



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SFILEAD503C Cultivate productive working relationships**

**Release: 1**

## SFILEAD503C Cultivate productive working relationships

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	This unit of competency deals with the capability of the strategic leader to establish and maintain a wide network of key contacts and work collaboratively with them to further the broad interests of the industry. It also covers the ability to foster and support new leaders. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
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### Application of the Unit

<b>Application of the unit</b>	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain effective relationships with individuals	<p>1.1. A wide network of contacts is developed and used by taking the time to talk and listen to <i>stakeholders and other organisations</i>.</p> <p>1.2. The <i>benefits of a diversity of views</i> are valued and used to build a broad industry perspective.</p> <p>1.3. Common ground is identified to facilitate consensus between sectoral interests and joint ownership of industry goals, strategies and plans.</p> <p>1.4. Respect is gained by demonstrating high performance standards and providing regular information, feedback and service to stakeholders.</p>
2. Develop influential networks, alliances and partnerships	<p>2.1. Sources of useful expertise and consultative mechanisms are identified to establish contact with other people and sectors and to develop a broader viewpoint.</p> <p>2.2. Cooperation is harnessed by identifying mutual benefits, agreeing on common goals and joint approaches and through creating 'win-win' outcomes.</p> <p>2.3. <i>Collaborative relationships</i> that position the industry with key peak bodies, government agencies and individuals are established and maintained.</p> <p>2.4. <i>Agreements</i> are adhered to and commitments are met to maintain credibility.</p>
3. Demonstrate diplomacy, integrity and ethics	<p>3.1. The sharing of knowledge and expertise is promoted by personal example.</p> <p>3.2. Genuine rapport with people at all levels is established through allocating sufficient time to listen and talk to them.</p> <p>3.3. People are treated fairly and with sensitivity to <i>individual differences</i>.</p> <p>3.4. Conflict is managed constructively, impartially and with a minimum of fuss.</p> <p>3.5. Respect is modelled through <i>ethical values</i>, honest actions and speech.</p>
4. Work effectively with cultural diversity	<p>4.1. <i>Cultural diversity</i> is respected and promoted as an integral part of the industry.</p> <p>4.2. Individuals are encouraged to promote their own qualities or backgrounds.</p> <p>4.3. Communication styles are modified to accommodate diverse audiences.</p>

ELEMENT	PERFORMANCE CRITERIA
5. Develop and motivate others	<p>5.1. Emerging leaders and talented people are identified and encouraged with regular feedback and recognition.</p> <p>5.2. <i>Learning opportunities</i> are provided for emerging leaders through succession planning, effective coaching/mentoring and role rotation.</p> <p>5.3. Industry-wide initiatives are communicated to encourage and support emerging leaders.</p>

## Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
<b>Required skills</b>
<ul style="list-style-type: none"> <li>• consulting and encouraging involvement and commitment with the industry</li> <li>• encouraging an exchange of views with a broad cross-section of people without attributing blame when things go wrong</li> <li>• liaising with key people in community, peak bodies, industry forums and government</li> <li>• respecting and valuing individual differences</li> <li>• seeking out, identifying, and encouraging people with potential</li> <li>• listening to others and establish rapport</li> <li>• supporting others to develop their skills and overcome obstacles</li> <li>• using communication and greeting protocols in languages other than English</li> <li>• working to understand and harness the personality, motivation and diverse qualities of others.</li> </ul>
<b>Required knowledge</b>
<ul style="list-style-type: none"> <li>• benefits of diversity to industry and general community</li> <li>• government legislation, public policy and programs and budget processes</li> <li>• industry organisations and formal and informal networks</li> <li>• other stakeholder organisations, including environmental and community organisations</li> <li>• learning processes and skill development strategies</li> <li>• performance appraisal and monitoring</li> <li>• political context, such as parties, platforms and processes.</li> </ul>



## Evidence Guide

<b>EVIDENCE GUIDE</b>	
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.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment evidence required to demonstrate competence in this unit</b>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• consult, listen actively and be open to a wide range of views</li> <li>• develop and maintain a wide range of useful contacts and networks</li> <li>• encourage and support others as part of a succession plan</li> <li>• establish collaborative relationships</li> <li>• provide efficient and responsive feedback to stakeholders and others</li> <li>• respect and harnesses individuality and diversity to benefit the industry.</li> </ul>
<b>Context of and specific resources for assessment</b>	Assessment is to be conducted in the workplace and in a simulated work environment.
<b>Method of assessment</b>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> <li>• feedback from colleagues about the candidate's respect for diversity, ethical behaviour and support of emerging leaders</li> <li>• feedback from stakeholders about the candidate's ability to establish and maintain effective networks</li> <li>• interview and oral questioning</li> <li>• role plays and response to scenarios.</li> </ul>
<b>Guidance information for assessment</b>	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

## Range Statement

<b>RANGE STATEMENT</b>
The range statement relates to the unit of competency as a whole. It allows for different

**RANGE STATEMENT**

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 and other organisations*** 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
- cooperatives, marketing bodies and associations
- conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature
- 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
- relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of

<b>RANGE STATEMENT</b>	
	<p>Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service</p> <ul style="list-style-type: none"> <li>• research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences,</li> <li>• schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs)</li> <li>• statutory authorities, such as the Fisheries Research and Development Corporation</li> <li>• surfing, recreational fishing and boating groups</li> <li>• unions.</li> </ul>
<i>Benefits of a diversity of views</i> may include:	<ul style="list-style-type: none"> <li>• cultural enrichment and inclusion</li> <li>• greater range of available views, ideas and strategies</li> <li>• improved response to stakeholders</li> <li>• retention of broad stakeholder interest and support</li> <li>• stronger community and public awareness and involvement</li> <li>• wider range of potential leaders.</li> </ul>
<i>Collaborative relationships</i> may include:	<ul style="list-style-type: none"> <li>• franchising</li> <li>• joint policy statements</li> <li>• joint promotion of policies, objectives or services</li> <li>• joint ventures</li> <li>• partnerships.</li> </ul>
<i>Agreements</i> may include:	<ul style="list-style-type: none"> <li>• community consultation strategies</li> <li>• financial arrangements</li> <li>• government and public relations strategies</li> <li>• industry or organisational plans</li> <li>• partnership agreements</li> <li>• pricing, marketing and export development agreements and alliances</li> <li>• research and development needs and priorities</li> <li>• resource management strategies</li> <li>• training or professional development needs and priorities</li> <li>• workplace agreements.</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>Individual differences</i></b> may include:	<ul style="list-style-type: none"> <li>• age, gender, sexual preference and marital status</li> <li>• culture, race, religion, ethnicity and language</li> <li>• educational background, thinking and learning styles</li> <li>• expertise, life and work experience, and working styles</li> <li>• interpersonal interactions</li> <li>• personality types</li> <li>• physical and intellectual capability</li> <li>• political views</li> <li>• socioeconomic status.</li> </ul>
<b><i>Ethical values</i></b> may include:	<ul style="list-style-type: none"> <li>• diligence</li> <li>• economy and efficiency</li> <li>• honesty, openness, trustworthiness and confidentiality</li> <li>• integrity, objectivity and impartiality</li> <li>• probity</li> <li>• procedural fairness</li> <li>• respect for individual differences</li> <li>• respect for the law and natural justice</li> <li>• responsibility, accountability and corporate governance.</li> </ul>
<b><i>Cultural diversity</i></b> may include:	<ul style="list-style-type: none"> <li>• recognition and accommodation of cultural diversity and culture-based belief systems</li> <li>• recognition of the linguistic and cultural assets within the population</li> <li>• respect for and accommodation of culture, language and religion of others within an Australian legal and institutional framework.</li> </ul>
<b><i>Learning opportunities</i></b> may include:	<ul style="list-style-type: none"> <li>• coaching or mentoring</li> <li>• job, role and task rotation</li> <li>• leadership programs</li> <li>• participation at industry forums and workshops</li> <li>• participation in fisheries management committee meetings</li> <li>• participation in working groups attached to committees</li> <li>• performance appraisal interviews</li> <li>• resource management courses</li> <li>• shadowing</li> </ul>

**RANGE STATEMENT**

- tertiary and technical training.

**Unit Sector(s)****Unit sector**

Leadership

**Co-requisite units****Co-requisite units****Competency field****Competency field**