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DEFINING AND DESIGNING A COMPREHENSIVE LEADERSHIP EDUCATION PROGRAM USING THE MARITIME MODEL OF LEADERSHIP

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Abstract. The maritime industry professional, whether at sea or on shore, must possess certain leadership skills, abilities and attributes that will allow him or her to be successful in a variety of professional environments. Our industry is demanding in many ways and has the right to expect that graduates of MET institutions will be competent to assume leadership roles upon graduation and well into the future. Because of this, it is likely that every MET institution claims Leadership Development in its institutional outcomes or objectives for its graduates. However, the term Leadership can, and often is, defined in many different ways by those giving speeches, writing textbooks and articles, and representing the industry, and this can complicate the design of an effective leadership development program.

The California Maritime Academy is in the midst of a 3-year review and redesign of its leadership development training program. The first question raised was not "How should one define Leadership?" but rather "What are the needs and expectations of the maritime industry, both shore-side and at sea, of its future maritime leaders?" After a review of modern leadership paradigms, educational leadership programs throughout the United States, including military and maritime academies as well as universities well recognized for their leadership programs, and conversations with industry professionals, a model for Maritime Leadership was developed.

This paper will present the Maritime Model of Leadership as a standard definition of leadership development for any MET institution. It will focus on why the Maritime Model is important to understand when designing or re-defining a leadership development program for the next generation of Maritime Leaders and Professionals in a Global Profession. It will also follow the development of a new Comprehensive Leadership Development Program at Cal Maritime using the Maritime Model including the inclusion of the entire Maritime Academy in the leadership development of its cadets.

Key words: leadership, leadership development, leadership education, maritime leadership, leadership models

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In May 2013, The President of the California State University Maritime Academy (Cal Maritime) formulated a task force to “create a comprehensive, four-year, co-curricular continuum of leadership development and training programs, events and activities for Cal Maritime cadets that integrates with and complements academic studies” to the incoming freshman class. This 17 person task force, consisting of faculty, staff, administrators, ship’s officers, and cadets was given 15 months to implement a program to the incoming freshmen class, and three years to have the program fully developed. The program should ultimately be nationally recognized for its leading edge, comprehensive and integrated multi-dimensional approach to delivering powerful, and relevant student leadership development.

Part of the rationale for developing such a program is that while virtually all maritime academies and universities claim to teach and train leaders for shipboard and portside leadership roles, there was little evidence that existing programs were effective in delivering a comprehensive program, and less evidence that programming was reaching all students regardless of their interest or ability to participate.

DECISION MAKING PROCESS

To accomplish the goal of designing the program, the task force used a decision making process similar to the Scientific Method, or an Engineering Design Process, which is called the Six Step Decision Making Process.

A brief description of the process follows here:

Step 1 – Assess the environment

Assessing the environment meant understanding what was already being done on and off campus, inside and outside the classroom. It included reviewing the resources that were available on campus and those that were had available to use off campus as well. The team reviewed federal and state maritime and service academy leadership development programs and looked at the programs listed in a national review of the 25 best leadership programs in the country. Theories of leadership development education and pedagogy were studied. But it was most important to understand what the Maritime Industry at large meant when it was looking for leaders for that industry.

Step 2 – Analyze the task

The second step is to ensure that everyone completely understand the task at hand, the timelines, the budget (if appropriate), and the expectation of the deliverables. It was during this step that it was determined that it was not required define leadership or what it means to be a leader, but rather to understand

and deliver a program that ensured graduates knew what it takes to be a leader, and were ready to do so. It was during this step that the definition of the Maritime Model was developed from which came the evaluation criteria and the programming models.

Step 3 – Develop and weight criteria for evaluation

During this critical step the criteria that would help determine the best plan of action was determined. It is important that this be done prior to the development of options so that the options do not drive the criteria, but that the criteria are used to evaluate the options. For this program, criteria included twelve guiding principles that included principles such as flexibility, content, affordability and ease of assessment. Of course, some of these principles were deemed more important than others, and so were weighted more heavily during the evaluation process.

Step 4 – Determine options, evaluate against criteria, select option or model

After the preparatory work during the first three steps, the task force was ready to start with developing options for the program. Preliminary free-flowing conversations, included brainstorming, talking with constituents, discussing ideas with industry leaders and educational professionals, and then working in teams to design four separate and distinct options as potential leadership development program models. The teams developed the conceptual framework for the models, and presented them to the task force for critique and comment, and then continued development based on feedback.

Each of the four options was then evaluated against the previously developed and weighted criteria. It is important to note that the options were not evaluated against one another, but only against a common set of criteria. This evaluation was completed privately by each task force member and the results were tabulated using raw scores, average scores and scores with standard deviations. In all scenarios, the preferred option was the same. However, by looking at the rating sheets, there were elements of the other options that received high scores in certain aspects of the evaluating criteria. These areas were reviewed and identified for possible inclusion in the chosen option model.

Step 5 – Develop program model

The remainder of the first 15 months of the task force effort was to design the program based on the conceptual model and ensure it met the overall objectives laid out in the very beginning of the effort. In this step the specific programming needs were identified and designed as part of the four year curriculum. As

this program is intended for every student, it was critical to identify a process for ensuring that all cadets were full participants in the program, and that the programming lessons and opportunities were being delivered to each and every student.

Step 6 – Implement, assess, improve

The final step of the decision or design process is implementation. Cal Maritime is currently in this phase which was intended to take the final 21 months of the 36 month process. The program was implemented for the freshman class, and has gone through its first academic year. During that year, the task force worked with the students, faculty and staff to monitor and control the program, as well as continue to design it for students in other years. During this step there will be adjusting, adding to, and assessing of the program with an eye toward continuous improvement and growth. It is during this phase that the program will be presented to audiences such as IAMU to gather feedback and comment as part of the assessment program.

FOUR YEAR CONTINUUM OF LEADERSHIP DEVELOPMENT

The leadership program has many components and opportunities for the cadets to complete. While some of these opportunities will occur at the student's own pace, much of the programming is geared toward a four year continuum with a particular plan. While not all opportunities are in strict adherence with this practice, the *general strategy* is for the learning opportunities to focus in this manner:

- 4th class (first year): developing self-discipline and freshman success
- 3rd class (second year): developing accountability of self and one other person
- 2nd class (third year): developing diverse group leadership competencies
- 1st class (final year): developing life skills necessary to thrive as a new graduate

I TEACH LEADERSHIP

It was important to the task force that this program be a comprehensive part of the campus environment. To help ensure all campus constituents knew what was to be accomplished with the program, all employees regardless of position were included in the program. In a President's address to the campus wide community, he handed out buttons for everyone to wear that read: "I teach Leadership at Cal Maritime, ask me how!" As the buttons were handed out, he read some of the "answers"

to *ask me how*, ensuring that everyone knew they were part of the program, as well as showing some of the expected outcomes of the leadership program. Here are some of the ways that all Cal Maritime faculty and staff teach leadership in their everyday work habits:

- I make ethical decisions
- I hold myself to an outstanding work ethic
- I hold myself and my team accountable for my/our actions
- I treat others with respect; my superiors, my subordinates, my peers, and our Cadets
- I collaborate on important tasks
- I dress in appropriate attire for my profession
- I am respectful of other's time, so I am on time
- I give credit where credit is due
- I understand that my actions, my words, and my work product are seen and heard by all, and are important to the quality of the learning environment of our students

THE MARITIME MODEL

As mentioned above, the task force, in conversation with maritime industry professionals determined the need for defining the maritime model of leadership. What does it mean to be a leader in the Maritime Industry? And how are students prepared for this challenge? The task force based its programming and leadership development programming around this definition.

The "Maritime Model" of Leadership is one which embraces the history, importance, and tradition of the seafaring chain of command while promoting active participation and engagement in modern team management best practices.

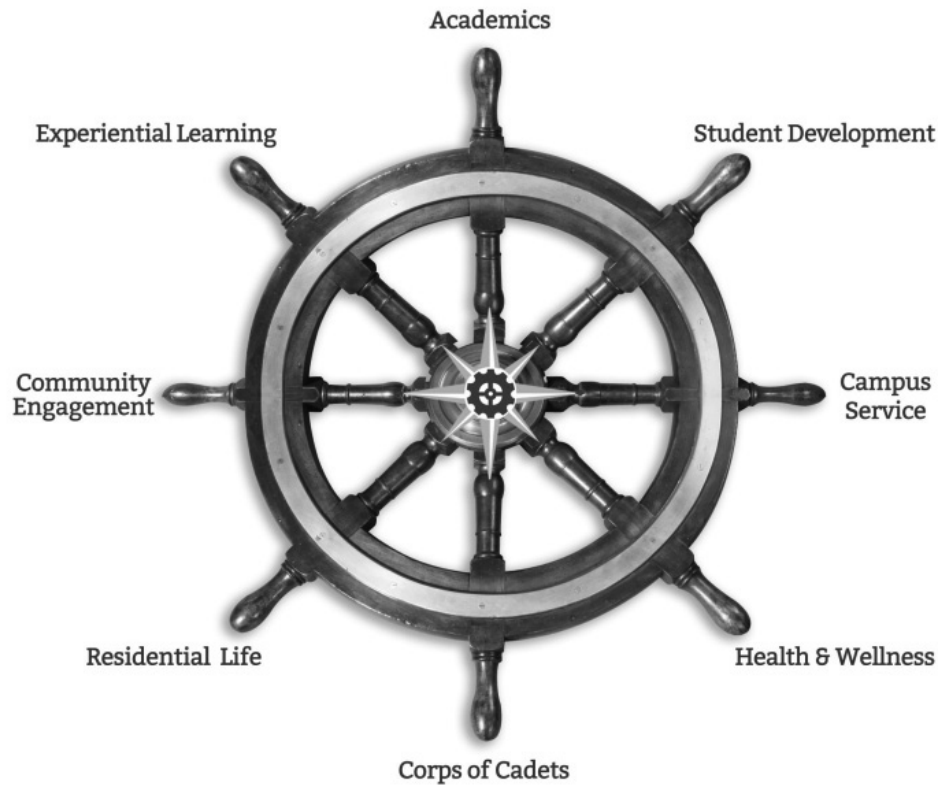
The Maritime Leader is a "loyal shipmate," who is ethical, responsive and goal-oriented, who strives for excellence, demonstrates integrity, and is confident, ever-learning and adaptive.

Based on this definition, the challenge was to create a leadership development program that develops graduates ready for sea-going or shore-side professions in which they are competent to understand and contribute to the situation, confident to articulate their opinions, and respectful enough to understand their position in the ultimate line of authority.

THE SHIP'S WHEEL

A traditional ship's wheel is the graphical representation of the Cadet Leadership Development Program.

Edwards Leadership Development Program



The wheel is comprised of eight spokes, or handles, each representing an important component of each cadet's living and learning experience while attending Cal Maritime. Each cadet will reach a fundamental or foundational level of leadership training, education and experience through each of the eight areas. During their tenure at the Academy, additional leadership opportunities will be available for the cadets to pursue higher levels of leadership experiences through one or more of these areas, depending on the student's personal interests, strengths and abilities. As the students progress through the program, they may earn certificates in Leadership at the honors, high honors, and highest honors levels, in a manner similar to academic achievements of cum laude, magna cum laude and summa cum laude.

Required and optional programming in each of the areas will be delivered in unique and specialized manners appropriate to the distinct function of the educational experience. These methods will include lectures, labs, seminars, team building, retreats, one-on-one sessions, international travel, experience in real-world situations, simulations, and involvement in the governance of the campus, as well as community engagement opportunities. These opportunities will be assessed for effectiveness and relevance on a regular basis.

The eight spokes of the wheel, as shown in the graphic above are briefly described here going clockwise around the wheel from the top.

Academics

The leadership program is designed to integrate with and complement the academic programs at Cal Maritime. As such, the academic programs will provide practical, experiential and theoretical learning opportunities within and across majors at the lower and upper-division course levels. Academic Programs outside the traditional classroom such as Student Exchange Programs provide additional areas of leadership development.

Student Development

The area of student development and career services will provide training and leadership education opportunities in the areas of conduct and judicial affairs as well as career placement and enhancement. Examples of these will be preparing cadets to run and determine responsibility in student conduct issues, preparation for company co-ops and commercial cruise experiences, and job searching and interviewing techniques.

Campus Service

Leadership opportunities in this area will focus on student and campus governance and stewardship. Students will learn and perform business and management skills while working with the ASCMA (Associated Students), campus clubs and organizations, campus governance committees and the campus stewardship program.

Health and Wellness

In this area, students will be introduced to, and develop peer teaching opportunities of, the positive effects of a healthy life-style. Subject matter will be varied and include topics regarding choices, alcohol and other drug use and abuse, relationships, physical and emotional balance in professional and personal life.

Corps of Cadets

All students are members of, and active participants in, the Corps of Cadets, the most obvious and unique aspect of campus life relative to any other California State University campus. The Corps of Cadets is an all-embracing lifestyle at Cal Maritime with strict guidelines regarding accountability, punctuality, uniform and grooming standards, and conduct and disciplinary regulations. The Corps offers practical leadership and training opportunities at many levels during the typical four year cycle of Academy life and is clearly the common shared experience of all cadets.

Residential Life

Programs in Residential Life add to the success of our students in knowing themselves and bringing out self-discipline qualities needed to be a leader. Programs include many aspects of college life and personal growth, including living within a community successfully, managing time and stress, and separate programs specifically catered to first year and returning students. More advanced leadership opportunities exist in the residence halls for Residence Hall Officers commonly referred to as Resident Assistants. Additional programming is available for students meeting special requirements for living off campus which include subjects such as off-campus citizenship and programming with landlords and neighbors.

Community Engagement

Cal Maritime Cadets are ambassadors to and throughout the community in many ways. Whether it is

through intercollegiate athletics, community service learning, military training programs or representing the Academy at local state and national organizations and government offices, cadets have opportunities to gain leadership skills working alongside leaders and organizations both on and off campus.

Experiential Learning

Cal Maritime cadets must all participate in academic and extra-curricular experiential learning opportunities throughout their careers on campus. This area will focus primarily on the leadership and learning opportunities for the cadets through their practical business (Co-op) experiences both domestic and abroad through cruises on the Golden Bear, commercial merchant vessels and faculty led international experience.

CONCLUSION

As of the time of this paper, the task force is completing its second year of a three year design stage. The program has been designed and undergone initial implementation and is being further developed as well as being in the early stages of assessment for effectiveness. Feedback on the program has been positive and is being actively sought after and appreciated.

One of the most gratifying results of actively seeking input and feedback on the program has resulted in the naming of the program. The program is named the Edwards Leadership Development Program and is supported by the Tom & Libby Edwards Leadership Development Endowment.

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