

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

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Editorial

A busy 2018 has gone by almost unnoticed. We are now in the first quarter of 2019.

Last year in November at our AGM, in Manila, Chairman Capt Chawla kick-started the review of GlobalMET to meet the 21st Century challenges.

The maritime industry is fully engaged in digital innovations and has moved steadily towards greater automation, robotics and artificial intelligence. The industry must remain effective and profitable in the global infrastructure of, shipping, freight, transportation and communications. At least 80% of world freight is moved by ships. Ships continue to be operated and manned by humans, aka, seafarers. Our members provide the human resources for ships and their viability. As an association of MET institutions, we must be alert and agile to provide expertise and support to members. We intend to have a draft Strategic Plan available for adoption at the next Board Meeting.

Meanwhile, Maritime Education, remain sluggish, hampered by regulatory standards that are not consistent across jurisdictions. Although standards of training and certification of seafarers are universal by the STCW Convention, much is left to each jurisdiction to interpret and execute as they deem fit. There are therefore gaps between maritime countries. These gaps have caused concern and the EMSA has given warnings to a prominent supplier nation with regards to their seafarers' qualifications and standards.

Vendors of training products and certain organisations may have contributed to the misunderstandings. Standards based outcomes for delivery and certification of marine qualifications in accordance with the international convention STCW 1978 as amended remain inconsistent with gaps between jurisdictions.

Although several countries and regions have been able to promulgate national Qualifications Frameworks in Education, the conundrum of maritime skills and standards has remained separate, e.g. Singapore, India, UK and Malaysia. There is also an ASEAN version. Articulation across both spectrums of post secondary qualifications, i.e. Vocational and Higher Education remains unclear. This makes it difficult for youth, especially millennials, seeking flexible and multiple career pathways that are not restrictive.

Australia is one country that has integrated industry skills qualifications through Vocational Education & Training VET. A central repository of national skills qualifications are transportable across industries. All VET qualifications articulate with academic studies and vice versa, facilitating ease of recognition across borders between Higher Education HED, and VET. An interesting proposition may arise if maritime nations can agree unilaterally on teacher standards and delivery of training and assessment strategies and methodologies. Outcomes based education and competency based learning have yet to reach a standard approach for both VET and Higher Education, in post secondary education

In this issue, Iman Fiqrie provides an ongoing discourse on competency assessments and competency management. This is in 2 parts covering the 180 and 360 degree aspect of assessments.

There are challenges indeed for practitioners to conceptualise and apply the measurement of performance to standards.

Standards in real terms of performance outcomes require zero tolerance. How will reasonable adjustments to the assessment evidence be applied? Especially when agreed standards with common user descriptors and criteria are still insufficiently rendered to users.

Capt Chawla's presentation on crew manning into 2020 and beyond at the recent MARINA MET conference in Manila provides a snapshot of what industry's expectations are.

Capt Vinayak Mohla has updated readers and members on GlobalMET's participation at IMO-HTW.

Kimberly has given us an excellent summary of her work with Cadets, who are the industry's future. Career planning and pathways are vital for excellence in seafarer training, with entry, exit and re-entry points. Development and training will include other competencies and skills sets that provide pathways. Careers may be transportable midstream across to the various associated disciplines in maritime transport, logistics, and shipping.

FDr Capt Richard Teo takes us into muddy waters with a short discussion on the current MET milieu.

Rod Short, feeling nostalgic, writes about the time he was at sea. He served for 9 years and came ashore 60 years ago. The training involved has changed but some of the risk will never change! Great words of wisdom from the Grand Master himself indeed.

It is interesting to note that the Australian Maritime Safety Authority, AMSA has now instructed training providers to furnish workplace (i.e. shipboard activities) as evidence in assessing the competences per the STCW. So nostalgia or not, all training providers must ensure the Australian VET rules for assessing competency require risk based tools to ensure evidences are real. In most cases, the assessment process must be at the work place or replicated by realistic simulation if a vessel is not available. Class room examinations will not be sufficient evidence. MET practitioners please take note Rod Short's words.

GlobalMET in cooperation with MARINA, Philippines have completed a project that has produced standards for MET teacher qualifications. MARINA will publish these standards in accordance with national protocol.

A copy of the research is available on the GlobalMET website, www.globalmet.org

Research Paper Title:

The Need for TVET Quality Assurance System and Qualification Standards
(Teacher-Trainer-Assessor) In the Maritime Industry: The MAAP Experience

Thank you, to Prof Dr Angelica Baylon External Director, MAAP - Philippines and VADM FDr Eduardo Mar Santos GlobalMET Vice Chairman who hosted and provided expert advice for the project.

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FDr Capt Richard Teo

By

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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 last Friday of each month. Publication usually will be in the 3rd week of the following month. GlobalMET reserves the right to reject any article that may be deemed inappropriate.

Is Maritime Education & Training (MET) Manoeuvring in Muddy Waters?



There are several well organised fora and seminars with MET as part of the theme, that do the circuit in Europe, South Asia, SE Asia and NE Asia. These events are targeted at seafarer supplier countries. Many speakers and presenters stand up boldly and expound on their knowledge and skills as employers and vendors of training, apparatus, equipments, and programmes with initiatives and innovations that appear state of the art.

Yet there is always something missing and that is, how do these wonderful innovations affect the initiatives and produce the standard competences that satisfy the industry's expectations? The terms "competence(s)" and "standards" are bandied around like tea, coffee and cakes, as though each and everyone knew exactly what they are and already practising per the standards. Yet various global ship operators and administrations still express the lack of consistency of performance from many seafarers serving under their respective flags. Not surprisingly, at the same time there is a showing of dissatisfaction with the international IMO-STCW convention, 1978 as amended. Bar its age and rapidly becoming obsolete, it is an excellent book of standards. I discovered in my various workshops that many practitioners of MET and learners do not know nor understand its content. Most seriously, few knew how to unpack the document for use in MET. Worse of all, the several associations and practitioners of MET actually ignore it and go about their business delivering courses that are not aligned to the various standard competences and outcomes stated in the document, ignoring the performance criteria, and their required competency based assessments. Most expound on the pushing for subject content and academic examinations based on grading to minimum pass marks against their own perceived learning objectives, but not learned outcomes to practise the standards.

Quite often, one can't help but notice that the MET industry have vendors (including training providers) grabbing at terminologies and words that are fashionable and then toss them back at industry. Industry on one hand is eager to satisfy rules, legislations and international conventions but on the other hand is reluctant to invest in long term development and preparation of personnel in our most diverse shipping and transport, let alone the greater bandwidth of the maritime industry.

By the way, we squawk "innovation" like it will answer all our needs but forget that innovation is a team effort. This means the whole-of-industry must have inputs, not just some vendor selling some programmes and shouts from the mast head that what they have is "innovation". Never! It is very unlikely that one person or one organisation has sufficient knowledge and

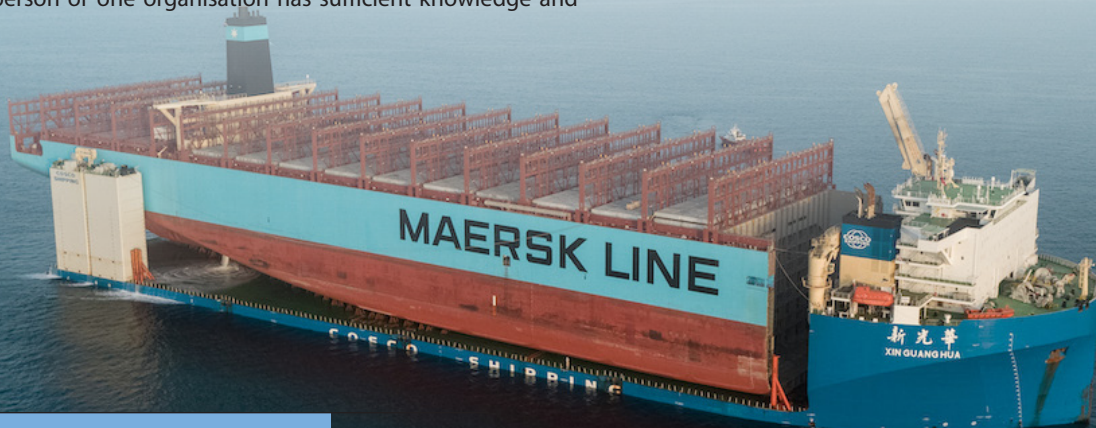
skills to provide the right balance for an entire industry driven by so many administrations, cultures and models of MET. The maritime industry itself operates in a fractured world brought about by pressures (political, economic, social and educational etc., not quite experienced before). Education and Training however has no excuses not to be uniform. Where it begins to become awry is the complete standard operating procedure of delivery and assessment. The STCW convention states that competency standards are outcomes based and delivered in accordance with competency based education and assessments. A tall order when at least half of the MET industry still ignores this methodology and principle.

One may argue that it is already done where the learners assemble in a class room with the "sage" in front of the orderly rows of learners expounding on what he or she considers as best practice. That however, is fundamentally the problem of the non uniform approach as the standards of each competence are insufficiently described and assessment is relegated to perfunctory Q&As, examinations, grade, and Pass or Fail in accordance with the marking practice. The idea or notion of being able to perform to the required standards is lost in most jurisdictions as the assessment environment is often not representative of the work place. This surprisingly is a requirement in many jurisdictions that actually have a published national qualifications framework for Skills and qualifications, e.g. EUQF (Europe), PQF (Philippines), RQF (UK), VQF-AQF (Australia), IQF (India), and Skills Future Credit (Singapore) and so on. Why is it, then so difficult to deliver and assess to standards based qualifications? Perhaps many countries do not have credentialing frameworks like these. Even the US lags as they struggle with modernising their post secondary qualifications.

In 2018, I attended three international seminars on MET and standards. I am constantly in contact with at least 3 international organisations that have MET in their portfolios. I am kept well informed via networks in MET, including IMO HTW. It would be fantastic and I would be most grateful, if individuals and organisations who read this newsletter could drop me a line whenever you have something to share.

Readers and interested person or parties are requested to send in your observations and suggestion to the author of this article at; globalmet.secretariat@gmail.com

By **FDr Capt Richard Teo**, HonFRI FNI FCILT DFRIMarM MAICD
Proponent: Competency Based Education, Training & Assessments, Outcomes Based Education



Crew Manning in 2020 and Beyond



Abstract

This paper discusses the possible scenario of supply of seafarers in 2020 and beyond. It also discusses the competencies that will be required by future seafarers.

Over the past thirty years, OECD seafarers have steadily been replaced by crew from Asia or the East European countries.

Philippines, China and India (in Asia); Ukraine, Russia, Romania and Bulgaria in East Europe have become the choice of a majority of Shipowners looking for cost reduction on crew wages.

Which countries will be able to maintain or gain market share?

In my opinion, the primary factors influencing this are the economic status of the country (GDP per capital) and the population of the country.

Supplying seafarers to international Shipowners is a lucrative business. Remittances by seafarers to their home countries make a significant contribution to the economies of the Philippines, India and Ukraine etc.

The below table compares the different factors amongst crew supplying nations.

Based on my thinking, Philippines, India and Ukraine will continue to remain the most important countries in the next decade; with the African countries striving to join the race.

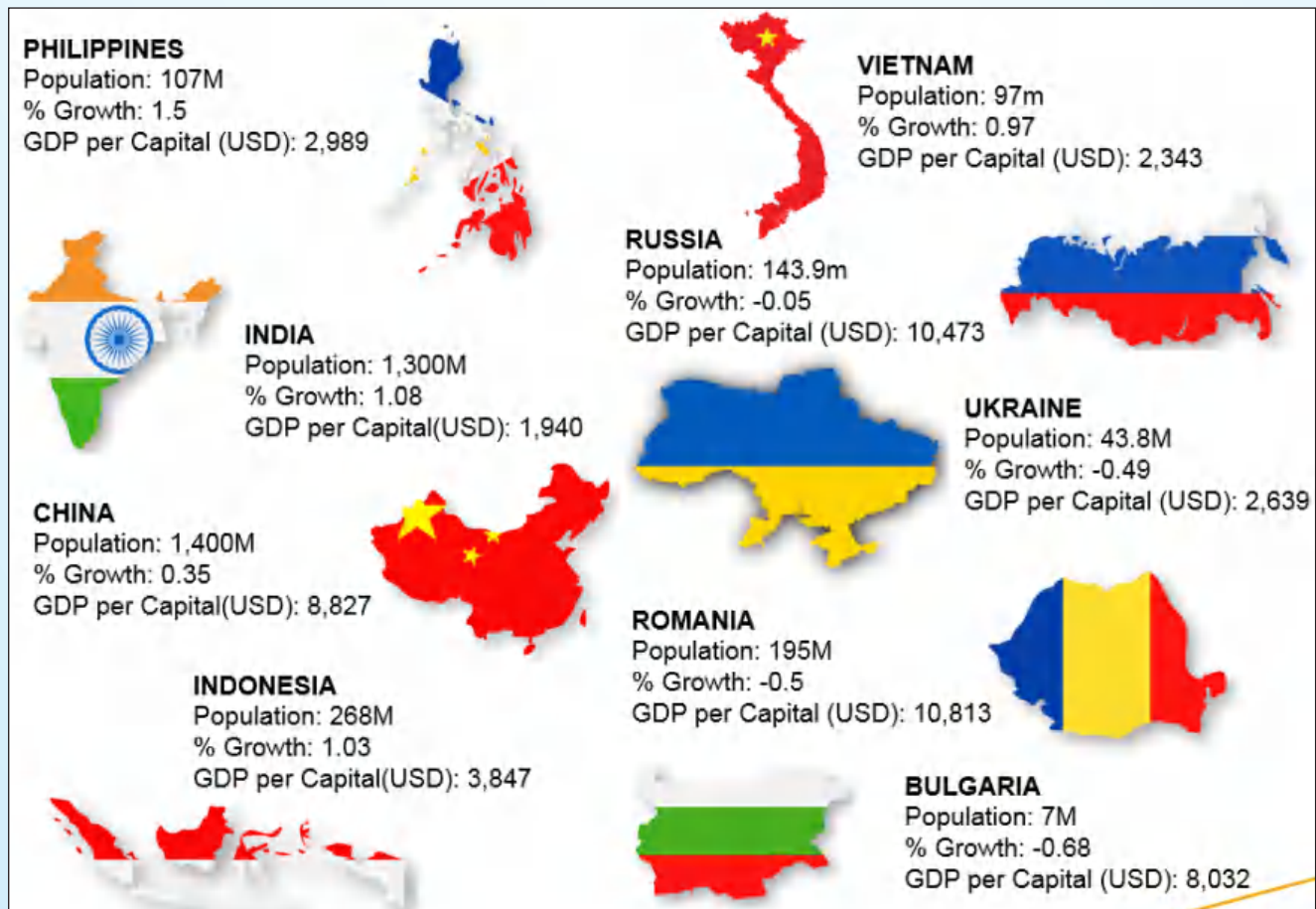
Each of the countries, who wish to retain or gain market share will have to review their maritime education and training systems to keep their seafarers in step with the changes in the industry.

Ships have changed dramatically over the last thirty years. The seventies and eighties were the era of General Cargo ships and today we have 20,000 TEU Container vessels and 400,000 tonne Bulk Carriers.

The hot and leaking engine rooms have been replaced with electronic engines controlled by computers. Sextants, paper charts and Decca have been replaced by GPS, Glonass and ECDIS. We have moved from Morse code and telex to VSAT and WhatsApp.

Autonomous ships are buzzwords of the industry. The conversations have shifted from 'If' to 'When'. Self-driving cars and the successful use of remote controlled drones have stirred the expectations of the maritime world.

	Philippines	India	China	Indonesia	Vietnam	Russia	Ukraine	Romania	Bulgaria
Population *1	107 m	1,300 m	1,400 m	268 m	97 m	143.9 m	43.8 m	195 m	7 m
% Growth *1	1.5	1.08	0.35	1.03	0.97	-0.05	-0.49	-0.5	-0.68
GDP per Capital (USD) *2	2,989	1,940	8,827	3,847	2,343	10,473	2,639	10,813	8,032



*1 Source: www.worldpopulationreview.com

*2 Source: www.wikipedia.org

The estimates for 'when' range from next year to forty years, depending on how you want to portray yourself – as an innovator or a pragmatist.

To begin with, I would predict semi-autonomous ships will be a reality soon. For example, the ship could be put on this auto-mode in open sea passages. In the beginning, it would be under the watchful eye of a watchkeeping officer. As the confidence grows, say in ten years' time, the watchkeeper would not be required for open sea passages.

Like in the car industry, the technology on ships will be proven first, followed by solutions to the regulatory and other concerns. Subsequently, in thirty to forty years we may see the widespread adoption of such ships.

So what are the challenges facing the recruitment and training industry in these years of transition?

It is very obvious that the seafarers of the future will need to understand technology and its limitations. The seafarer will need to be a person who adopts technology rather than oppose it.

The days of the sledge-hammer and touching and feeling machinery will be rapidly replaced by diagnosing problems through data from remote sensors. Human experience will get new tools of machine learning and artificial intelligence algorithms.

Engineering skills would still be required but along with the heavy work of opening up the main engine units, the engineers will need knowledge of the ever-increasing automation and electronic systems.

Environmental regulations will keep getting stricter in pace with the global regulations for other industries. The seafarer of the future will be an environmentally responsible global citizen. Ships will use environmental friendly fuels.

Traffic separation schemes will evolve into sea-lanes that will be strictly controlled by vessel traffic centres. In the next twenty years or so, these control centres are likely to remain in an 'advisory' role legally and hence the role of the seafarers will evolve into compliance but they will need to be assertive in their final responsibility for safety of their vessel.

While we already seem to be at the end of manning scale reductions, it is inevitable that ship-owners will want further reductions as semi-autonomous ships become a reality.

The rapid pace of change will bring about many more challenges as we head into the future.

It is our collective responsibility to recruit the right kind of students into our industry and educate and train them for the future forty years.

IMO and the industry associations will need to spearhead the changes. Education and training industry should be at the forefront of understanding the evolution of our industry.

In practical terms, this means that present day syllabus and model courses will need to adopt the changes quickly if the education and training has to remain relevant to the needs of the industry.

It also means that the recruitment industry will need to look carefully at the technical skills that they look for are relevant to the technical competencies required in the future.

In order to have successful seafarers, we would also need to teach them the appropriate behavioral skills.

Our world has changed. Conversations have been replaced by Instagram and Vimeo.

Values of obedience and respect have been replaced by the question 'Why?'

The competencies required by the seafarers today and for the next thirty years have also changed.

The future mariner will have to:

- Process large amounts of data
- Focus on critical issues
- Work with remote teams operating from ashore
- Understand and recognize the limitations and dangers of automation
- Manage continuous and rapid changes
- Learn continuously
- Communicate effectively
- Deal with increased stress, and
- Be an effective and understanding leader.

Dealing with the millennials and Gen Z will be a challenge for many salty seafarers of today!

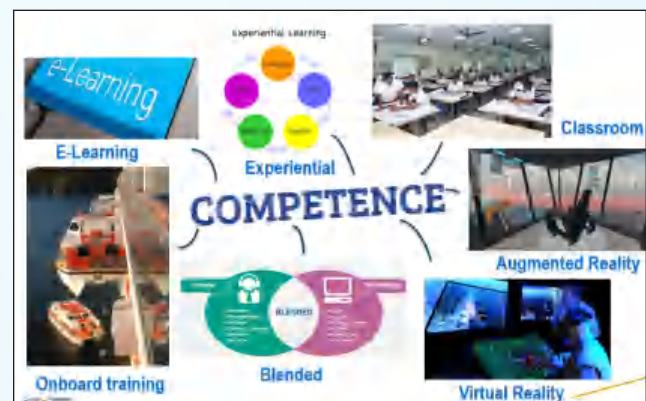
The teaching methods need to change and keep pace with the times. The methods must be chosen according to the learning outcomes desired, taking into the habits of the present day and future students.

Lots of research has been done on the qualities of the millennials. Some of the key findings are:

- Short span of attention (8 to 10 secs!)
- Love for technology
- Love for video games
- Preference for blogs and social media
- Need for instant feedback (Likes!)
- Dislike for authority
- 'Why' is more important than 'How' to do a job.

This may be daunting to an old school teacher, but remember that the methodology used is only the means to reach the goal.

The goal is to ensure competency to operate a ship safely and efficiently. Methods can be changed/ improvised or combined based on student's background, age and learning styles.



Teachers must not forget that competency includes knowledge, skill and attitude to work. All training is ineffective if the attitude to work is not right.

The pace of change will remain very fast. If a country cannot change fast enough, it will become irrelevant to the maritime industry.

Seafaring may evolve and some seafarers will be based in shore operation centre. The next fifty years will see a rapid change in our industry.

By **Capt. Pradeep Chawla**
 Managing Director,
 QHSE and Training - Anglo-Eastern Ship Management Ltd
 Chairman - GlobalMET

180-degree Assessments and Competency Measurement



In just about any professional line of work one needs to assess how they're doing, identify gaps, and find solutions to help close those gaps. A 180-degree assessment can help do that. One hears a lot about assessments and competencies these days, in this article I'd like to talk about 180-degree assessments and the potential to help self-assess and get feedback from one's supervisor. We've probably also all have heard the term 360-degree assessments, but not a lot about 180-degree assessments, even though we may have done one and not realize it as such. A 180-degree assessment's biggest value is its self-assessment and reporting. Do we know how we're doing, or do we just think we do?



I think this is part of the problem in many organizations today in general, there's not a lot of communication or understanding about competencies, assessments or their purpose. Assessments are not just for our customers or students who take training. Accordingly, it's instructive to define what 180 and 360-degree assessments are as defined from one of the most respected PhDs and Senior Professionals in Human Resources people today, William J. Rothwell (2018). According to Rothwell (2018), "A 180-degree assessment collects data in a half-circle around an individual. Using competencies as measured by behavioral indicators, behavioral anchors, or work outputs with quality requirements, individuals are asked to rate themselves." (Rothwell, 2018, p. 1). So, assessments focus on traits while other competencies related to job performance, i.e., outcomes. This is a question of measuring the right things versus measuring something correlated to the right thing.

What Type of Assessment is 180-degree Assessment?

Rothwell (2018) suggests that for the assessment to be effective, learning and performance professionals "... must work with a competency model that is measurable... [that] identifies the competencies of the position or job, as well as behavioral indicators, behavioral anchors, or work outputs and quality requirements" (Rothwell, 2018, p. 1). It is creating a competency model and profile based on the organization's priorities, i.e., vision for the future, assessing the gaps individuals have with the competency model and profile, and creating a development plan to close these gaps. Some would argue the latter (develop plan) is not part of the 180-degree assessment, however, Rothwell (2018) suggests it is part of the assessment.

It is, of course, the reason for doing the assessment, finding gaps, one presumes something will be done with the information given the effort to get it, e.g., return on investment (ROI), job performance, effectiveness, and efficiency, etc.

Advantages and Disadvantages of 180-degree Assessment

One disadvantage is that other's perspective would be cut out of the assessment. Another disadvantage is that the assessment might not be effective if the questions or assessment were not based on a well thought out competency model, we'd be assessing what? An advantage Rothwell (2018) points out is that coordinated development of this competency model between learning professionals and HR is important to "... assess individual workers and to compare the results to the model. This process allows the identification of the worker's performance gaps and strengths" (Rothwell, 2018, p. 1). This also supports improved employee performance and the organization's strategic initiatives.

The process should be about closing competency gaps. Galvin (2017) suggests a three-step method to help close these competency gaps; identify the knowledge, skills, abilities, and others (KSAOs), complete a competency profile, and build a training strategy to address the gaps. Some examples of questions to ask might be, "... where would... leadership like the team to be in six months... how will the... manager drive accountability... [and] what do the... managers coach people on..." (Galvin, 2017, p. 1).

Conclusion

Lastly, on the reason why one would spend time assessing an individual, Franko (2017) suggests the following about competencies as habits, «It was Aristotle who said that we are what we repeatedly do. Our seemingly small actions performed day in and day out, eventually create who we are", Franko (2015) goes on to suggest, "... they are also known as habits" (Franko, 2017, p. 1). Leaders have to get their bearings (categorize, prioritize, and assess), set a direction (create an action and develop plans with goals from assessments), and "... practice, track and repeat (Franko, 2017, p. 1).

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By

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My Time at Sea



This record of my sea service is offered to illustrate how things have changed since I went to sea. I served at sea from early in 1953 to the end of 1961 and I finished up gaining an Extra Master's Certificate in 1963. They were very enjoyable years.

My first trip was in January 1953 aboard the Northern Steam Ship Company's 'Waiotahi', a 100 foot coastal ship permanently on the Opotiki run. I was returning to my home town to the east of Auckland, where I had been working in my grandfather's grocery store. My father had arranged for me to become a cadet with the Union Steam Ship Company of New Zealand and I needed to go home and pack. We encountered bad weather, so instead of endeavouring to cross the Opotiki bar, which was dangerous, the skipper put into the adjacent harbour of Ohiwa and landed me from the lifeboat. I walked in the rain to a nearby farmhouse and phoned my father who came and picked me up. It was nearly an hour from home.

Two weeks later I joined the Union Company as an apprenticed cadet and a few days before my seventeenth birthday sailed out of Auckland for Melbourne aboard the 'Komata', one of the company's 5,300 ton Inter-colonial traders, built on the Clyde in 1947 and servicing the trade between NZ and Australia and also carrying sugar from Fiji. There were two of us, the other apprenticed cadet being Jack Irwin who was two days older. We were on the Komata for a year, became firm friends and spent most of the four-year apprenticeship together.

The following 18 months we were aboard the 10,000 ton 'Waihemo', built by West Coast Shipbuilders, Vancouver in 1944 as Fort Mackinac and then Dominion Park and was the fourth sister ship purchased by the Union Company from the Canadian Government. She served the Union Company for 20 years on trans-Pacific service and was then sold to Philippine interests and broken up in 1972. On six monthly voyages between New Zealand, Australia, the Pacific Islands, West Coast USA and British Columbia, she was full of everything needed by the people in the Pacific going north and full of timber, paper and machinery coming south. There were three of us on board and she carried six passengers.

The remainder of the four year apprenticeship was spend on various Inter-colonials and the 'Wairata', a C1-A built in the Texas in 1943, engaged on the Australia, Singapore, Malaysia, India and Indonesia trade, her voyage taking three to four months. On the northerly leg of the run she was full of dairy and meat products, whereas on the southerly leg it was a cargo of tropical produce. As with the 'Waihemo', there were three of us on board and a few passengers.

After obtaining my 2MFG certificate I sailed with the same company, mainly as Third Mate of the 'Matua' between New Zealand, Fiji, Tonga and Samoa, carrying supplies going north and full of bananas and other tropical products coming south. She also carried up to 60 passengers. She was a good ship and I happily spent 18 months there. After I had my sea time in for 1MFG I passed the certificate examination and decided to leave

the Union Company and join Shell Tankers to broaden my experience, so I flew to Singapore.

My first appointment was to the 'Naninia', a 12,166 dwt tonne vessel, built by Swan Hunters as the aircraft carrier 'Fort Mackinac', converted to a tanker in 1946 and purchased by Shell. She was employed carry black oils, mainly from Pulau Bukom in Singapore and Pladju in Southern Sumatra to other ports in S E Asia and did one trip to Tokuyama in the inland sea of Japan while I was there.

After six months I was taken off and joined 'Naticina', built by Hawthorne Leslie in 1942 for the Anglo Saxon Petroleum Co, which became Shell Tankers in 1960. 'Naticina' carried white oils on similar runs, though we saw a lot of Balik Papan in East Kalimantan in Borneo.

After three months leave back in New Zealand I returned to Singapore to be appointed Second Mate of the 'Guntur', a small ship trading in Indonesia, on the slipway in Singapore at the time. A week later the Superintendent asked if I would replace the Third Mate of the 'Aluco', who was paying off in Singapore due to illness. I agreed and spent six months on a new ship based on London trading worldwide with white oils. We called at ports in Australia, South Africa, the Caribbean, the Congo, French Equatorial Africa and the United Kingdom, where I paid off and enjoyed two weeks leave.

I then joined 'Vibex' a 33,000 grt crude carrier in dry dock in North Shields. We delivered a load from Saudi Arabia to Melbourne, and then a load from Kuwait to Montreal, however we went onto boulders at the side of the St Lawrence in Quebec when the flukes were torn off the anchor, lost 3000 tonnes of crude into the river and closed the St Lawrence for two days. She was lightened through discharging into small tankers and patched up in Quebec. We then discharged and gas freed and underwent repairs in Montreal. After more repairs in Curacao we made two voyages taking crude from Venezuela and Colombia to Rotterdam. I paid off just before Christmas 1961.

That was the end of my seagoing career. I obtained a Master and an Extra Master Certificate at Southampton and later in New Zealand gained a Diploma in Public Administration and a Master of Public Policy at Victoria University. I started training seafarers while still a student in Southampton, and have continued.

Later, in 1966 I did a relief voyage on a research vessel on the New Zealand coast, delivered a new crew boat from Singapore to Brunei, twice assisted with the delivery of a motor yacht from the Philippines to Singapore and three times have cruised across the Pacific and the Indian Ocean aboard Cunard's Queen Victoria and Queen Elizabeth.

Now I'm in my eighties and am fortunate to have enjoyed being at sea.

By Rod Short



IMO - NGO Contribution by GlobalMET

Completed by GlobalMET in the Context of the Biennial Review



Name and Acronym	Global Maritime Education and Training Association (GlobalMET)
Date:	22 nd Jan 2019

1	<p>Briefly outline your organization's interest in and contribution to the work of the relevant bodies of IMO in the past biennium</p> <p>GlobalMET is an association of more than 100 maritime education and training providers located in 30 countries around the world. These include maritime universities, colleges, academies, training centers and individual trainers.</p> <p>GlobalMET has NGO status at the IMO and actively participates in the HTW sub-committee meetings. Our members have assisted in reviewing/authoring a number of IMO model courses. The contribution to the work of IMO during the period (01st March 2017- 28th Feb 2019) is summarized below:</p> <ol style="list-style-type: none"> 1. Capt. Vinayak Mohla representing GlobalMET is presently the review group coordinator for the IMO model course on "Passenger safety, cargo safety and hull integrity training" being developed by Philippines and likely to be validated at HTW- 6 sub-committee meeting (29th Apr-03rd May 2019). (Refer document HTW 5-16 section 3.58.3) 2. Capt. Vinayak Mohla representing GlobalMET chaired the Drafting Group 1 which validated the following IMO model courses at HTW-5 sub-committee meeting in July 2018. (Refer document HTW 5 - WP5) <ul style="list-style-type: none"> • Electro-Technical Rating • Ratings as able seafarer engine in a manned engine room or designated to perform duties in a periodically unmanned engine room • LNG Tanker cargo and ballast handling simulator (IMO MC 1.36) • Proficiency in personal survival techniques (IMO MC 1.19) 3. Capt. Sanjay Bugnait representing GlobalMET was the review group coordinator for the IMO model course on "Use of leadership and managerial skills" at HTW-5 sub-committee meeting (16-20 July 2018). (Refer document HTW 5/3/2) 4. Capt. Vinayak Mohla representing GlobalMET was the review group coordinator for the following IMO model courses at HTW-5 sub-committee meeting (16-20 July 2018). <ul style="list-style-type: none"> • Safety training for personnel providing direct service to passengers in passenger spaces • Passenger ship crowd management training • Crisis management and human behaviour training • Passenger safety, cargo safety and hull integrity training • Ratings as able seafarer engine in a manned engine-room or designated to perform duties in a periodically unmanned engine-room • Proficiency in personal survival techniques (IMO MC 1.19) <p>(Refer documents HTW 5/3/3, HTW 5/3/4, HTW 5/3/5, HTW 5/3/6, HTW 5/3/7, HTW 5/3/12)</p> <p>GlobalMET, Anglo-Eastern and the software vendor (MarinePALS) also did the presentation on digitized version & learning material for "Engine Cadet Training Record Book" at HTW 5 (18th July 2018)</p>
2	<p>Briefly outline how your organization disseminates information on and promotes the work of the Organization to its membership and/ or beyond</p> <p>GlobalMET disseminates information via seminars, conferences, workshops, newsletters and the organization's website (http://globalmet.org/). The workshops and conferences are open for both members and non-members.</p> <p>A major GlobalMET conference was held in Mumbai, India on 3rd and 4th November 2017. It included panel discussing with various personalities from the world of shipping and maritime training. With more than 20 speakers from a wide range of organizations including International Maritime Organization (IMO), United States Coast Guard (USCG), Directorate General of Shipping, Dalian Maritime University and Women's International Shipping & Trading Association (WISTA), the conference was a resounding success. It was attended by more than 100 delegates including GlobalMET members from around the world. It included panel discussing with various personalities from the world of shipping and maritime training.</p>

By

Capt Vinayak Mohla
GlobalMET delegate to IMO-HTW



360-degree Assessments and Competency Measures



Having discussed a little bit about 180-degree assessments, 360-degree assessments, unlike 180-degree assessments are not just self-assessments, but how others around you (360 degrees) think you're doing. According to Rothwell (2018) in addition to that of the 180-degree assessment, "...other people—typically an immediate supervisor and several subordinates only—are invited to rate the individuals competence [360-degree or multi-rater assessment]. Some organizations prefer 180-degree assessments over 360-degree assessments because it takes less time and less administrative effort. A disadvantage is that important perspectives may be left out (Rothwell, 2018, p. 1). Rothwell (2018) also points to not only the 180 and 360-degree assessments, but six types one is likely to encounter: self-assessments, manager assessments, 360-degree assessments, 180-degree assessments, assessment centers, and certifications. Primarily this post is about 360-degree assessments (Rothwell, 2018).

What Type of Assessment is 360-degree Assessment?

Some time ago I learned a definition or formula for competency that learning professionals often use for assessment of individuals during practical training, e.g., firefighting and sea survival; the formula follows: Competency (C) equals knowledge (K), plus Skills (S), plus Experience (E) and Attitude (A) ($C = K + S + E + A$). After assessing participants, we typically say an individual is competent (C) when they meet all of the formula requirements through a rigorous process and when all the attributes of "C" are not demonstrated, it is typically referred to as "not yet competent" or NYC. My own experience tells this formula must be written another way, ($C = K + S + E$) * A, whereas attitude can significantly impact "C" and many may be none the wiser as to why because K, S, and E appear intact and yet the individual is still assessed as NYC. They're just not going to do it the way it is supposed to be done for no other reason than attitude. Having said that, back to 360 degree assessments.

An article from a sales evaluation article is instructive in regard to 360-degree assessments and notes that managers often request training without actually having a competency model to compare where the individual(s) is as compared to where

they need to be, i.e., knowing the real competency gap before requesting training. I might suggest it's not because of the manager's lack of K, S, or E – but A. They're possibly requesting training either because they believe that's what's needed without utilizing learned behaviors (C) or they've been directed to do so otherwise (Galvin, 2017). Either way, it's NYC. In using the 360-degree assessment information, Rothwell (2018) suggests that, "... regardless of how an individual is assessed, a competency assessment should result in a follow-up (typically a development plan)" (p. 1).

Advantages and Disadvantages of 360-degree Assessment

An advantage of 360-degree assessments is that "... greater objectivity can be gained when an individual self-rating is compared to the average of others... [e.g., help us to understand] the person you think you are... the person others think you are... [and] the person you really are" (Rothwell, 2018, p. 1). Another advantage is that this process can help us "discover the mysterious 'person others think they are'...", in other words, find our blind spots (Rothwell, 2018, p. 1). Some disadvantages are "rater error", e.g., assessing individuals using the "halo effect" or "horn effect".

References

- Galvin, M. (2017). Sales Evaluation. Retrieved February 7, 2019, from <https://www.td.org/insights/sales-evaluation> (Links to an external site.) Links to an external site.
- Rothwell, W. J. (2018). Assessing Competencies Starts With a Measurable Competency Model. Retrieved February 7, 2019, from <https://www.td.org/newsletters/atd-links/assessing-competencies-starts-with-a-measurable-competency-model> (Links to an external site.) Links to an external site. [proprietary content]

By

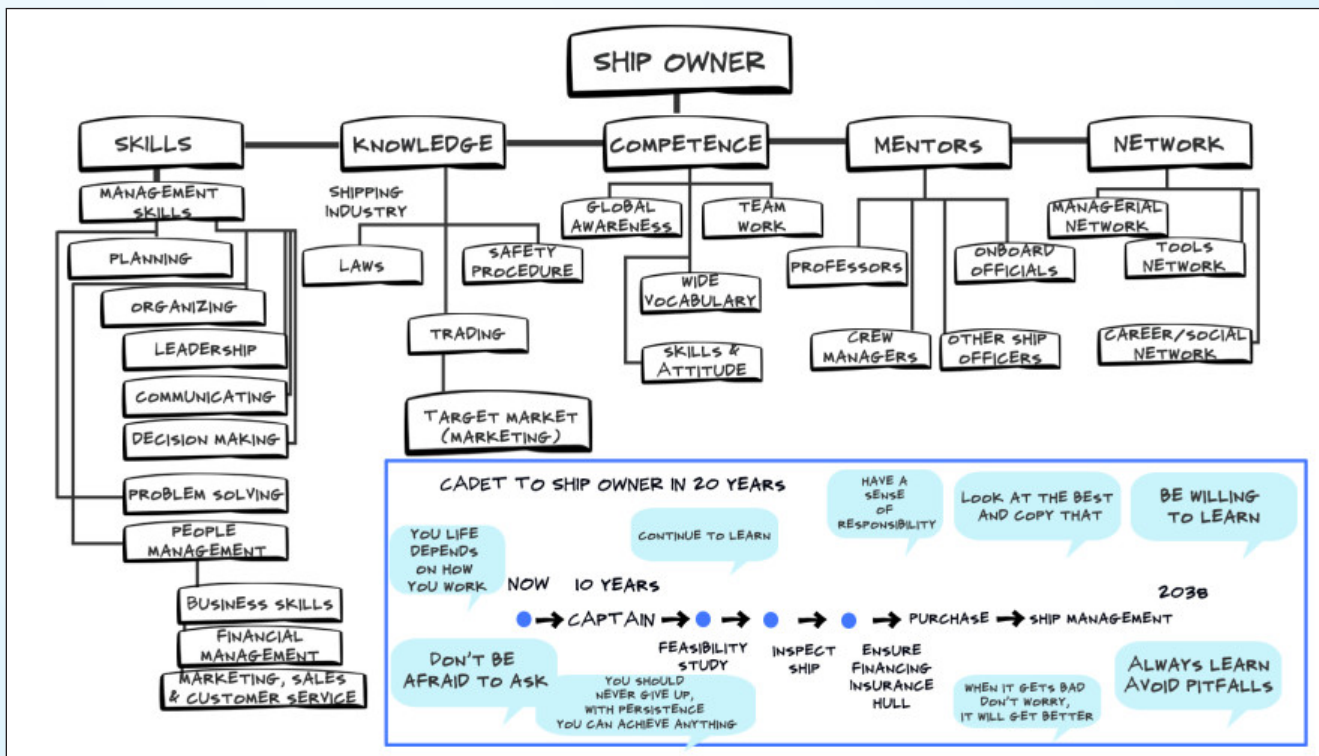
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In 20 Years from Now, I Want to be a Shipowner

There was no shortage of ambition from the young cadets that formed the GlobalMET sponsored “Cadet Task Force” at the 20th Crew Connect Global conference held in Manila in November. In fact, most of the cadets when asked about their career ambitions spoke of desiring positions that went beyond the formerly pinnacle aspirations of attaining the ranks of Chief Engineer or Master Mariner to a broader range of career ambitions – from becoming business owners, marine superintendents to, reassuringly, MET educators.

The cohorts that these eager cadets belong to, Generation Z and the slightly older Generation X are the largest, the best educated and most technologically savvy in history. Gen Z’ers are now entering the labour market in such large numbers that their needs, attitudes to work and knowledge of new technologies are expected to leave an indelible impact on the culture of the 21st century workplace. They are no longer just the leaders of tomorrow though. Increasingly they are the leaders of today—as such, their views on what maritime owners/operators



offer and how they want their future careers within these companies to progress is of more than academic interest.

Clearly, those now entering into the maritime industry today as seafarers will be a strong generation of workers, and those who have the right skills and knowledge will be in great demand in the maritime industry which continues to have a large number of ships in the order books. These young seafarers will not only be able to demand higher salaries, but they make it clear that they want to influence the way they work, including when and how long they stay at a workplace – be it on a ship or in an office.

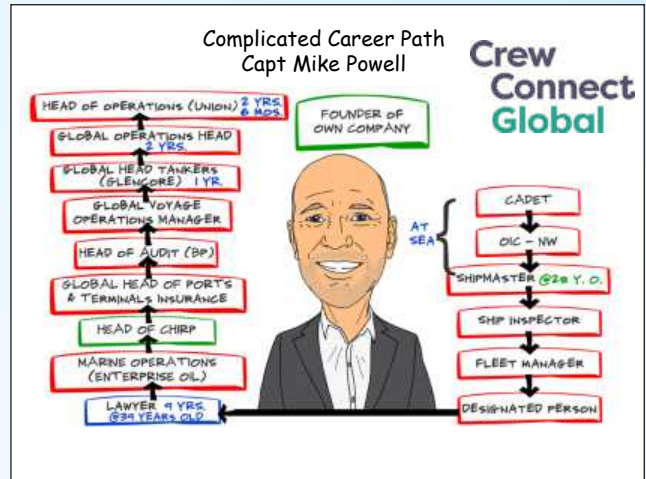
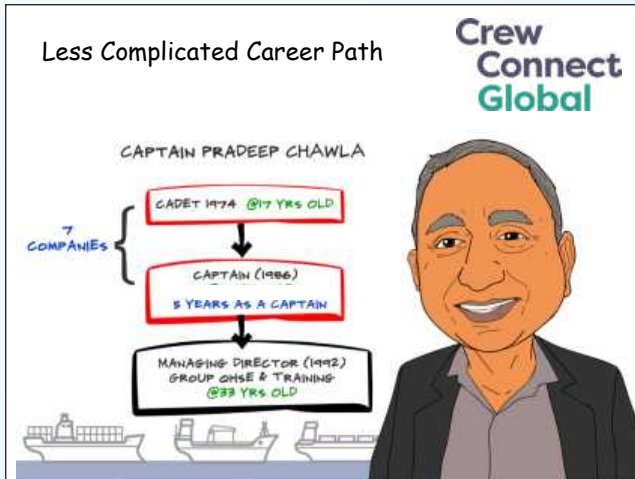
The industry, therefore, needs to assure young people interested in becoming seafarers that there is also a bright future beyond seafaring. The 2018 Cadet Task Force [see box] had the brief to make a seafarer career progression career map based on the conference attendees career attainment with the goal of inspiring the cadets into taking a look at their own career goals, skills, knowledge

and personas and how these attributes fit in with their future life of seafaring and beyond.

The conference speakers and attendees were all asked where they were 20 years ago and some were asked to give more in-depth interviews in order to create a career map. A complex career map of the possibilities in the maritime industry was prepared based on work done by the UK Merchant Navy Training Board and the conference attendees answers.

This map shows a complex pattern of career possibilities were, for many of the positions seafaring experience is an advantage.

The Cadet Task Force team didn’t wish to stop with the audience career map, however. The cadets were interested in how they personally could progress in their future careers and they took advantage of the proximity to the many conference goers at the peak of their careers to ask for advice. The cadets were especially grateful to

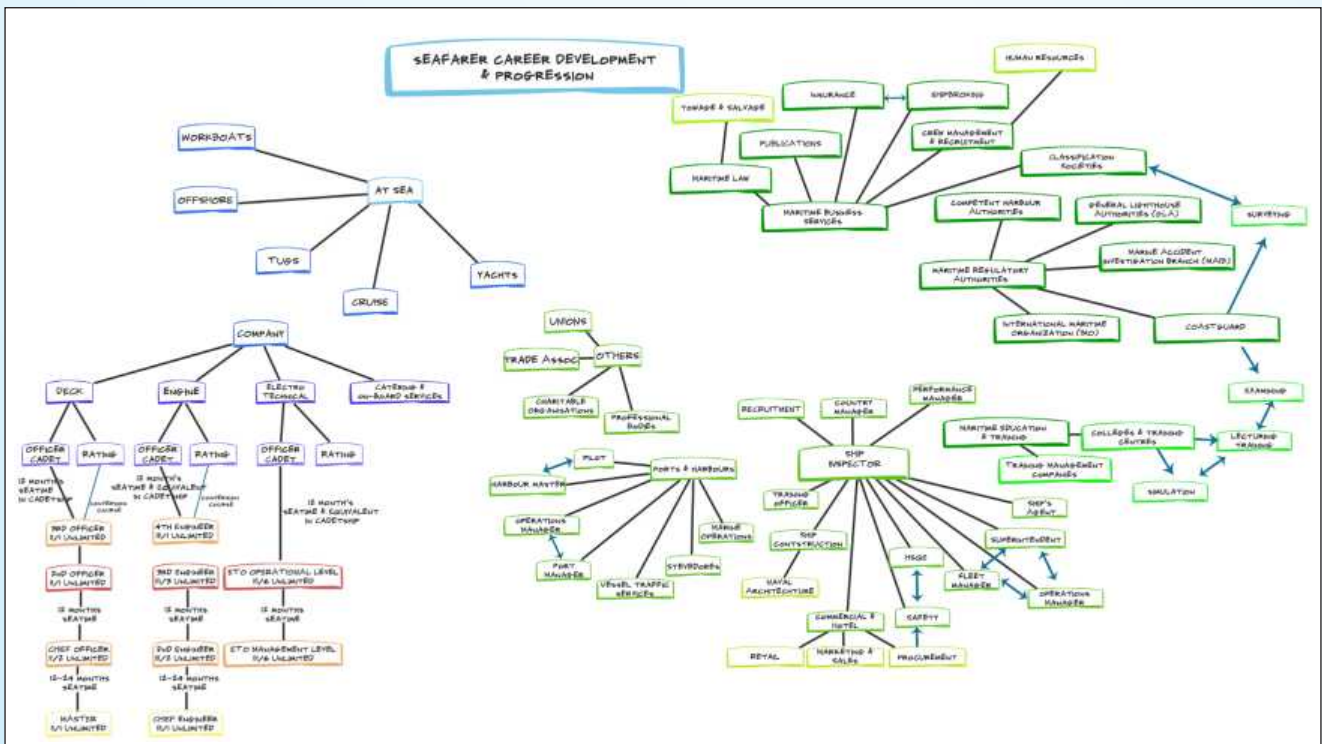


Capt. Mike Powell and GlobalMET's own Capt. Pradeep Chawla, both respected in the industry and both former seafarers, but with two very different career paths to the positions that they are in today. Career Maps were done for each. Several of the cadets said that interviewing these two icons of the industry and listening to their helpful words of experience and wisdom was the highlight of their days on the Task Force.

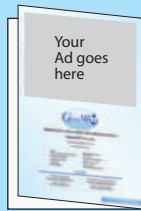
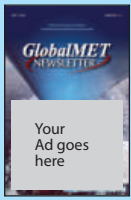
The final career map was the most personal and ambitious as it represents a path from cadet to shipowner with some of the skills, competencies, knowledge and the milestones (as well as financing!) needed to attain that goal. The cadets surrounded the path with the inspired advice that the cadets were given throughout the Task Force programme – advice that they felt would best assist them on their journey.

Since 2015 the Crew Connect conferences has invited 10 – 12 cadets from local or regional Met institutions to take part in the conference Cadet Task Force. The projects are done over the course of the two days of the conference and presented at the end. Previous projects have included: concepts, and later production, of recruiting and training games, mentoring, films to interest preteens in becoming seafarers, social media marketing and more. The projects are meant to inspire the cadets, but also inspire the conference attendees to see cadets and seafarers as assets for their companies and to work more closely with them in various company projects.

To see a film made by the cadets about the Cadet Task Force 2018 go to <https://youtu.be/pjUpfg>



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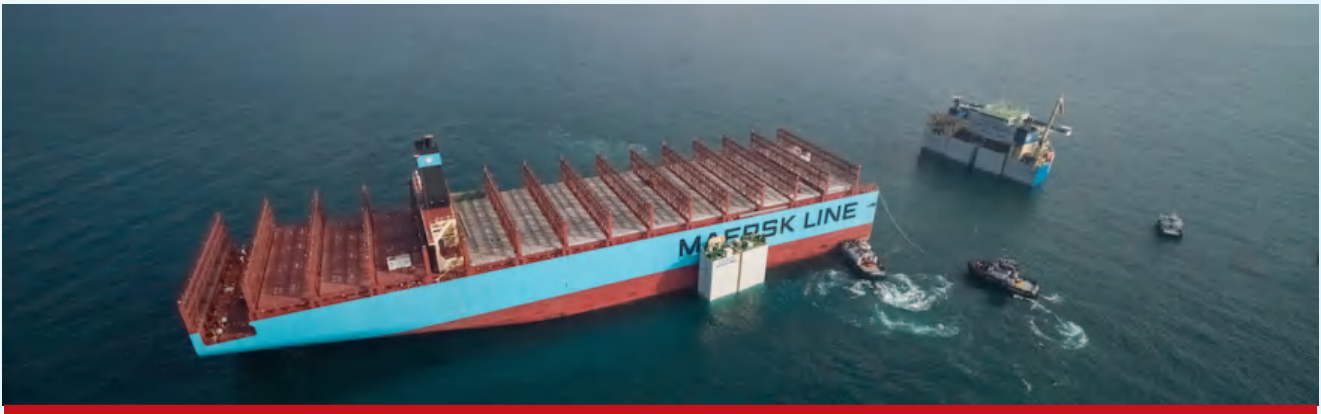
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