



# Acknowledgements

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## Project Team

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## Disclaimer

This training material has been prepared with the assistance of industry sources and by reference to current knowledge. However members of the project team accept no responsibility for any consequence of oversight, misinterpretation or error in the material.

The material does not purport to be a substitute for your own legal obligations and the project team recommends that it be used only as a guide.

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## Program overview

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Charting Your Own Course is a part of the Fisheries Research and Development Corporation's (FRDC) People Development Program. It aims to develop the representational and leadership capabilities within the Australian seafood industry.

Charting your Own Course helps participants improve their skills, knowledge and confidence, and equip them to take representative and leadership roles in their business, industry and communities.

Charting Your Own Course consists of three main resources:

**Resource 1:** Participant Workbook, Facilitator's Guide (this document) and Facilitator's PowerPoint Presentation.

**Resource 2:** Self-paced Learning Guide

**Resource 3:** Advisory Committee Member Guide

This program is aimed at entry and intermediate level representation, and is to target industry members who are currently not engaged in any form of representation or those who currently hold level 2 or 3 representation roles<sup>1</sup>.

It is a generic and flexible program that is applicable across the broader seafood industry. This means that the workshop can be tailored for region- and sector-specific needs. Each module in the workshop can be used separately as individual short-form workshops or together to create a whole days' workshop.

The workshop is designed to build skill sets specific to the needs of industry as identified in the Australian Maritime College report to TSIC "Building Representational Capacity in the Seafood Industry" 2011 ([www.tsic.com.au](http://www.tsic.com.au))

This guide contains resources for experienced and active seafood industry members to assist in facilitating these modules with emerging industry representatives in a workshop environment.

### In this Guide you will find:

- Facilitator notes and activities
- Sample agendas
- Presentation slides
- Template resources

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<sup>1</sup> As defined in the TSIC People Development Project Report 2011 completed by AMC

*Level 1 - Representative of state peak body/national association*

*Level 2 - Representative of regional association*

*Level 3 - Representative of an area/sector*

## How to use this guide

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This guide contains a set of resources for you to use to run the Charting Your Own Course workshop:

- **Facilitator notes:** Contains timing guides, key messages for each module, instructions for learning activities and facilitation/ debrief questions to promote workshop learning.
- **Sample agendas:** Contains recommended combinations of modules for effective time-limited workshops
- **Presentation slides:** Contains key messages, activities and key questions for each module that support the facilitation process (optional – electronic copy attached)
- **Template resources:** Copies of all handouts identified in the Participant Workbooks.

### Icons in this guide

The following icons are used throughout this Guide to help you quickly identify the suggested activities within each module.



**Learning activity** – an exercise that assists adults to experience and practice the new concepts



**Facilitators tip** – questions and ways of going about delivering the workbook content that might be useful



**Resources** - Use or refer to the relevant Hand-outs from the Participant Workbook. These are also supplied in this Guide in case you need to update or adjust them to reflect particular details for your region or sector.



**PowerPoint slides** – the relevant PowerPoint slide can be used to emphasise a key message or keep instructions visible for an activity – or relevant hand-outs from the Participant Workbook (templates are also supplied in this Guide).

## **Editing the materials**

All the resources are in a basic Microsoft Office Suite format that enables you to tailor modules where you need to update details; for example:

- sector specific terminology or language
- state specific legislation or reference to regulatory processes
- new legislation or other relevant changed conditions

The materials were designed in 2012 based on adult learning principles and tested in the seafood industry. Aside from minor specific details as noted above, it is recommended that you use the materials unedited.

## **Developing tailored workshop agendas**

The workshop topics have been developed into components or stand-alone “modules”.

This design allows a facilitator to build a program that reflects the interests, needs and resources of the industry association offering the workshop.

Suggestions and guides on this are provided in the following section

## **Facilitating workshops**

This Guide is designed to assist in facilitating the “Charting Your Own Course” workshops. It is designed to augment the Participant Workbook content material. It provides tips, activities and information on running a module using adult learning principles.

When running a workshop, the facilitator should review the key messages for each module (provided at the end of each module in the Participant Workbook, and also in this Guide). The key messages are what the facilitator is really focused on.

This guide does not provide detailed instructions for each section of each module as some of the sections are self-explanatory.

The Participant Workbook contains detailed information in each section. This provides a reference tool for participants after the workshop, as well as a basis for the workshop.

When facilitating a workshop, the facilitator should not try to read or deliver all the detail in each section in the Participant Workbook. This would not be possible in the timeframe and does not support adult learning.

In preparing for a workshop the facilitator should make notes about the key message for each section and focus on that in the workshop. Participants should be encouraged to make notes in the white space and back of pages to assist their learning.

## Designing the workshop agenda

There are seven (7) core modules that make up the one-day workshop (see Table 1 below).

The modules have been designed so they can be used in flexible combinations according to the needs and resources of the end user/s offering the workshop.

For example, an industry association might identify the need for improving their practices in meeting procedures and select a relevant single session; or an association might identify a need to introduce young growers or fishers to the industry structure and hold a half-day workshop (see Table 2: Examples of short-day agendas below).

### Full day workshop

The one-day workshop program presented in Table 1 has been designed to layer and build participant learning during the course of the day.

It is designed specifically to cover the foundation skills and knowledge for effective industry representation.

**Table 1: One-day program**

Module	Topic	Time (min)
1	Introduction	30
2	The seafood industry	60
3	Membership and Representation	60
Morning break		
4	Communicating effectively	60
Lunch break		
5	Influencing and building relationships	60
Afternoon break		
6	Effective meetings	60
7	Charting your own course: next steps	30

## Short workshops

It is recommended that all workshops include Module 2 (*Industry structure: decision making channels and action pathways*), as this knowledge is fundamental to building representational capacity.

This recommendation is based on the primary project objective of developing the capacity of industry members to be effective influencers and representatives. Understanding the decision-making structure of the industry is critical information that all individuals need to be effective industry advocates.

In addition to flexible combinations of the modules, each module can be delivered in shorter timeframes than proposed for the one day program. For example Module 3 is available in 30, 45 or 60 minutes segments.

End users can identify their own needs and resources and select modules accordingly. Tables 2 and 3 set out examples of possible short-course agendas that could be used for the specific training need identified by industry associations.

**Table 2: Examples of short-day agenda for developing skills in membership representation and stakeholder management**

Single session agenda	Half-day agenda
Module 1: Introduction (30 mins)	Module 1: Introduction (30 mins)
Module 2: The seafood industry (30 mins)	Module 2: The seafood industry (60 mins)
Module 3: Membership and Representation (30 mins)	Module 3: Membership and Representation (60 mins)

**Table 3: Examples of short-day agendas for developing skills in meeting procedures and effective communication**

Single session agenda	Half-day agenda
Module 1 Introduction (30 mins)	Module 1 Introduction (30 mins)
Module 2: The seafood industry (30 mins)	Module 2: The seafood industry (60 mins)
Module 4: Communicating effectively (30 mins)	Module 4: Communicating effectively (60 mins)
Module 6: Effective meetings (30 mins)	Module 6: Effective meetings (60 mins)

# Preparing for the workshop

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## Facilitator objectives:

- Prepare for the course.
- Generate participants' interest in the course.

## Participant objectives:

- Understand the practical details of the course.

## Suggested resources:

- Sample agendas
- Participant Workbook
- Course evaluation form

## Confirm your agenda

Clarify your goal and objectives – what knowledge or skills do you specifically want participants to walk away with? For example, new skills in meeting procedures, understanding of the industry structure.

Design your agenda accordingly and tailor the evaluation form to your workshop.

Please refer again to the notes on *Facilitating Workshops* on page 3 of this Guide.

## Promote and invite

Distributing regular fliers and direct invitations are important for ensuring you have sufficient numbers for your workshop.

As well as workshop date and starting / finishing times include details like the venue and what catering will be offered.

Ideal participant numbers: 8 - 15

## Room set-up considerations

Once you know how many participants you have print off the relevant resources, including the evaluation form.

Consider if you need the following and from where you will get them:

- data projector, computer and screen (or useful wall)
- slide-show (from the Resources provided in this Guide)
- butchers paper, pens and poster easel
- adequate space for your number of participants
- ready access to amenities and outside for breaks.

## **Self-paced Learning & Advisory Member Guide resources**

Also developed as part of the Charting “Your Own Course” training package were a Self-Paced Learning Guide and an Advisory Committee Member Guide.

The self-paced learning Guide mirrors the content of the workshop, but using self-paced learning techniques to deliver the key messages. The aim is for the target audience to learn the content at a time and pace suited to them.

The Advisory Committee Member Guide provides information and skills relevant to advisory representation. It is a streamline manual that targets new and existing advisory committee members.

Both resources can be found as part of the broader “Charting Your Own Course” training package.





## Module 1: Introduction

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See Participant workbook **Welcome to Charting Your Own Course – Introduction**

### Facilitator objectives:

- Get to know the workshop participants and provide an opportunity for them to get to know one another.
- Establish an open learning environment (in which people are comfortable to participate and ask questions).
- Explain the workshop agenda and objectives (including breaks, amenities and food).
- Set up participant awareness of differences between people.


**Total suggested time: 30 mins maximum**

### Participant learning objectives:

- To get to know each other.
- To understand why we are here.
- To consider different perspectives and know the importance of dealing positively with difference as a key to industry representation.

### Steps:

1. Introduce yourself and the course.
2. Emphasise the purpose of the workshop, the agenda and “housekeeping” details (including where the toilets are, breaks, catering and emergency evacuation information).
3. Emphasise the importance of stepping up to active representative roles for the future of the industry.


 <b>Starting Activity</b>	<b>Purpose</b>	<b>Time</b>
<p><b>Getting to know one another:</b></p> <p>Work in pairs with one person being a host and the other a guest. The host has to find out three interesting facts about their guest. Switch the roles and repeat.</p> <p>Form back into a large group. Each person takes turns introducing their ‘guest’ and presenting three facts about their guest to the group</p>	Introducing ourselves and getting used to participating in the group.	10mins
<p><b>Debrief questions:</b></p> <p>None required for this activity.</p>		

After this introductory warm-up activity, talk through the case study (page M1-p1).

Ask each participant to tell the group what they would like to get from the day. Write this up on a whiteboard or poster for reference at the end of the day.

### 1.3 We all see things differently

Before asking participants to turn to page 2 run the following activity:

 Activity: page M1:p1	Purpose	Time
<p><b>Looking through the window</b></p> <p>Move the group to gather around a window.</p> <p>Ask them:</p> <p>“What do you <i>notice</i>?”</p> <p>(NB: not “What do you <i>see</i>?”)</p> <p>Encourage people to call out whatever is top of mind, no matter what it is</p> <p>Remind them there’s no right answer &amp; this isn’t a trick question.</p>	<p>Experiencing the fact that people see things differently.</p> <p>Set up for the course message about developing your awareness of this as a basis for good industry representation.</p>	<p>5mins</p>
<p><b>Debrief:</b></p> <p>Draw attention to the fact that each person noticed a different thing, and that we each apply different filters to any situation.</p> <p>Discuss different perspectives as per the notes below.</p> <p>Invite any questions or comments about this.</p> <p>Move to Module 2: The seafood industry</p>		

### Discussion notes

We all view the world in different ways. It is easy to imagine the potential for far greater differences in the way we see more complex situations - like our work, our responsibilities and our relationships. Human beings will never see things in exactly the same way - this is not the aim of work or life - instead the aim should be to understand each other's views far better, so that we can minimise conflict and maximise cooperation.

The work of industry representatives is primarily about communication – listening, interpreting and then working through the range of organisations and people to get decisions and action. The work of industry representatives is nearly all about relationships.

As a starting point, it is important that we understand that people think differently and therefore see things differently. We often do not imagine that other people may see something quite differently to how we see the 'same' thing.

Relationships, in work and outside of work too, depend heavily on our being able to understand the other person's view, and what causes it to be different to our own.



## Module 2: The Seafood Industry

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### Facilitator objectives:

- Introduce the basic schematic of representation and decision-making.
- Assist participants to understand the diversity of influences on decision-making.
- Set up the relevance of stakeholder management and communication skills.

**Suggested time: 30-60 minutes**

### Participant learning objectives

To understand:

- The purpose of industry and sector associations
- That the industry is structured and complex
- What influences decision-making

### Resources



**How advisory bodies operate: Terms of Reference** (Participant Workbook – Module 2: The seafood industry)

Refer to **M2-p4** and the Terms of Reference hand-out at the back of the Workbook (**M2-p23**).

How industry associations operate: The Constitution (Participant Workbook – Module 2: The seafood industry)

Refer to M2-p7 and the Constitution hand-out in the back of the Workbook (**M2-p28**).

### Review the key messages

When facilitating this module keep the key messages in mind (see Summary page in the Participant Workbook – M2-p21).

Work through the Participant workbook content with your group, and use the tips and activities on the following pages for the specifically identified sections in this module.

Not all sections from the module have detailed tips and activities, as the Participant Workbook content is designed to be self-explanatory for the facilitator.


## 2.1 Management of a public resource

Discuss the concept of a public resource. Detail the difficulties in managing a public resource.

## 2.2 Overview of the structure of industry representation

Page M2: page1

This activity is a good way to introduce module 2, before you talk through the key messages.

 <b>Activity: Word association</b>	<b>Purpose</b>	<b>Time</b>
<p>On the blank page of your workbook, jot down <b>anything</b> that pops into your mind when I call out my words:</p> <p><i>“Industry representation” (wait 30 secs for participants to jot down what pops into their minds)</i></p> <p><i>“Industry association” (wait 30 secs for participants to jot down what pops into their minds)</i></p> <p><i>“Advisory committee” (wait 30 secs for participants to jot down what pops into their minds)</i></p> <p>Get participants to share what they jotted down with the whole group.</p>	<p>Warm up participant thinking</p> <p>Create an open learning environment</p> <p>Gauge level of experience and understanding in the group to assist the facilitating in pitching the modules for the group better.</p>	<p><b>5 mins</b></p>
<p><b>Debrief:</b></p> <p>Q: What do you notice about what we all jotted down?</p> <p>Draw out the differences in understanding or any other important or interesting themes or questions.</p> <p>Remind the group there was no “right” answer for this.</p> <p>Relate any themes, interests or questions from the group discussion to any modules that will work on those themes, interests or questions later in the day.</p>		

Deliver the key messages from section 2.2: Overview of representation (**M2:p2**)

Draw attention to Figure 1 on page **M2:p3** and emphasise the following:

- The three different focus areas (government; research and industry)
- That they overlap and work together – this is industry representation
- The areas in which they could expect to be involved.

## 2.3 Advisory Committees



**TIP:** Check if anyone in the group is familiar with these committees and invite them to share their observations about these structures.

Then build on the person's comments with the workbook content. (5 mins)



**TIP: Page M2-p6&7** Purpose statements – ask participants to form pairs and read through one of the statements underlining the purpose words they notice

Check what they noticed and if there are any questions. (5 mins)

### Key messages to emphasise

- Individuals are appointed to these bodies
- As individuals you provide **advice** based on your **individual expertise** and experience
- These are **not decision-making** bodies but significantly influence decision-making in research and Government.



### What are the bodies in this State?

Ask the group to turn to Figure 2 (**M2-p11**) and work together to fill in the spaces in the orange column on the far right of the diagram.

Note to the group that we will fill in the other columns by the end of this module.

*Make sure you are prepared for this activity and have the answers ready in case the group is not aware of what they are.*

*Remember it is likely and reasonable that they don't know and that is why they are doing this course.*

Hand-out the Terms of Reference and take the group through where the following items are:

- purpose or scope
- membership
- frequency of meetings
- office holders and administration

### Which hat?

Talk through these key messages about being clear on your role and purpose depending on which body you are part of. (**M2-p5**)

## 2.4 Representational bodies and industry associations



**TIP:** Check if anyone in the group is familiar with these committees and invite them to share their observations about these structures.

Then build on the person's comments with the workbook content. (5 mins)



**TIP: M2-p6&7** Purpose statements – ask participants to form pairs and read through one of the statements underlining the purpose words they notice

Check what they noticed and if there are any questions. (5 mins)

### Key messages to emphasise

- Industry associations are legal entities, and formed for the benefit of the members
- To get onto an industry association you must be voted on by other members
- Your role is to represent the interests and views of the members – not just yourself
- These are decision-making bodies, as well as providing advice to Government and research bodies.



### What are the associations in this State?

Ask the group to turn to Figure 2 (**M2-p11**) and work together to fill in the spaces in the orange column on the far right of the diagram.


*Make sure you are prepared for this activity and have the answers ready in case the group is not aware of what they are.*

*Remember it is likely and reasonable that they don't know and that is why they are doing this course.*

Hand-out “**What is a Constitution**” and take the group through where the following items are:

- Purpose or scope
- Membership
- Frequency of meetings
- Office holders and administration



 <b>Activity: Stick to the rules</b>	<b>Purpose</b>	<b>Time</b>
<p>Divide into small groups of two or three.</p> <p>Allocate the groups with either the Terms of Reference or the Constitution (see Handouts).</p> <p>Instruct them to flick through their handout then answer the three questions in the Workbook using the information in the Handout.</p> <p>Remind them to choose who will report back.</p> <p>After 3-5 mins call participants back to the group and ask them to report their answers to each other.</p> <p>Encourage other groups to answer any questions a group might raise. This will further assist learning.</p>	<p>Familiarise participants with the existence and purpose of key governance documents.</p> <p>Establish the practice of finding answers to governance questions from the key governance documents.</p> <p>Embed learning regarding purpose and membership of the representational bodies.</p>	10 mins
<p><b>Debrief:</b></p> <p><i>Q: How did you find this activity? Did anything stand out for you?</i></p> <p>After each group has reported back, encourage participants to comment on any aspect of the documents they have just worked through.</p> <p>Acknowledge any comment without judgement (Aha, I see, etc.).</p> <p>Answer any questions together as a group by reference to the documents where you can.</p> <p>If questions cannot be answered in the group, encourage the questioner to note the question and take it to a member of their local committee to see if they can get it answered.</p> <p>Finish this activity by reinforcing that each industry representational structure has (or should have) a key guiding document like this. When getting active, they should always ask for and review these guiding documents, so they know the purpose of the body and what they should do as a member of the body.</p>		

## 2.5 How the industry structure works

Use both Figures 1 (**M2-p3** and slides **2-5**) and 2 (**M2-p11** and slide **5**) here to reinforce the key messages of this section.

Work through the key messages from this section:

- The industry, government and research work together through “representational relationships”
- This is at the heart of industry representation and the purpose is to make it possible for each body to influence each other in decision-making
- There is sector as well as geographical ways that the industry organises itself (see Figure 2 **M2-p11** and slide **5**)



### Tasmanian Abalone Fishery – Total Allowable Catch

(**M2-p12**)

Read through the case study

Ask the group to pair up and mark up a copy of Figure 1(**M2-p3**) with arrows connecting the different areas from this case study.

When they’ve finished, ask how they went, show the “answers” from your prepared diagram.

To finish, emphasise the key message that industry, government and research work together on important issues and do this through specific representational structures and relationships.

### **Does the group need a break?**

This might be a good time for a quick energiser exercise if your group is getting restless or glazing over as you still have some important material to get through before the morning tea break e.g.

### **Wake-up catch (3-5 mins)**

- Group stands up
- Call out the name of a person in the group and toss the object to them
- Toss around the room until each person has caught and called a name.

### **Zip zap zop (3-5 mins)**

- Group stands up
- Place palms together and image they are holding a buzz of energy that they'll pass around the group
  - Zip means pass to the person on your right
  - Zap means pass it to the person on your left
  - Zop means pass it to someone across the circle (not next to you)
- Pass the energy around calling out the relevant instruction (Zip, zap or zop)

Stop after a few minutes once the group has the swing of it and the mood has lifted.

## 2.6 Government



**TIP:** This section should be tailored to reflect the specific terms used in the state or sector in which the workshop is being delivered.



**PowerPoint:** Slide 6 can be useful here.

## 2.7 Research



**TIP:** This section should be tailored to reflect the specific terms used in the state or sector in which the workshop is being delivered.



**PowerPoint:** Slide 7 can be useful here.

## 2.8 What influences decision-making?




**TIP:** Start this section by asking the group to call out what they think might influence decisions in the industry and how they are made.

Build on the answers by working through the content and activities in the workbook.



**PowerPoint:** Figure 3: Decision-making context (**M2-p18** and slides 8-9) and Figure 4: Political content (**M2-p20**) (slide 10)

These slides can be useful during the debrief discussion about what influences decision-making.

 <b>Activity: What influences my sector?</b>	<b>Purpose</b>	<b>Time</b>
<p>Work in small groups or 3-4</p> <p>Ask participants to review figure 3 and write down some of the influences on their decision-making.</p> <p>There is a page in the workbook for this.</p> <p>Allow 2 minutes for this.</p> <p>Encourage the group to call out anything they wrote down.</p> <p>Check if there are any questions?</p>	<p>Raise awareness of the many differing points of view that influence how an industry level decision is made.</p> <p>Set-up the need for and purpose of communication and stakeholder engagement skills covered in the following modules.</p>	10 mins
<p><b>Debrief:</b></p> <p><i>Q: What do you think all this might mean for members of an advisory committee or industry association?</i></p> <p>Encourage participants to explore what they think and ask any questions. Answer any questions together as a group where you can. If questions cannot be answered in the group, encourage the questioner to note the question and take it to a member of their local committee to see if they can get it answered.</p> <p>Finish this activity by reinforcing that getting decisions made, changes and action can sometimes be more complicated than it originally seemed. As an active industry representative it is important to remember the range of influences, needs and interests around you.</p>		

## 2.9 Political and ministerial influence

Talk through the key messages of this section.

Use Figure 4 (**M2-p20 and slide 10**) to trace the relationships and emphasise that industry representation is about advocacy and representing the whole industry not individual lobbying.

## **Closing the module**

Refer to Summary page (**M2-p21**) and talk through the key messages.

Keep this summary simple and stick to the dot points in the workbook.

Ask for any questions or comments.

Ask participants to call out answers to the following:

- What else did we cover / talk about?
- Anything particular that stood out that they learnt?
- What surprised them?
- Their personal key “take-away” messages

## **Course evaluation**

If this is the final module for your workshop you should now ensure you collect participant feedback and evaluation.

Hand out copies of the course evaluation form and ask participants to fill in their comments and pass back to you (included in the final section of this Guide, page 62).

Note that including their name is optional and they are welcome to fill in the evaluation form anonymously.

## Answers to activities

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Following are the answers to the activities in this module. You can hand these out or read through them with participants.

### Stick to the rules

These answers were to be found from the Model Constitution in “Appendix 1: Handouts and Additional Information”.

Talk the group through the answers, and support the group to discuss why they chose particular answers if they are different from the ones provided below.

*Question: What formal roles must be elected to the management committee?*

**Answer: Clause 18 – Membership of the Management Committee: A president, treasurer and secretary.**

*Question: A **quorum** is the minimum number of members of the Association’s management committee that must be present in order for the Association to make any decisions. How many members make up a quorum for a management committee meeting?*

**Answer: Clause 2.4 - 50% of the Committee Members must be present to make up a quorum and allow the meeting to make any formal decisions.**

*Question: How can the members change the rules of the Association?*

**Answer: Clause 43 Alteration of rules: Rules may be altered by “special resolution” at a (formal) general meeting.**





## Module 3: Membership and Representation

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### Facilitator objectives:

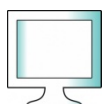
- Introduce the basic principles and responsibilities of representation and membership organisations
- Introduce the basics of membership consultation
- Set up the relevance of modules on stakeholder management and communication skills.

### Participant learning objectives

- Understand the responsibilities associated with being an active industry representative
- Understand membership consultation
- Consider ways of engaging with industry members

### Resources

No specific handouts are provided for this module.



**PowerPoint:** Slides number 11 – 18 can be useful for facilitating this module

### Review the key messages

When facilitating this module keep the key messages in mind (see Summary page in the Participant Workbook **M3-p11**).

Work through the Participant workbook content with your group, and use the tips and activities on the following pages for the specifically identified sections in this module.

Not all sections from the module have detailed tips and activities, as the Participant Workbook content is designed to be self-explanatory for the facilitator.

### 3.1 Focusing on industry issues



**TIP:** Once you have discussed the key message of this section, ask the group to discuss how they might handle the “squeaky wheel” individual whose views might differ from the majority of members.

Draw attention to the need for respectful communication and the responsibility of committee members to engage with all members and represent the best interests and views of the whole membership.

#### Reminders:

##### Which hat

Remind the group to be clear about **“which hat are you wearing?”**

### 3.2 Conflict of interest (M2-p12)

Talk through these key messages:

- What does conflict of interest mean
- Provide an example

Explain the basics of how to deal with a possible conflict of interest.

### 3.3 Representation – two way communication



**PowerPoint:** Key message slide **11** emphasising Two-way communication (**M3-p3**) can be useful here.

#### **Key messages:**

Your key responsibility as an industry representative is to:

1. Communicate the members interests especially to Government and research; and,
2. Communicate what happens and the responses from Government and research back to you members.

Reinforce the difference between industry associations' responsibility to the members and an Advisory Committee's responsibility to provide advice to a decision maker.

### 3.4 Making decision and getting action to happen

Note that it is important to make sure that once a decision is made, that someone on the Committee volunteers or is tasked with carrying the action out, otherwise it goes nowhere.

You should also make sure that at the next meeting you ask how the action is going to make sure there is progress or that you understand if there is a sound reason that nothing or little has happened.

After working through the key points from this section refer the group back to Figure 2 from Module 2 (**M2-p11 and slides 2-4**) (Representational Structure).

They will have filled in the spaces with the names of the industry associations in their state or region.

Note that these are the bodies to contact to raise issues or ask questions.

### 3.5 Advocacy and getting action to happen\



**PowerPoint:** Definition slide **12** Advocacy (**M3-p8**) can be useful here.

After working through the key points in this section refer the group back to Figure 3 from Module 2 (**M2-p18 and slide 9**) (Political and Ministerial Influences).

Reinforce that advocacy is the formal organised way the industry works together to influence key decision makers.

### 3.6 Practical steps in engaging industry members



**PowerPoint:** Boxed insert – “Understanding your member’s views” (M3-p9 and slide 13) can be useful here.



**PowerPoint:** Case study slide – Alice Springs Commercial Fisher’s Association (M3-p10 and slides 14-16) can be useful here.




**Brainstorm:** What are some ways of communicating with industry members you think would work?

Brainstorm with the group ways they think would work to find out what industry members think and to communicate decisions or important new information to them.

Ask them to call out answers.

Write them up on a whiteboard or poster so all can see and those who want to can take notes.

 <b>Activity: Decision-making</b>	<b>Purpose</b>	<b>Time</b>
<p>See <b>M3-p11</b></p> <p>Divide participants into groups of three or four</p> <p>Explain they will work as a group to complete the three tasks.</p> <p>Read through the situation and check that everyone understands it.</p> <p><i>Note: this situation can be replaced with local examples can but should be kept fictional enough so participants focus on the <u>decision-making process</u> rather than airing personal views or trying to solve the actual issue.</i></p> <p>Allow 10 mins for the groups to complete the tasks in their workbooks.</p> <p>Remind the groups to identify who will report back to the whole group.</p> <p>Remind the groups that there is no right answer; the point is to explore what happens.</p>	<p>Provide an introductory experience of decision-making for participants.</p> <p>Reinforce the importance of considering the range of views and interests in the work of an industry association.</p>	<p>15 mins</p>
<p><b>Debrief:</b></p> <p>Ensure each group reports back what they found and questions or sticking points they identified.</p> <p>Draw attention to what was similar and different in the issues identified and questions or sticking points.</p> <p>Finish this activity by reinforcing that industry representative work often involves finding common ground between a range of different views.</p>		



## Closing summary




**PowerPoint:** Read through a slide of the module summary (**slides 17-18**, also in the Workbook **M3-p12**) and encourage participants to make notes on their summary page.



**TIP: Ask participants to call out answers to the following:**

- What else did we cover / talk about?
- Anything particular that stood out that they learnt?
- What surprised them?
- Their personal key “take-away” messages

## Closing activity

 Activity: Who's making decisions?	Purpose	Time
<p>See <b>M3-p13</b></p> <p>Participants to work alone.</p> <p>Refer to Figure 1(<b>M2-p3</b>) and spend a few moments answering the questions in the Workbook:</p> <p>Where do you see yourself currently sitting in that diagram?</p> <p>Where would you like to be:</p> <ul style="list-style-type: none"> <li>• Next year?</li> <li>• In 5 years time?</li> </ul>	<p>Establish foundation for practical pathway into representational role</p> <p>Set-up thinking for module 7.</p>	<p>5 mins</p>
<p><b>Debrief:</b></p> <p>Invite each person to share at least one thing they recorded.</p> <p>Encourage supportive discussion about undertaking a representational role, reminding participants of the rewards (e.g. this is how you can make a difference / ensuring you have different things to do to keep you interested in your work).</p> <p>Note any concerns about how to take on these roles, note that industry mentors can be found to support each person, and the modules today will provide information and skills on the core roles.</p> <p>Finish this activity by reinforcing that getting involved in industry representation is rewarding and important for ensuring a better future for the industry.</p>		

## Course evaluation

If this is the final module for your workshop you should now ensure you collect participant feedback and evaluation.

Hand out copies of the course evaluation form and ask participants to fill in their comments and pass back to you (included in the final section of this Guide, page 62).

Note that including their name is optional and they are welcome to fill in the evaluation form anonymously.



## Module 4: Communicating effectively

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### Facilitator objectives:

- Raise awareness of the fundamental principles of effective communication
- Assist participants to develop insight into their own communication strategies
- Introduce effective communication skills.

### Participant learning objectives

- Recognising effective communication
- Understanding the open and hidden parts of what you communicate
- Understanding verbal and non-verbal communication

### Resources

No specific handouts are provided for this module.



Slide numbers **19-33** can be useful for facilitating this module

### Review the key messages

When facilitating this module keep the key messages in mind (see Summary page in the Participant Workbook – **M4-p24**).

Work through the Participant workbook content with your group, and use the tips and activities on the following pages for the specifically identified sections in this module.

Not all sections from the module have detailed tips and activities, as the Participant Workbook content is designed to be self-explanatory for the facilitator.

## 4.1 What is effective communication?

### **Warm up exercise: Good communication (5 mins)**

Start this section by asking participants to think of someone they respect.

Ask them to think about and jot down what they notice about how that person communicates e.g.

- how often they talk
- how they usually speak
- how do you know they are listening
- how they express their ideas or thoughts.

Ask people to share at least one observation.

### **Work through the key messages for this section and also:**

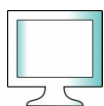
- Remind participants that effective communication is a learnt skill that we can all improve.
- Emphasise that effective communication is really important for an industry representative.

**Quick group brainstorm: What relationships might you want to develop once you are an industry representative?**

**Ask participants to call this out.**

**Note their answers on a whiteboard or poster.**


## 4.2 Understanding yourself in communication



**PowerPoint:** Slide **20** - Self-awareness window (**M4-p5**) can be useful here.

Work through the descriptions of the “windows” and how they relate to effective communication.

Emphasize that using this model can help us clear “interference barriers” in our communication and help us improve our communication skills.

 <b>Activity: Opening up</b>	<b>Purpose</b>	<b>Time</b>
<p>Ask participants to work alone or in pairs for this activity.</p> <p>Read through the instructions and draw attention to them on the PowerPoint and in the workbook.</p> <p>Allow 5 mins for reflection and writing down.</p> <p>Invite each participant to share at least one thing they have written down.</p>	<p>Understand components of communication.</p> <p>Support the development of self-awareness in communication.</p>	<p>10 mins</p>
<p><b>Debrief:</b></p> <p>This is a very challenging exercise for a lot of people. It is very important for the facilitator to be mindful that some people may not wish to share their ideas and private views of themselves.</p> <p>Draw attention to the way in which we may present ourselves differently in various situations e.g. family time and work time. We all have a public face and a private persona.</p> <p>Finish this activity by asking participants to share something they may have discovered about themselves during this exercise. <b>DO NOT</b> choose participants for this but allow voluntary participation.</p> <p>Finish by reminding that communication skills are learnt and the purpose of this model is to help us in improving our communication skills.</p>		

## 4.3 Verbal communication

### Giving messages

Work through the key messages for each page.

### Receiving messages

Work through the key messages for this section then finish with the following quick activity:

### Effective listening exercise (7-10 mins)

Put your group in pairs, labelled person A and person B.

Person A is going to speak for 30 seconds on a very boring topic.

Person B is going to keep eye contact, smile, look interested and make listening sounds like “Oh!” u-huh” “mmmm” and “right”.

Debrief: Listeners – how was that? Did you find yourself actually a teeny bit interested?

Swap and repeat.

### Questioning

Explain the value of open-ended questions.

Finish this short section with the following quick activity:


### Practising open-ended questions (5-7 mins)

Put your group in pairs again (same pairs can work well as they know each other)

Ask them to work together to turn the closed questions into open-ended questions (3 or 4 mins)

Share answers across the group.

Help with anything the group got stuck on.

 <b>Activity: Communication quiz</b>	<b>Purpose</b>	<b>Time</b>
<p>Ask participants to work alone for this activity.</p> <p>Read through the instructions and draw attention to them in the workbook.</p> <p>Provide clear instructions for scoring the quiz.</p> <p>Allow 10 mins for answering, then prompt to score by restating the scoring instructions and drawing attention to them on <b>slide 25</b>.</p> <p>Instruct each person to read through their score-related comments (<b>slide 26</b>).</p> <p>Move around the room and check in with each participant to ensure anyone with concerns about their score or comments gets an opportunity to discuss it directly with you.</p>	<p>Support the development of self-awareness in communication.</p> <p>Consolidate learning regarding verbal communication</p> <p>Identify areas to work on.</p>	<p>20 mins</p>
<p><b>Debrief:</b></p> <p>Give everyone an opportunity to discuss their strengths and weaknesses in communication.</p> <p>Emphasise that we are all stronger in some areas than others and we can improve our communication ability.</p> <p>Draw attention to the fact that this quiz helps you to identify areas of communication that you can improve on. Remind the group that effective communication isn't necessarily something that everyone is born with, it is a learned skill and it needs plenty of practice.</p> <p>Ask each person to jot down two things they will try that will help them improve their communication.</p> <p>Finish this activity by emphasising that communication is a key skill in industry representation and it is extremely important that members have their 'voice' heard through their industry representatives.</p>		

**Does the group need a break? See over page.**



## **Does your group need a break?**

Communication is a big topic, and one that not many people work with on a daily basis. Your group may need a little light relief at the point.

This might be a good time for a quick energiser exercise if your group is getting restless or glazing over as you still have some important material to get through before the lunch break

### **Zip zap zop (3-5 mins)**

As a non-verbal exercise this can be a good energiser that leads into the next section.

- Group stands up
- Place palms together and image they are holding a buzz of energy that they'll pass around the group
  - Zip means pass to the person on your right
  - Zap mean pass it to the person on your left
  - Zop means pass it to someone across the circle (not next to you)
- Pass the energy around calling out the relevant instruction (zip, zap or zop)

Stop after a few minutes once the group has the swing of it and the mood has lifted.

## 4.4 Non-verbal communication – Body language



**PowerPoint:** Slide 19 – Percentage of non-verbal communication (Figure 2 **M4-p20**) can be useful here.

### **Key message:**

Non-verbal communication is as critical as the words we use for effective communication.



**TIP:** Ask participants to take a few moments to write down which emotion they think these images express (**M4-p19**). Invite individuals to share and compare what they wrote.



**PowerPoint:** Slides **28-29** – Six universal facial expressions can be useful here.

## Factors to consider when 'reading' body language (M4-p21)



**PowerPoint:** Slide 27 – Factors (M4-p21) can be useful here.

Work through either the “Context” or “Tips for successful non-verbal communication”.



**TIP: Quick activity - Boredom, nervousness, insecurity**

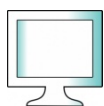
This is a useful optional exercise if your group is getting tired.

- Ask participants to work in pairs and take turns in speaking to each other for 30 seconds.
- The listener must fold their arms and act very obviously bored with the speaker.
- Ask the speaker to describe how they felt about the experience of speaking to that type of body language.
- Swap and repeat.



**PowerPoint:** Slide 30 – Tips (M4-p23) can be useful here.

## Closing summary



**PowerPoint:** Read through slide 34 of the module summary (also in the Workbook **M4-p24**) and encourage participants to make notes on their summary page.



**TIP:** Ask participants to list answers to the following:

- What else did we cover / talk about?
- Anything particular that stood out that they learnt?
- What surprised them?
- Their personal key “take-away” messages

## Reflect and discuss

- How easy/hard is it to get a message across?
- How do we ensure that we capture all the messages when we are representing an industry?

## Summarise

Consider how you send and receive messages:

- **Intensity.** The amount of energy you project. This has as much to do with what feels good to the other person as what you personally prefer.
- **Timing and pace.** Your ability to be a good listener and communicate interest and involvement is impacted by timing and pace.
- **Sounds that convey understanding.** Sounds such as “ahhh, ummm, ohhh,” uttered with congruent eye and facial gestures, communicate understanding and emotional connection.

## Course evaluation

If this is the final module for your workshop you should now ensure you collect participant feedback and evaluation.

Hand out copies of the course evaluation form and ask participants to fill in their comments and pass back to you (included in the final section of this Guide, page 62).

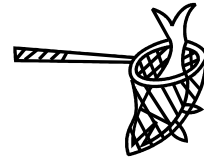
Note that including their name is optional and they are welcome to fill in the evaluation form anonymously.

## Answers to activities in workbook

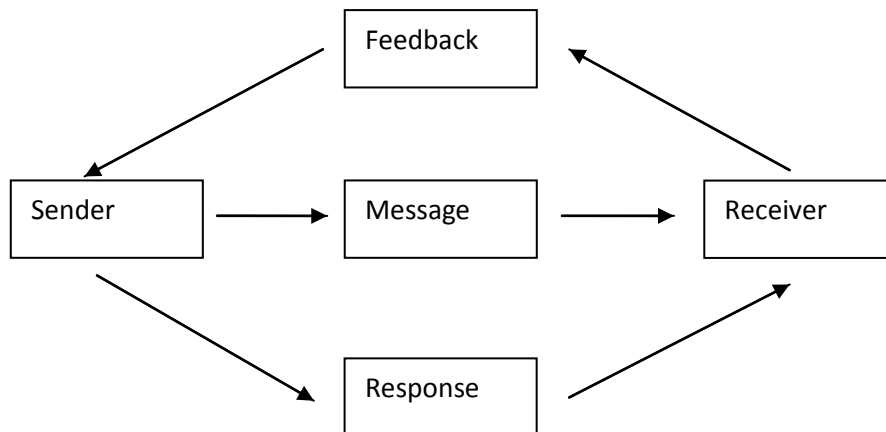
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Following are the answers to the activities in this module.

You can hand these out or read through them with participants.

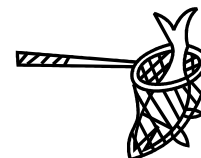


### Answers: Communication cycle



(please refer to **M4-p2**)

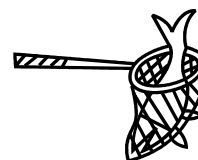
### Answers: Identifying facial expressions



Disgust (contempt)	Surprise	Happiness
Fear	Sadness	Anger

(please refer to **M4-p19**)

## Answers: Open and closed questions



Question	Open/ closed
Can you give me more information?	Closed
Is there any other information that you need?	Closed
What do you think about those changes?	Open
What happened at the meeting?	Open
Can I help you with that?	Closed
How exactly did the disagreement start?	Open
Tell me what happened next.	Open
When you say that, what do you mean?	Open
Do you need more clarification?	Closed
What happened that got you stopped?	Open
What else do we need to do to make this a success?	Open
Now we know the facts, are we all agreed this is the right course of action?	Closed
Could you be more specific?	Open
Can you give me an example?	Open

(please refer to **M4-p14**)



## Module 5: Influencing and building relationships

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### Facilitator objectives:

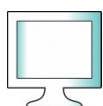
- Introduce the basic principles of influencing and building relationships.
- Introduce basic stakeholder assessment and management tools.
- Set up the relevance of stakeholder management and communication skills.

### Participant learning objectives

- Differences between persuading and negotiating
- Identifying and engaging stakeholders
- Consider effective ways of building relationships

### Resources

No specific handouts are provided for this module.



Slide numbers **35 - 50** can be useful for facilitating this module

### Review the key messages

When facilitating this module keep the key messages in mind (see Summary page in the Participant Workbook **M5 – p20**).

Work through the Participant workbook content with your group, and use the tips and activities on the following pages for the specifically identified sections in this module.

Not all sections from the module have detailed tips and activities, as the Participant Workbook content is designed to be self-explanatory for the facilitator.



## 5.1 Influencing people

## 5.2 Negotiating with people



**PowerPoint:** Slide 35 – 5 things you can do (**M5-p2**) can be useful here.



**PowerPoint:** Slide 36 – Diagram “Model of influencing” (**M5-p5**) can be useful here.




**PowerPoint:** Slide 37 – Tips for successful influencing (**M5-p6**) can be useful here.

It is useful to read though the tips for successful influencing as this is important and practical information.

Ask for thoughts and observations on this section. Check if anyone has tried any of these tips, and how well it worked.

Did anything else work?

 <b>Activity: Lost at sea</b>	<b>Purpose</b>	<b>Time</b>
<p>Allow a few minutes for each group to read the instructions. Check each person understands the activity.</p> <p>Allow 5 mins for each person to rank items.</p> <p>Divide participants into groups of 3-4 with a mixture of “drivers” and “followers”.</p> <p>(NOTE: Interesting results can also be obtained by having 1 group of only drivers and; 1 group of drivers and followers and 1 group of only followers.)</p> <p>Allow each group a few minutes to report back on their experience.</p> <p>(NOTE: Interesting results can also be obtained by having 1 group of only drivers and; 1 group of drivers and followers and 1 group of only followers.)</p>	<p>Understand influencing in a role play</p>	<p>20 mins</p>

**Debrief:**

This activity is a practical exercise for each person to influence the group to obtain the outcome they want or think is ‘most’ correct. Some people will push their answers very strongly, while others will go along with the group.

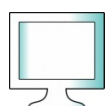
It is important to bring out the differences in the reaction of individuals as well as how some groups may operate better than others.

Reaching a consensus is very important and it will be more difficult for some groups and individuals than others. This is a pivot activity for this module and it is important that participants understand how they try to influence others and how they might do this better.

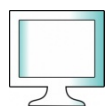
Finish this activity by emphasising the importance of influencing when an industry representative is trying to have their voice and create change in an industry.

(please refer to M5-p7)

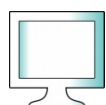
## 5.3 Planning alliances




**PowerPoint:** Slide 38 – What is a stakeholder? (**M5-p8**) can be useful here.



**PowerPoint:** Slide 39 – Raising the stakes (table) (**M5-p11**) will be important for the following exercise.

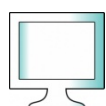


**PowerPoint:** Slide 40 – Rating stakeholder influence (**M5-p10**) will be important for the following exercise.

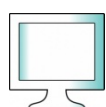
 <b>Activity: Raising the stakes</b>	<b>Purpose</b>	<b>Time</b>
<p>Ask participants to work singly or in pairs (where they have a project in common)</p> <p>(Note: it is important to have a few “projects” in mind to assist people if they cannot think of one to work on for this activity)</p> <p>Work through each step of this activity slowly, allowing a few minutes for participants to fill on the table on page <b>M5-p11</b> of their workbooks as you go.</p>	<p>Understand influencing in a role play</p>	<p>10 mins</p>
<p><b>Debrief:</b></p> <p>This table is a practical tool that you can use to plan your approach to creating alliances. It helps you to think about how is important and who is less so. It will give you ideas and strategies to draw stakeholders into your alliance or minimise the influence those who may seek to cause problems.</p> <p>Finish this activity by asking participants how they might use the table in the future.</p>		

(please refer to **M5-p11**)


## 5.4 Planning alliances – Developing networks



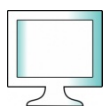
**PowerPoint:** Slide 41 – Three forms of networking? (**M5-p13**) can be useful here.



**PowerPoint:** Slide 42 – Power/Interest Grid (**M5-p15**) will be important for the following exercise.

 <b>Activity: Raising the stakes</b>	<b>Purpose</b>	<b>Time</b>
<p>Ask participants to work in pairs and take turns working through this exercise for their own networks.</p> <p>As participants take their turn in mapping their stakeholders, their partner should ask them questions about the stakeholders and can help them think through where to plot stakeholders in the map.</p>	<p>Practice thinking strategically about stakeholders and networks</p>	<p>10 mins</p>
<p><b>Debrief:</b></p> <p>This table is a practical tool that can help you think strategically about your networks and stakeholders. It helps you to think about who is important and who is less so in influencing your project or plan.</p> <p>This tool will also give you a basis for actions and prioritise for your attention and limited time.</p> <p>Finish this activity by asking participants how they might use the table in the future.</p>		

## Closing summary



**PowerPoint:** Read through slide 43 of the module summary (also in the Workbook **M5-p20**) and encourage participants to make notes on their summary page.



**TIP:** Ask participants to discuss answers to the following:

- What else did we cover / talk about?
- Anything particular that stood out that they learnt?
- What surprised them?
- Their personal key “take-away” messages

## Course evaluation

If this is the final module for your workshop you should now ensure you collect participant feedback and evaluation

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Note that including their name is optional and they are welcome to fill in the evaluation form anonymously.



## Module 6: Effective meetings

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### Facilitator objectives:

- Introduce the established processes and protocols of meetings.
- Assist participants to understand the purposes of meeting.
- Provide the foundations for good meeting behaviour.

### Participant learning objectives

To understand:

- The purposes and functions of meetings
- Meeting processes and standard meeting practices
- The individual's role in creating an effective meeting

### Resources



**How advisory bodies operate: Terms of Reference** (Participant Workbook – Module 2: The seafood industry)

Refer to **M2-p5** and the Terms of Reference hand-out at the back of the Workbook (**M2-p23**).

**How industry associations operate: The Constitution** (Participant Workbook – Module 2: The seafood industry)

Refer to **M2-p8** and the Constitution hand-out in the back of the Workbook (**M2-p28**).

**Details on what happens at a meeting** Refer to the hand-out in the Participant Workbook (Module 6: Effective Meetings) – Additional Information (**M6-p15**).

### Review the key messages

When facilitating this module keep the key messages in mind (see Summary page in the Participant Workbook **M6 – p13**).

Work through the Participant workbook content with your group, and use the tips and activities on the following pages for the specifically identified sections in this module.

Not all sections from the module have detailed tips and activities, as the Participant Workbook content is designed to be self-explanatory for the facilitator.

## 6.1 What is a meeting?



**TIP:** To open this module, consider asking the group to call out what they think about meetings. Note it down on a whiteboard or poster if this is convenient.

There is no need to debrief this warm-up exercise (unless a particularly important point or question arises.)



**PowerPoint:** Slide 44 – What is a meeting can be useful here.



**PowerPoint:** Slide 45 – The function of a meeting can be useful here.



**PowerPoint:** Slide 46 – Common purposes of meetings can be useful here.




**PowerPoint:** Slide 47 – Common complaints can be useful here.



**PowerPoint:** Slide 48 – What happens at meetings can be useful here.

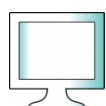


 <b>Activity: Rules of the meeting</b>	<b>Purpose</b>	<b>Time</b>
Divide participants into small groups of three. Allocate each pair either the ToR or the Constitution handout to work with. Given the pairs instructions on answering the questions from their handout. Allow 5-7 mins for answering the questions. Allow 5-7 mins for the pairs to report their answers, and discuss and compare with others.	Understand influencing in a role play  Understanding the stakeholders in a real life situation	10 mins
<b>Debrief:</b> <i>Any questions or observations?</i>		

## 6.2 Stages of a meeting

Work through this section as per the workbook.

### Tips for participating in meetings



**PowerPoint:** Slide 49 – Tips for participating in meetings can be useful here.

## Closing summary



**PowerPoint:** Read through slide 50 of the module summary (also in the Workbook, **M6-p13**) and encourage participants to make notes on their summary page.



**TIP:** Ask participants to call out answers to the following:

- What else did we cover / talk about?
- Anything particular that stood out that they learnt?
- What surprised them?
- Their personal key “take-away” messages

## Course evaluation

If this is the final module for your workshop you should now ensure you collect participant feedback and evaluation.

Hand out copies of the course evaluation form and ask participants to fill in their comments and pass back to you (included in the final section of this Guide, page 62).

Note that including their name is optional and they are welcome to fill in the evaluation form anonymously.



## **Module 7: Charting your own course: next steps**

---

### **Facilitator objectives:**

- Summarise the learnings from the workshop
- Explain the process that follows the workshop
- Set up the foundations for the follow-up discussions.

### **Participant learning objectives**

- To summarise learning from the workshop
- To understand the process following the workshop
- To encourage participants to consider their pathway in the seafood industry

## Opening



**PowerPoint:** Slide 51 – A positive influence in the world can be useful here while the learnings of the workshop are summarised.




**TIP:** Return to the morning's poster on what people expected from the day.

Check in with each person, did they get what they wanted from the day?

## Follow-up contact

After talking through the process that follows this workshop, please ensure you have the correct contact details of each participant.

 <b>Activity: Where do you go from here?</b>	<b>Purpose</b>	<b>Time</b>
Ask participants to work singly in their workbooks.  Read through the questions to be answered.  Allow up 7 or 8 mins for the questions to be answered.  Invite participants to share at least one thing they wrote down, there is no obligation to share this information.		10 mins

## Closing summary

Before closing this module, draw participants' attention to the handouts in their workbook about professional development options (**M7-p4**).



**TIP:** Ask participants to call out answers to the following:

- What else did we cover / talk about?
- Anything particular that stood out that they learnt?
- What surprised them?
- Their personal key “take-away” messages

## Course evaluation

You have now concluded the full-day workshop.

Hand out copies of the course evaluation form and ask participants to fill in their comments and pass back to you (page over).

Note that including their name is optional and they are welcome to fill in the evaluation form anonymously.

## Workshop feedback and evaluation

---

Name (optional): \_\_\_\_\_

Workshop date: \_\_\_\_\_

Workshop facilitator: \_\_\_\_\_

*This evaluation is an overall assessment of content and delivery.*

Please rate the following modules - choose a rating of poor (1) to excellent (5) or Not Applicable.						
	☹		☺			
	1	2	3	4	5	
Module 1 – Introduction						Not applicable
Module 2 – The Seafood Industry						Not applicable
Module 3 – Membership and Representation						Not applicable
Module 4 – Communicating Effectively						Not applicable
Module 5 – Influencing and Building Relationships						Not applicable
Module 6 – Effective Meetings						Not applicable
Module 7 – Charting your own course						Not applicable

<b>Overall how satisfied were you with the workshop?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>What went well?</b>	<b>What could be better?</b>				

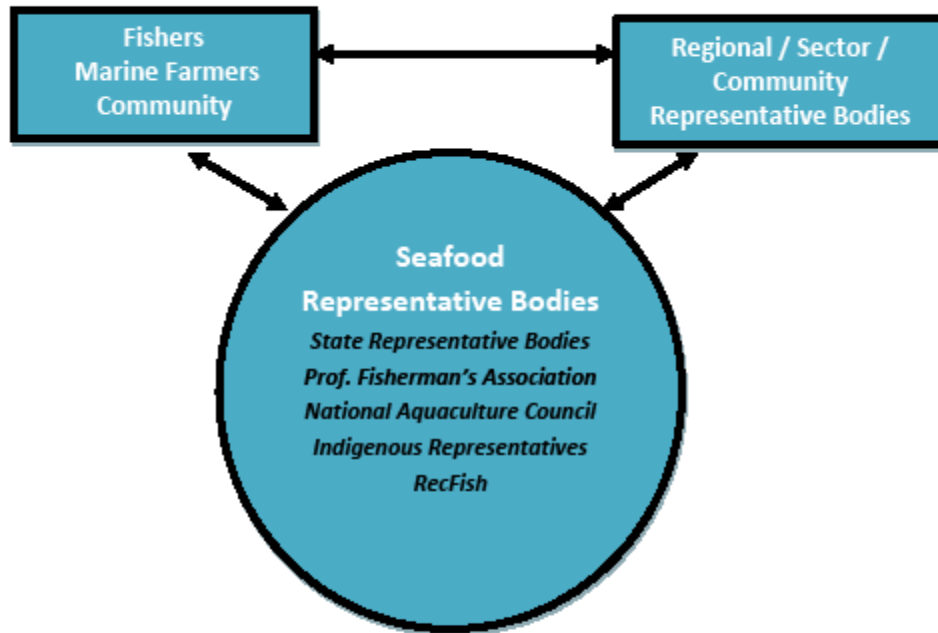


# Charting Your own Course: Workshop slides

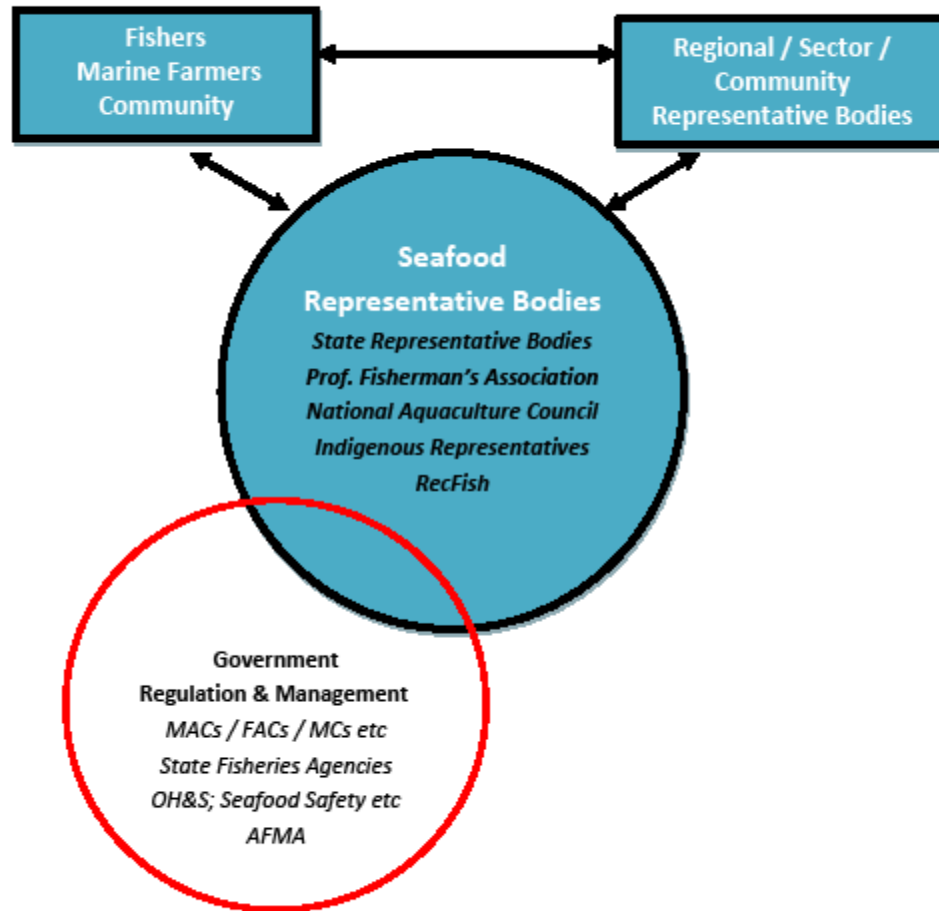


**Australian Government**  
**Fisheries Research and  
Development Corporation**

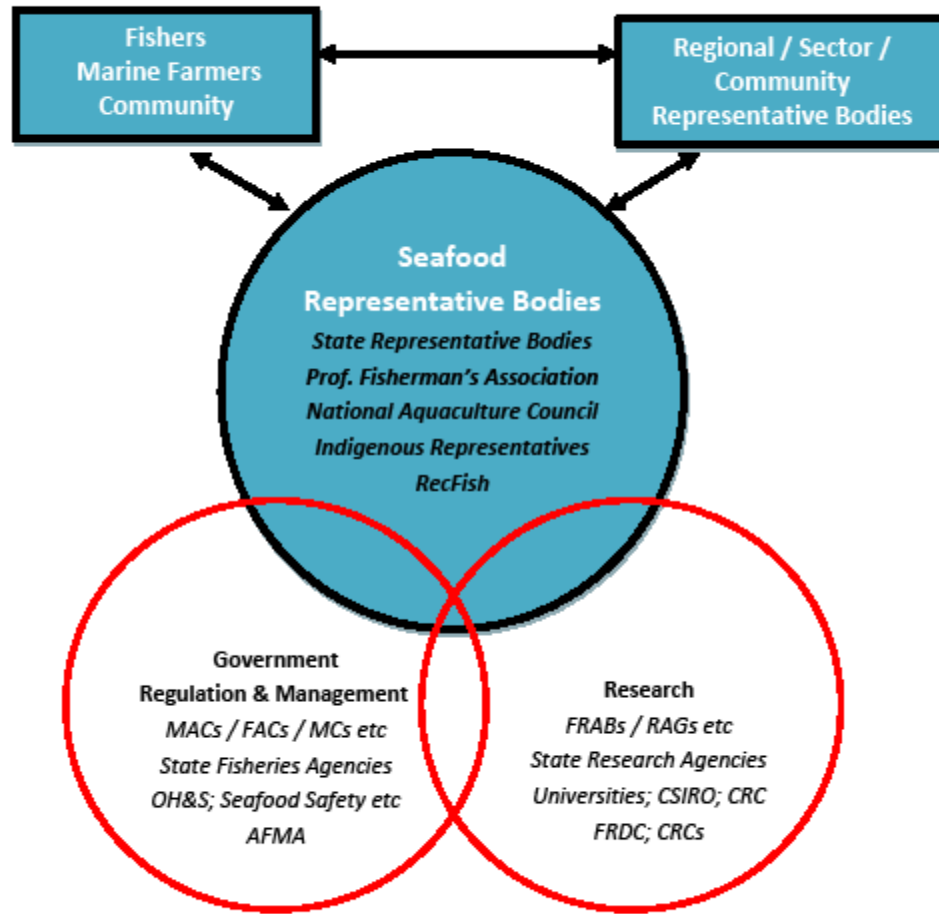
# Seafood Representation



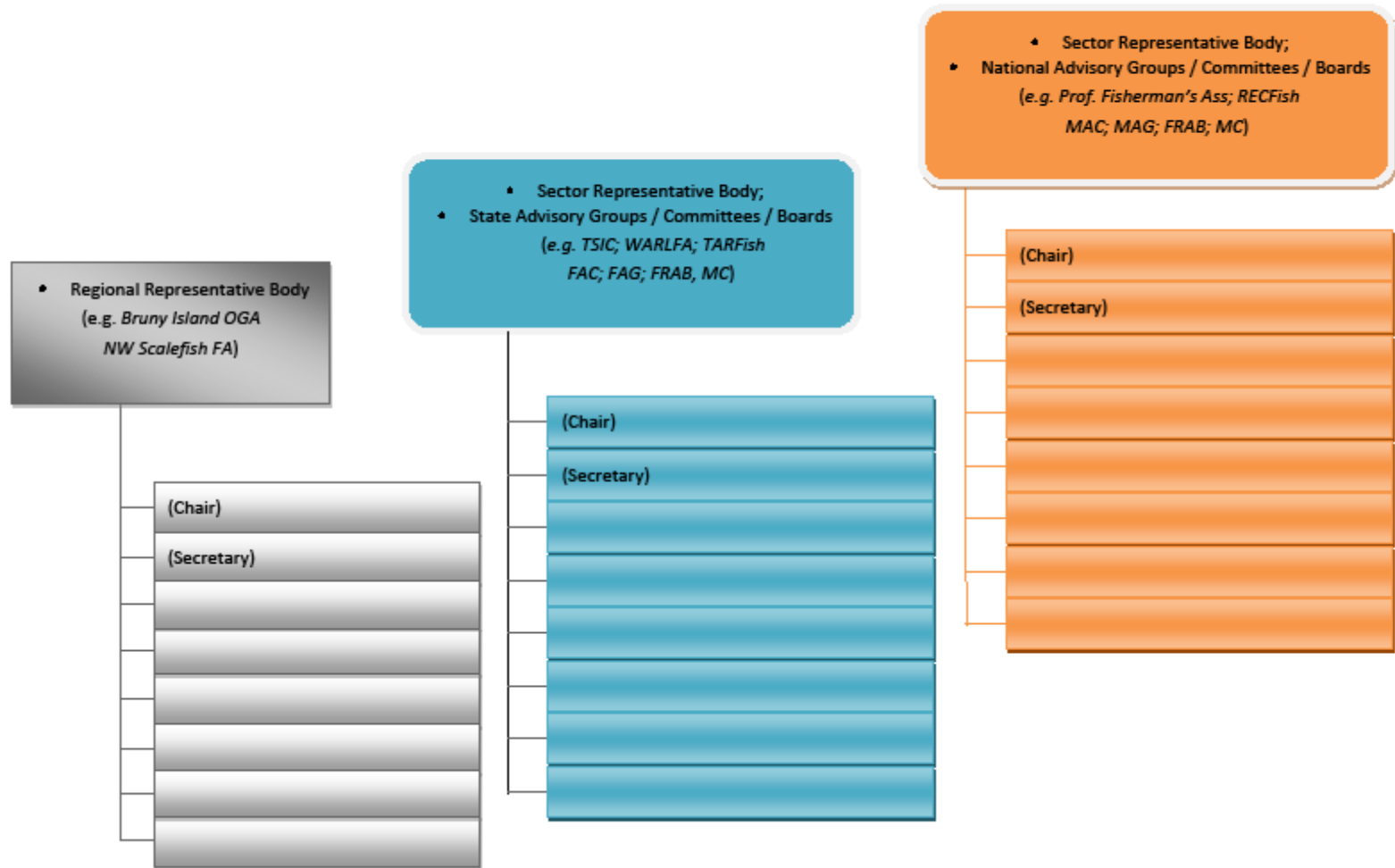
# Seafood Representation



# Seafood Representation



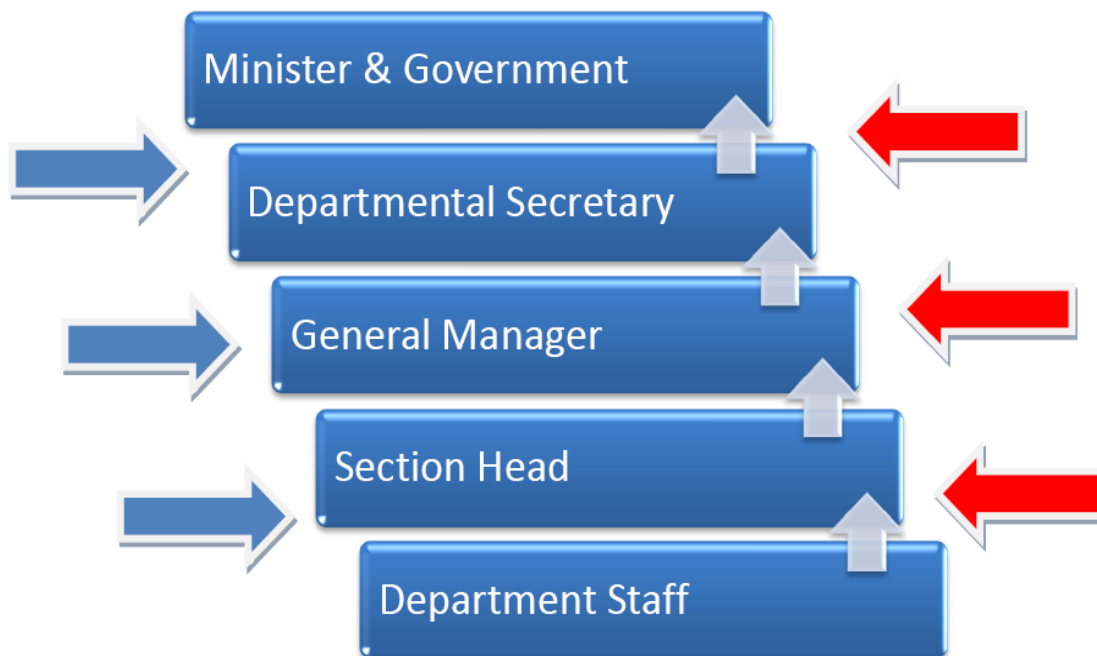
# Seafood Representation



# Seafood Influences - Government

## Advocacy or advisory

- Industry associations
- Sector associations
- Community bodies
- FACs; MACs
- Management Committees



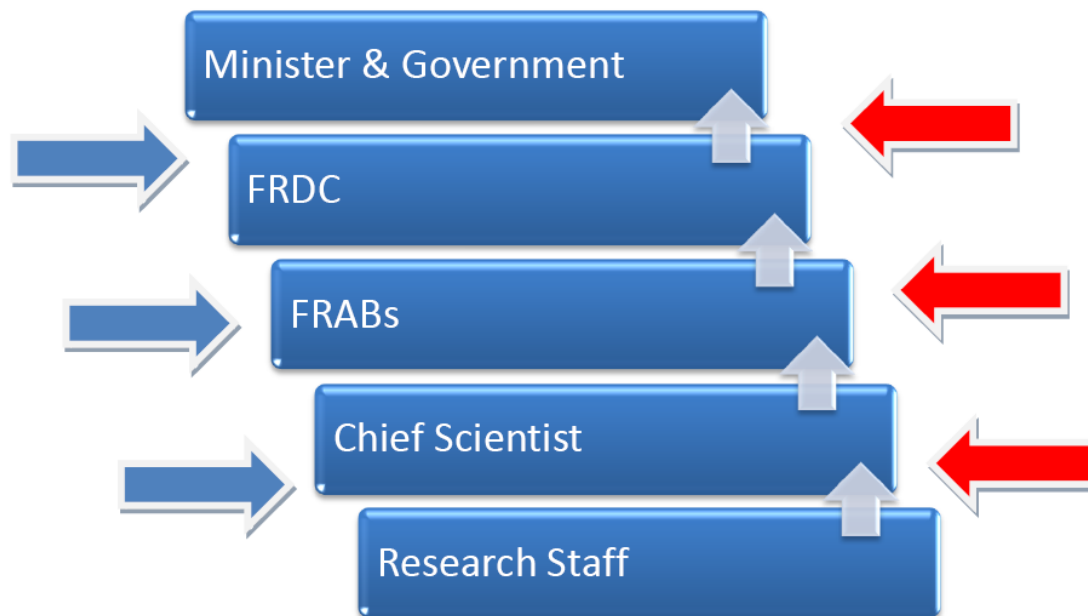
## Lobbying

- Individuals
- Fishers
- Staff
- Community groups
- Media
- Consumers
- Researchers
- Investors
- NGOs
- Councils
- etc

# Seafood Influences - Research

## Advocacy or advisory

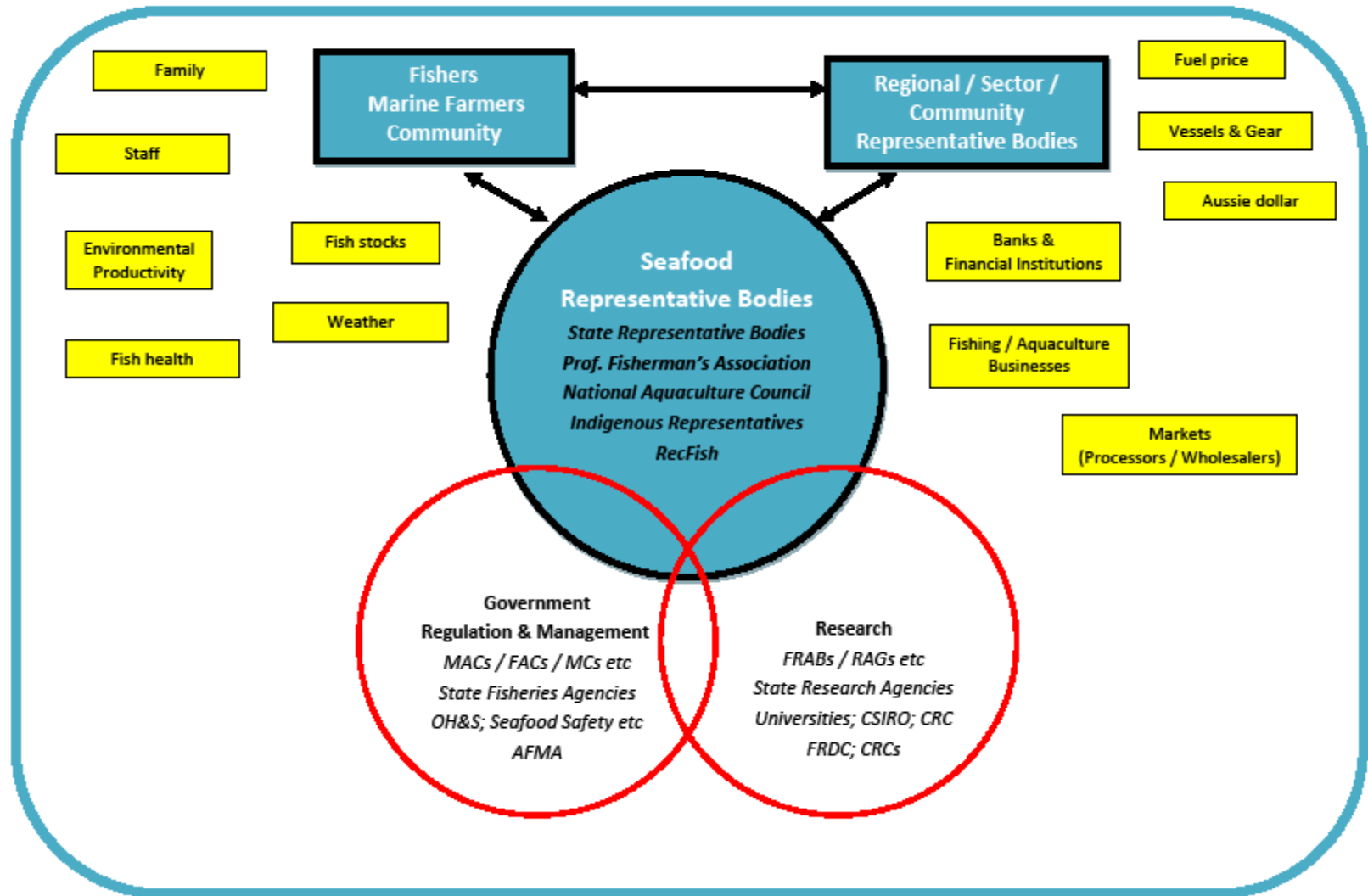
- Industry associations
- Sector associations
- Community bodies
- RAGs



## Lobbying

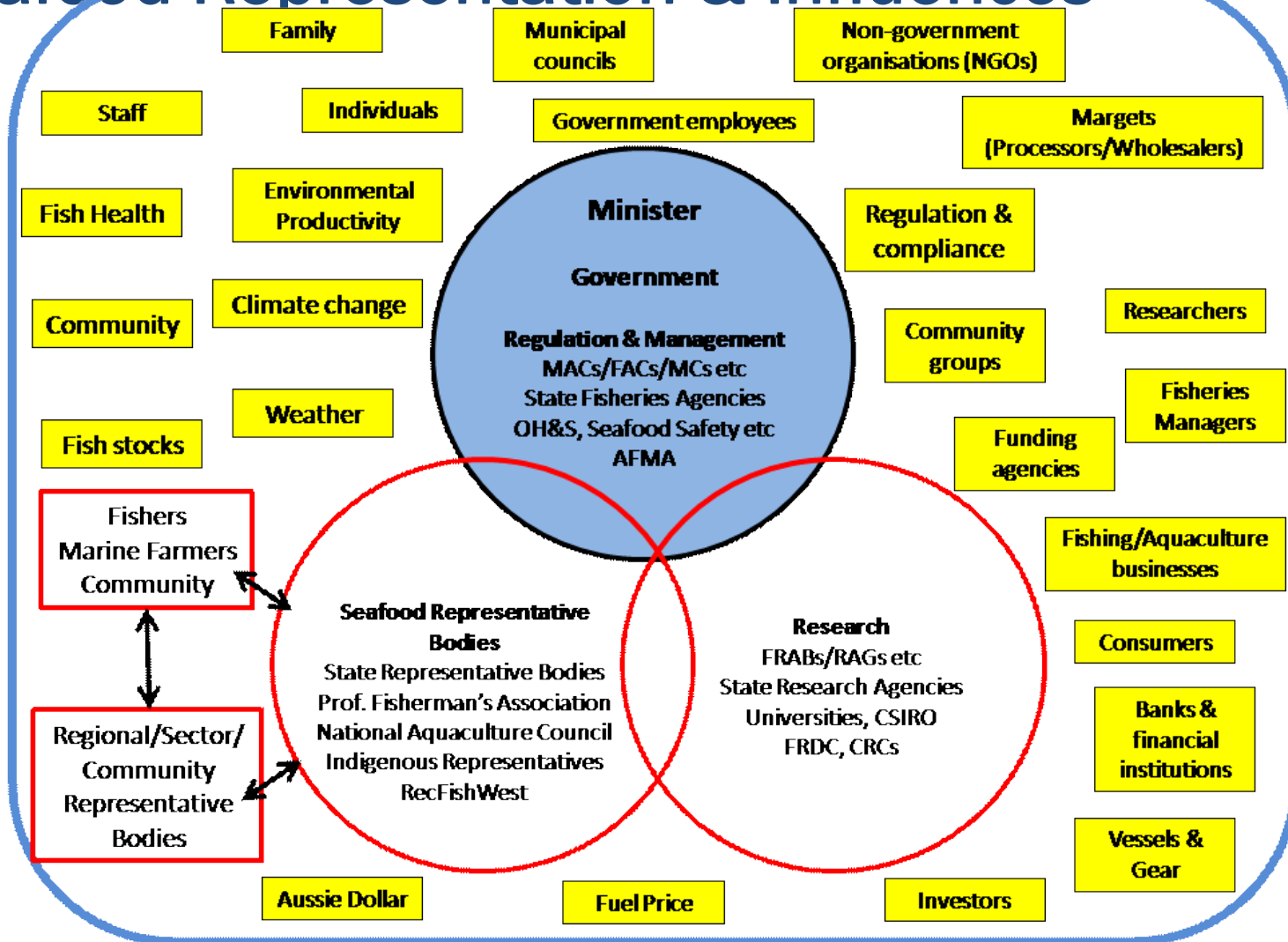
- Individuals
- Fishers
- Community groups
- Researchers
- Govt staff
- Investors
- NGOs
- etc

# Seafood Representation & Influences





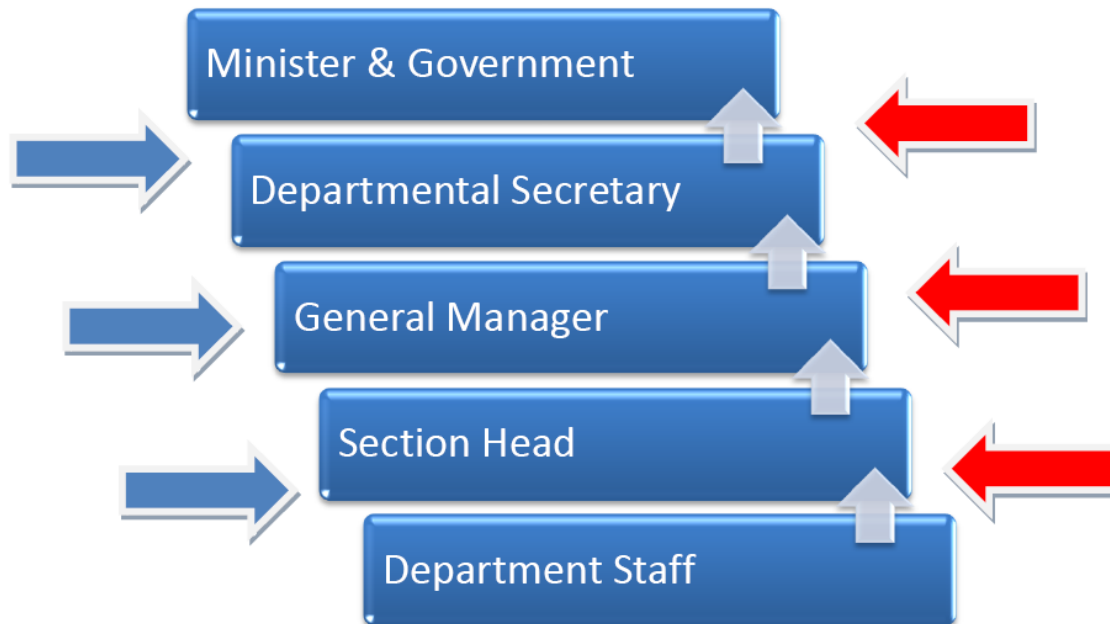
# Seafood Representation & Influences



# Political and government influences

## Advocacy or advisory

- Industry associations
- Sector associations
- Community bodies
- FACs; MACs
- Management Committees



## Lobbying

- Individuals
- Fishers
- Staff
- Community groups
- Media
- Consumers
- Researchers
- Investors
- NGOs
- Councils
- etc

# Representation: Two way communication

- Communicate the members interests especially to Government and research; and,
- Communicate what happens and the responses from Government and research back to you members.

# What is advocacy?

Action that aims to change laws, policies, practices and attitudes.

# Understanding your member's views

- Go out into the 'real world' and talk to industry members
- Brainstorm with association members
- Try 'poster boarding' in cooperatives, fish markets, tea-rooms or offices where ideas can be posted and reviewed by members on a regular basis

# How representation typically works:

A member of the “*Alice Springs Commercial Fisher’s Association*” identifies that decreasing baitfish numbers is emerging as a problem for his/her operations. He/she raises this at the next meeting, and finds that most of the other operators are experiencing the same problem. They ask the Chair of their association, who is their representative on the State Finfish Fishermen’s Association, to raise this at the next State Finfish Fishermen’s Association meeting to see what can be done about it.

## Representation - continued:

The Alice Springs Chair, as regional representative, attends the next State Finfish Association meeting and raises the issue.

The State committee discusses the issue and decides that each of the other regional representatives will go back to *their* regional members to see if this is emerging as a problem in other areas of the state.

representation - continued

While they are consulting with their members, the Alice Springs Chairlets the local Alice Springs members know what is happening and the State association should soon be in a position to develop a response.

And so it goes. This sequence of discussion and feedback can take place right “up” the industry management structure if needed.



# Summary: Membership and representation

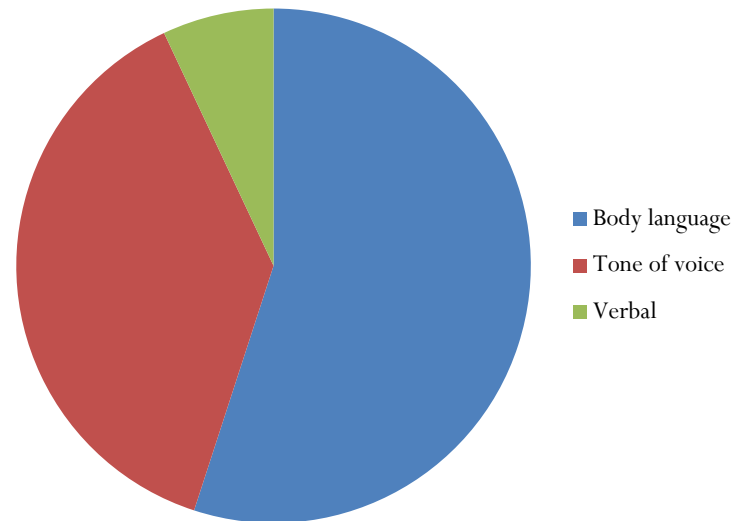
- Industry associations are membership-based groups designed to represent the interests of the members and the sector as a whole
- As an industry representative you have to make sure you understand what your members think, what you all think the best interests of the industry are and what is to be the industry agreed position on an issue – this might be different from your own personal view.
- Two-way communication is essential – make sure you always communicate back to your members what happened – how and why a decision was made, what impacted on the decision making process and what you now need to do to comply.

## Summary - continued

- Be clear about which “hat” you have on when you are in a representative role – if you are representative your industry association, for example on a Management Advisory Committee (MAC), you must reflect the needs, interests and decisions of your association and its members.
- If you are appointed as an individual to offer expertise, for example on a Fisheries Research Advisory Board (FRAB) you are representing your own personal expertise and experience and opinions.

# Effective Communication

- two way
- active listening
- reflects the accountability of speaker and listener
- feedback
- free of stress
- clear and succinct



# Opening up

	What I know about you	What I <b>don't</b> know about you	
What <b>you</b> know about you	Open (Open communication)	Blind (You know, I don't)	What <b>you</b> know about you
What you <b>don't</b> know about you	Hidden (Private)	Unknown (Unconscious)	What you <b>don't</b> know about you
	What I know about you	What I <b>don't</b> know about you	

# Sending Messages

Effective verbal messages:

- are brief, succinct, and organized
- are free of jargon
- do not create resistance in the listener

# It's not what you say, it's how...

- Intensity
- Timing and pace
- Convey understanding

# Receiving Messages

Listening:

- requires concentration and energy
- involves a psychological connection with the speaker
- includes a willingness to try and see things from another's perspective
- requires that we suspend judgment and evaluation

# Questioning

The *construction* of a question can make a critical difference in either opening our minds or narrowing the possibilities we consider.

***WHO - WHAT - WHEN - WHERE - WHICH - WHY - HOW***



# Communication quiz

When you are finished, add up your score in each column.

Score the columns by multiplying with the following ratings:

Not at all      1

Rarely            2

Some times      3

Often             4

Very Often      5

# Communication quiz

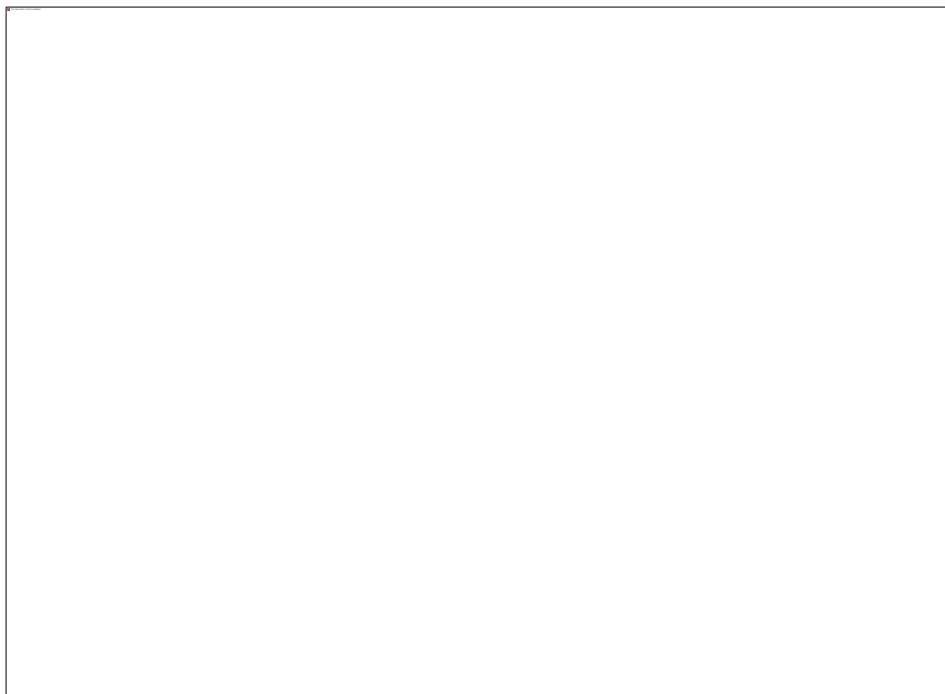
Score	Comment
<b>56-75</b>	<p>Excellent! You understand your role as a communicator, both when you send messages, and when you receive them.</p> <p>You anticipate problems, and you choose the right ways of communicating.</p> <p>People respect you for your ability to communicate clearly, and they appreciate your listening skills.</p>
<b>36-55</b>	<p>You're a capable communicator, but you sometimes experience communication problems.</p> <p>Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them.</p> <p>This will help you improve.</p>
<b>15-35</b>	<p>You need to keep working on your communication skills. You are not expressing yourself clearly, and you may not be receiving messages correctly either.</p> <p>The good news is that, by paying attention to communication, you can be much more effective at work, and enjoy much better working relationships!</p>

# Body language

Factors to consider when 'reading' body language:

- Context
- Sufficient samples
- Culture/ethnicity
- Age and gender
- Faking/deception
- Boredom, nervousness and insecurity

# Body language



# Body language



The six basic facial  
expressions of human  
emotion

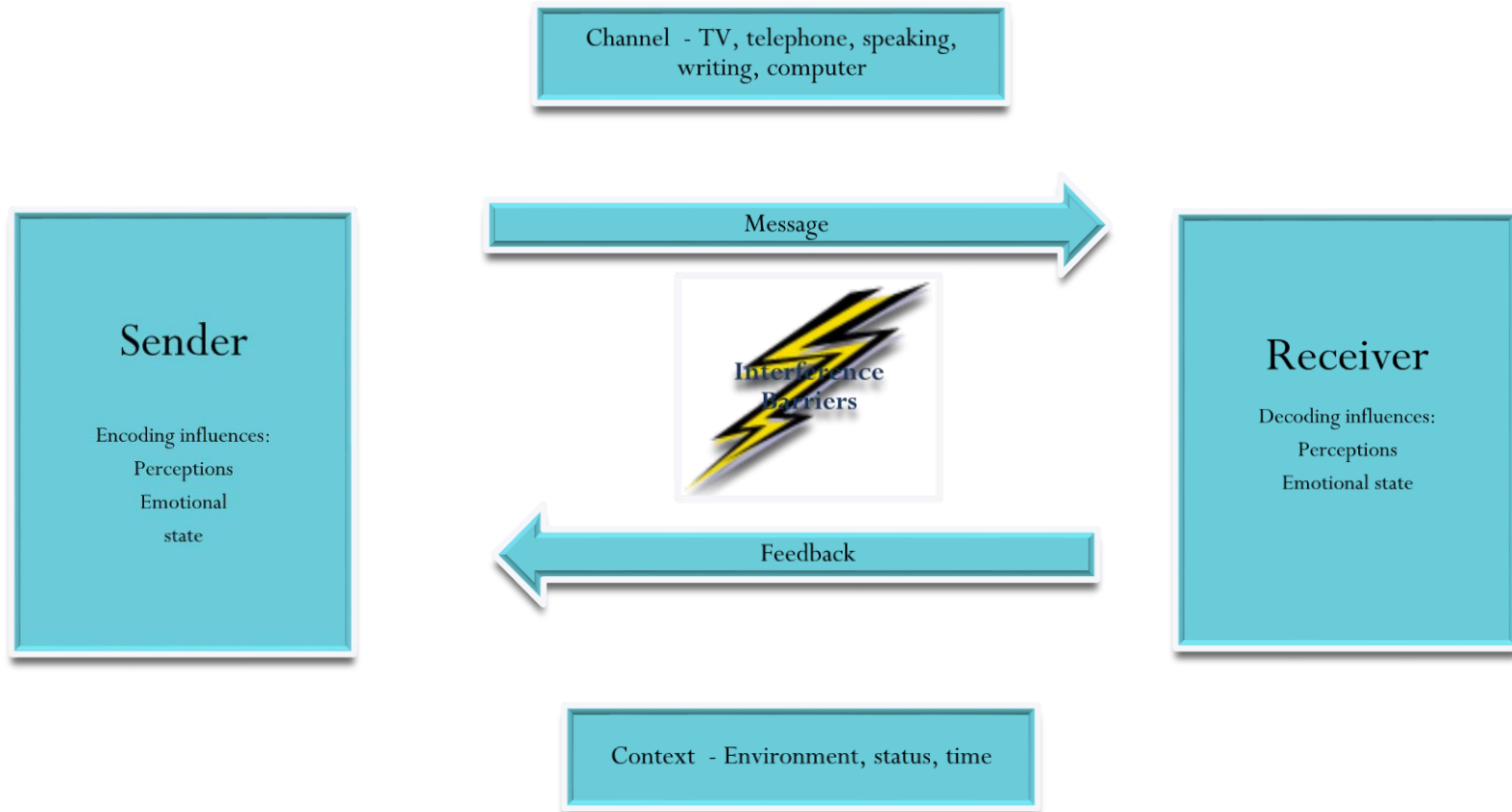
- happiness;
- sadness;
- disgust;
- anger;
- fear;
- surprise

# Tips for successful nonverbal communication

- Pay attention to inconsistencies
- Look at nonverbal communication signals as a group
- Take a time out to consider the signals



# Communication feedback loop





# Effective Communication

- Pay attention to inconsistencies
- Look at nonverbal communication signals as a group
- Take time out to consider the signals

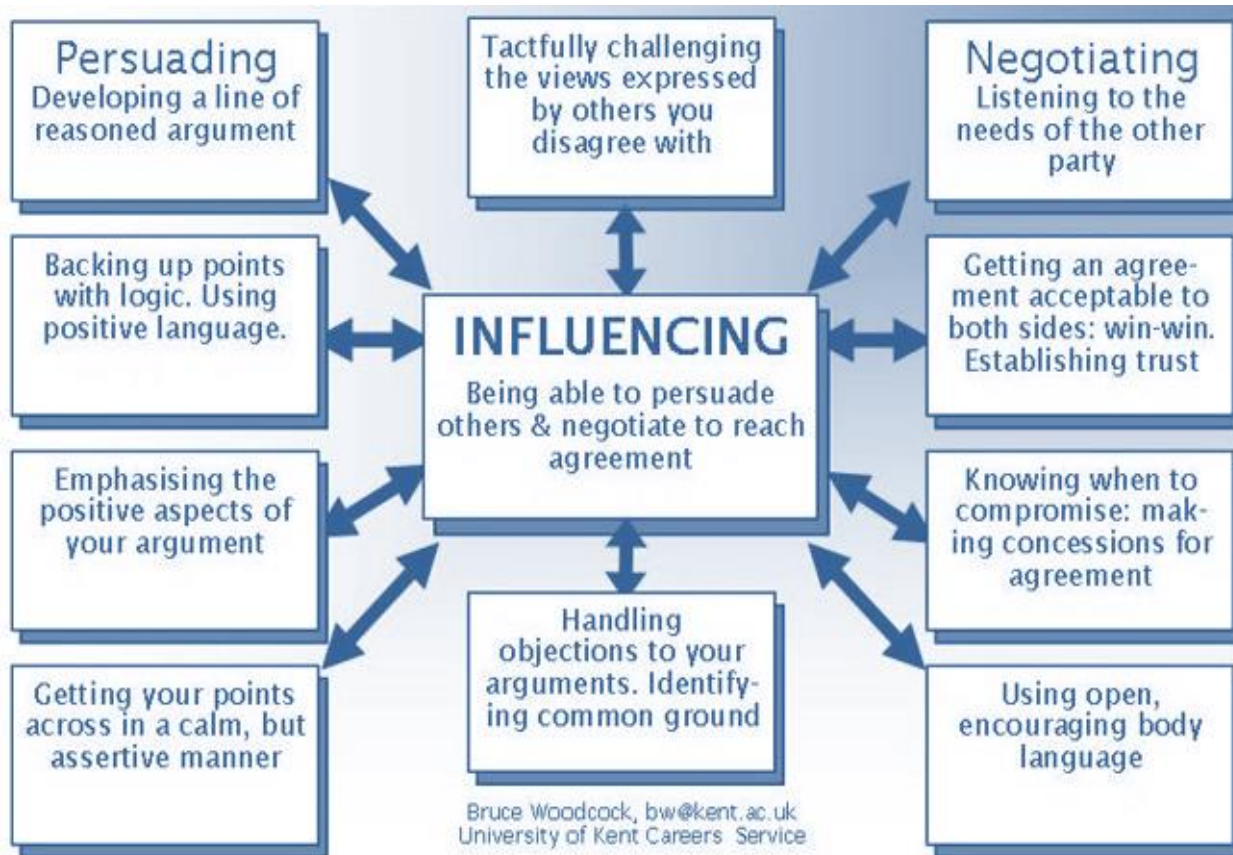
# Summary: Effective communication

- Effective communication is the basis for getting positive results and good outcomes with people
- You can build your communication skills by noticing how you affect others and improving some key habits:
  - Being clearer and more easily understood by others – verbal and non-verbal
  - Asking open ended questions
  - Active listening
- Take into account non-verbal as well as verbal communication when listening or sending messages

# Five things you can do

- Respect their perspective
- Acknowledge their perspective
- Speak to their interests
- Notice people's natural tendencies
- Be patient

# Model of influencing



# Tips for successful influencing

Persuading	Negotiating
Listen carefully to the arguments of the other party and assess the logic of their reasoning	Know when to compromise. Offer concessions where necessary, but minor ones at first.
Clarify issues you are not clear about by asking how, why, where, when and what questions.	Distinguish between needs: important points on which you can't compromise and interests where you can concede ground.
List all the issues which are important to both sides and identify the key issues. Identify any personal agendas.	Allow the other party to save face if necessary via small concessions.
Question generalisations and challenge assumptions.	Identify any areas of common ground.
Understand any outside forces that may be affecting the problem.	Keep calm and use assertive rather than aggressive behaviour. Use tact and diplomacy to diffuse tensions.
Decide on a course of action and come to an agreement.	Remember: NO is a little word with big power!
Plan for alternative outcomes if you can't reach agreement	Make sure there is an agreed deadline for resolution.

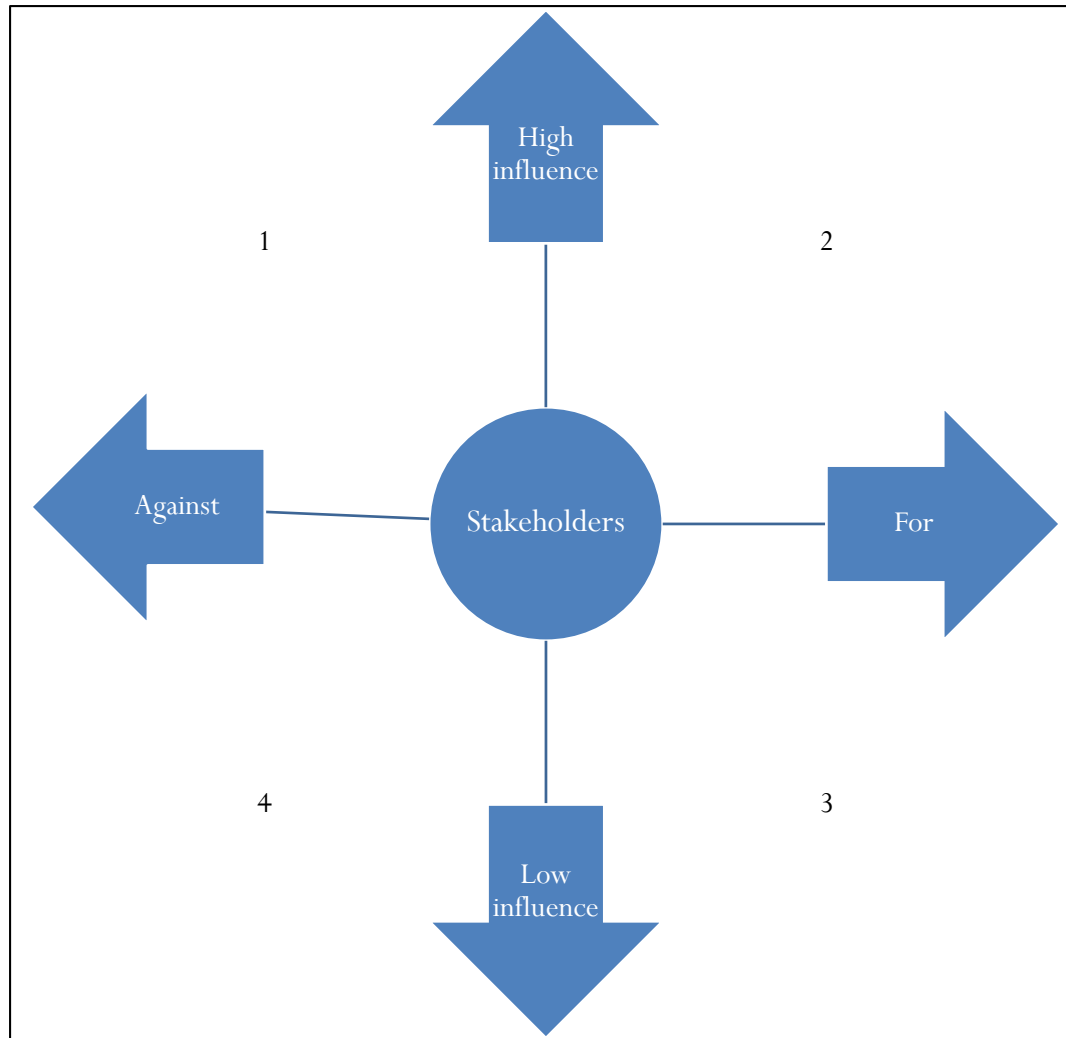
# What is a stakeholder?

A stakeholder is anyone who is affected by, or can influence a decision or action

# Raising the stakes

Stakeholder	Influence Rating	Strategy to engage them	More info required?

# Rating stakeholder influence





# Three forms of networking

	Operational	Personal	Strategic
<b>Purpose</b>	Getting work done efficiently; maintaining the capacities and functions of the group	Enhancing personal and professional development; referrals to useful information and contacts	Deciding future priorities and challenges; getting stakeholder support
<b>Location &amp; orientation</b>	Contacts are mostly internal and orientated towards current demands.	Contacts are mostly external and orientated towards current interests and future potential interests.	Contacts are internal and external and orientated towards the future.
<b>Players</b>	Key contacts are relatively nondiscretionary; decided by task and organizational structure, so it is very clear who is relevant.	Key contacts are mostly discretionary; it is not always clear who is relevant.	Key contacts for the strategic context and the environment, discretionary but not always clear who is relevant.
<b>Network attributes</b>	Depth: building strong working relationships.	Breadth: reaching out to contacts that can make referrals.	Leverage: creating inside-outside links.

# Power/interest grid

<b>High</b>	Keep informed about the process	Involve them closely in the process
<b>Power</b>	Minimum effort needed	Communicate regularly
<b>Low</b>	<b>Low</b>	<b>High</b>

**Interest**

# Summary: Influencing and building relationships

- Involving stakeholders in the process or project is essential for getting positive impact and results
- Planning your approach to stakeholder engagement is critical – work systematically to understand their needs and interests and how best to engage with your stakeholders
- Networks are important tools in industry representation and influencing change. Using any opportunity to build your networks will help you be more effective as an industry representative.

# What is a meeting?

- Meetings occur when groups of people gather to discuss and try to resolve matters that they are all concerned about

# The function of a meeting

- To make decisions or provide advice?
- To agree on actions
- To change things
- To influence processes that affect the group

# Common purposes of a meeting

- Check the budget
- Develop a policy
- Agree on an action
- Solve a problem
- Resolve a conflict.

# Common complaints about a meeting

- too many long meetings
- discussing the same thing over and over again  
without seeming to move forward
- revisiting decisions
- one or two people always dominate the discussion

# What happens at meetings

- The Chair
- The Secretary
- The minutes
- The quorum



# Tips for participating in meetings

- Be prepared
- Conduct yourself professionally in the meeting
- After the meeting you need to do a few important things

# Summary: Effective meetings

- Meetings are the most important way business gets done for an industry association or advisory body
- There are a few simple rules that have been developed to make sure meetings are useful at getting to decisions and keeping track of actions
- Industry associations in particular have some legal rules that govern meetings and decision-making. These will be contained in the Constitution.

# Being a positive influence

***Do you want to be a positive influence in the world?***

First, get your own life in order.

Ground yourself in the single principle so that your behaviour is wholesome and effective.

If you do that, you will earn respect and be a powerful influence. Your behaviour influences others through a ripple effect.

A ripple effect works because everyone influences everyone else. Powerful people are powerful influences...

**John Heider, 'The Tao of Leadership'**

# Thank you



Dianne Fullelove & Associates Pty Ltd

