Australian Government

Department of Education, Employment and Workplace Relations

SFILEAD505C Communicate with influence

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

SFILEAD505C Communicate with influence

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of the strategic leader to exchange information and views, communicate important messages to industry members, and negotiate and represent industry positions to best effect.
	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 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.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate clearly	1.1. The authority or mandate to present industry views or position is confirmed.
	1.2. Protocols and confidentiality of information are respected at all times.
	1.3. Audience information needs are clarified and position is prepared.
	1.4. Language used is appropriate for the audience.
	1.5. Active listening is used to seek *stakeholder and other organisation* input and achieve a balanced exchange of views.
	1.6. Feedback is sought at the time to ensure that the views expressed by all stakeholders have been understood.
2. Lobby and negotiate persuasively	2.1. Key *individuals and target groups* are identified for their value to advance industry interests and procedures.
	2.2. Realistic positions and supporting arguments are prepared in advance in anticipation of the likely expectations and tactics of others.
	2.3. Values, concerns and views of others are respected and lines of communication are kept open.
	2.4. Differences of opinion are acknowledged to encourage the rigorous examination of all options.
	2.5. A variety of communication styles are used to present industry positions to best effect.
	2.6. Mutually beneficial solutions are sought by establishing areas of common ground and potential compromise.
	2.7. Negotiations are kept focused on key issues and moving forward towards a final resolution.
	2.8. Agreements are adhered to in order to maintain the credibility and trust of others.
3. Participate in, or lead, *meetings* effectively	3.1. The need for meetings is identified and programmed in response to need.
	3.2. An agenda and efficient, inclusive meeting procedures are used to maximise participation and maintain order.
	3.3. Summaries of key issues and possible options are prepared and disseminated in advance.
	3.4. Agreed outcomes are achieved in the available time

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ELEMENT	PERFORMANCE CRITERIA
	by cooperating with others to seek consensus and compromise.
	3.5. Outcomes of meetings are promptly summarised for action and distributed to stakeholders, as required.
4. Make key presentations at forums and conferences	4.1. Appropriate forums are selected to present industry positions to best effect.
	4.2. Reliable information and advice are obtained to prepare appropriate *presentations*.
	4.3. Language, explanations, media and information/entertainment balance are adapted to meet the needs of the audience.
	4.4. Responses to questions are open and honest.
5. Represent the industry to the public and media	5.1. Appropriate *media* are selected to maximise understanding of industry issues.
	5.2. Working relationships are established and maintained with influential individuals and media personnel to arrange effective coverage of industry views and events.
	5.3. A positive image of the industry is generated by *awareness raising*, broadcasting success stories and countering negativity.
	5.4. Media releases recognise the competition for news coverage and contain succinct information with a clear industry viewpoint.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• achieving outcomes in meetings through planning, encouraging participation, keeping order and maintaining momentum through documented actions   • acknowledging disagreements and the views of others and dealing constructively with differences   • compromising to achieve realistic and achievable outcomes   • encouraging exchange of views and information through active listening and effective questioning

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REQUIRED SKILLS AND KNOWLEDGE

- encouraging feedback
- ensuring that negotiations stay focused and do not collapse unnecessarily
- ensuring that the intended message is delivered and key points are covered
- making a strong case without overselling or becoming personal or aggressive
- presenting information confidently and effectively to individuals and groups in meetings, workshops and other forums
- providing user-friendly verbal and written communication that is clear and concise.

Required knowledge

- industry and organisational protocols for the release of information and communicating with the media and public
- information and resources available in industry and organisation
- available public and community forums
- operation of media
- political and government organisations, processes and communication channels
- principles of cross-cultural communication
- principles of negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures.

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: • communicate clearly with key individuals, target groups and the media to position the industry to best effect • listen actively, understand the information needs of others and adapt communication to suit • negotiate and lobby persuasively • prepare for, participate in, and lead meetings to obtain effective outcomes • use a range of public and community media and forums to confidently promote the industry.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders about the candidate's ability to participate in and lead meetings • feedback from stakeholders about the capability of the candidate to negotiate effectively • interview and oral questioning • observation of an oral presentation by the candidate • review of articles, media releases, presentation aids and other industry information prepared by the candidate • role-plays and responses to scenarios.
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 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 - 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/c-operatives - 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

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	regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • 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.
Individuals and target groups may include:	• community organisations • conservation and environmental organisations • cooperatives and marketing bodies • employer associations • fisheries management and advisory committees • government departments, ministers and advisers, politicians and political organisations • professional and industry bodies • schools, RTO's and industry training centres • statutory authorities • unions.
Meetings may include:	• board meetings • ecosystem, fisheries and aquaculture management advisory committee/group meetings • meetings with industry groups, government and political representatives, and researchers • port, sector, cooperative, community and service club meetings • public forums • regional, state/territory or national policy development meetings.
Presentation may include:	• clarity of message • dress, punctuality and personal appearance • humour and entertainment value

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	• preparation, including knowledge of subject matter • presentations aids (e.g. handouts, overhead transparencies, slides, PowerPoint, videos, CDs and DVDs) • suitability of presentation for the audience and occasion • responses to questions • tone and volume of voice • use of language and explanations.
Media may include:	• print media (e.g. newspapers, industry magazines, recreational magazines and journals) • radio programs (e.g. news grabs, interviews, current affairs and 'behind the news' documentaries) • television programs (e.g. news grabs, current affairs and documentaries) • internet, networks and chat sites.
Awareness raising may include:	• community festivals (e.g. Blessing of the Fleet or farmers markets) • individual, group and panel presentations • industry newsletters and periodicals • information booth, literature displays at industry exhibitions, shopping malls and expos • newspaper articles and special lift outs • presentations to community organisations and service clubs • press releases • school visits • TV and radio interviews • internet, Facebook, Twitter and blogs.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	