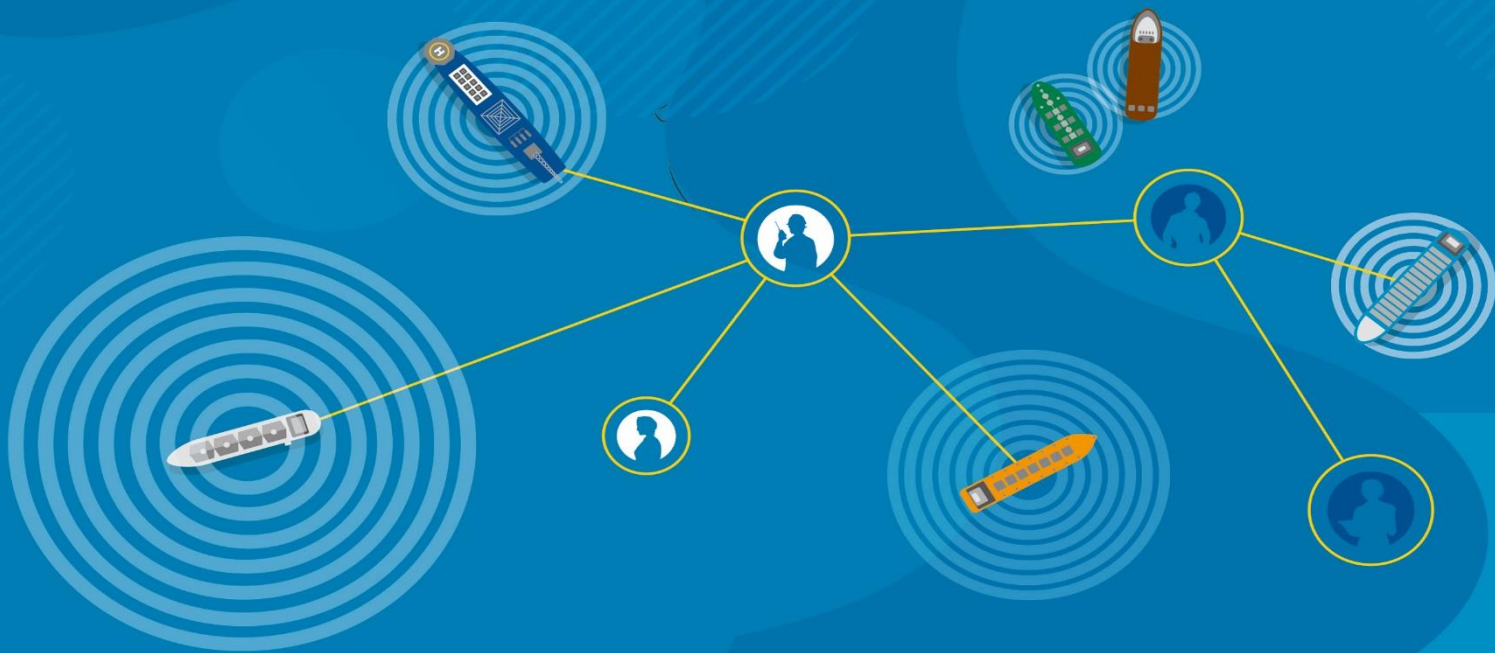


Maritime Wellbeing

Volume 2

Individual Awareness

Develop your emotional fitness to know others and use social skills



Introduction to Volume 2

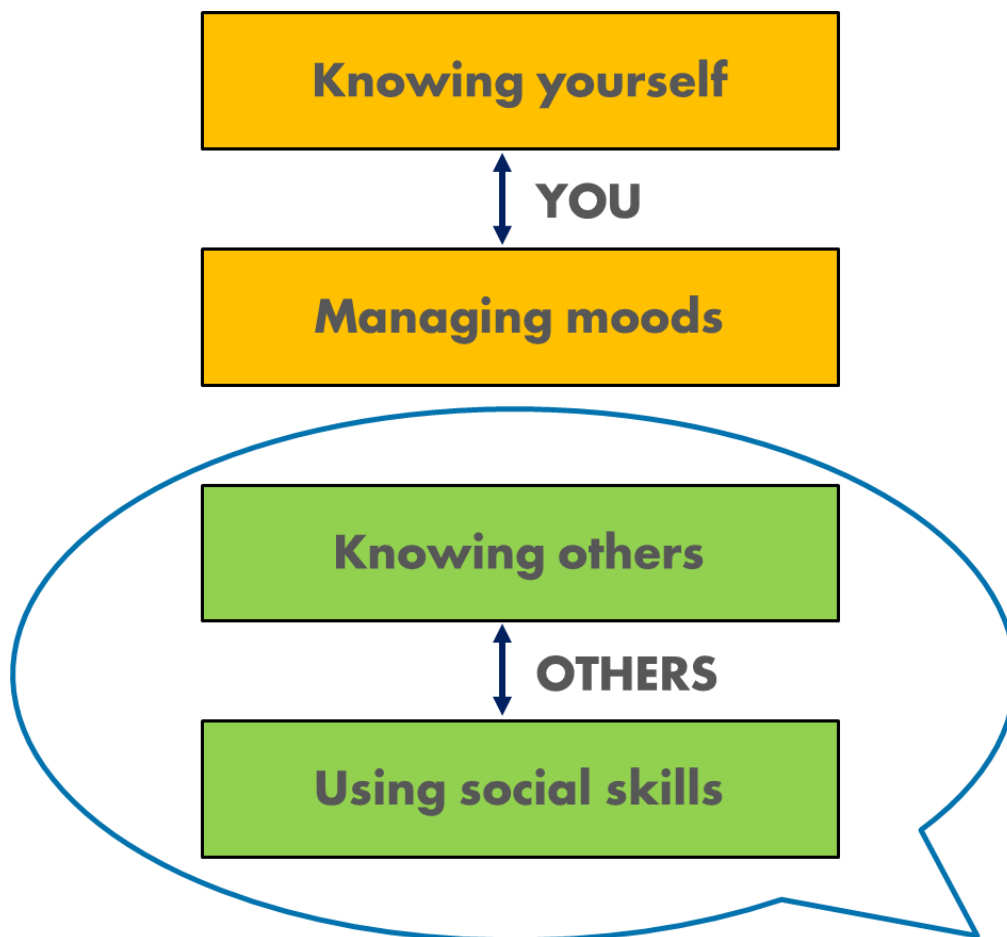
Knowing others and using social skills

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

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

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

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



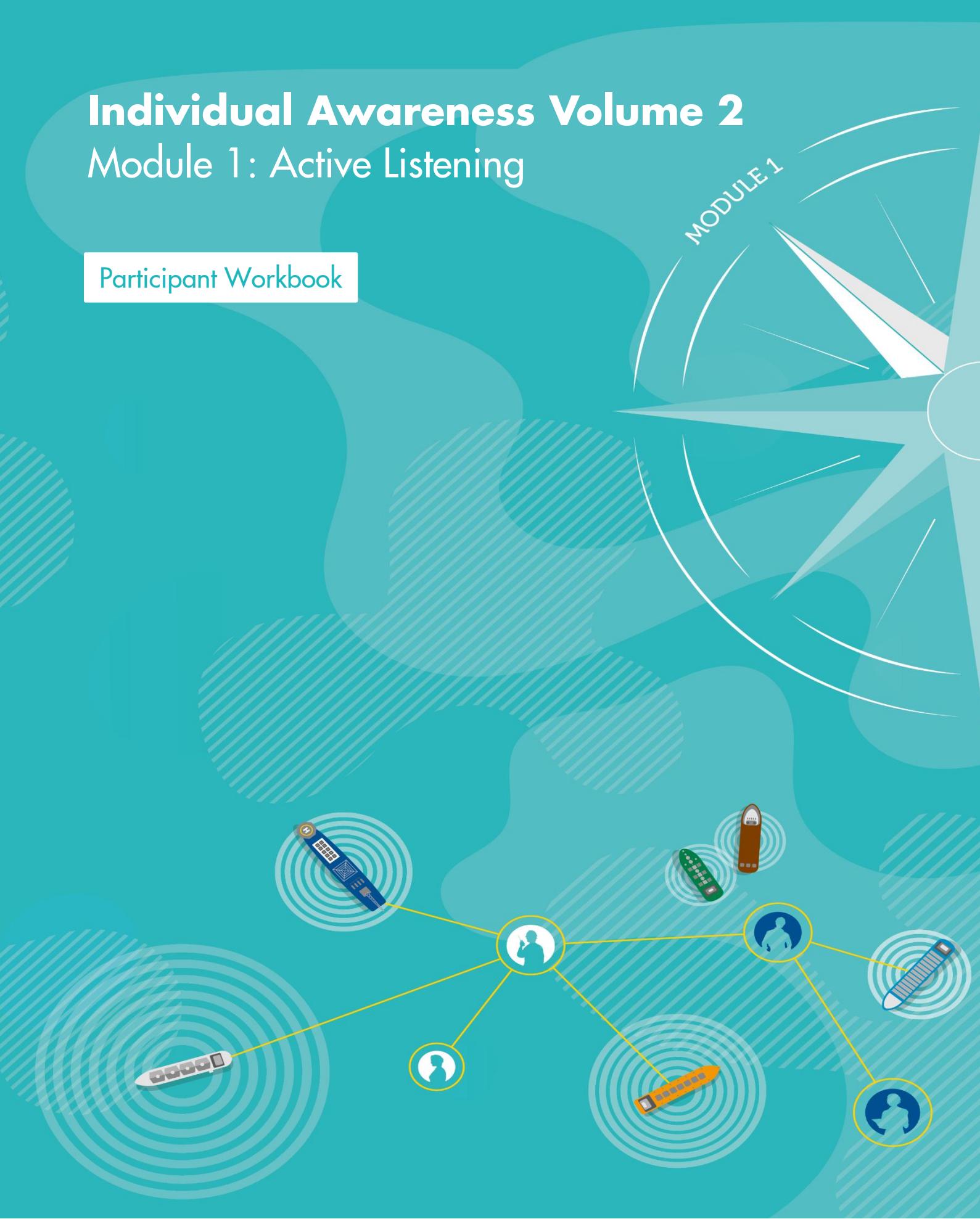
In volume two we are going to focus on the bottom two boxes, [knowing others and using social skills](#).

Individual Awareness Volume 2

Module 1: Active Listening

Participant Workbook

MODULE 1



Maritime Wellbeing is not a medical organisation and all content is provided on this website for information only. Maritime Wellbeing is not responsible for the content of external websites or resources. Maritime Wellbeing does not accept any liability for errors or omissions in any content provided on this website. Maritime Wellbeing does not accept liability whatsoever for any loss or damage directly or indirectly arising from the use or inability to use any of the information on this website. The content available on this website must not be used, reproduced, copied or distributed for commercial purposes.

Module 1: Active Listening

Goals of this module

- 1** Explain what we mean by active listening and why it is important in working well with other people
- 2** Help you to score your ability to use active listening
- 3** Offer tools and techniques to enhance your active listening



Look at the table below and tick every statement you agree with.

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

It helps to know others and using social skills to work effectively with them.

Active Listening

-  What are the benefits of knowing others and using social skills onboard a vessel? Discuss with a partner.



-  What do we mean by active listening? Discuss with your group.

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

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

Active Listening: Scenario 1



This volume is about knowing others and using social skills.

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

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

Scenario 1

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

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

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

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

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

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

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

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

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

Active Listening: Scenario 1



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

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

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

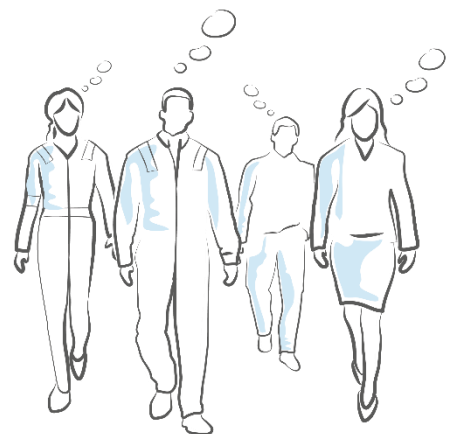
The phrase '*and one day it's too late*', gives us an important clue. The C/O has perhaps suffered a bereavement or maybe the break-up of a relationship, but we won't know if we avoid asking.

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

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

Active listening does not mean you are supposed to be some sort of therapist or counsellor.

You are simply listening *properly* to what the other person is saying, without judging and without turning the conversation to your own agenda.



Active Listening Guide



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

1. Pay close attention

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

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

2. Show you are listening

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

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



3. Explore

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

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

4. Don't interrupt

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

5. Treat the person and their issues with respect

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

Active Listening Exercise 1



In pairs, tell each other about a time when you were not listened to. It might be onboard ship, or at home, at the doctor's, in a shop, a car showroom - anywhere where you were *talked at* instead of listened to.



How did it make you feel?

Do you think they knew how they made you feel?

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



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

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

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

Swap roles and repeat the exercise.



Active listening is also an important leadership skill.

Some people are naturally good at it and others are not. But everyone can improve with practice.

Look for opportunities to build professional (and personal) relationships by active listening.

Active Listening Summary

Summary of Volume 2, Module 1



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



Note down your key take-aways as a reminder:

Summary

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

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

References for this module include the following sources:

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

Individual Awareness Volume 2

Module 2: Observing and Intervening

Participant Workbook

MODULE 2



Maritime Wellbeing is not a medical organisation and all content is provided on this website for information only. Maritime Wellbeing is not responsible for the content of external websites or resources. Maritime Wellbeing does not accept any liability for errors or omissions in any content provided on this website. Maritime Wellbeing does not accept liability whatsoever for any loss or damage directly or indirectly arising from the use or inability to use any of the information on this website. The content available on this website must not be used, reproduced, copied or distributed for commercial purposes.

Module 2: Observing and Intervening

Goals of this module

- 1 Explore how noticing the emotions and moods of others can help build working relationships
- 2 Show that people with high levels of emotional fitness are good at recognising emotions and moods in others
- 3 Encourage people to notice other people's emotions and moods and react or intervene sensitively



Remind yourselves of the differences between emotions and moods in the table below.

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

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

Observing and Intervening: Scenario 2



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

Scenario 2

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

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

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



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



Discuss as a group:

How did you start the conversation?

How did the AB reply?

What would you do next?

Note: After this session you may want to remind yourself of [module 3 in the 'Let's Talk' programme](#), in particular 'Ask' which is part of the memory aid ALL ACT.



Observing and Intervening: Expressions

According to psychologists, there are 7 universal emotions expressed across the globe. How easily can you recognise them in someone's face?

 Name these facial expressions



1.



2.



3.



4.



5.



6.



7.

 Complete the table below, then discuss with a partner.



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

1.

5.

2.

6.

3.

7.

4.

Observing and Intervening: Expressions



As a group, discuss the following questions:



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

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

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



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



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

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

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

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

Observing and Intervening: Expressions



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

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

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

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

Observing and Intervening: Scenario 3



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

Scenario 3

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

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

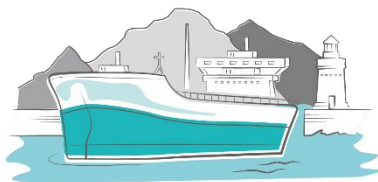
You briefly see an expression on his face which looks to you like disgust, or anger. He turns away and slowly walks towards the empty oil drums.



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

What would you do?

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



The better you get to know your fellow crew members, the more likely you are to spot behaviours that point to them having a problem.

When you see that sign you can then intervene and offer support.

Summary for Module 2

Summary of volume 2, module2



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



Note down your key take-aways as a reminder:

Summary

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

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

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

References for this module include the following sources:

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

Individual Awareness

Volume 2

Module 3: Managing Conflict

Participant Workbook

MODULE 3



Maritime Wellbeing is not a medical organisation and all content is provided on this website for information only. Maritime Wellbeing is not responsible for the content of external websites or resources. Maritime Wellbeing does not accept any liability for errors or omissions in any content provided on this website. Maritime Wellbeing does not accept liability whatsoever for any loss or damage directly or indirectly arising from the use or inability to use any of the information on this website. The content available on this website must not be used, reproduced, copied or distributed for commercial purposes.

Module 3: Managing Conflict

Goals of this module

1

Explore how people use different strategies in a conflict situation

2

Recognise your own usual approach to conflict

3

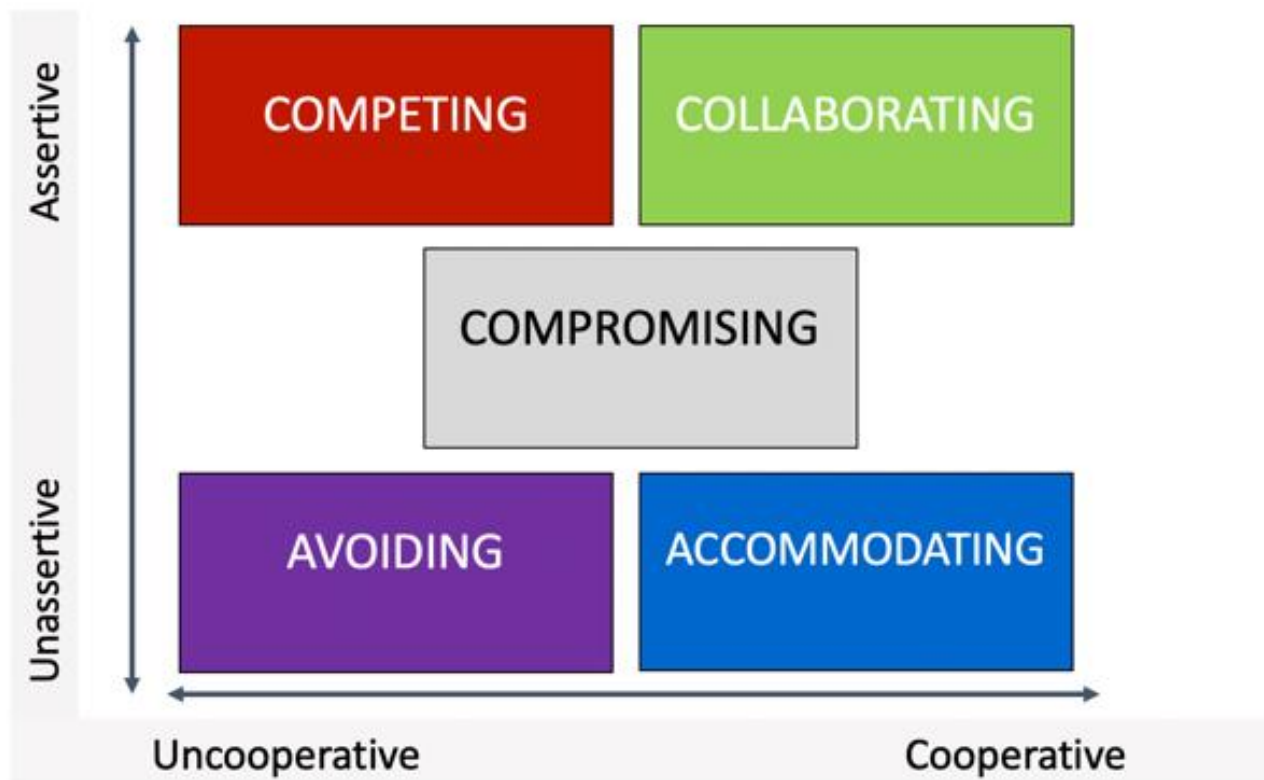
Recommend a collaborative approach to resolving conflicts



Look at the picture below and read the five definitions on the next two pages.

Strategies for managing conflict

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



Managing Conflict: Definitions

Avoiding

When people simply walk away from conflict

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

Competing

People who adopt this strategy want to win at all costs

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

Accommodating

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

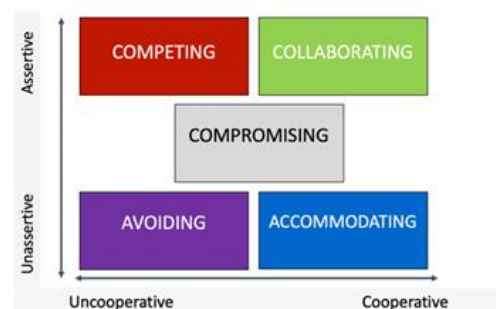
This is the opposite of competing. Accommodators are certainly being cooperative but not at all assertive of their position or rights. Often people will be accommodators simply to keep the peace.

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

Collaborating

The approach taken by people who are very cooperative

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



Strategies for Managing Conflict

Compromise

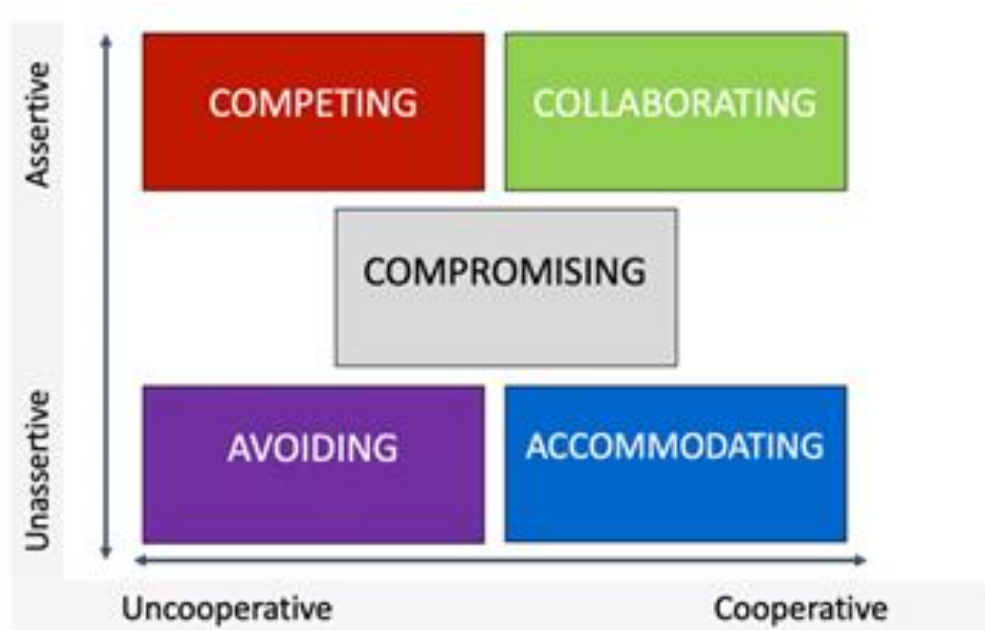
People who are partly cooperative and partly assertive

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

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



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



Strategies for Managing Conflict



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



Two children are fighting over the last orange.

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



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

one of them wanted an orange drink,



whilst the other wanted the peel for a cake.

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

All conflicts can be improved when both sides work to understand what the other wants or needs.

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

Managing Conflict: Scenario 4



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

Scenario 4

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

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

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

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



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

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



Managing Conflict: Scenario 4



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

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



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



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

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

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

A 'Golden Bridge' can help everyone maintain dignity and 'save face'.

Managing Conflict: Summary

Summary of Volume 2, Module 3



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



Note down your key take-aways as a reminder:

Summary

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

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

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

References for this module include the following sources:

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

Individual Awareness Volume 2

Module 4: Using Social Skills

Participant Workbook

MODULE 4



Maritime Wellbeing is not a medical organisation and all content is provided on this website for information only. Maritime Wellbeing is not responsible for the content of external websites or resources. Maritime Wellbeing does not accept any liability for errors or omissions in any content provided on this website. Maritime Wellbeing does not accept liability whatsoever for any loss or damage directly or indirectly arising from the use or inability to use any of the information on this website. The content available on this website must not be used, reproduced, copied or distributed for commercial purposes.

Module 4: Using Social Skills

Goals of this module

1

Explore how social skills contribute to safety and wellbeing

2

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

3

Show how social skills can help support others onboard the vessel

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

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

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

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

Seafarers need good social skills



Using Social Skills



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

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

Keep practicing, to maintain good relationships using your social skills!



Using Social Skills: Scenario 5



Read the following scenario.

Scenario 5

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

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

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

'Have you seen the Captain?' He asked.

The 2/E nodded.

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

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

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

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

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

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

Using Social Skills: Scenario 5



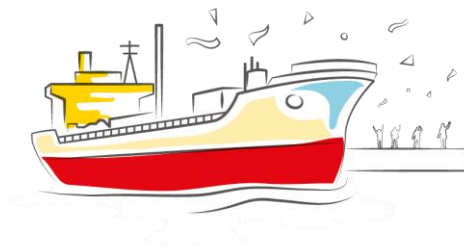
Discuss the scenario.



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

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

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



Using Social Skills: Scenario 6



Read the following scenario, which continues over the page

Scenario 6

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

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

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

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

Ravi shrugs and mutters, *'OK.'*

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

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

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

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

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

'Not really.'

'Is there something I can do to help?'

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

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

'I hate exams.'

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

Using Social Skills: Scenario 6 Continued

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

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

'Did you tell the examiners?'

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

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

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

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

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

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

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



Discuss the scenario.



What did the Captain do that used his social skills?

Using Social Skills: Summary

Summary of volume 2, module 3



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



Note down your key take-aways as a reminder:

Summary

In this session we have talked about using social skills.

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

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

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

References for this module include the following sources:

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

A series of horizontal dotted lines for writing notes.

A series of horizontal dotted lines for writing notes.

A series of horizontal dotted lines for writing notes.