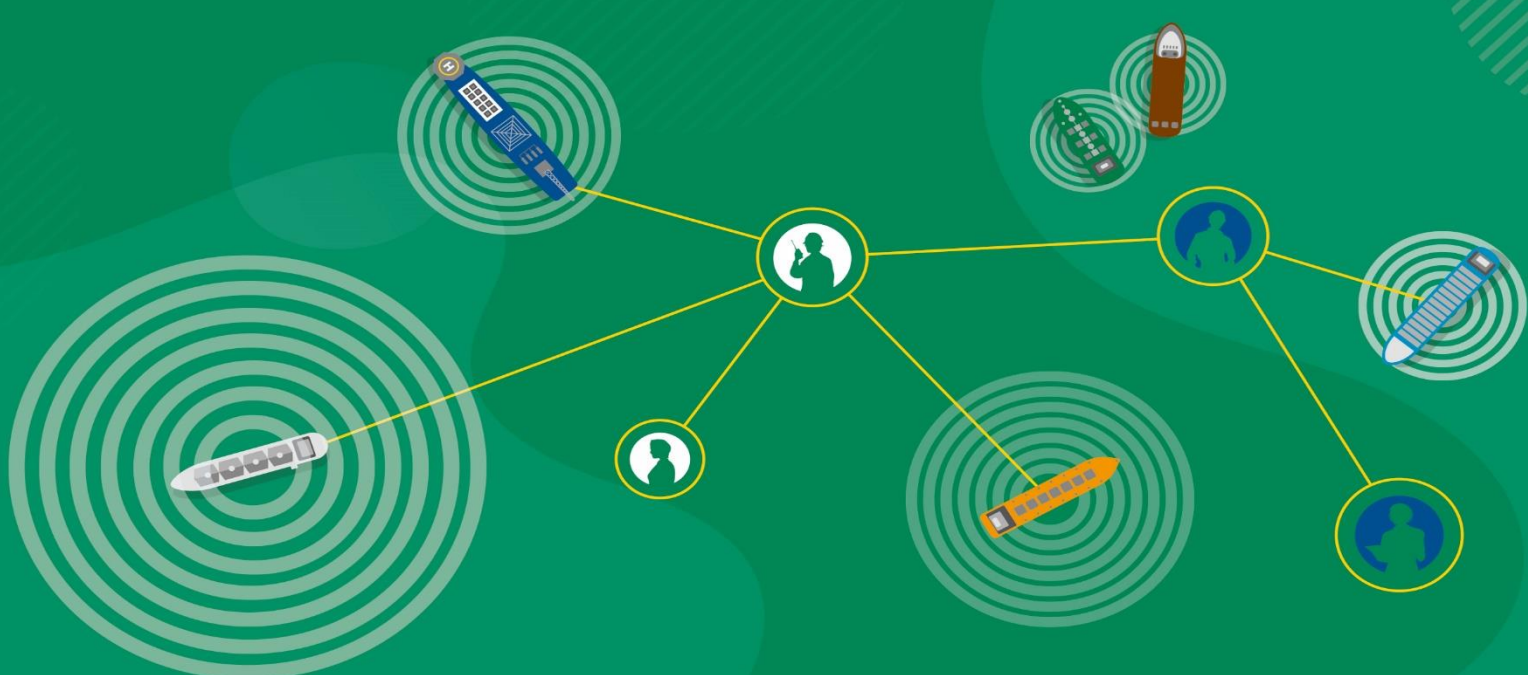


Maritime Wellbeing

Volume 1

Individual Awareness

Develop your emotional fitness to know yourself and manage your moods



Introduction to the Programme

The Individual Awareness programme consists of two volumes, each with four modules containing information, scenarios and associated tasks. The programme aims to develop the seafarers' own skills and awareness.

Modules should be completed in small groups if individuals are comfortable to share personal feelings, led by a facilitator. Materials can be adapted for larger audiences, for example at seafarer conferences.

We recommend volumes / modules are worked through in order but can also be prioritised according to individual preference or needs.

Note for Captains and Chief Engineers, the Leadership for Crew Wellbeing programme builds on the knowledge and skills from the Individual Awareness programme, which should therefore be undertaken first.

Facilitators

Thank you for becoming a facilitator and helping your team to improve their leadership and management skills.

This programme is like 'Let's Talk' and the main aim is for you and your team to learn together, sharing experiences and reflecting on the value of each other's point of view.

Practical tips

Before undertaking any of the sessions

- Make sure the attendees have a **participant workbook and a pen** to make notes
- Give attendees an idea of the sort of things you will be discussing. The more they have had a chance to think about the topic, the more likely they are to be able to offer their own thoughts and ideas

You could deliver the whole of the volume in one workshop which is likely to need more than an hour, however **we recommend you run modules in order, one at a time**

Module 1: Emotional Fitness

Module 2: Social styles at work

Module 3: Values and who you are

Module 4: Mood, emotion, and developing your strengths

- Text **in bold** is read out to the participants. Text *in italics* is additional information for you. **Other text** is for the participants to read individually or in groups as directed
- **At the start of a session deliver a short safety brief** or ask a participant to do so. Make sure that hygiene and infection control are included as part of that brief
- **Remind participants that whatever is talked about stays within the room.** As facilitator, always thank people for their contributions, and don't get into an argument with them
- Some subjects can be sensitive to some participants, and **if you feel that someone is finding it difficult, then speak to them personally** and ensure they are supported appropriately
- **Present with energy and enthusiasm.** If you are, or appear to be, bored then you can guarantee the rest of the room will be too!
- **Listen carefully** and do not take over the discussion. If you do that everyone else will be quiet, and this should not be a one-way lecture. Your job is not to provide answers, it is to get people talking
- **Read this guide carefully** before running the sessions and add any examples of your own which you might share with the attendees

Introduction to Volume 1

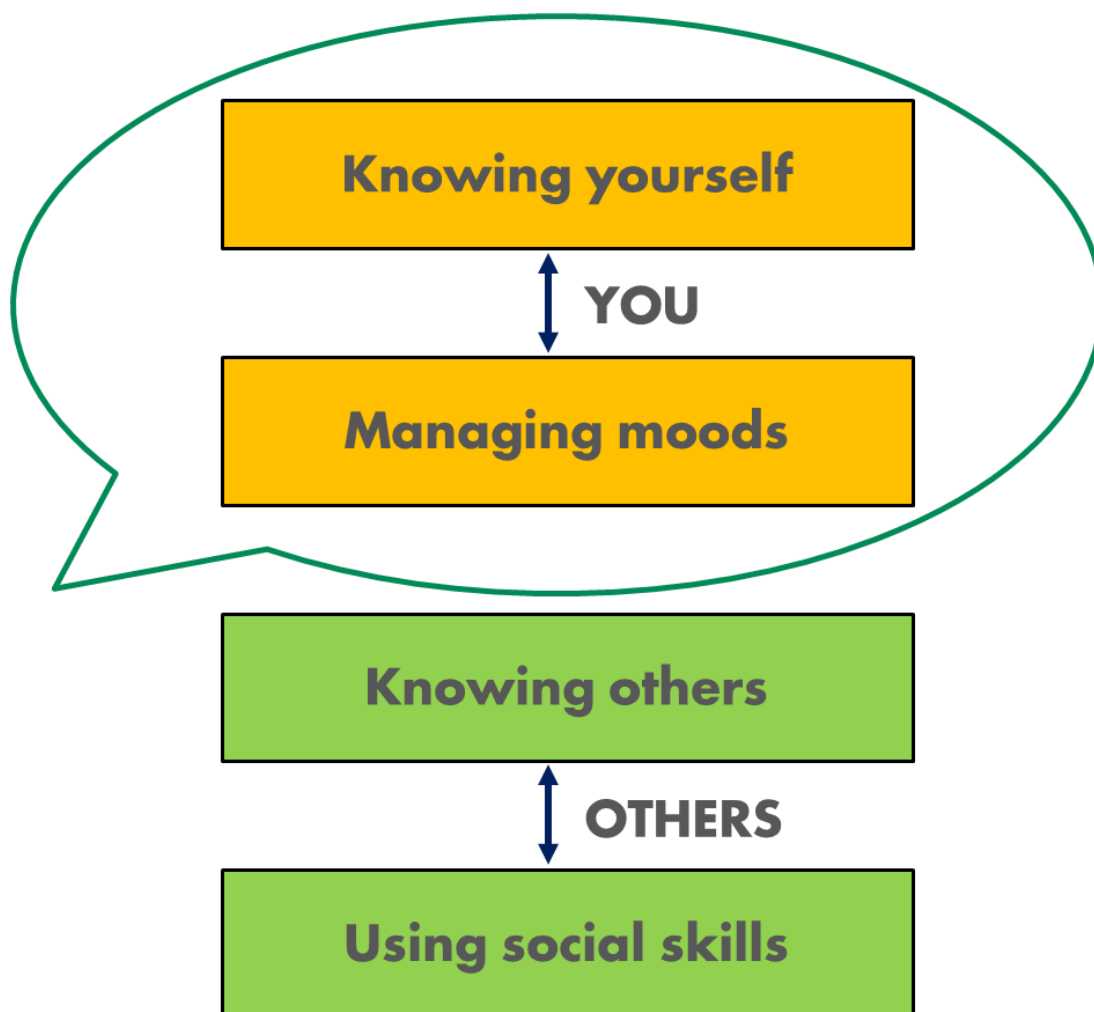
Knowing yourself and managing your moods

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 this volume we are going to focus on the top two boxes of this model, **knowing yourself and managing moods**. We will consider you both as a seafarer (knowing yourself at work) and you as a person (knowing yourself as an individual), before continuing in volume two to look at knowing others and using social skills.



Individual Awareness Volume 1

Module 1: Emotional Fitness

MODULE 1

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



Read out all the sections in **bold text** or marked with this symbol:



Indicates facilitator notes



Indicates a tip for developing facilitation skills



Module 1: Emotional Fitness

Explain the goals of this module

- 1** Explain the meaning of emotional fitness and the importance of managing our emotional state to have a good effect on others
- 2** Consider how emotional fitness benefits seafarers
- 3** Understand that we can all improve our emotional fitness
Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



Read the following information then take a moment to answer the question below.

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.



How might good emotional fitness benefit seafarers?



Give everyone approximately 5 minutes to read the information and answer the question. Then ask participants to share their thoughts. Responses might include:

- *Better teamwork* *
- *Improved communication*
- *Less conflict*
- *More support for crew facing problems*
- *Nicer atmosphere onboard*
- *Knowing when a colleague needs help, support or just a chat*

*see facilitation tip on the next page

Emotional Fitness

★ *Facilitation tip:*

Often people will say something like, 'better teamwork'. This is very broad, and as a facilitator you can ask them to explain what they mean, like this:

I think teamwork might be better

What might that look like on a vessel like this?

Well, sometimes people are very fixed on their own jobs and they don't notice other people

How might that affect the operation of the vessel?

You can feel excluded

What effect does that have?



Many scientific studies show emotional fitness helps many areas of our lives, but particularly in the workplace. For instance, a good level of emotional fitness has been found to¹:

- Improve psychological health and wellbeing
- Reduce anxiety
- Reduce turnover of staff
- Increase performance
- Speed recovery from physical illness and bereavement
- Improve leadership behaviours

Working at sea can be very stressful at times. Knowing how you personally cope with difficulty and competing demands, helps you to manage your workload. It also helps you to look for help where it is needed and act in a way that will inspire your colleagues.

Emotional Fitness: Scenario 1



Read out the following: It is important to recognise that, as humans, we are strongly affected by our circumstances – we all have good days and bad days. Have a look at the following scenarios and think how you would respond....try to be honest about how you would *usually* respond.

Give participants a few moments to think, then discuss in pairs. Then ask for their ideas.



Read the following scenario then discuss with a partner.

Scenario 1

The regular pilot is onboard. He lights a cigarette without asking. You have asked him in the past not to smoke on the bridge as it is bad for people's health and against the rules of your company.



How do you feel? How do you respond?

★ Facilitation tip:

You may get an answer like, 'I would feel annoyed'. Try to get them to consider what that means, by asking follow-up questions, such as:

I would feel annoyed

What effect does that have on you?

I can't think about anything else but the fact that he is smoking!

Why might that be a problem?

I should be concentrating on my role!

Emotional Fitness: Scenario 2



Most people would feel frustrated that their requests or orders were being repeatedly ignored.

Someone with a **low level of emotional fitness** on the day might lose their temper and become angry at the pilot. This might lead to an unpleasant exchange and achieve nothing except bad feeling and distraction from navigating the vessel safely.

If you had a **high level of emotional fitness** you would recognise your feeling of frustration, then would consider the best way of trying to ensure that the pilot understands and complies with the rules onboard your vessel. Your colleagues will watch how well you handle the problem and take a lead from you.

Knowing yourself includes **knowing what effect you have on others**, directly and indirectly through observation. The more senior you are on the vessel the more you should be aware of the example you set to others.

Ask Participants to think about this as they read scenario 2. Give them a few minutes to think then ask for their ideas.

Scenario 2

Weather conditions are bad and there are very high seas. You see something breaking loose on deck that needs immediate attention. You step out onto deck and immediately someone calls you back and shouts at you because you were not wearing a safety line or flotation device.



How do you feel? How do you respond?



Most people would feel embarrassed or humiliated at being caught breaking the rules, and angry at being shouted at.

A person with low levels of emotional fitness might argue that they were responding to an urgent need, resent being shouted at and harbour a grudge against the person. You can see how they will take longer to put the incident behind them and move on.

Someone with a good level of emotional fitness would recognise these emotions and accept that the person doing the shouting was probably concerned for your safety.

Signs of Good Emotional Fitness



Take a look at this list of signs of good emotional fitness. Tick each one that you can confidently do:

Signs of good emotional fitness ²	
Help another person change a negative emotion to a positive emotion	
Express joy when good things happen	
Manage your own emotions when under pressure	
Help another person regulate emotions after they have suffered a loss	
Not be discouraged by criticism	
Use positive emotions to generate good ideas	
Know what emotion another person is feeling by looking at their facial expression	
Quickly deal with bad experiences and move on	
Cheer yourself up when an unpleasant event has happened	
Put yourself in a mood that best suits the occasion	



After everyone has completed the table, read out the following text.

If there is one of these that you did not tick, it shows two things:

1. You have enough self-awareness to recognise this about yourself!
2. This might be an area you can work on, or something you may need support in achieving

★ See facilitator tip on the following page

As you may know, leading a bridge or engine room team is a lot more difficult when people are not working well together. A leader with good emotional fitness knows what effect their personality and leadership style has on other people, and can manage their own moods in order to get the best out of their crew. Take a few moments to read the next scenario.

Signs of Good Emotional Fitness

★ *Facilitation tip:*

As facilitator you may be asked a question such as:

I don't know how to help another person change a negative emotion to a positive emotion, how do I do it?

Do not answer this question yourself. Instead, you could check if they want to learn and then ask the rest of the room if they have any good ideas to help

Is it something you would like to be able to do?

Yes

Has anyone found a good way to do this?

Explain that nobody is in a permanent state of emotional fitness, and the point of this discussion is that the more we understand who we are, and how we can manage our moods, the better we are able to cope with problems.

IMPORTANT: If you get this sort of challenge it may point to a particular concern an individual has. Make a note to speak to them privately afterwards in order to see if you can help provide further help or direct them to other support such as company providers or industry associations.

Emotional Fitness: Scenario 3



Read the following scenario then discuss the question with a partner.

Scenario 3

There are two vessels crossing a busy sea-lane at night. The weather conditions are bad, and even seasoned sailors are suffering.

On one vessel the Chief Engineer (C/E) receives a high temperature alarm on the main engine freshwater cooling system which automatically shuts down the main engine. The C/E calls the engineering team together. He is obviously stressed, and angrily tells everybody that this is a problem that should not have happened. He says that someone hasn't done their job, and they need to urgently solve the problem, and to get the engine restarted, whatever it takes. After that he intends to find out who was responsible for allowing this situation to develop and will personally make sure that person is never employed by the company again.

On the other vessel the C/E receives the same message about the high temperature alarm and the engine shuts down. He calls the team together. This C/E recognises that he is anxious – after all this situation is serious. He realises that he needs to remain calm when speaking to the team. He manages his emotions during the meeting, calmly sets out what needs to be done, and encourages the team to work together, calmly and without rushing, to repair the cooling system and get the engine restarted. One of the junior engineers is particularly nervous and the C/E responds supportively and talks them through what they need to do.



Which Chief Engineer is likely to complete the task successfully, safely and with the trust and support of their team? Why do you think that?

Emotional Fitness: Summary



Give participants time to read the scenario then a couple of minutes to discuss their answers to the question. Then ask for their thoughts about why one of the Chief Engineers was more likely to be successful, and why the other may not.

As a follow up: In an emergency situation it is particularly difficult to behave like the C/E in the second example. Does anyone have any hints or tips for the others about how you manage your own fears, anxiety, anger or uncertainty in order to support other members of the team?

Summary of Volume 1, 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:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary below

Emotional Fitness: Summary

Summary

In this session we have talked about what we mean by emotional fitness and why it helps seafarers. We looked at the signs that someone has a high level of emotional fitness. We considered some typical scenarios and how people who know themselves can be aware of their emotional state and manage it so it does not have a bad effect on other people, or on the operation of the vessel.

Like most things in life, emotional fitness requires practice. Next time you find yourself in a stressful situation, at work or at home, ask yourself – am I monitoring my emotional state? Are my emotions making this situation better, or worse?



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

¹ Di Fabio, A and Saklofske, D (2020) *The relationship of compassion and self-compassion with personality and emotional intelligence*, *Personality and Individual Differences*, <https://doi.org/10.1016/j.paid.2020.110109>

² *Emotional self-efficacy*, Nicola S Schutte, *An Introduction to Emotional Intelligence*, Wiley

Individual Awareness Volume 1

Module 2: Social Styles at Work

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- If you will use the additional poster / handout have them ready
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



Read out all the sections in **bold text** or marked with this symbol



Indicates facilitator notes



Social Styles at Work

Explain the goals of this module

1

Describe the different ways in which people prefer to work together, using a helpful model of four social styles.

2

Explore how these influence different approaches to teamwork onboard and why sometimes people find it hard to work together

3

Know that adapting to other people's preferred style can improve teamwork

Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



In this session we will look at social styles at work. This is the way we each prefer to work with other people.

We are going to look at a model which will help you identify your preferred style and will help you understand why sometimes people find it hard to work together. This is not because they dislike each other, but that the ways that they each like to work are different. When you know that, it means you can adapt to each other's preferred style, and use the different approaches to improve teamwork.

The ways we like to work are linked to our personality and there are lots of different ways of measuring them. Look at these descriptions of different styles and note which best describes you.

This exercise can be done in different ways depending on your participants: You can choose for participants to read the information individually then discuss, or in pairs/small groups taking it in turns to read a style out loud before discussing.

Social Styles at Work: What's My Style



Which style best describes you?

Style 1

You are fast moving and adventurous

You like to come up with new ideas. Your favoured approach is to create a vision of the future and then get others' support by selling the benefits of your vision. You specialise in energy, enthusiasm, humour, and risk-taking. Others tend to see you as persuasive, full of ideas, and impulsive. You like freedom to explore new things. When you have done something you like to receive praise.

Your strengths are:

- Stimulate creativity
- A sense of fun
- Energy and enthusiasm
- Focus on vision
- Promote team spirit
- Willingness to try new things, break new ground
- Encourage the team to be the best

Style 2

You are thoughtful and cautious

You like to make sure all of the details are in place before moving ahead. Your favoured approach is to minimise risk by looking at all the options before making a decision. You specialise in correctness, caution, and proof. You are balanced, and don't get over-excited, but remain rational.

You devote a lot of focus and skill to getting things right. If enough information and time is provided, you will not only deliver excellent work, but with all the backup and contingency plans anyone could ever want!

Your strengths are:

- Objectivity
- Precision
- Thoroughness
- Attention to detail
- Systematic thinking
- Emotional consistency
- Willing to explore alternatives
- Encourage the team to think carefully and rationally

Social Styles at Work: What's My Style

Style 3

You are fast paced and decisive

And you can be *impatient with those who don't keep up with you*. Your favoured approach is to act quickly, based on the information you consider relevant – and to make any necessary corrections later. You specialise in being practical, telling it how it is, being cool under pressure and completing tasks quickly. Others tend to see you as work-focused, efficient and demanding. You can tune out distractions and focus on delivering results.

Your strengths are:

- Decisiveness
- Efficiency
- Tell it how it is
- Results focused
- Practical
- Tough
- Willing to take risks
- Encourage team to make fast decisions and take action

Style 4

You are considerate and supportive

You like to take time to *build good relationships and to focus on team results*. Your favoured approach is to *find common ground and to gain general agreement*. You believe the best solution is generally one where everyone involved is "on board." You specialise in *compassion, loyalty, and building trust*. Others tend to see you as *kind, skilled with people and teams, and somewhat humble*.

Your strengths are:

- Supportive
- Show empathy
- Loyal
- Team focused
- Concern with others development
- Willing to share recognition
- Encourage the team to look for win/win solutions



There are no rights and wrongs with these, and as you can see, each style has considerable strengths.

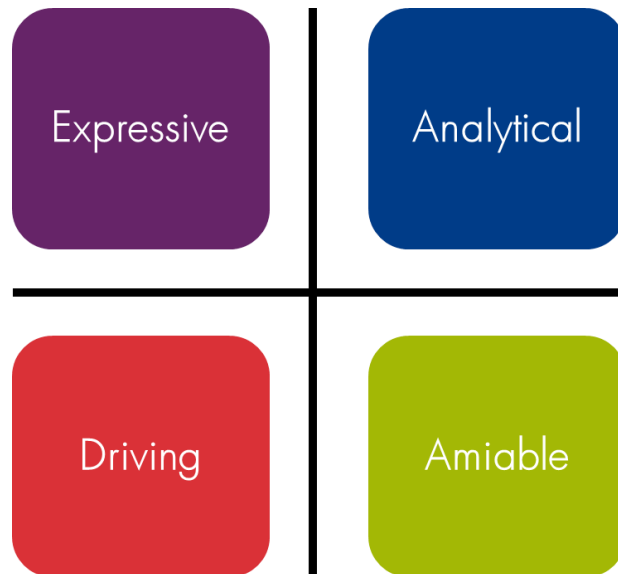
(Ask for a show of hands) Who was mostly style 1? Style 2? 3? 4?

Turn over the page and look at the names given to each style.

Social Styles at Work: What's My Style



Style 1 is Expressive, Style 2 is Analytical, Style 3 is Driving, and Style 4 is Amiable. Note: In a very small group it is possible that you will not have representatives of all 4 styles. If so, ask them if they know someone who is obviously one of the other styles. Give participants time to think, then ask them to share whether they think their initial choice reflects their usual style



These styles can be grouped into people who will stand up more for what they want and what is best for them, and people who do not generally put their needs first. And those who are more strongly influenced by fact versus feeling.

More assertive



Expressive



Driving

Less assertive



Analytical



Amiable

Influenced by facts and data



Expressive



Analytical



Driving



Amiable

Influenced by feelings and emotions

As this diagram shows, people who are Expressives and Drivers tend to put their needs first, where people who are Analytical or Amiable tend to put other people first.

Expressive and Analytical people tend to be more interested in facts and data, whilst Driving and Amiable people tend to be more motivated by feelings and emotions.



Do you think this sounds like your usual style?

Social Styles at Work: What's My Style



Imagine that you are planning a big holiday – somewhere far from where you live. Quickly write down the first few things that you need to do.



What do I need to do to prepare for my big holiday?

- 1.
- 2.
- 3.
- 4.

etc.



Give participants a few minutes, then ask people from each style in turn, to share their list (i.e. ask for 'Drivers' to put up their hands and ask one or two to share their list. Then ask all the 'Amiables' etc.).

You will find that the lists reflect very different approaches. For instance, many people who have the driving style will be half way to the airport before the 'Analyticals' have finished working out how much currency they will need.

Similarly the 'Amiables' will be trying to make sure that their party (and it will usually be a group) are all happy with the itinerary, whilst the 'Expressives' have booked a parachute jump for their family.

Ask them to take a minute to discuss with a partner why it may be important to understand your style at work?



Social Styles at Work: Weaknesses



Why do you think it is useful to understand your particular social style at work?



It is helpful to understand that not everyone approaches social situations in the same way. If you are an analytical person then you will probably find it difficult to work in the same way as someone who is Expressive or a Driver.

Sometimes you may need to adapt your style to the person you are working with, or you may need to explain your approach.

Weaknesses of social styles



We have looked at the strengths of each style, but there are potential weaknesses too.

Pair up with someone who is the same style as you. Choose a style that is not your own and make a list of what you think might be the downsides of that style.

Give participants a few minutes to discuss, then ask them to share a list of their thoughts.

★ If you have time to prepare in advance, you could print off the poster for this topic and ask one person from each style to write on the poster what the weaknesses of that style may be. It could also be printed out as a handout for each group.

You could encourage them to make a note of how others see the weaknesses of their own social style when you finish the discussion.



Choose one style that is not your own and make a list of possible weaknesses

Social Styles at Work: Exercise Poster

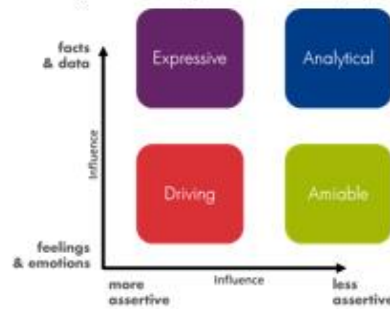


Below is an image of the separate document which is available to print as a poster or handout



People have different styles of working with others.

If you are aware of them you can help create stronger, more diverse teams.



Each style has its strengths but also some possible weakness. What are they?

Expressive

Strengths	Weaknesses
<ul style="list-style-type: none"> • Stimulate creativity • A sense of fun • Energy and enthusiasm • Focus on vision • Promote team spirit • Willingness to try new thing, break new ground • Encourage the team to be the best 	<ul style="list-style-type: none"> • • • • • • •

Analytical

Strengths	Weaknesses
<ul style="list-style-type: none"> • Objectivity • Precision & thoroughness • Attention to detail • Systematic thinking • Emotional consistency • Willing to explore alternatives • Encourage the team to think carefully and rationally 	<ul style="list-style-type: none"> • • • • • • •

Driving

Strengths	Weaknesses
<ul style="list-style-type: none"> • Decisiveness • Efficiency • Tell it how it is • Results focused • Practical • Tough • Willing to take risks • Encourage team to make fast decisions and take action 	<ul style="list-style-type: none"> • • • • • • • •

Amiable

Strengths	Weaknesses
<ul style="list-style-type: none"> • Supportive • Show empathy • Loyal • Team focused • Concern with others development • Willing to share recognition • Encourage the team to look for win/win solutions 	<ul style="list-style-type: none"> • • • • • • •

Social Styles at Work: Weaknesses

Expressive

Example weaknesses

- *May not be keen to hear about the concerns of others*
- *May be seen as over-excitabile*
- *May not be too keen to stick to the rules*
- *May not see that their actions can have negative consequences*
- *May think that their approach is always the best one*

Analytical

Example weaknesses

- *May be inflexible*
- *May be too risk averse*
- *May be seen as negative*
- *May not see a need to explain their thinking*
- *May be seen as unenthusiastic*

Driving

Example weaknesses

- *May see other people as a distraction*
- *May not be interested in the ideas of other people*
- *May be seen as bossy*
- *May be seen as impatient*
- *May think that their approach is always the best one*

Amiable

Example weaknesses

- *May be seen as avoiding difficult issues*
- *May be seen as indecisive*
- *May be seen as wanting to discuss instead of deliver*
- *May be seen as slow to respond*
- *May be seen as having no strong opinions*

Social Styles at Work: Scenario 4



Read the following scenario and think about the social styles of the different people.

Scenario 4

The Second Engineer (2/E) was in a very good mood. Everything on the Daily Work Plan had been done ahead of schedule.

He called the Fourth Engineer (4/E) over and said, *'Let's show the Chief Engineer (C/E) how lucky he is to have us on his team. I've hidden a pack of cigarettes and a sum of money somewhere in the engine room. But you will only find it if you clear up that area. OK?'*

The 4/E raced from the room. He knew there were piles of garbage and filters that needed incinerating and he was sure that the money would be hidden in there. He grabbed an oiler on his way there, instructing him to drag the garbage bags and start to throw them into the Atlas Incinerator.

Ten minutes later the Oiler was standing by the incinerator. The 4/E said, *'what are you doing? We're meant to be searching!'*

The Oiler said that an oil filter had jammed in the sluice door and he was reading through the manufacturer's incineration manual for guidance. The 4/E rolled his eyes and told the Oiler to go and find something to push the filter down. The Oiler put the instruction manual back when it was kept, then went over to a plan on the wall.

'What are you doing now?', the 4/E shouted.

'Trying to work out where I might find the right sort of tool for pushing an oil filter...' The Oiler didn't get a chance to finish. The 4/E stuck his arm into through the main chamber door and managed to release the oil filter



What social styles at work were shown by the 2/E, the 4/E and the Oiler?
Discuss with a partner.

Social Styles at Work



Invite participants to share which style they think best describes the 2/E, 4/E and Oiler.

★ Although this module is about social styles, this scenario describes an action that is dangerous. It is based on a case of serious injury caused by someone pushing an oil filter through a chamber door, getting his hand stuck in the sluice gate and suffering serious burns and life-changing injuries. During the discussions, if no one questions what the 4/E is doing, you should ask what their opinion of his action is. Any opportunity to think critically and reinforce proper and safe behaviours is very important.

Answers to the question:

2/E: Expressive. He is energetic and tries to get things done by thinking creatively. In this case he has set a cleaning challenge with a prize!

4/E: Driver. He gets on with it quickly, impatiently and takes risks. He doesn't engage the Oiler, he instructs him.

Oiler: Analytical. He wants to do everything according to the rules and thinks before he acts. Unfortunately, through no fault of the Oiler, this frustrates the Driver.

Ask participants to think about the following question from their own experience.



Think of a time when you had a work-related problem that was solved successfully by a team of people. What social styles did they demonstrate? Describe the event to your partner.

Social Styles at Work



Ask participants to share any examples.

If participants cannot think of an example to discuss or do not want to share in a group setting, make sure you prepare one of your own. It can be something very simple, like a time when an analytical person raised a technical issue that others had not thought of, or where an amiable person got a team to work better together. It could be where an expressive person made a suggestion that allowed the rest of the team to come up with a creative solution, or where a Driver stayed cool under pressure when others were panicking.

Thank participants for sharing, read the following

The message here is to be proud of your own social style at work – it has many strengths, but also there are potential downsides, particularly when you are working with others who have a different preferred style of working.

Summary of Volume 1, 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:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Summary for Module 2

Summary

In this module we have seen how people tend to prefer different styles of working alongside other people. We called the styles expressive, driver, amiable and analytical.

We saw how each style had strengths, but also some potential weaknesses.

We considered how an awareness of these different styles can create stronger more diverse teams.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

Individual Awareness

Volume 1

Module 3: Values and Who You Are

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



Read out all the sections in **bold text** or marked with this symbol



Indicates facilitator notes



Indicates a tip for developing facilitation skills



Module 3: Values and Who You Are

Explain the goals of this module

1

Explore what are your core values and how they influence your behaviour

2

Describe a model for understanding that observable (what people can see) behaviour is affected by what is not observable (what people don't see)

3

Recognise that being part of different communities and groups is a good source of support and motivation

Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



This session is intended to help people see how their values, their individual qualities, background, culture and experiences make them unique, different but equally valuable as a crew member, to everyone else¹.

Have a look at the list on the next page. Quickly read through it and circle those that most matter to you.

- 1) Give participants a few minutes to read through the list and then ask them to pick the top three things that they most value.
- 2) Once they have done this, ask them to get into pairs and share their top three values.
- 3) Ask for a show of hands if anyone had the same top three values? (this is unlikely)
Then ask them to pick the top one of their top three – ask participants to share with the group what it is, and why they chose it. If nobody is prepared to share, be ready to share yours and explain why.
- 4) Ask participants what they think all these different choices tell us.

What motivates individuals can be very different. It is valuable to know what motivates you, as it will explain some of your automatic behaviours. It might also explain why you become frustrated with others who are not driven by the same values. If you are someone who most highly values 'getting things done', you may wonder why others aren't pushing to do the same with the same focus as you.

Module 3: Values and Who You Are



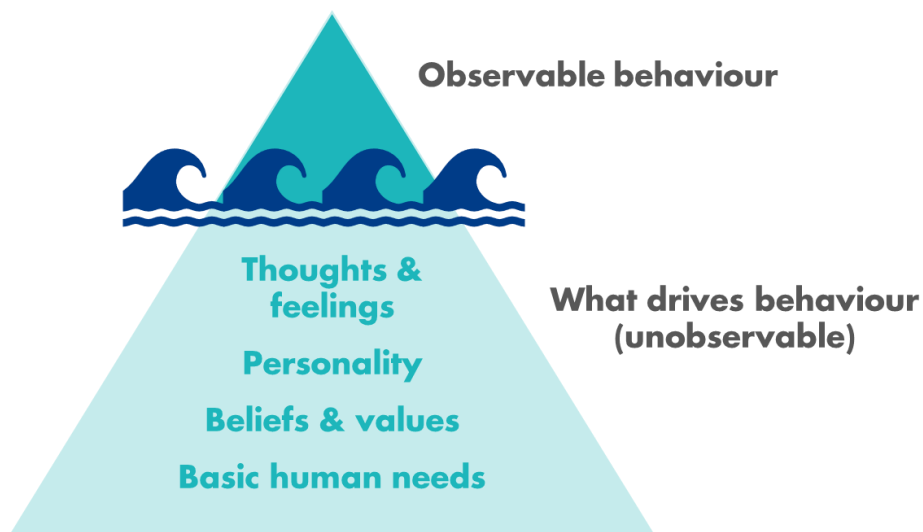
Read the below list and circle those that matter the most to you.

Personal achievement	Having influence over others	Dominating
Happiness	Fully expressing yourself	Being unique
Earning money	Becoming an expert	Being the best
Loving someone	Making a positive difference	Gaining security, safety
Being loved, accepted	Developing people or things	Controlling
Popularity	Making a worthwhile contribution	Having fun
Competence	Seeing how much you can get away with	Working hard
Independence	Winning	Gaining mastery
Risking	Finding the good in others	Connection
Being different and still fitting in	Gaining recognition	Seeking adventure
Being your best	Building something	Power, authority
Reaching your potential	Gaining the approval of others	Prestige
Finding excitement	Creating something	Increasing effectiveness
Being a leader	Getting things done	Experiencing life to its fullest
Learning, gaining wisdom	Doing good	Waiting until the last minute
Freedom		

Values and Who You Are: Iceberg Model



Look at the picture below, we call it the iceberg model. As you know only a small part of an iceberg is visible. The visible part of this iceberg represents behaviour which can be observed, or seen, by others. Our behaviour is driven by many invisible factors that people cannot see.



The iceberg model



Our basic human needs affect our behaviour because, for example, if we are starving, or don't have shelter or the support of a community or family, our behaviour will show that – sometimes in extreme ways.

Our beliefs and values drive our behaviour as we talked about in the first exercise.

In module 1 of this programme, we also looked at one aspect of our personality – our social style at work [expressive, analytical, driving, amiable], and how that can be quite different for different people.

And of course, our thoughts and feelings at any one time will drive our behaviour.

Knowing yourself and managing your moods is made easier if you understand what is below the surface of your behaviour.

Our basic human needs are met by food, shelter and being part of a supportive community or family. Let's explore that a bit further. Make a list of as many of the groups you can think of, that you identify with – some examples are included in your workbooks.

Values and Who You Are: Iceberg Model



Individually, make a list of the groups you identify with. For instance, family groups, ethnic groups, being members of the bridge or engine room teams, the company you work for, clubs or sports teams, and so on.



Give participants a few minutes to make notes then ask them to share examples. Make sure people are comfortable to share their lists – if nobody wants to share, share your own.

Being part of a social group can be important for a person's wellbeing and sense of purpose.

Some people identify most strongly with their family – that is the strongest part of their identity. Others identify strongly with their religious group, or their professional group. And some people identify most strongly with the cricket or football team they support.



In pairs discuss what are the benefits of being associated with certain social groups and what are the possible disadvantages?

Values and Who You Are: Iceberg Model



Give participants a couple of minutes and then ask for the benefits and possible disadvantages

Benefits may include:

- A sense of belonging
- Pride in being a member of that group
- Shared experiences
- Shared beliefs
- Common language and understanding
- Being supported by others in that group

Possible disadvantages include:

- Competition from other groups (for instance supporters of other teams)
- Discrimination
- Being viewed as less important than other groups (i.e. seniority on a vessel)
- Lack of understanding of your group (i.e. being from a less well-known culture or religion)

You have written down groups that you are part of and that therefore go to make up your social identity. You are never 'just' a crew member, or 'just' a junior officer. You have a much more complex identity that makes you unique. Sometimes people will try to put you down, or make you feel bad, because their identity is different. Let that be their problem – not yours – and be careful not to put people in boxes by assuming things about people that you don't know are actually true. Focus on including others. It is important to realise that if you are not actively including people you may be excluding them, and there is far more that unites us than divides us.

Inclusion is a separate programme but if you have a way to watch the following video from YouTube, this is a very powerful reminder

<https://youtu.be/jD8tjhVO1Tc> .

Ask participants as a group, how they keep connected to their most social groups. See facilitator tip on the following page.

Values and Who You Are: Summary



On board a vessel how can you stay connected to some of your most important social groups?



This is a simple question and it is likely to get answers such as:

'Use Social media' or 'Use email'

★ Your job as facilitator is to explore these answers further. For example, you can ask:

'What is the impact on you of being away from your social groups whilst at sea?'

'What are the advantages and disadvantages of using social media?'

'Are there any good ideas on how to get the best from it?'

'Any good advice on what to avoid?'

Summary of Volume 1, 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:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Values and Who You Are: Summary

Summary

In this session we have looked at values and how they drive behaviours. We have considered how each of us is a member of different social groups, and how that gives us our identity. We are part of different communities and groups and this is a source of support and motivation.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

¹ *This session is drawn loosely from Social Identity theory. Social identity is a person's knowledge that they belong to a category or social group.*

Individual Awareness

Volume 1

Module 4: Mood, Emotion and Developing Your Strengths

Facilitators Notes

- Prepare by setting the room up
- Have enough workbooks and pens ready for all attendees to make notes
- Give the safety brief
- Remind participants that whatever is talked about stays in the room



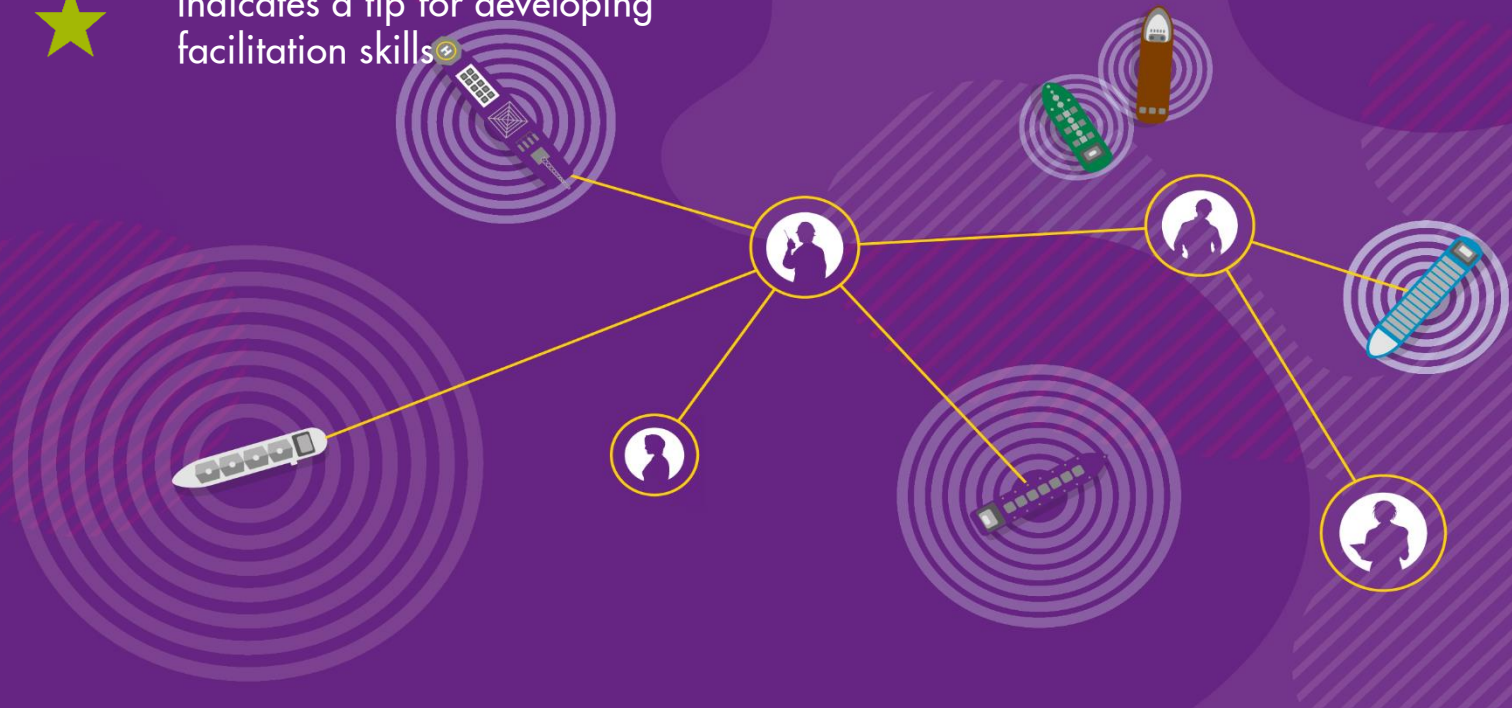
Read out all the sections in **bold text** or marked with this symbol



Indicates facilitator notes



Indicates a tip for developing facilitation skills



Module 4

Explain the goals of this module

1

Recognise there is a difference between moods and emotions

2

Understand that there are seven universally recognised emotions

3

Share strategies for managing our moods and emotions

Also, remind participants of the introduction to volume 1 [page 4] about what is emotional fitness.



In this session we are going to look at emotion, moods and developing your strengths.



In pairs discuss the following question.



What is the difference between an emotion and a mood?



Allow participants time to discuss this difficult question.

If you didn't come up with many differences, it is because these words are often used to mean the same thing. One large study asked people to describe the differences and the results are shown on the next page¹:

Moods and Emotions: Scenarios 4 and 5

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



Read the following two scenarios and after each, write down the first emotion that enters your mind.

Scenario 4

You have arrived on the vessel, dropped off your bags in your cabin and gone immediately to undertake your handover.

Sometime later you return to your cabin. You open one of your cases and a very large snake rears up at you.



Write down the first emotion that enters your mind:

Scenario 5

There have been lots of unexplained equipment breakdowns.

The Captain calls the crew together and announces that the Chief Engineer has discovered that a crew member has been guilty of deliberate sabotage and has been disciplined and told he would be sent home next port.



Write down the first emotion that enters your mind:

Module 4: Emotions



Give participants a couple of minutes to read each scenario and write a word.
For scenario 5 most people would say fear or surprise.
For scenario 6 most people would say contempt, anger or disgust.
There are in fact seven universal emotions felt by everyone irrespective of their culture or ethnicity.

The seven universal emotions



There are other emotions, for example shame, guilt, frustration, relief, gratitude and trust. Trust is of course essential onboard. But the seven universal emotions are common to everyone.

Emotions prepare us to deal with important events without having to think about them. Emotional responses are usually automatic. We don't *choose* to feel them, they just happen¹.



It is likely that people will understand why you show a particular emotion. For example, if you nearly fall down a hatch that someone should have closed you are likely to be scared and angry.

Moods can be harder to spot and to understand. Let's have a think about what mood you are in now.

Module 4: Moods



In pairs, discuss what sort of mood are you in now? Why do you think you are in that mood?



Give a few minutes for participants to discuss their thoughts, then ask for volunteers to tell you what mood they are in and why.

Expect someone to say irritated because they are in a learning session when they have lots of work to do!

As facilitator bear in mind that you should be ready to discuss your own mood. It would not be appropriate to tell them that you are bored or in a bad mood. An appropriate mood for a facilitator is. 'engaged, interested in what is being discussed, positive...'

Discuss this a little further, one question at a time:

How does your mood change during the day?

What sort of events change your mood?

How does a port call or signing off change your mood?

There are no right or wrong answers.

★ *Facilitation tip:*

A good technique is to wait for one person to answer, then ask the group if it is the same for them. For example:

I am happy when we get into port

I'm not always happy when we get into port

It depends where we are in the world

Home!

Is that the same for everyone else?

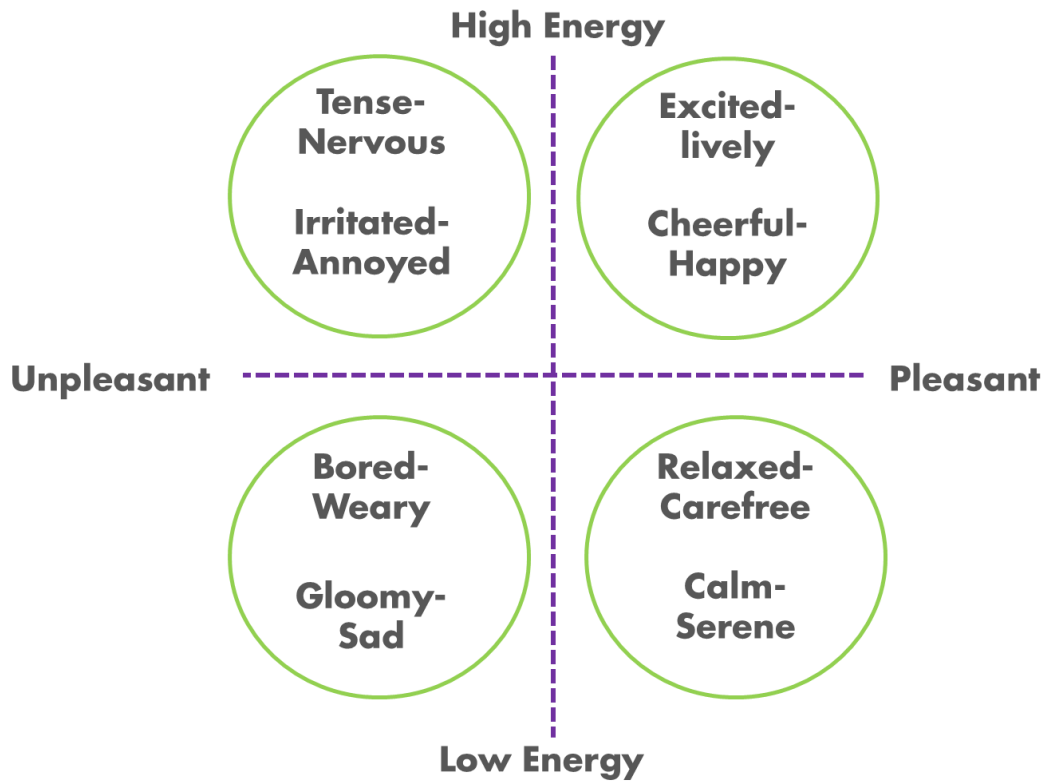
Why is that?

Which part of the world lifts your mood

Module 4: Moods



Look at the following model² which shows eight descriptions of moods



Some of these moods are more pleasant for the person in that mood but may have a different effect on others.



Read the following scenario and make a note on the next page of how this makes you feel.

Scenario 7

You are exhausted, having had to do an extended watch, due to illness.

You are approaching port and the pilot has come onto the bridge. They are very lively, making jokes and trying to make other members of the bridge team laugh.

They tell you that their daughter has just had a baby and they are thrilled to be a grand-parent.

Module 4: Managing Moods



How does scenario 7 make you feel?



Give participants a moment to consider this.

Lead a discussion about how to manage your mood to match the situation i.e. what are you thinking to yourself, but what do you actually say or do (they may be different).

There may be nothing you can do about the pilot's behaviour, but you can be aware of the effect your mood has on others.

★ Some people may never have reflected on their moods or considered that they have an influence over their mood. They may also not have thought about the way their mood may affect other people. If someone is having difficulty, rather than asking the next question about managing moods, you could ask:

'How do people cheer themselves up?' The same healthy and unhealthy choices apply. Some people cheer themselves up by going to the gym, others light a cigarette, or eat cake.



In general, what strategies do people use to manage their moods?

Healthy strategies

Unhealthy strategies

Module 4: Managing Moods



Give participants a moment to consider this then ask for them to share their ideas. Examples may include

Healthy Strategies

Talking with Friends

Exercising

Writing in a journal

Meditation

Therapy

Taking care of self when physically ill

Getting adequate sleep

Paying attention to negative thoughts that happen before or after strong emotions

Noticing when you need a break – and taking one!

Unhealthy Strategies

Abusing alcohol or other substances

Self-injury

Avoiding or withdrawing from difficult situations

Physical or verbal aggression

Excessive social media use, to the exclusion of other responsibilities

Module 4: Your Strengths



We spend a lot of time focusing on what we are not very good at, for example, 'I can't draw', or 'I am useless at sports'. Most of us don't spend much time thinking about what we are good at. We take it for granted.

Write down one thing you are good at (a strength) which other people here may not know about. It could be anything at all, from being good at playing darts, or remembering to send birthday cards, to speaking three languages or playing a musical instrument.



Write down one thing you are good at:



Give participants time to answer the question.

Be prepared for someone to say 'I am not good at anything'! A lot of people have difficulty in saying 'I am good at...', because they think it is immodest or big-headed.

You all have strengths, or you would not be on this vessel! Make a note of another two things you are quite good at and then work with a partner to help each other come up with ideas for how you could be even stronger – how you could boost your strength.

The questions below the table to help you come up with some ideas.



Write down your top three strengths. Work with a partner to think how you could boost your strengths.

Strength	How can I boost this strength
1.	
2.	
3.	

Module 4: Your Strengths

Example questions that can help you think of some ideas:

- What opportunities are out there for me to develop this strength?
- How could I use this strength more onboard and at home?
- What is behind this strength and how could I turn it into an opportunity?
- What ideas have I been putting off? What could I enjoy?
- Where could I use this strength to make a difference in my life, job and relationships?
- Where could I really shine by just being myself?



Give participants time to complete – this will need approximately ten to fifteen minutes for both participants to have time to plan how they can boost their strengths. Ask participants to share one or two of their ideas and be prepared to share your own.

Summary of Volume 1, Module 4



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:



You could ask participants what they thought was most useful to them in their role. You may also ask them:

- What will you do differently as a result of attending this session?
- What will you continue to do?
- What will you stop doing?

Finish the session by reading the summary on the following page

Module 4 Summary

Summary

In this session we have looked at emotions.

We noted that people of all cultures recognise seven universal emotions (Ask people if they remember what they are: anger, joy, surprise, disgust, contempt, fear, sadness)

We considered the difference between an emotion and a mood and how moods can affect other people.

We have also looked at our individual strengths and how we might boost them.



Thank the participants for their attendance and participation. If possible, let them know when the next session will be run, and what it is about.

References for this module include the following sources:

¹ Beedie C, Terry P, & Lane, A (2005) *Distinctions between emotion and mood*, *Cognition and Emotion*, 19, p847-878

² Paul Ekman, *Paul Ekman.com*

³ (Desmet et al. 2012)

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