

Introduction to the Programme

The Individual Awareness programme consists of two volumes, each with four modules including information, scenarios and accompanying tasks. The programme aims to develop the seafarers' own skills and awareness.

Modules should be completed in small groups if individuals are comfortable to share personal feelings, led by a facilitator. Materials can also be adapted for larger groups, for example at seafarer conferences.

We recommend volumes / modules are worked through in order but can also be prioritised according to individual preference or needs.

Note for Captains and Chief Engineers, the Leadership for Crew Wellbeing programme builds on the knowledge and skills from the Individual Awareness programme, which should therefore be undertaken first.

Facilitators

Thank you for becoming a facilitator and helping your team to improve their leadership and management skills.

This programme is like 'Let's Talk' and the main focus is that you and your team all learn together, sharing experiences and reflecting on the value of each other's point of view.

Practical tips

Before undertaking any of the sessions

- Make sure the attendees have a [participant workbook](#) and a [pen](#) to make notes
- Give attendees an idea of the sort of things you will be talking about. The more they have had a chance to think about the topic, the more likely they are to be able to offer their own thoughts and ideas

You could deliver the whole of the volume in one workshop which is likely to need more than an hour, however **we recommend you run modules in order, one at a time**

Module 1: Active listening

Module 2: Observing and intervening

Module 3: Managing conflict

Module 4: Using social skills

- Text **in bold** is read out to the participants. Text *in italics* is additional information for you. [Other text](#) is for the participants to read individually or in groups as directed;
- [At the start of a session deliver a short safety brief](#) or ask a participant to do so. Make sure that hygiene and infection control are included as part of that brief;
- [Remind participants that whatever is talked about stays within the room](#). As facilitator, always thank people for their contributions, and don't get into an argument with them;
- Some topics might be hard for some people to talk about, and [if you feel that someone is finding it difficult, then speak to them personally](#) and ensure they are given the support they need;
- [Run the session with energy and enthusiasm](#). If you are, or appear to be, bored then you can expect the rest of the room will be too!
- [Listen carefully](#) and do not take over the discussion. If you do that everyone else will be quiet, and this should not be a one-way lecture. Your job is not to provide answers, it is to get people talking;
- [Read this guide carefully](#) before running the sessions and add any examples of your own which you might share with the attendees.

Introduction to Volume 2

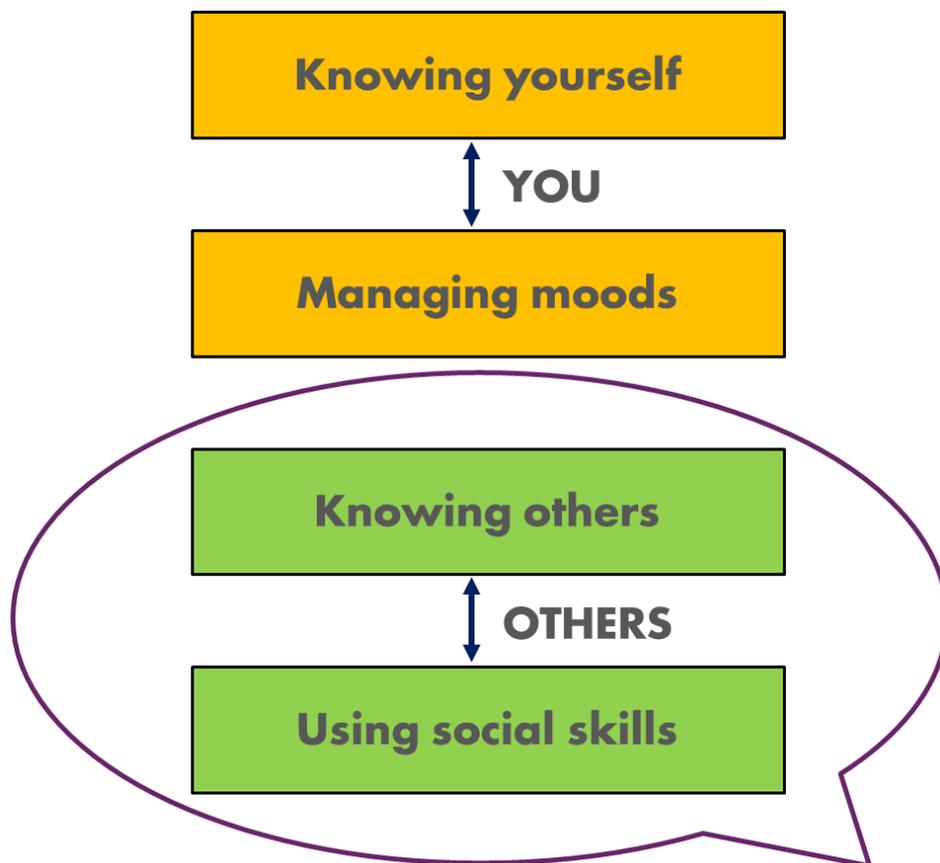
Knowing others and using social skills

You may already be familiar with the idea that we all have different levels of emotional fitness.

Someone with a lot of emotional fitness knows themselves well, they are aware of their strengths, weaknesses and values. They can manage their moods effectively and are aware of the effect they have on others.

They are also able to get to know and understand other people, and they have the social skills to interact well and get the best out of other people.

In volume one we focused on the top two boxes of this model, knowing yourself and managing your moods, both as a seafarer and as a person.



In volume two we are going to focus on the bottom two boxes, [knowing others and using social skills](#).

Individual Awareness Volume 2

Module 1: Active Listening

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



Read out all the sections in **bold text** or marked with this symbol

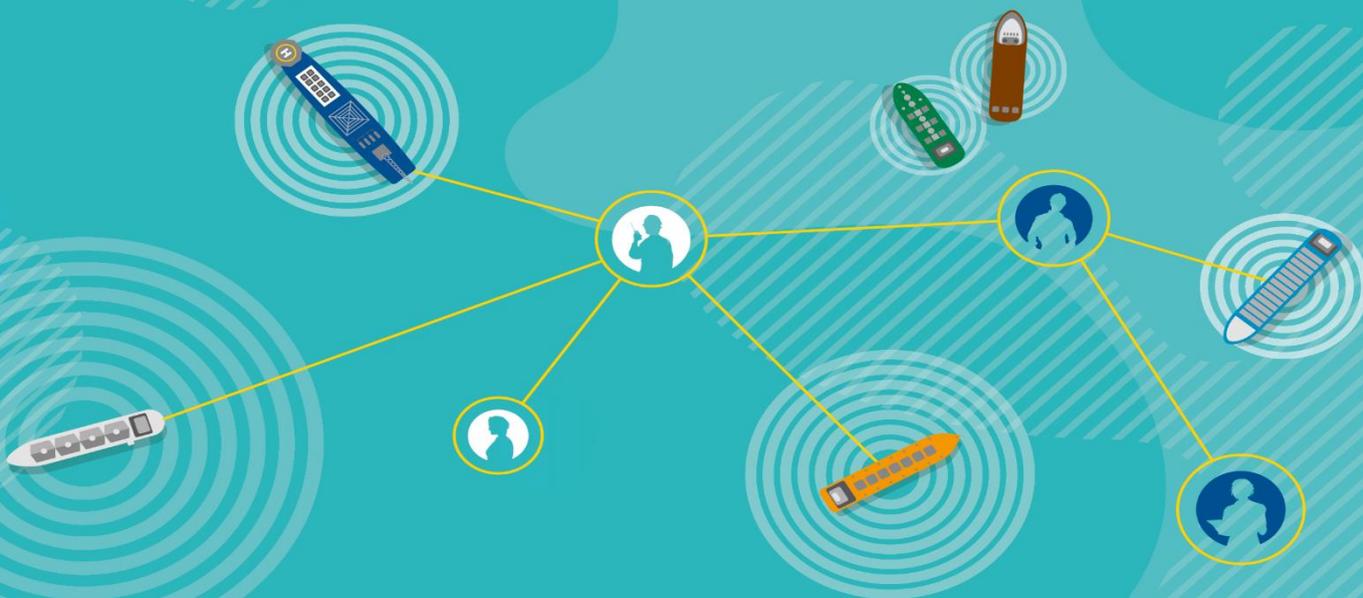


Indicates facilitator notes



Indicates a tip for developing facilitation skills

MODULE 1



Module 1: Active Listening

Explain the goals of this module

- 1** Explain what we mean by active listening and why it is important in working well with other people
- 2** Help you to score your ability to use active listening
- 3** Offer tools and techniques to enhance your active listening
Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



Give everyone a couple of minutes to look at the list and tick every statement that they agree with:

People have told you that you are a good listener	
You enjoy organising group activities	
You sensitively handle disagreements and negotiations	
You are good at reading the emotions of others and responding well	
You are good at building positive relationships with others	
You always try to listen very carefully when people speak to you	



After everyone has completed the table, read out the following text.

Each of these is a sign that you know others and use social skills to work effectively with them. Any you did not tick, might point to an area you can work on, or something you may need support to achieve.

Active Listening



Give participants a couple of minutes to think about the following question and discuss it in pairs. Then ask for their thoughts and ideas.



What are the benefits of knowing others and using social skills onboard a vessel?



What do we mean by active listening?

You may already know about active listening, you may be very good at it, but it is always worth reminding ourselves what we mean by it, how we do it, and what are the benefits for crew members.

It is important to remember that the way we engage with other people can vary between cultures and individuals. For example, in some cultures, direct eye contact is considered important in order to show that you are listening. In other cultures, it is considered challenging or disrespectful.



Ask for a quick show of hands for who appreciates direct eye contact and who doesn't.

One example is that Japanese children are taught not to maintain eye contact with others because too much eye contact is often considered disrespectful!

Active Listening: Scenario 1



This volume is about knowing others and using social skills.

Active listening helps us to get to know others better by showing a real interest. It is a social skill which helps us work well together as a team and shows we support our colleagues.

Let's explore active listening. Take a few minutes to read the following scenario and make notes on what the real problem might be.

Scenario 1

Amandeep, the 3/O, sits in the officers' mess. He is reading a textbook. The C/O enters the room and sits across the table from him.

'Celestial Navigation!' The C/O gestures towards the textbook in Amandeep's hands.

'I remember when I was studying to become 2/O. A few years ago, now. I thought that the more senior I became, the happier I would be!' He laughs but rolls his eyes. *'How wrong could I be?'*

Amandeep does not know what to say to this, so he stays silent.

The C/O sighs, *'But then when you get promoted you realise that there are other, more important things in life. Don't you agree?'*

Amandeep is a little uncomfortable with this conversation. He mutters, *'I'm not sure'.*

The C/O frowns. *'I do. When you are young you think everyone will be around forever. There will be plenty of time to do everything, share everything, tell them what they mean to you'.* He takes a deep breath. *'So, you don't say it, and life gets in the way. And one day it's too late.'* He pauses...

Amandeep gets up. *'I...need to prepare for my watch. Excuse me.'* He walks swiftly out of the Officers' mess.

The C/O takes out his phone and scrolls down. Once more he reads the text and feels the pain in his heart.

Active Listening: Scenario 1



What do you think the Chief Officer may have wanted to talk about?

Why do you think the 3/O didn't want to listen?

What might happen because the C/O isn't able to talk about his situation?



Give participants time to read the scenario, think about the questions and talk about it in pairs. Then ask for thoughts from the room.

The phrase '*and one day it's too late*', gives us an important clue. The C/O has perhaps suffered a bereavement or maybe the break-up of a relationship, but we won't know if we avoid asking.

Some attendees may feel that this is personal, and they should not ask about it, but not many people would say what the C/O says in this scenario, if they were not prepared to talk more about it.

Mental wellbeing is usually improved by talking about issues, rather than keeping them to ourselves.



Active listening does not mean you are supposed to be some sort of therapist or counsellor. You are simply listening *properly* to what the other person is saying, without judging and without turning the conversation to your own agenda.

Let's look at some of the ways in which we can do this.

★ *Tip for facilitators*

In order to keep participants talking about the same sections at roughly the same time, keep an eye on the time. Occasionally suggest where they should be up to e.g. 'hopefully, by now, you will be discussing point 3 'Explore'...'

Active Listening Guide



In pairs take it in turns to read out the numbered sections from the following active listening guide. Discuss how well you think you can do what is described.

1. Pay close attention

You can't properly concentrate on somebody else if you are doing something else. If someone wants to speak to you about something that matters to them;

- **Make enough time.** Sometimes people need to work through a problem by talking about it. Few personal problems can be sorted out in a couple of minutes.
- **Focus on the person entirely.** Set aside all work and distractions (particularly phones, computers or any other sort of screen device).
- **Notice how they speak.** Do they sound stressed or distracted? Do they appear to be uncomfortable? This may be a sign that what they are discussing is difficult for them. If they relax during the conversation you are doing a good job.

2. Show you are listening

If you appear bored distracted or uninterested then the conversation will not last long. Some of the ways in which good listeners show they are listening are;

- They nod occasionally to show they agree
- They smile or frown appropriately
- They use words and phrases like, '*Go on.*', '*really...*', and '*tell me more about...*'



3. Explore

Make sure you understand what the person is really saying, and help them explore their issue by:

- **Reflecting back** what you think they are trying to tell you by using phrases like, 'What I'm hearing is...' and 'It sounds to me as if you are saying...'
- **Asking questions** to check your understanding of what they are saying, such as, 'what did you mean when you said....?', or 'Am I right in thinking....?'

4. Don't interrupt

Being a good listener means giving the other person time to talk. If you interrupt, they will stop sharing. Don't disagree. That might lead to an argument or the end of the conversation.

5. Treat the person and their issues with respect

Assume that the problem or issue is important to the other person. Don't dismiss an issue as unimportant by saying something like, 'Oh that's not a big deal...'. It may be a very big deal to them. If the person becomes anxious or uncomfortable, be ready to stop the conversation.

Active Listening Exercise 1



In pairs, tell each other about a time when you were not listened to.

It might be onboard ship, or at home, at the doctor's, in a shop, a car showroom - anywhere where you were *talked at* instead of listened to.

Q: How did it make you feel?

Q: Do you think they knew how they made you feel?



When the pairs have had time to discuss their stories, ask for them to share examples. Identify and talk about the common themes that come up, which may be:

- *The other person was only interested in selling what they wanted to sell;*
- *The other person had already made their mind up what the problem was;*
- *The other person had no interest in you, just in airing their own views;*
- *The other person was not paying attention to you.*

Encourage participants to recognise that how this made them feel, is how the other people may feel if you are not actively listening to them!

Active listening builds up good working relationships.

★ *Tip for facilitators*

Most people are not trained in active listening. They do not 'monitor' a conversation and ask themselves, 'am I talking too much'.

Active listening is a very good social skill which improves relationships between people, both at work and with family and friends.

Active Listening Exercise 2



Talk for 2 minutes to your partner about a place that you know very well.

Your partner should listen but is not allowed to make notes and is only allowed to say 'that's interesting, tell me more about that'...

After two minutes the listener should repeat back as much as they can remember.

Swap roles and repeat the exercise.



Keep close eye on the time and make sure you call 'start' and 'stop'.

Once both parties have done the exercise, ask the group to talk about how it felt when they were the listener.

Ask for people to share their thoughts with the room.

Active listening is also an important leadership skill. Some people are naturally good at it and others are not. But everyone can improve with practice. Look for opportunities to build professional (and personal) relationships by active listening.

Summary of Volume 2, Module 1



Take a moment to write down what you will remember from this session and what you want to do as a result.



Note down your key take-aways as a reminder:

Summary for Module 1



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Summary

In this session we have talked about active listening. We have discussed some of the techniques, and we have explored what it feels like not to be listened to, and what the benefits are of active listening.

Like most things in life, to be good at active listening takes practice. Next time you are talking to someone – ask yourself, am I really paying proper attention to the other person, or am I just waiting for my turn to speak? Active listening takes more effort, but it builds excellent relationships.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

¹ Uno, S and Hietanen, J (2015) Eye Contact Perception in the West and East: A Cross-cultural study, *PLoS One*, 10(2) e0118094

Module 2: Observing and Intervening

Explain the goals of this module

1

Explore how noticing the emotions and moods of others can help build working relationships

2

Show that people with high levels of emotional fitness are good at recognising emotions and moods in others

3

Encourage people to notice other people's emotions and moods and react or intervene sensitively

Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



In the first volume of the Individual Awareness programme, Knowing Yourself, we looked at our own emotions and moods, and what the differences were between them.



Remind yourselves of the differences between emotions and moods in the table below. In this module we are going to think about how we can notice the emotions and moods of others and react in ways to help them when they need it.

Emotion	Mood
Related to the heart	Related to the mind
Person is aware of the cause	Person may not be aware of the cause
Hard to control	Controllable
Brief	Longer lasting
About something	Not about anything in particular
Volatile	Stable
Starts and goes away quickly	Starts and goes away slowly

Observing and Intervening: Scenario 2



Read the following scenario and follow instructions for a short role play

Scenario 2

You have not sailed with this AB before. You have been told he is good at his job, hard-working and popular. But each time you have seen him, he has made no attempt to speak. He has given the appearance of rushing around and has an angry expression on his face.

You have tried to make small talk, but he has made excuses and quickly walked away. Another member of the crew reported that he was spotted throwing tins of paint over the side of the vessel.

One day you are working together. He does not speak, but stares at the floor, appears tense and ready for an argument.



In pairs, one participant should play the role of the AB; The other, try to begin a conversation:

Give participants time to read the scenario and do a short role play (approximately 2 or 3 minutes). Then ask the room the following questions:

1) How did you start the conversation?

Attendees may suggest e.g. *'How are you doing?'*

or *'We haven't had a chance to speak properly. How are you finding this trip?'*

They should not start talking about the paint tins yet because at this point it looks like an accusation and could turn into an argument.

2) How did the AB reply?

It is likely that a very unhappy AB would reply with *'I'm fine'*, or just *'OK'* at first.

3) What would you do next?

Asking sensitive and respectful questions will help (you can also remind participants about 'Ask' from the Let's Talk module ALL ACT)

e.g. *'We haven't worked together before, so I haven't had chance to get to know you. But you appear to me to be unhappy'. 'Is there something I can do to help?'*

Observing and Intervening: Expressions



According to psychologists, there are 7 universal emotions expressed across the globe. Let's see how easily you recognise them in someone's face.

Take a couple of minutes to try and name each of the emotions on these faces. Discuss with your partner what you can see in the facial expression that tells you about the emotion.



Name these facial expressions



1. Surprise



2. Anger



3. Joy



4. Fear



5. Sadness



6. Disgust



7. Contempt



What can you see in the face that tells you their emotion?

1.

5.

2.

6.

3.

7.

4.

Observing and Intervening: Expressions



Ask the full group for their thoughts on the following questions which explore the possible problems with written communication and why recognising emotions is important.

★ Remind yourself of the facilitation tips provided in volume 1, module 1 to get participants to expand their answers.



As a group, discuss the following questions:



Why do you think people sometimes upset each other when using email or texts?

It is hard to tell what people mean sometimes in an email or text because so much of what we communicate is through our facial expressions and our body language.

That is why emojis were created – to help us express our emotions. 😊



Why might it be important to be able to recognise someone else's emotions?



We can never know exactly what people are thinking but recognising people's emotions can help give us a good idea how they might be feeling.

As humans, we have developed over time to be able to communicate our emotions.

Research suggests that facial expressions of emotions are there so we can influence other people in some way.

So, if someone onboard is expressing fear then it is a good idea to find out why.

Observing and Intervening: Expressions



Why do you think humans have developed over time to show their emotions in their faces?



Why do you think humans have developed over time to show their emotions in their faces? *It may help to look at the pictures on page 13 again. 5 out of 7 are negative, surprise is a neutral expression, and joy is the only completely positive emotional expression.*



Ask the full group for their thoughts.

5 out of 7 of the expressions in the pictures we looked at are negative so they may act as warnings to others. E.g. an expression of disgust may warn someone of rotten food.

Surprise is a neutral expression – it can be good or bad. Joy, the only completely positive emotional expression, is a sign of friendship. Of course, we often smile when we meet people.

Some people are not very good at recognising emotions in other people. This could be for example, because they have a condition where they are also not very good at recognising their own emotions, or because they have a brain injury where they cannot recognise facial expressions. This however is quite rare.

★ Do not to get into a discussion about these conditions however, because the whole goal of this section and the others in the series is to improve individuals' skills and understand possible areas for development. And there are things we can all improve when it comes to working in teams.

Here are some examples of why psychologists think humans have developed to facially express certain emotions:

- **Happiness:** to encourage the other person to join with them in an activity
- **Sadness:** to persuade the other person to protect or support them
- **Anger:** to influence the other person to submit or back down
- **Fear:** to show submission to someone else
- **Disgust:** to break off the current joint activity

Observing and Intervening: Scenario 3



Read the following scenario and make notes on the following questions:

Scenario 3

You are the Bosun supervising the pumping of lube oil from drums into the engine room storage tanks.

When the drums are empty you tell an OS to store the empty drums on the poop deck temporarily. He asks if he can have someone to help. You turn to an AB who has just come on deck and instruct them to work with the OS.

You briefly see an expression on his face which looks to you like disgust, or anger. He turns away and slowly walks towards the empty oil drums.



What sort of reasons might be behind the brief facial expression?

What would you do?



A lot of people would do nothing because that is the easiest course of action.

We cannot always know exactly what lies behind someone's facial expression, but there is something causing it, and it might affect the safe passage of the vessel.

The best approach would be to talk to the AB privately and explain that you saw the expression on their face when you asked them to carry out the work and wondered if it suggested there is a problem or difficulty that you can help with.

They may not be aware that they actually shown any expression, so this conversation requires you to be sensitive.

Possible reasons for the expression could be:

- They don't like the OS
- They don't like taking orders!
- They don't think that AB's should be shifting oil drums
- They don't want to shift oil drums because they have a bad back

Summary for Module 2



As we have discussed in other modules, the better you get to know your fellow crew members, the more likely you are to spot behaviours that point to them having a problem. When you see that sign you can then intervene and offer support.

Summary of volume 2, module 2



Take a moment to write down what you will remember from this session and what you want to do as a result.



Note down your key take-aways as a reminder:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Summary for Module 2

Summary

In this session we have talked about observing moods and emotions in other people.

We looked at the 7 universal emotions that are recognised across the globe.

We discussed that it was important to be able to understand the emotions of other people, in order that we can react helpfully and find out sensitively what may be a problem for them or for the ship.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

¹ Crivelli, C and Fridlund, A (2018) *Facial Displays are tools for social influence*, *Trends in Cognitive Sciences*, Vol 22 No 5, p388-399

Individual Awareness Volume 2

Module 3: Managing Conflict

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



Read out all the sections in **bold text** or marked with this symbol



Indicates facilitator notes



Indicates a tip for developing facilitation skills



Module 3: Managing Conflict

Explain the goals of this module

1

Explore how people use different strategies in a conflict situation

2

Recognise your own usual approach to conflict

3

Recommend a collaborative approach to resolving conflicts

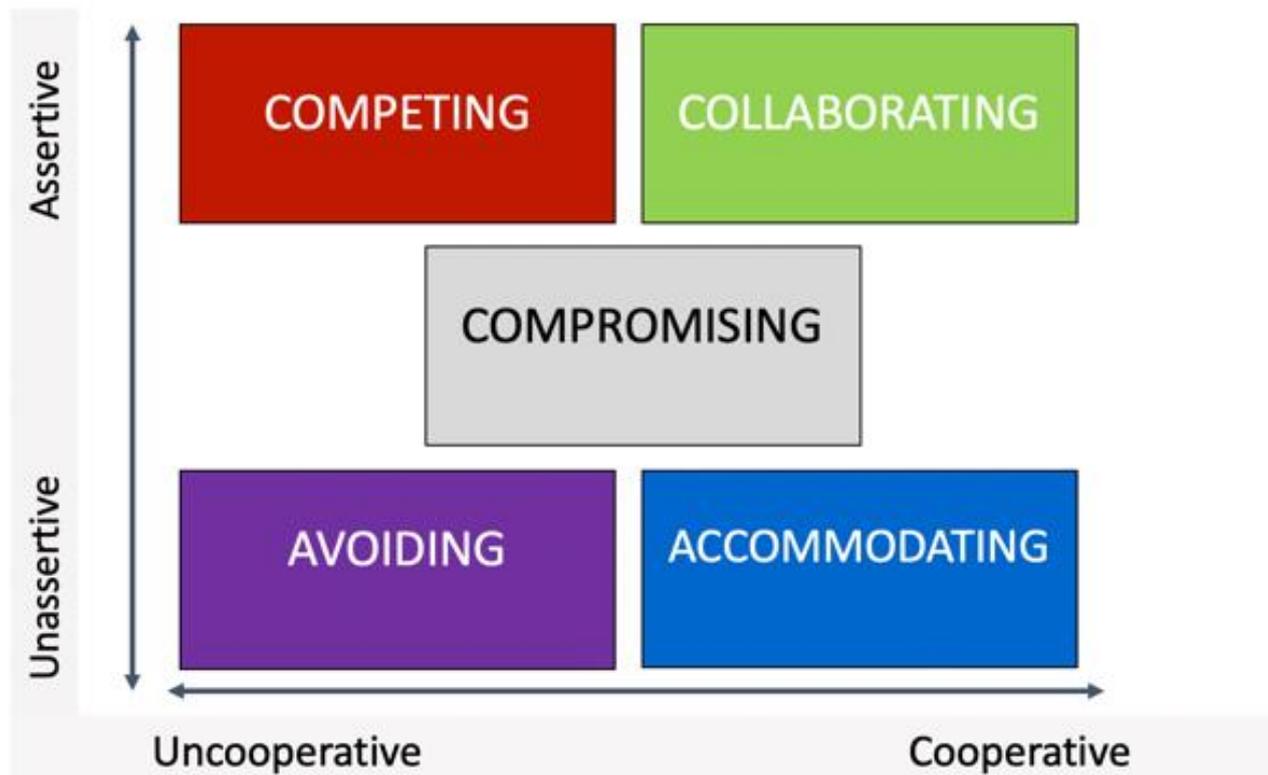
Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



Ask participants to take a few minutes to look at the picture below and to read the definitions.

Strategies for managing conflict

There are five strategies most people use when conflict has arisen³.



Managing Conflict: Definitions

Avoiding

When people simply walk away from conflict

They prefer not to become involved, knowing that it is easier to pretend it isn't happening than to deal whatever created the problem in the first place. This strategy might help avoid a confrontation, but it does not fix the problem.

Competing

People who adopt this strategy want to win at all costs

They are **assertive*** but not at all **co-operative**. (* Assertive means standing up for what you want. People who are not assertive do not put their needs first. People who are very assertive want what is best for them.) With people who adopt a competing strategy, someone wins but therefore **someone else loses**. Competing works well in sports and war, but not very often when solving a problem on a vessel.

Accommodating

People give in to the wishes or demands of the other person

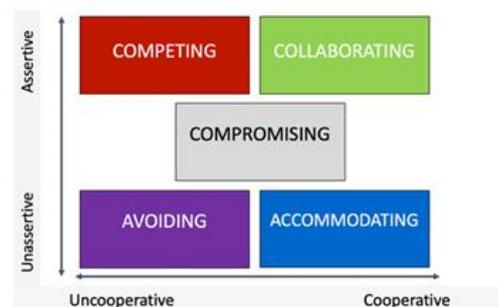
This is the opposite of competing. Accommodators are certainly being cooperative but not at all assertive of their position or rights. Often people will be accommodators simply to keep the peace.

However, like avoidance, it can result in the issues not being resolved. Too many accommodators on a vessel can result in the most assertive people commandeering all decisions and controlling conversations. This denies much of the diversity of views that leads to good teamworking.

Collaborating

The approach taken by people who are very cooperative

These people are **cooperative as well as being very assertive**. They seek a **shared solution** which meets their needs as well as the needs of others. In other words, they seek a win/win solution.



Strategies for Managing Conflict

Compromise

People who are partly cooperative and partly assertive

Although these people are partly cooperative and partly assertive, everybody has to give up something and nobody gets entirely what they want.

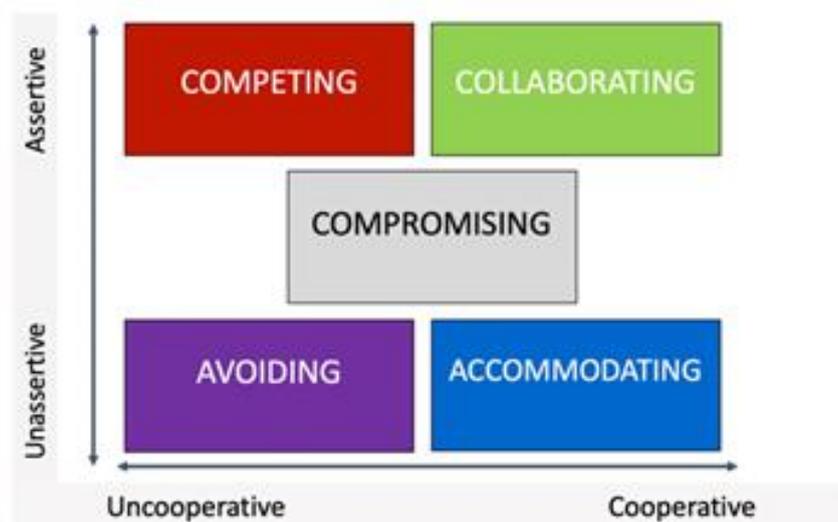
The best outcome is to 'split the difference'. Compromise is perceived to be fair, even if nobody is particularly happy with the final outcome.



When you see that people have finished reading, check that people understand the meaning of the definitions, then ask them to take a minute to consider the following question:



Which of these strategies do you tend to use when in a conflict situation?



A lot of people in conflict situations choose to compromise. But there may be a better outcome for everyone through collaboration. Have a look at the illustration of the difference between compromising and collaborating on the next page:

Strategies for Managing Conflict



Read the situation below about the difference between compromising and collaborating.



Two children are fighting over the last orange.

Eventually they decide to compromise and cut the orange in half.



A reasonable compromise you might think. But if they had **collaborated** to find out why the other person wanted the orange, they might have discovered that

one of them wanted an orange drink,



whilst the other wanted the peel for a cake.

In this case each person would have got 100% of what they wanted instead of 50%.



Not many situations in real-life are this easy to fix. But all conflicts can be improved when both sides work to understand what the other wants or needs.

To do this, try and find out the reason behind the problem (not assume you already know).

With this in mind, take a few moments to read the scenario on the next page and spend 10 minutes discussing the question with a partner.

Managing Conflict: Scenario 4



Read the following scenario and discuss the question with a partner:

Scenario 4

There is a very bad atmosphere on your vessel which has been developing between the deck and engine room departments. It has become much worse since leaving the last port.

The Captain blames the Chief Engineer (C/E) for delays caused by waiting in port for the main engine maintenance to be completed.

The C/E says it was the Captain's fault as he forgot to tell the C/E when permission was received to start the work.

The Captain has demanded an apology from the C/E and has made it known that he will accept nothing less, but the C/E has managed to keep himself very busy and has not appeared at mealtimes or in any of the common areas of the vessel.



What strategies for managing conflict have been adopted by the Captain and Chief Engineer? Discuss



Give participants approximately five minutes to think about the question together then ask for their thoughts.

The Master is **Competing**. He wants to win the argument by making the Chief Engineer apologise and say it was his fault.

The Chief Engineer is **Avoiding**. He does not want to engage in a discussion and is absent from any chance to negotiate or find a solution.

As a result of both their approaches, the tension remains and the whole crew suffers.

Next, ask participants to now look at a second question and discuss what they might do. They are not allowed to simply fire either of the people involved!

Managing Conflict: Scenario 4



If you were brought in by the company to resolve the conflict between the Captain and the Chief Engineer, what would you do?



Give participants approximately five minutes to think about the question together then ask for their thoughts.

Both people in the scenario have strong opinions and think they are right, but their stubbornness is stopping them working well as a team.

Getting a neutral person to referee a meeting between the two would be a good way to make sure both points of view are heard. It would also offer a chance for each person to agree how they can change their behaviour in some way.

Then, they should aim to work together to decide a plan for main engine maintenance for the future, so the same problem doesn't happen again.



Now think about yourselves. Take five minutes to think about the following questions and share with your partner:



Think of a conflict you have been involved in. E.g. a family argument, a work situation, a problem that happened when you bought something, or booked a holiday.

How was it settled? (remember the strategies above and be honest!)

Could it have been handled better and, if so, how?

Managing Conflict: Summary



Give participants approximately five minutes to consider the question together then ask if anyone is willing to share what they shared or heard.

Finish the exercise by reading the following explanation of a 'Golden Bridge' to the group:

A good negotiator should try to build what is known as a 'Golden Bridge'. The idea was originally created by a Chinese Military strategist and was used to describe creating 'a route for your opponents to retreat.'

It is still used by negotiation experts now to describe a bridge for all people involved in an argument to cross.

The way to build your own Golden Bridge is to make sure you consider everyone's different needs and wants, making sure to offer a solution which still allows people to maintain dignity and 'save face'.

Summary of Volume 2, Module 3



Take a moment to write down what you will remember from this session and what you want to do as a result.



Note down your key take-aways as a reminder:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Managing Conflict: Summary

Summary

In this session we have talked about managing conflict, and the five different types of strategy people use in conflict situations.

We saw how collaborating with others gave the best chance of all parties reaching a satisfactory solution.

Take time to read through the descriptions of the strategies again when you have time. When you are next in a conflict situation, try to find ways of collaborating.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

³ *For a fuller account and a psychometric test, see the Thomas-Kilmann Conflict Mode Instrument*

Individual Awareness Volume 2

Module 4: Using Social Skills

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



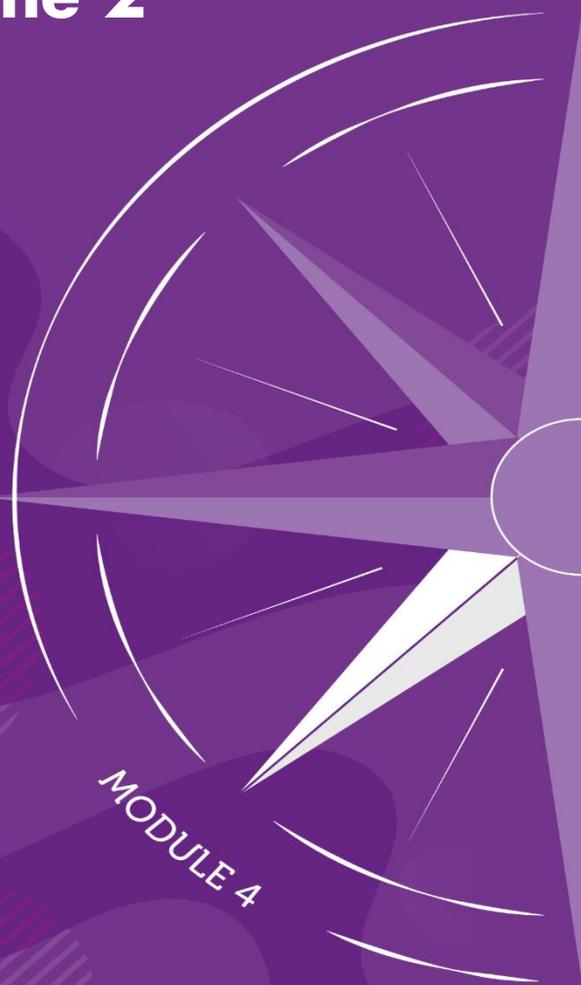
Read out all the sections in **bold text** or marked with this symbol



Indicates facilitator notes



Indicates a tip for developing facilitation skills



Module 4: Using Social Skills

Explain the goals of this module

1

Explore how social skills contribute to safety and wellbeing

2

Witness how a lack of social skills can affect all crew members

3

Show how social skills can help support others onboard the vessel

Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



Read out the following introduction, then ask participants to take a look at the list and tick all the statements they agree with.

A merchant vessel is a good example of a system which combines technology and human beings. It takes skill to maintain the engines of a ship, and to navigate it safely across the seas and waterways of the world.

The same amount of skill is needed to get the best out of the people onboard and this means seafarers need good social skills⁴.

A ship is a close community of people who have to work together for months at a time. Social skills help maintain good working relationships and contribute to the wellbeing and safety of the whole crew.

Social skills include active listening, observing emotions and intervening, and managing conflict. But they also include things that can be difficult to measure, like care, trust, respect and cooperation.

Seafarers need good social skills

Observing Emotions



Using Social Skills



Take a look at this list and tick all the statements you agree with:

I try to think of ways to avoid problems, instead of waiting for problems to happen before I do something	
I like to hear ideas from others when I make decisions	
I like change and think about how things could be different	
I like to work with other people to develop values and inspire excellence	
I am usually willing to look on the bright side	
I am able to accept responsibility for my mistakes	
I let other people see the real me when I interact with them	
I value a team approach over an individual approach	
I am able to give other people credit for ideas and positive outcomes	



If you ticked most or all of these questions, then you already use social skills to maintain good relationships.

The ones you did not tick may show you a type of social skill you can develop.

Ask participants to read the following scenario to explore this further.

Using Social Skills: Scenario 5



Read the following scenario.

Scenario 5

The Chief Engineer (C/E) was not in a good mood. He had arrived on the vessel that evening to discover that the Captain was female. She welcomed him warmly and said she was looking forward to working together.

'You too', he muttered before heading straight to the Engine Control Room.

The C/E had not worked on this vessel before so started to familiarise himself with the equipment he would oversee through the return journey to Kuwait. He spotted the Second Engineer (2/E), who he knew well and called him over.

'Have you seen the Captain?' He asked.

The 2/E nodded.

'She looks about twelve' the C/E said, shaking his head. *'I hope that the Chief Officer (C/O) knows what he's doing, you know what I'm saying?'*

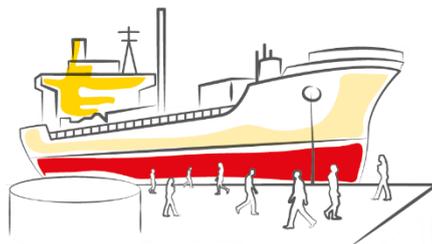
The 2/E, not sure how to respond to this, just said, *'Yes'.*

The C/E hadn't finished. *'I might be a bit old-fashioned, but I don't think it's right. Do you?'*

'Well, er...' The Second Engineer didn't want to get into an argument with his boss, even though he disagreed with what the Chief Engineer clearly believed. Fortunately, the Chief Engineer didn't notice his discomfort.

'So, listen, warn the rest of the team that we might get some strange requests, but whatever comes out of the bridge – make sure they check with me first. OK?'

'Er, OK', the Second Engineer managed, then made his excuses and headed to his cabin. *It was going to be a long and difficult trip.*



Using Social Skills: Scenario 5



Discuss the scenario.



What is your reaction to this scenario? What do you notice about the actions of the C/E?

What effect is the C/E likely to have on the entire crew?



★ *Remind yourself of the facilitation tips provided in volume 1, module 1 to get participants to expand their answers*

Ask the full group for their thoughts. Some points to highlight may include:

- This C/E is not using his social skills. A modern seafarer cares, trusts and respects their colleagues;
- It is unprofessional to gossip about another crew member;
- It is not acceptable to criticise the Captain or anybody else on the grounds of gender.

Points about how this may affect the ship may include:

- The C/E tells his 2/E that 'anything that comes from the bridge' should be checked with him first. This is likely to lead to conflict between bridge and ER;
- The role of others here is being undermined. The job of a leader of any rank is to support the rules and regulations that govern the safe operation of a vessel;
- People who disagree are unlikely to feel able to challenge his prejudiced beliefs;
- They are likely to feel embarrassed and fearful of expressing different views;
- They may even feel they have to express similar views in order to 'fit in'.

Being a modern seafarer means respecting others and demonstrating that you care about them as professionals and as people.

Using Social Skills: Scenario 6



Ask participants to read the following scenario. As an alternative, and if you are able to prepare in advance of doing the module, you might want to ask two participants to act out this scene.



Read the following scenario, which continues over the page

Scenario 6

The Captain has asked Third Officer Ravi (3/O) to meet for a mid-trip review.

The Captain begins, *'Let's talk about that fishing vessel.'*

'I saw it, the Ravi replies, *'But I was busy with the positions and I thought you and the Pilot were aware of the traffic situation'.*

The Captain nods, and says calmly, *'I appreciate I was at fault in allowing myself to become distracted, and I know how busy the Officer of the Watch can get on pilotage. It's a case of prioritising. If you see something is fast becoming a navigational hazard, please say so. OK?'*

Ravi shrugs and mutters, *'OK'.*

The Captain observes the shrug and, though he is used to rather more respect from an Officer, he suspects that there is more to this behaviour than he knows. *'Can I ask you something?'*

The Ravi gives him a strange look. *'What?'*, he replies like a bored teenager.

'You have been a 3/O for six years now. Are you making progress towards your Class 2 exams?'

'I failed, Ravi says and stares at the floor.

'Are you planning on retaking them soon?', The Captain asks.

'Not really'.

'Is there something I can do to help?'

'Like what?' Ravi looks suspiciously at the Captain.

Using Social Skills: Scenario 6 Continued

'I have been through the exams; I have an idea how to prepare for them'.

'I hate exams.'

The Captain smiles. *'I haven't met many seafarers who enjoy them'.* A thought occurs to him. In his mind's eye he sees the logbook and the last entry made by 3/O Ravi.

'May I ask you something else? Do you have difficulty making out letters and words?'

Ravi looks up in surprise. *'What if I do?'*

'Did you tell the examiners?'

'No – you don't like to admit that sort of thing'.

The Captain smiles. *'It's incredibly common and it means that you are entitled to longer time to complete the exam'.*

For the first time Ravi sits up and looks interested. *'I didn't know that'.*

The Captain leans forward. *'Look, Ravi, have a think about it, and if you would like to start preparing for your Class 2 exams, come and find me and we can talk through how to revise and what the examiners are looking for. OK?'*

Ravi nods, and almost smiles. *'OK'.* He gets up *'I'm on watch in five minutes.'*

'I'll see you soon', the Captain says, and offers his hand.

Ravi shakes his hand and leaves. The Captain takes a deep breath. It took some effort to keep his temper and not to remind Ravi who was the boss. But he managed it!

Using Social Skills: Scenario 6 Continued



Give participants approximately five minutes discuss what they just read/saw and answer the question. Ask them to share their thoughts.

Some suggestions may be:

- The Captain did not use his seniority to change the bad behaviour of the 3/O
- He admitted his own failings i.e. that he became distracted
- He persisted in trying find the underlying issues
- He notices the physical and verbal behaviour of the 3/O and looks for a reason
- He takes note of spelling errors on the logbook that lead him to suspect that the 3/O may have a disorder involving difficulty in learning to read or interpret words, letters, and other symbols, but that does not affect general intelligence (e.g. dyslexia)
- He offers personal support in the preparation for an exam

* This is just one scenario. It might have been different, and the 3/O might have been a poor and lazy Officer. In that case regular performance meetings would give the Captain the evidence he needed to remove such an Officer.

** Participants might also comment that conversations like this take a lot of time and most Officers don't have enough time to spare. However, an accident caused by the lack of attention demonstrated by the 3/O would take a lot more time to resolve.



Discuss the scenario.



What did the Captain do that used his social skills?

Using Social Skills: Summary

Summary of volume 2, module 3



Take a moment to write down what you will remember from this session and what you want to do as a result.



Note down your key take-aways as a reminder:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Summary

In this session we have talked about using social skills.

We scored our own use of social skills against a checklist.

We saw how a lack of social skills can undermine the smooth and safe operation of a ship.

We also saw how excellent social skills, as the Captain demonstrated in the previous scenario, can have a very positive effect on other people.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

⁴ For more about Social Leadership: *The Social Leadership Handbook*, Julian Stodd

A series of horizontal dotted lines for writing notes.

A series of horizontal dotted lines for writing notes.

A series of horizontal dotted lines for writing notes.