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GlobalMET NEWSLETTER

GLOBALMET
MARITIME EDUCATION & TRAINING

To promote, develop and support in the spirit of cooperation, the common interests of its members in all matters concerning the development and quality of maritime education and training.

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Inside this Issue

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Editorial

At present I am in Singapore, having just attended the Asia Pacific Manning and Training Conference in Manila, now called the Crew Connect Global Conference. It was the 16th that I have participated in. And it was different from the conferences in the past, particularly through using more industry panels.

John Adams of TK Shipping and Chairman of the Bahamas Shipowners' Association was again the chairman of the conference. After his opening remarks he focused on the situation in the Philippines and commented on the progress being made in addressing seafarers' needs.

He then introduced Congressman Jesse Manado, the seafarers' representative, who mentioned the importance of the seafarers to the Philippines, developments in their situation and the need, in effect, for a 'Seafarers Magna Carta'.

The government address was delivered Senator Edgardo Angara Jr, Chairman of the Senate Committee on Labour. He described the changes that have taken place and how MARINA is now the government entity responsible for the administration of seafarers.

Next was Dr Maximo Mejia Jr, the MARINA Administrator, who provided an update on the STCW standards, the regulation of maritime colleges and STCW compliance by 1 January 2017. He also described how CHED – the Commission on Higher Education - fitted into the picture.

The three speakers on behalf of the government left me in no doubt things are on the move, there is a real will to develop for the Filipino seafarer and that the resources will be found.

From then on the conference dealt with the areas of concern, such as Shipping Today, the BIMCO/ICS Manpower Report 2015, which is almost ready for publication and Food Safety and Hygiene on board.

A panel discussion was held on Readiness for STCW 2010 which was followed by a presentation on Fatigue and we then split into six ignite discussion sessions in which speakers dealt with many different topics, including GlobalMET director Capt Richard Teo addressing the changes needed for competence based learning.

The second day concentrated on human resources in the future and began with the 1st Crew Connect Cadet Task Force. A Task Force of 12 male and female cadets was introduced and would spend the day working on computer games that would enhance recruitment.

After a response by an industry panel, we had three presentations on Sustainable Solutions in Human Performance and Limitations, Standardized Training Across Nationalities and on Promoting Training in Remote Communities.

A panel then addressed the Mentoring and Leadership Onboard and Ashore by asking if there is sufficient focus on soft skills in the development of in-house leadership and mentoring programs. Can mentoring and leadership significantly reduce accidents? Will remote vessel management replace experienced onboard leadership?

This was followed by Capt Robert McCabe, President of the Nautical Institute, launching the institute's newly published book 'Human Performance and Limitation for Mariners'.

A session on 21st Century Recruitment: Manning and Training in the Digital Age addressed a Survey on Crew Connectivity and the conference concluded with the findings of the Task Force introduced at the beginning of the day.

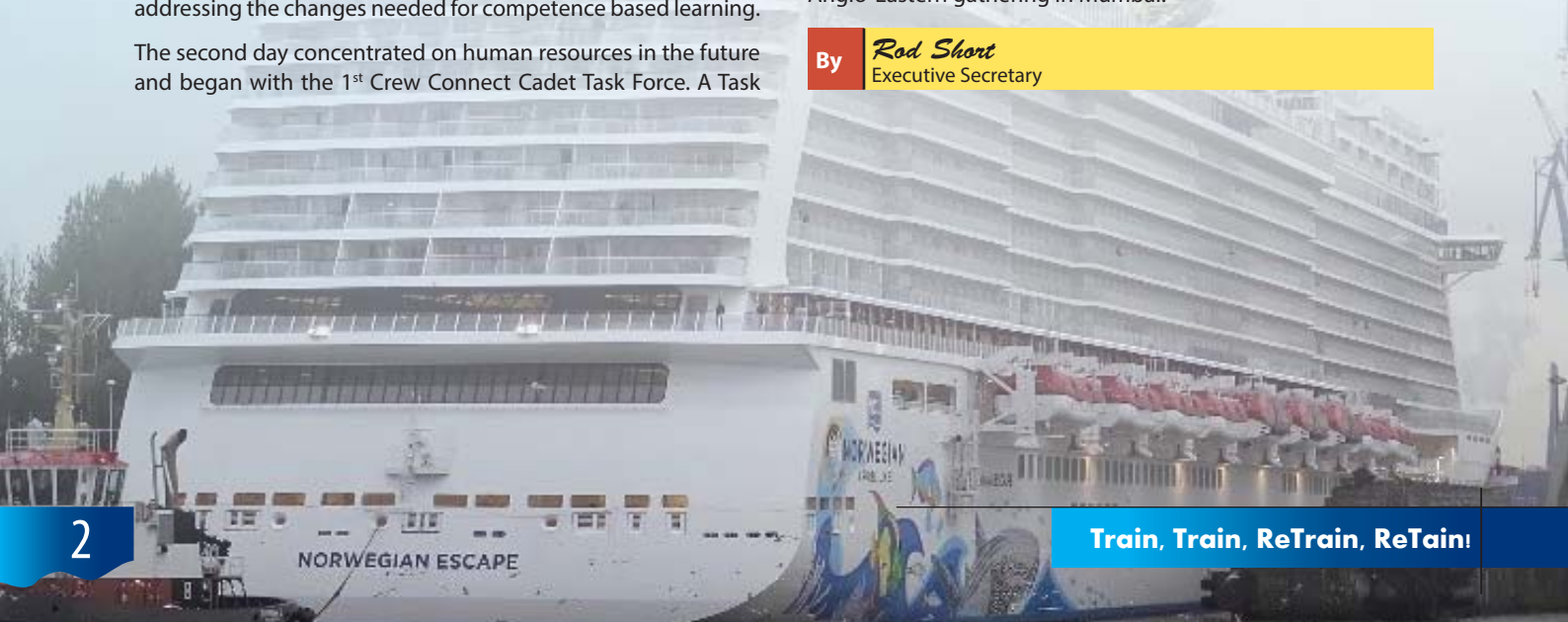John Adams then closed the conference by summing up the points on which he felt we had made progress.

Manila, as the meeting place for the Global Crewing and Training Community, proved again to be the ideal venue. The global manning capital attracted so many participant and exhibitors that consideration is being given to a larger venue for next year.

While we were in Manila we held the final session of two of the TK Fund supported courses, a seminar in which we discussed the introduction of modern training concepts, a meeting of the GlobalMET Board of Directors and our Annual General Meeting were held and a visit was made to the Asian Development Bank. A report on these activities will be included in the December newsletter.

There will also be a report on the conference I will be attending at the end of the week at Tolani Maritime Institute and the Anglo-Eastern gathering in Mumbai.

By *Rod Short*
Executive Secretary

NORWEGIAN ESCAPE

Managing the Learning Environment (LE) in Maritime Education and Training

The Chartered Institute of Logistics and Transport

FCILT Chartered Fellow

Executive Summary

Time and time again, the haunting expression "Competency Based Learning" (CBL-CBETA) comes up in almost every discussion on Maritime Education & Training (MET). In November the annual Manning & Training Conferences comes up again under its new theme "Crew Connect". One of the hot topics that will interest the audience as a side-bar discourse will be on "Managing the Learning Environment" in a competency based learning approach for MET.

This article hopes to identify the web or spheres that influence MET. The Learning Environment may either advance or inhibit the proper delivery of MET. The various distractions caused by these influences directly affects the construct and nature of the Learning Environment (LE) and how it operates, sometimes under great duress. Quite often there is blatant disregard of the principles of assessment and the rigour in ensuring that the critical evidence for the performance of the competence or standard has been attained. The learning environment then misses out on being a place where competences and mastery of performing in the respective functional roles can be demonstrated effectively.

Most important of all, the standards of the regulatory body or bodies that may oversee the various learning environments will also have to be regulated and managed to the best practice and standards. In many jurisdictions, this is the most laggard place.

Key Takeaways

Traditional Learning, non-traditional learning, on-site and off-site learning, pedagogy, andragogy, heutagogy, double-loop learning, performance based outcomes, outcomes based delivery, performance based assessments, performance criteria, Blooms taxonomy (revised), paradigm shift, learner centred, self-directed, self-managed, self-efficacy, action reflection learning, action research, collaborative learning, participative enquiry, learning management systems (LMS), eLearning, web-based learning, tin-can-api, moocs, Moodle, flip class-rooms, learning spaces, inclusivity, quality standards, quality management systems, quality assurance, standards.

Some Ideas about what Learning Environment (LE) is or might be

MET is an adult learning environment with associated risks that must consider and manage amongst educational means, the physical and the psychosocial aspects that enable learning.

UNESCO suggests that welcoming the learner (children to adults) in an environment where they feel safe and nurtured for is very important to the development of each individual and the society as a whole. This can be in a structured or unstructured setting and much thought must go into ensuring that the learner can develop to the desired outcomes of the planned learning.

Researchers in recent times suggest that the LE would occur in spaces where technology and culture converge. Educause and Eduserve, prominent stakeholders in modern education suggest that we need to zoom out to LEs where technology enhances learning and spaces provide cross cultural acceptance and synergy. This environment would be a mix of the deliberate and the accidental, the conjunction of planned and unanticipated events. Such LEs would connect virtually to say a stock exchange for business students or an operating ship for seafarers (Educause 2009).

The University of Idaho maintains the concept that an enriched Learning Environment will have the following dimensions:

An effective learning environment is developed by focusing on four dimensions of the environment:

♦ A Focus on Meaning - meaningful learning, growth in performance, and creating processes/products that make a difference in the world, embedding meaning in the context and artefacts of the environment;

♦ Support for Each Person - align each person with their talents– what they like doing and what they do best, safe environment for taking risks, create alignments with values and interests of individuals, opportunities for professional growth, feedback;

♦ Structure for Each Person - clear performance criteria, scope, schedule, challenge and resources;

♦ Collaboration that Adds Value - supporting others, using effective practices such as assessment and compelling goals.

The quality of a learning environment is measured along six dimensions:

♦ Meaning - do people find meaning in the learning?
♦ Learning and Growth - are people growing their performance levels?
♦ Support for Each Person - is each person treated as an individual, receiving feedback...?
♦ Structure for Each Person - are there clear performance criteria, scope, schedule, challenge and resources?
♦ Collaboration that Adds Value - are people supporting others, is assessment adding value, how?
♦ Energy – is energy level maintained from start to end?

An enriched learning environment has high measures along the above 6 dimensions.

Partnership for 21st Century Skills in their white paper, *21st Century Learning Environments* (2009) suggests that the learning environment, that usually pertain to spaces and places can be virtual, on line, remote or anywhere. They also suggest that the learning environments in the 21st century are the support systems that organise the condition in which humans learn best, i.e. the systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning.

The face of learning is changing. There is now a new 70:20:10 model that goes beyond traditional curriculum, outdated syllabus guides, LEs and learning management systems (LMS). This model of learning and development was initiated by the Centre for Creative Leadership (CCL) through Morgan McCall. McCall, Lombardo and Eichinger in their 1996 book, *The Career Architect Development Partner,* surmised that,

Lessons learned by successful and effective managers are roughly:

♦ 70% from tough jobs (experiential)
♦ 20% from people (mostly the boss – mentoring, coaching, leading i.e. referential, relational and social)
♦ 10% from courses and reading (formal learning)

It stands to reason therefore, the work place makes the most valuable learning environment and yet we do not allow this to happen effectively**.**
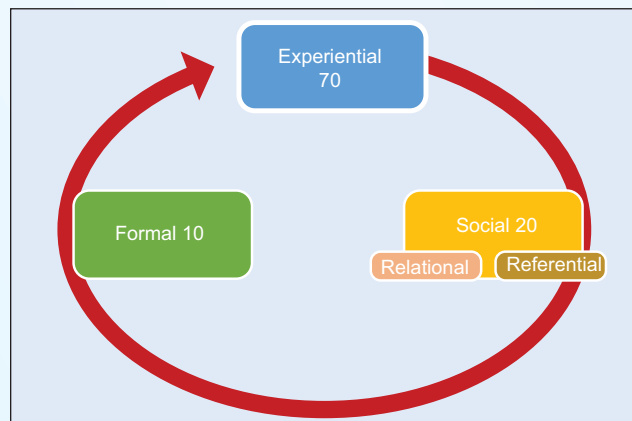

Figure 1 - 70-20-10 Learning & development model

The MET Learning Environment

The sphere or web of influence MET lies in is a very complex zone, highly regulated and inhabited by many organisations that either inhibit or advance the progress of MET.
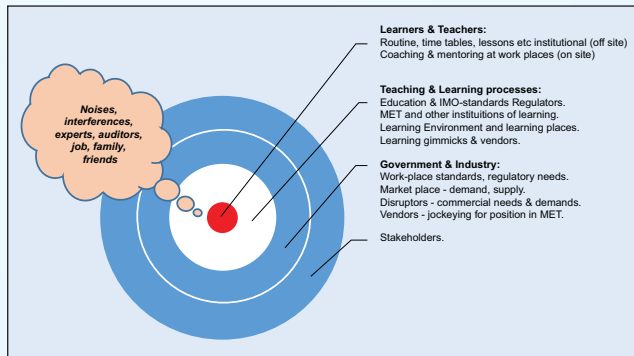

Learners & Teachers:
Routine, time tables, lessons etc institutional (off site)
Coaching & mentoring at work places (on site)

Teaching & Learning processes:
Education & IMO-standards Regulators.
MET and other institutions of learning.
Learning Environment and learning places.
Learning gimmicks & vendors.

Government & Industry:
Work-place standards, regulatory needs.
Market place - demand, supply.
Disruptors - commercial needs & demands.
Vendors - jockeying for position in MET.

Stakeholders.

Noises, interferences, experts, auditors, job, family, friends

Figure 2 - Sphere of Influence in MET

MET is required to deliver learning programmes in accordance with the Convention on Standards for Training, Certification and Watchkeeping for Seafarers 1978 (STCW), as amended by the latest requirements. Currently it is the Manila amendments of 2010. All learning and assessments strategies must be outcomes based to the agreed and published competencies and standard qualifications in the STCW Code and National Standards of the respective maritime member-nation.

Unfortunately, innovative, creative, up to date learning methods and resources are still not evident, as more than two thirds learning of an aspiring officer is spent in a school environment being taught rather than learning smartly or intelligently.

Management of the Learning Environment

In consideration of the types of learning environments described previously and the web or sphere of influence that MET lies in, it is imperative that the learning environments are operated and managed to a global standard. MET learning environments are likely to operate in all of the above types.

This standard must be agreed between all stakeholders in the sphere of influence. The STCW does not take on board adequately or sufficiently how MET administration (IMO and member States), Learning Organisations, (inclusive of all approved institutions), learning agencies, learning management systems (LMS), software providers, consultants and the like are to be recognised and registered under one global standard if they intend to provide learning and resources for STCW qualifications.

Framework for Standards for Registration, Operations, Accountability and Management of the Learning Environment – Institutions, Learning Providers, Regulators, Registered Training Organisations and others

This is a legal framework that identifies and specifies the standards for registration, continuing sustainability, whole-of-industry standard operating procedure (SOP) and the manner in which it not only must be quality assured but have in place standards of operations, governance, social responsibility, insurance and protection of learners, clients and stakeholders. It must also maintain the standards for operating the regulatory body or bodies that will be engaged in MET and all its associated functions, roles and responsibilities.

The ISO 9000 series - and other bodies that have adapted to this Quality Management System - is not sufficient or suitable for MET in critical areas.

Just to mention a few other standards, like financial management, registration bodies and standards, teaching qualifications, suitability and currency of learning, training and assessment strategies and resources and its management, surveillance, student records, learners rights and privileges, contractual terms etc. and reporting system to a central repository. There are more.

There is a suitable model for education i.e. the ISO Handbook (HB 90.7-2000 now out of date). IMO and member States need to produce the requisite model that may be regulated and audited regularly and effectively across the world. Current IMO auditors for STCW appear to perform audits without complete knowledge, skills and attitudes in the practice of competency based education (CBETA) delivery and assessments. It is imperative that MET have its own quality standards framework for the effective management of the learning environment.

Just for illustration the 2015 Australian Standards for Registered Training Organisations (RTOs that are accredited Learning Organisations) are as enumerated below. All MET institutions as Learning Environments offering vocational education (VET) training & national qualifications have to comply with these standards to register and to manage and remain (sustainability) in business. There are eight (8) standards under which each RTO must comply:

Standard One	The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
Standard Two	The operations of the RTO are quality assured.
Standard Three	The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.
Standard Four	Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.
Standard Five	Each learner is properly informed and protected.
Standard Six	Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.
Standard Seven	The RTO has effective governance and administration arrangements in place.
Standard Eight	The RTO cooperates with the VET Regulator and is legally compliant at all times.

Note: The MET organisation reports to two primary regulators, viz., IMO (through the national maritime safety authority – and eg AMSA and the Vocational Education Training (VET) regulator, the Australian Skills Quality Authority (ASQA). In Australia those providers that also provide Higher Education degrees will also have to comply with the Tertiary Education Standards Quality Authority (TEQSA). These standards have guidelines attached so that operators and regulators are fully cognisant of what it entails.

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Useful websites
http://creativecommons.org

By **Capt. Richard Teo**
FNI FCILT MAICD

Human Factor Competencies for the Future Mariner

Captain Pradeep Chawla from Anglo-Eastern Univan on skillsets needed for 21st century seafarers.

The last two decades have been extremely fast paced with respect to technology influencing every walk of life. Internet, Google, Facebook, Linkedin, smartphones, WhatsApp etc. and their effects on the way we communicate, interact and learn are well-known. The maritime industry has also made great strides in the use of technology and the daily life on board ship has changed significantly from what it was in the '80s and '90s.

Here is a quick review of some of the changes that have taken place already or are coming in the next decade or two and my opinion on the challenges associated with them.

1. ECDIS is a revolutionary change and there is no doubt that it has improved safety of navigation. The full benefits of ECDIS will be realized as e-navigation strategies evolve. The discussions of type specific familiarization for ECDIS, have made it obvious that non-standardized interfaces present a challenge in the processing of information by the navigator and this is an aspect that needs to be carefully analyzed and addressed as we move forward with e-navigation.

2. Electronic engines controlled through advanced computer systems bring about similar issues for the engineers. However, presently with the market domination of only two brands, this has not led to the issue being experienced in a similar manner as ECDIS. The issue of processing, analyzing and controlling data from a single screen is a dramatic change from 'touching', "feeling" and 'hearing' sounds from the machinery.

3. Position fixing with GPS, combined with ECDIS with radar overlays, has revolutionized the bridge watch-keeping practices. Over-reliability on GPS is a constant discussion amongst older navigators and the younger ones who have never witnessed a GPS failure. The younger navigators question the practices of manual / radar fixes when they seem to be obtaining continuous accurate positions from 3 or 4 GPS sets on board. The debate on the concept of "cross-checking" of vessel's position is taking a whole new meaning with the advent of combined GPS/ GLONASS receivers coupled with other satellite positioning systems on the horizon.

4. Environmental regulations are evolving and developing rapidly. Regulations for measurement of harmful gases are inked. Ballast water treatment plants are being fitted. Emission regulations are being rapidly tightened. Belief among the world citizens on taking the steps to protect the world for the future generations is often found wanting. The shipping industry is under pressure and efforts to educate the seafarers in their role in this important field are urgent and important.

5. E-Navigation, as presently envisaged by IMO is a dynamic target and the evolution brings about various challenges of collection, integration and analysis of data. The way mariners will interact with e-navigation presents a number of challenges that need to be carefully studied and risk assessed as new equipment and systems are designed and developed. Alarm management will be a critical feature here.

6. Besides the social media byproducts of the internet that have become an integral part of our lives, the introduction of cheaper communication, has resulted in increased volume of data exchange being handled by vessels. There are additional tasks to manage the various software issues. The increased use of electronics has come with the problem of frequent hardware related breakdowns. There are several cases of Radar, ECDIS and other electronic equipment breaking down, thereby putting extra stress and workload on the mariners who have to wait till a suitable port for repairs. There is a need for standardization and having strict equipment quality monitoring standards at

manufacturing and installation stages so that they are better able to withstand marine conditions and have better "mean time between failures".

The time spent on handling the increased enquiries and requests from people ashore is a significant factor that brings about challenges in designing onboard tasks and responsibilities to prevent any neglect of the core tasks of navigation and care of the cargo.

7. Maritime Labour Convention, which was a much needed legislation for rights of seafarers, has focused the attention of companies and port states on the issue of rest hours; however it has not yet focused the attention of the port-states and regulations on the cascading effects on safety of navigation; especially in areas of long pilotages. The effects on traditional expectation of Master's presence on the bridge and the laws about the responsibilities of the pilots have not been sufficiently deliberated over prior to entering into force of the MLC. This brings about testing times for the mariners, who often are the 'scapegoats' of regulatory decisions when things go wrong. The fundamental issue is the manning scales on board that regulators find impossible to get consensus between various countries.

8. The traditional hierarchy on board and the management styles of 'My ship, My law' have become obsolete in modern days. Whistle blowing, MLC complaint procedures and transparent systems have brought about a change in the way Masters and companies manage the workforce.

9. The amalgamation of ship and shore systems is inevitable and an inherent part of e-navigation. However it opens up fresher challenges of cyber-security. Possibility of terrorists taking over a ship remotely are being speculated. The mariners will soon need to understand and appreciate the dangers associated with cyber hacking.

10. Making sense out of the 'big data' is becoming the buzz word in all industries. Maritime industry is a traditional industry and usually not the first to adopt the latest technologies. The advantages of business intelligence through the use of big data is enormous and it would be good if the industry does not delay investing in this new field.

Besides the areas discussed above, the mariners are also faced with changes being bought about by increasing number of regulations:

Solas 74 was 158 pages. Solas today is 294 pages.
Marpol 78 was 265 pages. Marpol today is 447 pages.
STCW 78 was 243 pages. STCW 2010 is 356 pages.

And we of course have the Maritime Labour Convention (110 pages).

Ballast Water Convention (38 pages), Anti Fouling Convention (45 pages). This is without counting regional regulations like OP90, Vessel Response Plans, SOPEP etc etc.

A rough estimate is that a Master needs to be familiar with at least 4,500 pages including company's SMS and owner's and charterer's instructions.

The next installment of this article will appear in the next newsletter.

By **Capt Pradeep Chawla**
Immediate Past Chairman, GlobalMET

Training Required for the Future Mariner

This is an edited version of Dr Haughton's conference speech: the participatory events and some idiomatic narratives are not included. The views represented are the author's own and do not reflect the collective views of GlobalMET, the Nautical Institute or any other organisation.

When it comes to shore-based college and other formalised training it is relatively clear to see where that's heading. In many places, the future is bright and illuminated by student-centred teaching, distance and blended-learning programmes, innovative learning strategies and effective assessment schemes. Regrettably, there are also still too many places with outmoded pedagogies, stodgy, didactic delivery and redundant competency assessment – but let's hope they'll come to see the light in time.

This paper will leave the *college* and *shore-based* training to another day. Instead, it will concentrate on the *practical* training carried out week in and week out on board merchant vessels throughout the world and which, with depressing regularity, sometimes refuses to show the impact it should. It will address a few fundamental issues that *underpin* the training rather than the nuts and bolts of the training itself.

Firstly, it will underline how things change with great speed, thus providing the rationale for training.

Secondly, and introducing the main theme of the paper, it will concentrate on *thinking* and how that has a direct effect on effective training.

Thirdly, it will remind us how our thinking is shaped by events – especially when we're being observed or audited. So it will be considering whether inspections may actually and counter-intuitively be having a *negative* impact.

And finally, the paper will ask about the delegates' own thinking.

The rate and speed of change is increasing and the shelf life of knowledge is getting shorter and shorter.

What we learn today is out of date in no time. The challenges that our young seafarers will face over the *next* forty years are unimaginable. They need to be equipped in every respect to deal with this future of uncertainty. One thing we can be certain of is that effective training will be a constant in the equation.

Some of the problems will be forever the same – after all, the sea is an underpinning constant and ships will always sink if you put a hole in them - but some of the challenges will be so radically different in terms of geopolitics, the demands of society, technical advance, climate change and other environmental concerns that the text books we buy today will be out of date before the ink is dry and need to be re-written – frequently. Seafarers will need to engage in personal development, training and lifelong learning like no generation has before.

So what may be done? How may we equip ourselves the better to deal with this fast-changing picture? Is there anything we can do to make our journey more effective?

Changing the *way* we think may be quite a task and some readers will struggle to see what on earth this has got to do with training. However, once some of the concepts are unpacked, the links become clearer.

Time taken for thinking and reflection is precious. But we don't always help ourselves because we don't necessarily equate 'thinking' with 'working'. Doing apparently nothing doesn't look busy enough so we make sure that doesn't happen by engaging in constant activity. And sometimes we're so busy being busy that we forget to just be.

The evidence is abundant that time spent in reflection and thinking is not wasted. Thinking is working. It is in an investment and the time spent thinking before doing pays off handsomely.

In his latest book on thinking, 'Thinking Fast and Slow', Daniel Kahneman reveals compelling evidence on how we think. Kahneman argues that there are basically two ways to think: System 1 and 2.

Countering this, effective training is planned, calculated, carefully executed, recorded and evaluated. It may even be difficult as people tackle new equipment or procedures. That will sometimes cause frustration, anxiety and even anger. But we never learn anything new if we stay in our comfort zones so these reactions are positive and should be welcomed.

As we practice and train, train and practice, those tasks we initially found difficult and frustrating become easier to accomplish. In fact, we may even say that it becomes intuitive to do things in a certain way.

Kahneman suggests that, in fact, no behaviour is intuitive – behaviour we think is intuitive is merely that which has been rehearsed and practised so many times that it's become normal.

Of course, as we train and practice, practice and train, we strengthen our muscle memory and neural pathways, so the tasks which we first had to think about very hard, become easier and easier. And this virtuous cycle of deep thinking translated into action ensures that Systems 2 thinking *becomes* Systems 1.

Then how is that so many incidents still occur where it *appears* that personnel have wilfully ignored systems and procedures, taken no precautions, falsified the Permits to Work and suffered injury or worse as a result?

That moves us on to the third point of this paper which introduces the possibility that our sticking-plaster remedies may be making things worse.

It's true to say that we usually react to a problem by laying down another thick layer of regulation and law and then increasing the training requirement.

But evidence from another sector is beginning to show that we may have some lessons to learn. But before we look at that, we need to start by answering the most basic question of all: why do we train in the first place?

It seems clear that a fundamental (but sometimes unspoken) reason we train is in order to pass inspection. In fact, we can even

go on training courses to learn how to pass port state control inspections where they will be looking at, amongst other things, how we train!

Now the evidence from other places is that this craze for inspection with its relentless pressure on the need to show that you're doing a good job is beginning to show its fault lines. Evidence from college inspections in the UK (Petty, 2015) shows that the intrusive nature of repeated lesson observations actually *reduces* the quality of teaching. 'When teachers are being graded they inevitably try to guess what the observer will be looking for and often try to teach in this way. They stop asking themselves 'what is good teaching?' and start to ask 'what are they looking for?' (Petty, 2015:31).

In going down this road the 'search for excellence is replaced by a largely futile attempt to guess what's in the observers' heads and to remember checklists…' (Petty, 2015: 31).

The teachers are now being motivated extrinsically by the need to perform under observation rather than intrinsically – in other words because they want to. Petty (2015) points to a century of research that shows that extrinsic motivation reduces creativity and lowers standards in complex tasks (Pink, 2011).

If you set a standard (e.g. 'pass the inspection') people will only ever work to that standard. Only a very few will strive to exceed the standard. Worse, it may even prescribe their ability to use initiative and be creative when the circumstances in any particular case are not covered by the standard.

If you replace 'observed teaching' with 'observed training' is this beginning to sound familiar? It seems to be precisely what's happening in our audits, vetting, port state and flag state inspections.

So, how do we improve the standard of training, education and learning on board ship if we don't inspect it? Well, of course there is no hope that inspections will ever disappear – they are too ingrained in our cultural, legal and commercial norms to contemplate that – but there may be things that can be done on board to improve the training and thus ensure the inspections harbour no stress and so reduce performance.

A few bullet points may concentrate minds.

We train:

♦ to get better at what we do and raise our game;
♦ to help prevent injuries or worse;
♦ to protect property and the environment.

We never train:

♦ to pass inspections.

If we repeat this mantra often enough it may change the way people think about their training and so have positive effect. It goes without saying, of course, (those words are always used as a precursor to saying it!) that if we achieve the first points, the inspections will take care of themselves.

To conclude: this short paper has tried to show how the rate of change is so fast that continuous and effective training has to become embedded in our culture. It has argued that we need to think about our thinking if we're to have any impact on our behaviours and finally, it raises some questions about the efficacy of the present inspection regime in achieving our common goals.

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By | **Dr Chris Haughton**
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Talent Management, Employee Engagement and Retention

Highlight

by **Iman Fiqrie**

According to the Gallup study, The Conference Board, and 12 major studies—several key drivers of engagement and thus retention of employees appeared constant in top organizations; organizations with high levels of retention and 3.9 times the earning per share growth. These drivers are:

(1) Trust and integrity: How well managers walk the talk; (2) Nature of the job. Is it mentally stimulating; (3) Line of sight between employee and performance. Do they see how their job contributes to the bottom line? (4) Career growth opportunities; (5) Pride in the company. Are they proud to be associated with the company? (6) Co-workers as team members influence the level of engagement. (7) Employee development. The company must make an strong effort to develop employee skills.

The Talent Development Professional plays an important role in creating an environment of an engaged and loyal workforce by creating opportunities for employee skill building, capability, value, and retention.

The Key to Success for Engineers – Part 1

As you become senior onboard (for which one must strive and gain approval of watch in charge), you will have to take soundings of small tanks in the engine room. In name these are called small tanks but are very important. Sludge tank, scavenge drain tank, fuel oil drain tank, lub oil drain tank, bilge tank etc. These are also the fault indicators; eg if the sludge tank rises by 4 cm every day and today it increased to 8 cm, we need to find out why? Similarly for bilge tank. When the bilge tank level becomes high you will need to transfer it to the primary tank. You will take pride in being able to do this. However, do not pump anything out. The chief engineer, or an engineer deputed by him, will operate the oily water separator and it is at this time that you will learn.

You are not an ordinary person, you will need to do many things which will surely include collection, segregation and disposal of garbage. The incinerator is equipment with which you will become accustomed to. How to burn the oily rags (how to collect them in bins with positively closing lids) and how to dispose off the ashes and how and where to write such an operation, which will introduce you to Oil Record Book and Garbage Record Book. **There is no better job than learning the ship's work and doing it faithfully and happily.**

Draining moisture from the air bottles will be another routine job. You should open the drain valve slowly and only about a quarter/half turn and see that all water is drained off. Draining moisture from bottom drain of the main engine air starting line is also essential. The watch in charge will ask you to open air to the main engine so we should know it as also control air and exhaust valve sealing air. When the engine is running normally in the open sea, the engineer may have some spare time and we are to utilise this opportunity to learn from him. The best way to learn the job from a senior is to help him. If you simply ask questions and don't help him (bringing tools, fetching water for him etc) then he may get annoyed and avoid you. **To learn work, you must assist.**

Draining water from the heavy oil service tank and the settling tank is routine work and is to be done sincerely, especially if the vessel has been at an anchorage for a long time. Do not believe that the diesel oil service tank does not need to be drained of water. In cold areas, condensation water can accumulate.
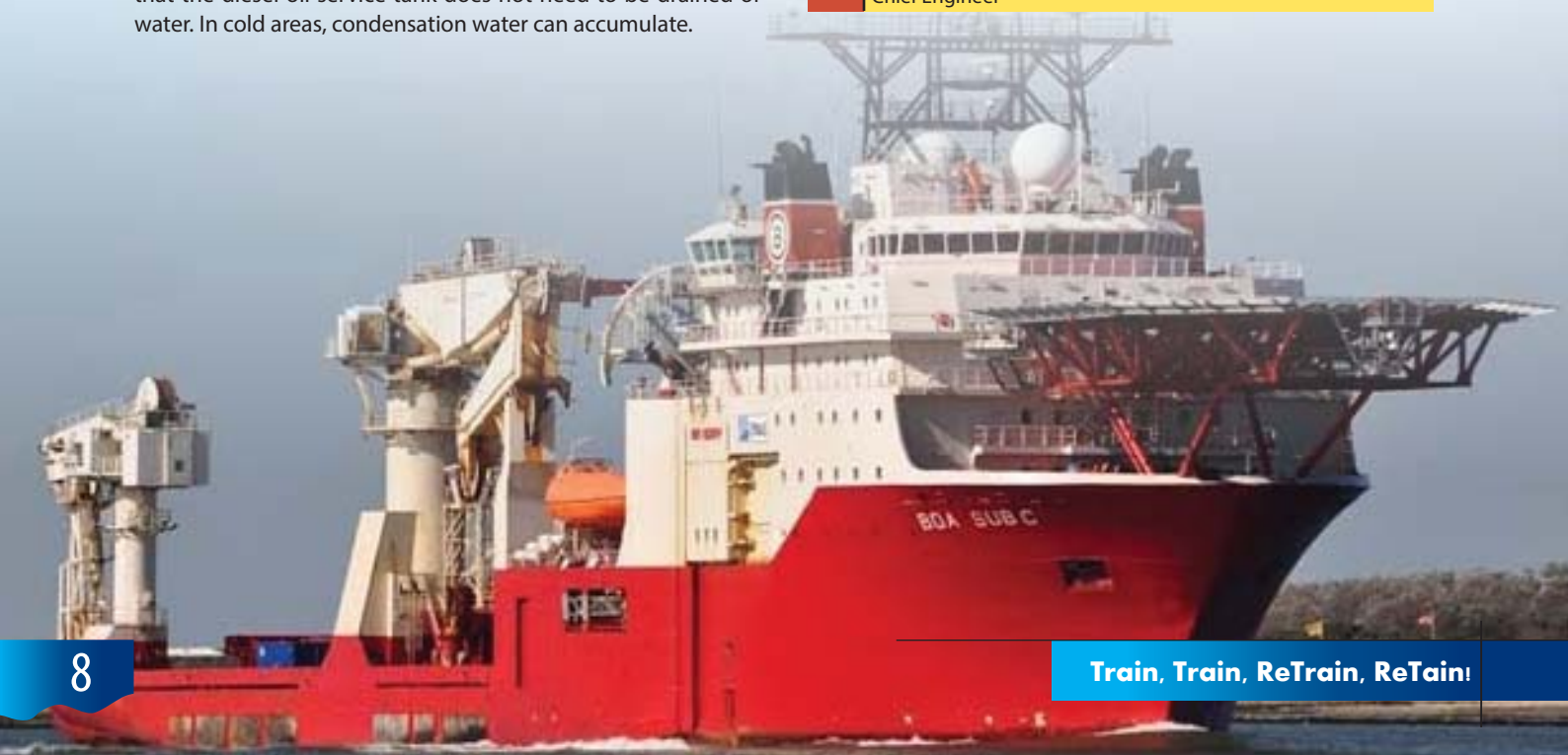
Handling chemicals for cleaning, cooling water and boiler water treatment and oil spill dispersant will require knowledge of the Material Safety Data Sheet (MSDS). You will go through it and learn the handling procedure from the bosun or an engineer. Eye and hand protection are important so use gloves and goggles. Safe working practices are to be followed by all of us, senior or junior. We will learn use of hydraulic tools and attendant precautions. Before any major work is commenced in engine room, the Second Engineer holds a toolbox briefing. Participate actively in it in a co-operative and sincere manner (not ridiculing anybody).

Earlier, we talked of checking boiler water level but now we have become senior so we will learn about the hot well. How hot should the water be? 50-55 DegC should be good enough but follow the standing instructions of the Chief Engineer. A sheet in engine control room showing various parameters to be maintained should be displayed. We will slowly learn this; e.g., at what temperature the generator cooling water high temperature alarm will ring? At what pressure, generator low lubricating oil pressure alarm will ring?

You will yourself like to learn what action to take because you have to progress and earn promotions. Aha! Now what about the purifiers, filters and coolers? Still not enough, what about the sewage treatment plant, the refrigeration and air conditioning systems, various pumps, valves, ballasting and de-ballasting. Do not worry, in a 9 month tenure on board you will have learnt a lot. That is the beauty of being a seafarer. A good seafarer learns happily and works happily and lives on board as part of a family. All this is not what you may learn in one trip, it may be many but you will surely move on path of progress if you don't go for watch in an intoxicated condition and indulge in heated arguments with your colleagues or seniors. **Cheerful obedience to orders is the key to success.**

The next installment of this article will appear in the next newsletter.

By | **Mahendra Singh**
Chief Engineer

Multicultural Education is Important for Seafaring

The purpose of this article is to share my experiences in multicultural environments in the hopes of facilitating a more civil, multicultural and moral seafaring community that works for the common good of the industry.

Multicultural Education and Respect for one Another are Very Important

Multicultural education is a very important element in developing the whole seafarer. Seafarers get to meet people of all different cultures and nationalities; it is impossible not to be influenced by those interactions. Just the same, in order to work more effectively as a team onboard ship, seafarers must be aware of each other's culture and traditions. They don't necessarily have to agree with each other's culture, but they should respect each other's culture and act accordingly!

The Essence of Developing a Multicultural Seafaring Industry

Culture refers to the cumulative deposits of knowledge, experiences, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations and the list goes on. Culture also encompasses that system of knowledge and experiences of the much larger group and society as well; a sort of global perspective. Multicultural then, refers to a social educational perspective that encourages interest in many cultures within a society rather than focusing only on a mainstream or particular culture. These points are central in developing a rich long term maritime multicultural seafaring industry, harmony onboard ship and other benefits to the maritime industry too large to enumerate here. Let's look at empowering seafarers through multicultural education.

Multicultural Education Facilitates Equal Opportunities and Inclusion by All

Multicultural education is a field of study and emerging discipline whose major aims are to create equal educational opportunities for students from many diverse racial, ethnic, social class and cultural groups. A multicultural education also helps all students to acquire the knowledge, attitudes and skills needed to function effectively in a multi ethnic environment; democratic society; and to interact, negotiate and communicate with people from diverse groups in order to facilitate a more civil and moral seafaring community that works for a common good of the industry. One might refer these attributes as important competencies in developing multicultural seafaring.

The seafarer and ship are two core elements of shipping. The shipping industry operates worldwide in a multinational, multicultural and multi-functional environment. Additionally, working as seafarers on board requires living in a unique lifestyle and to facilitate working in the shipping industry, the seafarers must be trained in this complicated structure in order to fulfill all international standards and regulations.

Multicultural education also refers to any form of education or teaching that incorporates the histories, texts, values, beliefs and perspectives of people from different cultural backgrounds. The following are some cases where people seem to lack multicultural education; the first case happened in a tea party when a guest said he was a vegetarian. The gentlemen next to him told him that a particular noodle was vegetarian and that there was no beef in it. When the guest out of curiosity checked the food, he saw some meat in the noodles and questioned the gentlemen back. To his surprise the gentlemen in question didn't actually know what the term vegetarian meant. To him, as long there was no beef – it is vegetarian; however, he thanked this person for correcting him.

The second case occurred when the guests in a lunch party started to use the same utensils used for taking beef to serve chicken without washing the utensils first. Hindus don't eat beef and Muslims don't eat pork, so utensils used for serving must not be mixed. A third case happened when a cadet offered a cup of coffee to a Muslim pilot during their fasting month. These cases will definitely cause uneasiness to the respected parties and could have been avoided if the students were taught of multicultural education.

The Goal and Importance of Multicultural Education

Multicultural education is important as it increases productivity and when productivity increases, revenue will increase too. This is due to the fact that a variety of mental resources are available for completing the task assigned and promotes moral and cognitive growth among ship crew. Furthermore multicultural education increases creative problem solving skills through different perspectives applied to same problems to reach a solution with proper respect given to all. Also multicultural education increases positive relationships through appreciation and commitment to equality among maritime personnel.

The goal of this approach to multiculturalism is to promote positive relations among groups in both Maritime Academy's and industry by eradicating stereotypes and encouraging tolerance and unity. The basic idea is to bring about the realization that all people share the same universal human experience. It is this common bond, combined with a newly acquired appreciation for differences that is thought to lead to social harmony within existing societal structures.

The Goal is not Necessarily how to Create the Perfect Culture

In conclusion, even though we are talking about culture, it is important to remember that people are individuals and cannot be made to fit into any preconceived mold of how they are "supposed" to act. The question is not necessarily how to create the perfect "culturally matched" learning situation for each ethnic group, but rather how to recognize when there is problem for a particular student or seafarer and how to seek its cause in the most broadly conceived fashion. Knowledge about culture is but one tool that both educators and seafarers may make use of when devising solutions.

Personally, I enjoy teaching and facilitating multicultural students as they always spice up my life. Besides, the only thing that is permanent in this world is change itself. Last but not least, in the larger context, if we plan to survive as a species on this planet, we must certainly create multicultural curriculums that will educate our students to the differing perspectives of our diverse population. Thanks for reading!

By **Capt Sivanandan Vivekanandan**
Senior Lecturer, Malaysian Maritime Academy

Make Yourself Comfortable with the "F" Word

> "Forgiveness does not change the past, but it does enlarge the future."   *Paul Boese*

I'm not going to my grave with grudges! That is a promise I made to myself upon returning from a funeral of a former shipmate.

Ship operations are a team effort. Each and every member contributes to the success of the operations. No individual department can claim that they are doing the most important task hence deserve more attention.

Ships are getting bigger in size, sophistication is the buzz word on the bridge, manning is decreasing and yet we still need to maintain visual lookout. Imagine a situation whereby the ship is sailing out with a newly joined officer in a busy waterway. He might be familiar with the surroundings, but not the ship. However, everyone is expected to perform–no excuses. After a busy day in port, the master will not stay on the bridge unless called for. The young officer is alone on the bridge and some are left with cadets to keep them busy!

People learn better by doing the job. Practice is the mother of all skills. It takes a lot of courage on the master's part to leave the bridge under the care of a newly promoted, newly joined officer. Call me if you need me, is the best advice you can offer to the watch-keepers.

At 20 knots, watch-keepers must be more than irresponsible if they hit a vessel being overtaken right ahead, in clear visibility. Worse after having processed the information from the Automatic Radar Plotting Aid (ARPA). Call the master if you have any doubt!

Electronic chart display and information system (ECDIS) is also a vital tool on the bridge to help raise situational awareness by providing real-time positioning of the ship. Watch-keepers are able to relate their ship's position with other hazards in the vicinity. It is interesting to note that many collisions and groundings that have occurred recently were by vessels equipped with ECDIS?

International Safety Management (ISM) Code i.e., the International Management Code for the Safe Operation of Ships and Pollution Prevention are central in managing risks at sea. By right, if correctly implemented, the risks now are manageable compared to earlier years. The Code protects both ship and shore-side interest. Companies should ensure, therefore, that the master is given the necessary support in performing his or her job. It is also the company's duty to man the ships with qualified and certified seafarers.

Keep all the channels open for communication; a good culture is to promote dialogue rather than debate. There are many stakeholders involved in the daily routine of a ship. The role of a ship's master is to keep all parties informed. Decisions made in the daily operations of the ship may not be in the interest of some but definitely all decisions are made in the interest of the ship; safety, security, pollution prevention, etc.

Forgiveness is the "F" word. It should be high on the list of a good leader. No matter how sophisticated the ship is, some level of intervention by humans is common. People make mistakes, it is human nature to err. Deal with the issues at hand and move on with life. Do not dwell on problems. Propose solutions instead.

In order to master the self, forgiveness is absolutely necessary. We need to practice it on daily basis, on every occasion-- be it routine or an emergency. Just forgive yourself for all the wrong decisions made. Forgive yourself for all the blunders. Forgive yourself for not taking chances. It does not matter whose fault it was, just forgive yourself. It is the first step in realizing your true potential. Remember to keep the "F" word as your legacy.

The "F" word should be introduced in the leadership and management module. Currently, it's focused mainly on operational requirements. The cornerstone and rock of leader on board ship is forgiveness. Without it, we will be bogged down with issues which will distract the team away from accomplishing the greater good.

Start your day with the "F" word. It is a must if you want to enjoy life fully, joyfully and abundantly. Forgive, forgive and forgive. Just forgive yourself and others. It does not matter where you are today-- for tomorrow may never come.

Make yourself comfortable with the "F" word. Someday, you may need it desperately!

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By **Capt M H Hamzah**, Senior Lecturer, Advanced Nautical Studies Dept, Malaysian Maritime Academy

UK Chamber: Yachts Need Professional Standards

Ensuring seafarers of the superyacht sector have appropriate certification

Speaking at the event, hosted by the International Hydrographic Association, Mr Platten argued that yachting was a vital part of the 'maritime family', and how the sector should work evermore closely with the UK Chamber.

He said:

"We are one maritime family. Whoever you are, whether you own the smallest yacht or the largest, the most humble barge or the most powerful containership, whether you are the most experienced captain or the youngest recruit - you are part of that family.

"Our members, old and new, work with us because of the expertise of our team and deep relationships with every aspect of government, parliament and international bodies.

"In doing so, we have been able to save our members millions of pounds through a healthy supply of policy wins. When Ministers, officials, MPs, journalists want to know more - they call us first. We can do the same for the yachting sector."

But Mr Platten also spoke of the need to professionalise the superyacht sector, ensuring seafarers had appropriate certification and training.

"As yachts have grown larger, as demand has risen, the need for professional standards, first class seamanship and legitimate certification structures have become more urgent.

Because often when we talk of yachts, they have the same complexities - from crewing to onboard systems, as any other ship out there.

Like it or not, larger yachts are subject to the same regulations as other forms of shipping. So, I would suggest, the need for regulatory expertise and government contacts is as prevalent for you as it is any other sector of maritime services."

UK Chamber CEO Guy Platten has given an address to the Professional Yachting Association at the annual Monaco Yacht Show.

He highlighted how the UK Chamber had helped to win special arrangements for yachts to ensure they complied with the Maritime Labour Convention, ensuring businesses "were able to spend their time growing their business, investing in new assets and creating jobs - not being stuck tackling the minefield of global regulation."

He concluded:

"I believe that the best days of maritime services lie ahead of it. I believe companies like yours, and organisations like mine, have an exciting future. But that future will only be realised if we work evermore closely together. If we pool resources and push ourselves further.

"There is a huge market out there for the kind of services you offer. We are ambitious for you to succeed, as much as we are ambitious for every other part of the maritime family. We want to help. And we can help."

Source	UK Chamber of Shipping

Globalmet Blog

Highlight

By 2016, the Global E-Learning market is estimated to be a $51.1 billion industry and between 30-50% of all training. There are over 175,947 subscribers to the globalmetblog site with another 3,298 pending. These subscribers represent a broad and diverse portion of that global audience that reads and comments on our blog and we're always looking for guest newsletter contributors as well as guest blog writers. A lot more content and media is potentially available through the blog format—e.g., video, audio, picture galleries, etc. It's also important to try and understand the needs of such a large subscription base. In order to help do that and ensure GlobalMET and globalmetblog serves its readers better, please join us by participating in the new Globalmetblog Online Training Target Market Analysis Survey. To fill it out, please visit: http://goo.gl/forms/vq7Qc0KwiU With this information and incite, we hope to not only get to know you better, but to also serve you better, thanks in advance!

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