Procedure
and
workbook for
Maritime
Leadership &
Management
(MLM)
Onboard Course

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1 Procedure for Maritime Leadership and Management (MLM) onboard course

1.1 The objective
Small crews on high-tech ships, with greater demands than ever before, are screaming out for effective development tools to improved crew competences. Every time the marine industry steps up its complexity and also reduces the number of crew members, effective leadership skills must be applied. The activities on board must be handled smoothly reducing any kind of interpersonal, intersocial and professional obstacles and any challenges blocking the desired goals must be dealt with efficiently. Officers on board must be capable of organising an efficient process and a helpful working environment, otherwise the situation will get too difficult and a lot of resources wasted.

A Process means progression or creation. In our daily “working” life, processes are all around us. The more effective the process is, the better the communication flows and the more successful results we attain. A good process is the glue that keeps the procedure from falling apart. The objective of these training modules is to teach officers how to achieve satisfactory management conclusions and handle difficult processes. Process such as:

- Conflict Management Processes
- Cultural Management Processes
- Meeting Management Processes
- Stress Management Processes
- Team Management Processes

Upon completion a documentary evidence for Maritime Leadership and Management will be issued.

1.2 Pre requisites
Relevant sea experience and a working knowledge of English (spoken and written) are essential.

1.3 Activities to be done
Complete the Seagull Maritime e-learning module # 0250 – Conflict management, # 0251 – Culture management, # 0254 – Meeting management, # 0256 – Team leadership and # 0257 – Stress management with at least 95% completion (including all chapters) and a test score of at least 75 %. Read through and complete all exercises in this workbook.

1.4 Materials to be used
- Seagull Maritime e-learning module # 0250, # 0251, # 0254, # 0256, # 0257
- Procedure and workbook for Maritime Leadership and Management (this document).

1.5 Completion of training
The training procedure has been completed when:

- All prescribed activities has been performed and;
- The Master or Assessor on board has verified the result of each and every training activity and signed all documents.
- Printouts from the completed e-learning module and workbook with supporting documents are sent to Seagull Maritime for verification.

NOTE:
Each individual seeking certification must read through the workbook and complete all questions individually and submit all written answers formulated in own words so that the answers reflect individual competence. All submitted applications are filed and compared to previously received applications. Seagull Maritime will charge for applications which are
found to be copied from previously submitted applications or are considered to be fraudulent.

E-learning test results must not be older than 12 months.
Incomplete documentation/not passing evaluation will be shredded and a complete new set must be sent.

1.6 Questions
Questions regarding the training can be sent by email to obtraining@sgull.com
The subject in the e-mail must be, “MLM training”

1.7 The following must be sent to Seagull:

Upon receipt of documentation as outlined in the checklist below, Seagull Maritime will assess the application and if approved, issue a documentary evidence which will be sent to the company.

All pages generated by the candidate on board must be signed and verified by Master or Assessor and marked with the vessel’s stamp.

Please send the documentation as one PDF attachment to the following email: obtraining@sgull.com

The subject in the email must be “MLM training – candidate name”

Please note:
All further correspondence regarding this application will include all recipients of the original mail sent to Seagull Maritime.
1.8 Documentation checklist

Maritime Leadership and Management (MLM)

The following documents, duly completed, must be submitted to Seagull for evaluation and approval before Seagull can issue the documentary evidence.

- Candidate detail page completed confirming candidate’s full name, date of birth, address and nationality, ship’s name, invoicing address etc.
- Copy of ID of person who is signing the checklist (Master or Assessor).
- Copy of candidate’s passport or discharge book confirming the full name and date of birth.
- Copy of verification of training from e-learning module # 0250
- Copy of verification of training from e-learning module # 0251
- Copy of verification of training from e-learning module # 0254
- Copy of verification of training from e-learning module # 0256
- Copy of verification of training from e-learning module # 0257
- Answers to all the questions and exercises in the workbook
- Documentation checklist completed (1.8) and signed by candidate.
- Verification checklist (1.10) read and signed by Master/Assessor.
- All submitted pages signed and verified by Master or Assessor onboard and marked with ship’s stamp.

I hereby declare that this is my own work and effort and that all is done according to procedure:

---------------------------   -------------------------------------------------------
Date     Candidate signature

IMPORTANT NOTE:

IF ANY OF THESE DOCUMENTS ARE MISSING, NOT READABLE OR OTHERWISE NOT COMPLETE, COURSE EVALUATION AND PROCESSING OF THE DOCUMENTARY EVIDENCE CANNOT BE EXECUTED BY SEAGULL TRAINING DEPARTEMENT AND DELAYS WILL BE EXPERIENCED. INCOMPLETE DOCUMENTATION/NOT PASSING EVALUATION WILL BE SHREDDED AND A COMPLETE NEW SET MUST BE SENT TO SEAGULL.
1.9 Candidate detail page
Maritime Leadership and Management (MLM)

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Master/Assessor details:

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1.10 Verification checklist

Maritime Leadership and Management (MLM)

To ensure all Seagull Maritime courses are done according to our procedures, all documents and checklists must be signed and stamped. This must be done by Master or a qualified onboard assessor.

If Seagull finds that an application is partially or entirely a duplicate of another application, the application will be rejected and documentary evidence will not be issued. The candidate and company will be notified.

The Master/Assessor must take all necessary precautions to ensure that all these requirements are met.

The Master/Assessor is jointly responsible that the applications are according to our procedures and guidelines. In STCW regulation I/6 and section A-I/6 is stated that all training and seafarers are required to be administered, supervised and monitored. The Master/Assessor is part of fulfilling this requirement.

By signing this document I can confirm that the following items have been done and verified:

- That the participant’s ID and personal details are correct.
- That the e-learning module is at least 95% completed and achieved an assessment score of at least 75%.
- The training is individual and unaided work.

-------------------------------------------------------------
Date                                                Signature of Master*/Assessor
-------------------------------------------------------------

*If the candidate is the Master, another senior officer onboard must act as Assessor.
2 Introduction to Leadership & Management training

2.1 Background

A leading Danish Pharmaceutical Company once carried out a survey analysing the reasons for the resignations of their employees. Between 70-80% of these resignations were as a result of the poor leadership style practiced by their respective manager. Similar numbers have been seen in other industries. The question is: What is the figure within the shipping industry?

Green-Jakobsen carried a Global Maritime Survey in 2003 and 436 responses were received from seafarers at all levels. One of the questions asked was: Why did you leave your last company and between 70-80% of all contract terminations had specified reasons that could be related to poor leadership.

The goals of these training modules are to enhance the competence requirements of STCW and to improve best industry practice when it comes to leadership and management training. The focus is on the development of organisational, personal and social competences among junior and senior offices.

2.2 Learning objectives

The overall objectives of this model course include, but are not limited to:

- To create management role awareness.
- Introduce a number of basic personal management tools
- Providing the officer with personal development techniques to improve his or hers personal and social competences
3 Exercises

All questions and exercises are marked with a score; to get full score try to answer all questions as comprehensive as possible. All questions must be answered and a score of 75% is required to pass the course.

3.1 Conflict management

3.1.1) As individuals, we tend to avoid conflicts. Explain why. (3 marks)

3.1.2) Describe a constructive conflict you have experienced onboard and explain why you consider it constructive. (15 marks)

3.1.3) If a conflict was not about personal relationships, but instead work-related; for example, it was about solving tasks relative to the maintenance of onboard fire fighting equipment. In which step of the Conflict Step Model does this kind of conflict fall? (3 marks)

3.1.4) Wearing a hard hat during cargo operations is one of the regulations on your vessel. On several occasions, one of the AB’s failed to abide by this regulation. The Chief Officer instructed you to approach this A.B. and let him understand that such behavior is unacceptable. Explain how you will approach the AB and what you will say using the “YOU language”. (10 marks)

3.1.5) Consider the same situation as given in question 3.1.4 and explain how you will approach him and what you will say using the “I language”. (15 marks)

3.1.6) Describe conflict situations showing the four different types of conflicts. The situations can be drawn from your actual experience, or they can be invented with a situation you may consider could happen in real life (15 marks)

3.1.7) You are on a vessel where the relationship between the Captain and the Chief Officer has progressively worsened. In the mess room, you overhear the Captain shouting towards the Chief Officer: “It is your fault that we have had a number of safety problems onboard this ship!”

In which step of the Conflict Step Model does this kind conflict fall and using the Conflict Step Model, what should the Captain do instead of his apparent present actions? (10 marks)
3.2 Cultural Management

3.2.1) In your own words, how would you define the term “culture”? (15 marks)

3.2.2) Please determine what “power distance” prevails onboard the following vessel: The relationship between senior officers and subordinates was strictly ruled and dependent on the decisions of the Captain, additionally junior officers were afraid to express their doubts and disagreements. (5 marks)

3.2.3) Geert Hofsted and Hall have identified four cultural dimensions significant to culture management. What are they? (3 marks)

3.2.4) An officer, who expects his subordinates to express their ideas freely and tries to consult them, usually comes from a country with what particular cultural orientation? (3 marks)

3.2.5) Give at least one reason why it may not be easy to work onboard a ship with multicultural crew, and why it sometimes ends up in frustrations. (10 marks)

3.2.6) An officer, who comes from an Individualist culture, has to give feedback on the performance of 2 cadets who come from a Collectivist culture. The junior cadet performs better than the senior cadet, and the officer wants to discuss this issue with them. How can he effectively handle the situation considering their varied cultural orientation? Choose one from the options below and explain why: (10 marks)

   Option 1: Talk to the two cadets at the same time and address the performance issues directly.
   Option 2: Talk to the cadets separately, one at a time and discuss their performance.

3.2.7) A Scandinavian Chief Engineer approached a Filipino Oiler who comes from a High Power distance culture. The Chief Engineer asked the Oiler if his new idea of maintaining the generators would be practical and effective. Upon hearing the Chief Engineer’s idea, the Filipino Oiler thought that the proposal would need additional manpower. If you were the Chief Engineer, would you expect the Oiler to express his thoughts openly and why? (15 marks)
3.3 Meeting Management

3.3.1) What type of meeting would you prepare and conduct if the purpose is to announce a new safety procedure to the crew? (3 marks)

3.3.2) The 1st Engineer is planning to conduct a generator repair after dropping anchor. It will take 3 days for the ship on the roads and it is important that generator no. 3 is fixed prior to berthing. He desperately needs to ensure that repair work be carried out safely and efficiently, so he arranges a meeting. What type of meeting should the 1st Engineer conduct? (10 marks)

3.3.3) Give an example of a “Decision” meeting that you have experienced or you may possibly experience onboard? (5 marks)

3.3.4) One of the things you should have learned from the course is how to prepare for a meeting. Produce a meeting agenda for the following topic: Vessel’s forthcoming dry docking (15 marks)

3.3.5) In which phase of a meeting should the minutes of the previous meeting be discussed and approved? (3 marks)

3.3.6) Before closing a meeting, how will you ensure common understanding of any agreements made? (3 marks)

3.3.7) Referring to question 3.3.6, what should you do if there are still outstanding disagreements? (3 marks)
3.4 Team Management

3.4.1) What are the three Basic Interpersonal needs that we, as individuals, must consider when dealing with other people? (3 marks)

3.4.2) The UPI method encourages us to make decisions by involving our teammates. What should be your objective when going through the U (UNDERSTANDING) phase? (10 marks)

3.4.3) Give 5 qualities of a Team: (5 marks)

3.4.4) You are a Master of a ship, which will be subject to a port state control inspection in a US port. You decide to conduct a meeting in order to involve the crew in the planning process. Give 3 specific sentences or questions you would like to use to illustrate the principle of INCLUSION during the meeting. (15 marks)

3.4.5) After the port state inspection has been completed, it was found out that the vessel has satisfactorily passed, except for two minor observations and one recommendation. How would you fulfill the principle of Interpersonal Needs when you conduct an information meeting or briefing with the crew? (10 marks)

3.4.6) Describe any situation onboard where an officer does not apply the principle of CONTROL, when dealing with his subordinates. (10 marks)

3.4.7) Usually ship’s officers are good at telling their people what to do; it is actually one of their strengths. However, the UPI Team Model has taught us what should be considered before implementing our plans.

Assume that you are a newly-assigned Ship Security Officer and the office instructed you to come up with a proposal how to improve security procedures onboard. You want to involve the crew and therefore you organize a meeting. Assuming that you are on the Understanding phase, provide a possible statement or question to demonstrate the principle of Understanding. (15 marks)
3.5 Stress Management

3.5.1) Provide 8 different symptoms of stress. (3 marks)

3.5.2) Describe a situation onboard or at home, where you may experience positive stress. (10 marks)

3.5.3) Why do you consider medication is not a long-term solution to stress problems? (5 marks)

3.5.4) Assuming that you want to maintain your physical and emotional reserves in order to avoid stress, what should you do? (5 marks)

3.5.5) You are a senior officer onboard a tanker and you notice that a junior officer is suffering from work-related stress. What is the first step that you should do to help him manage his stress? (10 marks)

3.5.6) Stress positively drives us to overcome the challenges of everyday life, however, when stress is allowed to take control, it can have a long term effect on our health. What will happen if we don’t deal with stress positively? (5 marks)

3.5.7) Describe a situation onboard or at home, where you may experience negative stress. (10 marks)

3.5.8) Give an example of a relaxation technique that you can use onboard when you are stressed out. Explain, in your own words, how it is done. (5 marks)
4 Evaluation

Course name:

1. How easy was it to understand how to complete the course?

   Poor  □ □ □ □  Very good  □

2. Do you consider the Onboard Course to be a good tool for training?

   Poor  □ □ □ □  Very good  □

3. To what degree do what you have learnt meet the learning objectives described in the course's procedure?

   Poor  □ □ □ □  Very good  □

4. How do you rate the possibility of putting what you have learnt into practice?

   Poor  □ □ □ □  Very good  □

5. To what degree will this course help you in your role as a leader on board?

   Not at all  □ □ □ □  Very much  □

6. What is your overall rating of the course?

   Poor  □ □ □ □  Very good  □

Rank:  Date:  Place: