

SUB-COMMITTEE ON HUMAN ELEMENT,
TRAINING AND WATCHKEEPING
5th session
Agenda item 3

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VALIDATED MODEL TRAINING COURSES

Draft new model course on Use of leadership and managerial skills

Note by the Secretariat

SUMMARY

Executive summary: This document provides the draft new model course on Use of leadership and managerial skills

Strategic direction, if applicable: 1

Output: 1.3

Action to be taken: Paragraph 2

Related documents: HTW 5/3/2

General

1 The draft new model course on Use of leadership and managerial skills referred to in document HTW 5/3/2 is set out in the annex.

Action requested of the Sub-Committee

2 The Sub-Committee is invited to consider the draft new model course on Use of leadership and managerial skills, as set out in the annex, together with the report of the Review Group, as set out in document HTW 5/3/2, and take action, as appropriate.

ANNEX

**DRAFT NEW MODEL COURSE ON
USE OF LEADERSHIP AND MANAGERIAL SKILLS**

**Model
Course
X.XX**

**USE OF LEADERSHIP AND
MANAGERIAL SKILLS**

2018 Edition



London, 2018

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Foreword

[To be inserted by the Secretariat]

KITACK LIM
Secretary-General

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Introduction

■ Purpose of the model courses

The purpose of the IMO model courses is to assist maritime training institutes and their teaching staff in organizing and introducing new training courses or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved.

It is not the intention of the model course program to present instructors with a rigid "teaching package" which they are expected to "follow blindly". Nor is it the intention to substitute audio-visual or "programmed" material for the instructor's presence. As in all training endeavours, the knowledge, skills and dedication of Instructors are the key components in the transfer of knowledge and skills to those being trained through IMO model course material.

Because educational systems and the cultural backgrounds of trainees in maritime subjects vary considerably from country to country, the model course material has been designed to identify the basic entry requirements and trainee target group for each course in universally applicable terms, and to specify clearly the technical content and levels of knowledge and skill necessary to meet the intent of IMO conventions and related recommendations.

■ Use of the model course

To use the model course the instructor should review the course plan and detailed syllabus, taking into account the information provided under the entry standards specified in the course framework. The actual level of knowledge and skills and the prior technical education of the trainees should be kept in mind during this review, and any areas within the detailed syllabus which may cause difficulties because of differences between the actual trainee entry level and that assumed by the course designer should be identified. To compensate for such differences, instructors are expected to delete from the course, or reduce the emphasis on, items dealing with knowledge or skills already attained by the trainees. Instructors should also identify any academic knowledge, skills or technical training which they may not have acquired.

By analyzing the detailed syllabus and the academic knowledge required to allow training in the technical area to proceed, instructors can design an appropriate pre-entry course or, alternatively, insert the elements of academic knowledge required to support the technical training elements concerned at appropriate points within the technical course. Adjustment of the course objectives, scope and content may also be necessary if in the national maritime industry the trainees completing the course are to undertake duties which differ from the course objectives specified in the model course.

Within the course plan the course designers have indicated their assessment of the time that should be allotted to each learning area. However, it must be appreciated that these allocations assume that the trainees have fully met all entry requirements of the course. Instructors should therefore review these assessments and may need to re-allocate the time required to achieve each specific learning objective.

■ Lesson plans

Having adjusted the course content to suit the trainee intake and any revision of the course objectives, Instructors should draw up lesson plans based on the detailed syllabus. The detailed syllabus contains specific references to the textbooks or teaching material proposed for use in the course. Where no adjustment has been found necessary in the learning objectives of the detailed syllabus, the lesson plans may simply consist of the detailed syllabus with keywords or other reminders added to assist Instructors in the presentation of the material.

■ Presentation

The presentation of concepts and methodologies must be repeated in various ways until Instructors are satisfied that the trainee has attained each specified learning objective. The syllabus is laid out in learning-objective format and each objective specifies what the trainee must be able to do as the learning outcome.

■ Implementation

For the course to run smoothly and to be effective, considerable attention must be paid to the availability and use of:

- properly qualified instructors;
- relevant support staff;
- teaching and other spaces;
- appropriate equipment and teaching aids;
- videos and multi-media presentations;
- textbooks, appropriate technical papers, etc.; and
- other relevant reference material

Thorough preparation is the key to successful implementation of the course. IMO has produced "*Guidance on the Implementation of IMO Model Courses*," which deals with this aspect in greater details.

■ Training and the STCW Convention

The standards of competence that have to be met by seafarers are defined in Part A of the STCW Code in the International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW Convention), 1978, as amended. This IMO model course addresses the competences and the training that is required to achieve the standards for the knowledge, understanding and proficiency (KUPs) set out in tables A-II/2 and A-III/2 of the STCW Code.

Part A provides the framework for the course with its aims and objectives and notes on the suggested teaching facilities and equipment. A list of useful teaching aids, IMO references and textbooks is also included.

Part B provides an outline of lectures, demonstrations and exercises for the course. A suggested timetable is included, but from the teaching and learning point of view, it is more important that the trainee achieves the minimum standard of competence defined in the STCW Code than that a strict timetable is followed. Depending on their experience and ability, some trainees will naturally take longer to become proficient in some topics than in others. Also included in this section are guidance notes and additional explanations.

Part C gives the detailed teaching syllabus. This is based on the theoretical and practical knowledge specified in the STCW Code. It is written as a series of learning objectives, in other words what the trainee is expected to be able to do as a result of the learning experience. Each of the objectives is expanded to define a required performance of knowledge, understanding and proficiency. IMO references, textbook references and suggested teaching aids are included to assist Instructors in designing lessons.

The new training requirements for these competences are addressed in the appropriate parts of the detailed teaching syllabus.

Part D gives guidance notes and additional explanations to instructors on the topics and learning outcomes listed in Part C. For the various topics, this part presents subject matter details, activities and recommended presentation and assessment techniques.

Part E presents a generic guide for effective evaluation/assessment of trainees. Parts C and D of this model course address the generic subject matter of Part E in greater detail.

A separate IMO model course addresses assessment of competence. This course explains the use of various methods for demonstrating competence and criteria for evaluating competence as tabulated in the STCW Code.

■ Validation

The guidance contained in this document has been validated by the Sub-Committee on Human Element, Training and Watchkeeping for use by Administrations and training providers in developing relevant training programmes for the effective implementation of uniform minimum standards for training and certification of seafarers. Validation in this context means that the Sub-Committee has found no grounds to object to the contents of this model course, but has not granted its approval to the document, as the Sub-Committee does not consider any model course to be an official interpretation of IMO Instruments.

Part A: Course Framework

■ **Aim**

The aim of this model course is to meet the mandatory minimum standards of competence for seafarers on the Use of leadership and managerial skills specified in Function: Controlling the operation of the ship and care for persons on board at the management level in tables A-II/2 and A-III/2 of the STCW Code.

■ **Objective**

The objective is to provide trainees with guidance and information to gain knowledge, understanding and proficiency (KUP) required to achieve the objectives of the learning outcomes to demonstrate the standard of competence for all seafarers assigned shipboard duties as set out in tables A-II/2 and A-III/2 of the STCW Code.

This course is designed to enable seafarers to successfully demonstrate the competences on Use of Leadership and Managerial Skills. Specifically, the trainees should be able to demonstrate the ability to:

- manage shipboard personnel and conduct training;
- apply related international maritime conventions and recommendations, and national legislation;
- apply effective resource management;
- apply decision-making techniques; and
- develop, implement and oversee shipboard standard operating procedures.

■ **Entry standards**

Entry to the course is open to all seafarers who are at the level of officers in charge of navigational watch, and officers in charge of engineering watch, and who intend to obtain certificates of competency at management level.

■ **Course certificate**

On successful completion of the course and demonstration of competence, documentary evidence may be issued to indicate that the holder has achieved the mandatory minimum standard of competence in the use of leadership and managerial skills as set out in tables II/2 and III/2 of the STCW Code, as appropriate.

■ **Course intake**

The course intake is limited by the number of trainees who can receive adequate individual attention from the instructor(s). The maximum trainee - instructor ratio may be up to 24 to 1 for classroom lectures, and 8 to 1 for practical sessions and simulations. Teaching staff should note that the ratios are suggestions only and should be adapted to suit individual groups of trainees depending on their experience, ability, and equipment available.

■ Staff requirements

Instructors should be appropriately qualified in accordance with the provisions of section A-I/6 of the STCW Code for the type and level of training or assessment involved.

All training and assessments carried out, and instructions given, should be, by personnel who understand the specific objectives of the training relating to the use of leadership and managerial skills.

■ Teaching facilities and equipment

For the theoretical part of the course, the lectures and demonstrations should be held in spaces suitable for the class intake, and equipped with the relevant facilities including relevant multi-media equipment, for the delivery of the training through lectures, group exercises and discussions, as appropriate.

For the conduct of practical exercises, the availability of full mission simulators with interface capabilities to observe inter-departmental behavior could be advantageous. The instructor's station of the simulators should have the capability to enable instructors and/or Assessors to observe trainees' actions and conversations, as well as the capability to record trainees' performance during any exercises.

Taking into account developments in nautical technology and practices at sea, and the need for rescue training, the following equipment is recommended:

■ Teaching aids (A)

- A1 Instructor's Manual - Part D of this course
- A2 Visual presentations
- A3 Exercise Sheets

Note: Multi-media training aids such as Videos, Computer Based Training (CBT), etc. may be used by instructors as deemed fit when presenting this course.

■ IMO references (R)

- R1 International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as amended,
- R2 International Convention for the Safety of Life at Sea (SOLAS) 1974, as amended
- R3 International Safety Management (ISM) Code
- R4 International Convention for the Prevention of Pollution from Ships (MARPOL) 73/78
- R5 MSC Circular 1014 on Guidelines on Fatigue Mitigation and Management
- R6 Resolution A.1047 (27) on Principles of Minimum Safe Manning

■ Bibliography (B)

- B1 T. Crowch (2013) Navigating the Human Element: An Introduction to Human Factors for Professional Mariners. MLB Publishing
- B2 L.A. Holder (2002) Training and Assessment Onboard 3rd ed. Livingston, Witherby & Co Ltd.
- B3 Maritime and Coastguard Agency (2010) The Human Element: A Guide to Human Behavior in the Shipping Industry. London, The Stationery Office
- B4 Maritime and Coastguard Agency, UK: The Human Element - A Guide to Human Behavior in the Shipping Industry
- B5 Situational Awareness:
<http://www.hse.gov.uk/construction/lwit/assets/downloads/situational-awareness.pdf>

Part B: General Outline

■ **Lectures**

As far as possible, lectures should be presented within a familiar context and should make use of practical examples. They should be well illustrated with diagrams, pictures and videos where appropriate, and must be related to those skills that will be necessary for the performance of duties on board ships.

An effective manner of presentation would be to develop techniques to transfer information and then reinforcing the information. For example, share with the trainees briefly what you are about to present to them; then cover the topic in detail; and, finally, summarize what you have shared them. The use of audio-visual aids, handouts and notes will all contribute to the effectiveness of the learning process.

■ **Course timetable**

Teaching staff should note that the suggested hours for lectures, demonstrations and practical work, and length of time allocated to each objective within the sequence is for indicative purposes only. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and the number of instructors available for teaching.

Development of a detailed timetable depends on the level of skills of the trainees entering the course and any revision work of basic principles that may be required.

Instructors must develop their own timetable depending on:

- the level of skills of trainees;
- the numbers to be trained; and
- the number of instructors,

and normal practices at the training establishment.

Preparation and planning constitute an important factor which makes a major contribution to the effective presentation of any course of instruction.

■ **Course outline**

The tables below lists the competences and the knowledge, understanding and proficiency (KUPs) for this course in the sequence that they are listed in tables A-II/2 and A-III/2 of the STCW Code, together with a suggested total hours required for lectures and any practical exercises. Teaching staff should note that the suggested timings are for indicative purposes only, and session timing should be adapted to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Course Outline

Subject Area	Time Allotment (in hours)	
	Theoretical	Demonstration/ Practical Work
Course Introduction	0.5	-
1. Related international maritime conventions and recommendations, and national legislation	1.0	-
2. Shipboard personnel management and training 2.1. Shipboard Personnel Management 2.2. Shipboard Training	6.0	6.0
3. Task and workload management 3.1 Planning and coordination 3.2 Personnel assignment 3.3 Time and resource constraints 3.4 Prioritization	4.0	4.0
4. Effective resource management 4.1. Allocation, assignment and prioritization of resources 4.2. Effective communication onboard and ashore 4.3. Decisions reflect consideration of team experiences 4.4. Assertiveness and leadership, including motivation 4.5. Obtaining and maintaining situation awareness	5.0	3.0

Subject Area	Time Allotment (in hours)	
	Theoretical	Demonstration/ Practical Work
1. Decision-making techniques 1.1. Situation and risk assessment 1.2. Identify and consider generated options 1.3. Selecting course of action 1.4. Evaluation of outcome effectiveness	4.0	5.0
2. Development, Implementation and oversight of standard operating procedures 2.1. Development of standard operating procedures 2.2. Implementation of standard operating procedures 2.3. Oversight of standard operating procedures	1.0	-
Conclusion	0.5	
Sub-total	22.0	18.0
Total Training Hours	40.0	

Note: Care should be exercised when indicating the total duration for the model course and each subject or learning objective in the model course. Administrations, when approving a detailed timetable should take into account the trainees' knowledge and skill levels, the class size and the resources available to each training provider to effectively conduct the course.

Part C: Detailed Outline

■ **Introduction**

Part C correlates the knowledge, understanding and proficiencies defined in the STCW Code, with the specific learning outcomes that the trainees must achieve. Each specific outcome is presented as a topic or sub-topic as a Learning Objective reflecting the knowledge, understanding and proficiency (KUP) in tables A-II/2 and A-III-2.

■ **Learning objectives**

The detailed teaching syllabus has been developed in learning objective format where the objective describes what trainees must perform to demonstrate that knowledge and skill has been transferred, and the desired competence has also been achieved. All the outcomes are understood to be prefixed by the words, "At the end of the session the trainees should be able to"

■ **References and teaching aids**

The material listed in the course framework has been used to structure the detailed teaching syllabus; in particular, teaching aids (indicated by A) and IMO references (indicated by R), they may provide valuable information to instructors.

In order to assist instructors, references are shown against the learning objectives to denote IMO references and publications, textbooks, additional technical material and teaching aids, which they may wish to use when preparing course material are denoted as follows:. Teaching aids (indicated by A);

Bibliography (indicated by B);
IMO references (indicated by R); and
Textbooks (indicated by T),

and will provide valuable information to instructors.

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Learning Outcome	IMO Reference	Other References	Teaching Aid
3. Task and workload management 3.1 Planning and coordination .1 explain principles in effective planning for routine operations and contingencies .2 design task and workload allocation for a given significant shipboard operation taking into account the following: – human limitations – personal abilities – time and resource constraints – prioritization – workload, rest and fatigue .3 monitor the effectiveness of task and workload management during an activity and adjust plan as necessary 3.2 Personnel assignment .1 prepare sample on board personnel assignment .2 implement effective onboard personnel assignment .3 utilize strategies to ensure that all personnel understand the activity to be undertaken and their specific tasks 3.3 Time and resource constraints .1 identify the factors that causes time constraints .2 address time constraints on board .3 identify factors that cause resource constraints .4 address resource constraints on board	R1	B3	A1 – A3

Learning Outcome	IMO Reference	Other References	Teaching Aid
3.4 Prioritization .1 explain the importance of prioritization .2 determine factors to be taken account in prioritization in task and workload assignment			
4. Effective resource management 4.1 Allocation, assignment and prioritization of resources .1 explain the characteristics of effective resource management .2 identify resource requirements in shipboard operations .3 determine the factors to be considered in allocation, assignment and prioritization of resources required in a shipboard operations .4 create allocation, assignment and prioritization plan based on available resources 4.2 Effective communication onboard and ashore .1 explain the elements of an effective communication .2 respond to a given situation using the closed-loop communication principle 4.3 Decisions reflect consideration of team experiences .1 consider team member's suggestions in making decision	R1	B3, B5	A1 – A3

Learning Outcome	IMO Reference	Other References	Teaching Aid
4.4 Assertiveness and leadership, including motivation .1 determine one's attribute of as a leader based on a given tool .2 use assertiveness and leadership in a given situation 4.5 Obtaining and maintaining situation awareness .1 justify the need of shared accurate understanding of current and predicted situations onboard .2 establish means to obtain and maintain situation awareness onboard 5. Decision-making techniques 5.1 Situation and risk assessment .1 identify typical risks that management level officers may have to assess .2 analyze the relationship between situation assessment and risk .3 apply theories on situation and risk assessment .4 relate the role of risk assessment in risk management .5 assess risk in the planning and conduct of simulated or real shipboard activities	R1		A1

Learning Outcome	IMO Reference	Other References	Teaching Aid
5.2 Identify and consider generated options .1 apply theories on identifying and generating options .2 identify and generate options when making decisions as a management level officer in a simulated or real shipboard activity describe how an option may be created 5.3 Selecting course of action .1 apply theories on selecting appropriate course of action in making decisions .2 internalize obligation as a management level officer to identify most appropriate course of action .3 select appropriate courses of action when making decisions as a management level officer in simulated or real shipboard activity 5.4 Evaluation of outcome effectiveness .1 assess the outcome of a course of action .2 determine the 3 steps of observation on decision making			

Learning Outcome	IMO Reference	Other References	Teaching Aid
6. Development, implementation and oversight of standard operating procedures .1 explain the approaches in developing standard operating procedures (SOP) .2 develop standard operating procedures (SOP) of a given shipboard routine .3 analyze the results of the implementation of a standard operating procedures (SOP) onboard	R1	B2, B3	A1 – A3

Part D: Instructor Manual

■ Introduction

Based on Knowledge, Understanding and Proficiency (KUPs) in Part C, the Instructor Manual is intended to provide guidance and more detailed information to instructors who use IMO model courses that is relevant to the organization and structuring of the learning objectives, sequence of lectures, possible problems and solutions during the course. The course is structured to reflect the KUPs as specified in tables A-II/2 and A-III/2 of the STCW Code.

The Instructor Manual and its Guidance Notes provide a summary of the topics that are to be presented. The manual provides information on teaching methodology and organization, and the areas that are considered appropriate and important to achieve the relevant learning outcomes. Instructors should prepare relevant lesson plans for the delivery of each topic of the course specifying the teaching strategy and method to be used, and describe the learning activities of the trainees.

Instructors should scrutinize the detailed teaching syllabus carefully to align the Training Outcomes in the Course Framework and the Learning Outcomes in the Detailed Teaching Syllabus in order to ensure that the teaching-learning activities as well the formative assessments are consistent. Instructors should develop appropriate timetables using the suggested times in the course outline as guidance on the time allocation for each specific topic.

The Guidance Notes are presented in accordance with the course outline wherein the subject area is divided into six (6) major headings, as follows:

- .1 Related International Maritime Conventions and Recommendations, and National Legislation
- .2 Shipboard Personnel Management and Training
- .3 Task and Workload Management
- .4 Decision Making Techniques
- .5 Effective Resource Management
- .6 Development, Implementation and Oversight of Standard Operating Procedures

A brief description on course introduction and conclusion are also included.

■ Guidance Notes

Course Introduction

At the onset of the training, instructors should provide a brief explanation of regulatory requirements the use of leadership and managerial skills for trainees to gain a general understanding of the course objective. It should be followed by the presentation of training outcomes.

.1 Related International Maritime Conventions and Recommendations, and National Legislation

Within the context of the use of leadership and managerial skills, instructors should briefly introduce the relevant IMO conventions and regulations and the role of IMO and its Member States in their formulation and implementation, in order to create a greater understanding of their need and relevance to leadership and management on board ships. Participants should gain sufficient understanding of the regulatory framework as a background for the context in which the use of leadership and managerial skills are learned.

IMO has recognized that the human element is a complex multi-dimensional issue that affects maritime safety, security and marine environmental protection involving the entire spectrum of human activities performed by ships' crews, shore based management, regulatory bodies and others.

Instructors should take cognizance that in recognizing the importance of the human element, IMO has adopted resolutions and guidance that have acknowledged the need for increased focus on human-related activities in the safe operation of ships, and the need to achieve and maintain high standards of safety and environmental protection for significantly reducing maritime casualties.

Instructors could therefore commence their presentations with an introduction of the vision and mission of the IMO and a brief discussion of some of the significant actions of the IMO relating to the human element to ensure safety and security at sea, and the protection of the environment.

Instructors should, during the presentation of this subject, highlight some issues such as:

- the concerns of the international maritime community about the number of major maritime accidents in the mid 1980's, despite IMO's strict technical standards;
- the contribution of the human element to the vast majority of maritime accidents;
- the resulting recognition of, and attention by, IMO to the Human Element and its impact on the operation and management of ships;
- IMO's adoption in 1989 of the Guidelines on management for the safe operation of ships and for pollution prevention - the forerunner of what became the International Safety Management (ISM) Code which was made mandatory through the International Convention for the Safety of Life at Sea, 1974 (SOLAS);
- the effective implementation of the ISM Code which endeavored to shift away from a culture of "unthinking" compliance with external rules towards a culture of "thinking" self-regulation of safety – the development of a "safety culture";

- encouraging the implementation of a safety culture on board that involved a top to the bottom culture of self-regulation – taking responsibility for actions taken to improve safety and performance; the establishment in 1991 by the Maritime Safety Committee (MSC) and the Marine Environment Protection Committee (MEPC) of the Human Element Working Group to discuss and act on the role of the human element in maritime casualties;
- *Revised Guidelines on implementation of the International Safety Management (ISM) Code by Administrations* (Resolution A.1118(30)), adopted on 6 December 2017;
- *Guidelines for operational implementation of the ISM Code by Companies* (MSC-MEPC.7/Circ.5) adopted on 19 October 2007;
- *Human Element Vision, Principles and Goals for the Organization* (Resolution A.947(23)), adopted on 27 November 2003;
- Resolution (A.772(18)), concerning fatigue factors in manning and safety, which aims at increasing awareness of the complexity of fatigue and encourages all parties involved in ship operations to take these factors into account when making operational decisions;
- *Guidance on fatigue mitigation and management* (MSC/Circ.1014);
- *Guidance on reporting near misses* (MSC/Circ.1015);
- MSC-MEPC.7/Circ.1 which contained in its annex a checklist for considering human element issues by IMO bodies to ensure that the human element has been addressed;
- MSC-MEPC.7/Circ.3 on a *Framework for the consideration of ergonomics and the working environment in order to reduce the incidents of personal injuries and human errors*; and
- MSC-MEPC.7/Circ.4 on the Organization's strategy to address the human element.

To complement the discussion, instructors could urge trainees to reflect on the reasons why the human element is important to the work of the IMO, and explain briefly their reasons for any examples they may describe in the context of its importance to leadership and managerial skills.

Trainees could be invited to draw up a list of the top 3 reasons, in their estimation, why addressing the human element is important in the work of IMO. Each item may be matched with an explanation and an example based on the discussion material.

.2 Shipboard Personnel Management and Training

2.1 The Human Element in Shipboard Operations and Operations Management

As part of the introduction of this topic, instructors should highlight the following:

- The vital role of the human element in the shipping industry;
- The need for motivated and well trained crews to ensure safe and efficient operation of ships;
- Analysis of shipping disasters in recent years, and an increasing awareness of the role of human error;
- The loss of life, the impact on the environment due to accidents and incidents; and
- The role of the human element at sea and ashore, and the consequences and contribution of ineffective leadership and managerial skills.

Instructors should provide an introductory outline of shipboard organizations and the chain of command structure on board, the KUPs that are relevant to the management, operational and support levels as provided in the STCW Code, and the associated roles at the various levels of responsibility on board. Following the aforementioned introduction, trainees should be invited to relate their own experiences.

The multi-cultural aspects of modern crewing should be discussed highlighting individual traits, attitudes and behaviours, including informal behaviour, cultural diversity of multi-national crews, and the special care needed to ensure healthy cross-cultural relationships.

Instructors should discuss aspects of human nature to help the trainees understand the response and behavior of persons in a given situation. Instructors should describe current view of human error, lack of situational awareness and its causes, the impact human error on shipboard operations, and its mitigation.

Leadership and managerial skills could be addressed through a description of leadership styles, their characteristics and effectiveness in shipboard situations and their adaptation to achieve maximum effectiveness in varying situations.

Instructors should encourage the trainees to engage in discourse throughout the topic and, through role play, to describe their own leadership styles, as well as those they have experienced, and give examples of good and poor leadership. The Instructors should discuss the benefits of a teamwork approach in shipboard operations in order that trainees gain an understanding of how to build and maintain effective teamwork on board ships.