

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.

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# Editorial

**M**aritime Education & Training (MET), beyond STCW and the 21<sup>st</sup> Century is an ongoing discussion. Although there is growing concern, MET continues to be industry's apparent orphan. Although a reluctant spend MET is needed to keep ships running. Industry feeds this child ensuring life but that there is little or no pedigree, save a few regulations generated through IMO to ensure some formality in member countries. Some of these countries offer little or no directions for maritime workers. Their seafarers often drift along muddy pathways hoping to attain a secure and definitive position in this great shipping world. There are swirling muddy waters in many supplier countries, promoting careers at sea. Seemingly, they are working towards lucrative careers, but with little or no directions. Many hope to secure a job, any job, after 4 years of study and internship. I have met and spoken to many working as stewards or deckhands.

MET practitioners drift around Academic and Professional/Technical/Vocational Education methodologies and philosophies. MET lies somewhere between the domains with each tugging the other into their spaces. The Administrations rely on these providers to be the pillars and framework of the MET movement. One only needs to move around the exhibitors in the various maritime conferences and see the many versions and applications of MET. Listening to some of the proponents often add to the misinterpretations of MET.

GlobalMET has a very important role of providing members and hopefully the whole of industry the focus and direction for MET. Despite the shortcomings in its present form and trim the MET industry is expected to provide the foundations to operate, nurture and progress the training and educational needs for the maritime industry.

We could begin perhaps by acknowledging and acting on the following:

- Bring about change that unifies standards-based curriculum/learning programmes (not subject based syllabus) for attaining performance standards with agreed assessment methodologies, tools and rubrics. STCW in its present form does not. Similarly, many institutions also do not.
- Re-determine the role of MET, its identity, purposes for commercial and regulatory destinations.
- Re-define Flag Administration and establish future goals and roles. How will IMO be related?

- Re-determine the industry's work force (labour management plans & strategies), its skills, knowledge and praxis for qualifications to maintain a viable, efficient and economic maritime industry workforce.

This Issue has a further instalment from Rod Short on Pedra Branca. A rather exciting episode. Co-incidentally I was at the famous Lizards Lighthouse (now declared heritage by Trinity House) today and writing this editorial at the Black Swan Inn a short distance away. We all remember the Navigation exercises based on traditional navigation practice, in the English Channel and surroundings, which brings us to the articles in this issue. Both Richard Teo and Capt Hamzah urge modernisation of the curriculum, learning, teaching and assessment methodologies for the future. Iman Fiqrie advises that Strategic leadership, knowledge and talent development in organisations must be addressed and are vital for progress. These messages are very relevant to our changing industry. I could not help thinking about how autonomous ships would round the corner at Pedra Branca and Lizards, both guarding very busy shipping lanes. This activity will be without OOWs, performing chartwork and fixing positions of their ships.

**ED Note** – we are looking at making the newsletter more than just MET stuff. Readers and members please send in your thoughts and ideas.

Notes, letters, annotations and comments from members and their staff are most welcome. All are urged to send in their scribbles and etchings. These will of course be vetted and edited before inclusion. Certain ethics conditions are attached to inclusions.

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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 Friday of each month. Publication usually will be in the 3<sup>rd</sup> 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.

## Megatrends in Education, Business & Industry, and Public Administration in the 21<sup>st</sup> Century and Beyond



What is the state of maritime education, training and the furtherance of the maritime industry professional in business, industry and public administration in the 21<sup>st</sup> century and beyond?

This very important question was posted by the Royal Institution on the 9<sup>th</sup> of June 2018, at their 12<sup>th</sup> Global Congress in Singapore.

This call rings loud and clear from many maritime colleagues and fellow mariners, of the past, present and the future. We must bring ourselves forward and change our mindsets and culture blocks. We must move away from the ailing way in which we do things and ensure that all our new generation of aspirants are not only job ready but fully competent to perform in the expected capacity on graduation from all pathway levels of entry, exit and re-entry of the profession. They must in time, be professionally competent to perform as excellent executives, commanders, leaderful officers, business people, teachers, trainers, mentors, managers, in order to transfer with added value their knowledge, skills and professionalism (behaviour & attitudes) to each other and the next generation.

The sphere of influence on mariners and those who drive industry has had differing priorities and in today's context has become somewhat fragmented with diminished or lesser positive directions.

### Introduction

At an initial meeting of some of the region's finest maritime minds in Manila, April 21, 2016, I delivered a keynote address to the Nautical Institute members and stakeholders. This identified some critical challenges facing Maritime Education, Training (MET) and Certification of professional mariners in the 21<sup>st</sup> Century and beyond. Earlier in 2012, GlobalMET an international association of maritime education and training institutions initiated through the Asian Development Bank, a detailed study (Fisher Report 2013) that identified the gaps and shortfalls in MET.

Historically MET became a global concern as vessel incidents, casualties and losses after WW2, questioned the competence of professional seafarers, now no longer specific to home country rules and praxis. Significantly, the global mariner was finally a recognised icon.

In 1948, the Inter-Governmental Maritime Consultative Committee (IMCO) was established at Geneva. Later the 1978 Convention for Seafarers Training and Certification was promulgated. This was a simple framework that called for uniform maritime educational curriculum to be monitored, maintained and regulated by regulatory administrations for the respective maritime member states of the United Nations. The STCW or standards for training, certification for watchkeeping became the benchmark across the world. At last there appeared to be agreed standards. In 1982 IMCO became the International Maritime Organisation, IMO.

In 1995, the 1978 convention was amended and again in 2010. The cog wheels of the maritime industry are not well maintained and despite many milestones accomplished, the education, training and certification processes lagged industry's and across borders demands. In a very short time the maritime and shipping industry will move into another sphere of operations

that will be vastly different from what we did before, now and likely tomorrow. Autonomous ships and their operations at sea, in ports and in between are realities that all of us must get prepared for, operationally and staff-ready for all the roles that we have taken for granted. Shipping is not confined to just ships. The mariner must be fully capable of transferring his/her knowledge and skills across borders in the multimodal logistical sophistication that go beyond cargo operations, seamanship, engineering and navigation.

### Innovations

In a new Korn Ferry (2018) study, recently that includes a sweeping country-by-country analysis, the biggest issue isn't that robots are taking all the jobs—it's that there aren't enough humans to take them. Indeed, the study finds that by 2030, there will be a global human talent shortage of more than 85 million people, or roughly equivalent to the population of Germany. Left unchecked, in 2030 that talent shortage could result in about \$8.5 trillion in unrealized annual revenues. **What then are the maritime industry's concerns?**

The savviest organizations are taking on the onus of training talent themselves, increasing their hiring of people straight out of school, says Jean-Marc Laouchez, President of the Korn Ferry Institute. These firms are also trying to instil a culture of continuous learning and training. "Constant learning—driven by both workers and organizations—will be central to the future of work, extending far beyond the traditional definition of learning and development," he says. **Again, what are the maritime industry's concerns? DO they have any strategies planned?** The autonomous ship is almost upon us already!

The world of corporate learning is undergoing the most radical transformation in a generation. The impact of new technologies (Artificial Intelligence- AI, machine learning, collaboration, etc.), the onset of the Fourth Industrial Revolution (digitization, robotics, and cyber-physical systems) and sweeping demographic changes (the gig economy and the rise of millennials) are placing a new set of demands on learning professionals.

These changes provide an opportunity for the learning department to reinvent itself and establish a new strategic position inside of their organizations. **What should such a roadmap for change look like?** How will maritime leaders address this roadmap?

As Jean-Baptiste Alphonse Karr prophetically stated in 1849, "The more that changes, the more things stay the same." In learning, this could not be truer. Ever since the emergence of e-learning and learning management systems (LMS) in the 1990s, there has been no shortage of technology at our disposal.

However, whereas we previously focused on the tools – which resulted in a lack of engagement and strategic impact – we have the opportunity today to focus on the ultimate outcome: the **employee experience**. Just as we use consumer-centric apps like Netflix for our entertainment, Airbnb for our lodgings, and Uber for our transportation, we need the learning we deliver to be as easy and as intuitive to use as these on-demand services.

Rather than a focus on buzz phrases such as “data-driven learning” or “microlearning,” we should focus on the learner experience. This means a very fundamental switch from “instructional design” to “experience design.” You must be experts in, and champions of, service design thinking. You should obsess about your learner’s journey and produce learning that is simple and easy in the flow of work.

A basic tenet of good design is that form follows function. In the exact same way, the technology, content and learning programs you select should follow from the employee-centric learner journeys and experiences a result, the LMSs we built tended to be very hard to use; they were admin-centric and not learner-centric. They now often contain thousands of courses (many outdated and irrelevant), and most employees justifiably find them of limited value. Maritime Education and training is deluged with LMSs. Some are quite useless and just pretty toys.

If the past belonged to LMSs, the future belongs to learning experience platforms, LEP. May I suggest, please, you start planning now and watch your strategic impact grow.

This does not imply that classroom-based learning is also going away. Facilitator-led events and activities play a very important role, but almost inevitably as part of a broader mixed program that leads to competency-based delivery and assessments. I try not to use the word “instructor” as it connotes teacher-centric delivery. It is non-adult learning and discourages the learner’s ability to encode and decode in contextualising the learning materials and activities during all learning events that must lead to the right actions and behaviour taken in daily work tasks and activities.

Josh Bersin at Korn Ferry calls these types of programs “macrolearning” (as a very explicit contrast to microlearning, which serves a very different purpose and solves very different problems). He goes on to say that while we used to call these programs “courses,” in the context of digital learning, they are simply “macro” in size and should be designed for use in special ways.

Despite the influx of so many exciting technologies, training initiatives will inevitably be a combination of macrolearning and microlearning. This is no different than how we have approached things in the past, but with a very important difference. We must let the programs, including the content and tools, be driven by both the learner journeys we need to support and the employee experiences we need to deliver. Heutagogy, i.e. media and its tools have entered the sphere of learning and doing in a very involved way.

## Conclusions

In conclusion, MET needs to be taken to the next level of strategic leadership to attain job ready and competent seafarers and maritime personnel at all levels. We need to address immediately several critical areas. These are,

**Re identify optimum knowledge, skills and attitudes** and classify them into categories of standard competence(s) that form the desired qualification. Each maritime state must establish their national qualification framework to add value to the STCW convention, that is swiftly reaching its “use by date”. Articulation between professional and academic qualifications must become top priority to ensure that career mobility pathways are enhanced. Learning, teaching and praxis must take on fresh approaches and depart from traditional lessons in classrooms, lecturing and instructing to non – participating, bored learners.

**Mindsets and comfort zones** – Despite efforts to modernise learning and doing methodologies, many institutions fall back on subject based learning with tendencies to practise rote to regurgitate all out at onerous examinations that do not prove or provide evidence of attaining competence(s).

All curriculum must therefore be performance based and measured against the bench marks i.e. standards of competence, Assessments must be criterion based following rules of assessments that provide evidence of attainment, not examination marks to determine fail/pass. No candidate can substitute professional capability demonstrable by evidence with scores or marks. Every performance criteria must be met in full. 60% or 70% scores indicate an insufficiency of knowledge, skills and correct attitudinal behaviour in performance.

**Andragogy vs Pedagogy** – Professional learning and doing is adult learning when learners take over, are self-directed and manage their learning. With digital innovations, andragogy and heutagogy will replace the traditional pedagogy. Teaching staff must become competent in transferring standards of competence, across to ensure that evidence of attainment of professional competence and performance are displayed and demonstrated as standard praxis.

**Learning Environments and Spaces** – these spaces are critical in transferring the required knowledge, skills and work attitudes. It cannot be done in class rooms without full participation by the learners. The expert must become facilitators of these dimensions of learning and doing. Technical skills and knowledge, alone in their professions are not enough if the transferring of all that is not done fully and correctly.

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# The Leadership Imperative: Strategic Thinking and Talent Development



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## Introduction to the Leadership Imperative

The Great Recession of 2007-09, as some have called it, is arguably one of the most trying and devastating periods in modern times. In context, it was, however, only one of several such great recessions or depressions in modern times. None-the-less, the world is still feeling its effects making businesses rethink their business strategy and its execution. It's in the mind of executives and leaders and has taken many businesses out of their game and thus a loss of competitive advantage and the execution of their strategic objectives; loss of talent, focus, planning and execution as well as retrenchment and layoffs.

What to do now? In times like these when there is more than a bit of chaos and confusion, leadership is imperative, required and what's needed to rally the organization, point the way and execute the strategic objectives in the face of turbulence and head winds. The problem isn't going to go away, in fact, it may get worse. That's why it's more imperative for leaders to have a solid foundational strategic thinking process (small tight group of 2 or 3) so that strategic development and management at the executive steering group and committee level can focus on formulating, planning, coordinating and executing the strategic objectives; mid-management coordinative strategies; and operational strategies, tactics and budgets at the first line manager level.

## Background and How We Got Here

According to Cappelli (2008), most of us tend to believe that our current predicament and perspective on world events and most things modern man does is the right perspective, history is of little consequence because we know best. However, as Cappelli (2008) points out a historical view of talent management (TM), and by interpolation the strategic talent management of today, shows we have forgotten the lessons of the past.

Many of the innovations we seek in TM today to help execute the strategic objectives were common place in the 1950s (forecasting, succession planning and 360 assessments) and have since eroded due to the uncertainties, recessions,

restructuring and lay-offs of the 1970s and 80s. Albeit the 1950s TM was inward looking, the 60s and 70s turning outward due to legislation, regulation and recession. This followed a period of outside hiring practices in the 1990s of the pool of laid off workers from the 80s, which included mid-level executives and TM executives who were thought to have caused the bloat in the first place. The 90s also brought global expansion and required integration of internal and external strategies. The competencies of TM had not only been eroded but most attempts at it retained outdated forecasting models, seven-year projections into uncertainty. Traditional no lay-off policies for white collar workers from the original 1950s models, outdated forecasting models from that same period and executive bloat continued.

Through the 1990s and longest period of growth, the easiest and less costly thing to do was to hire from the excess pool of executives until that dried up and thus came aggressive recruitment tactics like taking talent away from other companies. Talent management as it once was non-existent, lacked access to communication with executive management and was otherwise ineffective, causing loss of trust in Human Resources (HR) as a strategic partner, budget cuts, and loss of talent to help drive the business objectives. Culminating of course with what some have called the most disastrous decade in modern times in the 2000s as mentioned above.

Thus, organizations are now in a period where leadership with strategic thinking, follow through and execution of the strategic objectives are needed more than ever before; leaders lead and managers manage! Accountability and alignment are at a premium.

## Anatomy of a Strategic Imperative and Leadership

One of the important tasks of managers is to plan, set the key objectives and goals for the coming year. According to The Clemmer Group (2018), the problem is, after they're set, like many New Year's resolutions they're not followed up on, executed that well or not at all (The Clemmer Group, 2018).

"A Strategic Imperative is an initiative, key project, or major objective that is high leverage and systemic (strategic) and a must-do (imperative) over the next 6 – 12 months to significantly move a team/organization toward its vision and desired culture" (The Clemmer Group, 2018, p. 1).

The use of Strategic Imperative Teams (SIT) can help ensure that organizational imperatives stay in play, followed up on and executed to support the strategic objectives of the organization. The suggested composition of the team is (1) an Executive sponsor/owner, (2) a Team leader, (3) Team members, (4) Team mandate and charter, and (5) Timelines and milestones (The Clemmer Group, 2018).

After approval and setup of the SIT by the executive oversight committee, they must go about formulating a plan of action, milestones and executing it, Figure 1 refers.



**Figure 1 - Strategic Imperative Flow (The Clemmer Group, 2018).**

**Leadership Imperative, Strategic Thinking and Talent Development**

Leadership without purpose and an aim is a meandering endeavor fraught with stress, chaos, and underperformance. Profoundly then, "...the consciousness with which a business operates is a direct function of the consciousness of its leader. A leader whose consciousness is rooted in fear, scarcity, and survival will create an organization that is all about those qualities" (Blanchard & Broadwell, 2018, Chapter 3). This is the leadership imperative, the high level aim—to move the organization towards achieving its strategic objectives.

According to Silzer, R., & Dowell, B. E. (2009), "The process of aligning HR strategies with business strategies can be complex..." (Chapter 1). TM must find its way back under HR, have a seat at the leadership table as talent is now considered the most critical driver of competitive advantage and driving the execution of the business strategy, e.g., executive leadership (Silzer, R., & Dowell, B. E., 2009); in the 1960s it was engineering, in the 90s executives and leaders and today—talent placed strategically in times of tight budgets.

**Concluding Thoughts**

Leaders must provide the 10,000-foot view, strategic thinking and ensure execution of the strategic objectives; management and steering committees convert this strategic thought by formulating, planning, coordinating and executing it in the form of strategic development, management and objectives; and line managers must execute the operating goals, objectives and tactics. Culture as a necessary and sufficient variable is not discussed here. Leaders, executives and managers must also have the systems view, situational awareness, synergy, focus of effort and execution—in essence, the leadership imperative in the organization is to execute the strategic objectives leading to a competitive advantage, desired results and sustainability.

Thanks for reading and I look forward to your comments and thoughts; imanfiqrie@alam.edu.my

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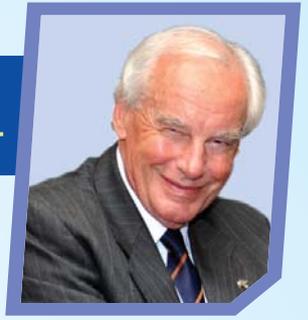
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## "First Pharos of the Eastern Seas" – Part II



**O**n closing with the rock we found the surf to be very heavy. We therefore anchored outside and one of the crew of the cutter, who was of the Orang Lout tribe (men of the sea) and an expert swimmer, tied a line around his waist and swam for the shore. On two or three occasions he was immersed under the breakers for a considerable time, but effected a landing on a shelving rock with only a few bruises. I may mention that he was only a lad of 19 years of age and had formerly composed part of the crew of a piratical boat that was taken by the late Captain Congalton in the vicinity of Pingang, being at the time under 12 years of age, his youth saved him from the gallows, to which his elder fellows were sentence, and Captain Congalton, who formerly commanded the steamer "Hooghly", to save the boy from reverting to bad habits, took him under his care and brought him on board his vessel."

*From JT Thomson's report on the construction of the lighthouse*



Before plans and estimates could be prepared, Thomson had to show that more expensive construction using granite instead of brick was justified. Thus, at the beginning of the north-east monsoon in November 1847, he had pillars of bricks erected on various parts of Pedra Branca.

He returned to inspect them once the weather abated in March of the following year. All of the pillars on the north side, some of which were 13 feet above sea level, had been swept away. Pillars that had been built in sheltered places on the south side of the rock were unaffected.

The need to use granite was clear. Thomson was forced to find savings elsewhere and was concerned that, faced with the increased estimates, the Government might withdraw the sanction for the lighthouse to be constructed.

In determining the height of the light, a balance had to be struck between cost and navigational effectiveness. Within reason, the higher the tower the better, but the greater the cost.

Nevertheless, apart from the rock upon which the lighthouse was to stand, the light should also be such as to safeguard mariners from a number of other navigational dangers in the vicinity.

Thomson identified North Patch, to the north of Pedra Branca, Postilions Reef, to the south-east off the northern tip of Bintan and Crocodile Shoal to the south-west at the entrance to the Riau Strait, as dangers that should be encompassed by the light. All are within 12 miles, so that to enable the light to be seen 3 miles further from the deck of a normal merchant vessel, its height had to be such as to give it a range of at least 15 miles; ie at least 95 feet above mean high water springs (MHWS).

Pedra Branca rises to 24 feet above MHWS, thus Thomson's estimates were for the construction of a tower of at least 70 feet. As it turned out, the finished structure exhibits the light at 102 feet above MHWS, giving a geographical range of sixteen miles and effectively covering the dangers at the eastern entrance to Singapore Strait.

In designing a single tower, which also provided accommodation for the lightkeepers, Thomson departed from the accepted practice of the time of having separate accommodation. It was generally considered necessary to place the dwelling some distance away to minimise the detrimental effect that dust from the living quarters would have on the delicate light-apparatus Thomson was more concerned about pirates and "other evil-disposed persons" and considered the security offered by the granite walls of the tower to be more important. It was not until 1947, a century later, that outhouse accommodation was built for the light-keepers.

The diameter of the tower was determined by the extent of the stable rock. Fortunately, the full extent of the rock could be used for the foundations of the tower and a diameter of 22 feet could be used.

Thomson continued to be concerned about the cost of cutting and using granite "there being no edifice in the Straits of which granite has been the principal material used; where this material has been employed it has been confined to tomb stones, door sills, flags and for other minor purposes." He took the precaution of having some blocks of granite cut and wrought at the rock.

To his relief, on 14 December 1849, he was informed that the plans and specifications had been approved by the Honourable the Court of Directors of the East India Company. He immediately set about preparations for the beginning of construction when the north-east monsoon abated at the end of March 1850.

Orders were placed with the Northern Lighthouse Board in the United Kingdom for "the most proper kind of light

adapted to the position." A local contractor for the stone and brick part of the building was engaged. Two Government gun-boats were reserved so that they could be in attendance, as well as a steamer for the purpose of towing lighters laden with materials.

The necessary tools and tackle were assembled; viz — "a derrick crane, stone lifters, mason's levels, plummets and batter templates, iron and copper cramps, copper hinges, models for the courses of the building, jumpers, hammers and other boring and blasting tools, ring bolts, set squares, straight edges, workmen's tools for cutting granite, iron bats, buoys, water tanks & c., and many other minor things, which were equally requisite and the want of which would have stopped the particular department to which they belonged for weeks, before we could have procured them at the rock from Singapore. For this reason too minute attention could not be given to each detail."

Although Thomson's original intention had been to cut the granite blocks from the rock itself, because of the understandable reluctance of the contractor and his men to live and work on the rock with its exposure and lack of fresh water, he decided to use material from the existing quarries' on Pulau Ubin. Quarrying and dressing of the stones commenced in February 1850.

By the end of March, everything was ready for landing on Pedra Branca and for construction to start. A heavy swell caused the first attempt at landing to be abandoned and the party sheltered under Point Rumania for eight days. The second attempt on 11 and 12 April succeeded, with 46 persons landed ... "myself and Mr Bennett, 2 Chinese stone

breakers, 11 Chinese stone cutters, 5 Chinese carpenters, 3 Chinese coolies, 3 Chinese blacksmiths, 1 Chinese cook, 11 quarrymen (Hindoo and Mussulman convicts from India), 6 lascars (sailors from the gun-boat "Charlotte"), 1 Hindoo cook and 1 Mussulman table servant."

After constructing dwellings by inserting posts into fissures in the rocks and binding cross pieces and rafters to them, then attaching planks and attap, Thomson marked contours at 1 foot intervals on the rock. Next, he determined the centre of the tower, marked it with a peg and marked on the rock the courses to be laid. A jetty was constructed on the southern side of the rock, with a mast and boom at the end for discharging the lighters.

Cutting of the steps in the rock for the foundations of the tower then commenced and, despite Thomson having to return to Singapore for a week because of diarrhoea and giddiness, the work proceeded very quickly under Bennett. On 20 May, 20 workmen, mostly stone cutters were returned to Singapore, their work completed, and preparations were in hand for the laying of the foundation stone on 24 May, "the birthday of Her Most Gracious Majesty, Queen Victoria."

The elaborate ceremonial laying of the foundation stone and the erection of the tower will be described in the next issue. Thomson's notes, published in "First Pharos of the Eastern Seas — Horsburgh Lighthouse" compiled by J A L Pavitt, have again been used as the primary source of material.

R F Short

By Rod Short

## Highlight

### Knowledge Management as a Competitive Advantage

By  
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Institutions should have a way to capture the knowledge of long service employees as they most likely have significant knowledge of corporate culture, processes and important

information that help others achieve the mission, transfer talent and gain the competitive advantage.

It's important to know what a Knowledge Management System (KMS) is, can do and not do for an organization.

Simply put, a KMS is any system that is used to help get the intrinsic knowledge in the talent target's head out into a system that can be used as information that helps the organization execute its business strategy and objectives. For more detail on KM <https://www.knowledge-management-tools.net/knowledge-management-systems.html>

## A “divorce bill”: Letting go of Archaic Maritime Practices



**All truth passes through three stages. First, it is ridiculed. Second, it is violently opposed. Third, it is accepted as being self-evident.**

*Arthur Schopenhauer, German philosopher (1788 – 1860)*

When was the last time we practiced taking vertical sextant angle (VSA)? How about horizontal sextant angle (HSA)? Who are we trying to convince in teaching all these “skills”, deemed necessary for coasting?

Sextant is used mainly for celestial observations which are still a part of the syllabus. It is mentioned in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978.

If we want to unleash the real potential of our mariners, we need to embrace technology. Based on observations, millennials have no problem in accessing information; technology advancements have enabled this generation to surpass their predecessors. They are good with gadgets. They are fast learners, easy to adapt and imitate skills.

In education, the key skills (also known as 3Cs) to survive the 21<sup>st</sup> century are:

- Collaboration & communication
- Critical thinking & problem solving
- Creativity & innovation.

Productive time on campus should, in my opinion, focus more on promoting critical thinking and creativity. Autonomous ships are around the corner; not in a distant future. Drones are being used by classification societies to conduct surveys. Electronic certificates (eCertificates) are the norms now. Cyber risks are a major threat for ships. With all these new developments, why are we still talking about sextant?

Time on campus is very limited. Sextant is hard to sell to the millennials. With the advents of electronic charts display and information system (ECDIS) and differential global positioning system (DGPS); there is no real need to use sextant during coasting, anymore. We should gear the students more towards integrated bridge systems (IBS); decision making.

The recent incident of CMA CGM Vasco de Gama grounding is an eye-opener to the future navigators. The vessel was using ECDIS as the primary means of navigation. With all the resources and tools available, it was really unfortunate to encounter such grounding.

We need to let go all those “archaic practices” from our routines. Time on campus should be fully utilized in equipping the

students with the future trends. Students should spend more time on simulated navigation scenarios rather than on the use of sextant. We should focus more on the use of modern electronic aids and its impact on the safety of navigation. Skills are acquired through practices and by making mistakes; on campus. Charting the course towards realism is more meaningful rather than reminiscing on navigation.

A “divorce bill” will itemise all the elements removed from the current syllabus: items to be discarded permanently from it.

### Examples

- The use of co-range co-tidal charts
- The use of derricks on a ship
- Emergency steering using ship’s davits lifting containers/ weight to steer the ship
- Seamanship aspects on a general cargo ship
- Precautions when using tween-deck
- The use of deep-tank
- Chart symbols for a direction-finder (DF) station
- Markings on a hand-lead line etc.

We can however “park” all these conservative practices as an elective or a subject for those sailing on pleasure crafts. Navigation is a serious subject. Let us deal with the subject seriously.

Global trends are major disruptors of the maritime landscape. In such a dynamic and uncertain environment, we cannot afford to waste time dealing with the past. We are indeed, desperate for a “divorce bill”. A clear separation between what is essential and nice to have.

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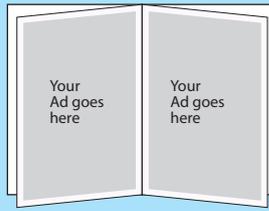
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