

# Alert!



## An accident that should never have happened

**The role of human behaviour at sea** p3



**An A to Z of maritime education and training** p4-5



**Operational integrity** p7



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Ma Lin had enjoyed the voyage. He'd received the extra training he wished for as well as gaining good experience as a deck repairman on a modern bulk carrier. He was pleased to think that he was improving himself and would soon be eligible to apply for work as an engine room fitter. Leave was beckoning and he was looking forward to it as he opened the hatch to gain access to the cargo hold. He swung his legs over the coaming and jauntily climbed down the ladder, followed by the Indian agent. Life was good.

The agent sniffed and, looking perplexed, he sniffed again wrinkling his nose. Uncertain, he held his breath and continued to follow the deck repairman down to the first landing. Ma Lin, by then also sensing something wrong, and panicking slightly as the penny dropped, grabbed the ladder and started to climb, two steps at a time, towards the open hatch. The agent was hot on his heels. Ma Lin lost consciousness near the top, the rung slipped out of his grip and he toppled backwards, brushing past the agent as he fell to the landing three metres below.

The agent scrambled to get out and, gulping the fresher air, he made his way to the gangway guard to tell him what had happened. In response, the guard, told the Russian chief mate in broken English over his VHF radio that the deck repairman required assistance "at the access to No 6 hold". The chief mate, as well as others who overheard the radio communication, did not understand that the situation was critical for Ma Lin.

Using the VHF the chief mate instructed Qiao Hong, the AB on watch, to go to help the deck repairman. Qiao Hong, who was qualified and time served, headed for the starboard main deck passageway to assist his friend. The boatswain, a level-headed experienced man in his late fifties, and the 31 year old Ukrainian second mate also overheard the conversation and, they too, headed

towards the hold access with the intention of seeing what assistance might be needed.

As the boatswain reached the open hold access hatch, he looked down and saw Ma Lin lying, apparently unconscious, on the landing below. The second mate arrived at that moment and

*The chief mate, as well as others who overheard the radio communication, did not understand that the situation was critical*

immediately climbed down to check the condition of the deck repairman. He got down to the landing, but he felt giddy and found it difficult to stay on his feet. With alarm he realized the problem and, holding his breath, he chased up the ladder and out through the opening, where he pushed past the boatswain and ran aft to find the chief mate or master. On his way along the passageway he passed Qiao Hong, walking in the other direction. He didn't

say anything: he was focused on the need to raise the alarm with the officers and, besides, he was feeling ill and disorientated.

Qiao Hong arrived at the access and was instructed by the boatswain to climb down to the landing with a harness, which the boatswain had just grabbed from a nearby store, and to fit it on Ma Lin. The boatswain had just seen the second mate climb down and return and, although he had noted the anxiety of the second mate's expression, he did not suspect that there might be risks involved.

Qiao Hong, knowing nothing of the circumstances, climbed down to do as he had been instructed. As soon as he reached the landing he felt ill and, gasping, had just started to climb back up again when he, too, passed out and fell back across the prone, limp body of his friend...

# Introduction

David Squire, FNI FCMI



The Editor

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Our cover article tells a sad tale of an accident that should never have happened. It

demonstrates a lack of awareness (education) of what constitutes an enclosed space and of the dangers of entering such spaces without taking the necessary precautions; and a lack of training and drills in rescue procedures.

There have been a number of initiatives aimed at improving the awareness of the dangers of entering enclosed spaces, not least: IMO Resolution A.1050(27) - *Revised recommendations for entering enclosed spaces aboard ships*; the Marine Accident Investigators' International Forum (MAIIF) *Enclosed Space Entry safety poster and screensaver*; the UK Merchant Navy Training Board (MNTB) *Criteria for short course training for Entry into Enclosed Spaces*; and Captain Michael Lloyd has written extensively on this subject in The Nautical Institute's journal *Seaways*; his most recent article can be downloaded from: [www.he-alert.org/documents/published/he01145.pdf](http://www.he-alert.org/documents/published/he01145.pdf)

The IMO's 92nd Maritime Safety Committee (MSC 92) recently adopted amendments to SOLAS regulation III/19, on emergency training and drills, to mandate enclosed-space entry and rescue drills, which will require crew members with enclosed-space entry or rescue responsibilities to participate in an enclosed-space entry and rescue drill at least once every two months. The amendments are expected to enter into force on 1 January 2015.

This Issue of **Alert!** focusses on **Education and Training**. It complements what has been said in:

• Issue No. 6 - *Competent people make the difference*

([www.he-alert.org/objects\\_store/Alert\\_Issue\\_6.pdf](http://www.he-alert.org/objects_store/Alert_Issue_6.pdf)) and its associated video: [www.he-alert.org/user/vodcast6.asp](http://www.he-alert.org/user/vodcast6.asp)

• Issue No. 20 - *Education, training & career development... crucial for safe operations*

([www.he-alert.org/objects\\_store/Alert\\_Issue\\_20.pdf](http://www.he-alert.org/objects_store/Alert_Issue_20.pdf)) and its associated video: [www.he-alert.org/user/vodcast20.asp](http://www.he-alert.org/user/vodcast20.asp)

• Issue No. 29 - *It takes a special sort of person to be a maritime educator and instructor* ([www.he-alert.org/objects\\_store/alert\\_29.pdf](http://www.he-alert.org/objects_store/alert_29.pdf))

In Issue No. 6, we describe **Education** as:

*The gradual process of acquiring knowledge through learning and instruction, and the development of personal attributes through upbringing and observation and gaining knowledge through textbooks.*

And we describe **Training** as:

*The development of skills or knowledge through instruction or practice, which is a planned systematic development of the aptitude, knowledge, understanding, skill, attitude and behaviour pattern required by an individual, so that he/she can adequately carry out a given task or perform in a particular job.*

However, in everything we do, there are elements of education and training, particularly when addressing the role of human behaviour in respect to safety at sea, safety culture change programs or the development and recognition of people.

The centrespread in this Issue offers some thoughts on this subject by way of an A to Z of Education and Training.

## Reports & Studies

### Mentoring at Sea - The 10 Minute Challenge

Captain André L. Le Goubin

Introducing The Nautical Institute's most recent publication, Captain Le Goubin explains why mentoring is so vital - and why it is a role that everyone should be ready to take on

[www.he-alert.org/documents/published/he01185.pdf](http://www.he-alert.org/documents/published/he01185.pdf)

### Gaming meets Training – The 'Teamsafety' Project

Steven Gosling

A select group of European maritime stakeholders have been collaborating in an EU funded research project, the aim of which is to design and implement an innovative 3D virtual training platform for seafarer safety training. This paper describes the work of the Teamsafety project

[www.he-alert.org/documents/published/he01205.pdf](http://www.he-alert.org/documents/published/he01205.pdf)

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<https://facebook.com/thenauticalinstitute>



<https://twitter.com/NauticalInst>



<http://www.youtube.com/TheNauticalInstitute>

# The role of human behaviour in safety at sea

The authors of the UK Maritime and Coastguard Agency (MCA) book **The Human Element** - have teamed up with a maritime training film maker to produce a film about the role of human behaviour in safety at sea.

The authors of the UK Maritime and Coastguard Agency (MCA) book **The Human Element: a guide to human behaviour in the shipping industry** - have teamed up with a maritime training film maker to produce a film about the role of human behaviour in safety at sea.

The film uses a dramatic story to show how a series of relatively minor oversights and misjudgements by different crew members can work together to create a major incident at sea. The film shows how the story unfolds from the very different perspectives of each of the five crew members involved.

Iain Bruce, Health and Safety Manager & DPA at BP Shipping Ltd, tells how this film has been put to good effect as a teaching aid.

The MCA publication *The Human Element: a guide to human behaviour in the shipping industry* has been well received in BP Shipping and has raised our awareness of how states of mind, decisions and behaviours impact and affect not only the way that we work, perform and act but also how these actions can and will affect those around us.

My previous experience as an investigator for BP Shipping's Marine Incident Investigation Team has shown me that one common theme in any incident is that there is always an element of human interaction that either had a direct causal link to an incident or contributed to it. The challenge for me has always been how best to make the link between the content and themes contained within the book and everyday situations, bringing the contents and themes to life so that everyone can understand them.

In BP Shipping we used to do this with case studies to tell the story of an incident, asking individuals what they would have done in a similar situation as the story unfolds. This was successful to a degree, but the difficulty came when trying to relay the human element behind these cases.

This year the fleet operations team has been using the newly released *Human Element* DVD at its regular sea staff briefing sessions. The DVD tells the story of a series of relatively minor, seemingly unconnected, events which together culminate in the grounding of a vessel. The feedback we have received thus far, following these sessions, has been excellent. The content has been described as thought provoking and insightful. The DVD has also been used with the shore staff with similar success and praise.

The *Human Element* DVD does deliver a clear

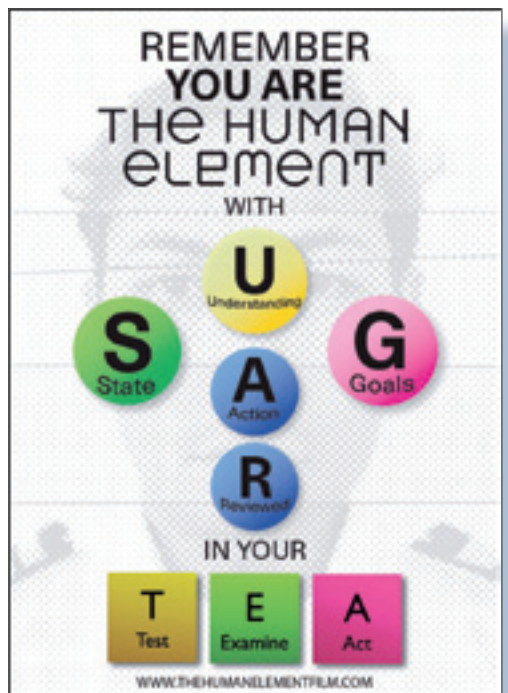
message that we all act and behave differently in different situations and under different external and internal pressures. The one element that underpins our operations, both ashore and at sea, and which is so difficult to predict is the human being - our interaction with other people and with the equipment we use to carry out our duties. It is therefore critical to understand this if we are to continue to improve and grow the safety cultures and standards right across the industry. The comprehensive understanding and corresponding application of the human element are keys to that success.

**The Human Element: a guide to human behaviour in the shipping industry** can be downloaded from:

[http://webarchive.nationalarchives.gov.uk/20110120060951/http://www.seasmart.org.uk/c4mca/lrgtxt/the\\_human\\_element\\_a\\_guide\\_to\\_human\\_behaviour\\_in\\_the\\_shipping\\_industry](http://webarchive.nationalarchives.gov.uk/20110120060951/http://www.seasmart.org.uk/c4mca/lrgtxt/the_human_element_a_guide_to_human_behaviour_in_the_shipping_industry)



For further information about the film, go to: [www.thehumanelementfilm.com](http://www.thehumanelementfilm.com)





# An A to Z of maritime education and training

## AWARENESS

Public awareness and understanding of the maritime industry and the vital role it plays in sustaining day-to-day life around the world, especially for the promotion of careers in the maritime industry

[www.maritimeinfo.org/](http://www.maritimeinfo.org/)

## BEST PRACTICE

Voluntary training standards beyond the requirements of SOLAS and STCW, such as:

*The Tanker Officer Training Standard (TOTS)* –

[www.he-alert.org/documents/published/HE00785.pdf](http://www.he-alert.org/documents/published/HE00785.pdf)

## COMPETENCE MANAGEMENT SYSTEM

Identifying present and future competence needs, facilitating comprehensive communication between sea and shore regarding training, and turning competence goals into business results

**Alert!** Issue No. 20, page 3

[www.he-alert.org/objects\\_store/Alert\\_Issue\\_20.pdf](http://www.he-alert.org/objects_store/Alert_Issue_20.pdf)

**Alert!** Issue No. 31, page 6

[www.he-alert.org/objects\\_store/alert\\_31.pdf](http://www.he-alert.org/objects_store/alert_31.pdf)

## DISTANCE LEARNING

Learning that takes place with the instructor and learner(s) in physically separate locations

**e-learning** - learning that is primarily in an electronic format, i.e., Computer-Based Training (CBT), which may or may not involve the internet

[www.he-alert.org/documents/published/he01150.pdf](http://www.he-alert.org/documents/published/he01150.pdf)

The Manila Amendments to the Seafarers' Training, Certification and Watchkeeping (STCW) Code, Regulation B-I/6 Art 6-11

[www.he-alert.org/documents/published/he01155.pdf](http://www.he-alert.org/documents/published/he01155.pdf)

**Work-based learning** - the development of vocational learning and skills whereby the student has the opportunity to apply in the workplace the academic knowledge acquired while at University/College

[www.he-alert.org/documents/published/he01160.pdf](http://www.he-alert.org/documents/published/he01160.pdf)

**Self-directed learning** - A process in which students take the initiative to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.

**Blended learning** - a flexible approach to delivery that combines distance learning/ e-learning/ work-based learning with face-to-face university/college teaching/ learning methods

## Education & training

**Education** – the gradual process of acquiring knowledge through learning and instruction. The development of personal attributes through upbringing and observation and gaining knowledge through textbooks

**Training** - the development of skills or knowledge through instruction or practice. A planned systematic development of the aptitude, knowledge, understanding, skill, attitude and behaviour pattern required by an individual, so that he/

she can adequately carry out a given task or perform in a particular job

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[www.he-alert.org/objects\\_store/Alert\\_Issue\\_6.pdf](http://www.he-alert.org/objects_store/Alert_Issue_6.pdf)

## FAMILIARISATION

Knowledge and understanding of a ship and its systems

**Alert!** Issue No. 8, page 1

[www.he-alert.org/objects\\_store/Alert\\_Issue\\_8.pdf](http://www.he-alert.org/objects_store/Alert_Issue_8.pdf)

ISM Code, Article 6.3:

[www.he-alert.org/documents/published/he01165.pdf](http://www.he-alert.org/documents/published/he01165.pdf)

## Induction

A process for helping a newcomer to the industry to settle into new working and social environments

[www.he-alert.org/documents/published/he01170.pdf](http://www.he-alert.org/documents/published/he01170.pdf)

## GAP ANALYSIS

Assessing the gap between the knowledge, skills and attitudes that the people in the organization currently possess against the knowledge, skills and attitudes that they require to meet the organization's objectives. The root of a training Needs Analysis (TNA) – a review of learning and development needs for staff within the organisation

**Alert!** Issue No. 11, page 2

[www.he-alert.org/objects\\_store/Alert\\_Issue\\_11.pdf](http://www.he-alert.org/objects_store/Alert_Issue_11.pdf)

[www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx](http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx)

## HUMAN ELEMENT LEADERSHIP & MANAGEMENT

STCW prescribed mandatory training requirements in resource management, leadership and teamworking skills at operational level, and leadership and managerial skills at management levels

The Manila Amendments to the Seafarers' Training, Certification and Watchkeeping (STCW) Code

[www.he-alert.org/documents/published/he01175.pdf](http://www.he-alert.org/documents/published/he01175.pdf)

## INTER CULTURAL EDUCATION

Understanding the cultural backgrounds, beliefs and attitudes of different nationality groups

[www.mindtools.com/pages/article/cultural-intelligence.htm](http://www.mindtools.com/pages/article/cultural-intelligence.htm)

[www.he-alert.org/filemanager/root/site\\_assets/standalone\\_article\\_pdfs\\_0905-/he01180.pdf](http://www.he-alert.org/filemanager/root/site_assets/standalone_article_pdfs_0905-/he01180.pdf)

## JOB ANALYSIS

The first stage in the process of defining the nature and purpose of the role and the skills and attributes needed to carry out a job, which forms the basis of a job description and person specification

[www.mindtools.com/pages/article/newTCS\\_02.htm](http://www.mindtools.com/pages/article/newTCS_02.htm)

## KNOWLEDGE, SKILLS & ATTRIBUTES

The key components of a Competency Framework

**Knowledge** - the theoretical or practical understanding of a subject

**Skill** - proficiency that is acquired or developed through training or experience

To access all the source documents, scan the QR Code



# Alert!

**Attribute** – a quality or characteristic of a person

**Alert!** Issues 22-30

[www.he-alert.org/user/download.asp](http://www.he-alert.org/user/download.asp)

## LIFELONG LEARNING

Ongoing learning activity, to improve knowledge, skills and competence. A key component of Continuing Professional Development (CPD) - the process that enables maritime professionals to take control of their own learning and development by carrying out activities that ensure they are competent and successful throughout their career, both at sea and ashore

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[www.he-alert.org/objects\\_store/Alert\\_Issue\\_20.pdf](http://www.he-alert.org/objects_store/Alert_Issue_20.pdf)

[www.nautinst.org/en/membership/CPD/](http://www.nautinst.org/en/membership/CPD/)

## MENTORING

A work related or professionally based partnership between two people which gives them the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process

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[www.he-alert.org/documents/published/he01185.pdf](http://www.he-alert.org/documents/published/he01185.pdf)

[www.he-alert.org/documents/published/he01190.pdf](http://www.he-alert.org/documents/published/he01190.pdf)

## NEW OPPORTUNITIES

Encouraging seafarers to fulfil their career aspirations, preparing them for promotion onboard or into shore management, or directing them towards post-graduate education or advanced skills training to allow them to diversify into the wider maritime sector

**Alert!** Issue No. 20

[www.he-alert.org/objects\\_store/Alert\\_Issue\\_20.pdf](http://www.he-alert.org/objects_store/Alert_Issue_20.pdf)

## ON JOB TRAINING

Onboard continuation training and drills to ensure compliance with SOLAS/ISM and other international conventions and resolutions, and for the updating of individual skills

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[www.he-alert.org/documents/published/he01195.pdf](http://www.he-alert.org/documents/published/he01195.pdf)

## PERSONAL DEVELOPMENT

Improving personal awareness and identity, developing talents and potential, building human capital and facilitating employability

[www.he-alert.org/documents/centrespreads/centrespread\\_4.pdf](http://www.he-alert.org/documents/centrespreads/centrespread_4.pdf)

[http://en.wikipedia.org/wiki/Personal\\_development](http://en.wikipedia.org/wiki/Personal_development)

## QUALITY ASSURANCE

To verify the quality of maritime training providers globally to a uniform standard

<https://rules.dnvgl.com/docs/pdf/DNVGL/ST/2014-04/DNVGL-ST-0029.pdf>

## REMINDERS

The use of aide-mémoires, performance aids, reminder cards, crib sheets, descriptive labels, etc. to assist the teaching/ learning process

**Alert!** Issue No. 2, page 1

[www.he-alert.org/objects\\_store/Alert\\_Issue\\_2.pdf](http://www.he-alert.org/objects_store/Alert_Issue_2.pdf)

## SIMULATION

A realistic imitation, in real time, of any shiphandling, radar and navigation, propulsion, cargo/ballast or other ship-system incorporating an interface suitable for interactive use by the trainee or candidate either within or outside of the operating environment

[www.he-alert.org/documents/published/he01200.pdf](http://www.he-alert.org/documents/published/he01200.pdf)

[www.he-alert.org/documents/published/he01205.pdf](http://www.he-alert.org/documents/published/he01205.pdf)

## TRAINING THE TRAINER

Ensuring that maritime college lecturers and trainers are appropriately qualified to teach/train those competencies for which they are employed to teach and to have an up to date appreciation of modern day ship operations and of the new technology aboard ships

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[www.he-alert.org/objects\\_store/Alert\\_Issue\\_6.pdf](http://www.he-alert.org/objects_store/Alert_Issue_6.pdf)

**Alert!** Issue No. 20, page 2

[www.he-alert.org/objects\\_store/Alert\\_Issue\\_20.pdf](http://www.he-alert.org/objects_store/Alert_Issue_20.pdf)

## UPDATING/REVALIDATION

The revalidation of certificates of competency The Manila Amendments to the Seafarers' Training, Certification and Watchkeeping (STCW) Code, Regulation I/11

[www.he-alert.org/documents/published/he01210.pdf](http://www.he-alert.org/documents/published/he01210.pdf)

## VIDEOS

Short films that can be viewed online or downloaded to a PC or Mobile device, aimed at anyone with an interest in the Maritime Human Element

[www.he-alert.org/en/videos.cfm](http://www.he-alert.org/en/videos.cfm)

## WORKFORCE DEVELOPMENT

Developing and supporting people to ensure access to a skilled and flexible workforce

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[www.he-alert.org/objects\\_store/Alert\\_Issue\\_20.pdf](http://www.he-alert.org/objects_store/Alert_Issue_20.pdf)

<http://nos.ukces.org.uk/Pages/Search.aspx> (then type **Maritime**)

[www.investorsinpeople.com/iip-standard](http://www.investorsinpeople.com/iip-standard)

# SailSafe - transforming the safety culture of the company

Captain Jamie Marshall, Vice President, Fleet Operations, British Columbia Ferry Services Inc.  
www.bcferries.com

In 2007 BC Ferries launched its flagship safety culture change program SailSafe, with a goal of transforming the safety culture of the company and being a world leader in safety management. A simple approach was taken which included: engaging our people, the union and international expertise, integrating risk management into daily operations, and creating a learning culture through the introduction of human factors knowledge at all levels.

2012 saw the transition from the implementation of a safety program to embodying safety as a normal part of all business activities, with the ultimate goal of SailSafe to be for the program to no longer be necessary as safety becomes completely ingrained in every activity undertaken every day at BC Ferries.

By April of 2013 nearly 4,500 ALERTs (identified hazards or near misses) had been submitted by employees. This wealth of learning events has been fostered by a shift in safety culture, specifically to a

'just culture', wherein employees are not punished for honest mistakes or errors in judgment, and instead learning is gleaned from all opportunities. Because of this, employees never have a reason not to report an incident or near-miss that can serve as a learning experience for the entire company.

A 5 Point Plan was developed as part of the continued focus on safety:

## 1. Communication - Send a Positive Message

There are more lessons that can be learned by looking at the good work that our employees do than by looking at just the things that go wrong. By focusing on increasing the number of things that go right, we reduce the number of things that go wrong.

## 2. Preparedness - Anticipate, Plan and Rehearse

How far into the future and deep beneath the surface are we willing to

look? And, what are we prepared to do about it? These questions are fundamental principles of the effort to identify, control and monitor risk.

## 3. Ownership - Generate Sound Local Procedures

The most important elements of safety in the workplace are: clarity of tasks, suitability of equipment/tools and the organization of the work that is done. These elements involve a level of detail that requires a deep sense of local ownership.

## 4. Education - Develop a Learning Culture

Rather than experience the traditional 'saw tooth' learning curve - learning lessons the hard way then slowly forgetting until the next big accident - we seek to institutionalize learning in order to create a smooth, and continuous upward learning curve.

## 5. Health & Wellness - Create a Healthy Workplace Environment

BC Ferries' business success depends not only on a skilled workforce but also a healthy workforce. The health and the lifestyle choices made by an employee are important considerations not only for determining an employee's individual risk of injury but also for injury recovery and overall long term health.

Acknowledging that safety cannot be managed from behind a desk, in the past year BC Ferries piloted a new resilience engineering based approach by conducting operational readiness exercises on seven vessels. By delivering realistic training scenarios vessel teams were able to embrace the concept of performance adjustments under varying conditions to ensure success and learning from mistakes. The result was improved cross-departmental coordination, more competent vessel teams and higher morale.

Overall, through a combination of continually pushing for change and introducing new and more sophisticated safety tools, we have seen a renewed vitality in the safety performance at BC Ferries.

## Operational Risk Management Process

If clarity of tasks, suitability of equipment or organization of work could be improved to make work safer at your worksite, then the **Operational Risk Management Process (ORMP)** is for you.

**The ORMP is a process that allows us to critically analyze the way that our work is organized**, using risk management principles and includes the following escalating steps to ensure the most appropriate assessment of risk:

### 1: Initial Assessment Report (IAR)

- Used to assess and document urgent identified hazards, learning events, accidents or violence in the workplace
- A key input to the Risk Register used to capture, share and monitor risk information and solutions
- May lead to a Task Analysis, Risk Assessment or Site Investigation to better understand the risk

### 2: Task Analysis (TA)

- Primary means for a worksite to review local procedures and improve them, as required, to reflect the work as done rather than the work as imagined
- A qualitative analysis of a procedure to reflect **work as done** rather than **work as imagined**, involving **supervisors and workers who know the procedure**
- Relies on employee involvement to thoroughly explore the work procedure from the perspective of safety, quality and efficiency
- Employees receive basic awareness training in risk management

### 3: Risk Assessment (RA)

- Addresses more complex risks in order to improve the overall system
- RA sessions guided and assisted by trained and experienced facilitators



# Operational integrity - recognising and developing people

Elpiniki Stylogianni, HR Manager, Almi Tankers S.A, Greece  
<http://almitankers.gr/>

*we have adopted the value of operational integrity as our guiding principle. This means reliability, responsibility and trustworthiness. It is an ethos that is expected of all members of the team at all levels.*

In July 2011, Almi Tankers became the first oil tanker management company worldwide to be fully recognised according to the UK's Investors in People Standard, following an audit by IIP International at the company's head office in Athens.

We believe that a tanker management company needs to be totally trusted to deliver a reliable service that is safe, environmentally responsible and punctual. This is why we have adopted the value of operational integrity as our guiding principle. This means reliability, responsibility and trustworthiness. It is an ethos that is expected of all members of the team at all levels.

The Investors in People (IIP) standard, which demonstrates commitment to growth and to improving business performance through the development and recognition of people at all levels, helps us adhere to our values; it has already enabled us to achieve our initial vision of growing into a reliable tanker management company characterised by its operational integrity.

Almi Tankers has always recognised people to be a company's most important resource. For this reason, the company sought IIP recognition from the outset of its activities.

The IIP Standard was developed in 1990 in collaboration with leading UK businesses of all sizes and has become well recognised the world over. The Standard provides a framework of principles that are used to improve business performance and competitiveness through a planned approach to setting and communicating business objectives. The accomplishment of these objectives is achieved through the involvement and development of people.

The IIP Standard is one which can benefit any organisation, building an organisational culture of continuous improvement. For us, IIP recognition is a method of demonstrating our belief that our people are our most valuable asset.

The Standard represents a best practice in human resources by matching what people can do and what they are motivated to do with what the organisation expects them to achieve.

Furthermore, the framework helps people understand why their role is important in the achievement of the organisation's goals. In an industry as dynamic as shipping, it is important that team members from all levels are fully committed to and engaged in the company's objectives and the important concept of continuous improvement.

The IIP framework helps to establish an inclusive and rewarding working environment, in which people are given the opportunity to contribute to target and objective setting and are encouraged to identify the training activities and support they need in order to perform better.

By involving people in these processes and empowering them to make decisions and take actions with the support rather than specific direction of management, you encourage a sense of ownership amongst individuals for the tasks in which they are involved.

Almi Tankers is very proud to have become the first tanker management company in the world to be fully recognised according to the Standard and look forward to continuing our work with the team at IIP International in order to reach the highest levels of recognition.

For further information about Investors in People go to:  
[www.investorsinpeople.com/](http://www.investorsinpeople.com/)

## YOUR PRIORITY: IMPROVING PRODUCTIVITY



# Trainee Induction

Induction is a process for helping a trainee to settle into new working and social environments. There are two periods where a new entrant may find him/herself feeling vulnerable, that is: during the first semester at college and then during the first sea phase. It is important, therefore, that the trainee is made fully aware of what the college and company expect of them, of what they should expect of the company and college and of what they should expect of those who will be responsible for their onboard training.

The induction process should start at the initial interview, during which the prospective trainee must be made aware of the various social and cultural issues that could affect their decision as to whether they are suited for a career at sea:

## 1. On board environment

The trainee could easily feel socially isolated, especially during the first trip to sea, if the first language of the trainee is not that of the majority of those serving onboard.

## 2. Discrimination

In what is a male-dominated industry, it is important that women trainees are not discriminated against.

## 3. Attitude and motivation

The attitude and motivation of the trainee is important – if this is wrong it can frustrate everything else.

## 4. Understanding different cultures

The trainee must have an understanding of the cultural backgrounds, beliefs and attitudes of the different nationality groups with which they may work, both at college and at sea.

## 5. Understanding the risks

The trainee must be made aware of the risks that they may face when at sea, not least piracy and criminalisation of the seafarer.

## Company induction

The purpose of the company induction should be to engender in the trainee a sense of belonging to that company. The following subject areas are suggested for inclusion:

- An introduction to the company, its mission and organisational structure
- Communications
- The Training agreement
- Conditions of service (pay and allowances, subsistence, leave etc)
- Required standards of dress
- Safety
- Accommodation/living arrangements
- Discipline and complaints procedure, including bullying and discrimination

## College/university induction

The first college/university phase is often referred to as pre-sea training. As such it should cover an outline of the industry and its organisation; ship familiarisation; survival and safety; accident prevention; practical seamanship; health and hygiene and further training opportunities.

## Shipboard induction

The trainee will invariably arrive onboard just as the ship is preparing to leave port. Induction may not be really possible until the ship is underway, but it is extremely important that the trainee completes the Safety Induction programme before the ship sails,

Every trainee should be entrusted to a responsible crew member to show them their accommodation, explain the social arrangements and introduce them to other ship staff. The newcomer should then be interviewed by the Master or head of department who can explain about the more formal aspects of employment, pay, disciplinary procedures etc.

It is during the first few weeks on board that new trainee's attitudes and impressions will be firmly shaped and which will determine whether they stay or leave after the first trip. Onboard induction is an ongoing process that is only complete when the trainee feels accepted as a valued member of the ship's team. But, the trainee also has an important role in this process: attentiveness and a willingness to learn will engender support from the whole ship's team.

Everyone who comes into contact with the new trainee will have some influence on the induction process. Successful induction is based on pre-planning - having some formalised system that is thought out before the trainee arrives. The Master will have ultimate responsibility in ensuring that the company's induction procedures are implemented on board, but it will usually be the new trainee's immediate supervisor who will carry out the induction process.

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# Alert!

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