

**FRDC FINAL REPORT**

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# **BUILDING SEAFOOD INDUSTRY REPRESENTATIONAL CAPACITY**

**“CHARTING YOUR OWN COURSE”**

**A SEAFOOD INDUSTRY TRAINING PACKAGE**

**Julian J Harrington and Neil E Stump**

**April 2013**

**Project No. 2009/322**



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*The opinions expressed in this report are those of the author/s and are not necessarily those  
of the Tasmanian Seafood Industry Council.*

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## Table of Contents

i.	List of Electronic Attachments.....	iv
1.	NON TECHNICAL SUMMARY.....	1
2.	ACKNOWLEDGEMENTS.....	6
3.	BACKGROUND.....	7
4.	NEED .....	10
5.	OBJECTIVES .....	12
6.	METHODS .....	13
6.1	Project Steering Group.....	13
6.2	AMC Report: Training Needs to Build Representational Capacity.....	13
6.3	Training Package Development: “Charting Your Own Course” .....	14
6.4	Charting Your Own Course: Workshops.....	15
6.4.1	Workshop Delivery Model.....	15
6.4.2	Pilot Workshops .....	16
6.5	Charting Your Own Course: Self-Paced Learning .....	17
6.6	Charting Your Own Course: Advisory Committee Member Guide .....	18
7	RESULTS AND DISCUSSION .....	20
7.1	AMC Report: Training Needs to Build Representational Capacity.....	20
7.2	Charting Your Own Course: Workshops.....	24
7.2.1	Why Workshops? .....	24
7.2.2	Workshop Content.....	24
7.2.3	Full and Short Version Workshops.....	27
7.2.4	Workshop Facilitator.....	27
7.2.5	Workshop Organisation and Structure .....	28
7.2.6	Workshop Target Audience .....	28
7.2.7	Pilot Workshops .....	30
7.2.8	Workshop Conclusions.....	31
7.2.9	Workshop Recommendations .....	31
7.3	Charting Your Own Course: Self-Paced Learning Manual .....	32
7.3.1	Why self-paced learning? .....	32

7.3.2	Self-Paced Learning Manual .....	32
7.3.3	Self-Paced Learning Target Audience .....	33
7.3.4	Piloting the Self-Paced Learning Manual .....	33
7.3.5	Self-Paced Learning Conclusions .....	33
7.3.6	Self-Paced Learning Recommendations .....	33
7.4	Charting Your Own Course: Advisory Committee Member Guide .....	34
7.4.1	Why an Advisory Committee Member Guide? .....	34
7.4.2	Structure and Content .....	34
7.4.3	Target Audience .....	35
7.4.4	Advisory Member Guide Conclusions .....	35
7.4.5	Advisory Member Guide Recommendations .....	35
7.5	How to use the 'Charting Your Own Course' Resources .....	36
7.6	Project Recommendations .....	36
8	BENEFITS AND ADOPTION .....	37
9	FURTHER DEVELOPMENT .....	38
10	PLANNED OUTCOMES .....	39
11	CONCLUSION .....	41
12	REFERENCES .....	42
	Appendix 1: Intellectual Property .....	43
	Appendix 2: List of Staff .....	43

## **i. List of Electronic Attachments**

Attachment 1:	AMC Final Report: Building Representational Capacity in the Seafood Industry
Attachment 2:	Resource 1 – Charting Your Own Course: Participant Workbook
Attachment 3:	Resource 2a – Charting Your Own Course: Facilitators Guide Resource 2b – Charting Your Own Course: PowerPoint Presentation
Attachment 4:	Resource 3 – Charting Your Own Course: Self-Paced Learning Manual
Attachment 5:	Resource 4 – Charting Your Own Course: Advisory Committee Member Guide

# **1. NON TECHNICAL SUMMARY**

## **2009/322 Building seafood industry representational capacity**

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### **OBJECTIVES:**

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
2. Identification of novel ways to address barriers to the uptake of representative roles at the local and regional level of each sector, including effective training delivery models, viable funding models and other support mechanisms
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
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

## **OUTCOMES ACHIEVED TO DATE**

The primary outcome of this project has been the development and delivery of a comprehensive training package that will build representational capacity at the foundational level of the Australian seafood industry.

The “Charting Your Own Course” training package incorporates four key training resources:

Resource 1: Participants Guide

Resource 2: Facilitators Guide

Resource 3: Self-Paced Learning Manual

Resource 4: Advisory Committee Member Guide

This multi-tooled training package approach will allow seafood industry associations and advisory groups to select the content and delivery style suited to their members’ needs.

The concept of self-paced learning has been included in the “Charting Your Own Course” training package. This training delivery method falls outside the seafood industry norm of workshops. Although workshops still hold a valuable place in seafood industry training, this project found that engagement with workshops by members of the seafood industry with no or minimal representational experience (the target audience) was poor. Self-paced learning provides a delivery model that maximises flexibility in both the timing, cost and delivery of course content, which in turn should improve engagement with the training package content.

The promotion and piloting phase of the “Charting Your Own Course” training package engaged an estimated 75 seafood industry resource users (commercial, recreational and marine farming) and a further 12 resource managers. Several industry associations and management agencies responsible for advisory committees have also shown considerable enthusiasm to adopt the “Charting Your Own Course” training package within the induction process for their organisation/s and committees. Some have even discussed the option of modifying training package content, examples and case studies to align with their specific end user needs. This ‘personalisation’ of the “Charting Your Own Course” training package resources will make the content more relevant to the end user and improve participant engagement.



The full benefits and adoption of the “Charting Your Own Course” training package are yet to be realised. Through further engagement with end user organisations and modification of the package content to suit end user needs, it is hoped the “Charting Your Own Course” training package will become broadly engrained within the organisational culture of the Australian seafood industry.

Increased participation in the “Charting Your Own Course” package will create the foundation for a clear representational and leadership pathway for the Australian seafood industry.

## NON TECHNICAL SUMMARY

The key objective of this project (FRDC 2009/322) was to develop a comprehensive training package that would build representational capacity within the Australian seafood industry.

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 resources.

The first phase of this project identified the key knowledge areas and skills sets needed by fisheries resource users (inclusive of commercial, recreational and aquaculture sectors) and fisheries managers who take on representational roles. The key recommendations from were:

- Training should be delivered as short workshops (between ½ and 1 days duration), and be delivered in a flexible manner, locally and at a 'reasonable' cost.
- Workshops should include aspects of awareness training (understanding industry context); skills development; knowledge development and personal awareness.
- The training package should be structured into a series of standardised modules.

The second phase of this project saw the development, piloting and delivery of a comprehensive multi-level training tool-kit to build representational capacity in the seafood industry at the local and regional level. The draft training resources were reviewed by a diverse cross-section of target audience end-users. Furthermore, a project steering group gave valuable input and direction during all phases of development. The final product became known as the "Charting Your Own Course" training package.

The generic "Charting Your Own Course" package consists of seven standalone modules, each of which incorporates a range of adult learning and teaching techniques and activities:

1. Introduction to Charting Your Own Course
2. Industry structure: decision making channels and action pathways
3. Membership and representation: principles and responsibilities
4. Effective communication
5. Influencing and building relationships
6. Effective meeting design and conduct
7. Charting Your Own Course: next steps

The first six modules deliver the information and skills needed for effective representation; and the 'Next Steps' Module focuses on succession planning, and provides information about further leadership training options within the seafood industry.

The final “Charting Your Own Course” training package incorporates four delivery options: the full day workshop; short version workshop; self-paced learning; and advisory committee member training. To facilitate delivery of the training package content, four project resources were developed:

- Resource 1: Charting Your Own Course: Participants Guide
- Resource 2: Charting Your Own Course: Facilitators Guide
- Resource 3: Charting Your Own Course: Self-Paced Learning Guide
- Resource 4: Charting Your Own Course: Advisory Member Guide

It is recommended that the content of the “Charting Your Own Course” training package resources be modified by end users to reflect the specific operations of individual organisations and to provide examples and case studies of relevance and interest to prospective members and representatives. This will improve engagement and uptake of course content, knowledge and skills and improve representational capacity.

At the time of writing this report, several seafood industry associations and advisory committees had shown considerable interest in modifying and adopting the “Charting Your Own Course” training tools within the induction processes of their organisation, with the Tasmanian Department of Primary Industries, Parks, Water and Environment distributing the Advisory Committee Member Guide to newly appointed Recreational Fishery Advisory Committee (FAC), Scalefish FAC members and Scallop FAC members.

To maximise accessibility and uptake of the “Charting Your Own Course” training tools within the seafood industry, further novel strategies for engagement and uptake must be explored.

## **2. ACKNOWLEDGEMENTS**

We would like to offer our thanks to the consultants who helped deliver the key outputs developed as part of this training package. In particular, a big thanks to the Australian Maritime College (Nick Rawlinson), RDS Partners (Maree Fudge) and Dianne Fullelove & Associates (Dianne Fullelove). Your energy, enthusiasm and commitment made delivery of this project far easier. We would also like to thank all members, both past and present, of the project steering group. It was also through your energy, enthusiasm and rapid feedback that the project was delivered.

Finally, a huge thank you must go out to those individuals who gave up their time to sit in pilot workshops or to work through the self-paced learning / advisory committee guides and to those organisations and Advisory Groups who have shown an interest in adopting the resources into the induction processes of your organisations.

### 3. BACKGROUND

As competition for marine resources grows, so does the need for more effective communication. Building representational capacity has been identified as an important tool to address and mitigate potential cross-sector conflict (inclusive of commercial, recreational, indigenous and management interests), to provide a foundation for building leadership capacity and to contribute to the achievement of broader goals of ESD and co-management of fisheries resources.

Several projects have identified issues related to representational capacity in the seafood industry. These include:

- 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 (McIlgorm and Wilson 2002).
- 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 (Van der Geest and MacDonald 2009).
- Co-management of fisheries can only be achieved where an effective fisher organisation structure with good governance and an ability to communicate with all fishers and others stakeholders is in place (Neville 2008).

The FRDC has a long history of investing in what can be considered as 'leadership development'. Since 1993, the corporation has sponsored an annual scholarship to the Australian Rural Leadership Program, increasing this to two scholarships over recent years.

In the period 1995-1997, a two day program was developed and piloted to provide fisheries management training to fisheries Management Advisory Committees (Buxton and McIlgorm 1994). What became known as the 'MAC I' course was expanded during 1997-2000 with the introduction of a 2.5 days 'MAC II' course. This course aimed to build on the previous exposure to fisheries issues and develop greater understanding, skills and leadership as a MAC participant (AMC 2000). In 2000-2001 the suite of courses further expanded to three levels with the introduction of a Policy Development Program, which was targeted to members who wished to present a position paper at a MAC and deal with the issues following the proposal, including media relations and influencing the government process (McIlgorm and Wilson 2002). Although several jurisdictions utilised MAC I for advisory groups during and immediately after the research period, the Australian Fisheries Management Training (or MAC Course) Program has not operated since 2000.

During the period 1997 – 1999 it was identified through a number of reports and industry forums that there was a shortage of industry personnel who were ready to confidently and effectively fill leadership roles at all levels. A project led by the Australian Fisheries Academy developed a second tier strategic industry leadership program, which aimed to further enhance existing leadership expertise across all sectors, and develop the capacity to grasp “bigger picture” issues (Carnie 2002). The ‘*Advance in*’ Seafood Leadership Development Program was subsequently developed and the current National Seafood Industry Leadership Program (NSILP) is the most recent incarnation of that program. More than 130 individuals have completed the NSILP training at this course level.

A 2006 review of people development in the Australian fishing industry (Evans and Johnstone 2006) contained the following recommendations:

- Government sectors be assisted to build capacity in fisheries co-management and administration. Initiatives may include a review of skills needs.
- A more comprehensive approach to national leadership development including the development of a structured leadership development program.
- Leadership program development be re-directed to support capacity building at the local and regional level.

At the end of 2007, a small group of past graduates of the *Advance In* program undertook a critique of the *Advance in* Seafood Leadership Development Program to identify areas for improvement and to ensure future programs meet current and future needs of the seafood industry (Sarneckis and Calogeras 2008). One key recommendation from the project report was the development of a three-stage approach to leadership development across the industry (and beyond FRDC investment) to include the following components:

- Stage 1:        introductory activity (utilise existing programs or development of short courses to allow potential leaders to dip their toe into leadership development)
- Stage 2:        a National Seafood Industry Leadership Development Program (supported by Industry through FRDC)
- Stage 3:        other advanced programs such as Nuffield Farming or Churchill Scholarships, Australian Rural Leadership Program, MBA etc.

The FRDC’s People Development Advisory Group noted the advice that there was a need to revisit building seafood industry representational capacity at the local and regional levels; and to build industry capacity to drive change to achieve goals.

More recently, the FRDC, through its People Development Program, has invested in projects that do target association and entry-level representation. The key projects are:

- FRDC 2011/400 “Empowering Industry: Improving two-way membership communication in peak industry bodies of the fishing and seafood industry” is being driven by Rural Training Initiatives. The project aims to improve strength and value of peak industry bodies and associations through the increased effectiveness of communication with members (FRDC 2012). Communication with members, and the ability to clearly express the key messages and roles of associations, will lead to improved support for the association and greater involvement by members (FRDC 2012).
- FRDC 2011/410 “People development program: A program to enhance membership participation, association health, innovation and leadership succession in the Australian fishing industry (Short title – Healthy Industry Associations and Succession”. This project aims to invigorate associations to embrace an innovative culture, build leaders and provide them with capacity to apply those skills, and encourage and support leadership succession (FRDC 2012). Building this capacity begins at the most basic level, namely helping the young, the new and the less confident find a voice within their association. It is here that the greatest gains in participation and leadership can be achieved (FRDC 2012).

The foundation behind both the two-way communication and healthy industry associations and succession projects is skilled representatives who have the capacity to voice industry views within the decision making process. An entry level development program to encourage effective participation in representation and to build representational capacity would provide critical skill and knowledge sets within industry.

The development of such a training package was the focus of the project being reported here (FRDC 2009/322).

## 4. NEED

One of the key objectives of the FRDC People Development Program is to ‘build industry capacity to drive change to achieve goals’. To accomplish this, the program has identified the following needs:

- Strengthen governance and representational capabilities of industry organisations.
- Increase the capacity of industry organisation to represent the views of members.
- Enhance industry’s ability to contribute to debate and policy development.
- Build industry committee member competence and confidence.

Similarly, the FRDC Report ‘Understanding the drivers of fisher engagement in industry bodies (Van der Geest and MacDonald 2009) identified the need for:

- 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.

To help address these needs, the FRDC invested heavily in several projects, as described in the Background section of this report. Many of these projects, however, have focused on advanced level leadership skill sets. A gap exists whereby training opportunities to build foundational, entry-level to intermediate-level representational skills and knowledge – as a precursor to the already available more advanced leadership training – is not widely available to members of the seafood industry. Furthermore, there has been no recent review of skills needs and skills sets to build representational capacity at these foundational levels. Such information is vital for identifying possible causes for the current lack of representational supply and succession planning, and to develop effective representational capacity within those who do volunteer.

The seafood industry has several tiers of representation, from regional associations to advisory committee representation. Representative positions are generally filled by volunteers, and there is a continuing trend for representative volunteers to stay in a role or position for a substantial period of time (Rawlinson 2011). Given this ageing representational base (Rawlinson 2011), the time has come for a clear succession planning strategy, with a particular reference to attracting younger members of the seafood industry into representative roles and responsibilities, and providing effective entry level training to assist their representational capacity.



The primary aim of this project (FRDC 2009/322) was to identify the critical skill needs and knowledge for entry to intermediate level representation, and to develop a training package that would effectively deliver the identified skills and knowledge.

## **5. OBJECTIVES**

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.
2. Identification of novel ways to address barriers to the uptake of representative roles at the local and regional level of each sector, including effective training delivery models, viable funding models and other support mechanisms.
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.
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.

## 6. METHODS

### 6.1 Project Steering Group

To help deliver the project objectives, a project steering group was established. The initial steering group structure included the following representatives:

- Ian Cartwright (Chair)
- Jill Briggs – Rural Training Initiatives (NSILP Facilitator)
- Stan Lui – Australian Fisheries Management Authority (Indigenous Representative)
- Mark Nikolai – Recfish Australia
- Justin Fromm – National Aquaculture Council
- Winston Harris – Queensland Seafood Industry Association
- Robert Gott – Department of Primary Industries, Parks, Water and Environment
- Emily Ogier – University of Tasmania

During the course of the project, three members were required to resign from their steering group positions. In one instance a replacement was sought, but no one suitable was available. The remaining two resignations occurred near the completion of the project, so finding a replacement was not considered necessary. Of further note, the potential for a conflict of interest meant that one SG member removed themselves from their role during several SG discussions and meetings.

The primary role of the project steering group was to provide direction and way forward. Members provided comment and reviewed all stages of the project. It must be noted that when requested, members provided comments of a very high and insightful standard, and in a very efficient and timely manner.

### 6.2 AMC Report: Training Needs to Build Representational Capacity

Nick Rawlinson from National Centre for Marine Conservation and Resource Sustainability, part of the Australian Maritime College (AMC), was contracted to address objective one and objective two of this project:

- Objective 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.
- Objective 2. Identification of novel ways to address barriers to the uptake of representative roles at the local and regional level of each sector, including effective training delivery models, viable funding models and other support mechanisms.

Three primary methods were used to gather information: a literature review of past and current relevant training courses and other reports of similar nature; a telephone survey of current representatives of different sectors of the seafood industry; and a series of focus groups with current seafood industry representatives. The specific details of the methodologies used in this component of the study can be found in the attached electronic document:

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***Attachment 1:***

***AMC Final Report – Building Representational Capacity in the Seafood Industry***

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### **6.3 Training Package Development: “Charting Your Own Course”**

A consulting team consisting of RDS Partners and Dianne Fullelove & Associates was selected to deliver objectives 3 and 4 of the project:

Objective 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.

Objective 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.

The final product that delivered against the objectives became known as the “Charting Your Own Course” training package.

A number of project partners provided regular comment and advice at all stages of development of the “Charting Your Own Course” training package:

- RDS Partners and Dianne Fullelove & Associates – were primarily responsible for the development, piloting and delivery of the final training package.
- Project Steering Group (SG) - provided invaluable comment and suggestions during all phases of the project, including the training package development. Input was obtained during both formal and informal SG meetings and discussions and through feedback during SG reviews of key project resources.
- FRDC – the project funding agency also provided critical advice and support during all phases of the project.
- Seafood industry members – provided invaluable advice and suggestions during the piloting phases of the project resources.

- Tasmanian Seafood Industry Council – provided support and advice during all phases of development. TSIC worked in very close association with all project stakeholders, particularly the consultant team.

The “Charting Your Own Course” structure and content was built around the key training recommendations delivered in the AMC project scoping report (Rawlinson 2011). The challenge for the project team was to streamline the full list of suitable topics and content into a concise format suitable for delivery over a one day workshop. To achieve this, only those topics integral to entry to intermediate level representation were incorporated within the final “Charting Your Own Course” framework.

The structure, content, examples and activities incorporated within the generic “Charting Your Own Course” modules incorporated recognised adult learning principles – including a mix of facilitated discovery; structured input and embedding learning in the ‘real world’.

The final “Charting Your Own Course” product evolved into a comprehensive training package with four delivery options:

- 1) Full Day Workshop
- 2) Short Version Workshop
- 3) Self-Paced Learning Manual
- 4) Advisory Committee Member Guide

## **6.4 Charting Your Own Course: Workshops**

### **6.4.1 Workshop Delivery Model**

The AMC consultant report recommended that training be delivered in a workshop environment. This recommendation was based on the finding: “ninety-four percent of respondents believed that ‘workshops with other representatives’ would be the most effective method to deliver appropriate training” (Rawlinson 2011).

The primary workshop concept was for delivery of seven stand-alone modules that form the foundation of the ‘Charting Your Own Course’ training package during an intensive full day workshop. The workshop modules would be delivered by a suitable facilitator.

The modular structure of the training package also allowed the delivery of one or more modules in isolation during ‘short version’ workshops. The concept behind short version workshops was for organisation to select modules relevant to their members. Alternatively, all seven modules could be delivered over the course of several short version workshops.

Two training resources were developed to aid the delivery of “Charting Your Own Course” workshops.

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***Attachment 2***

***Resource 1: Charting Your Own Course: Participant Workbook***

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***Attachment 3***

***Resource 2a: Charting Your Own Course: Facilitators Guide***

***Resource 2b: Charting Your Own Course: PowerPoint Presentation***

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#### **6.4.2 Pilot Workshops**

A series of eight pilot workshops were planned, with TSIC working closely with the project consultant team to identify and encourage industry and sector participation.

Intensive engagement with stakeholders resulted in three successful workshops (Table 1). An informal review process was conducted at the completion of each workshop. This included discussions with participants and representatives from the organisations who showed an interest in participating. Relevant feedback obtained during the organisation and review of pilot workshops was incorporated within the final “Charting Your Own Course” training package.

**Table 1:** Pilot workshops conducted as part of the ‘Charting Your Own Course’ workshop development.

Workshop Description	Location	Date
Experienced industry members, researchers, government officers and professional industry representatives.	Hobart, Tasmania	December 2011
Mixed industries (scalefish, aquaculture and rock lobster)	Launceston, Tasmania	February 2012
Mixed industries (sardines, rock lobster and prawn fishery)	Port Lincoln, South Australia	March 2012

## 6.5 Charting Your Own Course: Self-Paced Learning

Analysis of the barriers and points of resistance to the workshop format identified that there are other industry members who would benefit from and be interested in the workshop content but who are unable or unwilling to attend a workshop forum. In some instances, pilot workshop participants took copies of the workshop manual to distribute to other seafood industry members they knew would be interested:

*“I know my partner would love this information, I’ll take this workbook home and he’ll read it from cover to cover – but there’s no way he’d sit here all day in this room, like this...it’s too much like school – even though it isn’t like school”. Pilot workshop participant, 2011.*

This analysis led to the recommendation that no further pilot workshops be held. Instead, the project consultant team suggested an alternative ‘self-paced learning’ delivery strategy. After considering this recommendation, the project steering group agreed to the development of a Self-Paced Learning Manual.

The development of the ‘Charting Your Own Course: Self-paced Learning Manual’ required substantial amendment of the content, activities and examples incorporated within the ‘Charting Your Own Course: Participant Workbook’. In particular, the document needed to be re-written to accommodate adult self-paced learning techniques and activities. Draft versions of the ‘Self-Paced Learning Manual’ were reviewed by TSIC, the project steering group, and a number of seafood resource users and managers.

One training package resource was developed during this phase of the project:

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**Attachment 4**

**Resource 3: Charting Your Own Course: Self-Paced Learning Manual**

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## **6.6 Charting Your Own Course: Advisory Committee Member Guide**

During the piloting process of the “Charting Your Own Course: Self-Paced Learning Manual”, two agencies responsible for fishery advisory committees or the like were asked to review the manual. Although the overall feedback from both agencies was positive, the overall conclusion was that the self-paced guide would require some ‘tightening’ in order to be a suitable induction tool for new advisory committee members:

*“I think the idea of self-paced learning is a good one. The learning could be targeted to those members most in need (e.g. new members) and to those issues which need to be addressed (e.g. managing potential conflicts of interest). Also, members who are busy doing other things could fit the learning around their work schedule”. Fisheries Manager 1, 2012.*

*“...the workbook would have to be adapted to be useful...to members. For example, members are selected on the basis of their expertise not to represent particular sectors. Therefore, the segment on representing industry would probably have to be removed or heavily modified, as it could be counter-productive. Also, the length of the work book probably needs to be shortened a bit to retain the engagement of members”. Fisheries Manager 2, 2012.*

These comments led to the recommendation that the “Charting Your Own Course: Self-Paced Learning Manual” be modified into a format suitable as an induction type tool for newly appointed advisory members. The project steering committee and consultant team agreed with this strategy. TSIC subsequently modified the self-paced learning manual into a streamlined document more suited to advisory committee member knowledge and skill needs.



One training package resource was developed during this phase of the project:

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***Attachment 5***

***Resource 6: Charting Your Own Course: Advisory Committee Member Guide***

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## **7 RESULTS AND DISCUSSION**

### **7.1 AMC Report: Training Needs to Build Representational Capacity**

This component of the study scoped the skills, knowledge and training needs and recommendations to be incorporated within the final training package. The full set of results, discussion and recommendations can be found in the attached electronic document:

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***Attachment 1:***

***AMC Final Report – Building Representational Capacity in the Seafood Industry***

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The reports key recommendations and an overview of how each recommendation was incorporated within the “Charting Your Own Course” training package framework has been summarised in Table 2.

**Table 2:** AMC consultant report – training package recommendations and description of how each recommendation was incorporated within the framework of the “Charting Your Own Course” training package.

AMC Recommendation		Comment
<b>1</b>	<p><i>Target training towards</i></p> <ul style="list-style-type: none"> <li>• <i>Industry participants who are currently not engaged in any form of representation and association members who do not currently hold a representational role.</i></li> <li>• <i>Level 3 representatives (advise and inform).</i></li> <li>• <i>Level 2 representatives (promote).</i></li> </ul>	<ul style="list-style-type: none"> <li>• The workshop and self-paced learning content is targeted towards association members who do not currently hold a representational role.</li> <li>• The short workshop and self-paced learning content is relevant to some Level 2 and Level 3 representatives, depending on their level of experience.</li> <li>• The “Advisory Committee Member Guide” is targeted towards new advisory members who have an understanding of Level 2 and 3 representation but require further skill and knowledge to improve their representational capacity.</li> <li>• Different components of “Charting Your Own Course” content will suit both experienced and new representatives (up-skilling or re-skilling). Delivery and content can be tailored around the specific target audience needs.</li> </ul>
<b>2</b>	<p><i>Training courses need to be designed at an appropriate level and there needs to be pathways for further development.</i></p>	<ul style="list-style-type: none"> <li>• The modular structure of the “Charting Your Own Course” training package allows the package to be tailored to the level of the target audience.</li> <li>• The structure of the outputs allow for easy substitution of examples and modification of content to suit end user needs.</li> <li>• The “Charting Your Own Course” framework includes a module called “Charting Your Own Course: Next steps”. This module details key pathways for further development, with specific reference to leadership training options.</li> </ul>
<b>3</b>	<p><i>Deliver short courses (between ½ and 1 days duration), locally and at a ‘reasonable’ cost.</i></p>	<ul style="list-style-type: none"> <li>• The full workshop is delivered over a 6 – 7 hour period (intensive full day workshop). The modular structure of the training package allows delivery over shorter, 1 – 4 hour workshops.</li> <li>• The workshop can be delivered regionally and at low cost (only material printout, facilitator costs and catering if required).</li> <li>• The time cost for participants to attend workshops is still high. To address this, the “Charting Your Own Course: Self-Paced Learning Manual” was developed as a strategy for delivery at a time, pace and location suited to the end user.</li> </ul>

## Building representational capacity

4	<p><i>Course content should be relevant to the target audience:</i></p> <ul style="list-style-type: none"> <li>• <i>Final course content should be defined after consultation with target audience.</i></li> <li>• <i>Course content should provide the appropriate motivations to encourage participation: e.g. linking representation to the future of their sector/business.</i></li> </ul>	<ul style="list-style-type: none"> <li>• All phases of this project incorporated target audience input.</li> <li>• If required, specific end users or facilitators can link the training package content with business success. This link was not incorporated within the resources presented in this report because the recreational and management input obtained during the project clearly showed that some seafood industry sectors (recreational, non-government, management) have no business interest associated with representation.</li> <li>• The busy lifestyle and nature of all seafood stakeholder sectors is the key barrier to attendance at workshops. Although some solutions to such barriers were discussed (namely cash payments and legislative requirements to attend) they were not deemed viable solutions.</li> <li>• The “Charting Your Own Course: Self-Paced Learning Manual” may allow transfer of information in an informal setting that suits the end user- i.e. can complete at their own time and own pace.</li> </ul>
5	<p><i>Course content should include elements of:</i></p> <ul style="list-style-type: none"> <li>• <i>Awareness Training (Understanding industry context).</i></li> <li>• <i>Skills Development.</i></li> <li>• <i>Knowledge Development.</i></li> <li>• <i>Personal Awareness.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Awareness training is addressed in Module 2 (Understanding the Australian Seafood Sector) and Module 3 (Membership and Representation).</li> <li>• All modules incorporate ‘Skills Development’ (particularly communication) and knowledge development (particularly knowledge of the seafood industry structure and decision making channels).</li> <li>• ‘Personal Awareness’ is addressed within the “Communication and Building Relationships” modules.</li> </ul>
6	<p><i>Timing for delivery should be flexible:</i></p> <ul style="list-style-type: none"> <li>• <i>Training modules should be ready for use at short notice. Courses can then be delivered during periods of bad weather etc.</i></li> <li>• <i>Structure to industry requirements – i.e. wild capture v recreational sector.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The extension phase of this project will develop a network of ‘skilled workshop facilitators’ (i.e. association CE’s / presidents) who can effectively deliver the “Charting Your Own Course” content as required.</li> <li>• The “Self-Paced Learning Manual” and “Advisory Committee Member Guide” maximises delivery options, i.e. end user can complete at a time and location that suits them individually, even at sea whilst fishing!</li> <li>• The content of the “Charting Your Own Course” outputs, particularly the examples can be changed to suit the specific interests of each seafood industry end user.</li> </ul>

7	<p><i>Flexible packages that consist of a range of standardised training modules supported by local content to fit the requirements of specific groups.</i></p> <ul style="list-style-type: none"> <li><i>Pre-prepared units that can be easily delivered by a range of providers and utilising a range of teaching resources.</i></li> </ul>	<ul style="list-style-type: none"> <li>The “Charting Your Own Course” training package revolves around a number of training modules which contain material relevant to all seafood sectors. If the end user has knowledge in any module area, this can be excluded from training.</li> <li>The content of the “Charting Your Own Course” resources, particularly the examples and case studies, can be changed to suit the specific interests of each seafood industry end user.</li> <li>The extension phase of this project will develop a network of ‘skilled workshop facilitators’ (i.e. Association CE’s / Presidents) who can effectively deliver the “Charting Your Own Course” content as required.</li> </ul>
8	<p><i>Develop a toolbox of teaching and learning resources that:</i></p> <ul style="list-style-type: none"> <li><i>Can be packaged together to suit the requirements of specific groups.</i></li> <li><i>Potential participants can access in their own time.</i></li> <li><i>Include post training teaching resources.</i></li> </ul>	<ul style="list-style-type: none"> <li>The “Charting Your Own Course” training package revolves around a number of training modules which contain material relevant to all seafood sectors. If the end user has knowledge in any module area, this can be excluded from training.</li> <li>All project resources can be used as a reference manual at any stage after training.</li> <li>The primary aim of the “Self-Paced Learning Manual” is to allow training at a time, pace and location suited to the end user.</li> </ul>
9	<p><i>Training courses should be delivered in the form of workshops.</i></p>	<ul style="list-style-type: none"> <li>The preliminary strategy for the “Charting Your Own Course” training package was for delivery in the form of full or short workshops.</li> <li>Poor participation, but high interest in training content led to the development of the “Self-Paced Learning Guide” and “Advisory Committee Member”.</li> </ul>

## **7.2 Charting Your Own Course: Workshops**

### **7.2.1 Why Workshops?**

During the AMC interviews with seafood industry members (see Attachment 1) 94% of respondents believed that workshops.....would be the most effective method to deliver appropriate representational capacity training (Rawlinson 2011). As a consequence, a key recommendation of the AMC Final Report was for training courses to be delivered in the form of workshops (Rawlinson 2011). A further recommendation was for workshops to be short, with a maximum one day timeframe being suggested (Rawlinson 2011).

The need for short workshops (<1 day) was also prioritised by the project Steering Group.

### **7.2.2 Workshop Content**

The preliminary list of workshop topics reflected the recommendations outlined in the AMC Final Report (Rawlinson 2011), combined with suggestions from the project Steering Group. The resulting list of topics was too comprehensive for effective delivery over a one day workshop. It was therefore necessary to prioritise workshop topics to allow workshop content to be deliverable during a short one day timeframe. The project Steering Group was integral to this process.

The final 'Charting Your Own Course' workshop package incorporated seven standalone modules:

- 1) Introduction
- 2) Understanding the Australian Seafood Sector
- 3) Representing Your Industry
- 4) Communicating Effectively
- 5) Influencing and Building Relationships
- 6) Effective Meetings, and
- 7) Next Steps

The content of each module is summarised in Table 3.

The final content of each module, examples and structure can be found in the electronic attachment:

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## **Attachment 2**

### **Resource 1 – *Charting Your Own Course: Participant Workbook***

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**Table 3:** Summary of key learning objectives and messages of the 7 modules incorporated within the Charting Your Own Course workshop structure.

Module	Learning Objectives	Key Messages Delivered
<b>1. Introduction</b>	<ul style="list-style-type: none"> <li>To get to know each other and build relationships.</li> <li>To understand why we are here.</li> <li>To consider different perspectives and note the importance of dealing positively with difference as a key to industry representation.</li> </ul>	<ul style="list-style-type: none"> <li>People think differently to you and therefore may see things differently to you.</li> </ul>
<b>2. Understanding the Australian Seafood Sector</b>	<ul style="list-style-type: none"> <li>To understand the purpose of industry / sector associations.</li> <li>To understand the processes that influence industry decision making are structured and complex.</li> </ul>	<ul style="list-style-type: none"> <li>Each sector has a system of representation that allows members to have a say and influence important decisions and issues that affect their industry.</li> <li>Industry seeks to influence government (regulators), research agencies (industry development), the media and the broader community.</li> <li>Each link in the decision making chain is subject to many different and competing influences that must all be considered when representing your sector.</li> </ul>
<b>3. Membership and Representation</b>	<ul style="list-style-type: none"> <li>Understand the responsibilities associated with being an active representative.</li> <li>Understand membership consultation.</li> <li>Consider effective ways of engaging with industry members.</li> </ul>	<ul style="list-style-type: none"> <li>Associations are membership-based groups designed to represent the interests of the members and the sector as a whole.</li> <li>To be an industry representative you must understand what your members think as a whole, as this might be different from your own personal view.</li> <li>Two-way communication is essential – make sure you communicate back to members.</li> <li>Be clear about which ‘hat’ you have on when in a representative role.</li> </ul>
<b>4. Communicating Effectively</b>	<ul style="list-style-type: none"> <li>Recognising effective communication.</li> <li>Understanding the open and hidden parts of what you communicate.</li> <li>Understanding verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication is the basis for getting positive results and good outcomes with people.</li> <li>You can build your communication skills by noticing how you affect others and improving some key habits.</li> <li>Take into account non-verbal as well as verbal communication when listening or sending messages.</li> </ul>

## Building representational capacity

<b>5. Influencing and building relationships</b>	<ul style="list-style-type: none"> <li>• Differences between persuading and negotiating.</li> <li>• Identifying and engaging stakeholders.</li> <li>• Considering effective ways of building relationships and networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Involving stakeholders in the process or project is essential for getting positive impact and results.</li> <li>• Planning your approach to stakeholder engagement is critical.</li> <li>• 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.</li> </ul>
<b>6. Effective meetings</b>	<ul style="list-style-type: none"> <li>• To understand the purpose and function of meetings.</li> <li>• To understand meeting processes and standard meeting practices.</li> <li>• To understand your role in creating an effective meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings have a formal structure.</li> <li>• There are rules as to how meetings can and should operate.</li> <li>• Effective meetings will achieve more.</li> </ul>
<b>7. <i>Charting your own course: Next Steps</i></b>	<ul style="list-style-type: none"> <li>• Understand where you can go from here.</li> <li>• Discover other avenues to leadership training.</li> </ul>	<ul style="list-style-type: none"> <li>• Other opportunities for leadership training area available and accessible.</li> </ul>



### **7.2.3 Full and Short Version Workshops**

The 'Charting Your Own Course' full workshop delivers all seven modules discussed in Table 3 during an intensive full day session.

During preliminary discussion with industry sector groups and individuals, it became apparent that a full day workshop would not be a suitable delivery model for many industry members. The reasons provided revolved around the unpredictable nature of the seafood industry and the busy-ness of running a small business. Both make attendance at a full day workshop a difficult commitment for members of the seafood industry.

The modular structure of the "Charting Your Own Course: Participants Workbook" (Attachment 2) allows the flexible delivery of one or more modules in isolation during short version workshops. Short version workshops can be anywhere from 1 hour to several hours timeframe. The concept is for modules and timeframe for delivery to be selected by the end user. Alternatively, some end users may wish to complete the entire 7 modules over two or more short workshops. In such instances, delivery may coincide with scheduled association or board meetings.

### **7.2.4 Workshop Facilitator**

A workshop facilitator should be used to deliver the "Charting Your Own Course" module content. Seafood industry members have suggested a benefit in the facilitator having a level of credibility within the industry (Rawlinson 2011). Suitable industry facilitators may include association President's or CEO's, the Chair of advisory committees or industry members with a wealth of experience and knowledge in association and/or advisory representation.

Prior to facilitating a workshop, a prospective facilitator should familiarise themselves the content and examples incorporated within the 'Charting Your Own Course' training package. To aid this process, a 'Facilitators Guide' was developed. The facilitators guide is suitable for both industry members and professional facilitators alike, even those with little or no experience in workshop presentation or group facilitation. The guide provides a comprehensive outline of the 'Charting Your Own Course' workshop training package content and delivery requirements.

It must be remembered that workshop facilitation is a skill that is in general gained through experience. A facilitator must be clear and concise during delivery. An enthusiastic and engaging delivery style will ensure the effective and efficient delivery of workshop content. It must be noted that the potential difficulty of the facilitator's role in delivering the "Charting Your Own Course" package is compounded by the adult learning concepts and examples incorporated within the training package content.

Although the ultimate aim of the "Charting Your Own Course" training package is to have a suite of industry facilitators throughout key regional seafood industry locations, individual organisations must carefully select who will deliver the training package content. An

inexperienced facilitator with a poor delivery style may result in poor engagement with workshop participants, poor uptake of the key workshop content and messages by participants and negative feedback regarding the workshop.

An electronic copy of the facilitators guide and accompanying PowerPoint Presentation slides can be found in the electronic attachment:

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### **Attachment 3**

#### **Resource 2a – *Charting Your Own Course: Facilitators Guide***

#### **Resource 2b – *Charting Your Own Course: PowerPoint Presentation***

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### **7.2.5 Workshop Organisation and Structure**

The key stages for organising a full day or short version workshop include:

- Identify a suitable workshop facilitator
- Identify and confirm suitable workshop participants
- Confirm the modules to be delivered (full vs. short version workshop)
- Print enough workbooks for each participant
- Book or hire a suitable room for delivery of the workshop – the room must contain adequate seating, tables and data projector
- Organise tea, coffee, morning tea and catering for lunch if required

A recommended workshop agenda for a full day workshop is identified in Table 4. Short version workshops should align with the suggested timing for each module.

### **7.2.6 Workshop Target Audience**

The ‘Charting Your Own Course’ full day workshop content is suitable for association level representatives or members with little or no representative knowledge or experience. In some circumstances, the intensive full day workshop may also suit newly nominated advisory committee members who have little or no representative experience.

The short version workshop delivery option is also suited to these target audiences. In addition, the short version workshop may be suitable for experienced association representatives or Board members wanting to re-skill or up-skill in certain areas.

**Table 4:** Suggested agenda and time to devote to each module during a “Charting Your Own Course” full workshop.

Time	Topic
8.30am	Introduction
9am	Industry structure: decision making channels and action pathways
10am	Membership and representation: principles and responsibilities
11am Morning tea break	
11.20am	Effective communication
12.30pm Lunch break	
1pm	Influencing and building relationships
2pm Afternoon tea break	
2.15pm	Effective meetings: design and conduct
3.15pm	Charting Your Own Course: next steps

### 7.2.7 Pilot Workshops

A series of eight pilot workshops were planned, with TSIC and the project consultant team working closely to identify and encourage industry and sector participation. Extensive consultation was undertaken in Queensland, Tasmania, South Australia, Victoria, Western Australia and Canberra to encourage participation in proposed workshops. Many industry associations were contacted to gauge interest in workshops and many organisations, such as the Australian Prawn Farmers Association, the Moreton Bay Seafood Industry Association and Hinchinbrook Seafood Industry Incorporated, showed a high level of interest in workshop participation. Despite this interest, the reality was that many workshops were cancelled due to lack of participants. The associations saw the need for the skills being offered by this project but could not persuade members to attend.

In the end, three workshops were conducted. A description of each workshop, including a summary of feedback from participants is detailed in Table 5.

**Table 5:** Summary of pilot workshops conducted during the course of the project.

Location / Facilitator	Date	Participation profile	Summary of Feedback
Hobart, Tasmania  Maree Fudge – RDS Partners (familiar with content)	December 2011	Experienced industry members, researchers, government officers and professional industry representatives	<ul style="list-style-type: none"> <li>• Content sound</li> <li>• Adjustments suggested to pitch and tone increase accessibility to target group</li> <li>• Timing could be challenging as a lot of ground to be covered in one day</li> </ul>
Launceston, Tasmania	February 2012	Mixed industries (scalefish, aquaculture, rock lobster)	<ul style="list-style-type: none"> <li>• Overall useful content</li> <li>• Nothing missing</li> <li>• Communication module (individual skills focus) too long and harder to relate to industry representation than other modules</li> <li>• Would highly recommend to colleagues</li> <li>• Intend to share workbook with colleagues</li> <li>• Noted most colleagues would not come to a 'classroom' situation like this</li> </ul>
Port Lincoln, South Australia  Tom Lewis – RDS Partners (not familiar with content)	March 2012	Mixed industries (sardines, rock lobster, prawn fishery)	<ul style="list-style-type: none"> <li>• Overall content useful, nothing missing</li> <li>• Collected extra workbooks to share with colleagues</li> <li>• Feedback that colleagues would value content (hence collecting the extra workbooks) but would not come into a 'classroom' or all day workshop.</li> <li>• Experienced industry reps valued 'refresher' and provided useful resources and confidence to lead and insist on improvements to process and constitutions on their Boards</li> </ul>

Within the three workshops that did proceed, numbers were low and last minute drop-out was high. This was despite offers of workshop timing being flexible and no workshop costs involved. This outcome was consistent with other experiences of the project team, as well as others (see Schirmer and Pickworth 2005).

### **7.2.8 Workshop Conclusions**

The project team worked with workshop participants and sector group representatives to understand the responses and barriers to participation to the workshop pilots. The key conclusions were:

- Pilot workshop participants were already engaged in association and / or advisory committee representation – i.e. they already had the motivation to become industry representatives and industry leaders and were therefore not the primary target audience.
- The primary target audience was highly involved with their business, which made it very difficult to attend workshops, even if they were only for one day.
- The workshop setting and atmosphere, even when held in a local / regional setting, was identified as off-putting for some industry members.
- Free training was not enough motivation to attend a workshop.
- The key target audience (the unengaged) does not readily or reliably respond to workshops as a pathway to active industry representation.
- Workshops provide a valuable forum for delivery of information and knowledge, as long as the target audience is willing to engage in this delivery format.
- The overall content and examples in the workbooks were deemed to be very useful and relevant to industry representation.
- The activities and examples used in the workshops are more effective if relevant to the end user.

### **7.2.9 Workshop Recommendations**

- If requested, the Participant Workbook should be modified to suit the specific needs and interests of end-user groups – i.e. one size does not fit all!
- It is possible that even a small fee would increase the likelihood of attendance and reduce the tendency to de-prioritise training commitments. This strategy was not trialled during this project.
- Given the resistance against attending workshops, the consultant team recommended no further workshops be held, and instead, a self-paced learning delivery format be developed as an additional project resource.

## **7.3 Charting Your Own Course: Self-Paced Learning Manual**

### **7.3.1 Why self-paced learning?**

Self-paced learning is defined as a method of learning that is initiated and directed by the learner. The key benefits of a self-paced learning delivery model are:

- Participants can work through the content at a time and place convenient to them – i.e. on a fishing boat.
- Training is not reliant on a group of people being in the one place at the one time.
- The strategy is cost effective for industry – i.e. only requires printing and distribution of the training workbook resource.
- The training method does not rely on a suitable workshop facilitator.

Given these benefits, it was suggested that a self-paced learning manual would allow delivery of the core “Charting Your Own Course” capacity building content without the barriers posed by workshop delivery.

The project consultant subsequently put a recommendation to TSIC and the project steering group to develop a self-paced learning manual as a substitute to delivering further pilot workshops.

### **7.3.2 Self-Paced Learning Manual**

The “Charting Your Own Course: Self-Paced Learning Manual” incorporates the content of the seven modules used in the workshop delivery. However, the content, activities and examples were re-written to incorporate self-paced learning principles and techniques.

Each module within the self-paced learning package incorporates topic information, self-testing and model answers. Further information and references are also included for some subjects.

A copy of the Charting Your Own Course: Self-Paced Learning Manual can be found in the electronic attachment:

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#### **Attachment 4**

#### **Resource 3 – *Charting Your Own Course: Self-Paced Learning Manual***

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### **7.3.3 Self-Paced Learning Target Audience**

The self-paced learning manual is designed to be used by those wishing to undertake individualised learning in their own time. The key target audience is predominately association members with little or no previous representative experience, however, content may also suit new advisory committee members. It must be acknowledged that the “Charting Your Own Course: Self-Paced Learning Manual” should not be used as a learning strategy for individuals with poor literacy and numeracy skills.

### **7.3.4 Piloting the Self-Paced Learning Manual**

The “Charting Your Own Course: Self-Paced Learning Manual” was reviewed by the project SG, several seafood industry end users and two agencies responsible for advisory committees. Overall, the feedback was positive, with most individuals acknowledging the need for a content delivery strategy that was different from the workshop ‘norm’ used in the seafood industry.

Specific feedback collected during this piloting process included:

*“Overall, it is a useful learning tool. Well done.” Industry representative, 2011.*

*“I have just reviewed the documents. They are great examples of how to conduct yourself and what is expected of those who undertake representation in meetings. Whilst the examples used are Tasmanian focused they could be applied to any sector/state or fishery....Well done.” Industry representative, 2012*

### **7.3.5 Self-Paced Learning Conclusions**

- End users commented that self-paced learning was a good alternative delivery strategy to workshops.
- A self-paced learning manual can be broadly distributed at relatively low cost.
- Self-paced learning is not a good alternative delivery option for individuals with poor numeracy and literacy skills.
- Not all activities and examples suited the end user – i.e. one size does not fit all!

### **7.3.6 Self-Paced Learning Recommendations**

- The Self-Paced Learning Manual should be further modified to suit the specific needs and interests of individual end-user groups.
- Modified manuals should be engrained within the induction process of associations and advisory groups.
- A web-based self-paced learning forum should be explored as a supporting network to the manual – i.e. webinars!

## **7.4 Charting Your Own Course: Advisory Committee Member Guide**

### **7.4.1 Why an Advisory Committee Member Guide?**

Advisory committee members are nominated for their expertise within a specific seafood sector. This means that nominated advisory members will generally have substantial knowledge and experience within the seafood industry, and an understanding of how the seafood industry, associations and decision making processes operate. Subsequently, not all topics and content of the “Self-Paced Learning Manual” is relevant to advisory committee members.

This point was highlighted during the pilot phase of the ‘Self-paced learning Manual’ where feedback from two agencies responsible for advisory committees commented that the self-paced guide would require some changes before it would be a suitable induction tool for new advisory members. However, the organisations also commented that there was a real need for such a guide, and that should a suitable document be developed it would be used by their organisation/s.

### **7.4.2 Structure and Content**

The key differences between the “Self-Paced Learning Manual” and “Advisory Committee Guide” are:

- The self-paced learning activities have been removed from the “Advisory Guide. Agencies responsible for advisory committees suggested they could be viewed as patronising to even new members, and could be considered too much like a school assessment.
- Only the content relevant to advisory committee representation was kept in the advisory guide. Of particular note modules and content relevant to just association level representation were removed.
- All examples have been replaced with examples relevant to Tasmanian fishery Advisory Committee (FAC) representation. These can be replaced to include examples relevant to other agencies as the need arises.

The final draft “Advisory Committee Member Guide” was piloted by the Steering Group Chair, two Tasmanian DPIPWE managers, and AFMA managers. Relevant feedback was incorporated within the final document.

A copy of the Advisory Committee Guide can be found in the electronic attachment:

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#### **Attachment 5**

#### **Resource 4 – *Charting Your Own Course: Advisory Committee Guide***

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### **7.4.3 Target Audience**

The Advisory Committee Member Guide is designed to be used by newly nominated advisory committee members. It is anticipated that the guide could become an induction tool for advisory level committees throughout the Australian seafood industry. To date, there has been a commitment by the Tasmanian Department of Primary Industry, Parks, Water and Environment to trial the guides for newly appointed Recreational, Scalefish and Scallop Fishery Advisory Committees. Recent communications have identified the benefits of these documents for this purpose, and a commitment to incorporate them within the induction process for DPIPWE.

### **7.4.4 Advisory Member Guide Conclusions**

- End users commented that a concise advisory guide will fill a current induction gap.
- Manuals can be broadly distributed at relatively low cost. They can also be referenced at a later date.
- The Advisory Guide is not a good delivery option for individuals with poor numeracy and literacy skills.
- Not all activities and examples suited the end user – i.e. one size does not fit all!

### **7.4.5 Advisory Member Guide Recommendations**

- The Advisory Member Guide should be further modified to suit the specific needs and interests of individual end-user groups.
- Modified guides should be engrained within the induction processes of the agencies responsible for advisory groups.
- A web-based forum could also be explored – i.e. webinars!

## **7.5 How to use the ‘Charting Your Own Course’ Resources**

The “Charting Your Own Course” training package outputs provide generic information about the Australian seafood industry associations and decision making processes. In reality, each seafood sector, committee and association operates in a different way. To ensure that the “Charting Your Own Course” project outputs are relevant to each end user, it is suggested that the documents be modified to reflect the specific operations and needs of individual organisations. Such modifications should be relatively minor, and will mostly revolve around specific processes and terminology used. Furthermore, the examples and case studies incorporated within the resources could also be substituted with examples and case studies of relevance and interest to each end user organisation.

## **7.6 Project Recommendations**

Based on the experience and learnings gained by the project team throughout the development of the “Charting Your Own Course” training package, the project team has made the following recommendations:

- The project resources be distributed by the FRDC widely throughout the seafood industry and made easily available;
- The FRDC invests in the development of the materials into fully flexible self- or group-directed web-based learning. This delivery mode enables the inclusion of audio-visual and interactive materials that encourage participation from the learner and learning materials can be updated easily;
- Cross-sector workshops, using the materials, are funded and conducted annually for new and existing committee members nationwide to strengthen the induction and continual skill improvement opportunities for industry associations;
- Current active industry representatives be supported and skilled up in succession planning and helping the original target group to access and use the self-paced material. This will also create pathways to further leadership opportunities;
- Any future workshops to consider charging a small fee to increase commitment to the process and reduce drop-out;
- The FRDC invests in the annual update of the materials to ensure they keep pace with changes in the industry regulatory environment.
- The project team deliver the project resources and outcomes to other closely related FRDC projects that aim to improve representational capacity.

## 8 BENEFITS AND ADOPTION

The primary beneficiary of the “Charting Your Own Course” training package (this project) is the Australian seafood industry resource users (inclusive of wild catch, recreational and aquaculture sectors) and management agencies.

Specific benefits of this project to resource users include:

- Increased capacity of individuals to take up representative roles at various levels.
- Improved capacity for industry to maximise representational and advocacy opportunities at the regional level.
- Improved capacity to drive change to achieve sector goals.
- Potential reduced conflict within and between sectors.
- Improved co-management and partnership arrangements within the seafood industry.

The benefits of this project to the management sectors include:

- Greater effectiveness of industry advisory and consultative processes;
- Improved decision making processes.
- Enhanced capacity of seafood industry stakeholders to engage in co-management of marine resources.
- A better understanding within the seafood industry of the seafood industry structure and decision making processes.

Several seafood industry groups, associations and fisheries management organisations have shown a strong interest in adopting the “Charting Your Own Course” training package within the induction process of their organisations. Further extension of the final training package will ensure improved adoption within the Australian seafood industry.

A key barrier to engraining the resources within an organisations structure will be the time and cost associated with modifying the resources to suit the specific needs and interests of each end user group or organisation.

## 9 FURTHER DEVELOPMENT

Further research, development and extension that should be undertaken to maximise the uptake of the “Charting Your Own Course” training package by industry and further improve representational capacity within the seafood industry include:

*Develop further pathways to adoption*

- FRDC to develop a clear policy around modification of the “Charting Your Own Course” training package content to suit individual end users
- TSIC to liaise with other FRDC projects with similar outcome needs and discuss options for incorporation / cross fertilisation of content and ideas.

*Develop a funding model to ensure the annual delivery of cross-sector workshops for new and existing committee members and representatives nationwide*

- Contributions may come from the agencies and organisations responsible for associations / advisory groups (training / induction costs)
- Such a strategy will strengthen the induction and continual skill improvement opportunities for industry sector groups and associations.
- Will also promote participation in further leadership training, such as NSILP.

*Develop models to ensure that current active representatives are supported and skilled up in succession planning.*

- This will help the training package end user groups to access and use the training package materials and create clear pathways to further leadership training opportunities.

*Develop a funding model to review the training package materials on an annual basis.*

- The structure of the seafood industry, and decision making processes that influence the industry are continually changing. A strategy to ensure that the materials keep pace with such changes is essential.

*Investigate investment opportunities for development of the “Charting Your Own Course” materials into a fully flexible self- or group- directed web-based learning.*

- Such innovations in delivery mode will enable the inclusion of audio-visual and interactive materials to encourage participation from the learner and learning materials can be updated easily. Although this may appear to be a large step for the seafood industry, with the advent of social media and social media campaigns against the seafood industry, the step forward is an essential step to keeping up in the world of advanced technology.

## 10 PLANNED OUTCOMES

The project outputs provide the framework to improve representational capacity within the Australian seafood industry at the local and regional level and to contribute to a long term plan to build representational capacity and new industry leaders within the Australian seafood industry.

The following sections detail the planned outcomes from the project application (*italic*) and a description on how these planned outcomes were met during the course of this project.

*Develop a training program which will provide participants with the critical skills, knowledge and confidence needed for representative roles within the seafood industry.*

The “Charting Your Own Course” training package content incorporated the key skills sets and knowledge identified by the AMC scoping report (Rawlinson 2011) and project Steering Group. The final topics were identified by seafood industry representatives as being integral to representation in the seafood industry. Exposure to the “Charting Your Own Course” content will provide a high degree of confidence for new and existing seafood industry members taking on representative roles in the fishing industry.

*The program will be non-proprietary and therefore widely available to seafood industry associations and management agencies for delivery by a range of training providers.*

The “Charting Your Own Course” training package is an open source document, available to any association, organisation or management agency to use. The documents can also be modified to suit individual needs. The package can be delivered by both training providers and current industry leaders, thus maximising its value within the seafood industry.

*The program content and material will be developed centrally but delivered locally using suitable training delivery mechanisms in order to overcome barriers to the uptake of training by seafood industry members associated with costs and time required for participation, and levels of literacy.*

The “Charting Your Own Course” training package content and material incorporates examples and case studies from a range of fishing sectors. It is proposed that the training content be delivered locally, either in regional ports or be attached to scheduled meetings, thus minimising the cost and time required to attend. The self-paced learning and advisory committee guides attempt to overcome the apparent barrier to the uptake of workshop style training. These delivery formats provide the option of learning the content and materials at a time, pace and place suited to the end user. Although literacy was considered throughout the development phase of this project, the unfortunate reality is that to be an effective representative at any level of industry, there is a need to be able to read and write. Other Government initiatives can help with adult literacy.

*The program will include a series of articulated training course, ranging in length from one day to one week, to meet training needs for entry-level through to intermediate-level representational capacity.*

The AMC scoping report made several recommendations with respect to the timing and flexibility of training (Rawlinson 2011):

- 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'
- Training programs should consist of modules that can be delivered as short discrete blocks.
- 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.

Taking these recommendations into account, the project steering group agreed that training needed to be shorter than the defined planned outcome for this project. The final "Charting Your Own Course" training package consisted of seven standalone modules, which can be delivered as individual modules over a period as short as 1 hour; to delivery of all seven modules over an intensive full day workshop. In addition to the full day and short version workshops, the training package content can also be delivered through a Self-Paced Learning Manual or an Advisory Committee Member Guide.

Both concepts aim to overcome barriers around poor uptake of workshop training opportunities by the seafood industry as these additional delivery options allow greater flexibility in the timing, location and speed of delivery of the 'Charting Your Own Course' content delivery.

The "Charting Your Own Course" workshop and self-paced learning training resources are suitable for individuals who have not engaged with representation (entry level representational capacity) or for those already engaged to up-skill or re-skill (intermediate level representational capacity). The Advisory Committee Membership Guide is a suitable induction tool for intermediate level representational capacity requirements.

A range of 'leadership' based training and programs are also offered throughout Australia, including the Seafood Industry Training Package and the National Seafood Industry Leadership Program. For a more comprehensive summary refer to Rawlinson (2011) pages 91 and 92. These existing training packages offer further representational capacity building for intermediate to high level representational positions. It is hoped that the "Charting Your Own Course" training package will act as a starting point in a structured leadership pathway that will create our next generation of industry representatives and leaders.

For this to become a reality, new innovative methods of engagement and information transfer need to be explored, including the use of web-based training options.

## 11 CONCLUSION

Without a solid network of industry representatives and leaders, the seafood industries' voice and influence within the decision making process will not be heard. The successful implementation of the "Charting Your Own Course" training package within the seafood industry will improve representational capacity in the seafood industry and create a clear pathway for further leadership training. In turn, this will create the next generation of industry representatives and leaders needed to combat the increasing number of potential issues that may threaten the continued viability of seafood industry.

The "Charting Your Own Course" training package delivers information, knowledge and skills integral to association and advisory committee level representation. "Charting Your Own Course" participants will gain a sound understanding of the structure of the seafood industry, with particular reference to the decision making process, and what responsibilities come with being a representative. They will gain essential skills to be effective and efficient at communication, and learn how to strategically influence and build relationships with other seafood industry stakeholders and stakeholder groups. Participants will also gain a sound understanding of how meetings operate, and learn what their role in a meeting is.

One of the key conclusions from this project is that workshop delivery does not suit all end users. The reasons vary, but revolve around the time and costs associated with attending and the 'classroom' feel of workshops. Self-paced learning offers an alternative strategy for delivery of core "Charting Your Own Course" training package content but in an environment more suited to the end user. Similarly, the development of the Advisory Committee Member Guide provides the clear and concise transfer of information relevant to advisory committee membership. It is anticipated that this guide will form the foundation for an induction package for different advisory groups throughout the Australian seafood industry.

Fundamental to the "Charting Your Own Course" training package is the capacity for different end user groups (associations, advisory Committees etc.) to modify the content of the Charting Your Own Course resources to better reflect a group's interests and operations.

Future modification and updating of the 'Charting Your Own Course' resources will rely on a clear policy from the FRDC and a commitment from end-user organisations. To maximise uptake of the resources, policies must be established in the near future,

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## **Appendix 1: Intellectual Property**

There are no intellectual property issues relating to the content of the training package. The training package ownership remains with the FRDC.

## **Appendix 2: List of Staff**

### ***TSIC Staff***

Julian Harrington – Project Manager

Neil Stump – CEO

### ***AMC Staff***

Nick Rawlinson

### ***RDS Partners***

Maree Fudge

Tom Lewis

### ***Dianne Fullelove and Associates***

Dianne Fullelove