



Establishment of Eastern Mediterranean Regional Network: pooling, sharing, development of innovative face-to-face and digital training/mentoring tools for the maritime sector

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Acronyms and Abbreviations

| | |
|-------|---|
| BIMCO | Baltic and International Maritime Council |
| CESA | Community of European Shipyards Association |
| EMReN | Eastern Mediterranean Regional Network |
| ICS | International Chamber of Shipping |
| IMO | International Maritime Organisation |
| SoE | Sea of Experience |
| UCF | Universal Competency Framework |





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Executive Summary

This document represents the identification of Mentor Profile for the project Sea of Experience. The purpose of this profile is to define the appropriate criteria (on the basis of both technical and soft skills) of a mentor in the maritime industry, in order to provide effective career guidance – mentoring to new or potential seafarers, in the 4 domains of the Blue Economy (Maritime Transport, Cruise Industry, Ship Building/Repairing, Port Operations).

This Mentor Profile will serve the scope of identifying and nominating mentors during the next phases of SoE project, by following a clear, structured, targeted and common methodology.

Identifying the Mentor Profile and spotting the relevant skills and traits in the pool of maritime mentors is of great importance as there are maritime practices and “traditions” deep rooted and need to be conveyed from one generation of mariner to the next. Thus, having the “most effective” mentor would be an excellent way of conveying these knowledge and expertise. Taking, also, into account that the maritime industry is in need of attracting new seafarers with potentiality, raising the awareness and knowledge of the industry through teaching and mentoring would act as a bridge between the academic field and the actual market-maritime industry.

The Mentor Profile (with the technical requirements and the soft skills - Competency Model included), is prepared and proposed by the WP2 leader and will be approved by the partnership. The document may be updated if needed, according to the development of the project.





1. Introduction

1.1. Background

Sea of Experience (SoE) is a regionally-oriented project that aims at establishing a training/mentoring network; the Eastern Mediterranean Regional Network (EMReN), for professionals and youngsters related to maritime transport, shipbuilding and ship repair, ports and the cruise industry. It, also, targets to bridge the skills gap between education offer and labor market needs, especially with regards to technological developments and innovation, strengthen cooperation between industry, academia and public authorities, encourage mobility of students, teachers and professionals, raise societal awareness and provide guidance and advance knowledge about blue professions. The consortium will implement a wide spectrum of actions to achieve the overall objectives. More specifically, four common training programs, one for each selected blue sector will be formulated to tackle with the emerging skill shortage of the maritime domain. These educational items will consist of the cornerstone for the development of innovative face-to-face (e.g. summer schools, apprentices) and digital (e.g. Virtual Reality videos, digital competitions) training tools. Finally, a digital platform (the sharing-pooling e-platform) will be developed for hosting this novel toolkit. The EMReN; a dynamic ground-breaking network of academics, maritime industrial representatives and public Authorities, will focus on improving relationships between education and the sectors of interest. Furthermore, it will develop targeted and highly innovative mentoring/training initiatives (human big data) that will enable professionals and students to acquire new skills, diversify and expand on their existing skills and competencies. On the long-term, this blending of innovative face-to-face activities with digital technologies will lead to new employment opportunities in the Eastern Mediterranean region and will attract higher education graduates and/ or professionals with significant technical and non-technical skills.

1.2. Purpose and scope

The scope of this task (D2.3) is to address the most critical issue of resource pooling (i.e., human resources). Sea of Experience is designed to guide, support and inspire students towards career paths in the Blue Economy by relying on the skills and capabilities of mentors to overcome professional barriers, develop career paths and enable students/mentees to succeed. Task 2.3 will determine the required criteria (both technical and soft skills) for a mentor to provide effective career-guidance, education and training on specific academic topics, and to establish effective communication with the mentee. In this context, a competency model for covering and identifying the soft skills a mentor should have in order to be effective will be developed and applied. This task will be concluded with the compilation of a database that will include the potential teachers/lectures that fulfill all the prerequisites and determined criteria.





1.3. Approach

In order to identify the most important/critical skills (both technical and soft skills) for mentors the following actions/methods would take place:

- Extended research on the existing literature for the soft skills/competencies of mentors in general and of mentors in the Blue Economy Sector specifically
- Benchmark of the new Competency Model for Maritime Mentors in relation to the Universal Competency Model of SHL.
- Information gathered by the consortium regarding the technical skills and educational background of 10 indicative professions (Welder, Naval Architect, Marine Surveyor, Deck Officer, Engineering Officer, Electro/Technical Officer, Cook, Steward, Stevedores, Harbor Master) in the 4 Blue Economy Domains (Maritime Transport, Cruise Industry, Ship Building/Repairing, Port Operations)
- Conduction of validation interviews with active mentors (from all the 4 Blue Economy Domains) to explore further and to validate the critical soft skills (through content analysis)

Following the aforementioned steps, a full profile (both technical and soft skills) of Maritime Mentor was derived.

2. Mentoring

2.1. What is Mentoring?

In order to define the profile of a mentor, it is necessary to define firstly what is mentoring. Based on a number of relevant references, Mentoring is a mutually beneficial relationship between a mentor and a mentee that serves to create strong organizational ties, while offering networking opportunities. It is a learning and development partnership between someone with vast experience and someone who wants to learn (Safety4Sea, 2018).

In other words, Mentoring is seen as a 'vehicle' to allow knowledge and experience to be shared in a trusted relationship. It has a two-way function, supporting personal growth in both career advancement and welfare in equal measures (Pike, Honebon, and Harland, 2019).

Another definition of Mentoring is described as a "fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person" (Shea, 1997).





2.2. Mentoring in shipping

What's the value of mentorship in this field?

In the maritime community, there is a wealth of un-codified cultural and general industry knowledge that can only be learned through informal means. Mentoring is a very powerful way to share some of that knowledge. Based on many estimates, as much as 70% of professional knowledge comes from various forms of informal learning. There are very few forms of informal learning as effective and personal as mentoring (Goldberg, 2016).

They are at least 6 Reasons why mentoring should play a part in the maritime industry (Safety4Sea, 2018):

- to retain internal expertise and experience on shipping related issues residing in the baby boomer employees for future generations
- to help staff in ways that are additional to the acquisition of specific skills/competencies
- to work on diversity issues that hinder peoples' success
- to develop leadership or talent pool as part of succession planning
- to create a workforce that balances the professional and the personal life
- research suggests that mentees perform better

Apart from the above, during the validation interviews with mentors was highlighted the fact that very different and special conditions apply on these 4 Blue Economy Domains (Maritime Transport, Cruise Industry, Ship Building/Repairing and Port Operations). Thus, Mentoring becomes a value-added process in order for mentees to build awareness and to fulfill their learning journey on a realistic basis.

2.3. What is not Mentoring

2.3.1. Differences of Mentoring with Coaching

The value of mentoring is becoming increasingly recognized in almost every industry; mostly because of the impact mentoring can have on the achievement of organizational goals. At this point, it would be helpful to refer to some of the differences Mentoring and other similar approaches like Coaching have, in order to understand where each of these approaches applies best (Safety4Sea, 2018).

- **Mentoring** is relationship oriented while **Coaching** is task oriented
- **Mentoring** is development driven while **Coaching** is performance driven





2.3.2. Differences of Mentoring with Training

Mentoring and training are each very valuable, but they are different activities used to achieve different outcomes. One main reason is that the process of mentoring is different than the process of training. Training should be formal, structured, standardized, and well analysed. Its outcomes should be reliably and validly assessed. Mentoring is not formal or structured. Its outcomes are rarely assessed. There is also a major difference in the topics covered during training and mentoring: There are skills and knowledge a mariner or other maritime worker needs to know to do their job safely and efficiently. Those must be trained. On the other hand, there is also personal knowledge a maritime worker needs in order to make important personal, professional and career-related decisions. To be specific, a mentor can tell them what it is like to be at sea for extended periods of time or what broad opportunities exist for advancement in their industry niche. This is what mentoring is for (Goldberg, 2016).

3. Soft Skills - Requirements for being a Mentor

As mentoring is a relationship oriented approach, focusing on mentee's personal or career development, specific soft skills should be displayed by the mentor. Another term that is used broadly describing soft skills and behaviors is Competencies.

3.1. What is Competency

A number of individual characteristics which are important for achieving desired outcomes related to **job success** and which can be described as **observable behaviours** (Kurz and Bartram, 2002).

Competencies:

- Can be measured
- Are observable
- Reflect work culture
- Are future-oriented
- Are distinct and recognizable

What are the advantages of assessing individuals based on observable behaviors?

- **Clear description** of specific behaviors
- **Acceptance** of the procedure by individuals, since it includes specific examples of behaviors
- **Suitable and relevant** to the job role





3.2. Competencies in Maritime Mentoring

Based on the literature research, the competencies below derived as critical for a mentor to display in order to be successful in his/her role.

- Demonstrating Active Listening
- Providing Constructive Feedback
- Building “Together”
- Building Trust
- Inspiring Others
- Cultivating a Positive & Growth mindset
- Applying Expertise & Technology

Each of these competencies is further explained with a full set of indicative behaviours that consist a Competency Model for the role of Mentor in the Maritime Industry. To be specific, the behavioral statements (3-4 on each competency) in Table 1 have been identified to serve the scope of this project (SoE).

3.3. The importance and added value of Competencies

Demonstrating Active Listening

A mentor needs to be able to actually listen to what mentees are saying. They should be involved in the conversation, prompting for clarity or more information. A good mentor will not have any distractions when mentees are talking with them, they will be 100% present and focused on them, even give them some silence when they need to think. The verbal and nonverbal communication is important in mentoring, creating the foundations of this relationship. When mentors listen well, they demonstrate to their mentees that their concerns have been heard and understood. As a result, mentees feels accepted by mentors and trust is being shaping. In other words, active listening is the most basic skill; the other skills build on and require it (Phillips-Jones, 2003).

Providing Constructive Feedback

Even the most skilled and knowledgeable person is a beginner at something, requiring feedback to continue to grow in their new skills. Feedback is essential to improvement. A mentor should create long-term objectives and short-term goals with mentees to help them become the expert they want to be (Loretto, 2019). Feedback should be provided during each session with the mentor. It should not be degrading, but should simply inform them of a shortcoming, and identify corrective actions mentees can take to be more successful the next time. Effective mentors should be willing and able to provide corrective feedback, but also to balance the need for positive feedback, in order to maintain mentees’ motivation for trying harder to improve.





Building “Together”

As the philosopher John Locke said: “Education begins the journey, but good company and reflection must finish it”. Apart from being an expert and having good communications skills, effective mentors should be characterised by a genuine desire to be helpful and supportive to others, and to share information and to enjoy the role they play in helping others achieve their goals. Taking into account that mentoring could act as a support mechanism which can help new seafarers feel less isolated at the early stages of their careers, mentors should know how to be tactful in their conversations, be emotionally intelligent and “emotional presence” in order to be able to deal with personal and sometimes emotional issues. What is more, as technology evolves, younger seafarers who have not been influenced by years of using older equipment are more adaptable to using different systems. Thus, reverse mentoring with younger seafarers, where mentors and mentees share information, will be a valuable asset as technology drives major changes within the industry (Norris, 2017). Last but not least, having good working relationships with colleagues and effective alliances with external partners will lead to an effective professional network that mentees could make use in order to “open the right doors” that allow them to meet people and to demonstrate to different audiences what they can do.

Building Trust

Mentoring relationships are confidential, trust-based, voluntary arrangements between a mentor and mentee (Goldberg, 2016). Mentees need to feel comfortable sharing their questions and concerns with their mentor – especially those which might be difficult to share with a superior or peer. They need to feel as though they can trust their mentor in order to open up. This trust develops over time and only comes from respect, intimacy and consistency. Trust is critical in order to have mutual commitment to a mentoring relationship.

Inspiring Others

Successful mentors should be able to inspire their mentees to greatness. By setting an example themselves and helping their mentees experience other inspirational people and situations, they can help them onto future paths that excite and motivate them, even beyond their original dreams or expectations. Of course, mentors vary in their ability to be inspiring. Common methods to inspire mentees include storytelling, metaphors, and powerful phrases. It is tempting for mentors to tell mentees what to do and in fact to have them follow in their footsteps. The challenge as a mentor is to ensure that mentees identify and pursue their own form of greatness and that mentors have contributed to that by sharing their own stories and learning lessons.

Cultivating a Positive & Growth Mindset

Human beings react to circumstances on the basis of mental and emotional mechanisms. Therefore, it is important mentees to be able to manage their emotions effectively so that they balance own and work needs. Especially, in the maritime industry where conditions can get extremely difficult and the environment is constantly changed, it is important that mentors can highlight the positive aspects of a situation to mentees in order to identify the emerging opportunities, overcome barriers and learn from setbacks. Mentors should encourage mentees to use their skills and knowledge in the most effective way and develop to their full potential. To grow, mentees need to step outside of their comfort zone to be





able to have new experiences and learn. A successful mentor is capable of identifying mentees comfort zone and developing steps and activities within their goals that will force them to become comfortable outside of their zone.

Applying Expertise & Technology

Successful mentors are life-long learners and should want to pass that desire on to everyone they come in contact with. They should realize that while they are experts, they cannot possibly know everything. A valuable trait in a mentor is the understanding that it is ok to be an expert and not know something. A mentor that can answer a question with, "I don't know, but I will find you an answer" is someone worth spending time with. Good mentors will be excited to share their knowledge with mentees and be willing to explore the possibility that mentees may have answers that they do not. They should be considered an expert in their field and have the skill and willingness to transfer this knowledge and expertise to mentees. They should, also, be considered as "learning brokers" as they assist mentees in finding resources such as people, books, software, websites and other informational sources (Phillips-Jones, 2003). Mentors should be well recognised and respected by their peers. Choosing a mentor that is not well-known in the industry, mentee may not get the results he/she desires. Many people use mentors not only as guides to develop themselves, but to associate themselves with the professional reputation of that mentor.





Table 1: Competency Model for Mentor

| Competency Model for Mentor | |
|---|--|
| Demonstrating Active Listening | |
| Why is it important? | |
| Mentoring exists only in a two way communication setting, where the mentee feels heard and understood | |
| <ul style="list-style-type: none"> • Appears genuinely interested by making encouraging responses such as “Hmmm . . .” and “Interesting . . .” or sometimes reflecting back (paraphrasing) and summarizing certain comments to show he/she has grasped the meaning and feelings behind the message • Uses appropriate nonverbal language such as looking directly into people’s eyes, nodding, leaning slightly toward them, frowning, or smiling where appropriate • Avoids interrupting mentees while they’re talking | |
| Providing Constructive Feedback | |
| Why is it important? | |
| Mentoring becomes most helpful when the mentee gets useful feedback and identifies alternative courses of action | |
| <ul style="list-style-type: none"> • Provides specific (as opposed to vague) feedback on behaviors based on specific examples (focusing on the observed behaviors not the personality) • Offers useful suggestions for mentees to try next time, in order to achieve the desirable outcome, offering to be a resource when that time occurs • Compliments mentees on accomplishments and actions | |
| Building “Together” | |
| Why is it important? | |
| Mentoring exists only in a two way communication setting, where the mentee can open up him/herself and get relevant consultation | |
| <ul style="list-style-type: none"> • Demonstrates a genuine interest in mentees and encourages a two way communication, makes appropriate open questions to enhance understanding of their opinions and feelings • Analyses mentees’ profile (patterns of behavior/motives, strengths and weaknesses) in order to provide effective support and consultation • Builds a wide and effective network of contacts that mentees could make use of it • Encourages reverse mentoring from young or potential seafarers | |





| |
|--|
| Building Trust |
| Why is important? Mentoring exists only in a trusting environment where the mentee feels respected, welcomed, recognized and trusted |
| <ul style="list-style-type: none"> • Is consistent and on time at the meetings with the mentees and follows through on own promises to them • Creates a safe and trusting environment for mentees to open up, by being honest, open and approachable to others • Shows confidence in and lets mentees decide upon their final course of action |
| Inspiring Others |
| Why is important? Mentoring becomes most effective when the mentee becomes inspired to pursue personal development and growth |
| <ul style="list-style-type: none"> • Identifies or activates motivator factors that will empower mentees • Explores and discusses a range of inspirational/motivational experiences for mentees • Inspires mentees through storytelling to rise above the mundane and do important things in life • Is not afraid to share own past challenges and lessons learned to inspire mentees on continuous self-learning |
| Cultivating a Positive & Growth Mindset |
| Why is important? Mentoring becomes most useful when the mentee manages to identify the positive aspects and the learning parts of each situation |
| <ul style="list-style-type: none"> • Suggests ways for mentees to work productively in a high pressure environment through storytelling and personal experience • Explores with mentees the positive aspects/learning outcomes of a change or a challenging situation • Encourages mentees to accept criticism by focusing on the learning parts/ the development aspects of it • Maintains a positive outlook at work and act as a role model for mentees |





Applying Expertise & Technology

Why is it important?

Mentoring exists only where knowledge and expertise, also, exist, along with the intent to transfer this knowledge/ability to new comers

- Shares expertise and knowledge with mentees and demonstrates a broad understanding of different functions of the maritime domain
- Uses technology (if applicable) or other resources such as literature references during his/her mentoring approach
- Keeps him/herself updated with the new trends and developments on his/her field



4. Benchmark of Competency Model for Maritime Mentors

In order to benchmark the new Competency Model for Maritime Mentors, the Universal Competency Framework (UCF) of SHL was exploited.

The **UCF** presents a state-of-the-art perspective on competencies (Figure 1). The UCF consists of 3 levels. The first tier consists of a set of **112 specific component competencies**. The structure defines the relationships between these components, their mapping onto a set of **20 broader competency dimensions** (the second tier) and their loadings on **eight general competency factors** (the third tier), which have emerged from extensive analysis (Bartram, 2005). It is a single underlying construct framework that provides a rational, consistent and practical basis for understanding people's behaviors at work and the likelihood of being able to succeed in certain roles and environments. Business focused and based on in-depth scientific research, the **UCF** supports a more structured and evidence-based approach (Bartram, 2005). Since 2001, the UCF has been used to create 403 new competency models by 299 consultants working in 24 different countries with 117 organizations (Bartram, 2013).

'Great 8' Leadership Factors



20 Competencies



Figure 1: SHL Universal Competency Framework



5. Technical Skills – Background Requirements for being a Mentor

5.1. Technical Skills for 10 professions in Maritime

Although, the soft skills – competencies apply in every mentor profile despite the differences in the 4 blue Economy Domains, this is not the case for the background requirements. To be specific, in certain professions to the maritime industry it pays a role if the mentor has a ten year experience and academic qualifications while in others it could be none of these.

Therefore, and in order to define the technical skills and background requirements for the mentor profile in the Sea of Experience project, the consortium selected various professions that reflect the selected pillars of the maritime industry namely; shipyards and shipbuilding, maritime transport, the cruise industry, and port operations. It is important to have equal representation for each pillar of industry. As a result, for each field, 2-3 professions were selected for a total of 10 career paths. The criteria for choosing these ten professions were a) their demand, b) the criticality of the role in the maritime industry, c) the level of difficulty/complexity when executing the role and d) the special/difficult conditions that apply in the field and how much representative these roles are in their maritime area.

A two-fold approach was implemented for the determination of these ten maritime professions based on the aforementioned criteria. More specifically, a literature review in conjunction with the feedback from various stakeholders of the respective maritime domains led to their finalization.

Maritime Transport

At the International Maritime Organisation (IMO) Maritime Safety Committee in May 2016, the International Chamber of Shipping (ICS) and the Baltic and International Maritime Council (BIMCO) presented the results of their latest five year Manpower Report on the global supply and demand for seafarers, revealing a considerable increase in the worldwide supply of officers since 2010, with the supply of ratings increasing too.

As explained, the global demand for seafarers in 2015 is estimated at 1,545,000, with the industry estimated to need approximately 790,500 officers and 754,500 ratings. As a result of the substantial growth in the number of ships in the world fleet since 2010, the estimated demand for officers has increased significantly. Figure 2 therefore indicates an anticipated current global shortage of about 147,500 officers (18.3%) in 2025. Due to this overall shortage in the supply of officers in the next years, the professions of the **Deck Officer, the Engineering Officer and Electro/Technical Officer** were selected for the domain of the maritime transport. **Deck officer** is vital onboard a merchant vessel. His main duty involves all the daily operations necessary to keep the vessel running. **Engineer Officer** maintains, operates and repairs all the mechanical and equipment on board. Finally, **Electro/Technical officer** deals with understanding and maintaining electrical equipment and systems on board ships



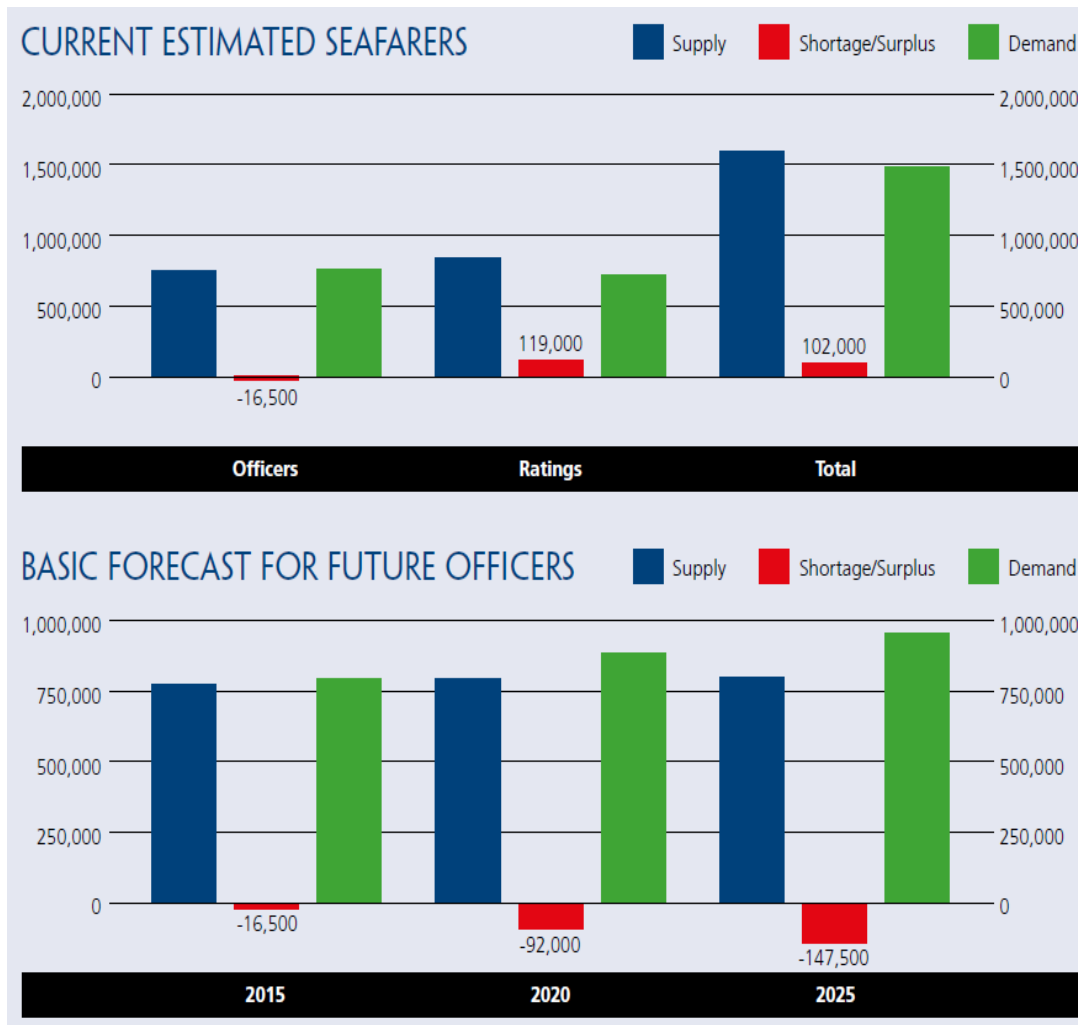


Figure 2: Global Supply and demand for seafarers Source: BIMCO & ICS, Manpower Report 2015 Source: BIMCO & ICS, Manpower Report 2015

Cruise Industry

In the context of the Mentor project, a survey based on interviews with experienced stakeholders from 4 different countries (Bulgaria, Romania, Greece and Cyprus) was conducted in 2017 for depicting the current status and identifying the future needs of the cruise industry. The findings of this survey indicated that the food and beverage personnel and the housekeeping personnel are amongst the professions with the highest current and future demand (Mentor Project, 2017). More specifically, the future demand of food and beverage personnel and housekeeping personnel is 53% and 18% respectively. Based on the results of this elaborated analysis, it was decided to include the professions of **cook and steward** for the cruise industry. **Cook** is responsible for the day to day operations of the galley staff, assists with the food planning, preparation and quality control and estimates food and time requirements whereas **steward** is responsible for maintaining and cleaning all guest and crew areas.

Shipyard and shipbuilding

In the context of the European framework LeaderSHIP2015, a study focusing on demographic change in the European shipbuilding and ship repair industry with regard to skills requirements over the next 5 years and to provide an outlook for the next 10 to 15 years was performed in 2008. The target group of this analysis was consisted of 14 Community of European Shipyards Association (CESA) countries. Based on the findings of this study as a whole this concerns 19% MSc/BSc level, 66% vocational level and 15% basic level employment (Figure 3). Employees are mainly found in production and work preparation (86% for the EU14), while 12% can be found in design and engineering and 2% in sales and after sales. However, this study showed that in the next 10 to 15 years there will be a significant increase in demand to design and engineering staff (from 12% to 17%).

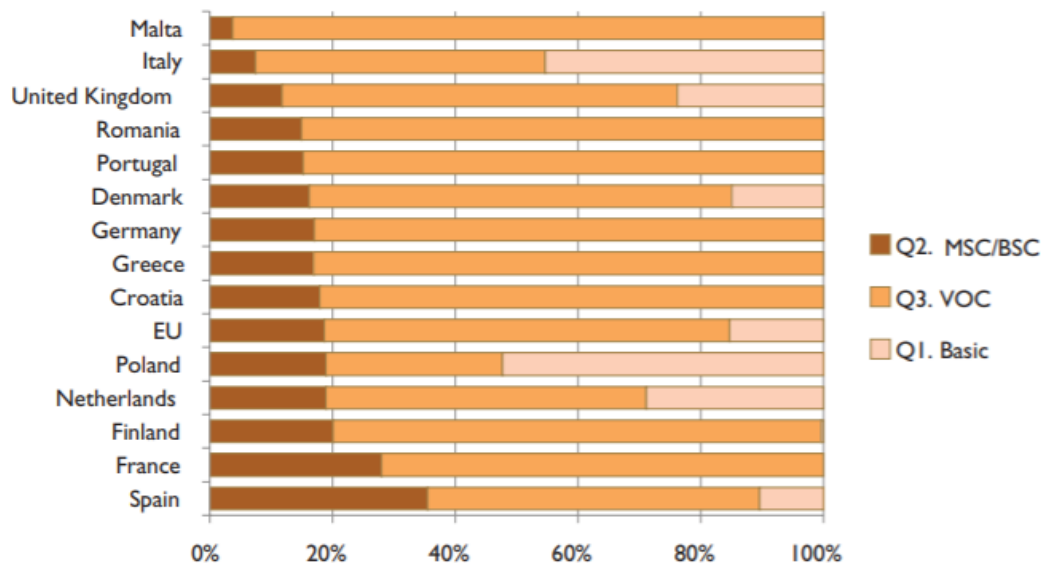


Figure 3: EU-14 Shipbuilding workforce by education level (2008) Source: European Shipbuilding Social Dialogue Committee 2008

The process of shipbuilding is a mixture of inputs by professionals covering a wide range of specialties. The professions of the **welder**, **marine surveyor** and **naval architect** have been chosen as the career options with the highest demand and level of significance and importance for the shipbuilding industry (Chakraborty, 2019). **Welders** are one of the most important part of skilled workforce in a shipyard and play a vital role with regards to the quality of structures produced in the yard. **Marine surveyors** have a pivotal role in the shipbuilding process due to the fact that they certify each stage of the construction. Last but not least, **naval architects** are mainly responsible for designing the ship and carrying out all the respective calculations.



Port Operations

The professions that are related to port operations were chosen mainly based on the feedback that the consortium received from representatives of the industry. **Harbour master and stevedores** are two career options that cover both senior and junior positions in this industrial sector and they have also great future perspectives (McDavid and Echaore-McDavid, 2009; Burns, 2015). **Harbour master** is the top authority in a seaport, oversees the daily operations, ensures that ships safely navigate the area and balance the port’s commercial business with the surrounding environment and the port’s ecosystem. **Stevedore** is an important link in the supply chain. It is an occupation that involves mainly the loading and unloading of cargoes on ships as well as other various dockside functions.

Table 2 summarises these 10 professions. For a detailed description of the technical skills and background information refer to Annex 1.

Table 2: 10 Maritime Professions and the 4 Domains

| Maritime Profession | Domain | | | |
|---------------------------|----------|------|--------------------|-----------------|
| | Shipyard | Port | Maritime Transport | Cruise Industry |
| Welder | x | | | |
| Naval Architect | x | | | |
| Marine Surveyor | x | | | |
| Deck Officer | | | x | |
| Engineering Officer | | | x | |
| Electro/Technical Officer | | | x | |
| Cook | | | | x |
| Steward | | | | x |
| Stevedores | | x | | |
| Harbor Master | | x | | |

6. Validation Interviews with Mentors

6.1. Design and Conduction of Validation Interviews

In order to explore further and to validate the critical soft skills (through content analysis), a number of interviews with active mentors (from all the 4 Blue Economy Domains) were arranged and conducted. More specifically, 8 interviews were conducted (of 30-40 minutes duration each). The interviewees were experienced professionals (6-25 years of experience), acting as mentors in their field. The emphasis on these interviews was on the (critical or desirable) soft skills for a successful mentor on each profession of the 10 aforementioned. The validation interview form template used in these interviews is presented in Annex 2.



6.2. Quantitative Analysis of the Validation Interviews

Figure 4 refers to the responses of the interviewees / current mentors regarding the critical and desirable soft skills/ competencies in Mentoring.

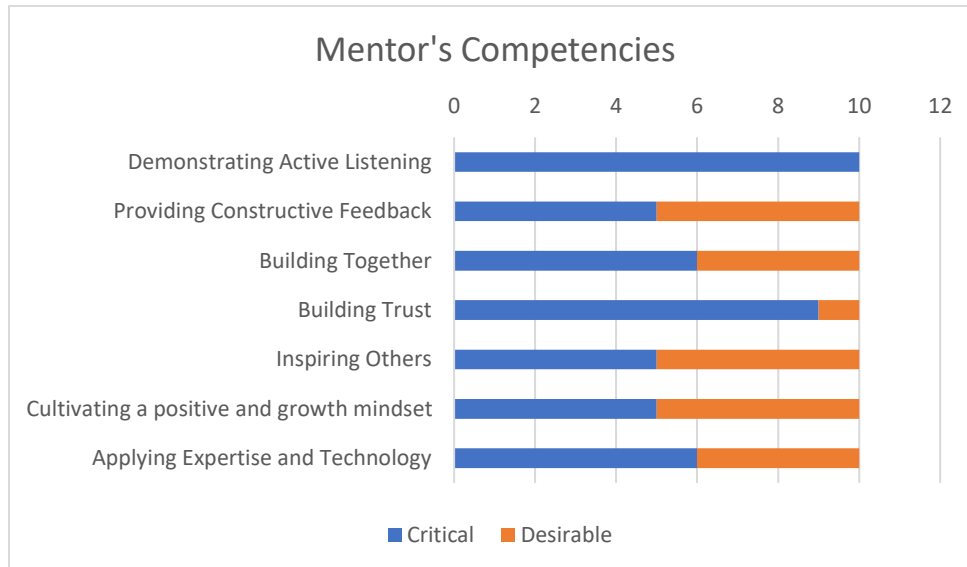


Figure 4: Critical or Desirable Competencies based on mentors' validation interviews



6.3. Qualitative Analysis of the Validation Interviews

During the interviews with the current mentors, no further soft skills were raised as important for the mentor profile in the maritime industry. Specifically, the interviewees, when probed described similar behavioural traits as those behavioural statements included in the Competency Model (Table 1).

One element that the interviewees systematically raised when asked “what defines a memorable mentor”, was the “ethos and integrity” of these people during their professional and personal life. As “ethos and integrity” is an element which is hard to observe and measure, it is suggested to add getting recommendations as a part of the process of nominating mentors.

They, also, emphasized on the fact that mentors should be experts on their field, but at the same time to have the means and desire to transfer their knowledge and experiences. They recognised that mentoring is not easy to be applied on a systematic basis on board due to lack of time and the difficult conditions. Additionally, the problem is that opportunities to interact face-to-face with a maritime mentor are rare due to the isolation of being on board and on some cases the limited number of crew personnel. When mentoring in the maritime industry does happen, it often occurs between people serving on the same vessel, and is typically short-lived because one of the participants sooner or later ends up on a different vessel or different shift. This is a problem as mentoring relationships serve usually best when they are long lived and when the mentor is not mentee’s superior. Therefore, is not easy to build long lasting relationships with maritime mentors. However, practices like e-mentoring could be an effective solution since it won’t be a prerequisite for mentors and mentees to meet physically, but they can make use of internet and web applications to activate the mentoring process. For example, sessions via Skype could be convenient or representative 3D videos of the actual environment that the seafarers are actually work in could provide a realistic picture of the working conditions. These contemporary means could, also, play a role in abridging the generation gap. All the aforementioned methods and techniques have already been included in the project of SoE.





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2. ANNEXES

Annex 1: MENTORS BACKGROUND REQUIREMENTS

Maritime Profession: Harbor Master

Blue Economy Domain:

Maritime Transport

Cruise Industry

Ship building/repairing

Port operations

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| <p>Field and level of education:</p> <p>Prerequisites: Relevant master’s degree or MBA. Harbormasters usually begin their careers onboard ships and later acquire a relevant degree to apply for the position. Distance courses also exist.</p> <p>Desirables: As the harbormaster oversees all port operations, a multidisciplinary education background is highly regarded.</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites:</p> <p>Desirables:</p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: In order to embark upon the maritime career of a port master, one has to primarily have the necessary working experience as a seafarer.</p> <p>Desirables: According to the size and traffic of the port, more experience may be required. However, it is important to note that ports generally do not operate under the same organization routines.</p> |
| <p>Other requirements:</p> <p>Prerequisites: Since the role is of a managerial nature, the port master has to reconcile both the operational and the managerial aspects of the domain quite effectively. Right from logistics of operations to even the most minute security requirements, the master of the harbor is required to carry it all</p> <p>Desirables: Interesting job role with newer challenges, wide scope of responsibilities, learn new technologies and adapting to the constantly changing maritime world, dealing with emergency situations, showcasing great leadership qualities, willing to work in a team, display motivational qualities</p> |





Maritime Profession: Welder

Blue Economy Domain:

Maritime Transport

Ship building/repairing

Cruise Industry

Port operations

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| <p>Field and level of education:</p> <p>Prerequisites: Welders generally do not require a specific level of education. Experience in welding is appreciated. Nonofficers, such as sailors or marine oilers, usually do not need a degree.</p> <p>Desirables: Degree on welding from technical school.</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites: There are certain certificates that are required (welder certificate):</p> <p>Welding Certifications are technically a welder qualification test, conducted by certified welding inspectors who determine if the person is able to make quality weld related to the welding procedure needed for the shipbuilding project.</p> <p>Desirables: Different certificates exist for different tools, methods and approaches. Usually the shipyard provides the required training to its personnel</p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: Depending on the project. Some tasks require no previous experience, as long as the welder is certified. Other, more difficult, tasks depend heavily on the welder’s experience for the quality of the weld.</p> |
| <p>Other requirements:</p> <p>Prerequisites: Welding is a strenuous, labor intensive job. While no special physical condition is required, welding requires constant use of personal protective equipment in locations that may be dark or hazardous.</p> <p>Desirables:</p> |





Maritime Profession: Naval Architect

Blue Economy Domain:

Maritime Transport

Ship building/repairing

Cruise Industry

Port operations

Field and level of education:

Prerequisites: Engineering diploma on naval architecture or equivalent. Naval architects are highly skilled workers that are involved in different stages of a vessel’s life. Naval architecture is distinct from other disciplines of engineering. Knowledge is required is hydrostatics, hydrodynamics, flotations and stability, regulations, structural integrity, construction etc.

Desirables: Relevant Master or PhD

Job related formal training / Certificates:

Prerequisites: None.

Desirables: Depending on the specific field of work, some certifications may enhance the competitiveness of the Naval Architect. However, those are case specific. For example, a certification in a specific design software may be required for a project the Naval architect is involved in.

Minimum Years of relevant work experience:

Prerequisites: Depends on the project. Some projects require no prior experience while for others experience is appreciated

Desirables:

Other requirements:

Prerequisites:

Desirables: Experience onboard the ship may be valuable for the naval architect.





Maritime Profession: Marine Surveyor

Blue Economy Domain:

Maritime Transport

Cruise Industry

Ship building/repairing

Port operations

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| <p>Field and level of education:</p> <p>Prerequisites: Engineering diploma on marine engineering or equivalent. Marine Surveyors can be found in different fields of the shipping industry. In particular, classification societies employ marine surveyors for regular inspections from the early steps of shipbuilding to the operational life of the vessel. Knowledge similar to the naval architect is required, in the fields of hydrostatics, hydrodynamics, flotations and stability, structural integrity, regulations, construction etc.</p> <p>Desirables: Relevant Master or PhD</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites: As with all seagoing personnel, seaman’s register book is required. To acquire the seaman’s book, the seagoing personnel must complete relevant training from certified academies.</p> <p>Desirables: A Marine surveyor is a person who conducts inspections, surveys or examinations of marine vessels to assess, monitor and report on their condition and the products on them, as well as inspects damage caused to both vessels and cargo. Marine surveyors also inspect equipment intended for new or existing vessels to ensure compliance with various standards or specifications. Marine surveys typically include the structure, machinery and equipment (navigational, safety, radio, etc.) and general condition of a vessel and/or cargo. It also includes judging materials on board and their condition. <i>Additional certifications on such subjects are highly regarded.</i></p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: After graduation from an engineering school, the marine engineer can qualify as marine surveyor without former experience</p> <p>Desirables: Marine Surveyors are highly qualified and technically sound and are usually selected after thorough evaluation procedures (considering experience) as vessels ranging from small ferries to enormous crude oil carriers and cruise liners are approved to sail into the high seas based purely on their judgment, competence and integrity.</p> |
| <p>Other requirements:</p> <p>Prerequisites: Communication skills, good stamina, must withstand long and frequent travelling</p> <p>Desirables:</p> |





Maritime Profession: Deck Officer

Blue Economy Domain:

Maritime Transport

Cruise Industry

Ship building/repairing

Port operations

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| <p>Field and level of education:</p> <p>Prerequisites: Some deck officers, engineers, and pilots have a bachelor’s degree from a merchant marine academy. The academy programs offer a bachelor’s degree and a Merchant Marine Credential (MMC) with an endorsement as a third mate or third assistant engineer. A chief mate (C/M) or chief officer, usually also synonymous with the first mate or first officer, is a licensed mariner and head of the deck department of a merchant ship. There are certain academic entry requirements and generally, you will need at least four GCSEs grades A-C (or equivalent) which should include English, math and science.</p> <p>Desirables:</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites: All Navigation (Deck) and Engineering Officer ranks require a seafarer Certificate of Competency (CoC) – issued by the Maritime and Coastguard Agency. Personnel receive the Officer of the Watch certificate (OOW), on completing their Merchant Navy Training Board course through one of the maritime colleges/universities/academies</p> <p>Desirables: (indicative courses: ECIDS course, tanker familiarization, specialized training for chemical tankers, specialized training for oil tankers, specialized training for liquefied gas tankers, GMDSS, Medical care, ARPA, medical first aid, ship security officer, crowd and crisis management for RORO passenger ships, basic safety, crowd and crisis management for passenger ships other than RORO)</p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: One can join the merchant navy and start a cadetship from the age of 16 or 18 (dependent on the company).</p> <p>Desirables: As experience at sea grows and individuals pass the required examinations – they get further certificates for promotion into the next job role. The deck officer starts off as a lower ranked officer and get promoted after years of experience.</p> |
| <p>Other requirements:</p> <p>Prerequisites: A Navigation (Deck) Officer is a vital member of the ship’s management team – responsible for making decisions on steering and maneuvering the ship, controlling navigation and communications. So, it’s important to be a good team member, decisive, calm and someone who inspires confidence in others. Overall – confidence, enthusiasm and self-reliance are essential. Good eyesight and physical fitness so that he/she can maintain a safe watch and fulfil all your duties required onboard</p> <p>Desirables:</p> |





Maritime Profession: Engineering Officer

Blue Economy Domain:

Maritime Transport

Cruise Industry

Ship building/repairing

Port operations

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| <p>Field and level of education:</p> <p>Prerequisites: Some deck officers, engineers, and pilots have a bachelor’s degree from a merchant marine academy. The academy programs offer a bachelor’s degree and a Merchant Marine Credential (MMC) with an endorsement as a third mate or third assistant engineer. An engine officer is a licensed mariner qualified and responsible for operating and maintaining the propulsion plants and support systems for a watercraft and its crew, passengers and cargo. Engine officers are usually educated and qualified as engineering technicians. Naval academies, technical schools and engineering schools (universities) produce personnel that can qualify as an engine officer.</p> <p>Desirables: Engineering school diplomas are regarded as higher standard than lower degrees.</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites: All Navigation (Deck) and Engineering Officer ranks require a seafarer Certificate of Competency (CoC) – issued by the Maritime and Coastguard Agency. Personnel receive the Officer of the Watch certificate (OOW), on completing their Merchant Navy Training Board course through one of the maritime colleges/universities/academies</p> <p>Desirables: As experience at sea grows and individuals pass the required examinations – they get further certificates for promotion into the next job role. For example, engine specific certifications exist. Shipping companies are responsible for the officer’s qualifications.</p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: One can join the merchant navy and start a cadetship from the age of 16 or 18 (dependent on the company). As the deck officer, engineering officers are promoted according to years of experience. A junior officer can advance to third engineer, second engineer and chief engineer/engineering officer. Each role has more different level of responsibilities and daily tasks.</p> <p>Desirables: The position onboard and tasks assigned directly correspond to years of experience</p> |
| <p>Other requirements:</p> <p>Prerequisites: Soft skills (in particular, communication, sense of responsibility and teamwork) are highly regarded. Ship engineers are responsible for propulsion and other ship systems such as: electrical power generation plant; lighting; fuel oil; lubrication; water distillation and separation; air conditioning; refrigeration; and water systems on board the vessel. They require knowledge and hands-on experience with electric power, electronics, pneumatics, hydraulics, chemistry, steam generation, gas turbines and even nuclear technology on certain military and civilian vessels.</p> <p>Desirables: For higher positions, leadership traits are desirable.</p> |





Maritime Profession: Electro technical engineer

Blue Economy Domain:

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| Maritime Transport | <input checked="" type="checkbox"/> |
| Ship building/repairing | <input type="checkbox"/> |

| | |
|-----------------|--------------------------|
| Cruise Industry | <input type="checkbox"/> |
| Port operations | <input type="checkbox"/> |

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| <p>Field and level of education:</p> <p>Prerequisites: No formal education is required. Nonofficers, such as sailors or marine oilers, usually do not need a degree.</p> <p>Desirables: Technical schools and marine academies produce electro technicians that are qualified and do not require extensive training by the shipping companies.</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites: All Navigation (Deck) and Engineering Officer ranks require a seafarer Certificate of Competency (CoC) – issued by the Maritime and Coastguard Agency. Personnel receive the Officer of the Watch certificate (OOW), on completing their Merchant Navy Training Board course through one of the maritime colleges/universities/academies</p> <p>Desirables: Training on the use of or certification on specific equipment is required in certain equipment or for certain tasks</p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: To qualify as electro/technical officer former relevant experience as electrician can be enough.</p> <p>Desirables: Previous experience on relevant position</p> |
| <p>Other requirements:</p> <p>Prerequisites: The Electro-Technical Officer (ETO) monitors all onboard electronic and electrical equipment – maximizing the operational safety and efficiency of the vessel. As this particular role is still evolving, employees may find it plays a significant part at Junior and Senior Officer levels. While on other ships, it’s part of the Engineer Officers' jobs.</p> <p>Desirables:</p> |





Maritime Profession: Cook

Blue Economy Domain:

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| Maritime Transport | X |
| Ship building/repairing | |

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| Cruise Industry | X |
| Port operations | |

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| <p>Field and level of education:</p> <p>Prerequisites: There are several positions in a vessel’s galley. Entry level positions as trainees, third cooks, second cooks, etc require no formal training. Higher level positions require similar training to cooks ashore.</p> <p>Desirables: Seminar of school on cooking.</p> |
| <p>Job related formal training / Certificates:</p> <p>Prerequisites: On-the-job training is given out as soon as the employee boards the vessel. The training is compulsory for all staff, including hygiene and safety</p> <p>Desirables: Additional seminars and/or specializations are highly appreciated.</p> |
| <p>Minimum Years of relevant work experience:</p> <p>Prerequisites: For entry level positions former experience is not required.</p> <p>Desirables: There are dozens of jobs in the galley (kitchen), many of which require extensive prior restaurant or cruise ship experience.</p> |
| <p>Other requirements:</p> <p>Prerequisites:</p> <p>Desirables: Taking criticism well, paying attention to detail, conflict resolution skills to keep things running smoothly, stress management: keeping it cool in the kitchen, decisiveness under pressure, etc.</p> |





Maritime Profession: Steward

Blue Economy Domain:

Maritime Transport

Ship building/repairing

Cruise Industry

Port operations

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| <p>Field and level of education: Prerequisites: No education required</p> <p>Desirables: There are several schools on tourism that may provide beneficial skills to personnel. Good education will help the employee find a position more easily.</p> |
| <p>Job related formal training / Certificates: Prerequisites: On-the-job training is given out as soon as the employee boards the vessel. The training is compulsory for all staff, including hygiene and first aid courses</p> <p>Desirables:</p> |
| <p>Minimum Years of relevant work experience: Prerequisites: As an entry level job, no previous experience is required.</p> <p>Desirables: Experience in retail or at a hotel will help employers to trust the employ to provide better customer service.</p> |
| <p>Other requirements: Prerequisites:</p> <p>Desirables: The steward, alongside a housekeeping role, would also be expected to help out in a capacity in the bar or restaurant of the ship, so they need to be versatile, friendly and willing to help out wherever you would be needed.</p> |





Maritime Profession: Stevedores

Blue Economy Domain:

Maritime Transport

Ship building/repairing

Cruise Industry

Port operations

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| <p>Field and level of education: Prerequisites: No education required.</p> <p>Desirables: None required.</p> |
| <p>Job related formal training / Certificates: Prerequisites: Certification on equipment used. For example, forklifts require a special certification to operate. The same is true for cranes, lifts and other heavy equipment that is used for different tasks.</p> <p>Desirables: Related to assigned task.</p> |
| <p>Minimum Years of relevant work experience: Prerequisites: None is required.</p> <p>Desirables: Certain heavy equipment may require previous experience.</p> |
| <p>Other requirements: Prerequisites: Stevedores do a labor intensive job. Physical toughness is required to withstand the strenuous job. Also, soft skills are required for this job. Communication skills as well as good situational awareness are needed since this is an open field work with large teams coordinating heavy equipment and handling cargo.</p> <p>Desirables: Verbal skills, foreign languages.</p> |





5. From the following list of skills/competencies, please choose those that you find critical [✓✓] or desirable [✓] for a mentor.

Demonstrating Active Listening

- Appears genuinely interested by making encouraging responses such as “Hmmm . . .” and “Interesting . . .” or sometimes reflecting back (paraphrasing) and summarizing certain comments to show he/she has grasped the meaning and feelings behind the message
- Uses appropriate nonverbal language such as looking directly into people’s eyes, nodding, leaning slightly toward them, frowning, or smiling where appropriate
- Avoids interrupting mentees while they’re talking

Providing Constructive Feedback

- Provides specific (as opposed to vague) feedback on behaviors based on specific examples (focusing on the observed behaviors not the personality)
- Offers useful suggestions for mentees to try next time, in order to achieve the desirable outcome, offering to be a resource when that time occurs
- Compliments mentees on accomplishments and actions

Building “Together”

- Demonstrates a genuine interest in mentees and encourages a two way communication, makes appropriate open questions to enhance understanding of their opinions and feelings
- Analyses mentees’ profile (patterns of behavior/motives, strengths and weaknesses) in order to provide effective support and consultation
- Builds a wide and effective network of contacts that mentees could make use of it
- Encourages reverse mentoring from young or potential seafarers

Building Trust

- Is consistent and on time at the meetings with the mentees and follows through on own promises to them
- Creates a safe and trusting environment for mentees to open up, by being honest, open and approachable to others
- Shows confidence in and lets mentees decide upon their final course of action

Inspiring Others





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| <ul style="list-style-type: none"> • Identifies or activates motivator factors that will empower mentees • Explores and discusses a range of inspirational/motivational experiences for mentees • Inspires mentees through storytelling to rise above the mundane and do important things in life • Is not afraid to share own past challenges and lessons learned to inspire mentees on continuous self-learning | |
| <p>Cultivating a Positive & Growth Mindset</p> <ul style="list-style-type: none"> • Suggests ways for mentees to work productively in a high pressure environment through storytelling and personal experience • Explores with mentees the positive aspects/learning outcomes of a change or a challenging situation • Encourages mentees to accept criticism by focusing on the learning parts/ the development aspects of it • Maintains a positive outlook at work and act as a role model for mentees | |
| <p>Applying Expertise & Technology</p> <ul style="list-style-type: none"> • Shares expertise and knowledge with mentees and demonstrates a broad understanding of different functions of the maritime domain • Uses technology (if applicable) or other resources such as literature references during his/her mentoring approach • Keeps him/herself updated with the new trends and developments on his/her field | |
| <p>6. Thinking back to a memorable mentor you had – how did that relationship help you as a professional mariner? How would you describe his/her approach to you? Try to find specific characteristics of him/her.</p> | |

