



Australian Government

Department of Education, Employment and Workplace Relations

SFILEAD506C Demonstrate personal drive and integrity

Release: 1

SFILEAD506C Demonstrate personal drive and integrity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit of competency deals with the capability of a strategic leader to invest time and energy achieve outcomes for the benefit of the industry. They must be pro-active, ethical in their dealings with others and committed for the 'long haul'.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	<p>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.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Exhibit professionalism	<p>1.1. Open, honest and ethical dealings with <i>stakeholders and other organisations</i> are demonstrated by <i>personal example</i>.</p> <p>1.2. Industry goals are placed above self-interest or gain and <i>conflicts of interest</i> are declared promptly.</p> <p>1.3. Personal commitment and loyalty to the industry are shown by supporting agreed goals, leaders, colleagues and staff.</p> <p>1.4. <i>Leadership</i> is demonstrated by taking responsibility for joint or individual actions and decisions and accepting constructive criticism.</p> <p>1.5. Leadership is demonstrated by inspiring others to participate in the achievement of common goals.</p> <p>1.6. Information gained through own position is used sensitively and in the best interests of the industry.</p>
2. Apply personal drive and energy effectively	<p>2.1. A strong personal commitment is made to the leadership role while balancing personal and work commitments.</p> <p>2.2. Personal emotions are applied constructively to enhance own performance.</p> <p>2.3. Crises are avoided by staying in control and planning for contingencies.</p>
3. Manage personal development	<p>3.1. Effective <i>time management</i> is demonstrated by prioritising new tasks in terms of their urgency and importance and delegating tasks, where appropriate.</p> <p>3.2. <i>Learning opportunities</i> are recognised by attending workshops/seminars, accepting new challenges, working with others and being prepared to work outside 'comfort zones'.</p> <p>3.3. A commitment is made to continuous improvement, including seeking feedback from colleagues and peers.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE**Required skills**

- ability to inspire, enthuse, encourage and praise others
- bouncing back from setbacks and remaining positive
- developing morale and motivating groups
- learning from others and from past mistakes
- seeking feedback
- taking responsibility for achieving outcomes and moving the industry and organisation forward
- understanding others and meeting their needs
- willingness to challenge ideas and confront issues, barriers and obstacles
- willingness to follow as well as lead
- working outside 'comfort zone'.
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Required knowledge

- codes of practice and conflicts of interest
- interpersonal interactions (verbal and non-verbal communication)
- motivation techniques
- range of leadership styles and follower behaviour
- team building strategies
- time-management techniques
- working with groups.

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	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • demonstrate commitment to continued learning • demonstrate determination, motivation and persistence to achieve outcomes • demonstrate ethical dealings with stakeholders • demonstrate initiative and ability to shape events • demonstrate professionalism and commitment to industry goals and codes of practice • maintain commitment • remain focused on agreed objectives and goals even in difficult circumstances • tackle tough challenges and issues and take ownership for decisions • manage emotions and cope with stress.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • feedback from stakeholders about the candidate's professionalism, ethical dealings with others and leadership through personal example • interview and oral questioning • review of professional development activities undertaken by candidate • role-plays and responses to scenarios • review of the candidate's diaries and planning to demonstrate time management.
Guidance information for assessment	This unit may be assessed holistically with other SFLEAD (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/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	
	<ul style="list-style-type: none"> • 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 • 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.
<i>Personal example</i> may include:	<ul style="list-style-type: none"> • 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.
<i>Conflicts of interest</i> may include:	<ul style="list-style-type: none"> • articles of association and legal requirements • bribery, gifts and entertainment • conflicting directorships or membership of organisations • corporation interest and personal gain • favours for friends and relatives • improper use of information • insider trading • political activity.
<i>Leadership</i> may include:	<ul style="list-style-type: none"> • awareness of own strengths and weaknesses • empathy and social skills

RANGE STATEMENT	
	<ul style="list-style-type: none"> • inspiration and motivation of others • motivation, passion and optimism for achieving goals • resilience, adaptability and intuition • self-awareness and recognition • shared leadership responsibility and delegation.
<i>Time management</i> may include:	<ul style="list-style-type: none"> • breaking tasks in to logical sequence of manageable activities • delegation of roles and responsibilities • keeping diaries and journals • setting priorities • systematic approach.
<i>Learning opportunities</i> may include:	<ul style="list-style-type: none"> • 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.

Unit Sector(s)

Unit sector	Leadership
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Co-requisite units

Co-requisite units	

Co-requisite units		

Competency field

Competency field	
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