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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

We are at the end of the first half of 2019 and the world has not stopped spinning nor orbiting the sun. It has for many millenniums before and will for many more millenniums after. Not unless someone is foolish enough to create another world war and blow us all to smithereens before our time. Global causes continue to sprout and not to be left behind; Wellness Training in the maritime industry has become a buzz expression.

The shipping industry and the support services like maritime education and training, MET continues to struggle against all odds that appear to want to relieve seafarers of their diminishing skills with automation, artificial intelligence (AI) and the like. Will we have a standard curriculum that means the same and deliver the same outcomes with standard assessment methods, tools and rubrics? So far it seems like each jurisdiction have their own interpretations.

The latest buzz is Wellness Training. Incredibly we have powerful organisations leading this charge to train seafarers in wellness. So what is Wellness? Before we even go on that track, it is obvious the industry needs to differentiate between Health, Wellness and Illness. However, the moment you open this can of worms, you will find that health and wellness have many definitions and interpretations. So I will leave it for now for readers to pursue research into this matter and hopefully we will all have a definitive meaning to pursue, in particular managers and leaders of the maritime industry where illness comes and hit the seafarer in many forms, shapes and sounds.

Meanwhile other forces are pushing hard for alternative means of energy and ensuring the prime movers and machineries on ships at sea attain minimum harmful emissions and even zero tolerance one day. It is heartening

though to see more nations are participating with IMO MSC and HTW and standing up to sometimes unfair criticisms. How will the contributions be taken on board to provide an optimum playing field that seafarers can coexist and inter-phase with the other resources constructively and effectively afloat and ashore?

This 75th issue could not marshal up articles from new readers and writers but I must thank Capt Vinayak Mohla for contributing the updates on IMO HTW and MSC whenever available.

Iman Fiqrie @ William Hamilton as always, has given us a very interesting standard practice for Learning and Teaching strategies, i.e. Needs Assessment (NA). In MET the Training Needs Analysis (NTA) is a vital component of course research, design and implementation.

Richard Teo introduces the notion of "Limiting Mindsets and Impediments to Safety and Wellness."

Contributions are vital for promoting the GlobalMET profile and what we can pass on to fellow members. Letters to the Editor are welcome.

Thank You

By

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Limiting Mindsets are Impediments to Safety and Wellness



There are universal concepts accepted on safety, at sea and in all other industries. Yet accidents continue to occur across borders. Seafaring and the maritime industry is no exception. This article discusses how we may overcome the limiting mindsets to improve safety. There are several methods to improve work place safety but to embed a sustainable safety culture, we must overcome the mindsets that underlie unsafe behaviours.

Despite many efforts and considerable resources, safety performance appears to plateau off after the various initial phases of improvement. Do operators and regulators put too much emphasis on tools and processes and neglect, ignore or just don't give enough attention to employee mindsets that shape personal safety behaviours and interactions?

Ships and people on ships are isolated from the rest of the world until they enter port and the time in port are so minimal these days that interaction with other people and organisations have little or no effect for sustainable safety. Researchers say that there are several limiting mindsets that are pervasive in organisations that struggle to improve safety outcomes. Five are discussed here. If you recognise them, then you are well on the way to sustaining the desired safety culture;

1. Fear of blame: "If I report an incident, I'll be punished"
2. Disempowerment: "Safety is some else's job"
3. Tradeoffs: "Safe means less productive"
4. Fatalism: "Injuries are part of the job"
5. Complacency: "Cultural change take time"

Shifting Mindsets

Identifying limiting mind-sets is a crucial first step toward building a sustainable safety culture. But to truly effect change in critical employee behaviours, companies need to take a second step: orchestrate a series of mind-set shifts. Four key actions are critical in successfully making this shift.

1. Reward safe behaviours
2. Clarify that safety is the priority
3. Develop soft skills. While everyone needs to be trained in technical skills, they also need to have the right level of soft skills. Managers need to learn how to both identify systemic issues and provide an environment in which people can speak freely. Operators need to be able to identify hazards and control risk, as well as contribute to a positive, caring team environment. Self-awareness is also a critical soft skill, allowing people to recognize their behaviours and make a shift.
4. Role model behaviours from the top

Wellness of the seafarer

Lately there has been much excitement generated by charities and associations about wellness training for seafarers. This is a very important criterion of seafarer welfare caused by the workplace at the workplace. How safe are seafarers and how is the wellness affected by unsafe environments and unsafe work practices that could have been pushed down in the light of limiting mindsets? Do operators see these effects?

Mental Health has crept into the seafarers' lifestyle. Once upon a time it was very unlikely that anyone onboard cared or paid

much attention to shipmates facing depression or any form of sadness, far from home, family and friends. More likely too, most of us would not have the knowledge or skill to understand why a friend is feeling low. Least of all, how do we help alleviate the situation? Seafarers are one of the most neglected working forces. This is largely due to mostly ignorant managers and leaders who need to be developed and trained. Some of the development training available today are:

- Mental health safety training – leaders and managers
- Mental health safety training – General workforce
- Mental health First Aid – Standards

An excerpt of the course content for Leaders and Managers are appended below for information. All personnel in management, e.g. Crew managers and Masters/Chief Engineers should do this training;

This short course was developed to provide organisational leaders and managers with foundational knowledge in psychosocial safety design and operation as well as intermediate to advanced level training in communication skills and influencing techniques.

The Leaders and Managers content are suitable for senior staff with health and safety, human resource or team-based duties.

This course focuses on 3 baselines but critical aspects of psychosocial safety;

System design: during the course the policy and best practice procedural framework for psychosocial safety is examined – including processes for identification and control, incident response and reporting)

Prevalence data: information on the prevalence and impact of mental illness in Australia is explained and contextualised to the workplace.

Communication skills: Participants are shown a communication mode suitable for the workplace plus a range of verbal and non-verbal communications skills essential for engaging, influencing and supporting staff.

In the General certification programme, core units of competences are:

- Work with diverse people
- Promote group cultural safety
- Establish self-directed recovery relationships
- Provide recovery oriented mental health service
- Provide services to people with co-existing mental health, alcohol and other drugs issues
- Assess and promote social, emotional and physical well being.
- Manage work health and safety

Readers and members are requested to send in your comments and articles.

By

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An Introduction to Needs Assessment: The Mega, Macro, Micro, Process and Input Level View

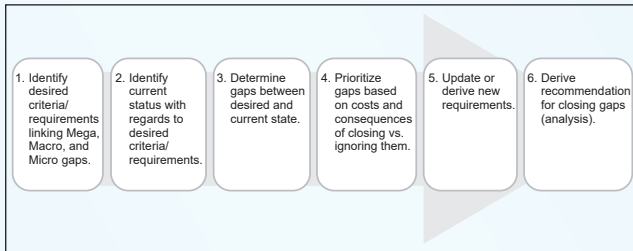


Figure 1 - Macro-Level Needs Assessment Process
(Guerra-Lopez & Kaufman, 2013, Chapter 4, Figure 4.1)

Figure 1 above refers to a “typical” Macro-level needs assessment process flow in which things like revenue, profits, sales, and market share are of major consideration to the organization. This assessment is typically in the context of continuous performance improvement of the organization, its processes and the individual or job level performance. What makes most needs assessments confusing is the frequent use of the term training needs assessment. See Figure 2 below for more context as to mega, macro, and micro needs gap referred to in Figure 1, step 1.

Mega	<ul style="list-style-type: none"> All persons are safe-sufficient and self-reliant—not under the care, custody, or control of another person, agency, or substance including the health and well-being Organizations (including clients and customers) are successful over time including ROI for investors, increased stock value over time* Eliminated disabling illness due to environmental pollution Eliminated disabling fatalities Positive quality of life
	<ul style="list-style-type: none"> No welfare recipients (and thus their consumption is less than their production) Zero disabling crime Continued profit over time (5 years and beyond) Created jobs that add value over time School completer is self-sufficient and self-reliant
Macro	<ul style="list-style-type: none"> Revenue Profit Sales Patient discharged Graduate Brand recognition Intellectual capital outputs (e.g. patents, licenses, etc.) Total market value added to the organization

Figure 2 - Examples of Important Organizational Elements
(Guerra-Lopez & Kaufman, 2013, Chapter 2, Table 2.2)

Part of the whole confusion when trying to do a “proper” needs assessment, as mentioned earlier, is the use of terminology by both lay and non-lay learning professionals—unfortunately, the real destroyer of organizations and societal value added. An explanation follows. For example, using the term training needs assessment often times when really meaning needs assessment generally makes many think that they are the same thing and the object of all things needs assessment. This depends on what book one has read, whom one has debated, spoken with, or have been influenced by and so typically one’s mind may have

already been made up before the start of any needs assessment suggesting that training is indeed the one true cause, ultimate objective, and ailment of all things wrong with the organization; unfortunately, it has been hard-wired for many organizations and professionals.

This is a very important and unfortunate point to make and hold onto to as well as the cause for continuous conflict when organizational solutions to issues to the failing organization may have been as simple as being able to take the time to just comprehend the scope of the problem(s) (the ends), the gap and understand proposed solutions in the context of the bigger picture giving way to the means; and not the other way around, i.e., means before the ends (current and desired end states). That the needs of society are the holy grail of a competitive and sustainable organization, but that people just do not seem to be able spend the required time for understanding the scope of the required process and implementation in a timely manner. If it’s late, no one needs it. To use an analogy and thinking back to my own experiences, my father always used to say, “Son, if you leave home in time enough to get where you’re going, you wouldn’t be in such a hurry”. This could not be truer when it comes to understanding, conducting and implementing the needs assessment proper. The organization has to make time by utilizing governance systems in support of the virtual spiral of continuous performance improvement that encompasses societal value-added and work/life balance.

Rossetti (1987) suggests, “... TNA [training needs assessment] is the systematic study of a problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should be done” (p. 3). Training is nowhere in this definition of a TNA other than the words themselves being defined. One must take the mega view.

How Does the Strategic Approach and a Focus on Business Needs Fit into the Macro-level Needs Assessment?

So, context is everything, king as some would say, and even the Macro-level (organizational) needs assessment’s context is that it assumes that a Mega-level view (societal value added) needs assessment has provided the requisite alignment, accountability, and crystal-clear Ideal Vision (e.g., no loss of life, safe, quality of life, etc.) that leads to clear objectives with measurable benefits, specific targets, indicators, and a greater society in-line with the Macro, Micro, Process, and Input Level views. Refer to Figure 3 for additional examples of micro, process and input organizational elements for consideration. Said even more plainly, when customers (society) buy from the organization, they expect that what they have purchased is safe, free from problems, harm, is of high quality, and in their best interests—this is a Mega-level outcome and view even though we may be at the Macro-level or organization level for the needs assessment. The point is that these requirements, i.e., safety, do no harm, etc., cannot happen by accident or haphazard and so training per se as a solution, is way down the process list and starting with such an assumption (the need for training at the outset) may be close to a fool’s errand or at least major mistake on the road to subsequent failure.

Micro	<ul style="list-style-type: none"> • Production quota met • Competent personnel (as a result of training, for example) • Course successfully completed • Operation completed • Test or course passed
Processes	<ul style="list-style-type: none"> • Organizational development • Management techniques • Operating production line • 360 feedback • Training • Six sigma • Examining patient • Strategic (or tactical or operational) planning • Assessing needs • Course development • Budgeting • Communication practices • Use of interpersonal skills
Inputs	<ul style="list-style-type: none"> • Money • People • Equipment • Facilities • Existing goals • Existing policies • Time • Resources • Individual values • Laws • Current economic conditions • Regulations • History • Organizational culture • Current problems • Existing materials • Current staff and their skills, knowledges, attitudes, and abilities • Characteristics of current and potential clients • Predicted client desires and requirements

Figure 3 - Additional Examples of Important Organizational Elements (Guerra-Lopez & Kaufman, 2013, Chapter 2, Table 2.2)

Justify the Usage of a Macro-Level Needs Assessment for Training Development

If one uses the word training with reference to needs assessment, as said many times – they may be already assuming a request for training and hopefully just conducting the needs assessment

to justify it by backing all the way out to the mega view and confirming the business needs. However, to really answer the question of justifying a macro-level needs assessment for training development in an organization, as mentioned, firstly lies in the fact that certain assumptions have to have been made regarding the necessity for training at the expense of three of the other five levels and organizational elements – as training, teaching and learning are part of the 4th element, i.e., process, these are means interventions, solutions, or methods to help solve an individual, group, or team performance issue for which was not assessed to be the cause of any gap; there was no determination of such—only an assumption that training was the solution. This is a wrong process!

Training is a solution to help ensure that the performer(s) are competent to help provide the requisite products and services (customer value) at the Micro-level (operational and tactical level) below Macro-level and above the process-level where training occurs. So, to start there (at process and training), suggests a haphazard and nominal understanding of the learning professional's duty and responsibility to the customer as they may not be aware of the consequences of problematic assumptions.

On the face of it, assuming a need for training, the question becomes how did one arrive at the fact that training was both the problem and solution if a systematic process was not used? At best it was an educated guess as one has to understand the scope/ends (both current and desired dos) of which the organization must accomplish and only then its means, i.e., that training is the answer to get to a particular destination for which we really do not know. One must understand the context and purpose of the organization—its Ideal Vision, responsibility, and desired outcomes; e.g., "... ensuring all persons are self-sufficient... organizations are successful... elimination of disabling illness... disabling fatalities... positive quality of life..." etc. (Guerra-Lopez & Kaufman, 2013, Chapter 2).

What are the Major Phases or Steps Needed to Conduct a Strategic Needs Assessment?

Gupta et al., (2014) suggests that when trying to determine what needs are required, one must first consider the belief systems of the entities involved as this affects the perceptions of what is possible, the priorities, and the issues to be considered (Gupta, Russ-Eft, & Sleezer, 2014). Cultural beliefs go to alignment and accountability. So, a much needed strategic needs assessment might be foregone before it has even begun and, in its place, — the training needs assessment on a journey down a rabbit hole of continuous disfunction. Figure 4 depicts the right questions to start asking in order to arrive at the mega-level and right destination, bi-passing the rabbit hole.

Needs Assessment Stage	Questions
Stage 1: Business Needs	<ul style="list-style-type: none"> • What current business needs or strategies are being affected or perhaps caused by the assumed problem? • What business problems exist? (Look for such measures as amount of increase or decrease in business indicators, including sales, waste, customer satisfaction, turnover, grievances, productivity, quality, and complaints. If the client doesn't know the actual measures, it is critical to find this information during data collection.) • What is going on in the external environment that is related to this problem (for example, competition, market changes, and government regulations)? • What other data exist (that your business unit already collects) that may provide information regarding this business need (such as sales, productivity, quality, HR information, benchmarking, and so forth)? • What change(s) in these business indicators are you seeking to achieve with this training plan? What measures will tell you that you have been successful? • What business opportunities are inherent in this business need (for example, new markets or new products)? • What business strategy(ies) are you seeking to support with this requested training initiative? • What's happening in your business that shouldn't be happening? • What's not happening in your business that should be happening?

Stage 2: Performance Needs	<ul style="list-style-type: none"> • What results should employees be achieving? What is their current level of achievement? • What should people be doing differently? • What should they stop, start, or keep doing? • What does perfect performance look like? What does current performance look like? • Is anyone performing those skills correctly now? How many people are doing it correctly versus how many are not? • What is the cost to the business of doing it incorrectly? • Is this problem important enough to the organization to do something about it? • What else might be getting in the way of employees performing as they should, other than lack of skills and knowledge (nontraining issues)? • What will the nature of management support be for job application and practice after training?
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Figure 4 - Business and Performance Needs Questions for Mega, Macro, and Micro Level Needs (Tobey & McGoldrick, 2016, Table 2.1)

So, in terms of strategic needs, i.e., the long-term outlook (i.e., 5 – 6 years) or objectives of what the organization intends to do in the world (Mega and Macro), the societal value added and desired results (outcomes and outputs) are its accomplishments and what success looks like for the organization in the context of the costs it takes to achieve those societal value-added and desired results. Even more intriguing are the consequences of not considering the Mega view. So, how to get there? At the business, organizational, and strategic level, what some may call Macro-level, the organization must first formulate a proper team consisting of “... high-level executives, mid-level management, employees, and customers” (Guerra-Lopez & Kaufman, 2013, Chapter 4) and identify objectives, requirements, and linkages to Mega gaps; identify current and desired ends/states; prioritize those gaps, update the strategic or business objectives and ensure detailed, measurable indicators with updated mission elements, dimensions, and specific targets (Guerra-Lopez & Kaufman, 2013). The organization must ask the right questions, Figure 4 is germane for starters.

Conclusion

If one takes a particular need, say, strategic or operational – and frames it in context with one’s world view (say Mega view) or outlook on life, the priorities for that need’s application to work will change, as discussed earlier due to the passage of time, environment, customer and societal value-added. Another example, if one’s frame or world view is as a global viewer (Mega-level) – then a strategic need might entail the understanding that work is meaningful (societal value added) only if it is connected to everything else, i.e., the human race,

work/life balance, well-being, etc. In contrast, if one’s “world view” or “outlook on life” is one of The Loyalist – then perhaps at the operational and tactical level, initiatives and policies might be set up such that people are pretty much told what to do. At the individual performance level or need, this world view might entail having one of several world views, e.g., The Involver, The Achiever, The Loner, or Survivalist. And, having a survivalist world view could mean individuals will do whatever it takes to survive, even unethical and immoral behavior (Gupta et al., 2014). Context is king!

Part II explores both learning and learner needs in the context of part I. Thanks for reading and your time.

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A Very Successful Meeting of the Minds

This is the final in a series of CPDs for Maritime leaders in outcomes based education embracing competency based learning. A vital and strategic change in paradigm from archaic teacher-centred pedagogy to adult learner-centred andragogy and Heutagogy, into the future for the right system for learning management and the delivery of learning, assessment and certification strategies.



VADM Eduardo Mar Santos Vice Chair GlobalMET – Hosting the Event at MAAP.

Sub-Committee on Human Element, Training and Watchkeeping (HTW 6)



Update on IMO Model Courses

Model courses planned for validation by HTW 6

Draft new model courses on basic and advanced training for masters, officers, ratings and other personnel on ships subject to the IGF Code

These draft new model courses had been developed by Norway; and reviewed by review groups coordinated by Mr. Davis Breyer from the United States.

Due to some unforeseen circumstances with the review group coordinator, the report of the Review Group could not be prepared within the time frame agreed at HTW 5. As a result, the course developer was not able to properly assess and address some comments of a fundamental nature made by the review group. (Refer documents HTW 6/3/1 and 6/3/2)

There was a working group established and chaired by Capt. George Edenfield (United States) to address the various issues with a view to validation.

Status: Validated by the Sub-Committee.

Draft new model course on passenger safety, cargo safety and hull integrity training

This draft new model course had been developed by the Philippines; and reviewed by a review group coordinated by Captain Vinayak Mohla from GlobalMET.

The review group coordinator report had mentioned that this course needs heavy revision- some of the contents were outdated, not consistent with STCW lay-out or not adequately addressed (Refer document HTW 6/3/3).

The drafting group for this course was chaired by Captain Kersi Deboo (India). The Group deliberated upon the course and prepared guidance for the course developers with a view to assist in the further revision of the draft model course.

Status: Not Validated. Will be sent to an expert nominated by IMO for amendments.

Draft revised model course 2.03 on Advanced training in Fire fighting

This model course 2.03 had been revised by India and reviewed by a review group coordinated by Mr. Jan-Willem Verhoeff from the Netherlands.

The review group coordinator report had mentioned that some parts of this course were too theoretical and more emphasis should be on practical exercises. (Refer document HTW 6/3/4)

The drafting group for this course was chaired by Captain Kersi Deboo (India). The Group deliberated upon the course and prepared guidance for the course developers with a view to assist in the further revision of the draft model course.

Status: Not Validated. Sent back to course developers.

Draft action verb taxonomy for the detailed teaching syllabus applicable to IMO model course development and revision

The Sub-Committee had for its consideration document HTW 6/8 (submitted by China and IMLA), proposing to add an action verb taxonomy for the detailed teaching syllabus, applicable to IMO model course development. This was referred to the working group chaired by Capt. George Edenfield (United States).

However, due to paucity of time, the Group was not able to follow the instruction to preliminarily consider the use of an action verb taxonomy in the context of model courses. A correspondence group would be established to consider this matter in detail, under the coordination of China. The draft terms of reference for the correspondence group have been set out in document HTW 6- WP 3/annex 3.

Model courses planned for validation by HTW 7

1. New model course on passenger safety, cargo safety and hull integrity training
2. Revised model course 2.03 on Advanced training in Fire fighting
3. Revised model course 1.22 on Bridge resource management;
4. New model course on Engine Room resource management

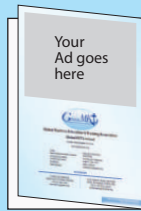
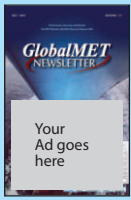
Model courses planned for validation by HTW 8

1. Revised model course 3.25 on Security awareness training for all port facility personnel
2. Revised model course 3.26 on Security training for seafarers with designated security duties
3. Revised model course 3.27 on Security awareness training for all seafarers

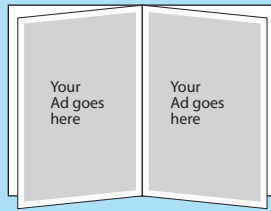
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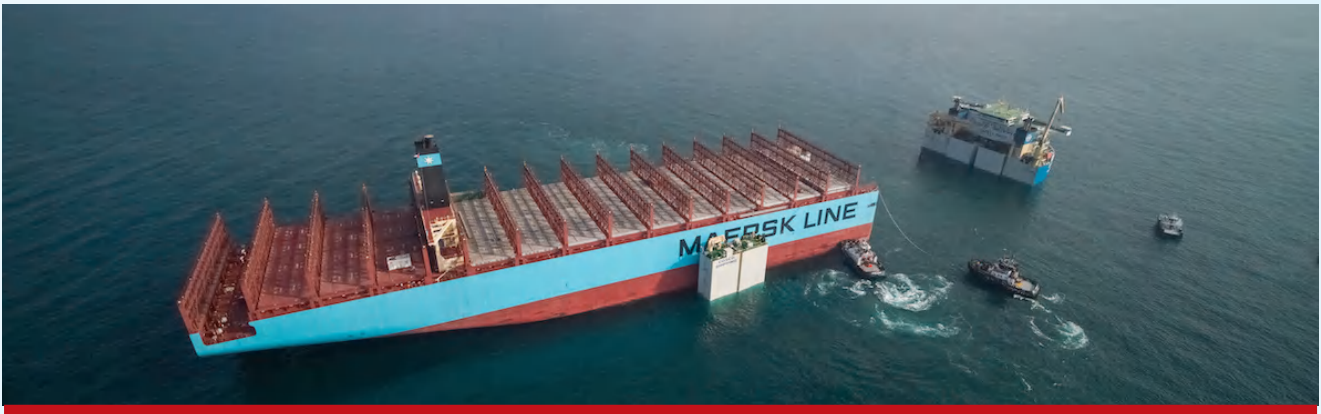
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