YRKESHÖGSKOLAN
NOVIA

Maritime Management and Situational Leadership

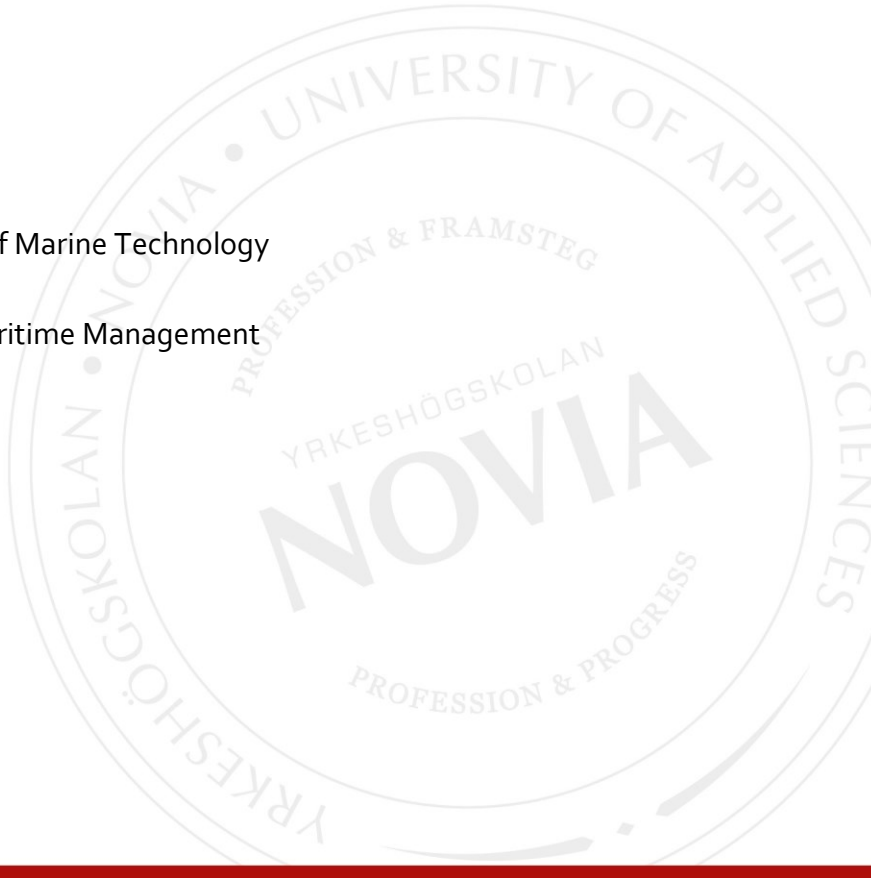
Do Maritime Leaders Use The Hersey-Blanchard Model When Assigning Tasks Onboard?

Fred McCauley

Degree Thesis, Bachelor of Marine Technology

Degree Programme in Maritime Management

Turku 2022



BACHELOR'S THESIS

Author: Fred McCauley
Degree Programme: Degree Programme in Maritime Management - Turku
Specialization: Sea Captain
Supervisor(s): Peter Björkroth

Title: Maritime management and situational leadership theory. Do maritime leaders use the Hersey-Blanchard model when assigning tasks Onboard?

Date: 13.09.2022 Number of pages: 26 Appendices: 2

Abstract

This study explores the use of Situational Leadership Theory as developed by Paul Hersey and Kenneth Blanchard but specifically in an onboard maritime context, it discovers whether the theory is known about or applied in the day-to-day assigning of tasks by leaders on vessels. The data is collected by survey and then analysed to draw conclusions relating to the proposed hypotheses. The intention is to see if it would be viable to standardise the day-to-day leadership on board vessels in the opinion of seafarers and therefor circumvent some of the eclectic styles of leadership often found onboard.

The study shone some light on the lack of knowledge of Situational Leadership Theory within the maritime industry and showed that there is a perception among seafarers that it would be of great benefit to learn more on the topic and apply the theory in the day-to-day onboard work environment.

Language: English Key words: Maritime, Management, Leadership,

---

Contents

Figures

1 Introduction

As in most workplaces, the on-board maritime work environment is far from absent of the leader–follower dynamic. From the implicit hierarchical structure trickling down from the captain and chief engineer to the officers, the support levels, and the apprentices, we already see an obvious natural chain of leaders and followers, mentors, and mentees.

Thus far I have worked and trained on 10 different ships under 18 different captains and far more crew members than I can recount. I have seen that leadership styles in the maritime field are varied. On-board leadership styles range from the authoritarian to the laissez-faire, from the inspiring to the utilitarian and with just as many varieties in effect, for better or worse, socially, and professionally. I have also noticed that the seemingly most effective and inspiring maritime leaders I have worked with were those who could appropriately adapt their leadership style to a given situation rather than being fixed in their way of leading. This view appears to be backed up by the observation of previous researchers (Hersey, Blanchard & Johnson, 2012; Xhelilaj & Sakaj, 2018; Lileikis, 2014). This observation led me to a question: Is there a simple yet dynamic leadership theory which is already or if not already, could be usefully applied in a maritime context when assigning tasks? After some research and discussions, I was presented with the Hersey-Blanchard model. A flexible leadership theory which seems easy to learn and to put into practice.

1.1 Purpose and problem statement

Through maritime management education, seafarers receive training and instruction as introduced by the Manila amendments of 2010 and adopted into resolutions 1 and 2 (IMO, 2010). This training is now conveyed through the Maritime Resource Management (now referred to as MRM) course which provides a solid if somewhat brief foundational insight into how national, professional, and organizational cultures effect attitudes towards safety procedures on board. MRM however, despite touching on ideas of leadership and management styles, requires little to be told of the history of varying leadership theories and little to nothing of Situational Leadership Theory unless the instructor has the personal interest to include such topics. MRM does indeed touch on day-to-day management and leadership, but the primary focus of the course is on communication in critical situations such as bridge manoeuvres and emergency situations. This thesis is focused primarily on day-to-day task assignment or non-critical situations and whether the Hersey-Blanchard

model is used consciously or intuitively on-board when assigning tasks and if it isn't already, could it be useful in the opinion of seafarers?

The problem identified in the on-board maritime environment is that of inconsistency in leadership styles (Xhelilaj & Sakaj, 2018) and the resulting inconsistency in the effect of those leadership styles whether it be on the social environment or the productivity of the crew or otherwise. These differences are to some extent natural owing to different cultures and personality traits in individuals (IMO, 2010; MITAGS, 2021). However, the proposition is such that the use of Situational Leadership Theory could help towards somewhat standardising a methodical approach to day-to-day leadership and thereby mitigate some of the perceived inconsistencies in the maritime work environment. The hope is that it could to some extent level the playing field when it comes to onboard day-to-day leadership. The discovery and realisation of these ideas from the points of view of seafarers is the primary objective of this thesis.

2 Theoretical Foundation and Research Hypothesis

Predominantly over the course of the 20th century and to a lesser extent prior to 1900, many leadership styles and theories have been developed as can be seen in Fig.1 below (Healey, 2022). The simplistic Great Man/Traits Theory was perhaps the beginning of modern academic speculation towards what makes a good leader, as propounded in books such as "The Art of War" by Lao Tzu and "The Prince" by Machiavelli among others. It was generally accepted as the de-facto leadership theory prior to the 19th century until modern social sciences lead us to some of the newest concepts such as Eco-Leadership proposed by Simon Western (2007). Newer theories are often accepted as an improvement on previous models though certain theories are considered by some to be more suited to specific organisational structures or situations than others (Wallen, 2021). Authoritarian leadership styles are these days widely considered inefficient, ineffective, and outdated (Jeffery, 2007) despite being used prolifically in the on-board maritime environment.

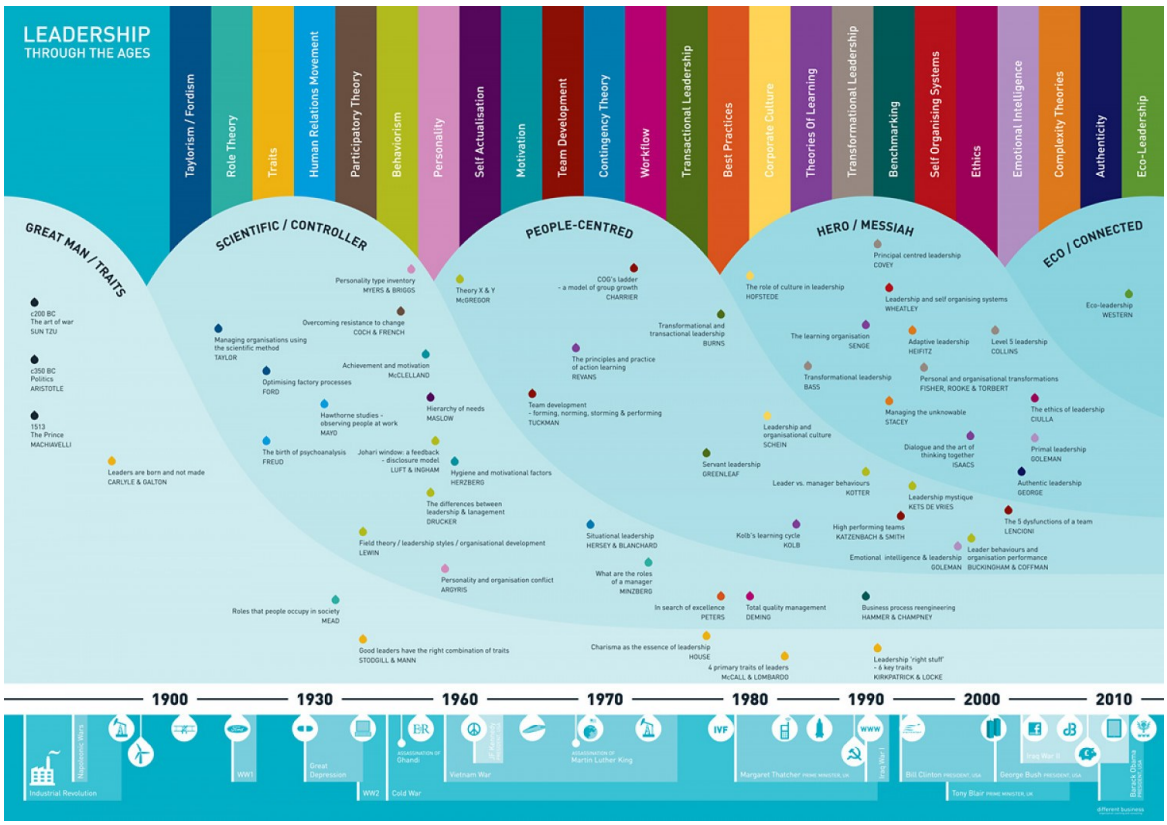


Figure 1 Leadership Through the Ages (Healey, 2022)

The theory which has been highlighted for the purpose of this study and was previously referred to as the Hersey-Blanchard model is more commonly known as Situational Leadership Theory and was developed by Paul Hersey and Kenneth H. Blanchard leading to it sometimes being referred to as the Hersey-Blanchard Model. The theory was originally posited in its first iteration in 1969 as Life-Cycle Theory of Leadership and reached maturity by the mid 1970's as Situational Leadership Theory with the publication of their book: "Management of Organisational Behaviour: Utilizing Human Resources" written with the assistance of Dewey E. Johnson. Several updates and alterations have been developed and published in reprinted editions of the book up to the present day with the most recent being the 10th edition in 2013. Hersey and Blanchard also individually wrote books on the topic after splitting from one another professionally, those books being: "The Situational Leader" and "Leadership and The One Minute Manager" respectively. However, all three of these books centre around one quite basic principle which is what has been used for this thesis.

2.1 Situational Leadership Theory

After researching the history of leadership and the various styles that have been recognised and developed, Situational Leadership Theory, from now on referred to as the SLT method

or more simply SLT, was brought to the attention of this thesis. The SLT method is being taught and used prolifically in the professional, onshore sphere of leadership today by The Center for Leadership Studies from here on referred to as CLS. The CLS reports great success from education and application within 70% of Fortune 500 companies and many healthcare and non-profit organisations (Center for Leadership Studies, 2022). Although this is biased information coming from the organisation itself, it is supported by another study undertaken among a selection of Taiwanese business organisations by researchers Silverthorne & Wang (2001). Separate sources have however, cited less favourable outcomes from the use of SLT through their studies (Punch & Ducharme, 1972).

The decision to use SLT for this thesis was made because of its common sense, practical, scientific, and easy to understand approach meaning that in theory it should require less emotional intelligence than a style such as Servant Leadership which is presently one of the most talked about styles in leadership circles and seminars and therefore it should be easier to teach and implement on a wide scale. SLT was also chosen for the fact that it seems to directly fit the observation that the most effective leaders encountered can adapt their styles to the prevailing circumstance (Hersey et.al, 2012). SLT is a method which due to its existing educational organisation and format, could easily be integrated into the maritime field and which it has been theorised through this thesis that many leaders already use to some extent intuitively, making the actualization of this method an attainable step.

The simplicity and seemingly common-sense approach of SLT as a method aligns it well for application in the on-board maritime frame where clear and concise training are of great importance (IMO, 2010). In an informal or self-development setting, the basics of the SLT method can be presented and understood easily with a short presentation lasting less than five minutes or for those wishing more of a deep dive, the previously mentioned book by Hersey et.al. (2012) can be read, after which only conscious adoption and practice is required to increase knowledge and skill in the application of this method. At an institutional or organisational level, the methodology can be introduced and taught through the pre-existing and well-established educational structure of the CLS meaning that very little effort outside of financial investment in the development of employees is required from shipping companies to make a positive difference in this regard (Center for Leadership Studies, 2022).

2.2 Hypotheses

These hypotheses have been developed from a combination of online research and personal experience. Here are the hypotheses which will be tested:

1. The SLT method is not well known by seafarers.
    - This hypothesis has been tested due to finding little evidence of SLT application in a maritime context.
2. SLT is used intuitively by individuals even if it has not been heard of.
    - This hypothesis has been tested due to personal experience with other leaders where similar styles as SLT have been witnessed without any knowledge or mention of the leadership theory.
3. Most seafarers would be interested in learning more about SLT.
    - This hypothesis has been proposed due to all seafarers stepping into a role of leadership at some point in their career and the formal training for these situations being often reduced to one short MRM course.
4. Most seafarers have not received any formal training outside of MRM.
    - There is a general awareness in the industry of passenger and cruise ship companies providing some leadership training for their captains and officers. However, such a practice is not so commonly heard of in the cargo sector of the industry.
5. Most seafarers have received some informal mentoring on leadership from a fellow crew member or superior.
    - This hypothesis has been formed from personal experience and discussions with fellow seafarers.
6. Most seafarers would value further formal leadership training.
    - This hypothesis has been formed in the same vein as hypothesis 5.
7. Most seafarers will see the SLT method as a useful practice for their place of work.

- Due to the long-standing application of SLT in a non-maritime context for several decades (Center for Leadership Studies, 2022) it is here theorised that similar results could be found when applied within the maritime context.

2.3 Similar Studies and Previous Research

Despite extensive searching through internet based scientific journals and publishing databases, no studies appear to have been undertaken specifically regarding SLT and its validity in a merchant maritime context despite there being many papers on leadership in the maritime context. For reference, inspiration, and validation, I will be drawing primarily on a few relevant studies.

Ermal Xhelilaj and Bledar Sakaj undertook a study published in 2018 under the title of "A Review of Leadership Behaviour of Maritime Officers in International Shipping". In this research they explored what is required of maritime leaders today and what leadership styles are commonly found in the work environment. No direct mention is made of SLT, but they remark the importance of flexibility in the leader towards the task at hand.

Saulius Lileikis, in their 2014 study on "What Kind of Leadership do Seafarers Need in Regard to Their Main Emotional States Caused by the Physical and Psychosocial Maritime Work Environment" reports in his conclusion that leadership requires a "situational approach" however there is no direct reference made to SLT or Hersey-Blanchard leading to an assumption that knowledge of this theory was lacking.

The original paper on "Life Cycle Theory of Leadership" by Hersey and Blanchard was unavailable for reading online despite being listed by APA PsycNet. For this reason, I used their book "Management of Organizational Behaviour", which was written as a product of the original paper, as an alternative point of reference.

3 Methodology

This project has been constructed within the format of online research, data collection and evaluation. Online research has been undertaken from online journals and through relevant and trusted websites which relate to the field of leadership and/or the maritime industry. The data for this research has been collected through an online survey designed in Google Forms and directed specifically at seafarers, it has been disseminated through email and social media platforms aiming to reach as many seafarers as possible. Due to the nature of the

online dissemination, it is not possible to gauge exactly how many people the survey reached compared to how many people completed the survey. I chose this method of data collection due to the easily accessible format allowing an opening for as many seafarers as possible to reply to the survey.

The survey was constructed around the seven hypotheses earlier stated and the questions were therefore mostly reflections of the hypotheses. Some demographic data was collected such as age, gender, years of seafaring experience and flag state of vessel of employment to see if there were any other relevant or significant trends to be identified from the results or factors which may have led individuals to respond in a certain way. Within the survey was imbedded a link to a short YouTube video which explains briefly, clearly, and simply the concept of SLT for the reference of those completing the survey. Various videos were reviewed on YouTube and the criteria were decided that the video must be short enough to not seem inconveniencing to watch for the individual giving their time to complete the survey, ideally less than five minutes, it had to contain clear spoken language and clear, easy to comprehend graphics relevant to the topic at hand. After watching as many videos as could be found, a video was chosen which was believed to be the most concise. It was considered as a possible option to create an instructional video if a satisfactory video had not been found to exist, but thankfully the video found was suitable for the task (undefined [Apropos Productions Ltd.], 2020).

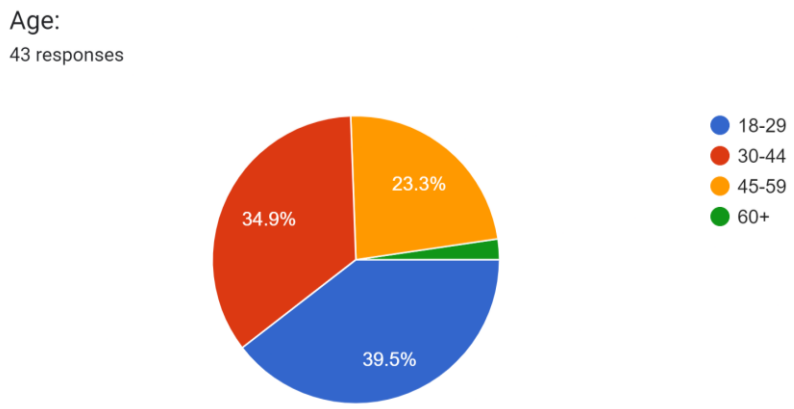
The survey was maintained for approximately one month online and attempts were made to regularly promote the survey through social media posts and email dissemination to try and keep up engagement and the receival of responses.

4 Survey Results

Upon completion of the survey's one-month active time frame there were 43 responses. Questions one through four consist of the demographic data requested from respondents. Questions five through thirteen reflect the proposed hypotheses.

4.1 Question 1: Age

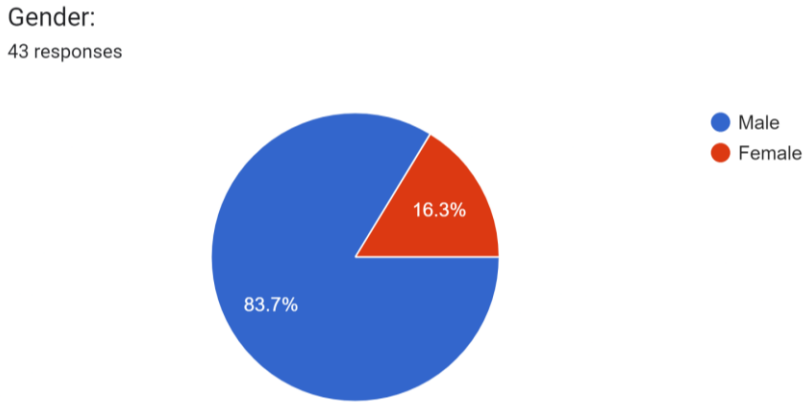
Figure 2



From analysing the age of respondents seen in Fig.2, we see that most respondents were under the age of 30 while the second largest group was 30-44. The 45–59-year-olds were the third largest group with very few respondents over the age of 60. This is quite close to expectations as most of the respondents were likely Aboa Mare students.

4.2 Question 2: Gender

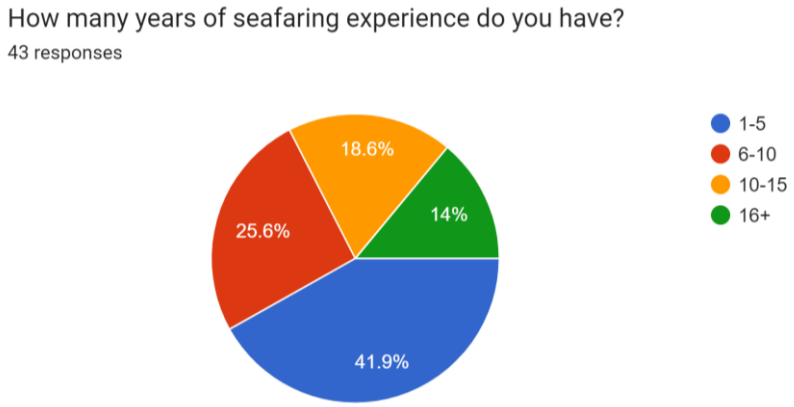
Figure 3



In Fig.3 we see that most respondents were male. However, it was surprising to see so many female respondents due to the global average of female seafarers being estimated at only 2% (International Transport Workers Federation, n.d.). Data appears to be unavailable for the Finnish average of male and female seafarers, at least in English, but with Finland being a socially and professionally progressive country by international standards, and most of the seafarers responding being under a Finnish flag (see Fig.5) this could explain the higher than global average percentage.

4.3 Question 3: Years of Experience

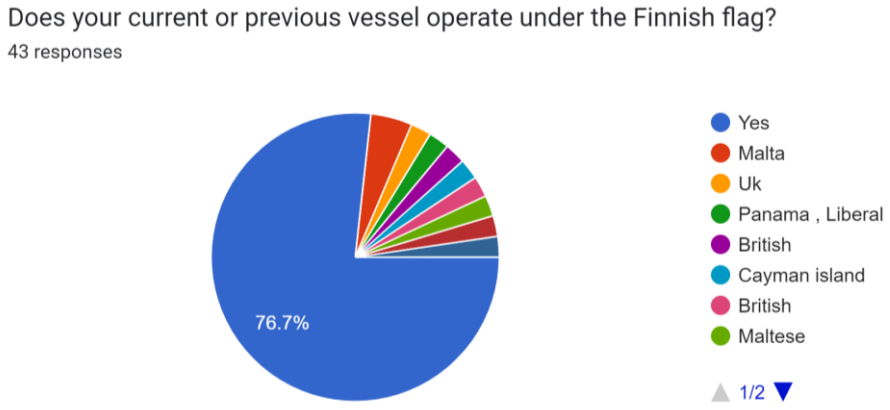
Figure 4



The results shown here in Fig.4, with the largest sector of respondents having less than 5 years seafaring experience, somewhat met expectations due to the previously mentioned idea that most respondents were likely Aboa Mare students. However, aside from the larger lowest sector, the chart is otherwise well balanced showing a wide range in experience of respondents with the majority of respondent having more than five years and therefore likely being fully qualified and in active employment, thus having more experience with hands on leadership.

4.4 Question 4: Flag of Employment

Figure 5



Here in Fig.5, we see that an overwhelming majority of respondents were sailing under the Finnish flag with the second largest flag being British followed by Maltese. This largely correlates to personal work experience and shows that it is highly likely that most people who responded were people I know or have worked with personally as most of my experience has been on Finnish flagged vessels except for my first training ship which was

Maltese and a recent vessel where I was employed under the British flag. This begins to indicate to me the narrow pool of respondents and a lack of reach outside of my personal sphere of influence.

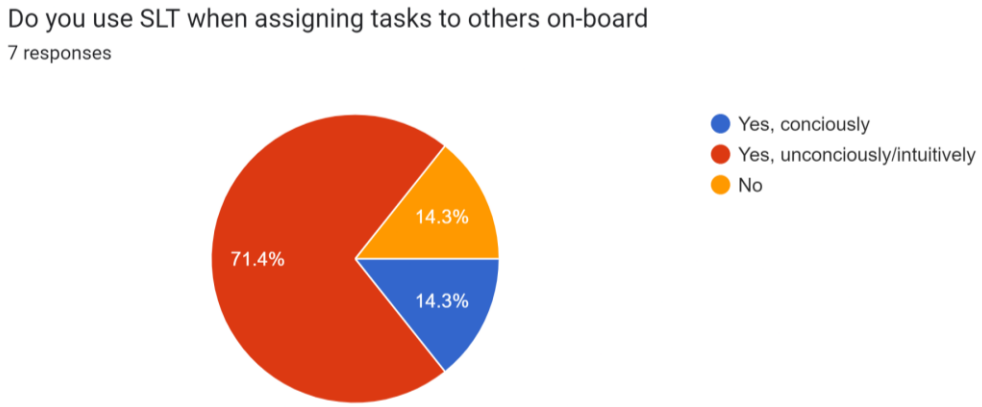
4.5 Question 5: Prior Knowledge of SLT

Figure 6

Here we have the first question which really begins to test the proposed hypothesis. In Fig.6 we see that a vast majority of respondents had not previously heard of SLT. This works towards affirming the first hypothesis that SLT is not well known by seafarers at present.

4.6 Question 6: Application of SLT With Prior Knowledge

Figure 7



This was the first conditional question in the survey. Access to this question was based upon the individual's response to question five being "Yes". Therefore, all respondents to this question had previously heard of SLT (7 persons, 1 "no"). Here the second hypothesis is put to the test with it being somewhat confirmed in Fig.7 that most respondents are using SLT

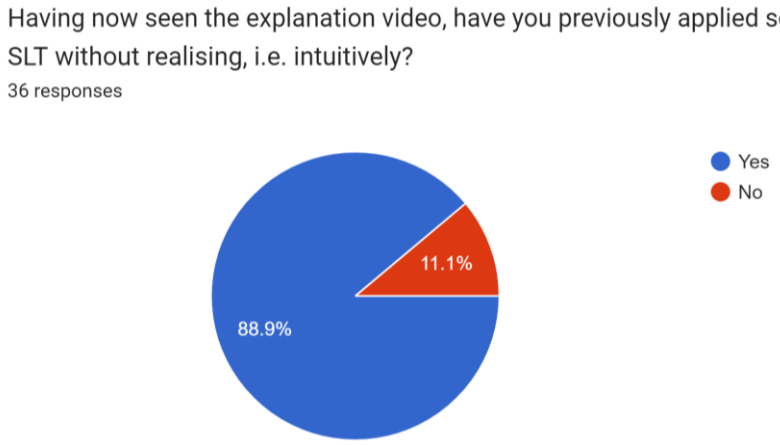
to some extent intuitively or unconsciously. However, a data set of seven is insufficient to draw any substantial conclusion.

4.7 Question 7: Explanation for Not Using SLT

Question seven was an open response question and conditional upon answering "No" to question six. Only one respondent qualified for this question and the response written in the open writing field was irrelevant to the question asked. I will therefore be disregarding this question from the survey analysis.

4.8 Question 8: Application of SLT Without Prior Knowledge

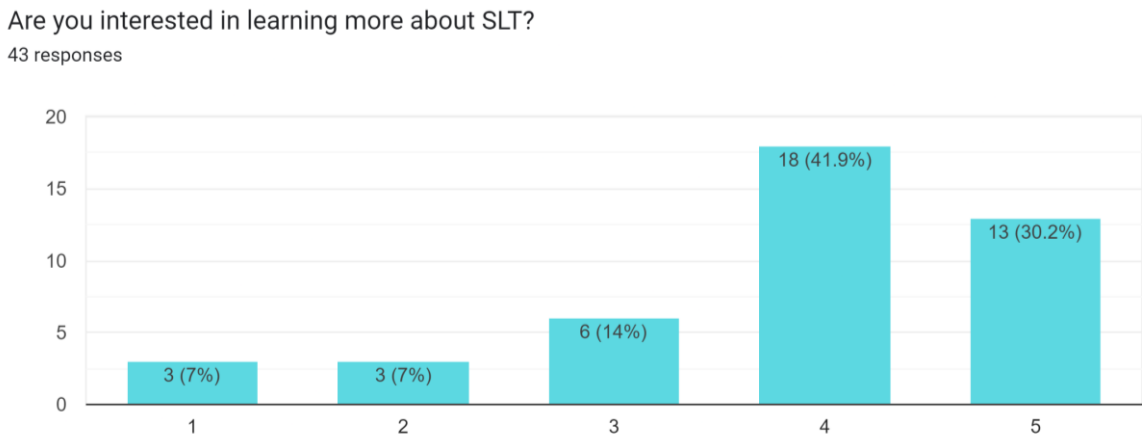
Figure 8



This was another conditional question with the requirement being the answer "No" in question five. Here we have respondents who had not previously heard of SLT. Hypothesis two is strengthened here in Fig.8 as we see an overwhelming majority of individuals having used the SLT method to some extent intuitively without any prior knowledge of it. Fig.8 combined with Fig.7 provides us a much more substantial data set and the ability to quite confidently imply that SLT is somewhat intuitive.

4.9 Question 9: Interest in Learning More About SLT

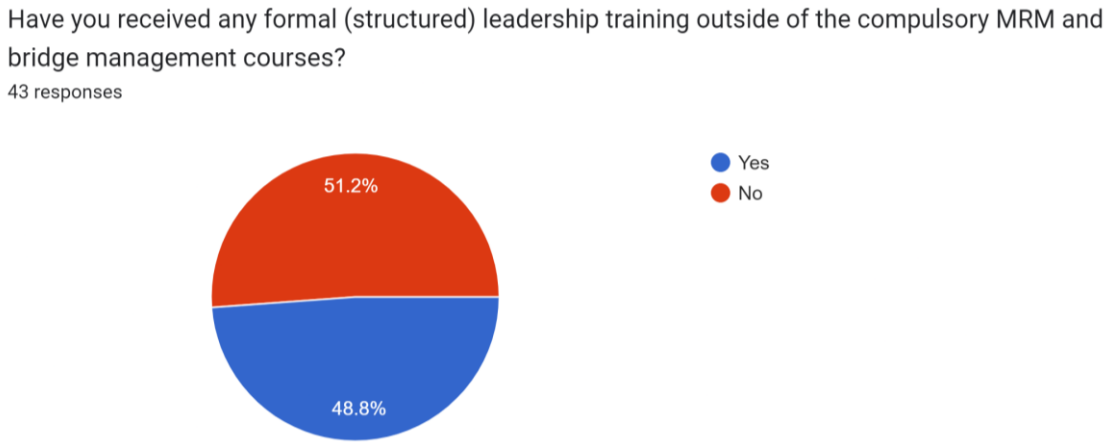
Figure 9



Here we return to universal questions asked of every respondent. We see from the above Fig.9 that 72.1% of respondents would be interested in learning more about SLT. With 14% being indifferent and 14% being uninterested in learning more. This largely correlates with the prediction of hypothesis three whereby most seafarers would be interested in learning more about SLT.

4.10 Question 10: Receival of Formal Leadership Training

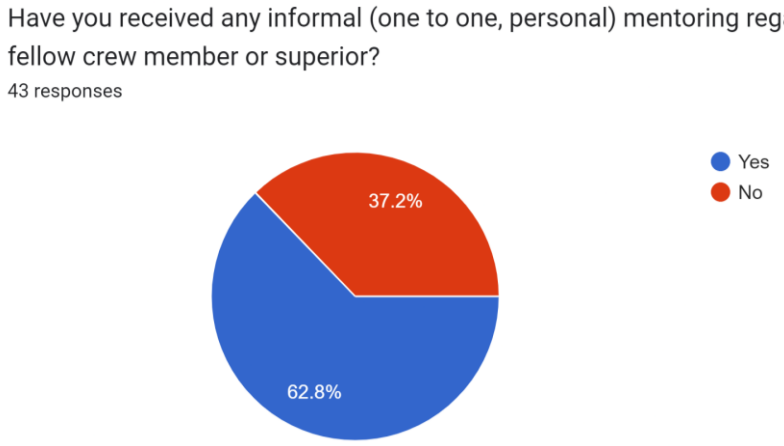
Figure 10



Question ten correlates to hypothesis four, whereby the prediction was “Most seafarers have not received any formal training outside of MRM.”. The hypothesis is somewhat disproven by the responses found here in Fig.10 as it seems that almost half of the respondents have indeed received some form of structured leadership training outside of MRM.

4.11 Question 11: Receival of Informal Leadership Mentoring

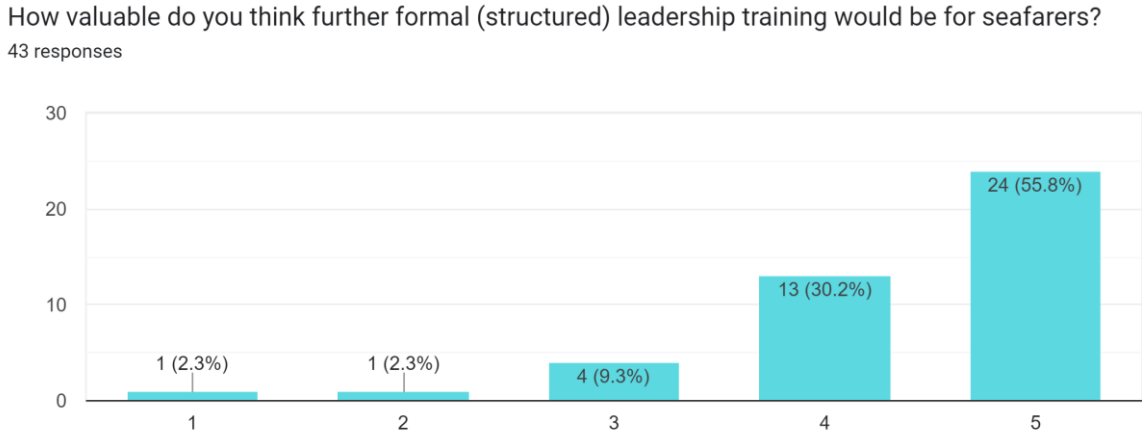
Figure 11



Question eleven is relevant to hypothesis five. We can see in Fig.11 that the responses appear to support the hypothesis, however it is not an overwhelming majority. The hypothesis is supported but not substantially proven.

4.12 Question 12: Perceived Value of Formal Leadership Training

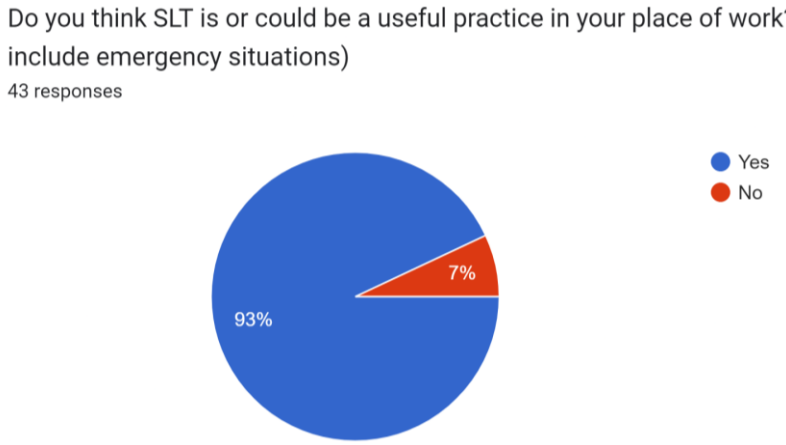
Figure 12



Hypothesis six is here tested and heavily strengthened by Fig.12, with 86% of respondents believing that an increase in structured leadership training would be of value to seafarers and 55.8% of those believed it to be of a great value. 9.3% were indifferent and only 4.6% were against the idea.

4.13 Question 13: Perceived Usefulness of SLT in the Workplace

Figure 13



Here the responses to question thirteen seen in Fig.13 show an overwhelming weight in favour of the usefulness of the application of the SLT method in the maritime workplace from the perspective of seafarers. This greatly supports hypothesis seven.

4.14 Cross-Analysis of Results

From studying the raw data found in the table presented in Appendix 8.2, we can attempt to draw some conclusions about the demographic data collected and whether there is any apparent pattern between the demographic data and the survey results or between individual survey results themselves. We can see clearly from even just a cursory glance that there is no significant correlation between demographic data and answers given to the survey.

Correlation between individuals' responses given to the questions also bears little fruit. The only vague correlation worth of any note is that individuals who replied with a lower value of "1" or "2" in question 12, relating to the perceived value of increased formal leadership training were more likely to believe that SLT would not be a useful practice in their place of work. However, this comes from only two respondents and there was one other respondent answering "no" to question 13 who actually did see value in further formal leadership training: responding with a "4". So, no concrete correlation can be assessed from these results. This is most likely due to the small sample size of respondents to the survey; it would be interesting to see if this lack of correlation would shift if the quantity of respondents was in the hundreds or even thousands of respondents as it is often the case that correlations do not make themselves apparent until larger data sets are acquired.

4.15 Critical Examination of Results

The overall results obtained from the survey could be considered insufficient due to the small sample size. This is likely a failure in marketing the survey as it was overestimated how many people the survey would reach using the techniques employed or at least how many people would comply with the request to complete the survey. If the survey was to be re-issued and the study undertaken once more, it would be an interesting option to try and involve a bigger organisation with a broader reach within the maritime industry or to pay a fee to get the survey advertised more prolifically across the social media platforms used, although there is no guarantee that this would garner more engagement it would be likely to gain at least more potential respondents and online marketing these days can be tailored to be specifically directed at niche target audiences. This however requires a professional level of marketing knowledge and experience and would most likely require paying a marketing professional or agency to do the job well and would therefore greatly increase any required budget for a future study. Another option could be asking directly from international maritime academies and organisations if they could disseminate the survey amongst their staff, students, and alumni or else find an organisation such as The Center for Leadership Studies who might want to sponsor the study and therefore push the outreach and scope of the project with their experience in the field and even potentially provide financial sponsorship. One more option to consider regarding providing more enticement for seafarers to respond to the survey, could be a randomly selected monetary prize draw whereby two or three respondents will be selected at the end of the survey's active period and these few will receive a cash reward the size of which would of course depend on the budget of the project, or if the budget was large enough a much smaller cash sum or some kind of gift voucher could be offered to everyone responding. These two methods and especially the latter, have been shown to increase numbers of survey respondents in a study performed within the scope of Epidemiology (Leung et al., 2002).

It has come to my realisation that Hypothesis 4 could have been explored more deeply if a question was added to the survey to discover the type of vessel the respondent was employed upon at the time of receiving their formal leadership training. This may have shed some light on the unexpectedly equal number of individuals having received formal leadership training outside of MRM compared to those who had not.

Brought to light by the responses to question four (Fig.5) is the potentially biased opinions of those responding to the survey. As previously mentioned, the responses to this specific

survey question have a direct correlation to my personal work experience and leads me to believe that most people responding to the survey are people I know personally. This would lead to a biased pool of respondents as people we know typically tend to share similar beliefs and ideas as ourselves.

5 Discussing SLT for Maritime Use

The purpose and problem statement of the introduction chapter laid out the primary question of this thesis and can be paraphrased thus:

Is the SLT method used within an onboard maritime context and if not, do seafarers believe that it could be useful?

We can see from the above analysis of the harvested data that this idea has been developed substantially. It can now be said with some confidence, although within the limits of this research, that indeed the SLT method is used by many seafarers intuitively or unconsciously with or without any prior knowledge of the theory and that a vast majority of seafarers in this study, regardless of their usage of the method, believe that education surrounding the method would be a worthwhile endeavour for the maritime work environment. I was not particularly surprised at how many respondents believed themselves to be intuitively using elements of the SLT method due to its seemingly common-sense approach. However, if this is indeed true it begs the question to be asked of why such erratic and varying leadership styles are to be observed “in the wild” across different persons in leadership roles. It crosses my mind whether it could be a generational situation whereby more mature seafarers already embedded in positions of leadership are less flexible to change and the younger seafarers coming up now are still cutting their teeth and therefore generally open to more flexible styles and self-development, this is pure speculation at this point and would require further study and investigation, but it is something worth considering if this study was to be developed further. A relevant point worth noting here is that people are generally quite poor at analysing and criticising themselves, this phenomenon is commonly known as the Dunning-Kruger effect (Dunning, 2011). So, it is entirely possible that upon hearing of an idea we like the sound of, we may begin believing that we have already been conforming to it all along. In other words, it is entirely possible that although respondents may believe themselves to be acting out leadership in a form such as SLT, the reality could be quite different. A person evaluating an external factor is often far more accurate to the truth as it requires less self-criticism and less emotional intelligence. This problem has attempted to be

tackled by Hersey et.al (2012) with the development of their Leadership Effectiveness and Adaptability Description (LEAD) Questionnaire to try and get a more realistic evaluation of an individual's leadership style and ability. I did not include this pre-existing questionnaire in my own survey for the sake of brevity and to try not to scare off respondents with a survey that was too long and convoluted. If, however there was some financial reward for the completion of the survey, perhaps a section could be included for the LEAD questionnaire to gain a more accurate assessment of how people are truly leading.

While it is interesting to hear that survey respondents believed themselves to be already using elements of the SLT method, it is equally interesting to hear that most believed in the need for more education on the topic as opposed to a mere acceptance of what is already deemed intuitive. It can be said that the role of leadership should be undertaken as a journey which has no destination. It is a mission of continual self-development and re-evaluation which requires much self-reflection and a high degree of flexibility, empathy, and emotional intelligence (Lileikis, 2014).

6 Conclusion

The greatest results and most obviously strengthened hypotheses are those at the heart of this research project: Hypothesis 2 "SLT is used intuitively by individuals even if it has not been heard of", Hypothesis 6 "Most seafarers would value further formal leadership training", and Hypothesis 7: "Most seafarers will see SLT as a useful practice for their place of work". These three hypotheses were greatly strengthened by the survey responses.

Despite the small pool of respondents to the survey, and the potential bias of the respondents owing to the likelihood of many of them being personal acquaintances, we can see a positive overall trend developing for six of the seven proposed hypotheses. All except one of the seven proposed hypotheses were strengthened to varying degrees by the received results and the one which was not strengthened being Hypothesis 4: "Most seafarers have not received any formal training outside of MRM" was left somewhat ambiguous with a 51:49 response ratio.

The SLT method appears from the results of question six and eight (Fig.7 and Fig.8 respectively) to already be used to some extant intuitively by many seafarers. However, as shown in Fig.6 relating to question five most have not previously heard of the theory. Most seafarers would agree to there being great value in an increase in formal training and

understanding of SLT's application within the on-board maritime "day-to-day assigning of tasks" context. This is shown by the results of survey question thirteen shown in Fig.13.

7 Final Thoughts

With a cautionary awareness that the sample size of this survey was perhaps too small for any concrete conclusions to be made. It can be said that there is at least a positive trend for expanding an investigation towards the goal of realising more education around the use of the Situational Leadership method within an onboard maritime context. With considerations of the successes and limitations of this study, a more expansive and improved upon study in this vein could yield more solid and interesting results worth the notice of shipping companies and training bodies and push the concept of SLT forward into the wider consciousness of onboard maritime leaders. The door is hopefully now open for future developments of the SLT method's use within this industry.

8 References

Center for Leadership Studies. (2022, July 13). *About Us | Center for Leadership Studies*. Situational Leadership® Management and Leadership Training. Retrieved 1 September 2022, from https://situational.com/about-us-2/

Dunning, D. (2011). The Dunning–Kruger Effect. *Advances in Experimental Social Psychology*, 247–296. https://doi.org/10.1016/b978-0-12-385522-0.00005-6

Healey, L. (2022, June). *No Title*. Visually by Rockcontent. https://i.visual.ly/images/leadership-through-the-ages_502919773fa54_w1500.jpg

Hersey, Blanchard, Johnson. (2012). Management of Organizational Behavior. In *No Title* (13th ed.). Pearson Benelux.

IMO. (2010). *International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978*. International Maritime Organisation. Retrieved 1 September 2022, from https://www.imo.org/en/OurWork/HumanElement/Pages/STCW-Convention.aspx

International Transport Workers Federation. (n.d.). *Women seafarers*. ITF Seafarers. Retrieved 2 September 2022, from https://www.itfseafarers.org/en/issues/women-seafarers

Jeffery, R. (2007). Leadership Throughout: How to Create Successful Enterprise. In *No Title*. Nautical Institute (Great Britain). https://archive.org/details/leadershipthroug0000jeff

Leung, G. M., Ho, L. M., Chan, M. F., M Johnston, J., & Wong, F. K. (2002). The effects of cash and lottery incentives on mailed surveys to physicians A randomized trial. *Journal of Clinical Epidemiology*, *55*(8), 801–807. https://doi.org/10.1016/s0895-4356(02)00442-0

Lileikis, S. (2014). What Kind of Leadership do Seafarers Need in Regard to Their Main Emotional States Caused by the Physical and Psychosocial Maritime Work Environment? *Journal of Maritime Transport and Engineering*, *3*(2), 24–33. http://www.latja.lv/wp-content/uploads/files/ZinatRakstuKrajumi/Journal_Vol3No2.pdf

MITAGS. (2021, October 7). *Leadership At Sea*. Maritime Institute of Technology and Graduate Studies. Retrieved 1 September 2022, from https://www.mitags.org/leadership-at-sea/

Punch, K., & Ducharme, D. (1972). Life Cycle Leadership Theory: Some Empirical Evidence. *Journal of Educational Administration*, *10*(1), 66–77. https://doi.org/10.1108/eb009673

Silverthorne, C., & Wang, T. H. (2001, July). Situational Leadership Style as a Predictor of Success and Productivity Among Taiwanese Business Organizations. *The Journal of Psychology*, *135*(4), 399–412. https://doi.org/10.1080/00223980109603707

undefined [Apropos Productions Ltd.]. (2020, June 25). *Situational Leadership* [Video]. YouTube. Retrieved 9 September 2022, from https://www.youtube.com/watch?v=DN9uE-QhRGI&list=PLBnJf_InIhRDDK74kfL5x8A9ZLbSoU6UZ&index=4

Wallen, D. (2021, January 8). *12 Leadership Styles for Different Business Types and Work Environments*. PakWired. Retrieved 1 September 2022, from https://pakwired.com/12-leadership-styles-for-different-business-types-and-work-environments/

Western, S. (2007). *Simon Western - Leadership*. Simon Western. Retrieved 31 August 2022, from http://www.simonwestern.com/leadership.asp.html#:%7E:text=Eco-leadership%20is%20a%20term%20coined%20by%20Simon%20Western,reframe%20the%20form%20and%20the%20purpose%20of%20organizations.

Xhelilaj, E., & Sakaj, B. (2018). A Review of Leadership Behaviour of Maritime Officers in International Shipping. *Pomorstvo*, *32*(1), 76–79. https://doi.org/10.31217/p.32.1.9

9 Appendix

9.1 Google Forms Survey

Use of Situational Leadership Theory when assigning tasks on-board

Hello,

My name is Fred McCauley. I am a student of Aboa Mare, Novia in the Maritime Management Bachelors Degree programme in Finland. This survey will take between five and ten minutes and is targeted at seafarers only. It contains a short informational video and is used to gather data for my thesis on the use of Situational Leadership Theory (SLT, also known as the Hersey-Blanchard Model) when assigning tasks on-board vessels.

Emergency situations are not considered relevant to this study.

All responses are anonymous.

* Required

Demographic Information

1. Age: *

Mark only one oval.

- ◯ 18-29
- ◯ 30-44
- ◯ 45-59
- ◯ 60+

2. Gender: *

Mark only one oval.

- ◯ Male
- ◯ Female
- ◯ Other: _____

3. How many years of seafaring experience do you have? *

Mark only one oval.

- ◯ 1-5
- ◯ 6-10
- ◯ 10-15
- ◯ 16+

4. Does your current or previous vessel operate under the Finnish flag? *

Mark only one oval.

- ◯ Yes
- ◯ Other: _____

Situational Leadership Theory (SLT)

Also known as the Hersey-Blanchard Model.

Please click the following link to watch the instructional video:

https://www.youtube.com/watch?v=DN9uE-QhRGI&list=PLBnJf_InlhRDDK74kfL5x8A9ZLbSoU6UZ&index=4

After watching the video, continue with the rest of the survey.

5. Before this survey, had you heard of Situational Leadership Theory or the Hersey-Blanchard Model? *

Mark only one oval.

- ◯ Yes *Skip to question 6*
- ◯ No *Skip to question 8*

6. Do you use SLT when assigning tasks to others on-board *

Mark only one oval.

- ◯ Yes, conciously *Skip to question 9*
- ◯ Yes, unconciously/intuitively *Skip to question 9*
- ◯ No *Skip to question 7*

7. In one or two sentences, explain why you do not use this method: *

Skip to question 9

8. Having now seen the explanation video, have you previously applied some or all of the principles of SLT without realising, i.e. intuitively? *

Mark only one oval.

- ◯ Yes
- ◯ No

Final thoughts

9. Are you interested in learning more about SLT? *

Mark only one oval.

	1	2	3	4	5	
Not interested	◯	◯	◯	◯	◯	Very interested

10. Have you received any formal (structured) leadership training outside of the compulsory MRM and bridge management courses? *

Mark only one oval.

◯ Yes
◯ No

11. Have you received any informal (one to one, personal) mentoring regarding leadership from a fellow crew member or superior? *

Mark only one oval.

◯ Yes
◯ No

12. How valuable do you think further formal (structured) leadership training would be for seafarers? *

Mark only one oval.

	1	2	3	4	5	
Not Valuable	◯	◯	◯	◯	◯	Highly Valuable

13. Do you think SLT is or could be a useful practice in your place of work? (REMEMBER: this does not include emergency situations) *

Mark only one oval.

- ◯ Yes
- ◯ No

9.2 Survey Results

Timestamp	Age:	Gender:	How many years of se	Does your current or	Before this survey, ha	Do you use SLT when assi	In one or two sentenc	Having now seen the	Are you interested in	Have you received an	Have you received an	How valuable do you t	Do you think SLT is or
2/7/2022 11:57:18	45-59	Male	16+	British	No			Yes	4	No	Yes	5	Yes
2/7/2022 12:05:20	18-29	Female	1-5	Yes	No			Yes	4	No	No	5	Yes
2/7/2022 12:12:32	18-29	Male	1-5	Uk	Yes	Yes, unconsciously/intuitively			4	No	Yes	3	Yes
2/7/2022 12:17:28	18-29	Male	6-10	Yes	Yes	Yes, unconsciously/intuitively			4	Yes	Yes	5	Yes
2/7/2022 12:32:40	30-44	Male	10-15	Yes	Yes	No	Yes		3	No	Yes	3	Yes
2/7/2022 12:36:16	18-29	Male	1-5	Yes	Yes	Yes, unconsciously/intuitively			5	Yes	Yes	5	Yes
2/7/2022 12:36:50	18-29	Male	1-5	Yes	No			Yes	5	No	No	4	Yes
2/7/2022 12:44:29	45-59	Male	1-5	Yes	No			Yes	4	No	Yes	5	Yes
2/7/2022 12:47:19	18-29	Male	6-10	Yes	No			Yes	3	Yes	Yes	2	No
2/7/2022 14:02:36	30-44	Male	6-10	Yes	No			Yes	5	Yes	Yes	5	Yes
2/7/2022 14:38:01	18-29	Male	1-5	Yes	No			Yes	3	No	Yes	4	Yes
2/7/2022 15:08:21	45-59	Male	16+	Cayman island	No			Yes	5	Yes	No	4	Yes
2/7/2022 15:26:56	18-29	Male	10-15	Yes	No			Yes	5	Yes	Yes	5	Yes
2/7/2022 17:00:50	30-44	Female	10-15	Yes	Yes	Yes, unconsciously/intuitively			3	Yes	Yes	4	Yes
2/7/2022 21:36:20	18-29	Male	10-15	Yes	No			Yes	5	Yes	Yes	5	Yes
2/8/2022 15:44:04	45-59	Male	16+	Yes	No			Yes	4	Yes	No	5	Yes
2/8/2022 16:49:07	30-44	Male	1-5	Yes	No			Yes	5	No	No	5	Yes
2/8/2022 19:40:13	18-29	Male	6-10	British	No			Yes	5	No	Yes	5	Yes
2/8/2022 22:55:02	30-44	Male	6-10	United Kingdom	No			Yes	4	No	Yes	4	Yes
2/11/2022 4:09:18	30-44	Male	1-5	Malta	No			Yes	3	Yes	Yes	5	Yes
2/19/2022 15:54:21	30-44	Male	6-10	Yes	Yes	Yes, conciously			4	No	Yes	5	Yes
2/23/2022 10:20:21	30-44	Male	1-5	Yes	No			Yes	5	No	Yes	5	Yes
2/23/2022 10:24:54	18-29	Female	1-5	Yes	No			Yes	4	No	Yes	4	Yes
2/23/2022 10:26:56	45-59	Female	10-15	Yes	No			Yes	4	No	No	4	Yes
2/23/2022 10:27:03	18-29	Male	10-15	Yes	No			No	2	No	No	3	Yes
2/23/2022 10:27:35	30-44	Male	16+	Yes	No			Yes	4	No	Yes	5	Yes
2/23/2022 10:30:12	45-59	Male	6-10	Yes	No			Yes	5	No	No	5	Yes
2/23/2022 10:31:03	30-44	Male	1-5	Yes	No			No	4	No	Yes	4	Yes
2/23/2022 10:47:41	30-44	Male	6-10	Yes	No			Yes	4	No	No	4	No
2/23/2022 14:13:41	18-29	Male	10-15	Yes	No			Yes	5	Yes	Yes	5	Yes
2/23/2022 14:20:50	18-29	Male	1-5	Yes	No			Yes	4	No	No	5	Yes
2/23/2022 14:35:38	60+	Male	16+	Yes	No			Yes	1	No	Yes	3	Yes
2/23/2022 15:06:01	30-44	Male	1-5	Yes	No			Yes	4	Yes	No	4	Yes
2/23/2022 15:33:25	18-29	Female	1-5	Malta	No			Yes	5	Yes	Yes	5	Yes
2/23/2022 16:47:08	30-44	Male	6-10	Yes	No			Yes	1	Yes	Yes	5	Yes
2/23/2022 23:18:12	30-44	Female	10-15	Panama, Liberal	No			Yes	4	Yes	Yes	5	Yes
2/23/2022 23:39:54	45-59	Male	1-5	Yes	No			No	2	Yes	Yes	4	Yes
2/24/2022 1:09:07	45-59	Male	1-5	Maltese	No			Yes	3	Yes	No	5	Yes
2/24/2022 1:24:00	18-29	Male	6-10	Yes	No			Yes	5	Yes	No	5	Yes
2/24/2022 5:50:41	18-29	Male	6-10	Yes	No			Yes	4	Yes	Yes	4	Yes
2/24/2022 12:30:04	45-59	Female	1-5	Yes	No			Yes	4	Yes	No	5	Yes
2/24/2022 14:59:16	30-44	Male	1-5	No vessel	No			No	1	No	No	1	No
2/28/2022 11:32:05	45-59	Male	16+	Yes	Yes	Yes, unconsciously/intuitively			2	Yes	No	4	Yes