SFILEAD403B Demonstrate commitment and professionalism

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

SFILEAD403B Demonstrate commitment and professionalism

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of industry sector leaders to invest time and energy beyond their commercial interests to achieve outcomes for the benefit of the sector. Leaders must be ethical and professional in their dealings with others and appreciate the benefits of cultural diversity for their sector.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Exhibit professionalism	1.1. Open, honest and ethical dealings with **stakeholders** are demonstrated through **personal example**. 1.2. Industry goals are placed above self-interest or gain and **conflicts of interest** are declared promptly. 1.3. Personal commitment and loyalty to the industry are shown by supporting agreed goals, other leaders, colleagues and staff. 1.4. **Leadership** is demonstrated by inspiring others to participate in the achievement of common goals. 1.5. Information gained through own position is used sensitively and in the best interests of the industry.
2. Make a commitment to achieve outcomes	2.1. A strong personal commitment to achieving industry sector objectives is made, while balancing personal and work commitments. 2.2. Effective **time management** is demonstrated. 2.3. A commitment is made to **learning** and continuous improvement.
3. Demonstrate diplomacy, integrity and ethics	3.1. The sharing of knowledge and expertise is demonstrated through personal example. 3.2. Conflict is managed constructively, impartially and with a minimum of fuss. 3.3. Respect is engendered through **ethical values** and honest actions and speech.
4. Work effectively with cultural diversity	4.1. **Cultural diversity** is respected and promoted as an integral part of the industry. 4.2. Individuals are encouraged to promote their own qualities or backgrounds. 4.3. Communication styles are modified to accommodate diverse audiences.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- developing morale and motivating groups
- inspiring, enthusing, encouraging and praising others
- learning from others and from past mistakes
- respecting and valuing individual differences
- seeking feedback and using this for continuous improvement
- taking responsibility for achieving outcomes and moving the sector forward
- willingness to challenge ideas and confront issues, barriers and obstacles
- willingness to follow as well as to lead
- working outside one's comfort zone.

Required knowledge

- benefits of diversity to sector and general community
- codes of practice or ethics and conflicts of interest
- interpersonal interactions involving verbal and non-verbal communication
- learning processes and skill development strategies
- motivation techniques
- range of leadership styles and follower behaviour
- team-building strategies
- time-management techniques
- working with groups.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • cope with stress • demonstrate commitment to continued learning • demonstrate ethical dealings with stakeholders • demonstrate professionalism and commitment to sector goals and codes of practice • demonstrate determination, motivation and persistence in achieving outcomes • maintain energy and long-term commitment • remain focused on agreed objectives and goals even in difficult circumstances • respect and harness individuality and diversity to benefit the sector.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • interview and oral questioning • role-plays and responses to scenarios • feedback from stakeholders about the candidate's professionalism, respect for diversity, ethical dealings with others and leadership through personal example • review of professional development activities undertaken by the candidate • review of the candidate's diaries and planning to evaluate time management.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Stakeholders may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies, and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups, and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia

RANGE STATEMENT

	• research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences, • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Personal example may include:	• consideration, praise and encouragement • ethics, integrity, honesty and sincerity • listening, sensitivity, warmth, humour and empathy • mediation and conciliation • networking • organisational protocol • professional manner and personal appearance • responding to deadlines and returning calls promptly • safety (food and occupational) • willingness to become involved • working with cultural diversity.
Conflicts of interest may include:	• bribery, gifts and entertainment • conflicting directorships or membership of organisations • favours for friends and relatives • improper use of information • insider trading • political activity.
Leadership qualities may include:	• awareness of own strengths and weaknesses • empathy and social skills • inspiration and motivation of others • motivation, passion and optimism for

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	achieving goals
	• resilience, adaptability and intuition
	• self-awareness
	• shared leadership responsibility and delegation.
Time management may include:	• breaking tasks in to a logical sequence of manageable activities
	• delegating roles and responsibilities
	• maintaining a systematic approach
	• keeping diaries and journals
	• setting priorities.
Learning opportunities may include:	• coaching and mentoring
	• job, role and task rotation
	• participation at industry forums, workshops and seminars
	• participation in ecosystem, fishery or aquaculture management committee meetings
	• participation in leadership programs and resource management courses
	• participation in work groups attached to committees
	• shadowing or witnessing
	• tertiary and technical training to upgrade skills and qualifications.
Ethical values may include:	• diligence
	• economy and efficiency
	• honesty, openness, trustworthiness and confidentiality
	• integrity, objectivity and impartiality
	• probity and compliance
	• procedural fairness
	• respect for individual differences and cultural diversity
	• respect for the law and natural justice
	• responsibility, accountability and corporate governance.
Benefits of cultural diversity may include:	• cultural enrichment and inclusion
	• greater range of available views, ideas and strategies
	• retention of broad stakeholder interest and support

RANGE STATEMENT	
	• stronger community and public awareness and involvement • wider range of potential leaders.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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