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SEA MENTORS

SEACONF CONFERENCE 2023

ROMANIAN NAVAL ACADEMY "MIRCEA CEL BATRAN", CONSTANTA, ROMANIA

SEAMENTORS Project „ SEAfarers Experiential Knowledge Based MENTORS"

KA220 - Cooperation Partnerships in Vocational Education and Training,

2021-1-RO01-KA220-VET-000029622

SEAMENTORS PROJECT WORKSHOP

19th of May 2023/10.00-14.00

"The Power of Mentors in Developing the Seafaring Professions"

Friday, May 19th, 2023

08:30-09:00 – Registration for SeaConf and Workshop attendance

09:00-09:30 - Conference opening session (flag rising ceremony)

09:30-10:30 - SeaConf Conference plenary session

10:30-11:00 - coffee break, photo group

11.00-14.00 – SeaMentors workshop sections, presented as SeaConf sections

11:00-11.20 – PAPER 1
11:20-11.40 – PAPER 2
11:40-12.00 – PAPER 3
12.00-12.20 – PAPER 4
12.20-13.40 – PAPER 5
12.40-13.00 – PAPER 6

13.00-14.00 – *Discussions – debates, Q&A session* – Mentors will participate as guests

14.00 – Closing remarks

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Note:

The presented articles will be further published in SeaConf proceedings upon its acceptance by the publishing committee. Authors' instructions and the submission guideline could be accessed on the next link: https://www.anmb.ro/ro/conferinte/sea-conf/submission_guidlines.html.

Important dates:

- Title and abstract submission: 31st of March;
- Full papers submission: 20th of April;
- Paper revisions, if the case, for final publishing version: 1st of May.

Workshop Scientific Board:

Chairman:

Captain (ROU Navy) Associate Professor Filip NISTOR, PhD (Romania);

Members:

Professor Florin Marius NICOLAE, PhD (Romania

Captain (BG Navy) Professor Kalin KALINOV, PhD (Bulgaria);

Captain (ROU Navy) Associate Professor Filip NISTOR, PhD (Romania);

Colonel Associate Professor Catalin POPA, PhD (Romania);

Lt. Commander Dr Artur BOGDANOWICZ (Poland);

Deputy Director Rima MICKIENE (Lithuania);

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THE POWER OF MENTORS. METHODS OF POSITIVE INFLUENCE AGAINST THE TRAINEES

F. Nistor[1], C. Popa[1], A. Bogdanowicz[2], K. Kalinov[3]

[1] Assoc. Prof. Dr. Romanian Naval Academy Mircea cel Batran, Constanta, Romania
[2] Senior Lecturer PhD, Polish Naval Academy, Department of Marine Engineering, Poland
[3] Prof. Dr., Bulgarian Naval Academy "Nikola Vaptsarov", Bulgaria

Abstract. *Maritime transport delivers seamless goods movement in safety condition for ship and crew worldwide, bridging continents and regions, alongside logistic global supply chains. Ship's crew is formed by seafarers in different stages of professional development, starting with cadets up, with lack of experience, to the managerial officers' level, with wide experience at sea. Knowledge transfer from experienced seafarers to those once who are about to start the career or on different stages, can be informal or formal. The informal transfer of knowledge is most used by seafarers taking place on daily routine activities. A disadvantage of informal transfer is conditioning factors like: experienced person availability, young person disposition to receive information, common language, friendly environment etc. Formal knowledge transfer takes place within the courses organized by navigation companies or compulsory STCW courses. The present paperwork is proposing experiential knowledge transfer development for seafarers by mentoring program correlated with the actual technological evolution. With a young generation focusing on digitalization, mentoring activities have to be in online using all means for communication.*
Keywords: *seafarers' carrier, carrier management, leadership, maritime education and training*

MENTORING SEAFARERS FOR UNDERSTANDING MARITIME RISKS AND SAFETY CULTURE ON BOARD

F Nicolae[1], A Cotorcea[1], D Simion[1], A Pocora[1] and N. Dragu[2]

[1] Romanian Naval Academy "Mircea cel Batran", Romania
[2] Master/ Captain OMS Belgium, DEME Project

Abstract. *For seafaring personnel, who are at the beginning of their maritime career on board ships, maritime companies provide informal guidance, which is part of the maritime tradition, within practical training and cadetship courses. Starting from the existing realities in the structure of seafaring personnel in the commercial navy, the paper presents the particularities of mentoring for a career in the maritime field. Among the aspects identified and highlighted in the mentoring process, the research focuses on the process of understanding maritime risks and the importance of safety culture on board ships, both by cadets and young officers, who are at the beginning of their careers. The investigation is based on a survey conducted on a significant number of subjects in the period 2018-2023. The background of the items in the questionnaire on the basis of which the survey was carried out were established following the consultation of the interested factors in the maritime field. Considering both the common aspects, specific*

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to life at sea, but also the particular elements, which relate to the responsibilities on board the ship, the proposals received from all departments on board the ship were centralized. The questionnaire was created on the basis of contributions received from: representatives of companies in the maritime industry, seafaring personnel at managerial and operational level (deck, engine and electrical departments), responsible in the field of risk and safety in the maritime industry, cadets and young officers. The results of the survey were centralized, analyzed and interpreted to establish the level of understanding and perception of maritime risk and safety issues. The resulting conclusions can be capitalized by the interested factors for the development and strengthening of appropriate, adapted and customized projects in the field of maritime safety and risk management on board ships, dedicated to cadets and young officers.

Keywords: *mentoring seafarers, maritime risk, maritime safety culture, cadets and young officers*

THE IMPORTANCE OF MENTORING IN BUILDING THE PROFESSIONAL EXCELLENCE IN MARITIME SECTOR

C L Cojocaru[1], C Popa[1], F Nistor[1] and A. Bogdanowicz[2]

[1] Romanian Naval Academy "Mircea cel Batran", Romania, carmen.cojocaru@anmb.ro
[2] Senior Lecturer PhD, Polish Naval Academy, Department of Marine Engineering, Poland

Abstract. *The present study is seeking to explore the conceptual perspectives and the practical-operational aspects of the mentoring process with an emphasis on its intrinsic achieving mechanisms, peculiar for two distinct types of learning and training processes: the cognitive and the social dimensions. The authors have considered the mentoring process in the broader scope of the social learning theory, which describes it as an essential element in the context of growth, development, maturation throughout life, complementary to the specific learning context of other processes such as: coaching, training, tutoring, consulting.*
Keywords: *mentoring, growth context, learning context, naval industry*

MENTORING IN HIGHER EDUCATION - OPPORTUNITIES AND THREATS IN THE OPINION OF THE ACADEMIC COMMUNITY

A Suchocka[1], P Wirkowski[1] and F Nistor[2]

[1] Polish Naval Academy, Department of Marine Engineering, Poland
[2] Romanian Naval Academy "Mircea cel Batran", Romania

Abstract. *This paper aims to show the opportunities and threats of using the mentoring method in academic education. Theoretical exploration allows for the separation of basic categories for the text: academic teaching, mentoring, mentoring. The research carried out in the academic environment will allow to answer the research question posed: In the opinion of the academic community, what are the chances and threats of introducing the mentoring method in higher education? Already in antiquity, the student met with his master in order to discuss the doubts that bothered him in connection with the studied field of knowledge. The direct relationship with the scientist enabled, first of all, the exploration of knowledge, as well as discovering students' potentials and mutual scientific inspiration to ask questions and seek answers to them. It seems that the changes in the education system, including higher education,*

will result in the search for new ways of working with students. They should respond to the challenges of the postmodern world, also referred to as liquid reality or Instant culture. Z. Bauman perceives this epoch as a component of autonomous parts that do not form a coherent whole, in which conflicting ideas clash, the lack of a coherent system of values that an individual could consider their own (Bauman, 2011). Pedagogues and psychologists replacing the existing authorities - parents, teachers by pop culture icons. For this reason, it may be worth reaching for the sources in academic education, i.e. the master-teacher relationship. The role of the master could be played by the so-called mentor. According to the PWN definition, a mentor is an experienced, wise adviser, teacher and tutor. He is a person with extensive knowledge in a given field, who is a role model for the ward. The mentor shares his knowledge and experience, discovers the potential of the mentee, becomes a signpost, an authority for him. As K. Wasilewska-Ostrowska notes, "The mentor cannot be afraid of questions and must be open to the adept's comments. Criticism is conducive to development and reaching higher levels of discovering truths about the world. The mentor should also have the courage to be a master in a given field, as this mobilizes for self-development and deepening of knowledge. These are the attitudes that the modern world requires: openness, careful observation of the environment and projects for change" (Wasilewska-Ostrowska, 2018, p. 101). The relationship between the mentor and his mentee has been called mentoring. Mentoring is an aid in comprehensive development, it consists in providing support in the form of advice related to discovering talents, potentials inherent in an individual (Thorpe, Clifford 2007, p.22). As W. Limont writes, it is "a direct relationship between a mentor and a student, characterized by a long-term, mutually satisfying commitment; it is a passion for the same discipline, similar or analogous styles of learning and teaching, accepting the style of functioning typical for a given profession, trust, balanced relationships that allow students to acquire knowledge and skills" (W. Limont, 2010, p. 233). Implementing mentoring in higher education teaching can have far-reaching consequences for the entire academic community.

Keywords: *mentoring, e-mentoring, learning platforms*

IMPLEMENTATION OF SHIP VOYAGE PLANNING AND OPTIMIZATION SYSTEMS AS ONE OF THE WAYS OF REDUCING AIR POLLUTION CAUSED BY MARITIME TRANSPORT

Vytautas Dubra[1], Rugilė Braslauskaitė[1], Vilma Locaitienė[1]

[1] Lithuanian Maritime Academy, Romania

Abstract. *In the global transport market, 90% of cargo is transported by sea. Transport has a special importance for society and economy. Also, the transport sector consumes a third of all final energy in the EU. Most of this energy still comes from oil and its products. This means that the transport sector emits a large proportion of the EU's greenhouse gases and contributes significantly to climate change. One of the directions of EU activities (EEA-Eionet Strategy 2021-2030) is the transition to the least polluting and most efficient modes of transport, more sustainable transport technologies and fuel types. One way to achieve this is to use modern technology to install new systems on ships that can help reduce fuel consumption and air pollution. The work investigates the features and principles of operation of some of these systems as one of the methods that can potentially reduce the amount of fuel consumed by the ship and the amount of exhaust gases, thus contributing to the reduction of the overall air pollution caused by transport.*

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Keywords: *maritime transports, ship voyage, voyage planning*

MENTORING OF STUDENTS' PREPARATION FOR WORK ON BOARD OF TANKERS USING DIGITAL TECHNOLOGIES AND SIMULIATION OF CARGO LOADING PROCESSES

Egidijus Jokubaitis[1], Vilma Locaitiene[1], Marijus Jacevicius[1]

[1] Lithuanian Maritime Academy, Romania

Abstract. *The Liquid Cargo Handling Simulator is intended for the training and practicing of tanker personnel and operators of liquid cargo terminals in the handling of liquid cargoes and operating the cargo-handling auxiliary equipment in accordance with the requirements of IMO conventions STCW, MARPOL, etc. The simulation exercise consist of the following stages: Operation before a tanker arrives port; Initial Orders; Vessel Moored Port Side To; Ready to Receive Terminal Personnel; Removing blanks; Connecting loading arms; Connecting hoses and testing them; Connecting pipelines together; Opening valves on the drop line of cargo tanks; Opening manifold's valves; Loading in all cargo tanks; Increasing of loading rate to max; Preparing the ballast system; End of exercise. Every stage are described by whole list of the operations. During the simulation process students are able to perform procedures and operations by leading instructor, individual and in team. Simulation now includes extended reality immersive simulation for both individuals and groups. An example of the assessment criteria can be the following: The ship is moored port side; Pre-Transfer Checklist is filled in; Manifold Ports CT3 and CT4 are blanked; For manifolds "CT3P CT3S" and "CT4P CT4S" selected Manifold State "Loading"; Selected cargo type "Kerosene"; Set a cargo flow to 200 m3/h; Opened all crossover valves between cargo lines (CV20, CV21, CV22, CV23, CV24 and CV202, CV212, CV222, CV232, CV242); Opened valves CV06P and CV06S on dropline in cargo tanks #3 P/S; Opened manifold valves CV15P and CV14P; Loading in all cargo tanks; Opened valves CV10P, CV08P, CV04P, CV02P, CV02S, CV04S, CV08S, CV10S; Set a cargo flow to 1000 m3/h for manifolds #3 and #4; Ballast is discharging by gravity; Exercise is finished on time. The assessment criteria suppose to highlight the main positions in the future professional work. Simulation training improves trainees' perception and assessment of dangerous situations, improves training outcomes in comparison to conventional classroom-based exercises, and creates more collaborative, critical thinking and case-based learning.*

Keywords: *mentoring, maritime transports, digital technologies, training*

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