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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

Last Thursday we had a very good 25th Board of Directors' meeting at the Singapore Maritime Academy. There was much healthy discussion by all and the impacts of the decisions taken will become evident over the next few months. Basically we had a good look at the significance of GlobalMET's role and of how it may be improved.

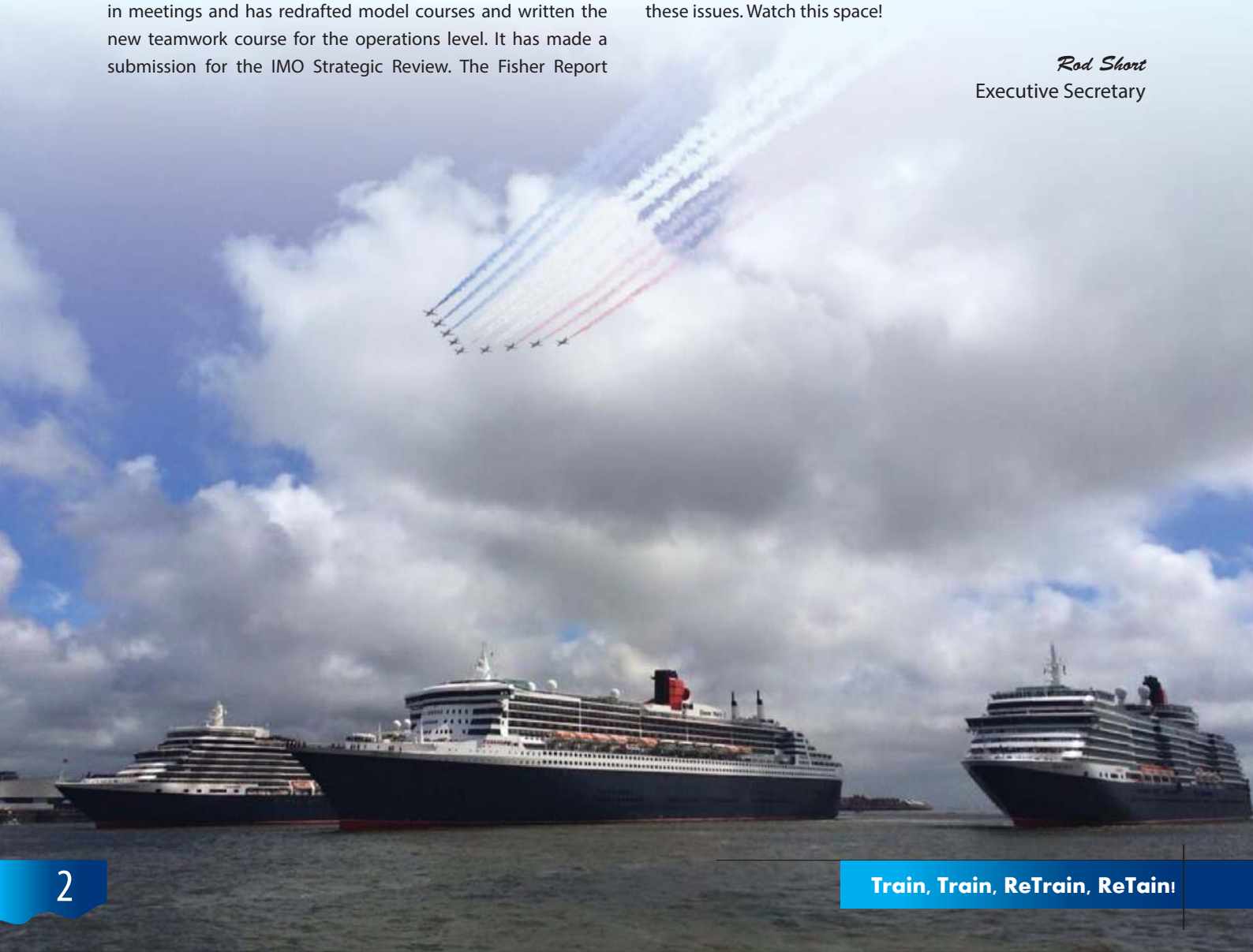
GlobalMET – the Global Maritime Education and Training Association - was established in 1996 as AMETIAP - the Association of Maritime Education and Training in Asia Pacific - to promote, develop and support in the spirit of co-operation, the common interests of its members in all matters concerning the development and quality of maritime education and training. It's mission is right. Next year it will be 20 years old. It has grown to over 100 members, 70% of which are in Asia Pacific. It is a self-funded network. It has achieved a lot – but it can do a lot more.

For example, it has NGO Observer Status at IMO, it participates in meetings and has redrafted model courses and written the new teamwork course for the operations level. It has made a submission for the IMO Strategic Review. The Fisher Report on improving MET in Asia Pacific was initiated at its behest. It is following up the Fisher Report by requesting expressions of support from the maritime safety agencies in Asia Pacific. It is about to facilitate workshops for MET teachers in Philippines. It is organising more seminars in India. It is communicating effectively with its members, these newsletters and the general memos being examples of that.

The main focus is on encouraging adoption of appropriate modern educational methodologies. The technology in use aboard ships is racing ahead; education and training for using that technology is not. We have inherited and use much that is beneficial and must continue to teach it, but we are also overloaded with material that is outdated and should be cast aside. We must do that.

Your directors looked at many possibilities and made a number of decisions that will shape the network to effectively address these issues. Watch this space!

Rod Short
Executive Secretary



GlobalMET Continuous Professional Development Workshop, Manila
July 20 to 24, 2015

The workshop will develop facilitator competences beyond fundamental teaching skills for the delivery of outcomes based education (OBE), embracing competency based learning, education, training and assessments (CBETA) in accordance with current STCW code as amended. The core competences are described in the accompanying flyer in this issue, together with the enrolment details.

Participants will engage in an Action Learning – Action Research learning environment working in small teams or focus groups contributing to each other's learning through participative enquiry and particular activities. They will also be required to demonstrate leadership and management skills in delivering training for the laid down competencies and standards in an andragogical (adult learning) setting. This andragogical setting provides for the development of self-awareness, self-concept and self-management, imperative traits of good facilitation.

This workshop is a "learner-centred" learning event. So be prepared to demonstrate your abilities to transform your traditional "teacher-centred" approach.

All persons who are stakeholders engaged in the maritime industry are urged to attend as OBE and CBETA is the platform for the framework in the STCW Code."

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

GlobalMET – TKF Continuous Professional Development for MET professionals

GLOBAL MET

Continuous Professional Development For Professional Mariners

JULY 20 - 24

2015

Global MET TKF in cooperation with NI Philippine Branch will facilitate a Continuous Development workshop for PROFESSIONAL MARINERS IN MET AND ASSOCIATED FUNCTIONAL ROLES IN THE MARITIME INDUSTRY

This Action Learning - Action Research workshop is sponsored and subsidised by the TK Foundation

Plan, organise and deliver group-based learning

performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Plan, organise and facilitate learning in the workplace

performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Plan assessment activities and processes

performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Assess competence

performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Participate in assessment validation

performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Who should attend?

MET teachers, trainers, instructors, examiners, assessors, instructional designers and interested academic staff of vocational education (TVET) institutes and technical colleges. Regulatory staff members, auditors, surveyors and qualifications officers. Shipping Officers, Training managers, training department staff, HR and talent development staff. Serving officers on ships and maritime vessels and all interested stakeholders in the maritime industry. Students and learners attending colleges and institutes in preparation and in advancement of their chosen careers.

Sponsorships may be available.

The participants will gain knowledge, skills and competences through action learning - action research by participative enquiry and collaborative learning principles.

Registrations close on 10 July 2015

FACILITATORS

Capt Richard B S Teo FNI FCILT MAICD
MMar MSc MIM GDBus BTeach
(Adult-VocEd) Dip (QA)
Cert (TAE10 & TAA4)

Dr Chris Haughton
Chairman, Academic Advisory Board at
Videotel Maritime International
- a KVH Company

The Nautical Institute Philippines

Venue: Maritime Academy of Asia and the Pacific, Bataan, Philippines

Enquiries & Registration: Prof. Angelica Baylon , Phd – MAAP
Telephone : Odessa number Email: staff.nautinstph@gmail.com

Academic Fee: US$250 per person, payable on registration.
Early birds before 21 June $50 discount.

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Sea Level Rise is Accelerating

Sea-level rise is accelerating, not declining as some have hoped, scientists said on Monday citing meltwater from Earth's ice sheets as the likely cause

Sea-level rise is accelerating, not declining as some have hoped, scientists said on Monday citing meltwater from Earth's ice sheets as the likely cause.

In 2013, the UN's Intergovernmental Panel on Climate Change (IPCC) said the global mean sea level rose by 19 centimetres (7.6 inches) from 1901-2010, an average 1.7 mm (0.06 of an inch) per year.

This accelerated to 3.2 mm per year between 1993 and 2010, the IPCC said in its landmark Fifth Assessment Report.

But in 2014, another study raised a big question.

In the past decade, it said, sea-level rise had been much lower than the previous decade.

That raised hopes in some quarters that, far from being an inexorably rising threat, sea levels could fluctuate in response to some hidden but natural variability.

The new study deals a blow to this scenario.

Both the IPCC estimate and the 2014 paper were based on satellite observations of sea levels.

But they were unable to take an important variable into account: something called vertical land motion.

This is natural movement in the height of the Earth's land surface, which can happen through subsidence, earthquakes or uplift.

For instance, parts of the northern hemisphere are still rising after the end of the last Ice Age -- the land was crushed by glacial weight and even today is slowly "rebounding," thousands of years after the ice melted.

The new study, published in the journal Nature Climate Change, takes land movement into account, along with an important statistical tweak – hourly data from a network of tide gauges deployed around the world's oceans.

It finds that the overall rate of sea level rise between 1993 and mid-2014 is between 2.6 and 2.9 mm per year, with a margin of error of plus or minus 0.4 mm.

The bad news is that the first six years of the satellite data -- 1993 to 1999 -- is the period that is most affected by these corrections.

For those six years, estimates have to be scaled down by 0.9-1.5 mm a year.

That means in more recent years the rate of sea-level rise has actually increased rather than declined, according to the paper, led by Christopher Watson of the University of Tasmania, Australia.

The acceleration "is higher than the observed twentieth-century acceleration but in reasonable agreement with an accelerating contribution from the Greenland and West Antarctic ice sheets over this period," the team said.

It is also consistent with the IPCC's projections for an additional 0.07 mm rise in the early decades of the 21st century, they added.

The IPCC projected that the global mean sea level would rise by between 40 and 63 cm by the end of this century, depending on how much heat-trapping carbon gases are emitted.

These figures do not include margin of error. At the top end of the range, the 63 cm could be as high as 82 cm.

Complex calculations

Ocean rise has huge implications for the hundreds of millions of people who are coastal dwellers.

Their cities could be threatened by ground erosion, flooding and storm surges, and their groundwater imperiled by saltwater intrusion.

But it is also one of the most vexed questions in climate science, given the many uncertainties.

Computer models have to try to estimate how much of the rise is due to thermal expansion -- warming of the water -- or to runoff from ice sheets, glaciers or permafrost.

They also have to calculate the extreme time it takes for a vast body of water to respond to temperature change.

The IPCC said the loss of Greenland's icesheet had probably increased from 34 billion tonnes per year in the decade to 2001 to 215 billion tonnes a year over the following decade.

In Antarctica, the rate of loss likely increased from 30 billion tonnes a year to 147 billion tonnes a year over the same timescale.

Reimagining Talent and Development,
Part III: Data Requirements for the Talent Development Professional

"You can't train your way to an outstanding business with bad fundamentals and habits, you have to be competent, have sound fundamentals and the right attitude".[1]

– Iman Fiqrie

This article is a continuation of parts I and II from the Reimagining Talent and Development series and proposes that the proper collection, analysis and evaluation of data are paramount in order for Talent Development Human Performance Improvement (HPI) solutions to be effective.

Providing talent solutions through data mining

For several articles written by the author in the Globalmet Newsletter, the last two specifically, the collection, measurement, analysis, evaluation and use of data to aid in providing Talent Development solutions has been either referred to or at least eluded to for several important reasons; but, how to use that data in any great detail has never really been expounded upon until now!

This article then, intends to inform in as much detail as this short venue permits and show how Talent Development (TD) Professionals (TDP) use data in the course of providing HPI solutions and business results to the organization.

Establish good data collection habits

To begin with, the TD professional must establish the purpose of data collection, method, analysis and report format when it comes to solving TD issues and presenting them to stakeholders. Figure 1 below gives some examples of the nature of the data to be collected; Bassi and McMurrer refer to these as "disparate pieces of data" and should be part of the organization's core data knowledge management system from which drives success and data requirements. However, to analyze and evaluate this data requires putting forth sound research design and methods (often referred to as Quantitative Research Methods) and the kind of rigorous design that ends up providing unbiased effective solutions based on the business drivers and needs of the organization—not emotion and office politics. The research process itself entails rigorous data collection, analysis, description, inference and evaluation in order to yield fruitful business and talent solutions as required by stakeholders. This process must be void of bias or risk the results becoming unreliable; the data must be filtered, grouped, categorized, described and inferences made as this is of paramount importance to the TDP and subsequent results.

Figure 1 - Build a HR Analytics "Data Hut"
(HRIS means HR Information Systems)

[1] C = (K+S+E)*(A), where C equals competency; K is knowledge; S is skill or practical; E is experience and A is attitude. Note what happens when A is very low, zero or even negative, no matter what knowledge, skill or experience one has, one is still considered to be not yet competent.

Knowledge management data usage

In an article written by Galagan, the author suggests that it isn't easy to achieve a big impact using data -- but that "...most companies fear doing it or restrict it…[and that] [m]any companies profess to be on board but are frustrated at the lack of results or change in practices".

A crucially important key is that the "population" (data source) from which the sample of data is to be drawn and its methodology (how it is to be collected) must be done using the science of quantitative research methods if they are to be taken seriously; which entails the important concept of quantitative sampling methods (e.g., random, stratified, etc.)

Start by validating the business drivers

"The most important step in establishing measures for an evaluation strategy is validating the drivers" (Biech, 359). These include both the organization's internal and external business drivers and forces eluded to in parts I and II (newsletters 44 and 45) and helps an organization to achieve, surpass and even sustain their strategic outlook, business goals and performance needs.

Seven steps of data collection

Discussing data and making it interesting is certainly a large topic taken on in such a small venue as a newsletter, none-the-less it must be emphasized as a mandatory, potentially daunting, but necessary part of the TD professional's competency and responsibility. In simple terms, a seven step data collection plan is elaborated upon here:

7 step data collection plan for the Talent Development professional

1. Collect the right type of data so it can be analyzed correctly.
2. Understand the intent and usage of the data collection so one can collect the data from the right population.
3. Know the correct sampling technique so as not to bias the data.
4. Understand the mechanics of research design, e.g., inferential (i.e., to infer or deduce with some degree of significance about what the future might entail).
5. Understand how to derive the correct research question; e.g., disprove the null or false statement and to "what degree of confidence" (i.e., 99%, 95% or 90% confidence) and the consequences thereof -- for example, the research question (statement) that all dogs have one leg; if we find one dog with four legs (null is true), then our original question is indeed false.
6. Use proper analytical methods to derive the outcomes.
7. Brief the proof and profess a solution to a high degree of "statistical significance".

Data collection models to consider before collecting the data

Once the business drivers have been identified, a model selecting the types of data to be collected can be selected. One such model is Donald Kirkpatrick's Four Levels of Evaluation and refers; (1) to a learner's reaction to the training (happy, glad or otherwise); (2) measurement of the learner's behavior in the classroom and training environment (i.e., how they did on the assessment); (3) the individual's behavior change on the job; and lastly, (4) the business results (increased sales, production, quality and such); Referred to as Level 1, 2, 3 or 4 as not all of the levels must be used at any one time.

Don't forget the purpose of the data collection

In the process of formulating a plan and collecting the data, it's important not to forget the specific purpose of doing so and the necessity for accurate information and results. And according the Biech, this purpose may be to:

- Determine the current level of training and in particular skills
- Identify optimal performance levels and gaps compared with current levels
- Conduct needs and training requirements analysis
- Determine whether a course provided the required learning

There are many methods and models with which to help formulate more than a good research question that addresses the right requirements and subsequent solutions; a few were just discussed, e.g., Kirkpatricks Four Levels, obviously something executives and managers care a lot about. There are also other methods to assist in ROI evaluation like Philips ROI Methodology, Balanced Scorecard and a few others. As long as the TD professional "drives the process" methodically as discussed here and not become too overwhelmed by the process (and therefore bypass it) and not let the process drive the TD professional —the end result yields better business and financial results.

Why is data really important for executive stakeholders?

What data does or can do, is show correlations between one or two variables, suggest answers such as is there any significance between pre and post training or HPI indicated from the data; but, most importantly, how the TD professional might use the information to help improve business performance (HPI); e.g., predicting turnover, business impact of leadership development programs, effectiveness of one's efforts to improve performance and many other areas as well (Biech, 391).

The TD professional must interpret, present and report the results of the HPI solution in a meaningful way that meets and exceeds stakeholders' needs and requirements. Often times, data may not be presented taking into account the specific expectations, needs and requirements of executive stakeholders; an error here in process, communication and reporting may be tantamount to professional irresponsibility and not in keeping with the highest standards of the TD professional.

Conclusion

In conclusion, TD professionals must provide quality, timely reporting and solutions to stakeholders that answer the question! The use of the right data is a key element in that process. And according to Biech, the TD professional should not necessarily expect praise, especially in an environment fraught with office politics, "rice bowls" or otherwise; however, testimonials from managers and senior executive can help save a mediocre presentation and one's reputation.

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

New Qualifications for Crews of Commercial Motor Yachts

Four new certificates of competency for seafarers working on commercial motor yachts will be introduced in Australia from early 2016.

After extensive consultation between AMSA the commercial yachting Industry, Yachting Australia, the Australian Maritime College and the Transport Logistics Industry Skills Council these new qualifications will see Australian motor yacht worker's skills recognised with an official AMSA certificate of competency.

The four new qualifications include:

- Watchkeeper Deck <3000GT Yachts with deck rating endorsement
- Chief Mate <3000GT Yachts with deck rating endorsement
- Master <500GT Yachts with Able Seafarer endorsement
- Master <3000GT Yacht with Able Seafarer endorsement

These qualifications will give seafarers a career path that will allow them to upgrade their qualifications to larger vessels by undertaking further study.

AMSA is currently drafting Marine Order 74 (Master and deck officer yachts) to give effect to these new qualifications and anticipates that the order will be complete in the first quarter of 2016.

Similar qualifications have existed in the United Kingdom for some time and Marine Order 74 will allow AMSA to recognise equivalent certificates issued by the UK Maritime and Coastguard Agency.

AMSA Deputy CEO, Gary Prosser, announced the new qualifications on Tuesday at the Australian Superyacht & Marine Export Industry Conference on the Gold Coast.

"These new certificates will give formal recognition to these highly skilled seafarers and a pathway to further their careers in the maritime industry," Mr Prosser said.

"AMSA would like to thank the commercial yachting industry for its support in developing this important expansion of qualifications for workers."

Source: **AMSA**

Fires and Failures

If you notice carefully, it will be found that from the change room we proceed downwards to the engine room and rarely go up unless there occurs some problem, such as failure of some joint on a valve or pipe, fire due to soot accumulation, or failure of some tubes. I also did the same, until I learnt some lessons on exhaust boilers, engine room blower panel, and incinerator uptake, etc.

On one ship, we were washing the economizer from one door only, because on the opposite side there was very little space to pass between the boiler and the bulkhead. Some engineers who were longer on the vessel proclaimed that there is no door on that side. Their belief was strengthened by the fact that this side of the boiler was almost totally black. With little persuasion, we grudgingly entered this alley with brush, scraper and hand lamp and after some scraping we discovered the door. Upon opening this door we found this side totally blocked by soot, rather hardened soot.

These days we are not studying any drawings. If you open the black boxes we will find the drawings neatly folded with an ammonia smell still present. We do not read the drawings. We do not even read the manual, forget the drawings.

Let a study be made and we will find that almost all air vents provided on the headers are jammed because these are never operated. Failures occur because we do not check these important places and simply feel happy that the feed pump is running. Even if one feed pump gives problems, we start the other one and come back to the engine control room without going up to confirm water in the tubes. If you make a study today, we will find the cocks of gauge glasses jammed because we never blow through the gauge glasses and check the water levels only from the remote glass in the ECR.

We do not move our legs and do not like to bend. Most of us cannot sit for long on our legs in the squatting position without feeling pain. Friends, no criticism is meant, we are all seafarers and whatever is being said is in good faith. Most of you are very good. Every one knows that these days we hardly get any time to do thorough maintenance.

On one ship we wanted to plug some tubes of the economizer and we were not able to find the lower line of plugs, as if they were not there, till we bent enough to find that these were located below an arthwartship angle iron long piece at the edges of the gratings. It was quite a job to open these plugs because they never had been opened.

For the structural strength of the headers, all their fittings must form part of the boiler survey at least once in five years, in spite of the time constraint.

Feed pumps do come under CSM survey, but what about the stub pipe piece between the hotwell and the pump (through the valve). Have you ever seen a surveyor checking the hotwell structure, especially it's bottom. In one case a big hole developed in this bottom plate but God was with us, the distance between the bottom plate and the deck head below was very small with adequate coaming around and we filled up this area totally with 3 parts of sand and one part cement mixture.

The smoke sides of the boiler must be cleaned very diligently in a periodical manner (say once in three months) supervised by the chief engineer himself. On older ships, the economizer tubes have clamps and such clamps must be checked very thoroughly by going inside and spending some time there because, if they keep rubbing against the tubes, we will surely have a leak and it is rather difficult to locate such leaks.

Many junior engineers argue that we have soot blowers so why open and clean them. Such persons will learn later with experience that soot blowing is not enough.

In case of fire in the tubes, stop the engine, cover the turbocharger filter fully and shut off the blower supplying air to this filter. This will stop the air draft. After some time the fire will go away. We can introduce CO_2/DCP inside through ingenious means. Do not use soot blowers. Circulation of water should be maintained as far as practicable. Water may be used inside the casing in a well directed manner for effecting cooling if practicable. But waiting and watching for some time is preferred.

The same thing happens with under piston scavenge fire. Reduce RPM suitably, cut off fuel to effected unit and wait for 15 minutes. In most of the cases the fire will finish. In one case, the burning material was burning close to the under piston scavenge door and one inspection glass got overheated and a hole was created in it. Wearing asbestos gloves and taking cover, I had introduced foam through the portable extinguisher via this hole. But, in both cases, periodic, thorough cleaning and imaginative checking by the Chief and the Second Engineer together is the best solution.

A note of caution is needed here, do not wash the economizer if a long pilotage is to follow because sparks keep on coming for a long time and pilots get worried and may even complain. Also, beware of rapid steam generation after full away is given.

Generally the Chief leaves at this point to give figures to the Captain and the watch in charge makes a cup of coffee, relieved of maneuvering, till he suddenly finds hotwell overflowing and safety valve lifting. Then, there occurs big commotion. The boiler tube plugs are supplied with the new ship and kept in the spares box but with time they vanish and when the time comes to use them, we lose time in improvising. It will not be out of place to say here that a junior engineer (Fifth Engineer or TME) is very useful and all of us must demand that one such young person be provided on all ships. I must confess that in my long sea service, these boys helped me immensely.

While inspecting the boiler structure, the flue tube (cylindrical structure between the furnace and the tube plate) must be ultrasonically gauged. In some makes of the boilers, there is water space below the furnace bottom plate and there is some shoring structure. This bottom plate must also be cleaned and the thickness gauged. Failures have happened at both these places, especially the former.

These days a lot of good video CD's are available and we must see them and discuss in safety meetings or in rough weather when we can not go out for drills. Again, no time is available and yet we must find time. Check and recheck please. Careful checking and checking together always helps, though it is rather difficult to achieve. We are seamen and we love to do difficult jobs!

By **Mahendra Singh**
Chief Engineer

IMO Ferry Safety Conference Urges Action to Improve Safety Record

INTERNATIONAL MARITIME ORGANIZATION

Conference on the enhancement of safety of domestic ferries

The International Maritime Organization (IMO) Conference on the enhancement of safety of ships carrying passengers on non-international voyages, held in Manila, the Philippines, on 24 April 2015, has adopted guidelines to aid the process of reducing the mounting toll of accidents involving such vessels by addressing the question of whether a ship is fit for purpose in its intended role.

The **"Manila Statement"**, adopted by the Conference, acknowledges the urgent need to enhance the safety of ships carrying passengers on non-international voyages in certain parts of the world and urges States to review and update national regulations in relation to their passenger ferries and to apply the guidelines, in order to address the continuing unacceptable loss of life and damage to the environment and property due to marine casualties and incidents involving such vessels.

Speaking at the closing session of the Conference, which was hosted by the Government of the Philippines, IMO Secretary-General Koji Sekimizu said that domestic ferry operations played a crucial role in the movement of people and goods, and sometimes represented the only possible and/or reasonably affordable means of transport.

"*The public expects safety standards on domestic passenger ferries to be as strong as those on international vessels,*" Mr. Sekimizu said. "*The perils of the sea do not distinguish between ships engaged on international or non-international voyages and the protection of life at sea is a moral obligation. Those travelling by domestic ferries should enjoy the highest practicable standard of safety irrespective of their citizenship.*"

The Manila Statement highlights that the safety of domestic ferries is a shared responsibility between and among Governments; local authorities; ship-owners, ship-managers, ship-operators; shipboard personnel; maritime education and training institutions; classification societies and organizations which Governments authorize to survey and certify domestic ferries for compliance with the applicable laws, regulations and rules; insurance providers; port authorities, port terminal owners and operators; and the public and civil society as users of the services provided.

"Casualties and incidents involving domestic ferries can be avoided if adequate laws, regulations and rules are developed and effectively implemented and enforced," Mr. Sekimizu said.

The Conference was attended by representatives of 13 Member States as well as observers from international organizations.

The Manila statement strongly recommends the use of the Guidelines on the safe operation of coastal and inter-island passenger ships not engaged in international voyages. The guidelines address issues relating to: the purchase of a second hand ship intended to enter into service as a domestic passenger ship; a change in operating limits; the conversion or modification of a ship before the ship enters into service as a domestic passenger ship; passenger counting and voyage planning. The guidelines can also be used to check the operation of ships which are already providing passenger services and the ones relating to passenger counting and voyage planning in their daily operations.

The statement also urges States who need technical assistance on matters relating to the operation of domestic ferries to seek such assistance from IMO or from other States.

The outcome of the Philippines Conference will be reported to IMO's Maritime Safety Committee, Technical Cooperation Committee and Sub-Committee on Implementation of IMO Instruments.

The Conference was organized in the context of an on-going programme conducted by IMO, through its technical cooperation programme, to improve the safety of sea and inland waters transport operations in several countries and regions, while recognizing that the regulatory framework of domestic passenger ferries varies considerably from place to place.

Since 2006, activities relating to domestic ferries have been pursued in partnership with the international non-governmental organization Interferry, including a series of fora on the safety of domestic ferries in the East Asia sub-region and for Pacific Island Countries and Territories, as well as the implementation of a national pilot project in Bangladesh, including the development of specific training programmes.

The Conference on the enhancement of safety of ships carrying passengers on non-international voyages was attended by representatives from Australia, Cambodia, Canada, China, Indonesia, Japan, Malaysia, New Zealand, Norway, Papua New Guinea, the Philippines, and the Republic of Korea; the Secretariat Of The Pacific Community; observers from the International Chamber Of Shipping (ICS), the International Association Of Classification Societies (IACS), Interferry and the Worldwide Ferry Safety Association (WFSA); and observers from the World Maritime University (WMU) and the University Of Strathclyde, United Kingdom.

Source and Image Credit: IMO

Mentoring Guidelines for Seafarers

The Chartered Institute of Logistics and Transport | FCILT Chartered Fellow

Part 1 – Mentoring Guidelines

Takeaways:
Role model, mentoring circles, peer team mentoring, team building, improved skills, competency-based work-life, enabling and sustaining employability knowledge, skills and praxis.

Figure 1 - Mentor with Telemachus

Introduction

Too often, in recent times we hear from various sources about the poor state of graduate officer quality and how poorly trained they might be. Many have proposed that mentoring can alleviate the situation and thus enable each aspirant to attain the various competences required to effectively keep a watch and perform in the various employability skills at sea and later in shore-based appointments.

So what is mentoring? This short article hopes to provide some pointers that Masters and senior officers on board may participate fruitfully. Mentoring takes over the "academic role" of the college professor, lecturer, trainer and/or teacher, and becomes the key person at the work-place that can maintain and sustain the desired and essential qualities of not only the subordinates but also the peers.

Mentoring

Mentoring helps to support the development of essential skills in the workplace.

Mentoring is the pairing of an experienced or skilled person (mentor) with a person(s) who would like to improve his or her knowledge and skills (mentee). The mentor demonstrates a positive attitude, acts as a role model and supports the mentee(s) by willingly sharing knowledge, resources and advice to help them improve their skills, attain the requisite competences, become productive and successful on the job.

Mentoring also occurs as,

- Mentoring Circles – a mentor works with a group of mentees. The mentor provides advice and guidance to the group and encourages mentees to help one another.
- Peer or Team mentoring – team members or peers collaborate and mentor each other. Peer mentoring may be established to address a particular issue or problem. This type of mentoring is good for cross-training, team building, research and generally developing skills and knowledge of new employees and volunteers.

Mentoring embraces two pathways,

1. The Mentor showing the mentee(s) how to complete a particular task or tasks competently
2. A longer term commitment by a mentoring relationship.

A third pathway is sometimes applicable when mentees work together in an action learning mode. A mentor may be a member of the team, providing the underpinning skills and knowledge for a chosen project or job.

Mentoring assists people in organisations support a learning culture in the workplace, thus increasing productivity. Some of the benefits are as listed below:

Benefits for the Mentee	Benefits for the Mentor
Improved Skills	Increased opportunities to share skills and knowledge
Increased self-confidence	Increased opportunities to develop leadership skills
Increased motivation	Increased job satisfaction
Increased job satisfaction	Increased sense of value in the workplace
Increased productivity	

Figure 2 - Benefits for Mentee and Mentor

Primarily this plan has been designed for the basic work place. On board mentoring may follow the same pathways but due to remoteness and isolation, may require a more determined approach.

During Mentoring Sessions or Meetings

The Mentor will accompany mentees during their work periods and shifts as applicable. Specially arranged meetings to provide feedback should also occur whenever possible.

Note: The Mentor provides non- judgmental support to the mentee.

Activities during Mentoring Sessions

The mentor will provide support and offer advice to mentees as follows:

1. Discuss goals, expectations and interests
   a. What would you like to get out of this experience?
   b. What skills are you confident about?
   c. What skills would you like to improve?
2. Clarify mentor/mentee relationship
   a. Confidentiality – any agreements
   b. Duration
   c. Periodic meetings if any
   d. Feedback arrangements

3. Discuss the learning plan and review together if necessary
    a. Mentee's preferred learning strategies to attain objectives/ goals
    b. Determine best learning pathways to attain learning outcomes
4. Discuss with mentee(s) to identify strategies and activities that will support their learning goals
    a. Activities may include
        i. Practising skills or tasks during sessions
        ii. New projects or assignments
        iii. Job shadowing
        iv. Self-study etc.
5. Discuss resources identification and management of resources
6. Assist and support the mentee to self - conceptualise, self-manage and be self-aware
7. Any other matter that will assist the mentee in achieving his/ her role in the organisation.

Top Ten Qualities of a Good Mentor

Willingness to share skills, knowledge and expertise	Provides guidance and constructive feedback
Demonstrates a positive attitude and acts as a positive role model	Respected by colleagues and employees in all levels of the organisation
Takes a personal interest in the mentoring relationship	Sets and meets ongoing personal and professional goals
Exhibits enthusiasm in the field	Values the opinions and initiatives of others
Values ongoing learning and growth in the field	Motivates others by setting a good example

Figure 3 - Qualities of a Mentor

Duration of this Mentoring

The mentoring will be deemed completed by mutual agreement.

Part 2 – Guidelines for Mentees

Mentoring can be a rewarding experience for mentees. Some benefits are tabled below for ease of reference.

Benefits for the Mentee
↗ Improved Skills
↗ Increased self-confidence
↗ Increased motivation
↗ Increased job satisfaction
↗ Increased productivity

Figure 4 - Benefits for Mentee

These guidelines are meant for your learning and action roles. The following guidelines can help you maintain a successful mentoring relationship.

Preparing for Mentoring

1. Think about what you want to establish through mentoring. What are your learning goals to be an officer in your chosen vocation?
2. Make sure you understand your roles and responsibilities as a mentee as well as the responsibilities of the mentor.
3. Familiarise yourself with the Essential Skills required for your role as an officer.

Figure 5 - Building relationships

Establishing the Mentoring Relationship

1. Meet with your mentor to discuss your goals, expectations and interests. Be clear and specific about what you want to establish. If you have a learning plan, you may want to review this with him/her.
2. Clarify and determine the mentoring relationship. Make sure you and your mentor have a common understanding of the following:
    a. Confidentiality
    b. The duration of the relationship
    c. How often and how long you will meet
    d. Preferences for receiving feedback etc.
3. You and your mentor may want to complete the "Mentoring Agreement". In any case you need to clarify your learning goals as well as mentor/mentee expectations
4. Talk about your roles on the Job (OJT) preferred learning strategies to determine the best way to achieve the learning goals.
5. Identify strategies or activities that will support the learning goals. Activities to involve practising skills or tasks, trying new projects, job shadowing etc.
6. Any other matter that will help you attain your goals.

Working with your Mentor

1. Be enthusiastic and open to new learning opportunities
2. It is important that you work with your mentor to achieve the programme objectives/goals and the attainment of the learning outcomes for your trainees or learners.
3. In the case of your own learning outcomes, it is not however the mentor's role to solve your problems or to complete work assignments for you. You must take responsibility for your own work.
4. Constructive feedback is an important part of the mentoring relationship. Be open to constructive criticism and try to learn from it. You should also provide feedback to your mentor on the mentoring relationship to help ensure it is successful.
5. Do not judge or criticize the mentor. Respect is critical to the success of the mentoring relationship.

References:

Beevers, K. Rea, A.D. (2010). Learning and Development Practice. CIPD UK.

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

Global Maritime Education & Training Association

GlobalMET Limited

Australian Company Number 103 233 754

www.globalmet.org

Chair:
New Zealand Maritime School
2 Commerce Street
Private Bag 92068
Auckland
New Zealand

Executive Secretary:
Rod Short
P O Box 307 Waikanae
Kapiti Coast 5250
New Zealand
rod.short3@gmail.com

Secretariat

P O Box 307 Waikanae
Kapiti Coast 5250 New Zealand
Tel 64 4 905 6198 Fax 64 4 905 6190
rod.short3@gmail.com

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

Design by: **Core Competency Training & Services Pvt. Ltd.**
Gurgoan, India Tel: 91-124-45525 56/57
e-mail: marketing@corecompetency.net Web: corecompetency.net