



Australian Government

MARG5001A Provide leadership to crew

Release 1

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Modification History

Release 1

This is the first release of this unit.

This unit replaces and is equivalent to TDMML307B Establish and maintain a harmonious workplace environment.

Unit Descriptor

This unit involves the skills and knowledge required to apply leadership and team working skills.

Application of the Unit

This unit has application for a Watchkeeper Deck and Master < 500 GT.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- 1 Allocate duties**
- 1.1 Workload is scheduled effectively to facilitate vessel operational efficiency
 - 1.2 Duties, rosters and responsibilities are assessed against and matched to crew capabilities and according to legislative and organisational requirements
 - 1.3 Crew are allocated workload priority and *performance expectations* are communicated clearly
 - 1.4 Workload of crew is continuously assessed according to agreed objectives and timelines
 - 1.5 Performance of crew and individuals is systemically monitored against defined measurable performance criteria to ensure satisfactory completion of assigned workloads
 - 1.6 Performance above expectations is identified and reinforced through recognition and continuous feedback
 - 1.7 Performance below expectations is identified and *development plan* for improved performance is negotiated, agreed on and documented according to organisational requirements
 - 1.8 *Potential and current issues and problems* arising within the crew and/or individuals are identified and acted on according to organisational and legislative requirements
- 2 Provide learning and development activities**
- 2.1 Action plan to meet individual and group learning and development needs is prepared
 - 2.2 Individuals are supported to identify their specific learning and development needs
 - 2.3 Crew members are encouraged and supported to take advantage of *learning and development opportunities* according to their needs and organisational requirements
 - 2.4 On-the-job learning opportunities are provided according to individual needs and to the required standard
 - 2.5 Crew members are encouraged and supported in applying new skills and knowledge in the workplace

- 3 Communicate effectively with crew and stakeholders**
- 3.1 *Interpersonal skills and communication techniques* are used to facilitate open communication within crew, ensure understanding and encourage accurate exchange of information
 - 3.2 Meetings and briefings are conducted to maintain understanding and support with crew and *stakeholders*
 - 3.3 *Barriers to effective cross-cultural communication* are identified and addressed to maintain effective relationships
 - 3.4 Positive involvement and contributions are encouraged from all crew members
 - 3.5 Communications are clear and accurate to ensure that information can be easily understood and acted upon
 - 3.6 Strategies for resolving differences are used to negotiate issues and problems
 - 3.7 Communication is used to develop and maintain positive relationships, mutual trust and confidence
- 4 Provide leadership within the crew**
- 4.1 Crew members are provided with the support, leadership and advice necessary to perform work safely and effectively
 - 4.2 Assistance is provided to crew members to accomplish *teamwork* and achieve *organisational goals*
 - 4.3 Conflict situations in crew are identified and conflict resolution strategies applied
 - 4.4 *Leadership and guidance strategies* are varied to meet changing priorities and situations, taking into account the differing needs and skills of individuals and the requirements of the tasks
- 5 Make effective decisions**
- 5.1 Information is gathered and analysed to generate a range of options
 - 5.2 Decisions made are the most effective for the situation based on sufficient, valid and reliable information
 - 5.3 Decisions made are consistent with personal and professional values, ethics and regulatory obligations
 - 5.4 Consultative and participative decision making is used in implementing and reviewing the work of the crew and the distribution of responsibilities
 - 5.5 Needs and expectations of crew and the organisation are taken into account through decision making

- 5.6 Decision making is undertaken according to risk management plans and within appropriate timeframes
- 5.7 Effectiveness of decisions is evaluated to improve future decision making

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required Skills:

- Allocate, assign and prioritise resources
- Apply:
 - decision-making techniques
 - assertiveness and leadership
- Communicate:
 - effectively on board and ashore
 - with other ships, coast stations and VTS centres
 - to perform officer duties, which may include communicating with a multilingual crew
- Ensure that communications are clear and understood
- Use and understand the IMO Standard Marine Communication Phrases (IMOSMCP)

Required Knowledge:

- Allocation, assignment and prioritisation of resources
- Assertiveness and leadership including motivation
- Communication techniques and strategies
- Decision-making techniques
- Effective communication on board and ashore
- English language to:
 - communicate with other ships, coast stations and VTS centres
 - perform officer's duties, which may include communicating with a multilingual crew
- Principles and techniques involved in:
 - performance management systems
 - assertiveness, leadership, motivation
 - teamwork
- Risk management as the process of identifying potential negative events and developing plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences, if it does occur

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, the required skills and knowledge, the range statement and the Assessment

Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the Elements, Performance Criteria, Required Skills, Required Knowledge and include:

- developing effective planning documents
- sharing an accurate understanding of current and predicted vessel status, operational status and external environment with necessary crew members
- demonstrating effective leadership behaviour and teamwork techniques.

Context of and specific resources for assessment

Performance is demonstrated consistently over time and in a suitable range of contexts.

Resources for assessment include access to:

- simulated situation where providing leadership to a crew, including motivation and teamwork, can be demonstrated
- tools, equipment and personal protective equipment currently used in industry
- relevant regulatory and equipment documentation that impacts on work activities
- range of relevant exercises, case studies and/or other simulated practical and knowledge assessments
- appropriate range of relevant operational situations in the workplace.

In both real and simulated environments, access is required to:

- relevant and appropriate materials and equipment
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Method of assessment

Practical assessment must occur in an:

- appropriately simulated workplace environment and/or
- appropriate range of situations in the workplace.

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate to this unit:

- direct observation of the candidate providing leadership to a crew
- direct observation of the candidate applying relevant WHS/OHS requirements and work practices

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

In all cases where practical assessment is used it should be combined with targeted questioning to assess Required Knowledge.

Assessment processes and techniques must be appropriate to the language and literacy requirements of the work being performed and the capacity of the candidate.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below.

Performance expectations may include:

- Documented key performance indicators (KPIs) for:
 - individuals
 - individuals and crew
- Informal KPIs developed by the Master for:
 - individuals
 - individuals and crew

Development plan may include:

- Capacity for inserting ongoing evaluation, review and input
- Codes of conduct
- Crew competencies
- Crew roles and responsibilities
- KPIs
- Learning opportunities
- Negotiated agreement with individual
- Performance standards
- Work allocation
- Work health and safety (WHS)/occupational health and safety (OHS) requirements
- Work outputs and processes

Potential and current issues and problems may include:

- Appeals against formal decisions such as assessments
- Bullying
- Discrimination and harassment
- Dispute between individuals or parties
- Grievances
- Injury rehabilitation
- Perceived or actual relating to work:
 - roles, job design and allocation of duties
 - performance of self and others
- Prejudice or racial vilification
- Promotions
- Stress or personal problems

Learning and development opportunities may include:

- Career pathways
- Coaching
- Conference and seminar attendance
- External study

- Interpersonal skills and communication techniques may include:
- Formal course participation
 - Induction
 - In-house training programs
 - Job rotation
 - Mentoring
 - On-the-job training
 - Secondment
 - Active listening
 - Constructive feedback
 - Control of voice and body language
 - Flexibility and willingness to negotiate
 - Non-verbal communication
 - Presenting options and consequences
 - Paraphrasing
 - Reflecting and summarising
 - Speaking clearly and concisely
 - Seeking feedback to check understanding
 - Showing awareness of cultural and social differences
 - Using language sensitively
 - Using positive, confident and cooperative language
- Stakeholders may include:
- Coast stations
 - Master
 - Other ships
 - VTS centres
- Barriers to effective cross-cultural communication may include:
- Assumptions
 - Cultural
 - First or preferred language
 - Level of skill and knowledge
 - Power imbalance
 - Racist and prejudiced attitudes
 - Socioeconomic
 - Stereotypes and generalisations
 - Structural
- Teamwork may include:
- Advantages and disadvantages
 - Individual and group behaviour
 - Team building
 - Team problem solving
 - Types of groups
- Organisational goals may include:
- Client service standards
 - Environmental management

Leadership and guidance strategies may include:

- Organisational service standards
- WHS/OHS
- Delegation
- Empowerment
- Job design
- Motivation
- Process theories

Unit Sector(s)

Not applicable.

Competency Field

Teamwork