

Performance, Outcomes and Results
The MET Network with NGO Observer Status at IMO

GlobalMET

NEWSLETTER



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.

www.globalmet.org

Inside this Issue

Editorial.....	2
Maritime Interdiction, Search and Rescue, Courage and Commitment in the Navy.....	3
Short Stories: The Case of the Royal Boil.....	4
Is the Relationship Between Students and their Institutions is an Analogue to the Law of the "Sales of Goods".....	5
Shared Hosting and Virtual Private Servers.....	6
Investing in Leaders for Maritime.....	7
IMO Secretary General, his Excellency, Mr. Kitack Lim's visit to Malaysian Maritime Academy: Priorities, Capacity Building and the Human Element.....	9
MAAP Simulator Integration Program: a Tool for Excellence.....	10

Articles written on behalf of GlobalMET and by other outside contributors do not necessarily reflect the views or policies of GlobalMET

Editorial Board:

Iman Fiqrie
Malaysia

Chris Haughton
United Kingdom

Richard Teo
Australia

Rod Short
New Zealand



Editorial

The last couple of weeks has been very exciting with the distribution of the redrafted IMO Model Course 6.09, the Training Course for Instructors for comments. I received quite a few very constructive comments from members and also from other sources. The comments have been forwarded to the drafters and HTW-IMO. It was interesting to note that despite competency based learning being the obvious delivery and assessment principles, the framework of the course had perhaps not fully embraced the methodology. The need to depart from the much favoured traditional instructor - teacher centred pedagogic delivery is not evident in the title. Little was mentioned about learner-centred adult education methods (andragogy) in a digitally disruptive era that called for change with innovative disruptions (heutagogy) to the learning environment and subsequent learning spaces. Assessment methodology applying the principles of assessment using suitable rubrics to measure performance as evidence was not found. The rigour and consistency was also absent. It will be interesting to see how the redraft will look.

Members and readers are encouraged to obtain a copy of the draft model course. Please provide feedback on how and what teaching or facilitating the transfer of knowledge and skills and attitudinal behaviour in a competency based education, training and assessment framework really should be.

In Iman Fiqrie's article on Maritime Interdiction, he provides interesting observations and comparisons between the Navy and merchant shipping seafarers. These comparisons are quite unavoidable but always serves for each and every one to get to know our brethren (collective gender) at sea, a little bit better. One of the missing competences in the STCW is intercultural competence. This is a critical dimension of communicative performance and especially required of all managers, leaders and teachers. Further reading available are:

- American Council on International Intercultural Education (1996, Nov) Educating for the global community)



Source: Culture University

- Deardorff D K (2006) Identification and Assessment of Intercultural Competence, Journal of Studies in International Education

In Short Stories, another happy tale on the "Matua". A touch of romanticism at its best. How many of us has actually lanced anyone's boil, let alone a Queen's?

Capt Sivanandan takes us into tricky waters in his discussion on legal relationships between teacher and student. In many countries that apply English law, the Trade Practices Act or similar act imply that a contract exists between the learner and the teacher. In many institutions the teacher acts on behalf of the institute and quite likely the institute protects the teacher as its lawful servant performing in accordance with the commitments of the institute. Heavy premiums are paid for professional cover in protection and indemnity insurance. MET teachers need to examine these covers carefully.

In learning institutions, an offer to provide a course of training for a certain consideration (compensation or fee) is published and when a learner enrolls and pay, he or she has accepted the offer. The sale is completed bar whatever conditions are written in the enrolment documents. Read the small print. In many countries the registration process for any institution under the Education legislation of that country have standards that the institution must have in place and have been complied with. Most of what Capt Siva mentions is part of the standards of registration in all Australian registered training organisations. In recent times many have had to close due to non-compliance. What do other countries that we operate in do? Just as a matter of fact, in Australia, the Competency Based Education system in Vocational Education (VET) cautions the process must follow the rules of assessment and rules of evidence. This means full transparency. No secret question(s) as this infringes the fair and flexible policy. These may be legislated requirements in most countries and sometimes escapes the attention of MET organisations and practitioners.

Richard Teo's article touches on a very sensitive area of leaders' development in maritime business management. Why is the industry not investing in leaders?

The STCW is a minimum standards framework, biased almost entirely on technical knowledge and some applications in a very complex industry. Does the rest of the industry also practise minimum development and HRD or not at all? Readers are requested to please feedback your thoughts and aspirations.

The Secretary General of IMO visited Malaysia and ALAM recently. Iman Fiqrie features this very important and timely visit in this issue.

By **Richard Teo**
Exec Secretary

Members and their staff members are encouraged to submit their thoughts through authoring articles for publishing in our Newsletter. Articles should reach the Secretariat by the 1st Friday of each month. Publication usually will be in the 3rd week of each month. GlobalMET reserves the right to reject any article that may be deemed inappropriate for the promotion and well-being of MET.

Maritime Interdiction, Search and Rescue, Courage and Commitment in the Navy



MS Achille Lauro at sea rescue.

Source: www.napolistyle.it, accessed 07/08/16.

Many of the readers may not know, the author has been retired now from the U.S. Navy since 2005 (William Hamilton, LCDR, USN,ret). In the Navy, I was a Surface Warfare Officer (SWO) onboard Naval Combatants; namely submarines, frigates, Aegis Destroyers, Aegis Cruisers and one Merchant vessel—USNS Vanguard (TAG-194); last rank Lieutenant Commander, last at sea job as a Destroyer Squadron Staff Operations Officer, responsible for training, planning and operations. Before that, my first at sea job was as a submariner onboard the Nuclear Ballistic Submarine (SSBN), USS Henry Clay (SSBN 625B); the “B” was for Blue crew, the other crew was Gold (“G”). The other type of submarine is what we call a “Fast Attack” submarine as the name implies. These are all warships of a capital nature and of course carry weapons of all kinds from torpedoes to missiles and big guns. I don’t talk much about my Navy days, those kind of specifics are not directly related to seafaring, but non-the-less are a part of the story of sea going vessels for centuries.

What I can say is that I’ve been involved in patrolling under the high seas for the purpose of nuclear deterrence (a national and global duty); maritime interdiction operations (some involving UN Resolution enforcement, e.g., 702 and 712), to include piracy interdiction; search and rescue (SAR), counter drug operations; Standing NATO Forces Atlantic (SNFL) and showing the flag; and numerous other operations.

This brings me to the sea and love for it—something I believe every seafarer or sailor whose duty it is to go to sea should have. A very wise man once said—if you don’t love your job, you won’t be any good at it; Therefore, I take exception when some of my Merchant brothers suggest that Navy sailors are not good seamen; meaning less hard working, patriotic and otherwise good at their job. Many times, the aforementioned operations included Merchant vessels which either ran illegal cargo, sank, were in distress, trouble or otherwise required assistance or interdiction from “less qualified seafarers” and Navy—U.S. or otherwise. They work no less than any other seafarer going to sea, but use the term sailor. Most of the requirements and regulations Merchants boast of (e.g., STCW) came within that last 50 years, effective the last 10 or so came not because of anything they did well, but because of the huge loss of life at the hands involving Merchant vessels! Not so for the Navy.

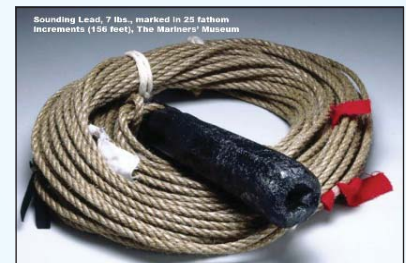
I’m generally not one to talk of such things, but the level of rhetoric and disdain the Merchant guys generally seem to have towards the Navy these days compels me speak out about the most patriotic and professional group of sailors I know. There’s even disrespect for the U.S. Merchant Marines as some say they this is not really a Merchant fleet. In the author’s opinion, the “real” Merchant fleet or Navy is also not without its enormous flaws; for example, all I ever hear about is money, money, money. As if the people, ship, God and country means very little in the grand scheme of their high and mighty job—praising the all mighty dollar. Maybe that’s why the Merchant fleet averages over 100 catastrophes per annum, seamanship and love of the sea isn’t at the top of the list for some? You see, there’s enough fingers to go around, but rather than do that as I know not all Merchant seafarers talk bad about the Navy—let me focus on those brave men and women who go to sea in both Navies all around the world and serve their country and nations with distinction and honor.

Firstly, in the Navy — we always had respect and love for the sea as well as for those sailors who dedicated their lives to go to sea – including Merchant, let’s start there with the olive branch. Very early on I was told that the sea is a hard place and had no mercy for the stupid and unprepared. And, anyone who spends his or her career on the high seas braving the sometimes perilous elements, weather, wind and seas; who spends countless hours working hard to ensure the vessel remains sea worthy and completes her mission, standing watch or otherwise doing their job in the toughest of sea conditions deserves a lot more respect than what they’re getting now. The disrespect needs to stop! Raise the level of decorum. There is a legitimate argument about the type and mission of the vessel that is more than adequately covered in MGN 092 (not the focus here).

To get an appreciation for the hard work and bravery I’m referring to, I shall recount one such call for assistance to the MS Achille Lauro, who on or about November, 1994 made a distress call and Mayday as the ocean liner’s engine room fire had gotten out of control. This ship has a long history aside from this particular casualty one might find interesting [Google]. At the time my ship (USS GETTYSBURG (CG 64) and accompanying ship USS HALYBURTON (FFG 40) we were just finishing up a port visit in Cape Town and Simonstown, South Africa, being the first U.S. Navy ships to visit that port in as many years. We had just finished Baltic Operations (BALTOPS) 94 involving 15 nations and an amazing display of nation building and seamanship; “Naval forces from Russia, Poland and Lithuania and observers from Estonia and Latvia are participating along with Finland, Sweden and NATO nations Belgium, Denmark, Germany, the Netherlands, Norway, Britain and the United States. Neutral Ireland... sending an observer for the first time” (AP News Archive, June 94). There’s a lot that goes on at sea and calling on other nations than just loading and discharging cargo for hire; nation building, respect and diplomacy are also necessary and important things that sailors do.

When GETTYSBURG and HALYBURTON were called to respond to the distress, they sped for 10 hours to a position some 300 nautical miles away, not knowing what to expect when we got there, yet knowing only their duty to respond and help those in need.

When we got on station, there were already several other Merchant vessels onsite including the Panamanian flagged tanker, Hawaiian King. Two people died in this tragedy, one from a heart attack and the other apparently struck by an object from above while in the lifeboat; otherwise everyone else got off into lifeboats and were eventually rescued. There’s a lot involved in rescue operations including keeping good log books and recordings as many people need details during and afterwards for many reasons including assistance and claims. The people onboard the MS Achille Lauro were from multiple nations and a plan had to be devised as to which nationals would go to which ship and port; e.g., Mombasa, Kenya; Djibouti, or the Seychelles. USS GETTYSBURG was detoured to Djibouti with German nationals, we had no good charts and they had to be flown out to us by a French Puma helicopter. Even so, we had to launch the small boat (RHIB) and deploy what’s called a “lead line” in front as the water depth was so low going into Djibouti; guts, determination and seamanship!



Lead line used for sounding in shoal water.

Source: www.thepirateking.com, accessed 07/08/16.

All said and done, this and more are the kinds of jobs we do in the Navy, never once thinking of our Merchant brothers as less than seamen. So, to refer to Navy sailors as less than seaman when a Merchant vessel’s apparent sole purpose is to make money – is ungentlemanly. If that’s the definition of seamanship—count me out!

By **Iman Fiqrie Bin Muhammad** (LCDR, USN ret)
Lecturer, Malaysian Maritime Academy

Short Stories: The Case of the Royal Boil



In 1958 I was appointed Third Mate of the 'Matua', a twin screw, 4,166 GRT, 108 metre passenger cargo ship belonging to the Union Steam Ship Company of New Zealand, which served Fiji, Tonga and Samoa. I was there for two spells totaling some 16 months.

'Matua' arrived as a new ship in September 1936, survived the war, during which she served as a lifeline between New Zealand and the Pacific Islands. In 1968 she was sold to a Philippine Company "K. Shipping Corp" of Manila who renamed her 'Sultan K.L' and took her to Manila. She stranded on a reef in Manila during a typhoon just over a year later. She was salvaged by a Taiwanese ship breaker and was towed to Kaohsiung, where she was broken up in 1970.

She mainly carried general and chilled cargoes from New Zealand and returned with a full cargo of bananas and produce from the islands. While I was on her she called at Suva and Lautoka, Nukualofa and Apia, and at Lyttleton, Wellington and Auckland in New Zealand, each round voyage taking about a month. Several other ports could also be visited on certain voyages.

She carried 69 passengers and could also take up to 120 deck passengers between the islands. They lived on deck and frequently entertained us playing guitars and singing.

'Matua' is common in Polynesian languages and usually means 'kinship', but in New Zealand and around the islands she was popularly referred to as 'the banana boat'. She was a handsome and very popular ship.

We had the usual complement for a small passenger ship, but as the ship was never more than 600 nautical miles from land, we did not carry a doctor. The medical duties were carried out by the Second Mate and of course, with passengers as well as crew members on board, he encountered a variety of situations.

Her Majesty Queen Salote Tupou of Tonga, the 2 metre tall, fine looking woman, who brought Tonga to international attention when she attended the 1953 coronation of Queen Elizabeth II in London. During the procession, it began to rain and hoods were placed on the carriages in the procession. As Tongan custom dictates that one should not imitate the actions of the person they are honoring, she refused a hood and rode through the pouring rain in an open carriage, endearing herself to spectators. She preferred to travel between Tonga and New Zealand aboard the 'Matua' and passenger cabins were converted to accommodate her and her Lady in Waiting.

One afternoon on a voyage from Suva to Auckland the Master came on the bridge and advised the Second Mate to come to his dayroom at 1600, where the Lady-in-Waiting would also be present. Apparently the Queen had a medical problem, which was becoming the Second Mate's problem. He finished his watch and went to the Master's cabin to learn what he had to deal with. The master advised him to be discreet.

Having listened to the Lady-in-Waiting, the Second Mate went to the medical locker, collected the necessary instruments and then went to Queen's accommodation. The Lady-in-Waiting came to the door and ushered him in. The Queen greeted him warmly. She was lying on her bunk on her stomach, with a sheet covering her backside. A hole had been cut in the sheet, through which poked a rather nasty boil. This the Second Mate lanced, cleaned and dressed. Later the Queen was at the Captain's table for dinner, as if nothing had happened.

Discretion lasted a while but eventually it leaked out. The Second Mate enjoyed relating the tale of the 'Royal Boil'.

By Rod Short



Is the Relationship Between Students and their Institutions is an Analogue to the Law of the “Sales of Goods”?



There are at least five forms of relationships relevant to students and the institution. They consist of in loco parentis doctrine, constitutional relationship, contract relationship, student consumerism and fiduciary relationship. These are all legal theories and used to explain the relationship between students and their institutions; student's consumerism which is similar to the law of "sales of goods".

As per Law of Malaysia, Act 382, Sale of Goods, Act 1957, which apply to the states of Peninsular Malaysia, buyer means a person who buys or agrees to buy goods. Goods means every kind of moveable property other than actionable claims and money, and includes stock and shares, growing crops, grass and things attached to or forming part of the land which are agreed to be served before sale or under the contract of sale. Seller means a person who sells or agrees to sell goods.

A contract of sale of goods is a contract whereby the seller transfers or agrees to transfer the property in goods to the buyer for a price. There may be a contract of sale between one part owner and another. The sale of goods act applies to contracts for the sale of all types of goods such as commercial sales, private sales, wholesale, retail, new and second hand goods.

According to Shamsuri, "With the increasing number of students being above 18 years of age, most entrants to colleges and universities have full capacity to become contracting parties. They can sue and be sued in their own name. Institutions find it easier to make contracts with adults students without involving their parents".

A contract may be written or oral, expressed or implied. The institution's advertisement which normally appears in the local newspaper is an invitation to make an offer, and the applicant's application in response to that invitation is an offer. Once a student is accepted by the college, a contract exists based on an offer and acceptance.

According to Gibbs (1972), "The voluntary attendance of a student in such institutions is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behaviour reasonably imposed by the institution of choice relevant to its lawful mission, processes, and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law".

Three things are involved in the sales of goods that are the buyer, the seller and the product. The seller has the responsibility to give the best product and the buyer has the duty to pay. The buyer and the consumer have every right under the law. In this case the buyer is the student, the seller is the institution and the product is the education. As the buyer the students has lot of expectations and rights.

The students have legal status enforceable by law. The seller has the responsibility to give the best product and as consumer, the students are accredited to the following rights and the first one is the right to safety. One example of right to safety is to ensure the students have a safe environment. We should not place the students under unsafe condition.

For example if the floor of one of the university is slippery it might cause the student to slip and fall. The students might suffer shoulder dislocation or other injuries due to the hard impact on deck; roof ceiling which is about to fall also need to be attended too quickly; and food poisoning will cause stomach upset so galley staff must ensure that all food are well cooked. They must know how to manage, that is to divide the portion and cook instead of cooking all together.

According to Shamsuri, "Generally, consumers have several rights under the law, as consumers, students are accredited with these rights. The most commonly accepted right is safety. Students have the right to expect safety, physically and mentally. There must be reasonable care to guarantee their safety in the hostels, classrooms, library and anywhere in the campus. Reasonable steps must also be taken in guaranteeing that the courses taught are appropriate to the needs of the students without endangering their thinking".

Institutions authorities must ensure that they are always proactive and any slip, trip and fall hazard that are identified in the institution, are to be managed immediately and effectively in order to avoid untoward accident. The university should strive for zero incident and zero accident. This however will involve some cost but of course much less than if accident or incident happened and worst still if the university image gets tarnished.

Another right that the student has is the right to be informed, for example if the schedule of the classes that the student agreed to take has been changed; the student has a right to be informed regarding the changes. The lecturer needs to inform the students regarding the changes if any, if not it is better if he sticks to the earlier schedule provided. The student accepted to take the courses or module after checking the available date and no overlapping of classes. Due to some personnel problem if the lecturer wants to change the schedule, he or she needs to inform the students concern.

It happens at some universities where the minority of the students are not informed of the changes in class schedule because the lecturer only inform the class leader and the class leader forgot to cascade the information down.. As per these theories there is no question about majority or minority. All students are buyers and they need to be informed, irrespective whether they are minority or majority they have the right to be informed. Lecturers should inform the students as soon as possible if there is an opportunity available, as this will enable the student to plan his timetable properly. According to Shamsuri, "Institutions must not arbitrarily make changes simply for their convenience without considering the implication of the changes on the students".

In some cases the student only knows that his class, which is supposed to start at 0900 hours, has been shifted to 1400 hours, when he arrived at university at 0845 hours. This resulting in the student having to wait and cancelled his evening program that he had planned. The lecturers should be proactive to ensure that they create a conducive and effective learning environment. A lecturer needs to be knowledgeable and understanding about the students' problem too. It doesn't mean that if the students are early they will go to the library, most students are mature students and some might even return home and may not come back for the afternoon class because of disappointment.

Another right that the students have is the right to choose the course; the institution cannot force the student to take a particular course because it lacks students in that course. It is totally up to the student to decide which course he wishes to pursue. The university with the reference of the merit will give the letter of offer and it depends on the student whether to accept or not. Law of sale of goods is dependent on the matter of offer and acceptance.

As per the law of sale of goods the university cannot force the student to take the course that the university wants but let the decision of choosing the course to the student. Accordingly to Shamsuri, "Students must have the choice to make the final decisions. Institution cannot dictate to students the choice of

courses because the latter are at the liberty to make choices that fit them best”.

Lastly, as consumers, students have the right to be heard. For example, in the spirit of unity, if the students wish to celebrate Hari Raya, Chinese New Year, Christmas and Deepavali on the campus, their suggestion is to be taken into consideration. If they have something to say about the food and catering services on the campus, they should be given a chance to be heard.

Furthermore if the student requests the library hours to be extended during examination dates, the management should take this into consideration as the student request. As consumers the students have these rights. Also if the students wish to have some sports facilities for example, a football game to keep them healthy the management of the university should look into that.

If the classroom fans are not working and the students request that Student Affairs Department (SAD) get it fixed, the department should do something about it. They should not keep quiet and pretend nothing is wrong in order to control their budget. SAD staff should be well trained, normally the SAD in a university is so delicate that they require professionals with the right training.

According to Gordon (1971), “First, there is a great shift taking place in the law. Since the late 1920’s and early 1930’s the trend running through nearly all phases of law has been to uphold the rights of the individuals over the rights of society, the idea being that the government of our country has developed sufficiently for the society as a whole to be amply protected and now it is time to protect the rights of the individual”.

Bureaucracy policies of universities should not demotivate the students to suggest, as long their suggestion, is not contrary to the provision provided by the law, whichever is applicable to the university. According to Shamsuri, “Courts would most likely accept the proposition that attendance at a higher education institution is a privilege”. Attendance could constitutionally be extended or terminated on whatever conditions the institutions determines are in its and the students’ best interest”.

References

Shamsuri, S. (2013). Research methods for the social sciences. Selangor, Malaysia: DSS Publishing Enterprise.

McMillan, J.H. (2008). Educational research: Fundamental for the consumer. New Jersey: Pearson Education, Inc.

McMillan, J.H., & Wergin J.F. (2010). Understanding and evaluating educational research. New Jersey: Pearson Education, Inc.

Delpit L.A. (1992). Education in multicultural society: Our future’s greatest challenge. *Journal of negro education*, Vol. 61, No. 3, *Africentrism and Multiculturalism: Conflict or Consonance*. (Summer, 1992), pp. 237-249.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association.

Limanto S., & Tjandra E. (2011). Improving efficiency and effectiveness of consultation process between lecturers and students through an information system software based intranet. *Journal of Information System*, 7, 102-109.

Jezevska, M., Leszczynska, I., & Jaremin, B. (2006). Work related stress at sea self-estimation by maritime students and officers. *Journal of International Maritime Health*, 57, 1-4.

Astin, A.W. (1999). Student involvement: A development theory for higher education. *Journal of college students development*, 40, 518-529.

Young, D.P. (1971). Due process standards and guidelines for student discipline in higher education. *Journal of College Student Personnel*.

Dazmin, D. (2011). A qualitative study on logistics educational needs in Malaysian higher education institution: A perspective from logistics practitioners.

Hennessy, C., Adams, G., Mahon, E., Nixon, S., Pratt, A., & Williams, L. (2014). *Discovering inspiring teaching: immersive models of staff development*.

Gibbs, A. (1972). The student newspaper: Some legal considerations. *Journal of college student personnel*. Vol. 13, No. 4, 301-304.

Gordon, K.W. (1971). Due process: A swing toward student rights. *Journal of college student personnel*.

Shamsuri, S. Some theories on student-institutional relationship.

By

Capt Sivanandan Vivekanandan

Senior Lecturer, Malaysian Maritime Academy

Shared Hosting and Virtual Private Servers

Highlight

by
Iman Fiqrie

My highlight this week deals with hosting websites online. As training and development progresses and is impacted by emerging technology, the required digital literacy and skill set will continue to grow for us. One aspect of this is hosting training sites—one can’t avoid it. We may choose to ignore it, but we’ll still have to pay for it one way or another. As they say, the price of ignorance is quite high. For example, if one hosts their company site on a Shared Hosting site, eventually the site may become very large and popular and have to be moved to a Virtual Private Server (VPS) or Dedicated Server. Each of these options are quite different, has pluses and minuses and could be the difference between a good website and an

exceptional one. Some of these things the author learned the hard way.

I started out on a Shared Web Hosting Server from Godaddy. To be honest, a VPS would have been better, but it was unaffordable and required too much technical skill at the time to do it. The reason shared is not a great option is as the name implies—it’s shared by quite a few others and thus there are many, many restrictions as to what one can do. VPS and Dedicated have the ultimate rights, but Dedicated requires the purchase of a server and all that this means vice “owning” a virtual server or canister/slice of a commercial production server. One’s brand, reputation and future may depend on knowing the difference!



The maritime industry needs to spend more training dollars at the frontline if it is to meet the greater range of skills demanded by our modern work places, afloat and ashore. A rather bold statement but true as the course we sail. Yes, it's about shipboard officers our frontline managers and it's also about the shore based front liners, many of whom have transferred from the ship to shore into various positions that demand more than their technical knowledge and skills.

Harry Gale from the Nautical Institute posed a very searching question on LinkedIn recently. He referred to an article in the May 2016 Seaways where Capt Peter Maudsley queried

- whether Masters are required to be managers as well as practical mariners
- Are the managerial skills required for a billion-dollar ship so different from those required for a billion-dollar factory ashore?
- Or any other multimillion dollar organisation for that matter, that I personally ask?

The truth is that other industries and organisations in their efforts to improve continuously have been busy training front liners to ensure that their various succession management plans can become effective. Maritime as usual lags behind, why?

To some degree shore based personnel may get opportunities for further development but sea-going officers rarely, if ever. Why don't they get the continuing professional development, CPD, that so many organisations have for their executives and employees?

Mariners are restricted to training to attain or retain their Certificates of Competency and support certifications. There are the never ending deafening sounds of complaints from major industry players that the ship-board officers are not skilful or competent enough, in particular soft skills. In recent times, there is the mad rush to ensure that Leadership and Management courses are patched or bolted onto the STCW at operational and management levels. To top the issue, most mariners have to pay for their own development and are penalised to do this during their off swings or leave periods.

It is a worrying thought. Are our present day maritime leaders under learned/educated, under trained, under informed or just don't care? Many have worked hard and studied privately to reach their current heights but did they learn enough to lead or manage effectively in an ever discerning industry that have little regard for the professional mariner except in technical aspects. Where and what are the benchmarks? There is no doubt that in most industries, the money that is spent on leadership training is skewed to those in the most senior roles, such as directors and chief executives, compared to work place managers or front line leaders like Masters/Mates and Chief/2nd Engineers. Some will argue that the mariner is best confined to ship-technical matters and leave the business of shipping to others?

I am happy to note that the Nautical Institute and the IMAREST are starting to do something about it. CPD is not new so why the lethargy for seafarers by their employers?

Competency based approach to leadership training is one of the best ways to provide leadership and management skills. Major universities across the world have adopted this methodology for

management and leadership courses at post graduate level for business and educational qualifications. Competency based learning process and the transfer of the mastery is a favoured methodology. Figure 1 shows the sequential development of competence for leadership and succession applications. This is the methodology that the STCW convention compels but perhaps not fully comprehended by many MET training providers. Hence the reason perhaps why it has been so difficult to incorporate into standard training delivery the competency based learning approach. For the purpose of this article, I have deliberately brought leadership and management together as an integral partnership, similar to the Ying and Yang. Can one exist without the other? A never ending debate but nonetheless an imperative combination for the Master and his/her officers on the ship.

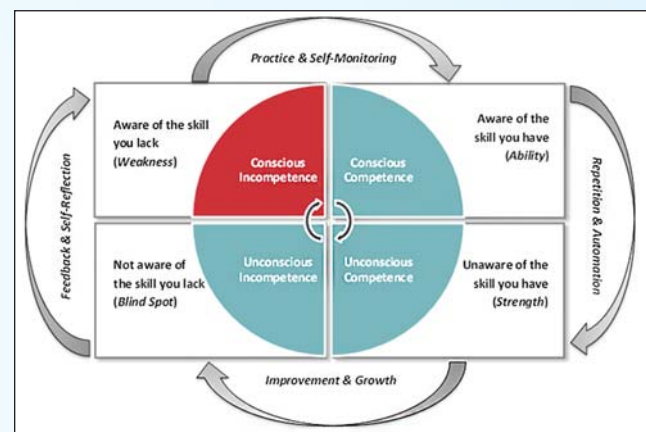


Figure 1 - Leadership & Succession application (source: HR DI 2005)

There has not been any research conducted in recent times to study the state of the maritime industry. McKinsey in their recent report suggests that to keep pace with projected growth, the world needs to invest USD\$3.3 trillion in economic infrastructure annually through 2030. Maritime ports are expected to contribute 0.9% in aggregate. Cargo carrying ships last known stands at about 55,000 out of 104,304 merchant ships (UNCTAD review 2011). To date number of new buildings add nearly approximately 4000 ships. The same review suggested 1.5 million seafarers at work. Not a very impressive figure when you work out how much revenue is churned out, and what the ratio might be in productivity. Many questions must be asked. It would not be surprising if the following gaps exist in one form or another, namely,

1. Many ships are underperforming
2. Most shipboard managers (masters and officers) do not get the basics of leadership and management right
3. There is no innovation on board ships and many shipping organisations, If the collapse of NOL (Neptune) can be taken as an example
4. Maritime leaders are not well trained for the job
5. Shipping companies and maritime organisations under-invest in leadership/frontliners
6. Leadership and management training in maritime, if at all does not cover financial management, social and cultural

diversity and intercultural competence. The IMO model course for instructors 6.09 reflects this dismal discrepancy. Teachers are leaders and managers at the coal-face surely? And one of the dimensions of competence include economic operations ability.

7. Many senior leaders do not draw on strategic business and management advice in making decisions about the future. Is there such an opportunity for seagoing officers to even participate?



Figure 2 - Newbuilding have slowed down due to downturn in shipping

Some Basic Competences in Leadership and Management

The STCW does not provide endorsed competences. A rather “Band-Aid” approach at this time has been initiated. The rush to provide endorsed training will need to address at least the following:

Core and elective competences at front line, middle management (identified from the Australian VET for certificate level 4), may be delivered as follows:

- Agreed skills-set to be delivered and transferred to candidates appearing for the CoC for OOW. For example,
 - Communicate effectively as a workplace leader
 - Develop teams and individuals
 - Lead effective workplace relationships
 - Lead team effectiveness
 - Show leadership in the workplace
 - Implement continuous improvement

Note: GlobalMET is in a position to provide training workshops in the above skills set.

- Later in their career other skills-set should be provided as continuing professional development, CPD. Higher levels are available for formal training at Diploma, Advanced Diploma and Post Graduate Diploma level for those pursuing higher management positions in their career.
 - Implement operational plan
 - Report on financial activity

- Promote innovation in a team environment
- Lead a diverse workforce
- Build client relationships and business networks
- Identify risk and apply risk management processes
- Implement and monitor WHS policies, procedures and programs to meet legislative requirements
- Develop work priorities
- Mentor in the workplace
- Lead and facilitate off-site staff
- Apply digital solutions to work processes

The competencies can be juggled around, delivered either holistically or individually for maximum benefit depending on users’ and/or company’s priorities.

Note: Many Masters and senior officers are already practising some of the above, many without formal training. Experiential learning with evidence can be credited by Recognition of Prior Learning (RPL), a formal assessment tool in competency based learning methodology. Higher and wider application - competency levels are available for formal training at Diploma, Advanced Diploma and Post Graduate Diploma level for those pursuing higher management positions in their career.

I am of the considered opinion that all cadets should have leadership and management development & training at OOW level whilst pursuing their presea training ashore. Too often much time is wasted reteaching candidates academic high school stuff instead of applied knowledge and skills for the competences. All officer cadet candidates in naval academies are provided leadership and management development and training as core competencies. Why don’t merchant ship officers who are being displaced by non-seagoing managers, be prepared for higher positions ashore?

The writer appeals to readers to give this some thought and perhaps pen what you think and what could be done to lift the leadership and management skills; prepare the seagoing officers to lead and manage the maritime industry caught in a rapidly changing world.

Further Reading

Certificate IV in Leadership & Management 2015 (Australian Training Package)

Global Shipping – a dynamic market. Global Shipping & World Ocean Review 2016

International Shipping Facts and Figures – Information resources on Trade, Safety, Security, Environment. IMO 2012

NI Seaways May 2016

Teo. R (2016) Untangling the Competence Dilemma, GlobalMET Newsletter 55, 2016

Walters K (2016) Investing in Leaders, Company Director July 2016

By Capt. Richard Teo
FNI FCILT MAICD



IMO Secretary General, his Excellency, Mr. Kitack Lim's visit to Malaysian Maritime Academy: Priorities, Capacity Building and the Human Element



On 10 Aug., 16, His Excellency, IMO Secretary General, Mr. Kitack Lim, came to Malaysian Maritime Academy (MMA) for a visit here in Melaka, Malaysia. We were obviously honoured to have him and tried to make the most of his visit by giving him the grand tour with lots of demonstrations. I'm told he clapped and broke a smile during the big fire demonstration.

After the tour and demos, His Excellency, went to the auditorium, Polaris Hall, for a discussion, question and answer period. It was interesting for him to point out that in his career, he had never really thought that he would actually someday become the IMO Secretary General. To begin with, he emphasized that maybe there are some things that may help contribute to success in general—emphasizing of course that not all of these were his ideas, just what he thinks:

- Health is very important for success, try and stay healthy
- Passion is also very important, without it one may find it difficult to be successful
- Knowledge, i.e., competency is very important for success
- Human relations with people is important for success
- Strength or strategies; where you are now and where you are going, you must know in order to be successful.

His Excellency also emphasized that we will be joining shipping and that shipping is an important part of International Logistics. That without shipping, there would be no real trade and this is important for both the economy and world trade. And, also that this means that the human factor is very important. For example, working on board-- the human factor includes:

- Conditions onboard
- Port facilities
- Our safety, think of our family—so we have to be safe.

His Excellency, then took and answered a few questions:

Question #1. His Excellency, what is your opinion on progress of the rest hour periods onboard ship?

His Excellency reminded us that there is a convention for this, the MLC (Maritime Labor Convention) that is well established, how effective it is has to do with the human element. He also

pointed out that the IMO used to have collaboration with the ILO (International Labor Organization), but not so much now. We must take from the heart this human element and have fair treatment. He also mentioned something called ICCD; Effective Implementation, Capacity building, Communication and Data as the majority of these issues are caused by the human element.

In between questions, His Excellency, mentioned that Polar Navigation or Polar Code was mandatory, there's lots of equipment and technology involved. Again, the human element is still a factor.

Question #2. His Excellency, what is your opinion about safety and terrorism, what's the IMO's role?

His Excellency, said we've suffered from security threats, especially in South East Asia (SEA), Gulf of Aden (GOA) and areas off the West Coast of Africa (WCA). In the GOA, we've made progress and have good communication; Off the WCA, there are mechanisms that are progressing; and in SEA, there have been some concerns. There are some initiatives that include the private sector.

Along these same lines on the question of security, there must be close relations with reference to Cyber Security, last May some guidelines were adopted. In Port Authorities, this is a good place to look at Cyber Security which is becoming more of an issue.

As to the question of security, vessels are carrying more dangerous cargoes, we also have to look at passenger ships to try and avoid possible attacks.

Question #3. His Excellency, what is the IMO's plan for ensuring short and long term communications?

His Excellency, said the STCW is based on proper communication. We've recently had good cooperation and training with Korea in Busan. The IMO is promoting communication, but in order to promote this—it costs money, there are budgeting constraints. Capacity building is important. So, communication in that regard and securing budgets.

His Excellency mentioned that ALAM was a very good example of this, excellent. ALAM has good facilities, a learning environment with bright students and passionate faculty. The students seem ambitious and keen. It's a very good world class Maritime Education and Training (MET). Not many institutions also have a Rating program, it's very impressive.

Lastly, during the discussion, His Excellency, said that he would always try and be a good friend and that if we were ever in London, please pay him a visit.

By **Iman Fiqrie Bin Muhammad** (LCDR, USN ret)
Lecturer, Malaysian Maritime Academy

MAAP Simulator Integration Program: a Tool for Excellence



With the maritime industry maintaining its globally competitive status in both foreign and local sectors, it is not just for all maritime academic institutions to produce graduates who are at par with the requirements of every shipping company and could best other maritime institutions around the world.

The Maritime Academy of Asia and the Pacific or MAAP is a world-class maritime academy; hence, it is equipped with up to date facilities in compliance with the requirements of the Standards of Training, Certification and Watch-keeping for Seafarers (STCW). Strides are being made in the realm of education to produce the quality of cadets mentioned by the Academy's mission. The Academy's faculty is packed with stellar educators and maritime instructors who are masters in their own line of profession and field. Knowing that experience is the best tool in teaching, MAAP didn't stop there. It provided its cadets with state-of-the-art simulators for them to have a clearer mind set of what they have studied in their courses.

With this, MAAP's Department of Academics, led by the Dean, C/M Renante A. Garcia, together with MAAP Simulator Center (MSC) Director, C/E Alfredo Firme, successfully initiated the Integrated Simulator Training last July 10-12, 2015. Its objective is to make the midshipmen aware of their job onboard and be able to apply what they have learned. These exercises, conducted beyond academic hours for practical reason, intend to gauge the knowledge of deck and engine cadets on the application of the theoretical information they have acquired in their respective academic instructions.

During their tour of duty, the deck midshipmen prepare a passage plan, take the fix position by all available means, correct compass error, record in the logbook, observe watchkeeping duties as per STCW Part A Chapter VIII section A-VIII/2, handle and maneuver the ship and apply collision avoidance, make safety rounds and anchoring.



For engine midshipmen, they perform watchkeeping that includes taking over/handing over of the watch, record keeping, monitoring of equipment (routine), responding to alarms, and troubleshooting.



The contributions of simulation exercises to the academic inculcation of the cadets are inestimable and convey many advantages to them. Firstly, the cadets will understand wholly the fundamental operation and usage of the equipment in either the bridge or the engine room control. Knowing the

functionality of such equipment, the cadets can fully practice convenient usage of the said equipment either through the guidance of the faculty-in-charge or through discovery by practicing fundamental principles in such simulator.

Also, simulators train MAAP cadets to evaluate circumstances under a controlled environment where they are to respond to different conditions. This setup immerses the cadets to a wide variety of terrains, situations and scenarios that are manipulated by their instructors. These different circumstances are scenarios that may be faced by the cadets in an actual voyage in the high seas. With this, it makes the cadets securely confident and used to situations where difficulty may arise due to pressures in the environment, nature and any other external forces. These simulator exercises will make the cadets more confident to face the challenges of a future merchant marine officer.

Simulator integration allows the cadets who have not gone to shipboard training to experience the routine onboard. Watch schedules are being arranged on a weekend from 1800H Friday to 1200H Sunday and are comprised of three teams for both Deck and Engine. First class midshipmen act as Captains and underclassmen play other specific roles like Officer of the Watch, helmsman and lookout for deck. For engine department, first class midshipmen act as the Chief Engineer while underclassmen play the other engineer roles. This allows the first class midshipmen to practice their leadership and at the same time raise the situational awareness of the underclass men in such environment.

Exercises are designed to include departure in port with undocking, and dropping off pilot until Start of Sea Passage. For arrival in port, bridge teams start from channelling until dropping anchor. Also, outward communication with port controls, pilots, etc. is being practiced. MAAP deck and engine simulators have features so they can be integrated with each other, thus, communication and interaction between Bridge team and Engine Room team during maneuvering, which is one of the critical operations onboard, is also enhanced.

The usage of these simulators brings the cadets to a virtual environment where they can improve their skills without the consequences of failing the operation. With such, the cadets can think and evaluate clearly the situation where they are in. This addresses the issue of human error usually occurring due to the unfamiliarity of the officer with the situation. That is why simulators give MAAP cadets a huge leap in preparation for their maritime career due to the fact that they are practiced to adapt to such situations that they may eventually face onboard their vessels in the future. As such, these cadets are honed to react confidently under pressure and stress.

Also, MAAP has this simulator that sits on top of a hydraulic lift system that reacts to the user inputs and events. When the cadet steers the vessel, the module turns and tilts accordingly to provide realistic feedback. Also, if the instructor designs the exercise to be a rough ride, the simulator adjusts to such instructions and makes the bridge roll heavily. With this, cadets are able to build themselves with the situation in order for them to react in the best way possible.

Also, these simulators pave the way for cadets to try things that they could never try in the actual setting on their vessels. It gives the cadets leeway to learn more strategies in manoeuvring the ship, in ballasting the ship or in any simulation therein.

In fact, cadets and even instructors who are running the exercises have a positive feedback on the said integration program. After the debriefing, they are given feedback forms so they can write comments and suggestions as to how the said program can be improved.

"The simulator exercise is very helpful to us first class men as it recalls our time during our shipboard training. The integrated training exercise helps us impart our experience to our underclass about what we did during our shipboard training and also what to teach them about daily routine work," said one first class midshipman in his feedback form.

The most important reasons on using simulators prior to shipboard training or prior to the cadets' graduation are the reduction of mistakes due the reaction of the cadets to situational events, the safety of the cadet in performing such, and the gain of confidence with the kind of situation they are in.

A second class midshipman, someone who has not gone onboard yet, was also fascinated. He said, *"During the simulation in departure and arrival, I felt like it is the actual scenario. It is good to experience these situations because departure and arrival situations are very critical on board the ship. I was able to perform the exercise well as the First Assistant Engineer with the assistance of our team."*

By the same token, virtual driving simulations on air craft are used to train pilots on the basics before allowing them to operate the real deal. Same thing holds true for the cadets here in MAAP, they first learn the theoretical side of the matter. By then, they apply it to these simulators for them to analyze and dig deeper to the concept of such operation and eventually, master and confidently operate the equipment.

"Our bridge team encountered problems and (equipment) malfunctions. Our instructors taught us the things we should know once trouble happens during our duty. This program helps us to be more aware of the situation that we will encounter once we are on duty on board," said one third class midshipman.



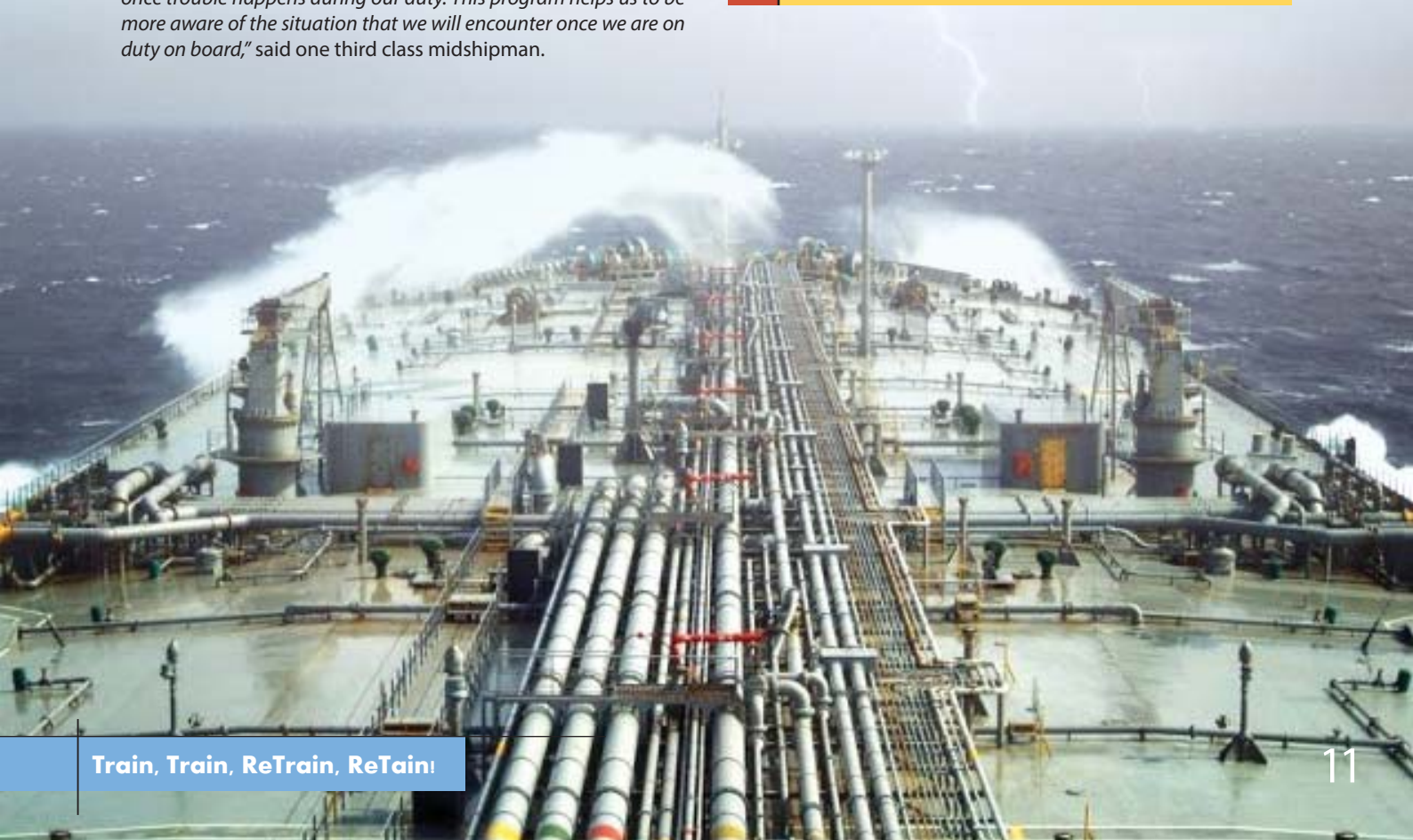
Also, this program promotes camaraderie between cadets. As one fourth class man says, *"During the integration, I enjoyed working with my seniors, and knowing and learning what really happens inside the engine room. Also, I was able to execute synchronizing diesel generators and operating and acknowledging the alarm system."*

MAAP longs to continue and innovate the integrated simulator training. According to Capt. Philip Caesar Cruz, MSC Acting Assistant Director, aside from using ECDIS, MSC ordered new charts and created new exercises. And hopefully, there will be a new vessel type for the integration in addition to the current vessel type which is VLCC, and a 3D Walk Through simulator for engine, wherein a user can virtually control a character with the use of joystick and keyboard, will be launched.

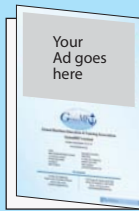
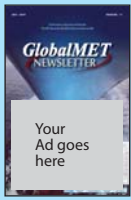
While it is undeniably true that the simulator integration program benefits the cadets, concrete and reliable evidences are needed; hence, researches are being conducted to document the usability, effectiveness and relevance of the equipment and the exercises facilitated in the simulator.

Through its world-class simulators and effective programs to maximize usage, MAAP will surely and continually produce merchant marine officers and engineers who are at par with the world's best.

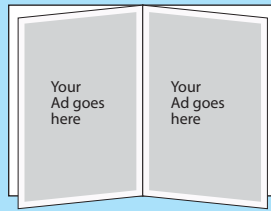
By **2/M Jeric Bacasdoon**
MAAP trainer



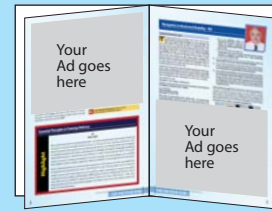
Advertise in the GlobalMET Newsletter & General Memos



Half front or
back page
\$ 750



Full inside
page
\$ 500



Half inside
page
\$ 250

GlobalMET Newsletter
is widely circulated.

Visit: <http://globalmet.org/>
for complete membership list.

Contact:
secretariat@globalmet.org

SPECIAL 50% DISCOUNT FOR GlobalMET MEMBERS



Global Maritime Education & Training Association

GlobalMET Limited

Australian Company Number 103 233 754

www.globalmet.org

Chair:
Capt Pradeep Chawla
Anglo-Eastern Univan Ship Management
23/F, 248 Queen's Road East
Wanchai, Hong Kong

Executive Secretary:
Capt Richard Teo
P O Box 106, Burnie 7320
Tasmania, Australia
richteo@gmail.com

Secretariat

1070 Tower B1 Spaze I-Tech Prak
Sector 49 Gurugram 122002 India
Tel 91 124 45525 56/57
secretariat@globalmet.org