



# Leadership

Lecturer

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ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ  
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# Lesson Overview

- Why Soft Skills are the Hard Skills of the 21st century?
- What is Leadership and what is Management?
- Behavioral theories.
- Leadership styles and theories.
- Behavioral competencies.
- Leadership in Intertanko-OCIMF Key Behavioral Competencies.
- The Situational Leadership Model



# SOFT SKILLS?

Critical Thinking

Time Management

Empathy

Decision Making

Leadership

Effective Communication

Presentation Skills

Situation Awareness

Team Collaboration

Personal  
Accountability



# Leadership skills

Agility and adaptability

Decision-making

Conflict management

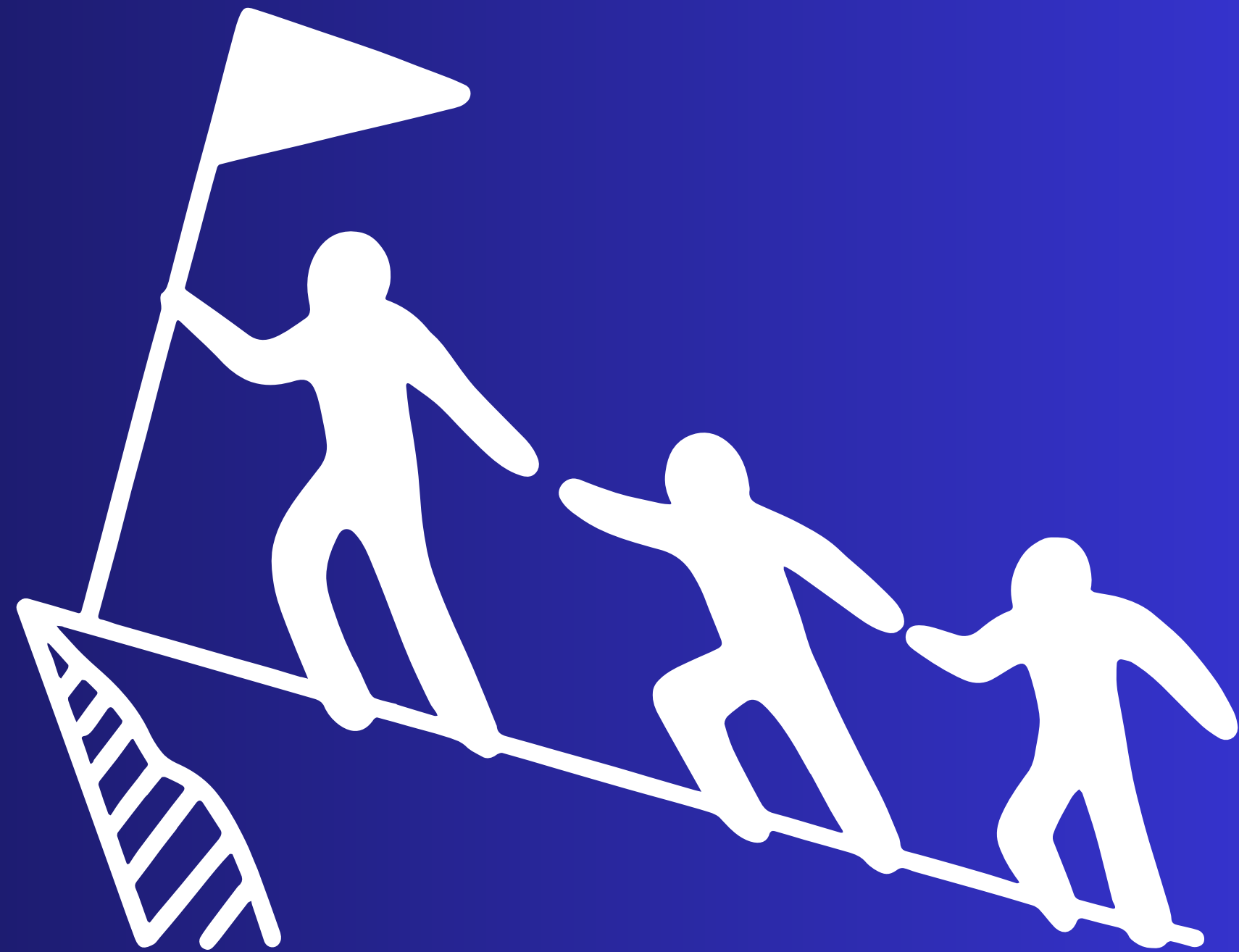
Critical Thinking

Negotiation

Relationship building

Innovation and creativity

Employee motivation



# Glossary

- **Behavior**: The way in which one acts or conducts themselves and interacts with other people, systems and equipment, procedures and the environment, especially in terms of safety.
- **Behavioral competency**: Competency related to observable behavior.
- **Human element**: The effective interaction of people with procedures, equipment and each other. Often referred as human factors.
- **Soft skill**: An ability to interact successfully with other people, systems and equipment, procedures and their environment.
- **Technical skill (Hard skill)**: An ability to perform a task safely, efficiently and effectively using qualifications, knowledge and experience.

# Glossary

- **Assessment**: The action of assessing someone, or the act of judging and observing behavioral competencies.
- **Auditing or external verification**: The process, either internal or external of auditing and verifying the proper implementation of the system and in line with the relevant requirements of the company's management system.
- **Benchmarking**: Evaluation by comparison with standard or industry data.
- **Best practice**: Methods of working or procedures to aspire to as a part of continuous improvement.
- **Safety culture**: A philosophy promoting safety as the ultimate consideration for all company personnel and applied to all activities undertaken, both ashore and at sea.



# **The reasons why soft skills are so important in the 21st century:**

- The changing nature of work
- Collaboration and teamwork
- Customer-centric focus
- Leadership and management
- Lifelong learning and adaptability



- The Changing nature of work:

The nature of work has evolved significantly with advancements in technology and automation. Many routine, repetitive tasks can now be automated, which means that jobs increasingly require skills that cannot be easily replicated by machines. Soft skills, such as critical thinking, problem-solving, creativity, adaptability, and collaboration, are essential for navigating complex and unpredictable work environments.

- Collaboration and teamwork:

In today's interconnected world, collaboration is crucial. The ability to work effectively in teams, communicate clearly, and build relationships with colleagues, clients, and stakeholders is highly valued. Soft skills like empathy, emotional intelligence, active listening, and conflict resolution are essential for fostering productive relationships and creating a positive work environment.

- Customer-centric focus:

With the rise of digital platforms and globalization, organizations are increasingly focused on providing exceptional customer experiences. Soft skills like effective communication, empathy, and the ability to understand customer needs and preferences are essential for delivering outstanding customer service. These skills can make a significant difference in building customer loyalty and driving business success.

- Leadership and management:

As organizations become flatter and more decentralized, leadership is distributed across various levels. Effective leaders need to inspire and motivate their teams, adapt to change, and make sound decisions. Soft skills such as emotional intelligence, communication, and interpersonal skills are vital for effective leadership and management.

- Lifelong learning and adaptability:

The rapid pace of technological advancements requires individuals to continuously update their skills and knowledge. Soft skills like adaptability, resilience, and a growth mindset are crucial for embracing change, learning new technologies, and navigating uncertainty. These skills enable individuals to stay relevant and thrive in an ever-evolving job market.

- Communication and persuasion:

In an era of information overload, the ability to communicate clearly, concisely, and persuasively is a valuable skill. Soft skills such as effective written and verbal communication, storytelling, and presentation skills are essential for conveying ideas, influencing others, and gaining support for initiatives.

# In summary,

While technical skills remain important, soft skills have become equally crucial in the 21st century due to the changing nature of work, the need for collaboration and teamwork, a customer-centric focus, distributed leadership, the importance of lifelong learning, and the significance of effective communication.

Developing and honing soft skills can enhance individual employability, promote career growth, and contribute to overall success in the modern workplace.



# Leadership

Refers to the ability of an individual or a group to guide, inspire, and influence others towards a common goal or vision. It involves the skills, qualities, and behaviors that enable a person to effectively lead and manage people and resources.



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- Leadership can be observed in various contexts, such as business, politics, sports, and community organizations.
- A good leader is someone who can motivate and empower others, make sound decisions, communicate effectively, and demonstrate integrity and accountability. Leadership is not limited to those in formal positions of authority but can be exhibited by anyone who takes initiative and guides others towards achieving a desired outcome.



Different leadership styles exist, and each has its strengths and weaknesses.

Some common leadership styles include:

- Leadership theories,
- models and
- frameworks, provide different perspectives and concepts for understanding and analyzing leadership.

These theories help explain the behaviors, traits, and dynamics that contribute to effective leadership.

In the next pages some prominent leadership theories, models, and frameworks, will be analyzed.

# Trait Theory

This theory suggests that leaders possess certain inherent traits or qualities that differentiate them from non-leaders. Traits commonly associated with leadership include intelligence, self-confidence, determination, integrity, and sociability.

The trait theory of leadership is also referred to as "the Great Man Theory of Leadership", which was studied by researcher Thomas Carlyle. When we look at Carlyle's body of research, it's not empirically validated. While it's one of the oldest theories of leadership, the research was simply not vetted before the theory took off.

When Carlyle first introduced this theory, he looked at popular historical figures. For example, he compared leaders (all men) like Julius Caesar, Mahatma Gandhi, Abraham Lincoln, and Napoleon Bonaparte. The conclusion was drawn that these "great leaders" were born with innate characteristics of leadership. And while it's undeniable that these leaders, on paper, share many of the same set of traits, the concept hasn't stood the test of time.



# Behavioral Theories

These theories focus on the behaviors exhibited by leaders.

Two key behavioral approaches are:

1. Ohio State Studies and the University of Michigan Studies

2. Blake and Mouton's Managerial Grid

- **Ohio State Studies and the University of Michigan Studies:**

These studies identified two broad dimensions of leader behaviors: initiating structure (task-oriented behaviors) and consideration (relationship-oriented behaviors).

- **Blake and Mouton's Managerial Grid:**

This model identifies five leadership styles based on the degree of concern for people and concern for production. The styles range from a laissez-faire approach to a team-oriented approach.

# Contingency Theories

Contingency theories propose that effective leadership is contingent upon the fit between a leader's style and the situational factors. Examples include:

1. Fiedler's Contingency Model
2. Path-Goal Theory
3. Transformational Leadership
4. Authentic Leadership
5. Servant Leadership
6. Leader-Member Exchange (LMX) Theory
7. Autocratic Leadership
8. Democratic Leadership
9. Transactional Leadership






## 1. Fiedler's Contingency Model:

This model proposes that leadership effectiveness depends on the leader's style (task-oriented or relationship-oriented) and the favorability of the situation.

## 2. Path-Goal Theory:

This theory suggests that leaders should adapt their leadership style to the goals and needs of their followers, as well as the characteristics of the task and the environment.






### 3. Transformational Leadership:

This leadership style emphasizes inspiring and motivating followers to achieve exceptional performance and personal growth. Transformational leaders have a clear vision, exhibit charisma, and engage in intellectual stimulation and individualized consideration.

### 4. Authentic Leadership:

This model focuses on leaders who are self-aware, genuine, transparent, and lead with their values. Authentic leaders build trust and credibility through their consistent behavior and ethical decision-making.






## 5. Servant Leadership:

Servant leadership emphasizes the leader's focus on serving others and meeting their needs. These leaders prioritize the growth and well-being of their followers and aim to create a collaborative and ethical work environment.

## 6. Leader-Member Exchange (LMX) Theory:

This theory highlights the importance of the quality of the relationship between leaders and their individual followers. It suggests that leaders develop different levels of relationships with different followers, which can impact performance and satisfaction.





## 7. Autocratic Leadership:

Leaders make decisions without input from others and have full control over the decision-making process.

## 8. Democratic Leadership:

Leaders involve others in decision-making and seek input and feedback from team members before making a final decision.

## 9. Transactional Leadership:

Leaders focus on setting goals and clarifying expectations for their followers. They reward or punish based on performance and compliance with rules and standards.





**Effective leadership** requires a combination of:

- **Technical skills** (knowledge and expertise in a specific field),
- **Interpersonal skills** (communication, empathy, and teamwork) and
- **Conceptual skills** (strategic thinking, problem-solving, and decision-making).

A successful leader adapts their leadership style to different situations and individuals, fostering a positive and productive work environment.








These are just a few examples of leadership theories, models, and frameworks.

Each theory offers a unique perspective on leadership and provides insights into different aspects of leadership effectiveness. It's important to note that **no single theory explains all aspects of leadership**, and the application of theories may vary depending on the context and individual leaders' styles and preferences. Many contemporary leadership approaches integrate multiple theories and models to provide a comprehensive understanding of leadership.

It's important to note that **leadership is a continually evolving field**, and new theories and perspectives on leadership emerge over time. Leadership development programs and resources are available to help individuals enhance their leadership capabilities and become more effective in their roles.



# Behavioral competencies

Behavioral competencies, often referred to as "soft skills", are a set of skills that reflect the way an individual works or interacts with others. They go beyond formal qualifications or knowledge of a particular job. Instead, they are personal characteristics that can determine how well one performs in their role, and how well they fit into a company's culture.

# Behavioral competencies

Different organizations may define their behavioral competencies differently, depending on their specific needs, values, and culture. However, some commonly recognized behavioral competencies include:

- Communication Skills
- Teamwork
- Problem-Solving
- Adaptability
- Leadership
- Initiative
- Customer Orientation
- Time Management
- Resilience
- Integrity



- Communication Skills:

This involves conveying information effectively, listening actively, and using language and writing skills appropriately.

- Teamwork:

The ability to work well with others, collaborate, and build positive relationships within a team.

- Problem-Solving:

Identifying issues, analyzing situations, designing and implementing solutions, and making decisions.





- Adaptability:

Coping effectively with change, shifting gears comfortably, and deciding and acting without having the total picture.

- Leadership:

Influencing and directing others to achieve a shared goal. This may involve coaching, decision-making, and strategic planning skills.

- Initiative:

Taking ownership of tasks, going beyond what is required, and generating new ideas.



- Customer Orientation:

The desire to help or serve the customer, to meet their needs, and the ability to get customer information and use it for improvements.

- Time Management:

Prioritizing tasks, working efficiently, and focusing on what matters most.

- Resilience:

The ability to deal with pressure and recover quickly from difficulties.

- Integrity:

Being honest and ethical, maintaining confidentiality, and meeting commitments.

# Behavioral competencies

Each of these competencies can be measured and developed. For instance, through behavioral interviews, role-playing scenarios, training programs, or performance appraisals. Developing behavioral competencies often leads to better performance, more positive relationships at work, and greater career success.



# **The importance of behavioral competency in the maritime sector.**



Seafarers work in one of the most risk-aware environments. They are trained to a very high technical standard and are therefore able to contemplate risks and prevent them from becoming potential incidents. However, a focus on soft skills would enhance overall safety and further reduce incident rates.

When reading any incident investigation report, causes are often related to behavior and performance, such as:

- "The main cause of the casualty of...in January 2022 is attributed to the "Master's unconventional behavior".
- "The main cause for the collision of...in January 2021 was inadequate coordination and communication between all parties involved. etc.



# Leadership in Intertanko & OCIMF

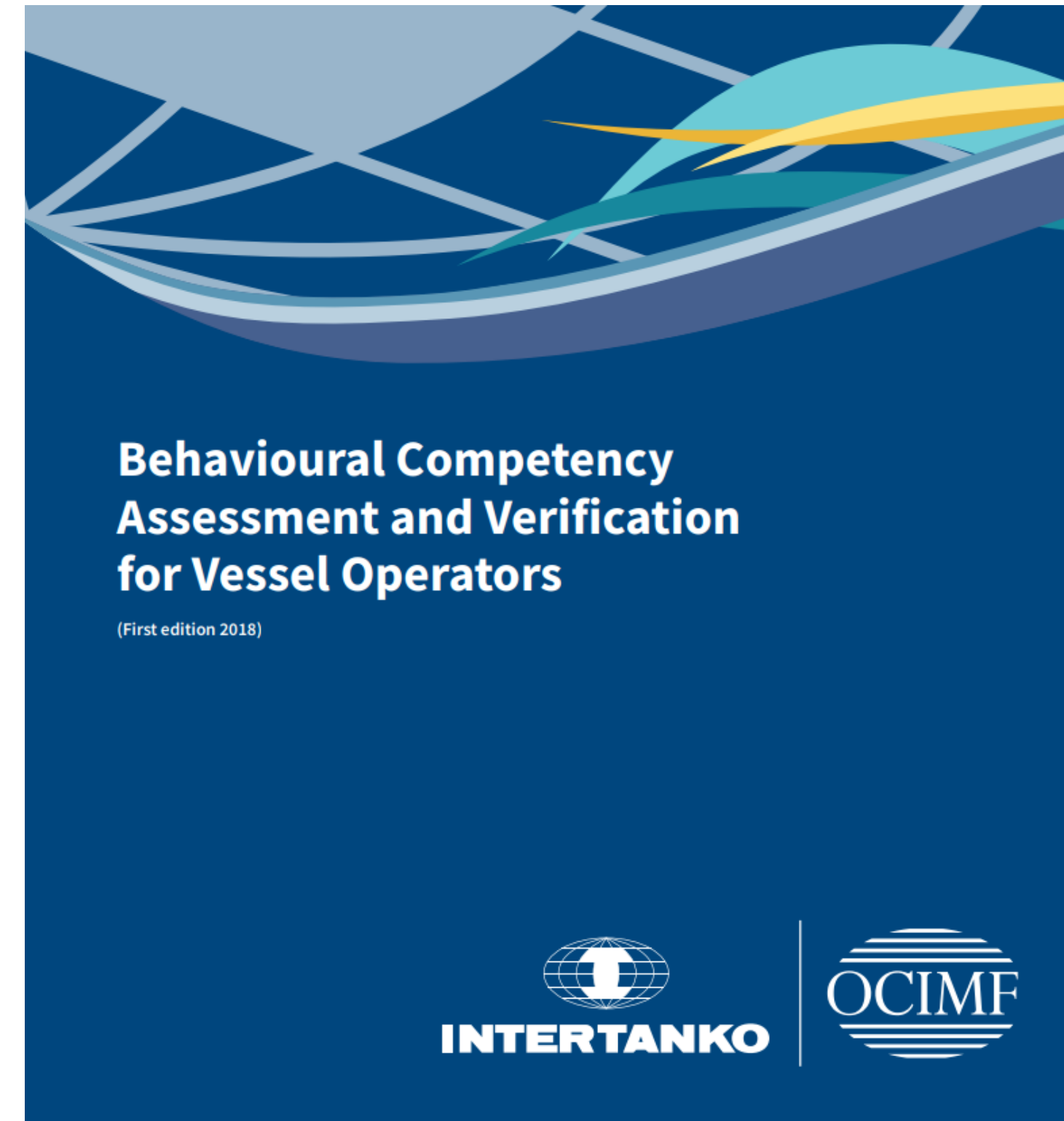
## Key Behavioral Competencies.

- Intertanko is an association of independent tanker owners and operators that promotes safe and environmentally responsible transportation of oil, gas, and other bulk liquids.
- OCIMF (Oil Companies International Marine Forum) is an organization that focuses on marine safety and environmental protection in the shipping industry.



# Leadership in Intertanko & OCIMF Key Behavioral Competencies.

- Behavior and attitude are key elements for a positive safety culture.
- This paper on the right, presents guidelines for assessing competency in seafarers.
- Ship management companies should follow these guidelines and adapt their management system accordingly.



# Leadership in Arcadia Shipmanagement Co Ltd.

## Key Behavioral Competencies.



Arcadia Shipmanagement has developed the Form BBS (Behavioral Based Safety) as a tool to monitor and assess their seafarer's behavioral competencies, in accordance with the guidelines set forth by OCIMF (Oil Companies International Marine Forum) and INTERTANKO (International Association of Independent Tanker Owners).

The Form BBS is designed to capture data related to the behavior of individuals onboard, with a focus on promoting safe practices and identifying potential risks.

It serves as an impartial systematic approach to monitor and improve safety performance by assessing various behavioral aspects that contribute to a safe working environment on board.

# **Leadership in Arcadia Shipmanagement Co Ltd. Key Behavioral Competencies.**



By implementing the Form BBS, Arcadia Shipmanagement ensuring a proactive approach to safety management, in line with TMSA framework and industry best practices.

It allows to monitor and assess the effectiveness of on board behavioral based safety, fostering a safer working environment for our crew and mitigating risks associated with ship operations.

# Leadership in Arcadia Shipmanagement Co Ltd.

## Key Behavioral Competencies.

Arcadia Shipmanagement Co Ltd  
 Behavior Based Safety Checklist  
 Form No. BBS1 - Observation Checklist

### Part A

|  |                  |  |                       |                       |
|--|------------------|--|-----------------------|-----------------------|
| Vessel   | M/T AEGEAN ANGEL |  |                       |                       |
| Date   | 11/04/2023       |  |                       |                       |
| Observer   | ASS. COOK        |  |                       |                       |
| PPE – Look to see that the person is correctly wearing (appropriate for task, for the designated area and in good condition) |                  |  | Appreciative Feedback | Constructive Feedback |
| 1. Safety Helmets  | ✓                |  | GOOD                  | NONE                  |
| 2. Respiratory protection – dust masks, O <sub>2</sub> / H <sub>2</sub> S meters   | ✓                |  | GOOD                  | NONE                  |
| 3. Hearing protection  | ✓                |  | GOOD                  | NONE                  |
| 4. Eye protection  | ✓                |  | GOOD                  | NONE                  |
| 5. Gloves  | ✓                |  | GOOD                  | NONE                  |
| 6. Safety Footwear   | ✓                |  | GOOD                  | NONE                  |
| 7. Body protection – boiler suits, aprons, hair net, safety harness, chemical suits, parkas, rain coats.                     | ✓                |  | GOOD                  | NONE                  |
| Positioning of Personnel – Look to see that the person is correctly positioned:  |                  |  |                       |                       |
| 1. A straight back, avoid twisting at trunk or bending the back  | ✓                |  | GOOD                  | NONE                  |
| 2. Knees bent when lifting   | ✓                |  | GOOD                  | NONE                  |
| 3. A clear line of sight when carrying, keeping the load close to the body at elbow height                                   | ✓                |  | GOOD                  | NONE                  |
| 4. Maintaining balance (reaching, lifting, climbing)   | ✓                |  | GOOD                  | NONE                  |
| 5. Body is safely positioned, clear of snap back zones, moving objects, suspended loads, weld flashes, etc.                  | ✓                |  | GOOD                  | NONE                  |
| 6. Hands, wrists, legs, neck are maintained in a safe position when working  | ✓                |  | GOOD                  | NONE                  |
| Tool & Equipment Use – Look to see that tools are being correctly used:  |                  |  |                       |                       |
| 1. Energy sources are isolated before equipment / tools are left unattended / adjustments are made (lockout/tagout)          | ✓                |  | GOOD                  | NONE                  |
| 2. Checked before use, unmodified and in good condition  | ✓                |  | GOOD                  | NONE                  |
| 3. Used by authorized personnel  | ✓                |  | GOOD                  | NONE                  |
| 4. Necessary guards and safety devices are being used  | ✓                |  | GOOD                  | NONE                  |
| 5. Are appropriate for the location  | ✓                |  | GOOD                  | NONE                  |
| 6. Unauthorized homemade tools are not used  | ✓                |  | GOOD                  | NONE                  |
| 7. Tool being used for intended purpose  | ✓                |  | GOOD                  | NONE                  |

Arcadia Shipmanagement Co Ltd  
 Behavior Based Safety Checklist  
 Form No. BBS1 - Observation Checklist

### Part B

|   |  |          |                       |                       |
|---|--|----------|-----------------------|-----------------------|
| Work Type / Activity*   | OTHER/HOUSEKEEPING AND STORE LIST COUNTING |          |                       |                       |
| Time of day   | 10:00 LT                                   |          |                       |                       |
| Location*   | GALLEY                                     |          |                       |                       |
| Plant status*   | ✓ Live                                     | Shutdown |                       |                       |
| Housekeeping – Look to see that good housekeeping is being applied  |  |          | Appreciative Feedback | Constructive Feedback |
| 1. Emergency equipment (showers, fire exits, fire extinguishers, eyewash bottles, life belts, safety nets, emergency stop button) are free of obstruction | ✓  |          | GOOD                  | NONE                  |
| 2. Work areas and access routes are free from clutter, scrap, oily rags and rubbish   | ✓  |          | GOOD                  | NONE                  |
| 3. Equipment, stores, paints & chemicals are appropriately stowed, segregated, secured & labeled  |  |          |                       |                       |
| 4. Appropriate level of cleanliness is being maintained   | ✓  |          | GOOD                  | NONE                  |
| 5. Barriers, signs, permits are current, posted and being observed  | ✓  |          | GOOD                  | NONE                  |
| 6. Adequate lighting/ventilation/temperature.   | ✓  |          | GOOD                  | NONE                  |
| Actions of Personnel  |  |          |                       |                       |
| 1. One hand for the ship, correct use of stairs (handrail held), ladders  | ✓  |          | GOOD                  | NONE                  |
| 2. Looking in the direction they are walking in   | ✓  |          | GOOD                  | NONE                  |
| 3. Person is concentrating on task  | ✓  |          | GOOD                  | NONE                  |
| 4. Correct access routes are used   | ✓  |          | GOOD                  | NONE                  |
| 5. Remains in control of machinery/ equipment during operation  | ✓  |          | GOOD                  | NONE                  |
| 6. Correctly hooks back doors, pin hatches where appropriate  | ✓  |          | GOOD                  | NONE                  |
| 7. Communications clear, understood   | ✓  |          | GOOD                  | NONE                  |
| 8. Documented procedures are being followed   | ✓  |          | GOOD                  | NONE                  |
| 9. Moving or working at a safe pace (not rushing)   | ✓  |          | GOOD                  | NONE                  |
| <b>TOTAL</b>  | <b>34</b>                                  | <b>0</b> | <b>34</b>             | <b>0</b>              |

\*Work Type / Activity: Maintenance (chipping / painting etc.), Operations (disch / load / mooring / anchoring etc.), Repairs (O/H various equip, shutdown, damages etc.), Other (training, drills, etc.)

\*Location: Deck / Engine / Accommodation / Galley

\*Plant Status: Tick the Live if the task is to be continued and tick the Shutdown if for safety reasons you will stop the task initiating the Stop Work Authority.

# Leadership in Arcadia Shipmanagement Co Ltd.

## Key Behavioral Competencies.



The purpose of this system is to ensure that officer's behavioral competencies are fully and objectively assessed for the job they do on board.

There are 4 key principles of assessment:

1. Each officer is to be individually assessed.
2. It is recommended that assessors are appropriately trained and qualified.
3. The system should be open to auditing or external verification and those verifying should be appropriately qualified.
4. The system must be easily incorporated into the company's existing system, e.g. Safety Management System (SMS), training system, appraisal system, etc.

# Leadership in Arcadia Shipmanagement Co Ltd.

## Key Behavioral Competencies.



The assessments of behavioral competencies is recommended to be done during these 4 operation areas:

1. Navigation
2. Mooring
3. Cargo operations
4. Engineering

In general, behavioral competencies apply to all seafarers. Good communication, situation awareness and accountability are element that all officers should demonstrate. However, the level depends on rank. To be more specific, different level of leadership is expected from the Master compared to the 2nd officer. This should be taken into account when developing assessment scenarios.

# Example scenario

Scenarios can be developed to assess any of the four operational areas. The following scenario is a worked example for assessing the 2nd Officer's behavioural competencies during a mooring operation, while leading the aft mooring team. The assessor will need to determine whether the officer has the right behavioural competencies for his role as mooring team leader.

The key to safe and efficient mooring operations is planning and ensuring that all procedures are followed, according to the company's SMS. Before starting any mooring operations, the ISM Code requires a proper risk assessment to be conducted.

- During mooring operations, there should always be enough seafarers available both forward and aft of the vessel to ensure safety.
- An officer should be in charge of the mooring party and suitable means of communication between responsible individuals and the vessel's bridge team should be established. If communication involves portable radios, then the ship should be identified by name to prevent confusion with other users.
- All seafarers involved in such operations must wear protective clothing, including a safety helmet, safety shoes and gloves, and be fully briefed on the berthing plan.
- After operations, any lessons learned and areas for improvement/best practices should be communicated to the Master and then the company and the fleet.

The assessor can observe and assess the officer during the whole mooring operation and should conclude with a debrief and feedback session. Oral questioning techniques can also be used in parallel.



# Why competencies?

Skills, abilities and motivation play key role in performance at both the individual and organizational level. Soft skills and the ability to release an organization's strategy and vision, are what set excellent performers apart.

High-performing organizations increasingly recognise that it is not just what people do but how they do their jobs, that makes difference in achieving objectives.

It is crucial to have systems and practices in place that are geared towards defining, assessing, maintaining and developing the soft skills that contribute to a culture of high performance.

# **Competency framework.**

Competency frameworks offer a structured approach to managing, appraising and improving performance by reinforcing values and encouraging common culture. A competency framework signals to personnel what the expected performance areas and levels are and which behaviors are valued and recognized.

**In other words, Competency frameworks provide clarity and focus through a common language and understanding of behaviors required!**

# **Competency framework.**

The competency framework consists of six competency domains:

- A. Team working**
- B. Communication and influencing**
- C. Situation awareness**
- D. Decision making**
- E. Results focus**
- F. Leadership and managerial skills.**

**Each of the above domains has been defined with elements identified for each domain. Each element has a non-exhaustive list of behavioral indicators, i.e. observable behaviors that relate to the competency.**

**The system is designed to suit the company that is implementing it. It provides guidance on how to assess soft skills and so it should fit within company's management system.**

# **A. Team Working**

Works effectively in a team, building productive working relationships through cooperation with colleagues, treating others with respect, resolving conflicts among team members and balancing individual and team goals.

## **A1. Participation**

## **A2. Inclusiveness and considerations of others**

## **A3. Supporting others**

## **A4. Conflict Resolution**

# A. Team Working

## A1 Participation

- Actively participates in team tasks.
  - Establishes an atmosphere for open communication and participation.
- +**
- Encourages input and feedback from others.
  - Builds rapport and establishes a common bond with others.
  - Encourages idea generation.
- 
- Blocks open communication.
  - Creates barriers between crewmembers.
  - Competes with others.
  - Supports individualistic or silo ways of working.

# A. Team Working

## A2 Inclusiveness and Consideration of Others

+

- Helps others feel valued and appreciated.
- Welcomes and includes others.
- Demonstrates respect for others and their differences.
- Shows understanding of others' perspectives and personal situations.
- Notices the suggestions of other crewmembers.
- Gives detailed and constructive personal feedback.

-

- Displays little appreciation for others' contributions and perspectives.
- Ignores suggestions of other crewmembers.
- Shows a lack of concern for others' problems.
- Shows a lack of respect.
- Treats some crewmembers more favourably than others.

# A. Team Working

## A3 Supporting Others

+

- Helps other crewmembers in demanding situations.
- Shares expertise with others.

-

- Hesitates to help other crewmembers in demanding situations.
- Creates reasons resources and support cannot be shared.
- Withholds information and refuses to share knowledge that would help others do a better job.

# A. Team Working

## A4 Conflict Resolution

+

- Keeps calm in conflicts.
- Suggests solutions to resolve conflicts.
- Expresses disagreement constructively by giving alternative or different perspectives.

-

- Overreacts emotionally in interpersonal conflicts.
- Reluctant to consider a compromise or solution to a conflict, thus allows it to escalate.
- Blames other crewmembers for the conflict situation.
- Unable to deal objectively with conflicts and disputes when they arise.
- Avoids challenging inappropriate language or behaviours.



# **B. Communication and influencing**

Gives and receives communication clearly, precisely and in a convincing way to groups as well as individuals at all levels, including senior/line managers, colleagues and subordinates.

Interacts with others sensitively and effectively in a risk- and time-sensitive environment.

**B1. Shared understanding**

**B2. Style of communication**

**B3. Feedback**

**B4. Persuasion**

# B. Communication and influencing

## B1 Shared Understanding

+

- Clearly explains plans, expectations and roles to each person, ensuring that they understand them.
- Gives clear and concise briefings and updates at appropriate times.
- Asks questions and observes others to confirm their understanding.
- Uses a range of communication methods (such as spoken, written, hand signals, etc.) to suit the message and the intended recipients.

-

- Does not clearly communicate plans, expectations and roles.
- Briefings are unclear, lengthy and/or delivered at inappropriate times.
- Does not check whether plans and expectations have been understood.
- Communication is one-way and does not seek feedback or encourage questions.

# B. Communication and influencing

## B2 Style of Communication

- Uses language appropriately, e.g. clear phrasing, terminology and speed of delivery.
  - Acknowledges cultural diversity in communications.
- +
- The amount of communication is appropriate for the situation.
  - Clearly puts forward views and personal position while listening to others.
  - Uses the right medium to deliver the message (face-to-face, radio, email, telephone, etc.).
- 
- Uses inappropriate or unacceptable language or communication methods, e.g. jargon, body language, tone.
  - Fails to consider cultural diversity in communications.
- 
- Provides too much, too little or vague communication.
  - Communication is one-way and fails to allow or encourage questions or feedback.
  - Communication is not tailored to individual needs, e.g. style, method, timing.
-

# B. Communication and influencing

## B3 Feedback

+

- Actively seeks and acts upon feedback.
- Receives feedback constructively.

-

- Does not seek or welcome feedback and does not take action on feedback.
- Reacts defensively or aggressively to feedback.

# B. Communication and influencing

## B4 Persuasion

- +
  - Influences others in a way that results in acceptance, agreement and/or behaviour change.
  - Communicates in a way that elicits appropriate action from others.

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- - Fails to gain buy-in to important messages.
  - Pushes through own agenda, rather than acting in line with company objectives.

# C. Situation Awareness

Accurately perceives the immediate environment (system or task) and external factors that may have an impact. Understands surroundings and predicts their status in the near future.

Develops effective strategies to manage threats.

**C1. Awareness of Vessel Systems and crew**

**C2. Awareness of External environment**

**C3. Awareness of time**

# C. Situation Awareness

## C1 Awareness of Vessel Systems and Crew

+

- Monitors, cross-checks and reports changes in vessel system states.
- Monitors, probes and reports signs of changes in the state or behaviour of other crewmembers.
- Acknowledges entries and changes to vessel systems.

-

- Does not ask for updates on different vessel systems and other crewmembers.
- Does not signal awareness of changing systems.
- Does not look for or signal awareness of crewmembers' deteriorating state or behaviour.

# C. Situation Awareness

## C2 Awareness of External Environment

+

- Maintains awareness of the present state of the vessel systems and environment (position, weather, shipping traffic, terrain).
- Contacts outside resources about the environment when necessary.
- Shares information about the environment with others.

-

- Does not enquire about environmental changes and their impact on vessel systems.
- Unaware of changes in the external environment.
- Does not seek regular and timely updates on position, weather, traffic or terrain.
- Ignores external reports about changes to the environment or status of other vessels.
- Does not interrogate, verify or cross-check external information about the environment against information from internal vessel systems or crewmembers' reports.



# C. Situation Awareness

## C3 Awareness of Time

+

- Anticipates future states, threats and their consequences.
- Discusses contingency strategies.
- Uses all available resources to manage threats.
- Takes timely and mindful actions.

-

- Unable or unwilling to make predictions of future states and threats.
- Does not discuss the relationship between past events and the present/future.
- Is surprised by outcomes of events, with little or no contingency planning.

# **D. Decision Making**

Reaches systematic and rational judgements or chooses an option based on relevant information by analysing issues and breaking them down into their discrete parts.

Demonstrates readiness to make decisions and take action.

**D1. Problem definition and diagnosis**

**D2. Option generation**

**D3. Risk Assessment and option selection**

**D4. Outcome review**

# D. Decision Making

## D1 Problem Definition and Diagnosis

- +
  - Gathers information and identifies the problem.
  - Reviews causal factors.
  - Consults those with specialist expertise or local knowledge when required.
- - Does not clearly state or define the problem.
  - Fails to diagnose the problem correctly.
  - Does not discuss probable causes with crewmembers.
  - Allows commercial pressure (whether real or perceived) to influence course of action.
  - Makes decisions without recognising or acknowledging own limitations or lack of experience.

# D. Decision Making

## D2 Option Generation

- Generates multiple responses to a problem.
- +
- Encourages idea generation and challenges existing norms.
  - States alternative courses of action.
- 
- 
- Focuses on a narrow range of responses to problems
  - Does not search for alternative courses of action.

# D. Decision Making

## D3 Risk Assessment and Option Selection

- Assesses and shares the risks and benefits of different courses of action through discussion.
  - Selects the best response to the problem.
  - Confirms selected course of action and implements in a timely manner.
  - Considers options from external advisers, e.g. Pilot, but retains decision-making responsibility and accountability.
- +
- Evaluation of possible actions is inadequate.
  - Selects a course of action without a clear risk analysis.
  - Fails to inform crew of decisions taken.
- 
- Has difficulty making decisions when faced with complex or ambiguous data.
  - Constantly changes decisions when not justified by new information.
  - Normalises risk (“This is the way it has always been done here”).
  - Risk assessment of options from external advisers, e.g. Pilot, is inadequate.

# D. Decision Making

## D4 Outcome Review

+

- Checks the outcome of a solution against goal or plan.
- Reviews the quality of the decision made.

-

- Fails to check selected outcome against goal.
- Shows little consideration for the quality of decisions made.

# **E. Results Focus**

Inspires, motivates and empowers personnel to perform at their best to achieve goals.

Adjusts leadership style to situations, including those that develop suddenly or change rapidly.

**E1. Initiative**

**E2. Determination**

**E3. Flexibility**

**E4. Emotional Toughness**

**E5. Accountability and Dependability**

**E6. Workload Management**

# E. Results Focus

## E1 Initiative

+

- Identifies what needs to be done and initiates appropriate action.
- Implements new ideas and better ways to do things; finds solutions to problems.
- Puts in extra effort to achieve objectives.
- Challenges accepted risks, processes or measurements.

-

- Seldom takes action to improve outcomes, processes or measurements.
- Seldom seeks out or accepts additional responsibilities in the context of the role.
- Avoids all but what is directly asked of them.
- Frequently requires supervision to complete routine tasks.



# E. Results Focus

## E2 Determination

- Pushes self and others to reach milestones.
  - Renews and increases effort to achieve goals, persisting in the face of problems.
- +**
- Has a sense of urgency about solving problems and getting work done.
  - Looks for opportunities to help achieve team objectives.
  - Willingly puts in extra time and effort in crisis situations.
- 
- Fails to sustain pace and progress over a period of time.
  - Performance suffers substantially when working long hours.
  - Allows work to drift away from priorities.

# E. Results Focus

## E3 Flexibility

+

- Responds positively to change, embracing new ideas or practices to accomplish goals and solve problems.
- Adapts to changing business needs, conditions and responsibilities.
- Adapts approach, goals and methods to achieve solutions and results in a changing environment.
- Shows others the benefits of change.

-

- Sticks to outdated methods, puts off making changes for as long as possible or finds excuses for not doing things differently.
- Does not respond to the changing demands of the situation.
- Makes little or no attempt to promote change positively.

# E. Results Focus

## E5 Accountability and Dependability

- Effectively manages their time and resources to accomplish tasks, prioritising the most important ones.
  - Takes personal responsibility for the quality and timeliness of work and achieves results with little need for supervision.
- +
- Shows up to work on time and follows instructions, policies and procedures.
  - Stays focussed on tasks and meets productivity standards, deadlines and work schedules.
  - Acknowledges and corrects mistakes, taking personal responsibility when appropriate.
- 
- Struggles to use time efficiently.
  - Fails to prioritise or plan ahead; completes least important tasks first.
  - Often slow to respond or to adjust priorities.
- 
- Becomes distracted or unable to complete tasks when confronted with challenges.
  - Misses deadlines or leaves tasks unfinished.
  - Defers authority and decision making to others, e.g. terminal staff/pilots, rather than take responsibility.

# **F. Leadership and Managerial Skills**

Inspires, motivates and empowers personnel to perform at their best to achieve goals.

Adjusts leadership style to situations, including those that develop suddenly or change rapidly.

**F1. Setting Direction**

**F2. Empowerment**

**F3. Authority and Assertiveness**

**F4. Providing and Maintaining Standards**

**F5. Planning and Coordination**

**F6. Workload Management**

# F. Leadership and Managerial Skills

## F1 Setting Direction

+

- Communicates clear expectations.
- Considers the bigger picture and long-term needs before committing to a course of action.
- Translates the vision into clear strategies and work programmes.

-

- Fails to create direction for the team.
- Demonstrates a lack of knowledge and insight into wider issues, developments and long-term impact.

# F. Leadership and Managerial Skills

## F2 Empowerment

+

- Supports others to have a level of independence in how they do their work.
- Creates and maintains an environment of open and frequent communication with clear and direct flow of information.
- Encourages others to acquire new skills and develop themselves.
- Recognises, appreciates and supports others' contributions.
- Develops cooperative and respectful relationships with others.
- Understands the needs of crewmembers and cares about their welfare.
- Creates a feeling of achieving results together as one team.

-

- Micromanages direct reports.
- Does not support crew to develop their own initiative and judgement.
- Fails to motivate or support the team or applies inappropriate pressure.
- Does not show appreciation for others.
- Takes credit for others' achievements.
- Delegates without giving responsibility or authority.

# F. Leadership and Managerial Skills

## F3 Authority and Assertiveness

+

- Creates a culture that enables challenge and participation while maintaining command authority.
- Encourages crewmembers to review, raise concerns or challenge plans of actions.
- Creates a safe and trusting environment for crewmembers, supporting them to openly share lack of knowledge and to speak up without hesitation.
- Takes decisive action as required.
- Takes command if the situation requires.
- Advocates own position.

-

- Avoids challenging inappropriate language or behaviours.
- Hinders or withholds crew involvement.
- Is passive and waits for others to take the lead or make decisions.
- Does not take a clear stand, with own position not recognisable.
- Blames the team if things go wrong.
- Leaves team members to cope alone in difficult situations.
- Tolerates behaviour that negatively affects the performance, development and morale of others.

# F. Leadership and Managerial Skills

## F4 Providing and Maintaining Standards

+

- Demonstrates high ethical and moral standards, setting a personal example of what is expected from others.
- Ensures compliance with policies and procedures and intervenes if crewmembers deviate.
- Uses appropriate tools and notifications when dealing with non-routine operations.
- Challenges current processes to find new and innovative ways to improve the team's work and vessel operations.

-

- Is a poor role model to others in terms of personal ethics and standards, e.g. does not comply with company policies and procedures.
- Does not monitor crew for compliance or intervene when crewmembers deviate.
- Applies non-standard procedures without thorough risk assessment or communicating with crewmembers.
- Sets standards that are unclear, unrealistic or too challenging.
- Avoids tackling performance issues or sticks to ineffective ways of working.



# F. Leadership and Managerial Skills

## F5 Planning and Coordination

- Organises tasks, activities and resources.
  - Sets achievable goals, makes plans and establishes measurable milestones with timescales and quality standards.
  - Encourages shared understanding and participation among crewmembers of planning and task completion.
  - Monitors plans for achieving targets.
  - Delegates to achieve top performance and to avoid workload peaks and troughs.
  - Reviews and communicates plans and intentions clearly to the whole crew, changing plans if necessary.
- +**
- Plans only for themselves and does not involve crew.
  - Changes plans without informing crew.
  - Follows plans strictly despite circumstances demanding a different approach.
  - Panics about deadlines.
  - Makes short-term demands.
-

# F. Leadership and Managerial Skills

## F6 Workload Management

+

- Defines clear roles and responsibilities for crewmembers for both normal and abnormal situations, including workload assignments.
- Prioritises and manages primary and secondary operational tasks.
- Distributes tasks appropriately among the crew, balancing the needs of every team member.
- Recognises work overload and signs of stress and fatigue in self and others; acts promptly to deal with it.
- Uses available external and internal resources to complete tasks on time.

-

- Inadequate workload planning.
- Delegates work unequally across the team.
- Sets unrealistic deadlines.
- Lacks awareness or consideration of how much pressure team is under.

It's important to note that these competencies are not exhaustive, and different organizations may have their own specific competencies aligned with their values and objectives.

It would be beneficial to refer to Intertanko and OCIMF's specific documentation or contact them directly for a comprehensive understanding of their key behavioral competencies for leadership roles within their organizations.

# **The Situational Leadership Model by Paul Hersey and Ken Blanchard**

The Situational Leadership Model, developed by Paul Hersey and Ken Blanchard in the late 1960s, is a leadership theory that emphasizes the need for leaders to adapt their style based on the situation and the development level of their followers.

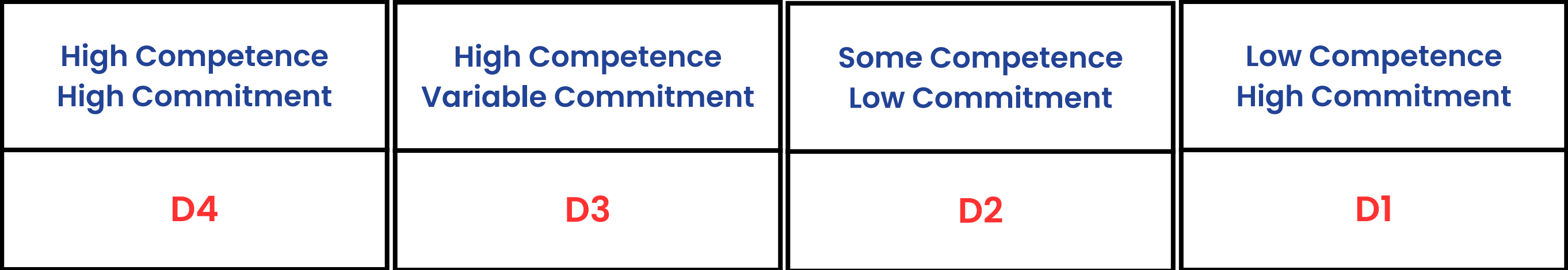
The model suggests that there is **no one-size-fits-all approach to leadership** and that effective leaders should adjust their leadership style to match the needs of their team members.

# The Situational Leadership Model by Paul Hersey and Ken Blanchard

High  
↑  
Supportive Behavior  
↓  
Low



Low ← **Directive Behavior** → High



The Situational Leadership Model is based on two key dimensions:

## 1. Leadership Styles

Directing

Coaching

Supporting

Delegating

## 2. Development Levels of Followers

D1

D2

D3

D4

# 1. Leadership Styles

- Directing:

In this style, the leader provides clear instructions and closely supervises their followers. It is most suitable when followers are inexperienced or lack the necessary skills.

- Coaching:

The leader offers guidance, explains decisions, and supports the development of their followers' skills and confidence.

- Supporting:

The leader offers guidance, explains decisions, and supports the development of their followers' skills and confidence.

- Delegating:

The leader empowers their followers to make decisions and take responsibility. It is suitable for followers who are highly competent and motivated.

## **2. Development Levels of Followers**

- **D1:**

Low competence, low commitment – These followers are inexperienced and lack the necessary skills, knowledge, or confidence.

- **D2:**

Some competence, low commitment – Followers have gained some skills, but they may still lack confidence or motivation.

- **D3:**

Moderate to high competence, variable commitment – These followers have the necessary skills and competence but may lack consistency or motivation.


- **D4:**

High competence, high commitment – These followers are highly skilled, motivated, and capable of working independently.




**The model suggests that **effective leaders** should assess the **development level of their followers** and **choose the appropriate leadership style**:**

- **For D1 followers**, a directing style is recommended to provide clear instructions and close supervision.
- **For D2 followers**, a coaching style is appropriate to provide guidance, support, and development opportunities.
- **For D3 followers**, a supporting style helps in facilitating decision-making and providing encouragement.
- **For D4 followers**, a delegating style is recommended to empower them to take responsibility and make decisions.



**The Situational Leadership Model** acknowledges that individuals and situations are dynamic, and leaders must be flexible in adapting their style. Effective leaders should regularly assess the development levels of their followers, provide appropriate support and direction, and adjust their leadership style accordingly to maximize performance and development.

It's worth noting that the Situational Leadership Model has been widely used and taught in leadership development programs, but it is just one of many models and theories available to understand and apply leadership. Different situations and contexts may call for different leadership approaches, and leaders should consider multiple perspectives and adapt accordingly to be effective in their roles.



# Leadership Training Programs

Leadership training programs are designed to be **interactive and experiential**, allowing participants to apply their learning in real-life scenarios.

They may include case studies, group exercises, role-playing, simulations, and feedback mechanisms to reinforce learning and skill development.

- Self-Awareness and Personal Development:

Leadership training often emphasizes self-reflection and personal growth. Participants are encouraged to understand their own strengths, weaknesses, values, and leadership styles. They learn strategies to enhance self-awareness, emotional intelligence, and self-management.

- Communication and Interpersonal Skills:

Effective communication is a crucial aspect of leadership. Training programs focus on improving participants' skills in active listening, assertive communication, conflict resolution, negotiation, and influencing others. They also address the importance of building positive relationships and managing diverse teams.

- Decision-Making and Problem-Solving:

Leaders often face complex decisions and problems. Training programs help participants develop critical thinking skills, analytical reasoning, and strategies for making effective decisions. They explore problem-solving techniques and approaches to drive innovation and manage risks.

- Team Building and Collaboration:

Leadership training emphasizes the ability to build and lead high-performing teams. Participants learn strategies for creating a positive team culture, fostering collaboration, and leveraging the strengths of team members. They also gain insights into conflict management and motivating individuals within a team.

- Strategic Thinking and Visionary Leadership:

Effective leaders have a clear vision and the ability to think strategically. Training programs provide tools and techniques to develop strategic thinking skills, set goals, develop plans, and align actions with organizational objectives.

- Ethical and Responsible Leadership:

Leadership training often addresses the importance of ethics, integrity, and social responsibility. Participants learn about ethical decision-making frameworks and explore the impact of their actions on stakeholders and the broader society.

# Leadership and cultural considerations in Shipping

## Industry.

Leadership and cultural considerations are crucial in the shipping industry, especially when it comes to managing multinational seamen who come from diverse backgrounds.

Effective leadership in this context requires an understanding and appreciation of different cultural norms, values, and communication styles. Here are some key points to consider:

- Cultural Awareness:

Leaders in the shipping industry must be culturally sensitive and aware of the diverse backgrounds of their seamen. Recognizing and respecting cultural differences helps in building trust, fostering collaboration, and avoiding misunderstandings.



# Leadership and cultural considerations in Shipping Industry

- Communication:

Effective communication is vital for leadership success. However, language barriers may exist among seamen from different nationalities. Leaders should strive to ensure clear and concise communication, using simple language and avoiding idioms or jargon that may be unfamiliar to some seamen. Encouraging open dialogue, active listening, and providing language training opportunities can enhance communication effectiveness.

- Respect for Diversity:

Multinational crews bring together a range of perspectives, experiences, and work styles. Leaders should embrace this diversity and encourage an inclusive environment where all seamen feel valued and respected. By fostering a culture of respect, leaders can tap into the strengths of each individual and create a cohesive team.

- Training and Development:

Investing in training and development programs tailored to address cultural understanding and leadership skills can significantly benefit both leaders and seamen. Cross-cultural training can promote better teamwork, conflict resolution, and adaptability to different working environments.



# Leadership and cultural considerations in Shipping Industry

- Adaptability and Flexibility:

Shipping is a dynamic industry with crews often operating in different countries and ports. Leaders need to be adaptable and flexible in their approach, understanding the unique challenges and opportunities that arise from multicultural settings. Adapting policies, procedures, and management styles to accommodate different cultural expectations can lead to more successful outcomes.

- Conflict Resolution:

Conflicts can arise due to cultural differences, miscommunication, or misunderstandings. Leaders should be skilled in managing and resolving conflicts in a multicultural environment. Encouraging open dialogue, facilitating mediation, and promoting a culture of understanding and compromise can help address conflicts effectively.

- Shared Values and Vision:

While embracing diversity, it's important to establish a common set of values and a shared vision that aligns with the organization's goals. Leaders should emphasize these shared values to create a sense of unity and purpose among the multinational seamen.

# **Leadership and cultural considerations in Shipping Industry**



**By incorporating these considerations into leadership practices, the shipping industry can foster a more inclusive and harmonious work environment, leading to improved collaboration, performance, and overall success.**



**GROUP EXERCISE**

# What makes a good Leader?

Agility and adaptability

Decision-making

Conflict management

Critical Thinking

Setting Direction

Integrity

Relationship building

Negotiation

Innovation and  
creativity

Employee motivation

Gratitude

Self-awareness

Leading by Example


Courage

Calls Attention To  
Success

Strategic thinking

Delegation

Empathy



1. Lets think of your Best “Supervisor” and identify the behaviors, characteristics and traits that makes them want to label the person as “best”.



**2. How do you feel when working with or for a person who displays these traits?**

**3. What is the impact in you when working with or for a person with these traits?**

**4. Are the traits listed technical skills (hard skills) or interpersonal skills (soft skills)?**



**5. They say that leaders often stand out from an early age (elementary, high school, etc.).**

**Could you consider yourself or another person from school as a born-leader?**

# BOSS

# LEADER



DIFFERENCE BETWEEN

**Teamwork and Leadership / Motivational short Animation Video 1**

**[https://www.youtube.com/watch?v=I1J2Z\\_Fgado](https://www.youtube.com/watch?v=I1J2Z_Fgado)**



**Teamwork and Leadership / Motivational short Animation Video 2**

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



**Conquering the top of mount Olympus, Mytikas**

**<https://www.youtube.com/watch?v=nrd6CYsVU4Q&t=1107s>**





## Facebook Page

<https://www.facebook.com/dimitris.mattheou>

## Personal Website

<https://www.dimitriosmattheou.com/>



**Thank You**