

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

My pleasure to report some interesting developments since our last issue -

Through our Executive Secretary, Capt Rod Short's fine efforts, GlobalMET will deliver "facilitator – training" workshops on Competency Based Learning (CBL) and Competency Based Education, Training and Assessment (CBETA) for MET proponents and professionals in Manila. This is a continuing education programme formulated from the initial "closing the gaps" workshop in 2014. This learning event is designed for maritime industry executives in Government, commerce and MET practitioners.

TK Foundation has very kindly donated another grant to deliver three (3) training workshops, each consisting of a five (5)-day residential learning event based on the grounded theory and action plan established in the initial workshop last year and two (2), support sessions. Each of these support sessions will run over two (2) days to accommodate monitoring, mentoring, improvement, implementation and reporting processes over an agreed period.

Each workshop will be open to sixteen (16) participants from across the GlobalMET membership institutions, maritime industry stakeholders, executives from the shipping and maritime industry, regulators, sea-going officers and outstanding officer candidates. Details will be circulated soon.

Meanwhile for those who are interested, please download a copy of our Newsletters issue 42 and 43 to read "A Journey of Hope and Aspiration". This narrative is in three parts with the concluding part in this issue. It tells us of the part GlobalMET played in delivering the first workshop in 2014. This workshop pursued the objective of identifying the gaps in MET in delivering training, certification and the administration of the processes. It then went on to determine the grounded theory and intervention best suited to close the gaps through standard curriculum and the practice of CBL/CBETA.

Highlights – This Issue

In this issue, Capt Hamzah of ALAM (Malaysia) provides the insight into "Safety Climate" and "Safety Culture" as should be understood and practised on board and ashore.

Editor's note:

"Culture is not a surface phenomenon, it is our very core" - Edgar Schein

"Culture" has been bandied around in recent times for everyone on board to have a "safety culture". This is often assumed that mandatory training and drills (quite cursory at most times) provides for this development. However, current evidence says otherwise and that is because at most times, trainers fail to realise that culture is our very core and training so far has only created the surface phenomenon.

Meanwhile, "**Crafting a Culture of Excellence**" looms urgently in seafaring, and directly MET as GlobalMET engineers the Centre of Excellence in the Asia-Pacific region. This newsletter is also your "Culture Deck", so send in your thoughts please.

Iman Fiqrie again captures our attention with his foresight in career development and the need to become more versatile as a Facilitator of MET in his narration: Reimagining Training & Development.

Hindustan Maritime Training Institute – HIMT provides us with their latest development and successes. Congratulations to Sanjeev and his fabulous team.

Capt Rod Short has been honoured with the **The Lifetime Contribution to Maritime Training Award on 21st March 2015** in Mumbai. Congratulations are in order. (Details on page 3)

Food Safety Management

A quick note to draw attention to MLC 2006 regarding food safety management on board ships. Conventional ships' cooks training does not offer enough emphasis on health protection, diet and nutrition.

HACCP or Hazard Analysis Critical Control Points risk management methodology should be one of the competencies for officer training and CPD.

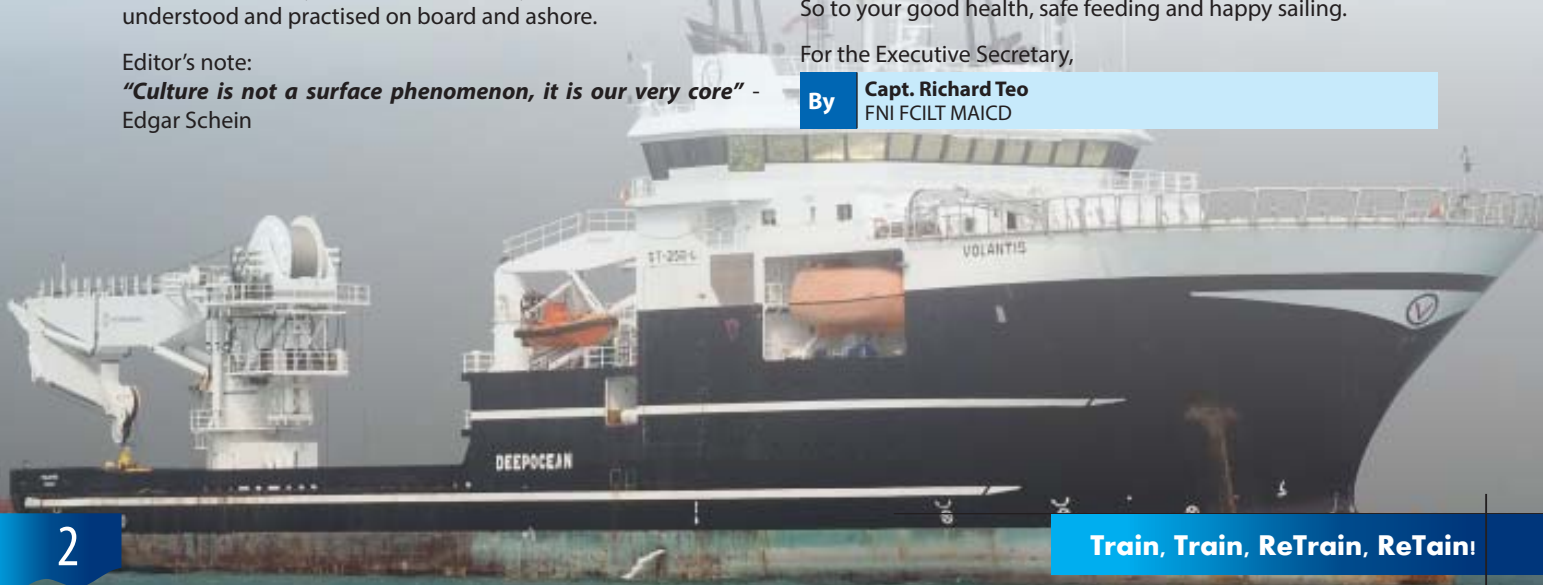
The Master is responsible for the management of food safety and appropriate nutrition and diet in catering on board. MLN 3.2 (Food and Catering – ILO) from the Isle of Man administration offers sound advice and information. Take note and be prepared.

Further reading on food safety may be found on HACCP Australia (Codex Alimentarius) web pages; www.haccp.com.au

So to your good health, safe feeding and happy sailing.

For the Executive Secretary,

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



Sailor Today Sea Shore Awards



Congratulations to
Capt Rod Short,
Executive Secretary, GlobalMET.

The Lifetime Contribution to Maritime Training Award was conferred on Capt Rodney Short, a Maritime Trainer, who is dedicated to this very critical and important part of the Merchant Navy Profession.



Capt Francis Akkara of Anglo-Eastern Group receiving the award on behalf of Capt Rodney Short from guest of Honour Mr Socrates Theodossioui and Mrs Despina Theodossioui of the Tototheo Group

Sailor Today Sea Shore Awards have set a new standard of excellence in the Maritime Industry worldwide, being the most high profile and anxiously awaited event in the shipping industry.

The glittering award ceremony was held on the 21st March in Mumbai, Mr Deepak Shetty, Directorate General of Shipping, India, was the Chief Guest.

With more than 2000 guests, the Mega Event was attended by the crème de la crème of the shipping fraternity and extensively covered by the electronic and print media.

The vision of the Sailor Today Sea Shore Awards is to keep the spotlight on **the ship** and **the seafarers**, which are core elements of shipping, an industry that operates worldwide in a multinational, multicultural and multifunctional environment.

To facilitate working in such a complicated environment, the seafarer must be trained keeping in mind this unique structure and taking into consideration all international standards and related regulations.

The Lifetime Contribution to Maritime Training Award was conferred on Capt Rodney Short, a Maritime Trainer, who is dedicated to this very critical and important part of the Merchant Navy Profession.

Having started his professional career as a young deck cadet officer, Capt Rodney Short sailed with the Union Steam Ship Company of New Zealand and Shell Tankers. Later gaining his Extra Master Certificate, he went on to teaching navigation and seamanship.

He subsequently became Head of Nautical Studies at Singapore Polytechnic and then CEO and Principal of Australian Maritime College, Director of AMC Search Ltd and of the Australian Maritime Engineering Cooperative Research Centre.

He is also established the Association of Maritime Education and Training Institutions in Asia Pacific (AMETIAP) and Australia - Maritime Training.

Capt Short is currently Managing Director of AustralAsian Maritime Education Services Ltd, which he formed with his late wife Valerie. He serves as Executive Secretary of the Global Maritime Education and Training Association - GlobalMET Limited – and is involved in various consultancies in Singapore and New Zealand.

The 14th Sailor Today Sea Shore Award 2015 for a Lifetime of Contribution to Maritime Training was awarded to this gentleman for his outstanding and unparalleled achievements in this field.

About Sailor Today Sea Shore Awards

The Core Purpose of the Awards is to recognize, acknowledge and felicitate the achievements and outstanding services of distinguished shipping personalities and organizations worldwide. Thus bringing the maritime industry together and creating maritime awareness.

In the past, shipping stalwarts of the stature of the legendary Capt. C. A. J. Vanderperre, Mr. P. K. Srivastava, Mr. K M Sheth, Mr. R K Mehrotra, Capt. Suresh Anand, Capt. Gurpreet Singh Singhota, Mr Rajaish Bajpae, Mr. Kishore Rajvanshy, Mr Harry Banga, Mr. Peter Cremers, and Capt Gurinder Singh Ahluwalia have been among the proud winners of the coveted awards.

Each year this hallmark event is attended by Ship Owners, CEOs, and MDs, Senior Ship Managers, Superintendents, Floating Staff (Deck, Engine, Saloon) including Masters and Chief Engineers. In addition there are Shore Staff and High Ranking Government Officials from India, Canada, UK, USA, Dubai, Sri Lanka, Bangladesh, Singapore, Hong Kong and Thailand.

The Mega Award function, in its iconic and hallmark style, also showcased a special entertainment programmes, followed by cocktails and a gala dinner.

Achieving 'Outstanding' Grades is Becoming a Habit at HIMT-Full Steam Ahead

Congratulations to Sanjeev S Vakil, Managing Director and staff of the Hindustan Institute of Maritime Training, HIMT.

Capt Anand, Director – Nautical, writes and updates us of their progress and success in Maritime Education and Training and reports as follows:

"Clearly leading the race, and standing well ahead of its competitors, is Hindustan Institute of Maritime Training (HIMT). Ably headed by its Founder and Managing Director Sanjeev S Vakil, the institute has grown from strength to strength, to emerge as one of the best in the country. We trace its journey, to understand what went into its making..." Sanjeev S Vakil

Probably the most recognisable name in the world of shipping institutes is that of Hindustan Institute of Maritime Training (HIMT). Established in the late nineties, the institute has seen unparalleled growth, in every sense of the word. With a name that reflects patriotism and fervour for the country, HIMT has gone on to train thousands and thousands of both aspiring merchant navy cadets and crew, to serving officers and members of the crew. Having witnessed a steady climb since its initial days, today, the name 'HIMT' stands apart from the rest of the crowd, and is considered to be one of the best institutes in the field of shipping, by both alumni, and current students.



Led from the front by the spirited personality of its Founder & CEO, Sanjeev Vakil, HIMT has attained the apex position among its peers, with over 50 different maritime courses, which span pre-sea, post-sea, nautical, engineering, catering, value addition, management and a variety of other maritime courses. Fast opening up to new and emerging fields, HIMT has recently inaugurated a Familiarization/Refresher course for medical doctors to be certified as Director General of Shipping (DGS) approved Medical Examiners. The newly launched one-day course is offered to all MBBS doctors. It envisages making a large number of DGS approved Medical Examiners available to seafarers and shipping companies.

HIMT has retained its position of India's largest institute in terms of number of courses approved by the Directorate General of Shipping for over a decade, since 2002. For over 17 years now, HIMT has constantly maintained a position of leadership in the field of maritime training throughout the South Asian region.

Blessed with a well experienced and highly knowledgeable faculty with a proven ability to transfer learning, HIMT has for long been the hallmark of learning in the maritime field.

Even as serious competition has risen now and again, HIMT has managed to stay ahead in the field, helped doubtless by the brilliance of Mr Vakil, his brand of leadership, and an eminent set of faculty. Faculty comprises of dedicated Chief engineers and Masters, many of them since inception of HIMT and few who have been sailing in between to keep their knowledge updated. Additionally Sailing officers with passion in teaching also visit HIMT during leave period.

Awards

HIMT has been constantly nominated, and has received many awards, especially over the past seven years. Some of the awards that HIMT has won include:



- ◆ The Seatrade Award at Dubai, presented to them by the Chairman of the Jury, Secretary General, International Maritime Organisation (IMO), and Director General, National Transport Authority, UAE.
- ◆ The International Gold Star Award at Thailand.
- ◆ The Rashtra Ratan National Award for individual achievement and national development, and many more.

HIMT has been ranked 'Outstanding' by the World's Largest Classification Society, DNV-GL and Class NK for all the Presea courses.

DNV-GL recently carried out the Comprehensive Inspection Program (CIP) and HIMT has become India's first Institute to have all its Post sea competency courses awarded, Grade A1- Outstanding. This is a benchmark in the field, and is the highest rating in India according to DG Shipping. In addition, HIMT is the only institute in India that is ranked by all rating agencies approved by DG Shipping, namely SMERA, CRISIL, ICRA, and CARE.

This is a remarkable follow-up laurel to the 'Outstanding' grade awarded to HIMT earlier by Class NK and DNV-GL for all Pre-sea courses. This double success covers various parameters of the training institute which include infrastructure setup and maintenance, faculty & HRD, student performance, sustainability of the institute, overall performance and management of the training centre.

Advisor, Research and Development

Capt K. Vivekanand has joined HIMT as Advisor (Research & Development), after a very long innings at AMET and VELs.

By **Capt Anand**
Director Nautical



Reimagining Training and Development: Learning and Talent Development, Talent Management and Enterprise Learning Networks



It's about the transformation, not your transmission"; ASTD (2014).

Increasingly as IT and Training and Development (T&D) in organizations continue to be less responsive to learning and development needs, "...individuals and teams are bypassing IT and T&D to solve their own training and performance problems quicker and easier by sharing their knowledge and collaborating with one another in new ways" (ASTD, Chapt. 6). The Enterprise Social Network (ESN) program *Yammer* being one example.

While organizations still grapple with what Learning Management System (LMS) they will use, the T&D community has just about moved on from the past 50 years or more of T&D based on behavioral methodologies and looking ahead to Learning and Development (L&D), Talent Development (TD), Talent Management (TM), ESN, and Enterprise Learning Networks (ELN). Even Competency Based Learning (CBL) and learner centric (LC) are getting makeovers.

However, rather than spend a lot of time discussing those specific topics, the time might be better spent understanding the methodologies and theories behind them like integrating the learning into the workflow and T&D as a partner in many facets of the organization's success.

To see where T&D is going, let's reflect on some past initiatives and ask the question – what should be T&D's core principles? Figure 1-1 below gives a snapshot of past T&D, its theoretical underpinnings and social influences.

Fredrick Taylor ("the Father of Scientific Management") had great influence on industrial efficiency, worker movements and subsequently how training was eventually to be conducted for years. For example, his principles as a working manager that shaped the late 1890s to early 1900s:

1. Replace rule-of-thumb work methods with methods based on a scientific study of the tasks.
2. Scientifically select, train, and develop each employee rather than passively leaving them to train themselves.

3. Provide "Detailed instruction and supervision of each worker in the performance of that worker's discrete task"
4. Divide work nearly equally between managers and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks.

(http://en.wikipedia.org/wiki/Frederick_Winslow_Taylor)

As one can see, social influences facilitate new theoretical assumptions and underpinnings followed by new T&D methods (cognitive discord and liberation). Seems for some time now, however, T&D methods have been stuck in the 1950s B.F. Skinner behaviorism mode endorsed by top management's direct involvement in T&D which appears to see it as a separate and distinct activity—not directly integrated into the worker rationale, workflow and performance; the "training package"/ transmission and not worker performance become the focus of the staged activity! While CBL and LC theory attempt to underpin new T&D methods—slow dialog and acceptance of these paradigms has seen more new paradigm shifts come and sadly go; the question then becomes how does the T&D community "leap ahead" of these paradigm shifts to transform the new T&D, L&D, TD, ESN and ELN?

Recalling also the work of Robert Mayer, who proposed an instructional objective model with four components (A, B, C and D); Audience, Behavior, Condition and Degree. This model describes specific observable behavior that the training should accomplish. As one can see, the T&D profession is not wanting for concepts, principles and tools-- only maybe professional use of them. For example, professionals counsel clients regarding "customized courses" and are not relieved from delivering a morally and ethically good product supported by the data; i.e., Training Needs Analysis (TNA) based on "the greater good," i.e., "Mega and The Ideal Vision," affecting both the "internal and external bottom lines".

Teaching is supposed to be "the moral enterprise," that noblest of professions that always seeks the greater good and conduct; in the writer's opinion, we have gotten way too far from the basic moral premise of teaching and T&D—the core moral principles and concepts. Is it any wonder that Plato once berated teachers for being less than so? There's a real need to look at the value of sound core principles, theories and methodologies for T&D to give structure and purpose instead of only satisfying "Quasi assessment needs". One royal recently suggested that a company must have the mind of business and the discipline of a soldier; T&D is no different-- the mind of Mega, The Ideal Vision and discipline of a soldier. A look at some emerging L&D core principles as follows may be instructive about such a future:

- ◆ It means that thinking about "learning" is not constrained by a dedicated learning platform (or LMS) that underpins the traditional training approach.

Figure 1-1. Training and Development Timeline, World Wars to Present

Training	WWII	1950s	1960s	1970s	1980s	1990s	2000s–Present
Systematic training; train-the-trainer (J) programs; management training; foundation of ISD	Programmed instruction (chunking subject matter); Bloom's taxonomy; Kirkpatrick's four levels of evaluation	HPI/HPT; OD; Mager's model for training objectives; teaching machines	Case method; sensitivity training/ laboratory method (Chris Argyris)	Assertiveness training; cost-benefit analysis; electronic workstations and laptops; cross-cultural training; competency-based training	E-learning; the learning enterprise; learning organizations (Peter Senge)	Just-in-time learning; m-learning; skills gap; certification; community; collaboration; virtual classroom; big data	
Theoretical underpinnings	Maslow's theory of human motivation; Lewin's group dynamics	B.F. Skinner; behaviorism; motivation theory	John Piaget's cognitive development; cognitivism; Richard Beckhard coined the term organization development	Malcolm Knowles's <i>The Adult Learner</i> (andragogy); Gagné's nine events of instruction (behaviorism); Jerome Bruner (constructivism)			
Societal influences	Industry shifts to war production; entry of massive numbers of women and men over the age of 40 into the workplace	Emergence of the idea of involving top management in training	Emergence of the civil rights movement	Sociotechnical systems; feminism; environmentalism; the gay rights movement	Large numbers of women enter the workforce; global economic competition; globalization	Rapid proliferation of new technologies; games; mobile devices; rise in social media platforms	

Source: Compiled by ASTD.

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- ◆ It means that all the knowledge and experiences shared in training are not locked away in a separate “learning” system.
- ◆ It means that it’s not just about internal experts telling people what they should do or know but about peers sharing their thoughts and experiences and learning from one another.
- ◆ It means that “learning” is no longer seen as a separate activity from working, and that for the first time it can be truly embedded in the workflow.

(ASTD, Chapter 6)

Training program needs of the past have been manifested by external forces like industry and social events; e.g., the apprentice, journeyman and master craftsmen regimes that led to guilds and were eventually affected by events like the industrial revolution and behaviorist theories in T&D. Additionally, the internet, millennial mindsets and virtual learning initiatives seemed purposeful, influential and driven by both regional and global conditions—also affecting T&D methodologies; some regions seemingly decades ahead of others. What type of future training regimes do the aforementioned suggest for the future of L&D, TM, ESN and ELN? Seems business needs to think beyond internal tactical good intent (short term) and increased ROI, but also think about the external strategic costs and longevity?

Now, in the era of requirements brought about by integrated technologies, virtual systems and competing complex interests require even more from T&D, L&D, TD, TM, ESN and ELN

professionals. There are many tools which a trainer or facilitator might have in their toolbox; e.g., Malcolm Knowles, most notably known for adult learning in the 1970s suggested adults learn differently, although apparently not the first to suggest so; Edward C. Linderman as far back as 1926 may have done so. Knowles is, however, credited with the term andragogy. Also in this toolbox is Robert Gagnes’ model, who along with Leslie J. Briggs wrote principles on instructional design and nine events; then there was the Swiss Psychologist Jean Piaget’s pivotal constructs hypothesis. The L&D profession is replete with foundational theories and practitioners may do well to acquire and master them before mucking up the L&D profession altogether.

In conclusion, T&D may well be at another cross-roads; a decision point about what the profession will stand for—the greater moral good? At its very core, L&D “...focuses on identifying, assuring and helping develop, through planning, learning, the key competencies that enable individuals to perform current and future jobs” (ASTD, Chapt 1). Thanks for reading, more to come.

References

Biech, E. (2014) *ASTD Handbook: The Definitive Reference for Training & Development (2nd Edition)*. Alexandria, VA: ASTD Press.

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

On Change Management and Training and Development

by Iman Fiqrie

Training is the great elixir for all ailments in an organization, but It’s a bit like prescribing aspirins for a terminally ill patient; using the “80/20” rule, i.e., 80% of the problem is caused by 20%— is precisely why such problems must be seen in the context of a Human Performance Improvement (HPI) intervention as opposed to the way we’ve always done it; refer <https://www.td.org/Education/Programs/Human-Performance-Improvement-Programs>

The root, “The path of change is unpredictable. Leaders of change may think they know where the change will lead them... Often organizations get more than expected—and none of what was hoped for.” (ATD Learning System, Managing for Change, Section 1.3.7.3) “Any attempt to change the status quo in an organization will lead to resistance. People have learned to succeed politically, financially, and professionally in the organization’s current state... In fact, sophisticated barriers will be erected to prevent the new state from manifesting regardless of the necessity of the change... Anticipate resistance and identify ways to mitigate it” (ATD Learning System, Change Management Considerations, Section 1.6.1)

Highlight



Concluding; Engine Room Watchkeeping



Continued from Newsletter Issue 43

Editor's note:

This instalment concludes Mahendra's engine room watchkeeping notes. The notes have been very comprehensive and will be a useful tool for engineer officers and those who may be required to stand watches in the engine room. It is also very useful for other crew members to understand some critical engineering functions and roles to proact on board.

Readers will need to prioritise in accordance with their work place procedures and processes.

Fire Fighting Equipment

Ensure Fire Fighting Equipment are sufficient, and situated in accordance with the Emergency Plan. Ensure all equipment are well maintained, and in date, paying attention to at least the following:

- ◆ Check quick closing valves at some suitable anchorage. Check quick closing valve for Emergency generator fuel tank.
- ◆ Familiarize with the operation of the fixed extinguishing system.
- ◆ Check location of power cut off switch for Galley.
- ◆ Keep life boat engine tanks reasonably full. Keep batteries well charged.
- ◆ Know and be proficient with the use of breathing apparatus and recharging process for the air bottles with the compressor.
- ◆ Read the Safety booklet provided in smoke room because it is very useful and ship specific. Know the location of all fire extinguishers in Engine room and EEBDs.
- ◆ Keep Emergency exits clear and lighted.
- ◆ Try blower and funnel flaps. Do not forget engine room blower rooms and the filters especially on bulk carriers.
- ◆ Check navigation light alarm, emergency lights, embarkation lights and batteries.

Deck Machinery

Familiarise with all deck machineries, cooling systems and operability.

While on watch you may get a call that the windlass is not working. So you should know how to respond.

- ◆ If you are maneuvering, don't leave the engine room but ask another engineer to have a look or keep another engineer in engine room and then go for it. For such things it is better to have mutual discussion with the deck Department, from time to time regarding operation of such machinery e.g. pumping up the header tank and opening and shutting off cooling water valve which can be done by the bosun. You should instruct him properly by showing him how it is done.
- ◆ In these matters the attending superintendent should instruct and encourage the deck officers to work closely with the engine room personnel. Good reports for such officers should be made to encourage greater participation.
- ◆ It is also important in cases of Deck cranes, Grabs and hatch cover operation. In cold climates, run the power pack for at least one hour before opening hatches.
 - ⇒ Keep deck hydraulic lines in good condition. While working on cranes, be careful of doors. Keep them well secured.
 - ⇒ Don't allow oil to fall on brake linings. Clean the brake drums periodically using electro cleaner. Keep hydraulic oil filters clean.
 - ⇒ On Grab cable drum coupling, do not fill up too much lube oil. Only do so according to measure. Keep deck crane Lube Oil coolers clean especially in hot areas. Enlist co-operation of deck dept.
 - ⇒ Keep crane house doors weathertight otherwise micro switches may corrode, and cause jamming, resulting in malfunction.

- ⇒ Remove air from hydraulic system by operating purge cocks. Keep some purge plugs as spare and grab cable coupling plug as spare (nothing easily fits here).
- ⇒ At times, crane may not lift to capacity. Check for oil condition and renew as required. Keep windlass and mooring winch brakes in good condition. On older ships pay attention to condition of brake drums and brake levers (operating mechanism).

General Remarks

It is important to be alert and respond to situations quickly. Ask for assistance when in doubt. Do not do anything of which you are not sure or have not done before, supervised by your senior. Communications and discussions between engineers and oilers (motormen) is a very desirable practice.

These days Maintenance CDs are available. These are to be viewed jointly with the crew and discussed. During long voyages, study the manuals and discuss with your engineering team. You will be able to do all this if you keep an open mind and discuss things sincerely. Do not judge people quickly simply by their looks or countenance. Many personal conflicts arise due only to this reason. Take time to observe and avoid having a false ego. The best thing to do is to give up any ego and cultivate humility. Exercise patience with your shipmates.

Enjoy working hard. This is necessary to be happy and cheerful and for this it is necessary to maintain good health. Keeping good health and mental peace is important. Inhale lot of fresh air and drink 2 to 3 litres of water daily (depending on ambient temperature) and take one multivitamin tablet (of your choice) daily after meals. An example of a preventive medicine is "Triphala" in tablet form. When you are affected by cold, the best treatment is steam inhalation by adding few drops of eucalyptus oil, in more severe cases. During leave period, pay attention to your health by joining some Yoga classes, for example and try to do some professional courses. There are not many people who can give the right advice to seamen regarding keeping good health.

Editor's note

Consult your doctor or health specialist first before attempting to follow any tips or advice on health matters and use of medications or medicines.

If you have an Electrical/Electro-technology Officer onboard, try to learn from him about fuses, relays, timers, checking insulation and reading electrical circuits. Be familiar with methods of testing various alarms. Consult the booklet showing method of testing various alarms as done during trials.

On old ships, periodically blow through pressure gauge lines because they may get clogged. Periodically tighten up various wiring connections because they may get loose due to vibration.

Again, on repeating the importance of knowing pipe lines and valves;

Start from Port side bottom forward and go to aft and turn to Starboard and mark valves on the shell and find out what lines are connected to these valves (and Scuppers).

The deck officers should also study the drainage plan e.g. if a basin line gets blocked, how to clear it and how the line is leading from the basin outwards. Identify fresh water and hot water valves to various decks. Understand the functioning of hydrophore tanks and how to charge them. See that the pumps do not cut-in and off too frequently. Periodically clean the pressure switch pipe line.

Above all, do not forget to pray regularly, of course, in your own way. It helps to keep us balanced.

By **Mahendra Singh**
Chief Engineer

InterManager's Approach to Navigate Industry Challenges

G.Borromeo explains 'Triple-C' approach during CMA Conference

How can ship managers navigate through the challenges facing the shipping industry?

With world tonnage expected to double over the next 15 years; with ship ownership increasingly driven by private equity; with complex changes in regulatory regimes impacting on operating costs; and with evolving technologies becoming increasingly important to the next generation of vessels, how can ship managers find solutions to address today's changing seascape and shape tomorrow's industry?

Speaking at this year's CMA Conference in Connecticut, USA, Gerardo Borromeo, President of InterManager, the voice of the ship management industry, said the route to a solution is to champion:

- ◆ Continuous professional development onboard and onshore - "it is through quality people that we will ultimately achieve the results we strive for"
- ◆ Higher levels of efficiency - "using benchmarking tools such as the Shipping KPIs, process improvement and dynamic systems analysis methodologies to measure performance against standards that help to better manage and define processes and expected output"
- ◆ Engagement of all shipping stakeholders - to "encourage long term strategic thinking, planning and decision making"
- ◆ And Promotion of an appreciation and understanding of how this industry "moves the world" as a key enabler of global trade.

Mr Borromeo told delegates at the packed event: "In an environment challenged by cost constraints and uneven cycles of boom and bust, InterManager's mantra is driving enhanced operating efficiencies through focused outsourced management services."



This approach is encapsulated in what he calls the "Triple C" approach: Consolidation, Collaboration and Co-operation. "The triple C approach fosters scale in operations and serves as an effective way to diversify operating risk which should be the name of the game," Mr Borromeo said.

"If we are to ensure the sustainability of our businesses and of shipping as the industry that 'moves the world', the ability of ship managers and crew managers to deliver a significantly more complete platform of support services is an important strategic consideration," he concluded.

Source: InterManager

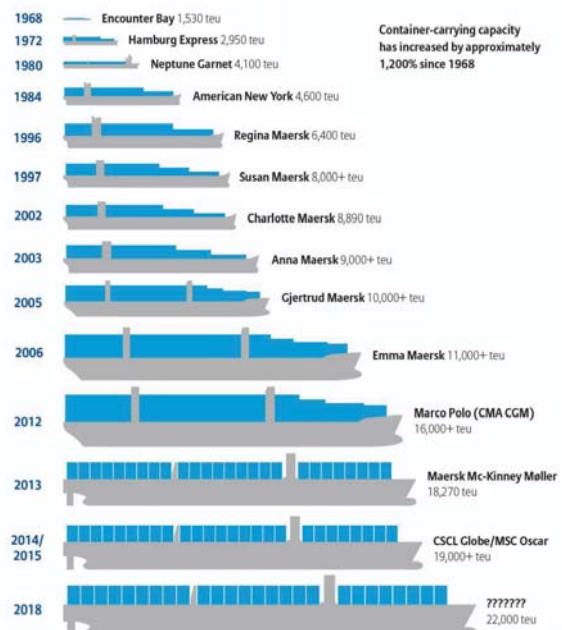
Technical Highlight

50 Years of Containership Growth

As is shown in the image, from 1530 TEU to 19,000+ TEU, container-carrying capacity has increased by approximately 1,200% from 1968. Take a look at these numbers.

From World Maritime News
26 March 2015

50 years of Container Ship Growth



Graphic: Allianz Global Corporate & Specialty.
Approximate ship capacity data: Container-transportation.com

Concluding – A Journey of Hope & Aspiration



The Chartered
Institute of Logistics
and Transport

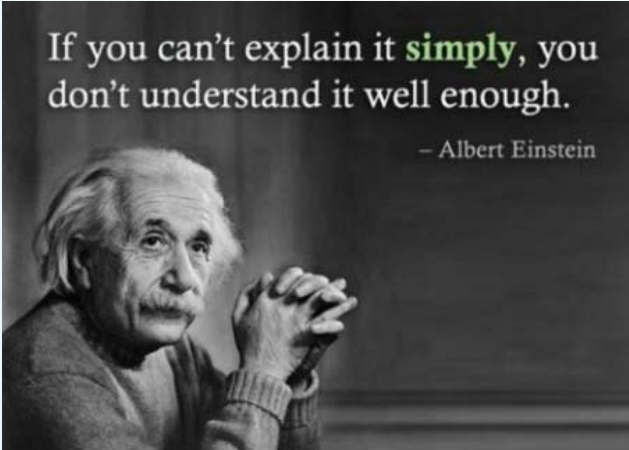
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Chartered Fellow



Continuation - A Journey of Hope and Aspiration Part 3.

Where to from here?

“Like all young men I set out to be a genius, but mercifully laughter intervened.” – Clea Lawrence Durrell



Key Takeaways

Maritime Teacher Training, MET facilitator profile, adult learning, learner-centred delivery of development and

training programmes, single maritime administration, standard curriculum, universal competences and assessment methodologies, competency based learning (CBL), outcome based education (OBE), competency based education, training and assessment (CBETA).

At the time of writing, the project team was in the final stages of submission to MARINA for the Maritime Standard Curriculum. This will be in CBL/CBETA format applying OBE. It is intended that any institute offering STCW compliant training & certification programmes will be required to ensure that their teaching and training staff shall be duly qualified and current in competency based training, education and assessment, or competency based learning methodologies.

Meanwhile Global MET will commence maritime teacher training soon. This project was initially funded by TK Foundation with GlobalMET facilitating a series of five-day workshops with two follow-up monitoring and mentoring learning events. The next series of continuous professional development will be user-pay. The general qualification profile for the MET teacher-facilitator is expected to have the following minimum competences:

The minimum required knowledge, skills and praxis will comprise at least the following competences tabled below:

Table 1 – Qualifications and Competency Matrix

Competences	Required Knowledge and Skills - General	Performance criteria or KPI
Plan, organise and deliver group-based learning	Performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.	<ol style="list-style-type: none"> 1. Interpret and manage the learning environment and delivery requirements 2. Prepare session plans 3. Prepare resources for delivery 4. Deliver and facilitate training sessions 5. Support and monitor learning.
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.	<ol style="list-style-type: none"> 1. Establish and manage an effective work environment for learning 2. Develop a work-based learning pathway 3. Implement work-based learning pathway 4. Maintain and develop the learning/facilitation relationship 5. Close and evaluate the learning/facilitation relationship 6. Monitor and review the effectiveness of the work-based learning pathway.
Plan assessment activities and processes	Performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple and complex assessment instruments.	<ol style="list-style-type: none"> 1. Determine and manage the assessment approach 2. Prepare the assessment plan 3. Develop assessment instruments.
Assess competence	Performance outcomes, skills and knowledge required to assess the competence of a candidate.	<ol style="list-style-type: none"> 1. Prepare for assessment and manage the process 2. Gather agreed quality evidence 3. Support the candidate 4. Make the assessment decision 5. Record and report the assessment decision 6. Review the assessment process 7. Preparation for validation.
Manage and Participate in assessment validation	Performance outcomes, skills and knowledge required to manage and participate in an assessment validation process.	<ol style="list-style-type: none"> 1. Prepare for validation 2. Contribute to validation process 3. Contribute to validation outcomes 4. Manage the process.

Development and Training

The development and training of maritime officers, preparing to be MET teaching staff as well as in service staff will attain knowledge, skills and praxis suitable for teaching and facilitating MET qualifications in accordance with their national standards and the current STCW code. These will comprise of the following minimum essential competences at the respective levels of responsibility and accountability:

- ◆ Effective communications with skills in mentoring, coaching and tutoring techniques
- ◆ Leadership, Teamwork and teambuilding skills
- ◆ Problem solving knowledge and skills and transferring to learners
- ◆ Initiative and enterprise in a teaching and learning role and environment
- ◆ Planning and organising applying sound management techniques in a MET environment
- ◆ Self-management, self-awareness, and self-conceptualisation in a MET environment
- ◆ Learning – self and organisational learning practices and transferring such knowledge and skills to learners
- ◆ Technology – currency and practises in using technology to facilitate and deliver learning programmes.

Note: Teaching staff are expected to rise above their usual positions and take on senior management roles at the workplace. This will, where applicable, entail greater knowledge, skills and practice.

Conclusion

This journey has been very eventful with project team members fully participating in an action reflection learning (ARL) environment using action research (AR) techniques to discover the grounded theory that provided for the intervention for reforms to take place.

MARINA led the way with a long awaited amalgamation of the various authorities into their domain, thus enabling a one-stop shop environment for mariners and for the MET industry to come to terms with standard curriculum and assessments for marine qualifications, certification and licensing. The standardised learning and educational philosophy embraces outcome based education (OBE) which ultimately will provide better learning pathways for mariners in accordance with STCW requirement for competency based education, training and assessment (CBETA) and or competency based learning (CBL).

All will come to nought unless MET institutes and the community of shipping immediately collaborate to ensure that the standard curriculum is published and adopted completely incorporating standardised competency based assessment methodology. The tools and processes shall be validated continuously across the MET industry. For this to occur, a Standard MET Quality Training Framework (MQTF) has to be instituted on urgent basis so that the standards are not only met but also improved continuously and quality assured (QA) to the respective national MET standard that is recognised as equivalent to IMO requirements and first world standards.

A community of practice (COP) will need to be promulgated immediately to lead, manage and monitor these reforms. Perhaps this will be the impetus for the formation of the Maritime Industry Centre of Excellence.

END

"I really don't know why it is that all of us are so committed to the sea, except I think it is because in addition to the fact that the sea changes, and the light changes, and ships change, it is because we all came from the sea. And it is an interesting biological fact that all of us have, in our veins, the exact same percentage of salt in our blood that exists in the ocean, and therefore we have salt in our blood, in our sweat in our tears. We are tied to the ocean. And when we go back to the sea – whether it is to sail or to watch it – we are going back to whence we came." John F Kennedy (14 September 1962)

Further Reading

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Safety Climate



The greatest power that a person possesses is a power to choose. (J Martin Kohe)

Why do people still go to sea knowing that it is a high risk environment; the sea is unforgiving. The risk to life at sea is real. The loss of all life except one, the cook; on Bulk Jupiter in January 2015 is a reminder for all about the “fluid situation” at sea.

The security of vessels especially in pirate-prone waters is a constant nightmare to many shipmasters. The ship is a 24/7 business-environment; 365 days non-stop. Shipping is a business entity whereby making profit is the main reason for existence.

People who want to serve their nation will join the Navy but what type of people are serving the merchant fleets? We need the right mind-set just to survive life at sea. However, with the right talent, individuals will thrive at sea.

Those who opt for a career at sea must be fit for purpose. Shipping is customer-focused. Ships provide services to the customers. Seafarers need to be customer-centric. They work long hours at sea just to meet the shippers’ expectations. Nowadays, the paymasters are choosy. Many are looking for companies that provide great services at the lowest cost. Stiff competition tends to create the 4-seasons syndrome.

Springs and summer are good times; ships are maintained according to schedules. People are well-trained. All systems are in order. Autumn is the period of cuts; budgets etc. Winter is a sign of trouble; many ships are lying idle without any employments. The journey at sea seems like a cosine curve with ups and downs.

Out of concern for job-security, seafarers will try to imitate this 4-seasons syndrome played by shipping companies. Sometimes they will strictly obey the rules but cut-corners in order to meet objectives when the situation is dire. The economic cycles in the last decade tend to influence the “safety culture” in many shipping companies.

After 17 years implementing the International Management Code for the Safe Operation of Ships and for Pollution Prevention (International Safety Management (ISM) Code), we still have not been able to ensure a 100 percent safe and secure environment for people to work at sea.

Then again, even in the airline industry; which is self-regulated, it can never claim that it has a 100 percent safe and secure environment for people to work especially after the recent Germanwings incident.

“Safety culture” is a term coined after the Chernobyl disaster in 1986.

An organization with a “safety culture” is one that gives appropriate priority to safety and realises that safety has to be managed like other areas of the business. For the shipping industry, it is in the professionalism of seafarers that the safety culture must take root. (International Maritime Organisation (IMO) website, www.imo.org)

The “Costa Concordia” and “Deepwater Horizon” incidents reminded us to dig deeper in understanding the meaning of “safety culture”.

... “safety climate” is “what we actually do or not do”. (Maritime error management, p 61)

“Safety climate” in maritime academies will mirror the events on board ships at sea. The ability to inculcate and instill the right “safety climate” will ensure an accident free working environment, a clean ocean and a safe ship. Time spent by students on campus should be used to condition proper “safety climate”. Maritime academies need to include “safety climate” in their next indoctrination exercises.

“Safety culture” is usually top-down approach; push through our throats. “Safety climate” is who we really are. It is about the real self. “Safety climate” is a choice and it is ours! All happenings in the learning environment is a good barometer of our “safety climate”.

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