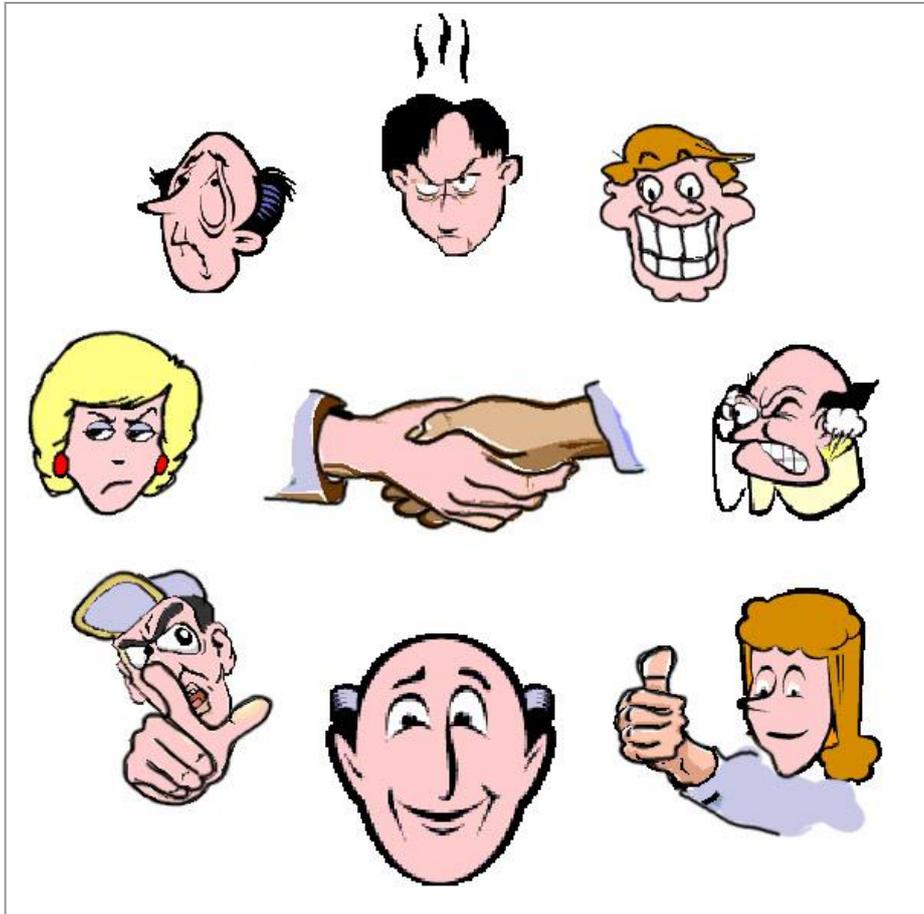


# Communications and teamwork on a coastal vessel



## LOG BOOKS

Trainees should maintain a Sea Log where practical activities and experience are recorded and witnessed. When you feel confident ask your RTO to arrange an assessment at your workplace or other suitable location. Your assessors will and provide feedback on your assessment.

*The Author acknowledges illustrations courtesy of Microsoft clip art and references to previously published material by Lisa Rushden and AVCGA. All content is supplied on the understanding that users exercise their own skill and care with respect to its use. Before relying on the material in any important matter users should carefully evaluate the completeness and relevance of the information for their purposes.*

## Communications and teamwork on a coastal vessel

Communications and teamwork on a coastal vessel	
Contents	
Communicate with others in course of work	<b>Element 1.</b>
	<ul style="list-style-type: none"> <li>a. Instructions are attended to, interpreted and implemented</li> <li>b. Effective reading and listening skills are demonstrated.</li> <li>c. Questions are used to gain additional information.</li> <li>d. Verbal and written communication with others in the performance of duties is clear and precise and follows established communications practice</li> <li>e. Misunderstandings in communications are avoided using appropriate confirmation techniques</li> <li>f. Various forms of non-verbal communication are appropriately used when working and communicating with others in the course of duties</li> </ul>
Contribute to teamwork and work standards on board a vessel	<b>Element 2.</b>
	<ul style="list-style-type: none"> <li>a. Work is carried out individually and in association with others in accordance with established performance standards</li> <li>b. Assistance and encouragement are provided to others in workplace activities</li> <li>c. Feedback on assessed work performance is acknowledged, discussed and acted upon</li> <li>d. Personal skills and knowledge are developed through on-board training and other means to ensure an effective contribution to work activities</li> <li>e. Employment conditions are known, understood and followed</li> <li>f. Individual rights and responsibilities on board a vessel are known, understood and fulfilled, including allowance for any cross cultural differences and differences in personal interests, beliefs and lifestyles</li> <li>g. Appropriate action is taken to avoid and prevent harassment of others</li> <li>h. Drug and alcohol abuse are avoided as required by company and vessel's policy and procedures and regulatory requirements</li> </ul>
Resolve conflicts	<b>Element 3.</b>
	<ul style="list-style-type: none"> <li>a. Conflict situations are recognised and appropriate assistance is sought to resolve the conflict with the personnel involved in accordance with vessel's procedures</li> <li>b. An appropriate contribution is made to action to solve conflicts by actively participating in conflict resolution procedures</li> </ul>

## Introduction

As in all workplaces, the ability of the crew persons of a coastal vessel to contribute to effective communications and teamwork is pivotal to smooth running and safe operations.

Communication is an act of imparting, giving, transmitting and receiving information; teamwork is that of working together in an organized and cooperative effort. Effective communication and teamwork therefore requires giving clear and concise information, listening, questioning and receiving feedback that confirms understanding by others in order to achieve a commonly held purpose or goal.

It is not the purpose of this workbook to outline the colourful language of the mariner, but rather to outline the skills and pitfalls in communicating within a team at sea.

## Element 1 - Communicate with others in course of work

### a. Instructions are attended to, interpreted and implemented.

#### ***The Command Structure of a small coastal vessel:***

The Maritime Industry uses universal communication techniques, but has also formulated its own methods to suit its unique workplace, that of a small unit remote from the outside assistance and services of the shore. Although the coastal vessel may be at sea for limited periods as compared to her larger offshore cousin, a similar crewing of Master, Mate, Engineer, Cook and Crew accept responsibility and perform all the duties of a land based community.

This responsibility for safe operations is stated in the International Regulations for Preventing Collision at Sea, "Rule Two, Responsibility":

*"Nothing...shall exonerate any vessel, or the owner, master, or crew thereof, from the consequences ...of the neglect of any precaution which may be required by the ordinary practice of seamen."*

The command structure will adapt itself to crew size and the vessel's operations, but "orders" or "instructions" will usually follow an order of rank and may include the duties as shown in the table below:

	<b><i>Each position reports to the one listed above.</i></b>
<b>RANK</b>	<b>ORDINARY PRACTICE OF RESPONSIBILITIES &amp; DUTIES</b>
<b>OWNER</b>	To maintain, man and supply the vessel for its intended operations.
<b>MASTER</b>	To ensure the safe management of the vessel in its voyage and operations.
<b>MATE</b>	To assist the master with particular regard to navigation, watch keeping, deck work and loading operations.
<b>ENGINEER</b>	To assist the master with particular regard to the operation of propulsion machinery, auxiliary equipment & tank operations.
<b>COOK</b>	To assist the mate with particular regard to provisioning, housekeeping and care of the sick.
<b>CREW</b>	To assist the mate with particular regard to, watch keeping, housekeeping, deck work and loading operations.

Not only is it desirable that instructions to be attended to and implemented for the smooth running and safe operations of the vessel, but it is also a legal requirement (Collision Regulations Rule Two) and is understood in most seaman's contract of employment (Ship's articles).

***Interpreting orders and instructions:***

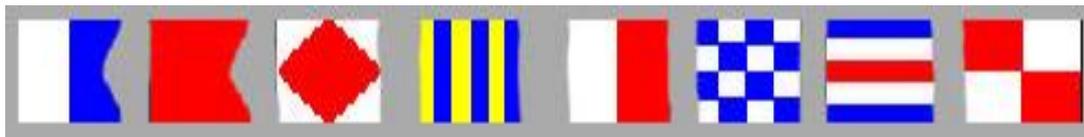
Methods commonly used for instructions and orders use non verbal, verbal and written. Signaling, a form of non verbal has its own particular place at sea.

*Informal signaling* requires local knowledge or experience. Fastening a broom to a ships mast (means ship for sale), flying a long pennant flag (means ship's last voyage) or a fishing basket displayed aloft (means keep clear, I am still fishing) are examples of many local traditions. The experienced watch keeper will recognize the early and substantial change of course by another vessel ahead as that ship's body language of her intended side to pass you.



*Formal signaling* is used in both traditional and state of the art systems. The coded information that is displayed (transmitted) requires the receiver to interpret it using the agreed decoding manual. These systems include Semaphore, Flags and Code Flags, Morse code by lights or sound signals and modern radio communications systems.

Radio signaling systems can automatic decode to activate indicator lights or sound alarms, while others systems require the use of published material such as code books and lists of lights and radio signals. These formal signals are more fully described in the sections of the CD that relate to Radio and the [Collision Regulations](#).



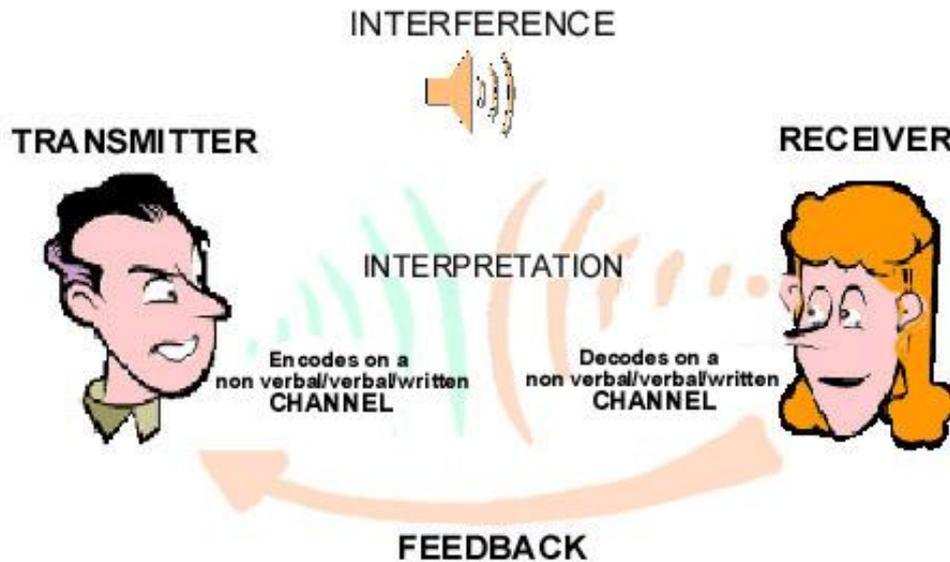
*Informal non verbal* communication is transmitted through facial expressions, hand signals, body language, attire and attitude of the communicators. It can result in misunderstandings with persons of differing backgrounds and cultures. In a multicultural industry, this concern has led to the development of *formal non verbal* communication in certain operational situations, such as saluting in acknowledgment of instructions from a senior officer or using standardized hand signals for lifting and cargo operations.

*Verbal* communication may be *informal* such as occurs in casual conversation, advice or instruction that allows levels of voluntary participation. It may alternatively be a *formal* order or command that is required to be obeyed and implemented.

Written communications include reminder memos and temporary signs, letters and advisories notices, emails and other print out radio services such as Telex, Digital Selective Calling, Navtex and Immarsat. All must be considered as *formal* by their nature of being an article that can be stored as permanent evidence. However, traditional *formal* communications at sea are provided in the written standing orders of the Master, the entries in the ship's logbooks, the records of reports and the safety management documentation.

### ***The communication process:***

Experts have taken from the language of radio communications to draw a model for the processes that are involved in all effective communications. While the illustration below shows that of two persons face to face, the principles apply to all the previously mentioned non verbal, verbal and written methods.



*The transmitter* is the one who sends the message with the intention that it will be understood.

*The channel* is the method that the transmitter uses to send the message. It is a code of non verbal elements (body language, facial expression, tone), verbal elements (language, technical terminology), or written (faxed, emailed, digital transmission). Usually it is a combination of any of the three. A successful communicator will use a channel that they know the receiver understands.

*The receiver* is who the message is sent to. They decode the information received. If they are on the same channel as the transmitter they will interpret it as was intended.

*Interference* from environmental influences (causing noise, fatigue or stress) may cause distortion of the original message and its consequent reception and interpretation. This is a factor in deck work where orders are usually shouted in order that they may be heard. Often as an alternative to voice, portable radios, hooters or sirens are used to overcome interference.

*Feedback* from the receiver is vital to the transmitter to confirm that the message has been interpreted as was intended. It will require acknowledgment and possibly further questions and answers to ensure this is the case.

In the model illustrated above, talking (transmitting) is shown as only a part of the process. Unless the two way process of listening, interpreting, understanding and confirmation occur, we cannot be sure that our message has been communicated.

## **b. Effective reading and listening skills are demonstrated.**

Communication breakdown is often results from poor listening. A person may be a poor listener because they:

- are tired of hearing about it.
- are overcome with too much information.
- are distracted by something else.
- disagree.
- are disinterested in the subject.
- dislike of the speaker.
- are planning how to answer.

Effective listening skill is more than just hearing what is said - it requires watching a person's non-verbal and verbal signals and giving feedback to show that you are attentive and that you understand.

Nodding the head, smiling and short replies, such as "OK" are indicators to the speaker that you are listening and understand, whereas raised eye brows, strained facial expression and requests for further information encourage a fuller explanation of what is expected from you.

An active listener focuses on the speaker and concentrates on decoding all of the messages being sent - words, tone, and body language This enables a more complete and accurate understanding of the nature and importance of the message that is being put over, and subsequently more efficiency at work or fewer mishaps aboard.

An effective reader in an industry with much complex documentation will look to plan their reading by its relevance to their job in hand. This process is aided by knowledge of alphabetical order (referencing skills) and a highlighting pen.

**Activity 1** - Try the quiz on the listening questionnaire below and circle the letter which best describes how you listen.

*A = always B = often C = sometimes D = never*

<b>When in a conversation do you:</b>					
1	plan your response while the other person is talking	a	b	c	d
2	finish the sentence for the other person	a	b	c	d
3	take notes of names, dates, and key information	a	b	c	d
4	change the subject if the speaker becomes emotional	a	b	c	d
5	maintain eye contact (when culturally appropriate)	a	b	c	d
6	interrupt if you think information is wrong	a	b	c	d
7	stay silent and still until the person has finished talking	a	b	c	d
8	interpret meaning from body language	a	b	c	d
9	look for central ideas and concerns	a	b	c	d
10	think about similar experiences you have had	a	b	c	d
11	study how the person is dressed	a	b	c	d
12	listen for what the person is feeling	a	b	c	d
13	try to see things from the speaker's perspective	a	b	c	d
14	continue doing something else while listening	a	b	c	d
15	pretend to understand to make others comfortable	a	b	c	d
16	ask questions for more information	a	b	c	d
17	summarize what the person says to check understanding	a	b	c	d
18	give your opinion and advice	a	b	c	d
19	allow silences in the conversation	a	b	c	d
20	reassure distressed persons that all is OK	a	b	c	d
<b>Totals =</b>					
<b>Questions</b>	<b>1, 2, 4, 6, 7, 10, 11, 14, 15, 18, 20</b>				
<b>Score</b>	<b>a = 1 b = 2 c = 3 d = 4</b>				
<b>Questions</b>	<b>3, 5, 8, 9, 12, 13, 16, 17, 19</b>				
<b>Score</b>	<b>a = 4 b = 3 c = 2 d = 1</b>				
<i>Quiz adapted from original Courtesy of Lisa Rushden</i>					

*More than 65-* an excellent listener demonstrating through your body language and your responses that they have your full attention.

*Between 50 and 65-* some effective listening skills that can be refined.

*Between 30 and 50-* non-listening behaviour shows barriers to communication.

*Less than 30-* you will benefit from reading this workbook again.

**Activity 2** - Read your vessel's Safety Management Plan and describe its emergency procedures.

### c. Questions are used to gain additional information.

Body language may indicate that someone is listening and understanding. But how do we know if our message is interpreted as we intended? We need more confirmation.

By asking questions we can test the other person's understanding. An effective communicator considers both verbal and non-verbal feedback, and asks for more information to be sure. Such questions can be closed or open.

*Closed questions* elicit short answers and can be appropriate and time efficient. They begin with phrases such as *do you, can you, have you, or are you*, for example:

*"Do you have the torch?"*

*"Are you on duty?"*

*Open questions* however are more revealing in clarifying if someone understands. They cannot be answered by yes or no and begin with phrases such as *how, what, where, when or why*, for example:

*"What kind of light will you need?"*

*"How long are you on duty for?"*

*Leading questions* implicitly suggest the answer you are looking for, and attempt to force agreement, for example:

*"Don't you think this is correct?"*

*"You wouldn't want to waste time, would you?"*

**Activity 3** - In the conversation below, closed and leading questions limit the information Joe gets from his customer. Rewrite these as open questions.

Joe: *"Want to book a cruise, mate?"*  
Customer: *"Yes"*

Joe: *"Today?"*  
Customer: *"O.K."*

Joe: *"Here's your ticket then, that's 25 bucks mate?"*  
Customer: *"But there are three of us".*

Joe: *"Make up your mind mate, here's three tickets then, that's \$75?"*  
Customer: *"Don't children get a discount?"*

Joe: *"How many?"*  
Customer: *"Just one."*

Joe: *"Okay, that's two adults and one child, that's \$62?"*  
Customer: *"Don't pensioners get a discount too?"*  
Joe: *"Okay, that's one adult, one pensioner and one child. We leave at 12 and are back by 6. Now you know what you want that's \$59" dollars.*

Customer: *"We have to be back by 4."*  
Joe: *"Sorry, I told you, we leave at 12 and are back by 6."*

Customer: *"But my parking meter runs out at 2."*  
Joe: *"Not my problem, there are plenty of other boats going out ..."*

**d. Verbal and written communication with others in the performance of duties is clear and precise and follows established communications practice.**

***Verbal Communication***

We do not necessarily choose the time that we communicate with others and how we manage it depends on our feelings, mood or stress level at the time. All of us will have regretted saying something in the heat of the moment.

Joe's failure to communicate with his customer may have been due to being:

- Hot and tired.
- Preoccupied with other personal issues.
- Upset by an earlier difficult customer.

The challenge for the good communicator is to try to stay in the *now*, put preconceptions aside and make an effort even when you feel disinclined.

Clear and precise verbal communication requires using either pre-established and understood commands or thinking carefully about both the words you use and the person you're talking to.

Common mistakes people make are:

- Mumbling, speaking too softly or loudly.
- Talking too fast.
- Repetition or talking too much.
- Using inappropriate language or unfamiliar technical terms.
- Lecturing, boasting or interrupting.
- Not speaking up or participating.

Our conversation style depends on who we are talking to; colleagues, customers or strangers. We use normal words for our friends (mate) and respect words for those in authority (sir). Their gender, age, relationship and birth language moderate the words we use and the way we use them. A good communicator considers who they are talking with and adjusts their language to that person's needs.

The advantage of pre-established and generally understood maritime commands can be appreciated in this context. The full list of the "International Standard Marine Phrases" is comprehensive. It is normal practice for those issuing orders to brief their crew before operations, but the following commands are examples commonly used on coastal vessels in the Australian trade:

<i>*Orders may differ between coastal vessels that you serve on.</i>	
ORDER	MEANING
Mooring and berthing orders from the Master to the crew	
<i>Let go (a named line)</i>	Untie a rope (line) securing the vessel.
<i>Let go all</i>	Untie all lines securing the vessel.
<i>Make fast (a named line)</i>	Secure a line to the vessel.
<i>Ease (a named line)</i>	Allow a line to slip out under control.
<i>Check (a named line)</i>	Hold a line in the present position temporarily.
<i>Orders are replied to as implemented, e.g. "Aft line gone."</i>	

<i>*Orders may differ between coastal vessels that you serve on.</i>	
ORDER	MEANING
Steering orders from the Watch keeper to the helmsman	
<i>Hard to Starboard</i>	Turn the steering wheel all the way to the right and hold it there.
<i>Ten degrees to Port</i>	Turn the steering wheel until the indicator reads 10° to Port and hold it there.
<i>Ease to amidships</i>	Return the steering wheel until the indicator reads 0° and hold it there.
<i>Steady as she goes</i>	Steer the vessel so she continues to head in the present direction.
<i>Steer 090°</i>	Turn the steering wheel until the ship's compass reads 090°, East.
<i>Steady by compass</i>	Continues to steer the vessel on the present ship's compass setting.
<i>Orders are be repeated by the helmsman to confirm that they are understood.</i>	

### **Written Communication**

Seamen are not immune from having to write; messages, time sheets, log books, receipts, equipment orders and incident report forms are examples.

Try to consider who will read your work and check to see if you have included all the relevant information that will be understood as you intended. Try to be:

- Clear-                    It can be easily read.
- Concise-                It is not too long.
- Complete-              Everything necessary is included.
- Correct-                It is accurate.

Keep these requirements in mind as you write.

Some conventions need to be applied to completing formal log books. Falsifying a log book is a criminal offence. As a legal document the logs must be factual (not contain opinion, observations or coarse language). As tempting as it may be to include a humorous comment, this may not be appropriate if the document is later read out in court.

- Log book entire should be signed and dated.
- Mistakes should not be erased, but lined through and initialed.
- Pages should not be removed.
- False entries must not be made.

Also, as the log books are checked by the next watch keeper or engineer that comes on duty, they provide an invaluable history to monitor the progress of the vessel's passage or the performance of her engines. A vessel that suddenly starts using twice the oil daily is a problem in the making. It may not be noticed if the engineer had failed to keep a vigilant record of each time that he topped the oil.

**Activity 4** - Examine your [vessel's log books](#), and complete a similar day entry of your own.

- A vessel's log book includes information such as:
- Destination
- Times of departure, ETA and ETR
- Weather, tides and sea conditions.
- Number of crew and passengers
- Any engine or vessel repairs required

**Activity 5** – Use the linked [engine log](#) to keep your own record of your vessel's pre-departure checks.

## **e. Misunderstandings in communications are avoided using appropriate confirmation techniques.**

You will remember our model illustration in section a. of how the communication process works. Non verbal with verbal messages are encoded by the transmitter and decoded by the receiver in any conversation. This required both to be on the same channel.

This presupposes that those in the conversation are looking at each other to pick up the non verbal clues, (more fully described in the next section). In fact, in White Australian culture the convention is to maintain direct eye contact. Not to do so is to be considered shifty. This is quite in contrast to Australian Aboriginal culture, where to stare at another is considered rude. Such cultural misunderstandings can cause both inter personal and larger scale community communication breakdowns.

While being sensitive to such cultural issues it remains necessary for those engaged in non verbal signaling to remain in sight of each other, to watch for the signals and to return a signal in confirmation.

In many vessels it is usual for the Master to “con” the vessel, which means that he places himself in a position with good visibility and gives instructions to a helmsman to steer, an engineer to work the motor controls and a navigator to watch the radar. Previously in section d. we looked at tables of common mooring and steering orders. It is standard practice in these tasks to repeat the order given in order to avoid any misunderstandings. In any other case of doubt the similar technique of repetition (“*Aye, aye, sir – engines half speed ahead*”) will never go amiss.

In the case of more involved conversation or instruction, feed back may have to be continuous and punctuated by questioning and response. The substance of this topic has been addressed in section c. (questions are used to gain additional information). Open, closed and leading questions introduced a number of ways that misunderstanding can be tested for and consequently minimized.

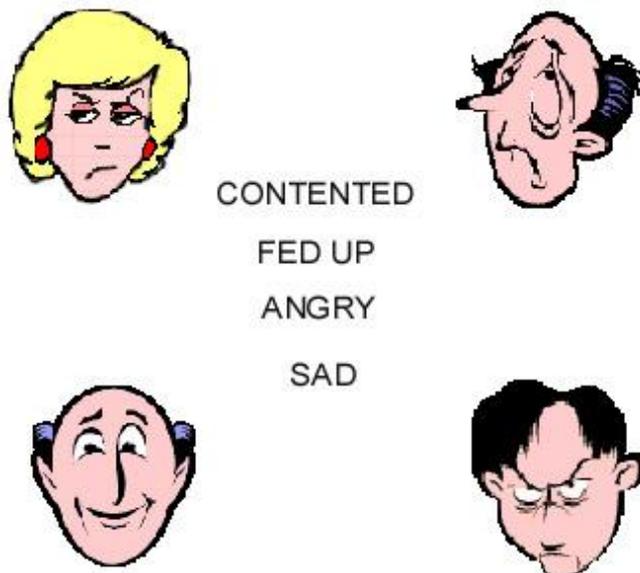
**Activity 6** - List the methods you would use to confirm that your message was understood as was intended.

**f. Various forms of non-verbal communication are appropriately used when working and communicating with others in the course of duties.**

Non-verbal communication can be informal (intended/unintended), such as our body language and tone of voice or formal (intended), such as hand signals used during a vessels operations.

***Informal non-verbal communication***

Our stance, eye movements, expressions, gestures and dress combine to create our body language. The tone of our voice may signal anger, friendliness, confusion, confidence, respect/disrespect or interest/disinterest. How we say something is often more powerful than what we say. The facial expressions shown below are simple illustrations of the messages we can get from people without them saying anything at all. Try matching these faces with their emotion:



While these particular examples of body language are hard to *fake* (are unintentional) it is important to be aware of the message that may be transmitted, and consider how appropriate that is to the intention or circumstance.

Often there is misinterpretation of body language. Someone can shed tears from sadness or from a speck of dust in the eye; a yawn could indicate boredom or genuine fatigue.

Consider the examples of body language in the table below that may be interpreted with two meanings. You may like to enter additional interpretations of your own.

<b>Examples of body language</b>	
<b>SIGNAL</b>	<b>INTERPRETATIONS</b>
<b>Face</b>	
Smile	Pleasure or acceptance.
Frown	Worry or disapproval.
Raise eyebrows	Questioning or scorn.
Open mouth	Surprise or disbelief.
Yawn	Tiredness or boredom.
<b>Eyes</b>	
Eye contact	Interest or honesty.
Look away	Dishonesty or not wishing to be rude.
Wink	Humour or familiarity.
Stare	Disbelief or concentration.
<b>Hands</b>	
Point at listener	Aggression or directing.
Clench fist	Anger or determination.
Scratch head	Confusion or itch.
<b>Feet</b>	
Tap foot	Anxiety or rhythm.
Stamp	Demanding or exclaiming.
<b>Posture</b>	
Stand/sit upright	Confident or uncomfortable.
Lean forward	Interest or poor hearing.
Slouch	Low self esteem or sense of ease

Being aware of the body language you are giving and moderating it to suit the circumstances will lessen the chance of misinterpretation and get your message across as intended.

## **Formal non-verbal communication**

Perhaps first developed as a tool for maintaining silence while the group stalked its prey, hand signals to enable communicating in a commonly understood code are used by differing cultures all around the world. In its most complete forms, such as used by the American Indians or in signing with the deaf, an alternative language to speech has been developed.

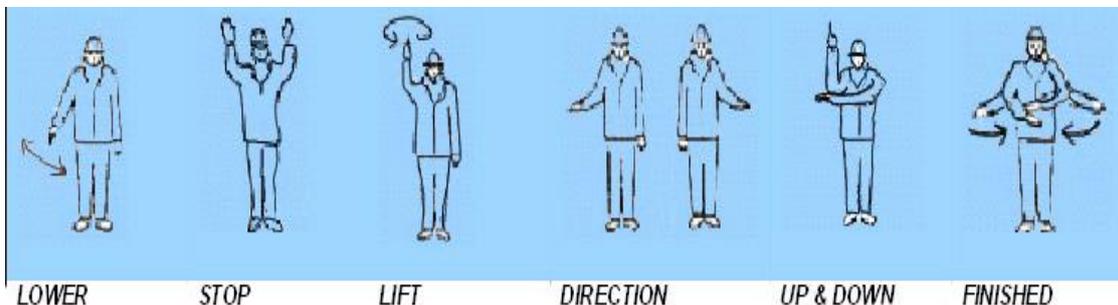
The thumbs up (*yes, good*) and thumbs down (*no, bad*) are universally understood in Australia. In helicopter rescue lifting they have the more precise meanings of thumbs up (*I am ready to lift*) and thumbs down (*I am unready to lift*).



The handshake is said to derive from strangers offering a friendly greeting by showing they were unarmed with their right hand, the sword wielding hand. The Russian tradition is to embrace and the Inuit Indian to rub noses. So it can be seen that even simple hand signals can lead to cultural misinterpretations.

In some maritime operations standard hand signaling systems are used, but in any event it is important to brief the crew in preparation for operations that relies on non verbal signaling.

The illustration below shows the conventional crane lifting and anchoring hand signals used by the crew. At night time when signifying that the anchor cable is now in an *up and down* situation, a torch is swung vertically up and then down in imitation of the cables direction.



**Activity 7** – You are going for a job interview. Enter the signal you may give, and how it may be interpreted by your prospective employer.

<b><i>Giving a good impression at a job interview.</i></b>		
	<b>SIGNAL</b>	<b>INTERPRETATIONS</b>
Face		
Eyes		
Hands		
Feet		
Posture		

## Element 2 - Contribute to teamwork and work standards on board a vessel.

### a. Work is carried out individually and in association with others in accordance with established performance standards.

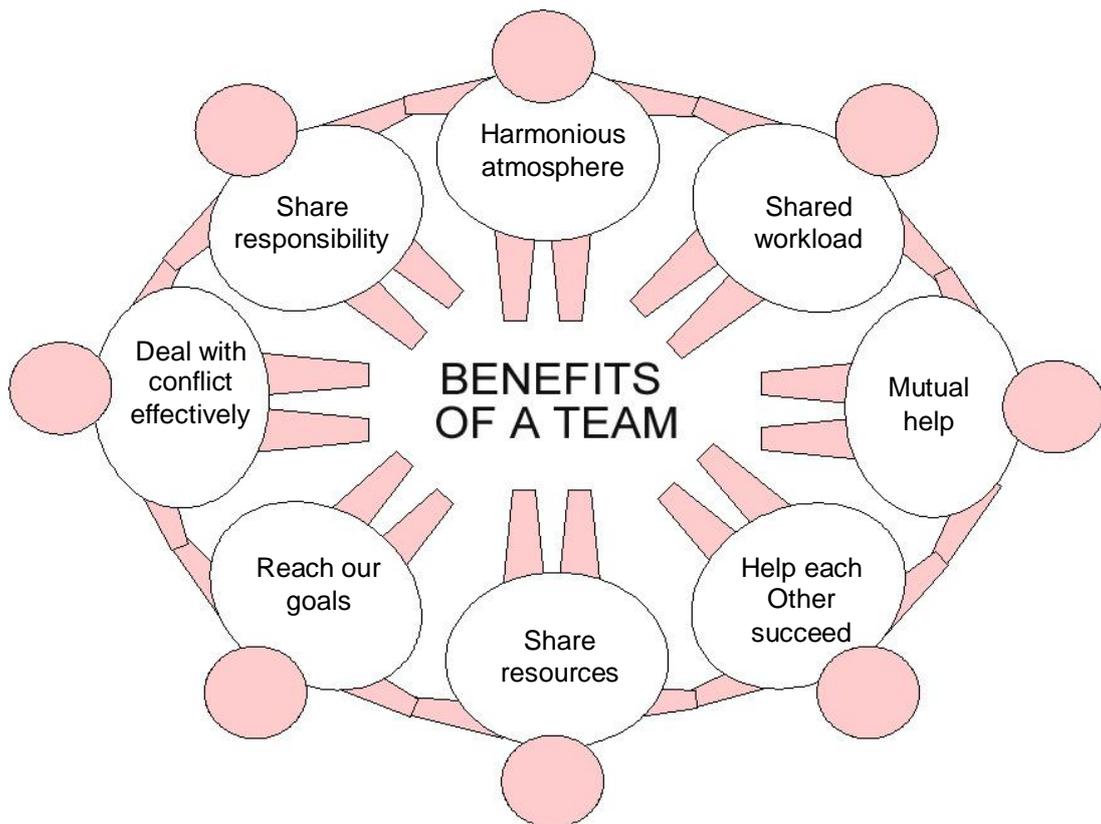
A team needs a common purpose and a plan to reach it. Its members have defined roles, but also work flexibly and cooperatively to support others when required. A successful team manages:

**Common goals**

**Joint action**

**Cooperation**

The benefit of the team approach is that the whole can be greater than the sum of its parts. Sometimes people feel it is easier to do a job on their own than with others. This is because conflict, poor communication and different work styles can sometimes make team work counter-productive.



Acceptable performance standards will be available from your company in the vessel's [Safety management Manual](#) and Quality Assurance Standards, or from your supervisor.

## **b. Assistance and encouragement are provided to others in workplace activities.**

Everyone likes to be complimented when they do something well. A word of praise is worth a dozen harsh words. In the corporate world the use of prizes and rewards days are common, as is the process of promotion by results.



The crew (team) of a small vessel work very closely in coordinated activities such as mooring and anchoring, and it is unlikely that crewmen standing back during these critical events will be tolerated. A helping hand, patience and a will of old hands to share their experience and skills are the ways of the sea.

The maritime industry places much importance on the maintenance of Sea time log books. These are provided by the State Maritime Authorities or from the Commonwealth by the Australian Maritime Safety Authority.

These log books not only have provision for the log of passages but also for the drills and training that you have undertaken. The advantage of maintaining an accurate log of the training is that you can claim reduced sea time hours for gaining a certificate of competency to the next rank in the maritime ladder.

**c. Feedback on assessed work performance is acknowledged, discussed and acted upon.**

The inclusion in log books of specific sections for recording drills and training provides a great opportunity for the crew to share and discuss work performance issues. Additionally, the review procedures that are part of a functioning risk management policy require team members to regularly monitor and evaluate how the companies risk control measures are shaping up in practice.

While everyone likes to be complimented there is value in the use of review processes. These may be a formal interview on a periodic basis, a friendly chat about how you are going or a self review questionnaire such as the one below.

**Activity 9** – Circle each phrase that describes your usual work behaviour, and give yourself a point score for each box. Analyze your work style in the DISC model overleaf by the total points you score in each box.

<b>BOX A</b>	<b>BOX B</b>
Orderly and systematic Deliberate and unaggressive Enjoys study and analysis Critical thinker Detailed and thorough Well organised Likes accuracy Weighs alternatives Needs standard operating guidelines Steady quiet manner	Results oriented Accepts challenges Strong willed Takes the initiative Willing to confront Makes decisions easily Ambitious Sense of urgency Assertive Likes solving problems Questions the status quo
<b>BOX C</b>	<b>BOX D</b>
Eager to please Helpful Lacks interest in goal setting Not highly competitive Has difficulty saying no Loyal Calms excited people Good listener Needs security Lets others take the initiative in social situations Patient Enjoys assisting others	Persuasive Socially outgoing Sees possibilities Informal Fun loving Energetic Creative Lack of concern for details Likes participating in groups Creates a motivational environment Doesn't like to be hemmed in Open with feelings

**d. Personal skills and knowledge are developed through on-board training and other means to ensure an effective contribution to work activities.**

***Developing personal work skills***

**DISC Model** - People respond and behave differently depending on the context. Those described in boxes A & B focus on the task at hand and achieving outcomes (task oriented).

Those described in boxes C & D focus on the needs/stimuli of people around them (work oriented).

The left side contain behavioral styles that are reserved/reflective, while the right side contain work styles that are extroverted/outgoing.

<b><i>Introverted -Task oriented</i></b>	<b><i>Extroverted -Task oriented</i></b>
<b>BOX A - CONSCIENTIOUS</b>	<b>BOX B - DIRECT</b>
<p><b>Behaviour</b>            Reserved            Approaches work systematically            Pays attention to details            Focuses attention on immediate task            Prefers to stick to established guidelines            Likes to plan for change</p>	<p><b>Behaviour</b>            Outgoing            Challenges status quo            Keen to get things done            Resists authority            Likes to take the lead            Takes action to bring about change</p>
<p><b>Needs</b>                      <b>Fears</b>            High standards      Criticism            Appreciation        Imperfection            Quality Work        Inadequate explanations</p>	<p><b>Needs</b>                      <b>Fears</b>            Results                      Challenges to their authority            Recognition            Challenges                      Lack of results by others</p>
<b>BOX C - STABILISING</b>	<b>BOX D - INFLUENCING</b>
<p><b>Behaviour</b>            Reserved            Works well in a team            Accommodates others            Maintains status quo            Recovers slowly from hurt            Prefers steady not sudden change</p>	<p><b>Behaviour</b>            Outgoing            Leads by enthusing others            Prefers a global approach            Steers away from details            Acts on impulse            Keen to promote change</p>
<p><b>Needs</b>                      <b>Fears</b>            Security                      Isolation            Acceptance                Standing out            Teamwork                      Unplanned challenges</p>	<p><b>Needs</b>                      <b>Fears</b>            Change                      Disapproval            Acknowledgment        Stagnation            New trends and ideas      Detailed work</p>
<b><i>Introverted - People oriented</i></b>	<b><i>Extroverted - People oriented</i></b>

The DISC Model was initiated by Performax as part of their Personal Profile System. For more information questionnaires and courses contact Australian Distributor, Integro Learning Systems P/L, PO Box 483, Dee Why NSW 2099

Copyright: © The Conflict Resolution Network. PO Box 1016 CHATSWOOD NSW 2057 AUSTRALIA (02) 419 8500. May be reproduced if this notice appears.

## ***Training***

Training is a regulatory requirement, undertaken regularly in the form of musters and drills in order to test the preparedness of both the equipment and the crew.



Regulatory intervals for musters and drills.

*MONTHLY*

*EMERGENCY DRILL (INC. EMERG. STEERING)*

*2 MONTHLY*

*SURVIVAL/ABANDON SHIP*

*2-3 MONTHLY (2 pax) – (3 fishing)*

*MONTHLY FIRE DRILLS*



*Photo Courtesy of USCG*

These sessions provide the opportunity for the team to discuss the training for feedback, comment and improvement.

**e. Employment conditions are known, understood and followed.**

On taking up employment you should be informed of your job description. This may be informal, or you may be required to sign the *Ship's articles* that are kept with the Ships log. This will detail what you have signed on to do and include any special provisions.

<b>Job description Deckhand</b>	<b>Ships Articles</b>
<p><b>In general the Deckhand is responsible for:</b></p> <ul style="list-style-type: none"><li>• assisting in the implementation of the safety and environmental-policy;</li><li>• carrying out the Company's safety and environmental-protection policy;</li><li>• obeying orders in a timely and concise manner;</li><li>• ensuring that matters relating to safe operations and pollution prevention risk are carried out</li><li>• reporting non-conformities, accidents and hazardous occurrences to the master;</li><li>• reporting defects to the Company;</li><li>• and carrying out any order of the master required for the safety of the vessel.</li></ul> <p><b>In particular the Deckhand is responsible for:</b></p> <ul style="list-style-type: none"><li>• Cooperating in the safety of Operational procedures of:</li></ul> <p>Anchoring Bar service hygiene Berthing Boarding /disembarkation Cleaning Deckwork Galley safety and hygiene Responsible service of alcohol</p>	
<p>I have understood this job description and agree both to comply with Safety and Pollution Prevention Regulations and Procedures at all times, and to take the necessary precautions in the interests of human life, property and the marine environment.</p> <p>Deckhand signs _____ Date _____</p>	

The company structure will depend on its size, but may involve all the positions as shown below. A sole trader may have to do everything himself.

**Owner**

(Name)

**Fleet Manager**

(Name)

**Wharfage**

Stevedore

Security

**Vessel Manager**

(Name & Contact details)

**Subcontractors**

Chef

Caterers

Entertainment

**Designated person**

(Name & Contact details)

**Office**

Legal officer

Secretary

Customer service

Promotion

Bookkeeper

**Master**

**Crew**

Watchkeeper

Engineer

Deckhand

Ships carpenter

**Support**

Bar staff

Cleaners

**Activity 10** – Draw up a job description for one of the positions shown above.

**f. Individual rights and responsibilities on board a vessel are known, understood and fulfilled, including allowance for any cross cultural differences and differences in personal interests, beliefs and lifestyles.**

Everyone has their own personality and way of solving problems developed from their past experiences. When communicating with people from different backgrounds, it's important to be aware of these differences. Some examples of cultural differences include:

*Eye contact* - Eye contact is commonly used to show we are interested and listening. We look away when we have finished the conversation. For many people, looking someone in the eye demonstrates honesty and confidence, however this is not common to all cultures. Aboriginal Australians traditionally lower their eyes in respect as maintaining eye contact with a stranger is considered rude. In some Asian cultures it is rude to be direct in formal interaction, including too much eye contact.

*Hand gestures* - The thumbs up hand signal means well done in Australia. In Japan it is used for the number 5. Middle and index fingers held as a V is a victory sign in Australia, but an obscene gesture in the UK.

*Touch* - In Australia and northern European countries, a handshake is the only the accepted touch by strangers. In Mediterranean Europe, kissing is an accepted part of communication. In many south east Asian countries it is common for heterosexual men to embrace or hold hands, while in Australia this type of contact between men is widely interpreted as homosexual.

Just as people display different personalities, everyone has their own workstyle – a way of attacking problems, going about tasks and relating to others. Much of this is based on our past experiences, values and attitudes, and some is probably genetic – we are born with certain ways of behaving.

Recognising, accepting and capitalizing on the experiences and knowledge of those team members from other traditions is an important team skill.

## **g. Appropriate action is taken to avoid and prevent harassment of others.**

### ***Company policy to control harassment***

The supervisor is responsible to put into effect the company's policies for fairness in the workplace, and the first contact to resolve problems related to:

*Equal opportunity policy-* The supervisor should be mindful of forceful personalities favoring or shunning others. If allowed to go unchecked they may develop into claims of discrimination and harassment.

*Code of practice for training-* The company training policies should make sure that it is free of discrimination and harassment is not tolerated.

*Grievance policy-* Formal grievance procedures should be in place that save much acrimony and can resolve differences of opinion before they escalate to conflict.

*Anti-discrimination and workplace harassment policy-* if a supervisor becomes aware of any member being treated unfairly then he/she has an obligation to follow procedures and to take action to resolve the matter before it become an issue. Ignoring such matters will make them worse.

### ***Dealing with harassment***

Harassment takes many forms and can include:

- Discrimination by age, sex, nationality, culture or a disability.
- ridiculing a person's behaviour or circumstances.
- criticizing and putting someone down repeatedly.
- touching a person inappropriately.
- coercing someone do tasks that are outside of their job description.
- bullying or threatening behaviour and language.

Legislation exists to address and prevent harassment in the workplace. If you feel you are suffering harassment, speak up. If the behaviour does not stop then seek legal advice.

## **h. Drug and alcohol abuse are avoided as required by company and vessel's policy and procedures and regulatory requirements.**

The company will usually have a Drug & Alcohol Policy. In Commercial vessels there is a zero level for workers. An example of such a policy is shown below:

### ***Drug & Alcohol Policy***

*It is the policy of the Company that it is not acceptable for any staff member to be under the influence of alcohol, or non medication drugs during any working shift day or night.*

*Any staff member found under the influence of either alcohol or non medication drugs would not be fit or permitted to work and will be placed on a warning by the Manager. If a second warning has to be placed counselling would be offered for their problem. If this behaviour continued the Manager has the right under the OHS Act to dismiss the employee to stop any endangerment to passengers or other staff members. In the case of suspected drug/alcohol use the Company will operate random testing with the cooperation and consent of the workforce.*

### ***Prescribed Medication***

*Any medication that is prescribed by a doctor is acceptable, but if the medication states that it causes drowsiness or do not drive, it is required that the employee has time off from [transport safety work](#) (as described by the [act-internet link](#)) whilst on the medication. It is prohibited to supply passengers with Panadol, Aspirin or any other painkiller related drug at any time.*

Some vessels also serve alcohol and an example of such a policy is shown below.

### ***Responsible Service of Alcohol***

*At non licenced premises the duty supervisor/person in charge will ensure that no alcohol is allowed to be supplied or consumed contrary to the [current Liquor regulations](#).*

*At on licensed premises the licensee details are displayed at each entrance to the vessel. A copy of the entire licence is displayed prominently along with the liquor board posters as required; no service to the intoxicated, no service to under 18s, comparison of standard drinks table.*

*All drinks are served from packaging that states their standard drinks rating. Drinkable water is available at moderate cost. All staff supervisors and those staff serving alcohol to the public must have completed their RSA certificate, a copy of which will accompany this responsible service of alcohol policy statement along with an alcohol incident diary that is available to view by staff in the service area. The Company does not operate promotions, competitions or inducements that encourage irresponsible drinking in compliance with [current Liquor regulations](#).*

## Element 3 - Resolve conflicts

a. Conflict situations are recognized and appropriate assistance is sought to resolve the conflict with the personnel involved in accordance with vessel's procedures.



Personality clashes are common and you can do without petty squabbles within the crew. Under stress, minor irritations can flare up threatening the safety of all, much less the efficient completion of the operation. Common causes are:

- Different values, beliefs and attitudes
- Prejudices, stereotypes, false assumptions about others
- Physical symptoms of fatigue, overwork or illness, stress and tension.
- Clash of personalities, work styles, competition at work.
- Conflicting personal commitments and obligations.
- Communication breakdown, from poor instruction or inattention.

Conflict is the result of continuing misunderstanding of the perspective of another and will elicit two very different responses:

***FIGHT***

***or***

***FLIGHT***

The fight mode is characterized by *aggression* and attempts to dominate the other person. The fighter may clench their fists and shout. They may wave their arms, point, lean threateningly towards the other person or commit violent acts.

The flight mode is characterized by *passivity*, withdrawing by walking away or internalizing their feelings. The flight person may keep their eyes down, lower their voice, slump their body and fold their arms. In both modes the symptoms of stress of raised heart beat, body temperature and blood pressure, dry mouth, shaking, dizziness, nausea or stomach pain, are common due to the body's release of adrenalin into the bloodstream.

The fighter in conflict usually escalates the problem. The other party will defend themselves by becoming aggressive or by withdrawing in flight, neither of which helps solve the conflict. Flight from the conflict internalises feelings of anger, resentment and poor self esteem can raise the level of conflict over time.

Finding a calm and rational way to reduce a conflict flare up may include breathing slowly and deeply, counting to ten or taking a few moments to regain control of the fight/flight reaction. It requires responding *assertively* by listening to the other person's concerns and calmly expressing our own. Assertiveness is an important tool in breaking down resistance, responding to criticism and resolving conflict.

**Activity 13** - Give an example of an aggressive, a passive and an assertive response.

Aggressive \_\_\_\_\_

Passive \_\_\_\_\_

Assertive \_\_\_\_\_

**b. An appropriate contribution is made to action to solve conflicts by actively participating in conflict resolution procedures.**

Conflict is the result of continuing misunderstanding of the perspective of another and is often slow to mature into open hostility. Proactively in resolving such issues early is advised by confronting the parties to a mediated discussion. This focused the problem and demonstrates to protagonists that it is not just about them.

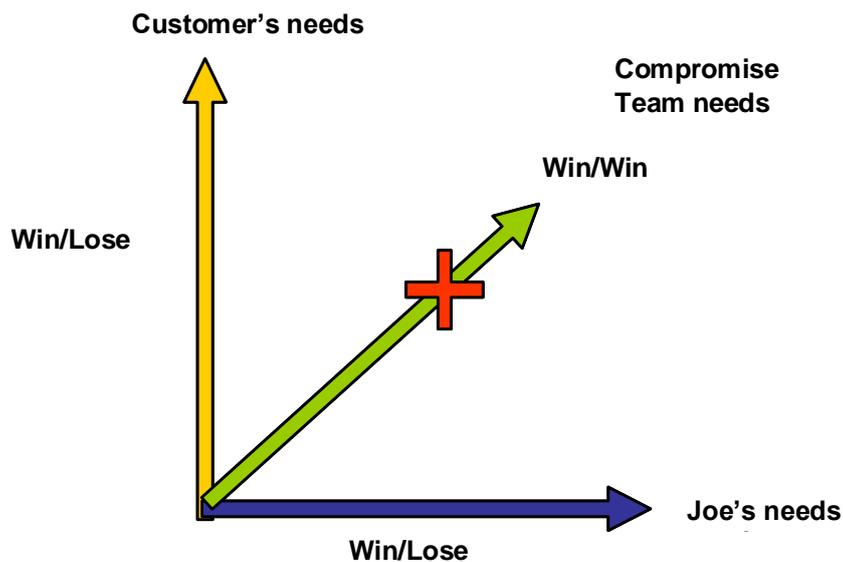
A neutral person or mediator who is not themselves part of the conflict can help those who are involved in the parties to work towards a solution. They do this by:

- Getting agreement from the parties to willingly work towards a solution.
- Providing a neutral ground to express their viewpoints.
- Steering conversations away from personal attack towards solutions.
- Listening, summarizing and checking understanding of viewpoints.
- Mapping the needs of each stakeholder.
- Encouraging both parties to look for win/win solutions, that meet everyone's needs

There may be a conflict resolution procedures and support service in your workplace. Most conflict is quickly resolved when emotions cool and combatants are ready to work towards a solution by focusing on the issues, not personalities. A useful technique takes the form of stakeholders saying what they need as shown in the mapping table below.

Customer says he needs	Joe says he needs	The Team say they need

Conflict resolution strategies are most successful when they seek to satisfy the needs of all the people involved in a dispute. This is called a “win/win” approach. Although it is not always possible to find a way of resolving the situation so that everyone’s needs are met, when a genuine attempt is made to find a solution that best satisfies all players, they are more likely to accept that outcome.



Win/win solutions are only found after the needs and concerns of everyone involved in the conflict are heard. This demands willingness to listen to other people and to work towards resolving the conflict.

**Activity 14** - Give an example of a conflict situation from your experience, and describe how you could solve it.

**References:**

*The Author acknowledges illustrations courtesy of Microsoft clip art and references to previously published material including:*

- National Search & Rescue Manual*
- The Conflict Resolution Network.*
- AVCGA*
- Lisa Rushden*
- The International Regulations for Preventing Collisions at Sea.*