




Leadership

Course description

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The ToolBox Guide

 THE TOOLBOX GUIDE	
Curriculum	
Learning objectives	<p>The Leadership EP follows skill needs identified in Work Package 1 based on a literature review and field research in seagoing and shore-based personnel. Leadership has been indicated as an essential future skill for those wishing to pursue a career in shipping.</p> <p>The course aims to provide participants with theoretical knowledge on leadership and enhance their leadership skills and focuses on five parameters: teamwork, communication, motivation, cultural awareness and conflict handling.</p> <p>The course focuses on providing knowledge and skills related to:</p> <ul style="list-style-type: none"> - Cultural Diversity and Leadership in a multicultural industry - The importance of communication skills and motivation - Team leadership and conflict handling
Target Group	<p>This course is designed for maritime professionals working in the shipping industry, focusing on those wishing to transition from a career onboard a vessel to a career ashore, primarily at a management level.</p>
Entry requirement	<p>The required EQF level for joining the course is level 4. The candidate should have experience in the field of shipping operations and management.</p>
Duration	<p>The course is based on five lessons, each lasting three hours, with a total lecture workload of 15 hours. Subsequently, one lesson is dedicated to presenting the team project report. The completion of the EP Leadership course requires from an attendee, a total study load of 75 hours equivalent to 3 ECTS, allocated as follows:</p> <ul style="list-style-type: none"> • Lecturing: 15 hours • Self Study: 30 hours • Tutorial support: 26 hours • Suggested Assessments: Group presentations (three-hour sessions) and one hour for an assessment.
Assessment	<p>Suggested Assessments: Group presentations and a test</p> <ul style="list-style-type: none"> • There will be an opportunity for formative and/or peer reviews as part of the group project work. • Suggested test questions are available in Appendix 3.
Course description	

Course outline

The course consists of five lessons and one assessment session listed below. These lessons will enable the student to achieve the learning outcomes described below. Each lesson relates to the intended learning outcomes, as shown in the table of constructive alignment: Appendix 1.

Lesson	Topic
1	Leadership and motivation
2	Diversity Management
3	Building teams
4	Communication
5	Conflict handling
6	Group presentations

Example lessons are available in Appendix 3.

Learning outcome	<p>Learning outcomes:</p> <p><i>Knowledge</i></p> <p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"> A1. Compare and contrast different leadership theories/principles. A2. Identify and distinguish various differences that influence team dynamics. A3. Analyse the relationship between leadership and team performance. A4. Explain the key principles of effective communication. A5. Recognise different types of conflicts that may arise in the workplace. <p><i>Skills</i></p> <p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"> B1. Evaluate and address diversity in the workplace to foster a harmonious working environment. B2. Apply effective leadership skills to enhance team performance. B3. Develop communication skills in a variety of settings and situations. B4. Apply conflict resolution strategies to manage disputes within a team effectively. <p><i>Responsibility and Autonomy</i></p> <p>At the end of this course, the students will have an understanding of how to:</p> <ul style="list-style-type: none"> C1. Implement appropriate leadership strategies to manage a diverse workforce in the shipping industry. C2. Inspire and motivate individuals and teams to achieve efficiency and wellbeing and meet organisational goals. C3. Facilitate conflict resolution and mediate disputes to maintain a cohesive team environment. C4. Communicate effectively with team members, supervisors, and stakeholders to ensure smooth operations and decision-making.
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Teaching methods	<p>The teaching methods may be based on a blended approach, including:</p> <ul style="list-style-type: none"> • Lectures • Tutorial • Class discussions and activities /exercises <p>The suggestion is to enrich theory with case studies providing a more practical approach to Leadership.</p> <p>The group project will give the participants the opportunity for further interaction among them, providing an opportunity to further elaborate on team development and teamwork.</p> <p>For methods used in the individual lessons, see the constructive alignment table in Appendix 1 and Lesson Examples in Appendix 3.</p>
Teaching material	<p>The teaching material of the course may consist of the following:</p> <ul style="list-style-type: none"> • The lecturing material (notes, slides, handouts) • The readings that students are provided with. The reading list may include (see example reading list in Appendix 2): <ul style="list-style-type: none"> ○ Press articles related to Shipping Leaders ○ Research papers published in scientific journals dealing with Leadership in general and in the shipping industry specifically (both onboard a vessel and at a shipping company's premises) ○ Books on Leadership Theory, Leadership practice in shipping ○ Case studies on how Leadership has been applied and what Leadership is for shipping and shipping-related companies. For example: <ul style="list-style-type: none"> ▪ Stealth Maritime ▪ Astrup Fearnleys ▪ Sculd ▪ Jotun ○ Videos <p>Teaching materials are provided with each lesson example (Appendix 4).</p>
Assessment	<p>The course evaluation may be based on the following:</p> <ul style="list-style-type: none"> • 50% of the total evaluation will be based on open and Multiple Choice Questions based on the teaching material of the course. The grading scale is 0-10 (with ten being the maximum). Indicative MCQs are provided in Appendix 3. • 50% of the evaluation will be based on a group project. Each team will consist of 3-4 students. Each team will review a real case of how a shipping company or company personnel shipping company or company's personnel dealt with a problem or with a decision making. Based on that, they will be asked to identify the leadership elements of actions that have been taken and/or to justify what, in their opinion, a leader should do in this case. An example of a case is provided in Appendix 2.

Evaluation	
Course review	The course should be reviewed every year based on the developments in leadership research and practice as well as the advances in the shipping industry. The course instructor is responsible for any changes.

Appendix 1 - Table of constructive alignment

№	Lesson	Learning outcome	Teaching method(s)	Assessment (see Appendix 3)
1	<p>Leadership and Motivation</p> <p>Overview of the Leadership literature focusing on defining Leadership and its meaning, the leadership models and defining the leader.</p> <p>The role of leaders and leadership in managing shipping companies and the basic leadership rules onboard a vessel.</p> <p>Inspirational motivation as part of Leadership and how to obtain and maintain situational awareness. Moreover, the lesson will provide input on giving and receiving feedback, the role of Leadership Story Telling, and the team-building concept.</p>	A1, B2, C2	Lecture Case study Class discussion	Findings and discussion based on a case study. Questions may be used.
2	<p>Diversity Management</p> <p>The relationship between Leadership and diversity and how a group can lead across differences thanks to leader coordination. Introduction to diversity management Expectations across nationality.</p> <p>Cultural diversity is related to developing a learning organisation, a parameter affecting Leadership.</p>	A2, B1, C1	Self-study/readings Lecture Videos Class discussion	Group work and peer reviews Questions may be used.

	<p>The lesson will also focus on how to raise cultural awareness in a team or company, build trust among different cultures that might exist at a shipping company or on a vessel, and build effective communication among different cultures.</p>			
3	<p>Building Teams</p> <p>The lesson deals with team development principles and high-performing teams' characteristics.</p> <p>Examines the teamwork challenges in shipping and provides knowledge on the tools needed to achieve teamwork. It must be noted that the team project foreseen in the course plays an important role in cultivating student teamwork via the team members' cooperation.</p>	A3, B2, C1	<p>Lecture Videos Class discussion</p>	<p>Videos will be used during the lesson, and discussion will follow in the class. Group work and peer reviews Questions may be used</p>

4	<p>Communication</p> <p>The lesson will focus on the principles of effective communication between team members. Through case studies of inefficient communication onboard, the students understand the importance of this feature.</p>	A4, B3, C4	Lecture Case studies	Findings and discussion based on a case study. Questions may be used. Class activities (i.e., Tower of Power or Helium Sticks)
5	<p>Conflict handling</p> <p>During the lesson, the types of conflicts will be reviewed. Also, the escalation of a conflict will be addressed.</p> <p>The role of mediation and negotiation in handling a conflict results in an acceptable outcome.</p> <p>In addition, the role of emotional intelligence in conflict management and developing resilience to navigate and resolve conflicts effectively will be highlighted.</p>	A5, B4, C3	Lecture Videos Class discussion Course review	Group work and peer reviews Videos regarding conflicts in the working environment will be included during the lesson. These videos can then be discussed in the class, aiming at helping the students to understand the types of conflicts and how they can deal with them. Students feedback Questions may be used.
6	<p>Team project presentation</p> <p>This lesson may be used for group presentations.</p>	A4, B3, C4	Feedback to be provided to group presentations	Group Presentations

Appendix 2: Example Reading List

Burns J., 1978. "Leadership". Harper & Row, New York.

B.A.B. Fjærli, K. Øvergård, T. Westerberg, (2015). "Maritime Managers of the Future-What do They Think is Good Leadership?" *TransNav: International Journal on Marine Navigation and Safety of Sea Transportation*, 9.

L. Metclaf, S. Benn, (2013) "Sustainability leadership: An evolution of leadership ability". *J. Bus. Ethics*, 112 (3) (2013), pp. 369-38

E. Ogbonna, L.C. Harris, (2000). "Leadership style, organisational culture and performance: empirical evidence from UK companies". *International Journal of Human Resource Management*, 11 (4) (2000), pp. 766-788

OD. Ortega, K.I. Øvergård, V. Henden, (2015). "Women are better leaders than they think: gender differences in the self-assessment of leadership skills in the maritime industry". *Global Leadership. Springer, Maritime Women* (2015), pp. 201-216

R. Strand, (2014). "Strategic leadership of corporate sustainability". *J. Bus. Ethics*, 123 (4) (2014), pp. 687-706

E. Bal Beşikçi, (2019). "Strategic leadership styles on maritime safety". *Ocean Engineering*, Volume 185, Pages 1-11.

T. Bielić, D. Predovan, J. Čulin, (2017). "The Role of the Master in Improving Safety Culture Onboard Ships". *TRANSNAV Journal March*.

M. Chemers, (1997). "An Integrative Theory of Leadership". Lawrence Earlbaum Publishers, Mahwah, NJ (1997)

Appendix 3 - Case study guidance and assessment examples of case

Case study guide for instructors

The case should be authentic. The case study can be one or more press articles from a newspaper, a magazine or a webpage focusing on a top shipping executive.

The students will have to read the article carefully and, by using the knowledge acquired during the lesson and the skills and competences described in the learning outcomes, must analyse the leader's profile and describe the decision they made to deal with a problem or generate strategy. The case should be different each time the course is run to minimise plagiarism.

A suggestion for a source for case studies is: <https://www.thecasecentre.org/>

Test questions examples

1. The Full Range Leadership Model describes different leadership styles through a schema where the two parameters are:
 - a) the level of engagement and the level of effectiveness
 - b) the laissez-faire leadership and the autocratic leadership
 - c) the manager and the leader
2. The contextual factors of situational Leadership do **not** include the following:
 - a) the nature of the task itself
 - b) the leaders' traits and personality
 - c) the nature of the external environment
3. Situational Leadership is considered appropriate for the analysis of the role of a ship's Master as a leader because of the following:
 - a) crew synthesis
 - b) limited communication with the external environment of the ship
 - c) the changed conditions of the profession
4. In no more than 300 words, describe a working environment in a specific situation where an autocratic or charismatic leader may be the answer to the specific needs despite the controversial nature of their leadership style.
5. Not only can Leadership be taught, but also (choose all that apply)
 - a) a heroic leader calling the shots is no longer the ideal
 - b) followership can be taught too
 - c) dispersed Leadership is the new norm
 - d) the romance of Leadership lives on

6. Not having women involved in studies of Leadership in the maritime sector.
 - a) can limit the range of perspective and elements of shred leadership in the maritime sector
 - b) is a normal state of affairs considering the low rate of women seafarers
 - c) is not a problem since gender does not enter the equation

7. Succession planning is seen as an essential strategy to promote qualified candidates into leadership positions, and ___ is an important element of succession planning frameworks.
 - a) coaching
 - b) proactive business plans
 - c) mentoring

8. In no more than 300 words, suggest any governance requirements needed, on land and at sea, to address the problem of Piracy in the framework of ethical Leadership.

9. The main difference between onshore and onboard Leadership is, according to the theory exposed:
 - a) That no one onshore has the kind of overriding authority the Master of the ship is invested with
 - b) That onshore, the company's strategy is one of the factors that define the organisational needs of the company and affect the choice of its structure; while onboard a merchant ship, a strong hierarchy and a clear path of accountability to govern performance are given the predominance
 - c) that the ship may have to be led in abnormal situations

10. Company values (also called corporate values or core values) are:
 - a) the set of guiding principles and fundamental beliefs that help a group of people function together as a team and work toward a common business goal
 - b) not related to Leadership
 - c) what defines crew members' job satisfaction and the perceived local management involvement

11. When evaluating and managing team members based on skills and motivation, the members who score low on both dimensions should
 - a) be provided with training and develop skills
 - b) share power and responsibility
 - c) drop from the team

12. In manager-led work teams, management is **not** responsible for
 - a) Monitoring and managing performance processes
 - b) Selecting members and interfacing with the organisation
 - c) The actual execution of the assigned work

13. Reporting and interfacing with other teams is also usually ___ when there are leaders
 - a) easier
 - b) harder

- c) the same
14. The four main stages of development in a team or group have been identified. They are:
- a) forming, storming, norming and performing.
 - b) designing, structuring the team, coaching, and interacting directly with it
 - c) shared goal, interdependence, boundedness and authority
15. Which of the following is **not to be listed among the top six characteristics** in a good definition of a work team?
- a) willing to work together
 - b) dependent on one another in some way
 - c) having a history of success
16. One of the following is **not part of the intercultural competence** communication skills. Which?
- a. to perform tasks requiring intercultural awareness, such as to "pass down" commands without offending crew mates of different nationalities,
 - b. English Language Proficiency
 - c. To maintain at all times a two-way open communication channel, that most precious asset in times of emergency
17. An external locus of control contributes to ____ high esteem
- a) low
 - b) high
 - c) neutral
18. One of the following elements is not included in the interpersonal emotion-relevant leader performance.
- a) conflict resolution
 - b) risk-taking
 - c) providing feedback
19. Which of the following elements is not part of a list of means and ways for promoting Leadership?
- a) Modelling
 - b) Coaching
 - c) Executive Education
 - d) Case Studies

In no more than 500 words, write about a leadership style/approach that promotes gender/race equity in and/or outside of the workplace, exploring the values implicit in it when and where it is most commonly employed. Explore how it could affect other domains (e.g., Leadership within the political realm affecting corporate workplace practices, Leadership within the community setting affecting legislation).

Appendix 4 - Example lessons

Lesson 1 - Leading through motivation

1.0 Introduction

This lesson aims to understand better what Leadership is and how someone can be motivated. The lesson provides an overview of who a leader is, its characteristics, and the meaning of Leadership. What makes a leader, what is their role and what will focus on presenting leadership characteristics onboard and ashore?

From the leadership theories, Situational Leadership seems to be the most widely discussed in the literature on Leadership. This theory is considered appropriate for analysing the role of a ship's Master as a leader and the situations that influence their effectiveness in the workplace environment.

The lesson will also review the functions of Leadership and its perspectives, along with the various leadership styles, before moving on to the second part of the lesson, which is about motivation.

Regarding motivation, the lesson reviews the related theories paying attention to inspirational motivation. It will present the motivation process, which includes intrinsic and extrinsic.

2.0 Learning outcomes.

At the end of this lesson, the students will be able to:

- A1. Compare and contrast different leadership theories/principles.
- B2. Apply effective leadership skills to enhance team performance.

At the end of this lesson, the students will have an understanding of how to:

- C2. Inspire and motivate individuals and teams to achieve efficiency and meet organisational goals.

3.0 Teaching methods

The methods of this lesson are lectures, case studies and group discussion and activities. The lesson should be designed to engage students in discussion and debate and could utilise regular questions. Moreover, the case studies should provoke discussion among the students providing the ability to understand the leadership features.

4.0 Lesson content

In this lesson, the student may be presented with the characteristics and the theories behind Leadership and motivation. The lesson covers the following subjects:

- Basic characteristics and additional features of Leadership and a leader
- The Leadership theories and the various leadership models
- The theories and the process of motivating people.
- Leadership and mental health awareness

5.0 Lesson plan

A suggested lesson plan is listed below:

- The instructor presents a brief overview of the term leadership and leader, considered a crucial skill in the contemporary shipping industry. During the lesson, the instructor will also present the various theories and models of Leadership and the characteristics of a leader. Moreover, the basic principles and the process of motivating people will be presented.
- The instructor will hand out the case study the students have to review.
- Based on the case study, the instructor will initiate a discussion in the class aiming to start a discussion regarding:
 - The leadership characteristics of the persons involved in the case study.
 - If the person acting as a leader or as a manager
 - What are the tools used for motivating people?
 - The role of leaders in fostering a mentally healthy work environment.

While the students discuss provided topics and answer questions, the instructor should act as a facilitator providing the students with directions and encouraging them to reflect upon the topic.

- The instructor provides a summary of the discussion held in the class, outlining the major outcomes and connecting them with the lesson's learning outcomes.
- The instructor provides information regarding the team project that students have to develop.

6.0 Teaching materials

PowerPoints

PowerPoint 1: Lesson 1 -Leadership and Motivation

Example of a case study

An example of a case is given below to serve as inspiration. It is related to Maria Angelicoussis, the CEO of the most influential Greek shipping companies. Through relevant news media articles, the students must be able to identify her leadership characteristics since she took over management. Two such media articles are provided from the TradeWinds and The National Herald websites.

<https://www.tradewindsnews.com/people/maria-angelicoussis-trying-to-hone-in-on-her-late-father-s-instincts/2-1-1189881>

<https://www.thenationalherald.com/for-first-time-richest-greek-shipping-oligarch-is-a-woman-maria-angelicoussis/>

7.0 Socratic questioning.

These questions are provided as an appetiser for the students regarding this lesson. The answers should not be given to the students, but they should be encouraged to find them themselves. The questions can be used both for preparation for the lesson and reflection afterwards.

- *Who is a leader, and what makes a leader?*
- *Who is the leader onboard a vessel?*
- *What is the difference between a leader and a manager?*

Lesson 2 - Diversity Management

1.0 Introduction

The course focuses on providing knowledge and skills related to diversity and Leadership. The lesson provides examples of research and theories.

2.0 Learning Outcomes.

At the end of this lesson, the students will be able to:

- A2. Identify and distinguish various differences that influence team dynamics.
- B1. Evaluate and address diversity in the workplace to foster a harmonious working environment.

At the end of this lesson, the students will have an understanding of how to:

- C1. Implement appropriate leadership strategies to manage a diverse workforce.

3.0 Teaching methods

The methods of this lesson are readings, lectures, videos, case studies and group discussions and activities.

The lesson engages students in group work and discussions based on theory and their own experiences.

The activities outlined below can be conducted in a classroom setting, although it is also possible to do it as blended learning. The instructor presentation could be replaced with a video presentation. The group work and discussions could be done online (VLE).

Lesson content

Subjects covered in this lesson are:

- Stereotyping
- Structural and cultural issues
- Cultural differences
- Gender and Sexual orientation
- Forms of Diversity

Lesson plan

A suggested lesson plan is listed below:

- The instructor presents a brief overview of stereotyping and ethnocentrism
- **Show Gardenswartz & Rowe** to prepare for further discussions of diversity

- The instructor presents a brief overview of contemporary cultural theories. Focus on Lewis and Meyer. This presentation is followed by a discussion on the student's own experience.
- The instructor can use the "ICS-ITF International Guidelines to Shipping Companies on Eliminating Workplace Harassment and Bullying".
- The instructor summarises the session concerning the learning outcomes and aims for the session.

While the students discuss provided topics and answer questions, the instructor should act as a facilitator providing the students with directions and encouraging them to reflect upon the topic.

To prepare for this lesson, please read:

- Progoulaki, M. and Roe, M., (2011) Dealing with multicultural human resources in a socially responsible manner: a focus on the maritime industry. *WMU Journal of Maritime Affairs*, [online] 101, pp.7-23. Available at: <http://dx.doi.org/10.1007/s13437-011-0003-0>.

4.0 Teaching materials

PowerPoint 2: Lesson 2 -Cultural Diversity

Progoulaki, M. and Roe, M., (2011) Dealing with multicultural human resources in a socially responsible manner: a focus on the maritime industry. *WMU Journal of Maritime Affairs*, [online] 101, pp.7-23. Available at: <http://dx.doi.org/10.1007/s13437-011-0003-0>.

Show and discuss Gardenswartz & Rowe

Don't put people in boxes

<https://www.youtube.com/watch?v=zRwt25M5nGw>

Meyer, E. (2014) Eight-scale Tool for Mapping Cultural Differences

<https://www.internationalacac.org/assets/DiversityInitiative/Eight-scale%20Tool%20for%20Mapping%20Cultural%20Differences%20by%20Erin%20Meyer%20.pdf>

ICS and ITF (2016). *GUIDANCE ON ELIMINATING shipboard HARASSMENT AND BULLYING*. Retrieved from <https://wessproject.eu/wp-content/uploads/2022/11/ics-itf-guidance-on-eliminating-shipboard-harassment-bullying.pdf>

5.0 Socratic questioning.

What are the main challenging issues for leaders in a multicultural environment?

A group discussion follows the question.

Lesson 3 - Team Building

1.0 Introduction

Team building is a prerequisite for developing effective teams and facilitating teamwork. Leadership is strongly related to team building because leadership seems to imply an individual activity, but on the contrary, a leader succeeds because they involve and energise others. The lesson will review the characteristics of high-performance teams as well as the team leadership capacity and the team development process.

During the lesson, the students must also be acquainted with teamwork skills and the tools to develop and achieve teamwork. The lesson will provide a thorough review of the team building-related theory and, through videos and case studies, should initiate discussion among students as regards the importance of team building and how it facilitates Leadership.

2.0 Learning outcomes

At the end of this lesson, the students will be able to:

- A3. Analyse the relationship between leadership and team performance.
- B2. Apply effective leadership skills to enhance team performance.

At the end of this lesson, the students will have an understanding of how to:

- C1. Implement appropriate leadership strategies to manage a culturally diverse workforce.

3.0 Teaching methods

The methods of this lesson are lectures, videos and group discussions and activities. The lesson should be designed to engage students in discussion and debate and could utilise regular questions. Moreover, the videos should provoke discussion among the students providing the ability to understand the team-building process and its importance in Leadership.

Lesson content

The lesson covers the following subjects:

- Characteristics of high-performing teams
- Team development process
- Teamwork skills
- Team leadership capacity
- Teamwork challenges in shipping
- Team Building and Mental Health
- Case study
- Discussion

Lesson plan

A suggested lesson plan:

- The instructor presents the principles of team development, the theories behind team building and the characteristics of high-performing teams. The teamwork challenges in shipping (onboard and ashore) are also examined. The instructor should also inform the students that the team project is vital in cultivating student teamwork.
- The instructor will present a video to the students regarding a Team building model, aiming to demonstrate how to build a team.
- Based on the video, the instructor will initiate a discussion in the class aiming to start a discussion regarding:
 - The stages of team building
 - The role of the leader
 While the students discuss provided topics and answer questions, the instructor should act as a facilitator providing the students with directions and encouraging them to reflect upon the topic.
- The instructor can discuss the importance of psychological safety in teams and cover how building an environment that supports mental health can increase team performance. They can illustrate how team leaders can monitor mental health issues and create a support system within the team.
- The instructor provides a summary of the discussion held in the class, outlining the major outcomes and connecting them with the lesson's learning outcomes.

4.0 Teaching materials

PowerPoints

PowerPoint 3: Lesson 3 - Building Teams

<https://www.youtube.com/watch?v=2ZzMlyUzIVY>

Websites

<https://safety4sea.com/cm-10-features-of-teambuilding-onboard/>

5.0 Socratic questioning

These questions are provided as an appetiser for the students regarding this lesson. The answers should not be given to the students, but they should be encouraged to find them themselves. The questions can be used both for preparation for the lesson and reflection afterwards.

- *Which are the four main stages of development in a team development process?*
- *Which are the teamwork challenges in shipping?*

Lesson 4 - Communication

1.0 Introduction

The lesson starts with the prerequisites for effective communication between members of a team, with a focus on effective communication onboard and ashore. The communicative perspective on decision-making also has significant consequences for our understanding of leadership.

The lesson will also make a connection between communication and motivation. Part of effective communication is the context of intercultural communication, which is also included in the lesson.

Through case studies of inefficient communication onboard, the students understand the importance of communication in the effective operation onboard and ashore.

2.0 Learning outcomes.

At the of this lesson, the students will be able to:

- A4. Explain the key principles of effective communication.
- B3. Develop communication skills in a variety of settings and situations.

At the end of this lesson, the students will have an understanding of how to:

- C4. Communicate effectively with team members, supervisors, and stakeholders to ensure smooth operations and decision-making.

3.0 Teaching methods

The teaching methods for this lesson include lectures, case studies and group discussions. The lesson should be designed to engage students in discussion and debate. Moreover, the case studies should provoke discussion between the students, providing the ability to understand the importance of communication.

Lesson content

The lesson covers a number of subjects related to communication and, more specifically:

- Principles of communication
- Effective communication onboard and ashore
- Communication and motivation
- Intercultural communication in the context
- Communication skills and mental health

Lesson plan

A suggested lesson plan:

- The instructor presents and analyses the principles and theories of communication to provide a solid background to the students. Moreover, the instructor will review the prerequisites for effective communication onboard and ashore and the relevant tools. Particular attention should be paid to the context of intercultural communication, considering the multicultural environment in which the shipping industry operates.
- Following the review of the theoretical background, the instructor distributes a case study to students for review related to the importance of communication onboard.
- Based on the case study, the instructor initiates discussion in the class regarding:
 - The importance of communication.
 - How communication inefficiency can lead to accidents
 - How communication onboard can improve.
- The instructor can discuss the importance of open dialogue about mental health issues and the role of leaders in facilitating these discussions.
- While the students discuss provided topics and answer questions, the instructor should act as a facilitator providing the students with directions and encouraging them to reflect upon the topic.
- The instructor provides a summary of the discussion held in the class, outlining the major outcomes and connecting them with the lesson's learning outcomes.

4.0 Teaching materials

PowerPoints

PowerPoint 4: Lesson 4 - Communication

Case study

The M.S.C. Chitra and Khalijia III collision Constituent committee. 2011. Online at: <https://www.scribd.com/doc/52900813/analysis-pf-Collision-between-chitra-khalijia-Mumbai-2010-dtd-120411>

Papers

Fan, L and Fei, J and Schriever, U and Fan, S, Communication challenges to maritime English education and training in China in the modern shipping world, Papers and Presentations of the 2015 Master Mariners Congress, 13-15 April 2015, Launceston, Tasmania, pp. 1-10. (2015)

Sampson, H. and Zhao, M. (2003), Multilingual crews: communication and the operation of ships. World Englishes, 22: 31-43. <https://doi.org/10.1111/1467-971X.00270>

5.0 Socratic questioning.

These questions are provided as an appetiser for the students regarding this lesson. The answers should not be given to the students, but they should be encouraged to find them themselves. The questions can be used both for preparation for the lesson and reflection afterwards.

Lesson 5 - Conflict management

1.0 Introduction

A few decades ago, managers spent more than 20 % of their time trying to resolve conflicts. Nowadays, conflicts are probably even more complex and time-consuming to resolve because technological advances, the world's exponential growth rate, and globalisation have led to increased contact between culturally diverse people. Different norms, values, and language can make negotiating more stressful and less satisfactory, and conflict cannot be managed effectively without simultaneously considering both culture and communication. In fact, the three concepts of conflict, culture and communication are like a Bermuda Triangle - hazardous conditions will emerge unless the three are simultaneously handled appropriately.

The lesson presents the concept of conflict, reviews the types of conflicts, and presents the conflict escalation process. It introduces intercultural conflict management, the characteristics of conflictive episodes, and the theoretical frameworks to analyse a conflict. Finally, the lesson provides the tools for conflict management and reviews the role of mediation and negotiation in handling a conflict resulting in an acceptable outcome.

Through videos, the students can better understand the concept of conflict and how someone can deal with it.

2.0 Learning outcomes

At the end of this lesson, the students will be able to:

- A5. Classify different types of conflicts that may arise in the workplace.
- B4. Apply conflict resolution strategies to manage disputes within a team effectively.

At the end of this lesson, the students will have an understanding of how to:

- C3. Facilitate conflict resolution and mediate disputes to maintain a cohesive team environment.

3.0 Teaching methods

The lesson is based on a lecture, along with some videos that will fuel a discussion in the classroom. The videos and the following discussion will allow students to understand where the conflict began, the conflict escalation and the process towards conflict management.

Lesson content

The lesson covers the following elements.

- Concept and types of conflict
- Conflict escalation
- A theoretical framework for analysing conflicts
- Conflict management with a focus on intercultural conflict management
- Managing conflict with emotional intelligence

- Developing resilience to navigate and resolve conflicts effectively
- Tools and techniques for conflict management
- Conflicts at the workplace and mental health

Lesson plan

- The instructor presents the major topic of the lesson through a PowerPoint presentation which includes the theoretical aspects of conflict management and the tools that can be used.
- The instructor will show some videos to the students regarding conflicts in the working environment and how someone can manage them.
- Based on the videos shown, the instructor initiates a discussion in the class regarding:
 - The cause of the conflict
 - The escalation of the conflict
 - The conflict management strategies employed by the person in charge, including the role of emotional intelligence and resilience
- The outcome of conflict management: While the students discuss provided topics and answer questions, the instructor should act as a facilitator providing the students with directions and encouraging them to reflect upon the topic.
- The instructor can highlight how unresolved conflicts can lead to stress and mental health issues. They can explain how developing resilience can help individuals cope with conflicts and stress, thereby contributing to better mental health.
- The instructor can use the "ICS-ITF International Guidelines to Shipping Companies on Eliminating Workplace Harassment and Bullying".
- The instructor provides a summary of the discussion held in the class, outlining the major outcomes and connecting them with the lesson's learning outcomes.

4.0 Teaching materials

PowerPoints

PowerPoint 5: Lesson 5 - Conflict Handling

Videos

Conflict Management: Conflict in the workplace. Available at <https://www.youtube.com/watch?v=iRg-HbqqBxl>

Papers

J.A. Espinoza, T.A. O'Neill, M.B.L. Donia, (2023). "Big five factor and facet personality determinants of conflict management styles". *Personality and Individual Differences*, 203 (2023), pp. 1-6,

Upadhyay D., (2021). "Consideration of future consequences and decision-making patterns as determinants of conflict management styles". *IIMB Management Review*, Vol. 33(1), pp.5-14.

Websites

<https://www.bidenschool.udel.edu/ipa/serving-delaware/crp/conflict-management>

<https://acrnet.org/>

<https://imamediation.com/blog/2019/5/1/build-conflict-resilience-with-these-three-strategies>

Others

ICS and ITF (2016). *GUIDANCE ON ELIMINATING shipboard HARASSMENT AND BULLYING*. Retrieved from <https://wessproject.eu/wp-content/uploads/2022/11/ics-itf-guidance-on-eliminating-shipboard-harassment-bullying.pdf>

5.0 Socratic questioning

These questions are provided as an appetiser for the students regarding this lesson. The answers should not be given to the students, but they should be encouraged to find them themselves. The questions can be used both for preparation for the lesson and reflection afterwards.