



Australian Government

Department of Education, Employment and Workplace Relations

SIHHTLS704A Provide creative leadership to the hairdressing industry

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide creative leadership for the hairdressing industry.

It goes beyond the knowledge and skills required to provide technical leadership within a hairdressing context. For an individual to provide creative leadership to the industry requires the development of effective research and leadership skills that promote and support the development of an innovative culture for the organisation and in turn, the hairdressing industry.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations, a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry.

In these roles, these individuals play an important leadership role in determining and leading future hair directions, and consequently supporting the development of innovative and creative thinking for the industry. They are able to operate at a national or international level.

A person undertaking this role applies a range of specialised technical, creative, conceptual and leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and usually, those of others.

They possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic art and product design to design and create hair designs influenced by these trends.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element

Performance Criteria

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.

1. Extend research capability to support professional practice.

- 1.1. Develop ***strategies to extend individual research.***
- 1.2. Conduct ***critical analysis*** of research outcomes and develop own substantiated position.
- 1.3. Communicate own position in a manner which demonstrates ***clarity of thought and conceptual understanding*** of different theories and thought.

2. Apply effective leadership strategies to enhance the image of the organisation and industry.

- 2.1. Research the ***theories of leadership*** and the impact of personal leadership styles on organisational and industry development.
- 2.2. Develop strategies to maximise personal effectiveness for modelling high level performance, according to ***organisational and industry standards and values.***

3. Apply theories of design to create and support a culture of innovation and creativity.

- 3.1. Use a range of ***research techniques*** and tools to generate information about design and creativity.
- 3.2. Assess the ways in which theories and thinking about design and creativity may be applied in ways that provide benefits to individuals, organisation and industry.
- 3.3. Promote innovation and creative practices, products or services ensuring that new ideas support the ***principles of sustainability.***
- 3.4. Develop strategies to foster a culture capable of encouraging innovation and creativity.
- 3.5. Review, challenge and refine own style for modelling and supporting innovation and creativity.

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to provide innovative and creative leadership to encourage and develop others effectively
- critical thinking skills to analyse complex information, and to develop and substantiate own positions and responses to theories and thinking around leadership, design and creativity
- literacy skills to:
 - research information dealing with complex leadership, design and creativity concepts and theories
 - communicate information and ideas clearly and effectively
- self-management skills to develop and substantiate own views and ideas

Required knowledge

- different theories of leadership, including different historical perspectives and current and emerging thinking
- relationship between theories and practice of leadership in a particular work or broader social context
- theories of design and creativity, including different historical perspectives and current and emerging thinking
- relationships, similarities and differences at a conceptual and practical level between the concepts of innovation and creativity
- external environmental scanning relating to social, political, economic and technological developments

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 and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- developing a professional research capability to support professional practice
- understanding and apply effective styles of leadership according to organisation's requirements and professional standards, which contributes to the positive influence and development of others
- understanding and applying different theories and thinking on design and creativity which contributes to the positive creative development of others.

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of real work situations which includes involvement in other related activities relevant to this environment
- the full range of background information required to evaluate the operational factors that will affect the implementation of concepts
- interaction with others to reflect the collaborative nature of the concept development process.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of leadership style and effectiveness in the work environment over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include:
 - presenting ways of generating innovative and creative thinking to an audience
 - assessing and interpreting organisational standards and values
 - using coaching and mentoring skills to provide support to others
- case studies that include performance reviews
- review of portfolios of evidence and third-party reports of on-the-job performance.

**Guidance information
for assessment**

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIHHTLS707A Plan and deliver professional hairdressing presentations

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.

Strategies to extend individual research may include:

- formal study
- participating actively in relevant industry associations
- participating in professional development and other learning opportunities
- participating in, and contributing to discussion through conferences, meetings, seminars, courses and journals
- connecting to areas of research beyond the industry
- greater levels of specialisation and depth in research
- reading current literature, including specialist journals and industry magazines
- web research
- mentored reflection
- collaboration with peers and others
- self analysis.

Critical analysis may include:

- analysing and evaluating concepts and practice
- clarifying issues, values and standards
- comparing similar situations
- comparing and contrasting ideals with practice
- comparing and evaluating beliefs, interpretations and theories
- developing criteria for evaluation
- distinguishing relevant from irrelevant facts
- examining and evaluating assumptions
- exploring implications and consequences
- generating and assessing solutions
- making interdisciplinary connections
- making plausible inferences and predications
- noting significant similarities and differences
- reading and listening critically.

Clarity of thought and conceptual understanding may be demonstrated by:

- ability to exchange and debate ideas with others
- distillation of ideas to suit the required purpose
- audience understanding

- Theories of leadership*** may include:
- clear communication of ideas.
 - behavioural
 - contingency
 - situational
 - transactional
 - transformational.
- Organisational and industry standards and values*** may include:
- organisational code of conduct (behaviour)
 - industry standards
 - compliance with regulatory and legislative requirements
 - customer service charter
 - organisation quality and continuous improvement processes and standards
 - ethical standards established by the organisation
 - industry code of ethics
 - organisational policies and procedures, including values, vision and mission statement.
- Research techniques*** may include:
- desk research
 - fining style leaders
 - informal discussions
 - internet search
 - interviews
 - literature reviews
 - observations of creative workers processes and behaviours
 - personal experience.
- Principles of sustainability*** must include:
- economic
 - environmental
 - social.

Unit Sector(s)

Hairdressing