

SUB-COMMITTEE ON STANDARDS OF  
TRAINING AND WATCHKEEPING  
43rd session  
Agenda item 3

STW 43/3/17  
9 March 2012  
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## VALIDATION OF MODEL TRAINING COURSES

### Comment on model course – Chief Engineer Officer and Second Engineer Officer

#### Submitted by the International Shipping Federation (ISF)

#### SUMMARY

*Executive summary:* This document comments on STW 43/3/7, model course, Chief Engineer Officer and Second Engineer Officer, and seeks clarification regarding the training method for Leadership and Managerial Skills as required by section A-III/2 of the STCW Code

*Strategic direction:* 5.2

*High-level action:* 5.2.2

*Planned output:* No related provisions

*Action to be taken:* Paragraph 9

*Related documents:* STW 43/3/6, STW 43/3/7; STW 41/7/31 and STW 41/7/13

#### Introduction

1 This document is submitted in accordance with MSC-MEPC.1/Circ.4 on "Guidelines on the organization and method of work of the Maritime Safety Committee and the Marine Environment Protection Committee and their subsidiary bodies" and comments upon document STW 43/3/7, draft model course, Chief Engineer Officers and Second Engineer Officers.

#### Background

2 The STCW Code, when amended in 2010, saw the addition of the important area of "Leadership and Managerial Skills" to the required training for Chief Engineer Officers and Second Engineer Officers under section A-III/2.

3 Amendments to table A-III/2 of the Code relating to Leadership and Managerial Skills were submitted to the Sub-Committee by the International Shipping Federation and the International Chamber of Shipping in document STW 41/7/31.

## **Discussion**

4 The training described in the draft model course concerning Leadership and Managerial Skills, pages 203-205, heavily promotes the use of video presentations to disseminate the training in this vital area.

5 It is the view of ISF that such important competency training should also include traditional instruction by a suitably qualified lecturer as well as practical demonstration of the required skills through the use, for example, of role play exercises. Within this structured regime, materials such as video have a potential role. However, these materials should not be relied upon exclusively to deliver the required competence.

6 ISF also questions whether the period of two hours dedicated to Management Processes and Functions and Negotiating Skills is sufficient to ensure the understanding of the basic concepts and give practical experience of the skills being taught. Courses in this area, which are widely available to shore-based managers, tend to run for a minimum of eight working hours.

7 ICS/ISF document STW 41/7/13, argued the importance of assertiveness training as part of the Leadership and Managerial Skills competence, and the role that such training for officers of all ranks may have had in preventing the explosion and sinking of the Bow Mariner. Assertiveness and Leadership (including Motivation), as covered in the model course Master and Chief Mate (STW 43/3/6), may be considered to be the backbone of effective management and should therefore be considered as a competence in its own right. The draft proposals to address this are given in the annex.

## **Proposal**

8 **ISF proposes relevant amendments to the draft model course, as** set out in the annex.

## **Action requested of the Sub-Committee**

9 The Sub-Committee is invited to consider the above proposal and decide, as appropriate.

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## ANNEX

### PROPOSED AMENDMENTS TO STW 43/3/7 MODEL COURSE ON CHIEF ENGINEER OFFICER AND SECOND ENGINEER OFFICER

#### 1 Page 202 of draft model course

##### 4.5 USE LEADERSHIP AND MANAGERIAL SKILLS

###### Paragraph 3

~~If time permits,~~ **The** trainees should be given group assignments to recreate and learn how to deal with some of the typical arguments and problems which occur on board ship. ~~(V4).~~

#### 2 Page 204 of draft model course

##### 4.5.3.2 Team Building

**(2 hours)**

Instructors to consult V46 for this subject to explain:

- Importance of work teams.
- Group dynamics.
- Approaches to team building. ~~Committees.~~

**Instructors to deliver team-building exercises including practical group training.**

#### 3 Page 205 of draft model course

##### 4.5.5.1 Management Processes and Functions

**(8 hours)**

Instructors to consult V31, V37, V43, V44, V45, V93 and V94 for this subject to explain topics on:

- Management processes
- Management functions
- Motivation. **Instructor to include practical exercises for trainees to demonstrate best practice**
- Conflict resolution. **Instructor to include practical exercises for trainees to demonstrate best practice in conflict resolution**

##### 4.5.5.2 Negotiating skills

**(4 hours)**

Instructors to consult V37, V43, V44 and V45 for this subject: **Instructor to include practical exercises for trainees to demonstrate best practice.**

- Negotiation process
- Necessary skills for successful negotiation
- Planning for negotiation

## Additional section

### **4.5.6 Assertiveness and leadership. (8 hours)**

Instructors should use a combination of traditional lecture and group exercises to allow the trainees to:

- Define Authority and Assertiveness
- Explain the differences between "Too High Authority" and "Too Low Assertiveness"
  - o Too High Authority: total command expected, lacks communication skills, cannot delegate, performance oriented, needs to prove himself
  - o Too Low Assertiveness: silenced by superior's authority, unaware of what is expected, lacks communication and management skills, personality clash
- Explain the need for a balance between authority and assertiveness
- State possible reasons for extremes
- State the dangers of the four extreme combinations
- Explain corrective management actions when an imbalance occurs

4.5.7 Development, implementation and oversight of standard operating procedures.

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