect the definitions given above):

Roles that were identified during the focus group:

1. To develop relationships with stakeholders that promote industry in a positive light
2. To act as conduit between association members and government
3. To promote strategic and operational aspects of leadership at different levels
4. To liaise with researchers to communicate research outputs to industry
5. To be a role model for industry
6. To ensure that a robust industry continues
7. To build support for the association/organisation
8. To support and facilitate appropriate research activities

Key Point 3: The responsibilities of representatives are diverse and will vary depending in the level of representation

Responsibilities that were identified during the focus group were:

1. Represent the views of members
2. Lobby government agencies
3. Advocate on behalf for the seafood industry
4. Promote industry in a positive light
5. Build networks of people/representatives
6. Understand current issues that might impact on members (this should be based on the information of members)
7. Work with a team approach
8. Work in the best interests of the industry – ‘do not push a particular agenda’
9. Behave professionally and ethically
10. Have a good knowledge and understanding of the industry
11. Manage members/people’s expectations

Overall summary of responsibilities

Depending on the situation and the level of representation within the system, the responsibilities of a representative of a group are considered to be a combination of some or all of the following:-

4. To advise and to inform

a. Management/Technical advisory committees

- A representative of a group will be required to sit on fishery management advisory committees to provide information about their group and the possible implications of management decisions on their group. In broad terms, however the goals and objectives for the fishery, are defined in

policy/legislation/management plans and so, the role of the representative is considered to be more advisory to meet the objectives for the fishery, rather than one of influencing decisions primarily in the best interests of the group that they represent. It is believed that the role of a representative on a management advisory committee will be part (a) providing advice and information, and (b) influencing decisions

b. Group members

- Receiving information from group members regarding issues that impact upon them and that need to be passed on to another level
- Providing advice to group members based on decisions made at different levels of government/representation

c. Management authorities

- Providing details of issues impacting on the group to management authorities/interested parties

d. Scientific advisory committees

- Provide knowledge of industry activity into assessment processes

5. To influence

a. Decision makers

- Directly influence people who make final decisions e.g. ministers, representatives of a management authority

b. Policy/legislation

- Directly influence changes to policy and legislation

c. Voters

- Directly influence people with voting rights on particular committees to vote in favour of a course of action that is beneficial to their group

6. To promote

a. The interests of the group members

- Promote (advertise) the benefits of the products and services of the group

b. Community awareness of the group

- Promote a good image of the group in the community's eyes

c. The benefits of membership to representative associations

- Increase membership

Within these responsibilities, **advocacy** is considered to include responsibilities 2 and 3, **lobbying** is considered to be role 2 and is therefore a form of advocacy.

Question 2: What are the most important **skill sets** and **knowledge areas** required by representatives of the seafood industry?

Participants were invited to write down their own list of important skill sets and knowledge areas. The complete list of responses is provided in separate tables for each focus groups: Appendix 2 (QSIA focus group), Appendix 4 (Port Lincoln focus group), Appendix 6 (DPIW, Hobart focus group) and Appendix 8 (TSIC focus group). Their verbal responses were written on a whiteboard/butcher’s paper for everyone to see. After each participant had added their responses, the group discussed this question so that a collective view was created.

The responses from the participants can be summarised into the followings categories:

Categories	List of responses
Skills	<p>Communication skills (most important skill set identified)</p> <ul style="list-style-type: none"> Interpersonal skills Making direct contact with industry members Organisation of meetings at appropriate times e.g. during seasonal closures Strategic thinking Identify opportunities Administration skills e.g. time, human resource and financial management Be an active listener Leadership Networking Conflict resolution Dealing with negativity Working in multi-disciplinary teams Different skills are required around the ‘meeting’ table Dealing with a range of different personalities Know the channels for advocacy Marketing Computing
Knowledge areas	<p>Understanding government processes (most important knowledge area identified)</p> <ul style="list-style-type: none"> Knowledge of policy and legislation impacting on the seafood industry Understanding the seafood industry Understanding of the industry through the whole supply chain Ability to build capacity to create value Technical understanding of the fishing sector e.g. fishing gear and methods, processing etc. Understanding the views of different individuals and sectors Understanding the impacts of management decisions Knowledge of the political situation and how to manipulate the system Marketing – self promotion and product/industry promotion
Personal attributes	<ul style="list-style-type: none"> Empathy Passion Drive

	Compassion
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There was general consensus that ‘communication skills’ was the most important skill set and ‘understanding government processes’ was the most important knowledge area required by representatives.

It was emphasised that the ‘communication skills’ required would depend upon the communications model e.g. written v. verbal that is being used in a particular situation, which would be influenced by the demographics in a particular area.

The following comments that were made during responses to question 2 were more directly related to Question 5 and have been included in the summary for that question as well:

- Learn from previous experiences in other states and overseas – case studies of both good and bad outcomes would be useful
- Continuous learning is required

Question 3: Do you believe that representatives of the seafood industry in possess these skill sets and knowledge areas?

The responses from the participants can be summarised into the followings headings:

Heading	Responses
‘Yes’ and ‘No’ – depends upon the level of representation and the sector	Both ‘Yes’ and ‘No’ – varies at the different levels eg. fisheries representatives probably require less knowledge of government processes than representatives that work in the peak body There is a need for development across all levels Hard to generalise - not ‘one size fits all’
Varies with time and location - Influenced by current issues	Often it is driven by current issues and the reactions of the sector to the issues External impacts e.g. the development of water plans require new knowledge
Develop teams of people with the appropriate mix of skills and knowledge	Need to identify teams of people with the correct skills mix

Other related comments:

- An increase in the number of representatives is required – currently there are a limited number of people involved
- Need to recognise the expertise/input from industry members – currently unable to pay members for their input
- Must possess drive and determination – ‘industry needs to give a damn’

- Queensland Seafood Industry Association – the most important skill is communicating with members (2/3^{rds} of communication is by email)

Question 4: Is there a need to develop the **skill sets** and **knowledge areas** of representatives of the seafood industry?

The response to this question was quick and reflected the answer to Question 3

Question 5: How can the **skill sets** and **knowledge areas** be developed by representatives of the seafood industry?

The responses from the participants can be summarised into the followings options:

Summarised Options	Responses
Identify appropriate 'trigger motivations'	Need to find the appropriate motivations for industry involvement in up skilling – identify 'trigger motivations'
Appropriate training	Need an appropriate course delivered by appropriate people
Training needs to be specific to the needs of particular sectors/groups	Need to take training to the locations where the representatives are based
Develop case studies that can be used in training programs	Learn from previous experiences in other states and overseas – case studies of both good and bad outcomes would be useful
Training needs to be designed at an appropriate level and there needs to be pathways for further development	Continuous learning is required

Question 6: Why do you think there have been low levels of uptake of training courses by representatives of the seafood industry?

The responses from the participants can be summarised into the following options:

Summarised Options	Responses
No need for formal qualifications	As many people can operate in the fishing industry without formal qualifications there has not been any major motivation to participate in training
Lack of time	Taking time off from work makes it difficult to participate
Lack of funds	No budget available – seafood industry needs money for training
Lack of benefits	There are concerns about the quality of courses

	offered by some training providers
Remote locations	Serving regional areas in some states is very difficult – resource intensive

Question 7: What can be done to improve the uptake of training courses by representatives of the seafood industry?

The responses from the participants can be summarised into the following options:

Summarised Options	Responses
Provide the appropriate motivations	<p>Offer appropriate motivations for participants</p> <p>Need to empower industry to take ownership of the process – need the correct motivators</p> <p>While there are qualifications pertaining to seafood and fishing operations there are very few industry people taking up the offer partly due to lack of regional training organisation to deliver training. Training is generally reactive to specific needs.</p> <p>Why is training important?</p>
Provide training that links to their 'business'	<p>Training should be driven by the business model – industry sees themselves as small business owners</p> <p>Helping to improve business skill sets</p> <p>Working towards a business assistance model – not necessarily training</p> <p>Needs to be a transfer of corporate knowledge</p>
Provide more financial resources	<p>Provision of adequate resources</p> <p>Very few unconditional funds available for training e.g. currently money available for women's issues and climate change that places restrictions on participation</p>
Increase the profile of the seafood industry	<p>Currently there seems to be a complete lack of respect for the skills of industry members</p> <p>The seafood industry is not a political priority. Seafood is undervalued as a primary industry. There is a lack of respect.</p> <p>There no Aquaculture Act in some states.</p>

<p>Make appropriate links with industry</p>	<p>Need to go out to industry and get their views – At what level does their business need assistance?</p> <p>Generally there is not enough engagement with industry at the beginning of projects that involve the development of training activities</p> <p>Need to understand the different demographics of the industry</p> <p>Projects need to be designed to meet the direct needs of industry</p> <p>There is great diversity/dynamics between individual participants</p> <p>Having the ‘in’ with industry</p>
<p>Establish pathways for qualifications that formally recognise prior experience</p>	<p>Recognition of prior learning (RPL) – generally recognition of the experience of fishers is poorly done – need a qualification structure that recognises prior experience</p>
<p>Remove barriers</p>	<p>Remove constant red tape – ‘industry fatigue’ associated with training and other government processes</p>

Other related comments:

- A skills audit would be useful
- There are concerns that the final outcome of the current project might not address the core issues if direct contact with appropriate representatives from the different sectors is not achieved

Question 8: How should the training of representatives of the seafood industry in be funded?

The responses from the participants can be summarised into the following options:

Summarised Options	Responses
State government	<p>State government should provide more – should be in line with other sectors</p> <p>Seafood is considered small – undervalued by government</p> <p>Valuing the profession</p>
Industry	<p>Industry would fund training if it was considered worthwhile – find the appropriate motivator</p> <p>Example: assistance with completing e-tax industry saved \$1000 per person on their tax returns</p> <p>Training – need to consider both the profit and loss</p>
Apprenticeship schemes	<p>Use of apprenticeships – can access \$4000 however the current system means that the skipper needs to invest \$16,000 to get an apprentice</p>
Accessing existing funding sources for training	<p>There are a range of available sources of funding for training, however they are difficult to find and/or difficult to access</p>
Investigate training delivery in other sectors	<p>Need to look at other skills formation strategies for <u>seasonal</u> workers e.g. use of ‘grey nomads’ in the aquaculture industry</p> <p>Look outside the seafood industry at other primary industries e.g. dairy, beef, poultry (eggs & chickens), wine</p> <p>Use comparisons of a similar scale e.g. ‘roo shooters’</p> <p>Music industry has many links e.g. no explicit requirements for formal qualifications</p> <p>Need to compare like with like – honey and banana growers industries would have similarities</p>

QUEENSLAND FOCUS GROUP

Appendix 1: Individual written comments on roles and responsibilities (QSIA, Queensland Focus Group)

Roles

1	Numerous levels of representatives Advocates Leadership
2	Fishery representatives for industry Fishery leaders Industry advocates managers (member bodies, lawyers) Government/non association leaders (marketing, seafood services, SEA etc)
3	Lobbying Networking Build membership Keep membership Communication Provide info for members Conduit between govt agencies and members Ensure viable, sustainable, robust industry continues
4	Work and liaise with stakeholders Develop relationships with stakeholders that will portray industry in positive light and the benefits the seafood sector Advance the interests of the seafood industry
5	Wild catch fisheries
6	Advocate on behalf of the membership Leadership Industry liaison

Responsibilities

1	<p>Representation of the needs of industry Advocate for the requirements of industry Team approach Ensure acting in best interest of industry Diversity however, ensure conflict of interests are not apparent in practice/representations – ‘not pushing own agenda’ Professionalism Knowledge/education</p>
2	<p>Knowledge – linkages to industry Voice of industry Key industry people who are leaders/champions Provide voice on behalf of industry Act as a mediator from industry to government Professional advise Provide leadership/strategic planning Non biased voice Promotion Research</p>
3	<p>Lobby state and federal government and agencies Build network to gather relevant information Ensure members are up-to-date, happy</p>
4	<p>Represent views of members Work with government agencies in a positive way that benefits members interests Professional and ethical conduct Role model</p>
5	<p>Fishery remains viable Red tape day-to-day responsibilities reduced Try to represent as many fishermen as possible ‘Greenwash’ Educate general public on commercial fishermen roles Communicator</p>
6	<p>Informed by discussions with membership Understand the strategic and operational aspects of leadership within the organisation and across industry Bridge the gap between industry needs/members wants and capacities</p>

QUEENSLAND FOCUS GROUP

Appendix 2: Individual comments on skill sets and knowledge areas

Skills sets

1	<p>Communication skills – oral, written and listening Communication skills – active listening – engagement, empathy, compassion, etc. Management Behavioural Education Interpersonal skills Implementation – abilities to implement strategies etc. to drive industry Commitment – need to be committed to industry to work effectively</p>
2	<p>Communication – verbal, written, understanding, empathy Strategic thinking – ‘capacity to join dots’ see opportunities, mitigate negatives Strong admin/all round skills – financial management, time management, team management, human resource management Passion/drive</p>
3	<p>Good communicator – actually showing “face” at personal level Knowing when to organise meetings</p>
4	<p>Leadership Political knowledge and how best to manipulate Networking Marketing</p>
5	<p>Good communications – written, verbal Capacity Critical Understanding the role of organisation amongst all other stakeholders Qualifications Continuum Multi-disciplinary team work Time management</p>
6	<p>Good communication skills People skills – relationship builder Business management skills People management Time management Value of ‘face-to-face’ contacts, port visits - timing</p>

Knowledge areas

1	<p>Fishery legislation interpretation</p> <p>Management</p> <p>Industry (personalisation's) – how it works, understand individual needs, as a whole</p> <p>Individual sectors – how they work</p> <p>Understand impacts of certain decisions in industry</p>
2	<p>Legislation – fisheries, environment, law and policy</p> <p>General fisheries</p> <p>How to build capacity/create value</p> <p>Appropriate channels for advocacy</p> <p>Marketing</p> <p>Computing</p> <p>Technical understanding – gear/research</p>
3	<p>Operational – fishery and fishery management (legislation)</p> <p>Strategic thinking</p> <p>Governance (good governance)</p>
4	<p>“Whole supply chain”</p> <p>How to deal with diverse range of people/characters/personalities and lead industry</p> <p>Local, State and Federal</p> <p>Delegations knowing who's who</p> <p>How to ensure right person/agency is targeted</p> <p>Communication</p> <p>Conflict</p> <p>Negotiating</p> <p>Self promotion</p> <p>Industry promotion</p> <p>Product promotion</p>
5	<p>Good knowledge of fishing industry through whole chain i.e. catching to consumer</p> <p>Knowledge of other fishing activities in all other states – what they have been through, what they have achieved, and overseas</p> <p>Knowledge of hardships that fisherman face i.e. high expenses e.g. fuel, insurance, time working with red tape, wharf chat e.g. quota, management, safe food, and income – low prices of product</p> <p>Targeting local councillors</p>
6	<p>Understanding government processes</p> <p>Industry knowledge (i.e. fisheries and people in the industry)</p> <p>Identifying people of influence</p> <p>Of issues that affect the seafood sector</p>

PORT LINCOLN FOCUS GROUP

Appendix 3: Individual comments on roles and responsibilities

Roles

1	Office holder (for example, Chairperson) Coordinate Represent views to government Represent views to peak industry groups
2	Association members: salaried representatives, fishers Meeting skills Communication skills Cognitive thinking
3	Liaison and communication with: Government Stakeholders Community Public profile Other sectors Generic issues
4	Advocacy Communication Government versus industry Recruitment Crisis management Mediation between government and industry Generate growth
5	Understanding Networking Data collection Public speaking Presentations Communication Meetings Listening Chairperson Committee member Mentoring Leading others
6	Governance Working with members and government Leadership Work with colleagues Liaise with Members of Parliament Liaise with stakeholders and priority groups for influence and benefit

Responsibilities

1	<p>Communication</p> <p>Represent views to government and to industry peak bodies</p> <p>Understand the business</p> <p>Continual contact with members</p> <p>Knowledge of regulations</p> <p>Ability to understand the bigger picture</p> <p>Negotiation skills including fee levels</p> <p>Awareness of value of total seafood cooperation</p> <p>Deliver outcomes for own fishery</p>
2	<p>Communication with government and other bodies</p> <p>Meeting procedures and disciplines</p> <p>Understanding of government processes</p> <p>Results oriented</p>
3	<p>Media and internal communication</p> <p>Represent view and industry position</p> <p>Communicate issues and position to stakeholders</p> <p>Convey positive virtues of sector to communities</p> <p>Isolate generic issues</p> <p>Streamline common causes and reduce duplication of work</p> <p>Strategic planning</p> <p>Administration</p>
4	<p>Fair representation</p> <p>Excellent base/ground knowledge</p> <p>Public relations and crisis management</p> <p>Excellent relationships (maintaining existing and ability to form new relationships)</p> <p>Future planning (human resources and environmental resources)</p>
5	<p>Attendance</p> <p>Networking</p> <p>Time management</p> <p>Representing others appropriately</p> <p>Commitment</p>
6	<p>Run industry association</p> <p>Economic wealth</p> <p>Understanding obligations and constraints</p> <p>Mentoring and building relationships</p> <p>Understanding how to empower others for common goals</p> <p>Understanding other viewpoints</p>

PORT LINCOLN FOCUS GROUP

Appendix 4: Individual written comments on skill sets and knowledge areas

Skills sets

1	<p>Strong organisational skills Teamwork Awareness and implementation of corporate governance Business sensitivity (viability) Ability to prioritise</p>
2	<p>Office accountability Meeting procedures Ability to debate and speak convincingly Ability to put forth and maintain funding cases and be successful Hold and promote industry vision</p>
3	<p>Cold calling Clear and succinct communicator Ability to 'put your head above the bunker' Willing to take a risk Teamwork Independent thought Leadership Corporate governance Time management Having a vision Not being a 'gate keeper' Public speaking Empathy</p>
4	<p>Communicating effectively Meetings Presenting Reading the 'play' Mentoring Training Team building Relationship building Networking</p>
5	<p>Quick thinking Deep thinking Balanced thinking Respectful and aware of industry and the people involved Excellent communicator Not swayed by emotion Ability to be objective and neutral</p>
6	<p>Administrative Communication Business knowledge Objectivity Public speaking Networking Time management, Negotiation</p>

Knowledge areas

1	Can be trained to be organised Knowledge of all members of our own group and key people within other groups Governance and reporting responsibilities Business skills Understand the business of government (drivers) Running summary and prioritisation of issues
2	Current and historical awareness of industry Financial accountability Understanding of government processes and limitations
3	Leadership Key messages Role of government Fisheries science
4	Understanding different viewpoints Common ground Understanding of stakeholders and all key factors (i.e. government departments, NGO's) Value of assets
5	Legislation Industry knowledge Legal Business Marketing Funding
6	Information technology Media Understanding business structure Speech writing structure Persuasive skills Strategies

DPIW, HOBART FOCUS GROUP

Appendix 5: Individual comments on roles and responsibilities

Roles

1	<p>Effective advocate Promote and deliver ESD Represent industry positively Educate others Lead others Champion leading to outcomes</p>
2	<p>Represent the views and concerns of licence holders and members Represent the Department's position in relation to issues Lead industry Advocate Understand the bigger picture - for example, government legislated objectives, ESD, community and sustainability Role of government representatives is to provide guidance and communication, also to facilitate co-management discussions</p>
3	<p>Liaison Interface Translator</p>
4	<p>Carry forward and lobby for industry desires with the statutory framework Generate educated discussion on issues Combined voice Manage within statutory provisions Provide advice to industry and public</p>
5	<p>Industry: Advocacy Participating in public consultation Industry consultation (both statutory and informal) Inform members and act as a communication pathway Government/Department: Develop, implement and manage policy Administer legislation Work collaboratively with industry representatives</p>

Responsibilities

1	Acknowledge issues and address with solutions Facilitate outcomes Deliver for industry with requirements of government, comments and legislation Understand government, legislation and processes Communicate
2	Understanding of current issues, keeping up to date Communication Providing advice to government Legislated responsibilities Develop policy and a long term vision for the future Government responsibilities extends to explaining why things are a certain way (the political context)
3	Statutory and management responsibilities
4	Understanding of statutory provisions relevant to industry sector Management framework (i.e. sustainability, social licence) Facilitate balanced outcomes Provide advice within the context of management frameworks Educate individuals
5	Industry: Understand policy and legislative frameworks Represent constituent interests Recognise the line between private sector responsibility and the public sector/government Communicate clearly Government: Assist industry to understand policy Develop networks

DPIW, HOBART FOCUS GROUP

Appendix 6: Individual comments on skill sets and knowledge areas

Skills sets

1	<p>Communication Planning Budgeting Writing Marketing Risk management Project management Networking Leadership Interpersonal skills (emotional intelligence, logical and reasonable) Human resource management Concise</p>
2	<p>Learning Change Leadership Team building Strategic thinking Management skills</p>
3	<p>Smart and savvy Communicate clearly Passionate and committed Open-minded Problem-solving Realistic Outcome oriented Positive</p>
4	<p>Communication (verbal and written) Leadership Organisation skills Strategic thinking skills Supervisory skills and people management Interpersonal skills</p>
5	<p>Corporate Legal Industry Electoral Annual reporting Writing and numeracy Office systems Technical issues Persuasive Money talks Markets</p>

Knowledge areas

1	Business administration Funding frameworks Strategic planning Micro and macro economics Natural resource management Law Markets and supply chains Corporate governance Government operation Science Geopolitics
2	Management frameworks Government processes Social licence Sustainability Economic Community engagement Media Industry structure
3	Fishing industry Science Government processes Legislation Responsibilities
4	Fishing industry Sector needs Government processes and objectives Wider primary industries objectives and strategies Economics and markets Community engagement (conservation, recreation etc) Media Politics Sustainability Science Understanding of industry by government

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Appendix 7: Individual comments on roles and responsibilities

Roles

1	<p>Get to know the business: the fishery, issues, problems, needs, objectives, timeframes etc Get to know the people: fishermen, processors, agency, political, wholesalers, stakeholders etc Be committed to the responsibility: work in a systematic way to achieve objectives within agreed time frames</p>
2	<p>Committee, board, working group and advisory group membership Being an authorised spokesperson for a region or sector Being a key contact between industry, government, research and community Presenting industry position through submissions and government consultation processes Providing leadership on selected issues</p>
3	<p>Have a good understanding of the status, issues and challenges of the specific industry Be able to speak on behalf of industry sector in a way that fully represents all views and opinions Feed information relevant to the industry sector back to business members Maintain good relationships with all key stakeholders, government, relevant NGO's and other industry sectors Broad membership Known and identified contact</p>
4	<p>Link with industry members (i.e. grass roots fishers, marine farmers , processors) Link with NGO's, research bodies, government and politicians Link with environment organisations and environmental advocacy groups Link with general community</p>

Responsibilities

1	Commitment to 'getting up to speed' on the whole seafood industry Understand the needs and objectives of the industry Work hard to agreed plan and to achieve outcomes in a timely manner Participate in all interesting issues
2	Communication to members and relevant government, community and research agencies of industry issues and positions Formulation of industry positions/stances on the basis of communication with industry members Maintain functions of incorporated associations (meetings, AGMs, minutes etc) Communication to industry members of outcomes of representative functions
3	Have good communication flows with business across the industry sector Understand the complexities and different views in the sector Be present and across issues, legislative changes etc. Have a broad information base and effective communication mechanisms Develop sound working relationships Be committed to the responsibility Have clear objectives
4	Communication flow Understanding what stakeholders can do for you If you are not committed then leave

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Appendix 8: Individual comments on skill sets and knowledge areas

Skills sets

1	<p>Diplomacy Communication skills: media, submissions, face-to-face How to use media to best advantage for the whole Understand a broad of issues and make connections back to the fishery Ability to the see the other side of an argument and to work with that Ability to adapt to new technology and use it to best advantage Ability to compromise Negotiation and conflict resolution</p>
2	<p>Communication and listening Negotiation Conflict resolution Public speaking and presentation Interpersonal relationships Strategic thinking Commitment Planning and organisation Anticipating the need for action Analysing information, science and context Professionalism Computer, internet and other technology</p>
3	<p>Be a good communicator Sympathetic ear to the needs of others Ability to develop positions based on discussions with stakeholders Commitment to achieve results and an improved position Understand economic, local and political needs and issues Personal organisation skills</p>
4	<p>An able listener Ability to identify self interest from broader interests An able conduit of information to industry and to external audiences Ability to synthesise and incorporate new and emerging information and political contexts Personal characteristics: approachable, accessible, consistent and transparent Organisational skills and time management</p>

Knowledge areas

1	<p>Knowledge of leverage points Legislation (State and Commonwealth) Management rules and regulations Processes of how to change legislation, rules and policy How a business runs (for example cash flows, tax etc) Environmental impacts of fishing How to apply for grants Run a meeting Impacts of management changes and how that will impact operational fishing practices How to communicate effectively with all levels of stakeholders Potential environmental impacts and issues Sustainability – environmental and sustainable business practices</p>
2	<p>Specific industry knowledge (local and historical context) Operating environment, local issues and technology used Who's who of industry and contacts Roles and responsibilities of different stakeholders (government, NGO's, industry groups etc) Knowledge of strengths and weaknesses of sector Knowledge of different individuals views (positive and negative) Knowledge of 'blockers' and leaders</p>
3	<p>Fishery management plans, rules, regulations, legislation, food safety plans and codes of practice Industry history and fishing issues How to relate to people Sympathetic approach to the needs of others Eye for detail and the bigger picture The ability to communicate effectively – verbal, written, meetings A good media presence Dress the part Telephone/computer skills Listen</p>
4	<p>Regulatory systems (compliance and enforcement) Governance systems (policy processes) Industry structure (social and economic) Relevant fishing practices Basis biological and ecological processes, and characteristics of marine resources in question Knowledge of characteristics of industry at a broad regional level</p>