Leadership, Teamwork and Managerial Skills Courses

2nd Edition
JUNE 2023

Responsible Authority	Approval
The Director, Seafarer Certification, is responsible for this document, including any change, correction, or update.	Director, Seafarer Certification Marine Safety & Security **Date signed:** _____

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REVISIONS

Last Review

Next Review

Revision No.	Date of Issue	Affected Pages	Author(s)	Brief Description of Change
1	June 2023	1,2,3	Tania St-Denis	Updated pages with current date. Removed reference to Her Majesty the Queen. Replaced the former group name (Marine Personnel Standards, Pilotage and Medicine) and replaced it with the new group name (Seafarer Certification)

TABLE OF CONTENTS

1. General

1.1 Background

1) The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, as amended (STCW Convention, including 2010 Manila Amendments), provides standards for leadership, teamwork and managerial skills at the operational and management levels in Annex A of the STCW Code:

   - Tables A-II/1, A-III/1, and A-III/6 (operational level);

   - Tables A-II/2 and A-III/2 (management level).

2) Following the review of the STCW 2010 Convention, the administration is to introduce new Leadership Training.

1.2 Purpose

Compliance with the above standards to meet mandatory minimum requirement for:

1) Training in Leadership and Teamwork; and

2) Training in Leadership and Managerial Skill.

The standard described in this publication will apply to courses that are offered within a cadet training program or as standalone courses.

1.3 Goals

To provide seafarers with the:

1) Knowledge and understanding to safely and efficiently manage the ship's resources and personnel;

2) Skills to promote good practice in shipboard human resource management; and

3) Knowledge to control the operations of the ship at the operational and managerial levels.

1.4 Implementation

The coming into force of the *Marine Personnel Regulations* requires two levels of Leadership training:

1) Training at the operational level;

2) Training at the managerial level.

1.5 Class Size and Course Manuals

1) RIs should limit the lecture class size to at least 4. The ratio to instructor to students should be 12:1. Transport Canada Marine Safety and Security (TCMSS) recommends that RIs not admit more than 2 shore based personnel on the course at a time.

   Note: TCMSS may allow larger numbers if the RI provides extra staff and tutorial periods to deal one-on-one with trainees.

2) Classrooms should be:

- Large enough to seat all students so they can see and hear the instructor;

- Equipped with a projector and means of showing videos; and

- Equipped with a white board or similar board and/or flip chart.

3) For every course, each student should receive a copy of the course manuals to keep. The RIs should make sure their manuals are up to date and approved by TCMSS.

1.6 Attendance

RIs must publish and enforce a clear policy on student's attendance at class.

1) RIs must keep attendance records;

2) Students must have a minimum of 90% of attendance in lecture;

   Note: 90% minimum attendance exists to accommodate force majeure circumstances that prevent a particular student from achieving a full 100% attendance. This is **NOT** a license to reduce course length by 10%.

3) Students must have 100% attendance for all skill demonstrations.

2. Approval of Training Courses

2.1 General

Canada's accession to the STCW Convention means that all approved marine training programs and courses must be delivered and monitored through a quality management system.

2.2 Recognized Institutions

Only a "recognized institution" (RI) as defined in the Marine Personnel Regulations, may provide courses. You will find approval procedures in Transport Canada's Quality Management Manual – Marine Personnel Standards, Pilotage and Medicine, the chapter entitled Approval of Marine Training Courses and Programs.

In conformity with Regulation I/8 of the STCW Convention, a RI must have its own internal quality management system in place, under which it monitors the course.

RIs must have a suitable teaching environment, as listed in the specific Transport Canada Standards, and possess updated reference material and equipment in variety and volume, which are accessible to all students

2.3 Course Approvals

Institutions must submit their course syllabus, course outline, training manual, instructor qualifications, teaching qualifications, class exercises, power point presentation or white board presentation outline, list of case studies, lesson plans, three completely different sets of examinations, evaluation matrix and any other information required by the above-mentioned document, for Transport Canada approval, to the following address:

> **Director, Seafarer Certification**
> **Transport Canada, Marine Safety**
> **330 Spark Street, Tower "C", 8th Floor,**
> **Ottawa, Ontario K1A 0N8**

2.4 Instructor Qualifications

1) Instructors must be appropriately qualified for the particular types and levels of training or assessment and be formally trained in instructional techniques and training methods as set out in section A-I/6 of Part A of the STCW 2010 Code.

2) Institutions are to update TCMSS on the status of the instructors approved and request for additional instructor

3) Instructors, must have formal training in leadership and management content. It is preferred if they have verifiable industry experience in leadership and management.

3. Training and Assessment

3.1 General

Leadership, Teamwork and Managerial Skill courses are non-technical skill training. The purpose of the courses is to train and assess the students for their understanding of Human Factors. This chapter provides guidelines for RIs assessing students for these competencies.

All topics and learning objectives are covered in two portions: Training and Assessment.

3.2 Definitions

With regards to this standard for Leadership courses, the following definitions apply:

1) **Main instructor-** means the person actually teaching the entire training course. The main instructor must meet the instructor's qualifications for the training course, and be approved by Transport Canada, Marine Safety and Security, Seafarer Certification Branch (AMSP);

2) **Assistant Instructor-** means the person helping the main instructor with course delivery and student assessment. The assistant instructor must meet the instructor's qualifications for the training course, and be approved by Transport Canada, Marine Safety and Security, Seafarer Certification Branch (AMSP);

3.3 Formative and Summative Assessment

3.3.1 Formative assessment
The assessment conducted **during** the training uses methods such as: daily review questions, case study discussions, feedback, and classroom exercises.
For the exercises, the RI must develop a matrix to help the instructor assess the students, as well as to help the students evaluate their own performance during the debriefing.

This matrix should capture the general requirements of this TP 15337 and of Tables A-II/1, A-II/2, A-III/1, A-III/2 and Table A-III/6 of the STCW Code as appropriate to the course level. This matrix may also be used when evaluating case studies.

3.3.2 Summative assessment
The assessment conducted **at the end** of the course. This will consist of a 30-question multiple choice test and 5 short answer questions, with a passing mark of 70%.

Note: TCMSS may consider any other equivalency for the assessment on a case by case basis.

Note: For Leadership and Managerial Skill courses, simulator exercises can serve as classroom exercises.

3.4   Assessment Reports

1) RIs must develop guidelines for assessing acceptable behaviours for non-technical skills. These guidelines may break them down into sub-categories and elements under desirable and undesirable practices.

2) RIs must:

- Ensure a review of the assessment report is conducted at the end of the course to between the student and the instructor to ensure they understand them;

- The use of the assessment report with the matrix during the debriefings of all assessed exercises.

3) RIs must develop an assessment report for each student, which will cover the student's non-technical skills in the classroom; reviewing case studies; and during exercises.

4) The evaluations are to be kept on file as per the RIs QMS.

3.5   Exercises

Exercises should allow the students to practice their new non-technical skills and to build on their existing ones.

Each exercise must include a briefing and a debriefing. This will allow the instructor to set the expectations of the exercise, give feedback of the students' performance throughout the course, and answer any questions. This also allows students to provide feedback on their training needs throughout the course.

The Exercise plan must include, at a minimum:

1) General objectives;

2) Duration- this includes a briefing and debriefing;

3) Equipment needed;

4) Description;

5) The task;

6) Performance criteria;

7) Instructor notes/guidelines; including definition of team roles and responsibilities; and

8) Assessment points.

Note: It is recommended that the debriefing time should be at least 10% of the time students need to perform the exercise.

3.6   Leadership and Managerial Skill Practical-Simulator Requirements

If the RI chooses to use a Nautical and Engineering Simulator for the classroom exercise, the simulators must meet the requirements for the certificate of competency level the course is being offered to.

4. LEADERSHIP AND TEAMWORK

4.1 General

This course meets the requirements of Tables A-II/1, A-III/1, and A-III/6 of the STCW Convention for the application of leadership and team working skills.

4.2 Duration

Minimum of 24 hours.

4.3 Goals

To provide the seafarer at the operational level with non-technical skills in human factors needed to control the operation of the ship and care for the people on board by applying resource management, leadership and team working skills.

4.4 Outline

Subject Area	Hours	
	Lecture	**Practical**
1. Introduction 1) Facility orientation 2) Introduction and administration	1 hr	
2. Working knowledge of shipboard personnel management 1) Shipboard organization 2) Culture awareness	1.5 hrs	
3. Task and workload management 1) Planning 2) Allocation 3) Prioritization 4) Challenge and response	2.5 hrs	
4. Effective resource management techniques 1) Communication 2) Teamwork principles 3) Managerial and leadership principles 4) Just culture 5) Situational awareness 6) Error chain 7) Regulations	4 hrs	2hrs
5. Decision-making techniques 1) Human behaviour 2) Influence of situation and risk assessment 3) Decision-making 4) Evaluating outcome effectiveness	3 hrs	2 hrs

5) Judgment		

6. **Managing fatigue and stress**
    1)   Causes and effects of stress
    2)   Causes and effects of fatigue
    3)   Relationship between fatigue and stress
    4)   Identifying signs and symptoms of fatigue and stress
    5)   Fatigue and stress reduction strategies
    6)   Regulatory requirements
	2 hrs	

7. **Shipboard training and developing human potential**
    1)   Formal and informal learning
    2)   Continuous development
    3)   Shipboard training, learning, coaching, mentoring and assessment
    4)   Emergencies
	4 hrs	

8. **Conclusion**
    1)   Brief review
    2)   Individual assessment
    3)   Administration
	2	

Total	20 hrs	4 hrs
	24 hrs	

4.5 Syllabus

Topics and Learning Objectives

1. Introduction	**1 hr Lecture**

1.1   Facility orientation.

1.2   Introduction
   1)   Describe learning objectives;
   2)   Explain course syllabus.

2. Working Knowledge of Shipboard Personnel Management	**1.5 hr Lecture**

2.1 Shipboard organization

   1) Explain the different levels- management, operational and support;

   2) State the positions and briefly describe the roles at each level;

   3) Outline the chain of command.

2.2 Culture awareness

   1) Explain culture awareness;

   2) Give examples of cultural traits.

3. Task and Workload Management	**2.5 hrs Lecture**

3.1 Planning

   1) Define using the 4 steps (appraisal, planning, executing and monitoring);

   2) Describe contingency planning;

   3) Explain how to measure planning outcomes, the role of feedback.

3.2 Allocation

   1) Explain allocation for an individual vs group or groups;

   2) Explain allocation of work based on competence.

3.3 Prioritization

   3.3.1 Time restraints

      1) Give examples of time restraints;

      2) Explain how to deal with time constraints;

      3) Explain how to deal with resource constraints.

   3.3.2 Need to prioritize

1) Present a time-use matrix;

2) Define distraction;

3) Discuss tools for preventing distraction.

3.4 Challenge and response

1) Define terms: challenge and response;

2) Explain how the challenge and response is not always appropriate;

3) Explain how to effectively use a checklist;

4) Explain when checklists are effective.

4. Effective Resource Management Techniques   **4 hr lecture and 2 hrs Practical**

4.1 Communication

4.1.1 General communication

1) Discuss relevant use of verbal and non-verbal communication;

2) Discuss internal and external communication onboard;

3) Identify barriers to effective communication;

4) Discuss open loop and closed loop communication;

5) Identify cultural aspects which affect communications;

6) Discuss how different personality traits, behaviour and attitudes affect communications;

7) Discuss strategies to prevent communication failures;

8) Discuss effective questioning techniques;

9) Define and explain effective briefings and debriefings.

10) Describe effective communications

4.1.2 NITS (**N**ature, **I**ntentions, **T**ime, **S**pecial Instructions)

1) Discuss how to communicate onboard with or without using NITS;

2) Discuss how to communicate with shore with or without using NITS.

4.2 Teamwork principles

1) Define a team;

2) Define a group;

3) Discuss the difference between a team and a group;

4) Explain "team of one" and common uses;

5) Discuss the various kinds of teamwork;

6) Demonstrate and discuss the potential and limitation of teamwork;

7) Explain the roles and responsibilities of a team leader.

4.3 Managerial and leadership principles

1) Define different management styles;

2) Define different leadership styles;

3) Define different follower styles;

4) Identify when to use the appropriate leadership style to meet team needs and situations;

5) Understand the roles and responsibilities of leaders and managers;

6) Discuss how to assess and improve personal leadership qualities and potential;

7) Explain ineffective leadership styles;

8) Explain assertive and the appropriate challenges and response;

9) Explain PACE (**P**robing for a better understanding, **A**lerting person of anomalies, **C**onsequence statement, **E**mergency warnings);

10) Discuss self-motivation and team motivation- including the importance of each;

11) Describe motivation techniques and practices;

12) Discuss individual and corporate accountability.

4.4 Just culture

1) Briefly describe a just culture;

2) Describe the 3 duties of a just culture;

3) Describe the importance of self-reflection.

4.5 Situational awareness

1) Define "situational awareness" and give examples;

2) Define near miss;

3) Explain how to develop situational awareness;

4) Identify the challenges to obtain and maintain situational awareness;

5) Describe shared mental models;

6) Describe general influences that create a loss of situational awareness;

7) Explain link between automation, compliancy and boredom;

8) Identify corrective measures for automation, compliancy and boredom.

4.6 Error chain

1) Describe an error chain;

2) Describe what makes up an error chain;

3) Describe the relationship between an error chain and situational awareness.

4.7 Regulations

1) Briefly discuss how regulations can affect the allocation of resources.

Illustrate with case studies.

5. Decision-Making	**3 hrs lecture and 2 hrs Practical**

5.1) Human behaviour

1) Describe the 3 behavioural choices- human error, at risk behaviour, and reckless behaviour;

2) Discuss errors of omission and errors of commission.

5.2 Influence of situation and risk assessment

1) Define risk;

2) Explain risk assessment;

3) Discuss human perception of risk;

4) Explain facts that influence risk assessment;

5) Define human risk behaviour;

6) Discuss reasons why humans make mistakes;

7) Discuss reasons why humans break rules;

8) Explain how to manage errors - stopping mistakes from becoming disasters;

9) Discuss human and organisational factors that increase the likelihood of mistakes;

10) Organizational influences on making mistakes;

11) Technology influences on human behaviour.

5.3 Decision-making

5.2.1 Options:

1) Define fast and slow decision making processes;

2) Describe the influence of culture, attitudes and behaviours;

3) Explain how regulations influence decision making.

5.3.2 Advantages and disadvantages of fast and slow decision processes

5.3.3 Differences between individual and group decision making.

5.3.4 DODAR (**D**iagnose, **O**ptions, **D**ecide, **A**ct, **R**eview).

5.4 Course of action

1) Explain obligation to identify most appropriate course of action.

2) Describe considerations when identifying the most appropriate course of action.

5.5 Outcome effectiveness

1) Give example of course of action outcomes.

2) Discuss how to assess an outcome.

3) Discuss possible follow-up.

5.6 Judgment

1) Define the term judgment;

2) Explain reality judgment and value judgment;

3) Provide examples of judgement.

Illustrate with case studies.

6. Managing Fatigue and Stress	**2 hrs Lecture**

6.1 Causes and effects of stress

1) Describe hidden pressures;

2) Describe high and low workloads.

6.2 Causes and effects of fatigue.

6.3 Relationship between fatigue and stress.

6.4 The signs and symptoms of stress and fatigue.

6.5 Fatigue and stress reduction strategies

    1) Explain steps to avoid pushing crew members beyond personal limitations;

    2) Explain strategies to prevent fatigue and stress from affecting safety.

6.6 Regulatory requirements including STCW related to fitness for duty

    1) Explain how to record hours of rest.

Illustrate with case studies.

7. Shipboard Training and Developing Human Potential	**4 hr lecture**

7.1 Formal and informal learning including how to learn from mistakes.

7.2 Continuous professional development

    1)   Define work appraisal.

    2)   Define work performance.

    3)   Explain benefits of effective work performance.

7.3 Shipboard training, learning, coaching, mentoring and assessment

    1)   Explain the importance of structured shipboard training.

    2)   Describe effective methods to conduct shipboard training.

    3)   Describe mentoring and coaching.

    4)   Describe how to assess a trainee through a programme.

    5)   Describe recording and reporting of trainee progress.

    6)   Describe the ship's involvement and the company's involvement.

    7)   Explain how to modify a training program to meet the operational needs.

    8)   Explain how to motivate a crew.

7.4 Emergencies

    1)   Explain how training affects response to emergency response.

    2)   Explain the leadership requirements for dealing with a shipboard emergency.

    3)   Explain how the crew prepares for dealing with a shipboard emergency.

8. Conclusion	**2 hrs**

8.1 Brief review.

8.2 Individual assessment.

5. Leadership and Managerial Skills

5.1 General

This course meets the requirements of Tables A-II/2, and A-III/2 of the STCW Convention for the application of leadership and managerial skills.

5.2 Duration

Minimum of 35 hours.

5.3 Prerequisite

For the engineering department: Students must have completed 6 months of sea service as engineer officer or assistant engineer officer.

For the nautical department: Students must have completed 6 months of sea service as an officer or Master.

5.4 Goals

To provide the seafarer at the management level with non-technical skills in human factors in order to control the operation of the ship and care for the people on board.

5.5 Outline

Subject area	Hours	
	Lecture	**Practical**
1. Introduction 1) Facility orientation 2) Introduction and administration	1 hr	
2. Personnel Management, organization 1) Authority and power 2) Personal motivation 3) Performance review 4) Harassment and bullying 5) Crew employment	2 hrs	
3. Training Techniques 1) Familiarizations 2) Shipboard training 3) Training sessions 4) Class exercises	3 hrs	3hrs
4. Stress and Fatigue 1) Stress and Fatigue	2 hrs	
5. Application of task and workload management 1) Workload Management	3 hrs	

	4 hrs	6hrs
6. Effective Resource Management techniques 1) Communication 2) Resource allocation 3) Leadership and management 4) Assertiveness 5) Leading and managing teams 6) Just culture 7) Situational awareness 8) Error chain 9) Classroom exercises		
7. Decision making techniques 1) Situation and risk assessment 2) Decision-making 3) Course of action 4) Evaluation of outcome effectiveness 5) Classroom exercise	2 hrs	5 hrs
8. Development, implementation and oversight of standard operating procedures 1) Standard operating procedures (SoPs)	1 hr	
9. Conclusion 1) Brief review 2) Individual sssessment 3) Administration	3 hr	
Total	21 hrs	14 hrs
	35 hrs	

5.6 Syllabus

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Topics and Learning Objectives

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1. Introduction   **1 hr Lecture**

1.1   Introduction
   1) Present learning objectives;
   2) Explain course syllabus.

1.2   Facility orientation.

Note: If RI is using simulators for the classroom exercises, it must offer students simulator training

2. Personnel Management and Organization   **2 hr Lecture**

2.1 Authority and power

   1) Discuss sources of authority and power.

   2) Discuss the principals on how a ship's management level officers may enhance or diminish effective authority and power.

2.2 Personal motivation

   1) Explain personal motivation.

   2) Explain how real and perceived influences on board the ship and at home can affect personal motivation.

   3) Discuss approaches to managing and improving one's own performance.

2.3 Performance review

   1) Discuss how to prepare for performance reviews.

   2) Discuss techniques to conduct a performance review.

2.4 Harassment and bullying

   1) Describe the difference between harassment and bullying.

   2) Discuss the impact of repeated harassment and bullying on an individual and the crew.

   3) Discuss indications that crew members may be physically or mentally unwell or badly demotivated.

   4) Describe strategies to adopt when a crew member seems to be physically or mentally unwell, or badly demotivated.

   5) Describe strategies management level officers can take to ensure crew members remain physically well and remain physically active.

   6) Explain the process for investigating and responding to incidents of harassment and bullying of crew members under national law.

2.5 Crew employment

   1) Briefly discuss the relevant and related conventions and regulations that apply to crew employment and crew agreements.

2) Explain the procedures for conducting an investigation and applying consequences in disciplinary situations, which are governed by international and national law, company procedures and employment agreements.

3) Explain the process for investigating and applying consequences in disciplinary situations under national law and company policy.

4) Explain the formal process under national law, for addressing continuing levels of unacceptable performance by a crew member.

5) Explain requirements for management level officers on board ship if they handle crew wages, advances and allotments.

3. Training Techniques	**3hrs Lecture and 3 hrs Practical**

3.1 Familiarization

1) Discuss the need to ensure that all crew are properly certified, competent and familiar with the vessel and its operations.

2) Explain that familiarization needs to cover at least the vessel's safety management system, security plan, working procedures and equipment.

3) Explain how seafarers new to a vessel require ship specific shipboard familiarization.

4) Describe how to involve watchkeeping officers and other crew in familiarizing new crew.

3.2 Shipboard training

1) Identify the principles and good practice in shipboard training, learning, coaching, mentoring, assessment and developing shipboard personnel.

2) Discuss different methods for training in attitude, in skills and in knowledge.

3) Discuss which onboard training is required by national and international regulations.

4) Describe how to maintain training records.

3.3 Training sessions

1) Describe how to prepare before the start of a training session.

2) Describe how to conduct a training session.

3) Describe how to evaluate shipboard personnel in a training session.

4) Discuss the importance of conducting training sessions before drills.

5) Discuss how to prepare and execute a proper drill.

6) Discuss methods to increase crew motivation and increase participation in a training session.

7) Discuss the resources that may be available on board ship trainers can use.

3.4 Class exercises

An exercise or a series of exercises all students must perform to:

1) Demonstrate how to prepare for a training session.

2) Deliver a training session to other members of the class.

3) Demonstrate how to conduct a proper drill.

4. Stress and Fatigue	**2 hr Lecture**

4.1 Stress and fatigue

   1)   Review the causes and effects of stress and fatigue.

   2)   Review the symptoms of stress and fatigue and how to identify them.

   3)   Discuss strategies to reduce stress and fatigue.

   4)   Review steps to avoid pushing crew members beyond personal limits.

   5)   Review the regulatory requirements for ensuring fitness for duty.

   6)   Review the regulatory requirements to record hours of rest.

Illustrate with case studies.

5. Application of task and workload management	**4 hrs Lecture**

5.1 Workload management

   1)   Review the principles of task and workload management, including planning, co-ordination, allocation and prioritization of human and physical resource.

   2)   Explain that the scope of activity and conflict between activities management level officers manage is broader than for operational level officers and requires greater task and workload management ability.

   3)   Have students plan task and workload allocation for significant shipboard activities, considering:

   - human limitations;
   - personal abilities;
   - time and resource constraints;
   - prioritization;
   - workload, rest and fatigue.

   4)   Discuss strategies to monitor the effectiveness of task and workload management during an activity and to adjust plan as necessary.

   5)   Discuss strategies to ensure all personnel understand the activity and their tasks.

   6)   Discuss whether the encouragement of a challenge and response environment is appropriate to the task and workload management of particular shipboard tasks.

   7)   Discuss the importance of debriefs and reflection after activities, to identify opportunities for improving task and workload management.

Illustrate with case studies.

6. Effective Resource Management Techniques	**4 hrs Lecture and 6 hrs Practical**

6.1 Communication

   1)   Review the principals of effective communication.

   2)   Review cultural aspects which affect communications.

   3)   Discuss how different personality traits, behaviour and attitudes affect communications.

   4)   Discuss strategies to prevent communication failures.

   5)   Review effective questioning techniques.

   6)   Review how to have an effective briefing and debriefing.

7)   Review NITS (**N**ature, **I**ntentions, **T**ime, **S**pecial Instructions).

8)   Discuss how management level officers can encourage other personnel to use effective communications.

6.2 Resource allocation

1)   Review the principals of effective resource allocation, assignment and prioritization for effective task and workload management.

6.3 Leadership and management

1)   Review the difference between leadership and management.

2)   Discuss the attributes of effective leaders.

3)   Discuss the attributes of effective managers.

4)   Discuss the attributes of a follower.

5)   Discuss the best practice in leadership and management.

6)   Discuss strategies to enhance leadership and management skills.

7)   Identify the need for and explain how to, select appropriate leadership and management styles for different shipboard activities.

8)   Discuss leadership in normality and crisis including recognising and countering adverse reactions in stressful situations.

9)   Discuss ways to manage and improve individual and team performance.

6.4 Assertiveness

1)   Review assertive theories.

2)   Discuss basic motivation theories.

3)   Describe how to set clear and achievable goals.

4)   Discuss using authority and influence effectively.

5)   Discuss how to set and maintain high standards.

6)   Review PACE (Probing for better understanding, Alerting person of anomalies, **C**onsequence statement, Emergency warning).

6.5 Leading and managing teams

1)   Review the difference between a group and a team.

2)   Review the need to consider team experience.

3)   Discuss how to recognize team potential and limitations.

4)   Discuss how to optimise a team's skills and abilities.

5)   Discuss tools for multi-cultural teams to ensure they work effectively.

6)   Discuss techniques for motivating the team.

7)   Discuss techniques for motivating individuals.

6.6 Just culture

1)   Review just culture.

2)   Discuss the just culture process model.

3)   Discuss how to avoid a blame culture and how to promote a just culture.

6.7 Situational awareness

1) Review how to obtain and maintain situational awareness.

2) Review the challenges to obtaining and maintaining situational awareness.

3) Review corrective measures for automation, compliancy and boredom.

4) Discuss how to ensure that teams have "shared mental models".

6.8 Error chain

1) Review the components of an error chain.

2) Discuss strategies to break an error chain.

3) Discuss strategies to minimize human error.

6.9 Classroom exercise

All students must perform an exercise or a series of exercises to demonstrate effective communication principles and practice, such as:

1) Communicate effectively with those on board and ashore.

2) Listen carefully and provide constructive feedback.

3) Encourage other personnel to use effective communications.

7. Decision-making techniques   2 hrs Lecture and 4 hrs Practical

7.1 Situation and risk assessment

1) Review the principals of situation and risk assessment.

2) Discusses formal and informal approaches to risk assessment.

3) Identify typical risks that management level officers may have to assess.

7.2 Decision-making

1) Review the principals on identifying and generating options.

2) Review fast and slow decision making processes.

3) Review judgement.

4) Review DODAR (**D**iagnose, **O**ptions, **D**ecide, **A**ct, **R**eview).

5) Discuss decision making while considering team experience.

6) Discuss creative problem solving strategies.

7) Discuss project management and how to use it as an aid to decision making.

8) Discuss how to apply lateral thinking strategies.

7.3 Course of action

1) Review the principals on selecting the course of action in making decision.

2) Review the use of short and long term strategies.

7.4 Evaluation of outcome effectiveness

1) Explain how to evaluate outcome effectiveness and why this is important.

7.5 Classroom exercise.

All students must perform an exercise or a series of exercises to demonstrate they are able to:

1) Apply the principles and practices of decision-making while taking account of the situation and of the risk assessment.

2) Identify and generate options when making decisions as a management level officer.

3) Identify and generate options, effectively involving team members in decision making.

4) Select appropriate courses of action when making decisions as a management level officer in simulated or real shipboard activity.

5) Apply short and long term strategies when managing simulated or real shipboard activities.

Illustrate with case studies.

8. Development, Implementation and Oversight of Standard Operating Procedures   **1 hr Lecture**

8.1 Standard operating procedures (SoPs)

1) Discuss approaches to developing SoPs.

2) Explain the methods for following SoPs.

3) Discuss how to lead and manage SoP development, implantation and oversight.

4) Explain why SoP oversight and approval may be desirable, as well as associated dangers.

5) Discuss the relationship between SoPs, shipboard training and drills.

9) Conclusion   **3 hrs**

9.1 Brief review

9.2 Individual assessment.

9.3 Administrative duties.