

# **Operational Psychology**

**Offshore Wind Industry**

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# 1. Introduction

**Organisations face multiple challenges and threats to effectiveness and efficiency. The challenges and threats are legio and stem from turbulent environments, shifts in customer demands, increased competition, and the constant challenge of evolving organisational structures and processes.**

We are dedicated to improving organisations and their people through orchestration of our many years of experience and practise with assessment and planned change.

This document contains a range of services which we will offer organisations in the Offshore Wind Industry in 2023 and 2024.

When it comes to Offshore Wind organisations, we also advise on operational leadership and cooperation, and support our client organisations in the development and execution of highly specialised assessment and training processes within the frames of operational environments.

After more than 20 years as external leading psychologists for various client organisations and subcontractors to leading training companies, we established Doulgerof & Lamberg ApS in 2019.

The reasoning behind our decision was simply, that by combining our forces we could expand our repertoire and deliver second-to-none psychological services to a broader field of client organisations.

We have contractual agreements with, among others:

- Maersk Training Denmark A/S
- Svendborg International Maritime Academy/SIMAC

The contractual agreements entail delivery of all external psychological services, including training and supervision of internal psychologists and Human Factor specialists.

**The described services and activities can be adjusted to suit the needs of client organisations.**

**The descriptions can also be used as inspiration when it comes to the decision as to how to proceed with internal assessment and development.**

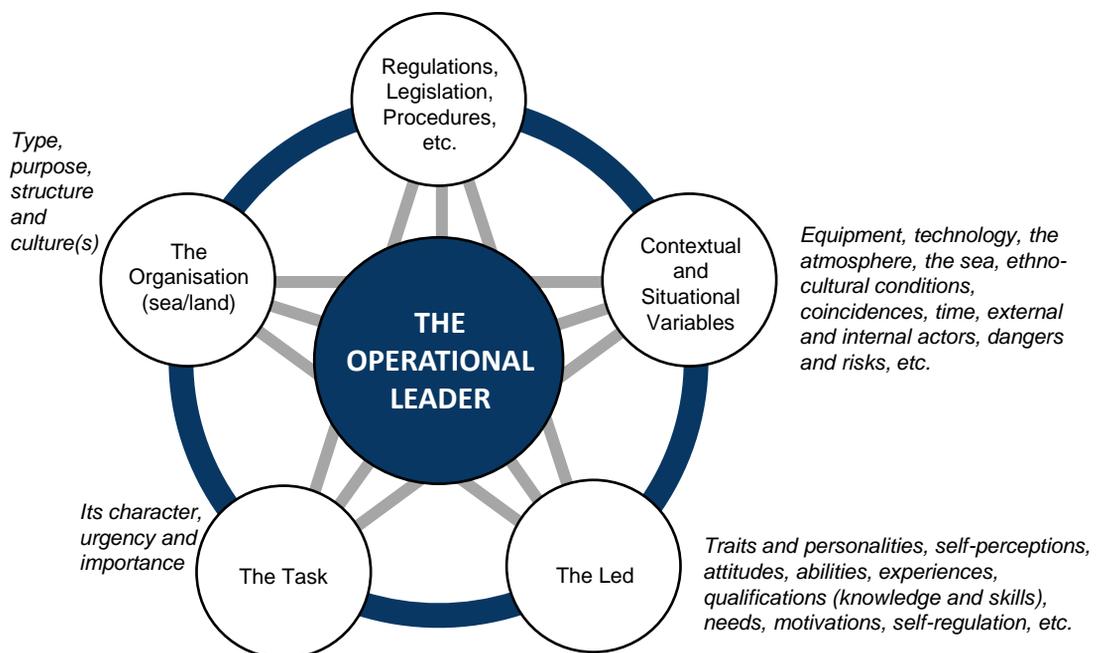
# 2. Operational Maritime Psychology First To Market (1/2)

Operational Psychology is a distinct and independent field of psychology that deals with human factors in situations where life, health or fundamental values are under threat in operational environments.

Contact us to learn more

We offer Offshore Wind organisations the novel conceptualisation of Operational Psychology. Our conceptualisation is new to both academia and the Offshore Wind industry, and highlights important points of attention which necessarily leads to adjustment of existing approaches to consultancy work in these organisations.

When engaged in Operative Psychology we operate with individual, team-based, organisational and contextual conditions that can affect the individual and his or her performance. We also optimise cooperation within the team, that must be able to interact appropriately with operational environments characterized by risks and complexity.



In terms of psychological assessment and intervention, our premise is that maritime personnel represents a particular client group that handles particular tasks under particular conditions in particular environments.

This calls for the utilisation operational psychology which aims at enhancing, directly and indirectly, the performance and operation success of operational personnel and their organisations.

Our experience as former officers in the Armed Forces, our work in both military and civilian operational environments, and as operational psychologists, function as a foundation for our decades-long work within the Maritime and Offshore industry and has resulted in the development of a wide variety of practice guidelines, as well as highly specialised training and assessment programmes.

Thousands of operational leaders, as well as leading training organisations, have benefitted from these guidelines and programmes.

## 2. Operational Psychology First To Market (2/2)

We take part in the full spectrum of application of operational psychology from the strategic to the operational level.

Our activities can support, directly and indirectly, Offshore Wind organisations in the attainment of both strategic and operational objectives.

This can be done through the utilisation and application of our psychological and context-specific expertise regarding the operational maritime environment and its factors.

When engaged, we seek to understand the characteristics of the desired activity and of those involved, but also take connectivity to other activities carried out in our client organisations into account.

This means that we constantly think strategically when engaged in activities at the operational level.

**Contact us to  
learn more**

When working with Operational Psychology, our activities are always sought linked to and supports overarching organisational efforts related to:

- Reduction of risk for personnel and material.
- Reduction of costs.
- Attraction and retention efforts.
- Higher degrees of job satisfaction.
- Stronger Esprit de Corps.
- Stronger brands.

# 3. Assessment activities

Collectively, and for more than 20 years, we have conducted psychological and Human Factor assessment on more than 4000 operational leaders. As leading external psychologists we have previously designed best practise assessment programmes for one of the largest Maritime Training organisations in the World.

When we carry out assessments, we have a steadfast focus on quality. Elements like consistency and accuracy are important to us, and we continuously orient ourselves towards validity and reliability.

## We carry out Assessments of Individuals, Teams and Organisations.

### Requirement Profiles

Because different work functions require different qualifications and competencies, Requirement Profiles are the foundation for any assessment processes – be it selection or recruitment processes.

Obviously, we always make use of validated Functional Requirement Profile(s).

Our Requirement Profiles are based on a breakdown and analysis of Job Descriptions into, for example, responsibilities and tasks.

After analysis, we determine psychological requirements, and then we discuss our Requirement Profiles with our client organisation.

Upon finalisation of given Requirement Profiles, we determine how to best assess candidates up against the Profiles.

Depending on the objective of our assessments we make use of a wide variety psychological tools such as Psychological Tests and Inventories, Self-biographies, Interviews, Simulators, Observations and Self-evaluations.

Assessment is about gathering data and about integrating both data and points of attention data to evaluate a person's or a team's behaviour, abilities, and other characteristics – particularly for the purposes of making recommendations for decisions and following psychological intervention.

We conduct assessments at the level of the individual, the social level, and the organisational level.

We make use of both qualitative and quantitative methods.

We feed results from our analysis of assessment data back to our client organisations – simply because our findings can be used to adjust internal processes in the form of for example recruitment and training.

# Suitability for Promotion Programme

## Description

Assessment of the complex and dynamic relationship between personality, cognitive capacities, social and self-regulating skills, situational judgement and general leadership qualifications determining the general functionality and suitability for promotion of Operational Leaders e.g., Site Managers, Superintendents, Masters and Engineers.

Suitability for Promotion Programmes can be conducted online or by use of simulators.

## Purpose

Identification of candidates who are suitable for promotion, including identification of personal development areas.

## Example of content

- Psychometric tests
- The Operational Maritime Critical Thinking Test ®
- Autobiographies
- Interviews
- Self-evaluations
- Leadership dilemma cases and role-playing exercises

, held up against predefined leadership requirement profiles developed by Doulgerof & Lamberg ApS.

## Duration

2 days

## Participants

1-4 participants

## Assessors

Licensed psychologists with more than 20 years of experience assessing leaders from the Maritime World

# Integrated Human and Technical Factor Assessment

## Description

Participants undergo personal assessment in terms of both Human and Technical Factors. We make use of simulators.

After identification of development areas, participants prepare action plans aimed at strengthening given personal development areas.

Although it is not subject to measurement, the aim of the programme also includes the influence of participants' attitudes in relation to:

- Acceptance of the fact that failures inevitably occur in dynamic and complex systems.
- Continuous monitoring of given work processes by given system operators is a necessity.
- Establishment of necessary emergency response systems.

## Objective

By the end of the programme, assessments have been made, development areas have been identified, and easy-to-use action plans have been formulated.

The result is satisfactory if the participant has contributed to the assessment and formulated relevant action plans in connection with identified development areas within the frames of Human and Technical Factors.

### Note:

**This activity can be combined with our Integrated HF / TECH Training**

## Duration

2 days

## Participants

1-4 participants

## Assessors

Licensed psychologists with more than 20 years of experience assessing leaders from the Maritime World

## **REMOTE HF FIELD SUPPORT**

The purpose is to support and counsel the on-site TECH investigator in terms of HF related issues encountered during the TECH investigation.

Remote HF field support can be provided online or through 24/7 HF hotline. The field support can entail dealing with resistance in and lack of cooperation from on-site personnel who have been part of given incidents, ad hoc design of interview guides, support to TECH interviews, etc.

## **INTEGRATED HF / TECH ON-SITE POST-INCIDENT INVESTIGATION**

The purpose is to carry out an integrated HF / TECH on-site post-incident investigation, which takes the interconnectedness of HF and TECH Factors into account.

The integrated HF / TECH investigations aim at uncovering underlying root causes, the relationship between given HF / TECH factors which have led to the incident, as well as recommendations for future actions and activities.

## **POST-INCIDENT FOLLOW-UP ON RECOMMENDATIONS AND ACTION PLANS**

The purpose is to assist with follow-up on recommendations and action plans created based on post-investigation reports.

Follow-up can for example entail advise regarding operational personnel and their supervisors, as well as how to integrate recommendations and action plans at the level of the organisation, the work unit and individuals.

## **POST-INCIDENT WORKSHOPS – OPERATIONAL PERSONNEL**

The purpose is to raise awareness and enhance understanding of HF and the interconnectedness between HF and TECH Factors in operational maritime environments. Furthermore, the objective is for operational personnel who have been involved in given incidents, to identify personal development areas and create personal action plans which aim at strengthening future functionality.

## **PRE- AND POST-INCIDENT WORKSHOPS – SUPERINTENDENTS**

The purpose is to raise awareness and enhance understanding of HF and the interconnectedness between HF and tech Factors in operational maritime environments. Furthermore, the objective is primarily for superintendents to strengthen their functions as supervisors, and secondarily to consider how to approach pools of vessels considering newly acquired knowledge and insight.

## **TRAIN-THE-ASSESSOR PROGRAMME – HF / TECH Investigators**

The purpose of the Train-the-Assessor Programme is to train the client organisations' internal HF / TECH investigators to be able to conduct on-site post-incident HF / TECH investigations.

**Contact us to  
learn more**

## Consultation - Recruitment and Selections processes

We deliver consultancy services to internal HR functions responsible for recruitment and selection of external candidates. This can, for example, entail ensuring that assessment processes are aligned with internal HR processes and that neighbouring departments gain access to important quantified data which can be used for training purposes.

Consultation can be combined with Train-the-Assessor activities.

## Support to Commissions and Promotion Boards

We offer our competencies to client organisations that need to carry out Commissions or that make use of Promotion Boards in connection to promotion of both external and internal candidates for leadership positions.

## Design of specialised assessment programmes

We design and can conduct specialised assessment programmes for high level leadership positions in client organisations. Our specialised assessment programmes also include selection of personnel that may need to function in high-risk environments.

## Work place assessments

We assist client organisations in carrying out Work Place Assessments and follow-up interventions, and help to ensure that:

- The safety and health work of our client organisations include all significant health and safety issues related to the work place.
- That our client organization works systematically and continuously to solve issues related to the work place, and that work conditions are on par with given national Work Environment Legislation.

**Contact us to  
learn more**

# 4. Intervention activities

Organisations select employees based on their predicted likelihood of succeeding in the job.

While some employees are expected to perform their jobs well immediately upon entry into the organisation, most employees require time to grow into their new job.

Furthermore, knowledge and skill demand is continuously escalating in many organisations – and accordingly, many employees must enhance their capabilities to perform their job satisfactorily.

Although training and development have historically had a different focus, they are both processes for enhancing qualifications and personal competence.

The ultimate test for training programmes effectiveness is transfer validity – or the extent to which the performance of participants have been enhanced by the training, as well as the extent that newly acquired knowledge and skills can be applied in their organisational context.

In close cooperation with our client organisations, we assess the validity of our training programmes.

Depending on the objectives and content of the training, we do our utmost to fulfil agreements regarding the criteria and validity of our training.

We adhere to international training standards and to what we were taught at the former Leadership Development Department of the Danish Defence Centre for Leadership, through tailored trainer courses in other parts of the Danish Armed Forces and the maritime industry, and through our education and vocational training as psychologists.

We operate with four levels of criteria which we use to evaluate the impact of our training activities on participants: reactions, learning, behaviours and results.

Some of our training activities are carried out off-site, and some are carried out both **on- and offsite**. Some training activities involves **simulation**.



**Tough, but really rewarding training**

# Integrated Training (1/2) – First To Market

Unlike classical maritime training providers, we engage in **Integrated Training** when we work with participants who need to enhance their capacities to interact efficiently with their operational environments.

Integrated Training is a conceptualisation of intensive high-impact training that we have created on the basis of what is called '*integrated education*' in the Danish Armed Forces, and which is heavily influenced by our own '*train as you fight*'-experiences as former military officers.

Integrated Training stands in contrast to traditional teaching and training, where subject areas are sharply divided and where there is typically alternation between classroom teaching and subsequent exercises.

The basic structure of Integrated Training consists of gradual introduction to, work around and practice in the individual elements of given subjects as the need for new knowledge, skills and insights arises in the participant.

Through Integrated Training, participants are gradually introduced to new subject areas and acquire new qualifications as the need for new learning arises. New subject areas are introduced in ways that naturally increases progressive learning. This may be done through use of time-outs, review of audio-visual recordings, reflection tasks, creation of ad hoc-models to enhance understanding I participants, and other training measures.

In other words, the training activities are in themselves guiding and crucial training parameters. Therefore, the totality and coherence of the content of the training activities are weighted in order to give the participant insight into the overall framework in which the learning is to be applied: The operational context.

For us, it is simply *not* enough for a participant to be able to do something in particular. Participants must be able to do something in *particular* in *particular* situations in *particular* operational contexts.

In order to maximise transfer of learning, and unless it is a direct necessity in order to enhance specific facets of learning, we do not make use of classical classroom teaching and PowerPoint presentations.

On the contrary, our Integrated Training activities are either conducted in the very environments in which participants are to function on a daily basis, or in simulated environments.

Specifically in terms of participants from operational maritime environments in the form of vessels, we typically make use of simulators.

When we plan and prepare Integrated Training Activities, we are keenly focused on:

- The purpose of the training (*the intention*)
- The objective (*derived from the purpose: what it is precisely that the participant is expected to be able to do upon completion of the training*), including:
  - Demands (*towards the participant*)
  - Conditions (*under which the demands are to be met*)
  - Criterion (*which must be met in order for the end result can be said to be satisfactory*)

# Integrated Training (2/2) – First To Market

**Integrated Training is very demanding for all parties involved, not only the participants and possible technical staff – but also for us as trainers.**

**Enhancement of knowledge, skills and self-management strategies in participants requires both broad and deep insight into psychology, development and training.**

**The enhancement of specific and necessary knowledge, important skills and essential self-management strategies in participants requires constant adjustment in and regulation of training parameters in order to meet the participants at their learning level – and in order to ensure that given training objectives are indeed met.**

A side effect of our Integrated Training in terms of operational environments is the creation of a general action orientation in the individual participant, which is aimed at minimising errors and enhancing safety on board.

The example below reflects work on subject areas which are gradually expanded with more concentrated, thematic-relevant learning and training sequences. These are introduced when the trainers deem it appropriate. In this way, important themes are naturally integrated throughout the training process for the benefit of the individual participant.

Specifically in terms of the mentioned example, our Integrated Training can be understood as interdisciplinary training (psychologist/operational leader) with a strong emphasis on functional principles of safety at sea, but also with a strong emphasis of activity principles built into the training.

As such, Integrated Training thus alternates between being inductive (working around a concrete situation in order to find a connection that can form the basis of general assumptions) and deductive (practical testing of theory with experimental behaviour and actions).

## Example

During an Integrated Training activity, focus is on Situation Awareness and Decision Making.

After the participants have developed a common understanding of Situation Awareness and how it can be enhanced situationally in the operational context, participants are activated in a simulator in order to test the newly acquired points of attention and the newly acquired knowledge.

During the simulation, the trainers introduce an incident where the need for a time-out in the participants arise, and where participants and trainers subsequently work around Situational Judgement as a necessary prerequisite for effective decision Making in the operational environment.

After having worked on Situational Judgement and its subcomponents, participants return to the simulation and test newly introduced tools before the need for work on Decision Making and its subcomponents arises.

# Integrated HF /TECH Training

## Description

Unlike classical Human Factor training, we conduct training by use of the principles behind Integrated Education as formulated by the Danish Armed Forces and by combining Human Factors and Technical Factors.

Through integrated training, participants are gradually introduced to new subject areas and acquire new qualifications as the need for new learning arises.

During the Integrated HF / TECH Training, we do not make use of classical classroom teaching and PowerPoint presentations.

All training is conducted in and in close connection with the simulator, where time-outs, reflection tasks and other training measures are utilized – which naturally increases progressive learning.

Integrated HF / TECH training can be combined to include inter-departmental training - and includes:

- Communication
- Cooperation
- Coordination

, between the departments, which only increases shared situated awareness and qualify decision-making processes in critical situations.

## Purpose

Creation of a general action orientation in the participant, which is aimed at minimising errors and enhancing safety on board.

This is based on the development of knowledge and skills which enables the participant to interact appropriately with his/her operational environment.

## Objectives

By the end of the programme, the participant shall be able to:

- Demonstrate appropriate management of Self and others in conditions of increasing complexity.
- Create meaning in complexity after having broken down given issues into manageable sizes.
- Unfold situational behaviour in order to effectively handle given contextual tasks.

### Note:

**This activity can be combined with our Integrated Human Factor and Technical Assessment Programme**

## Duration

3 days

## Participants

4 - 8 participants

## Assessors

Licensed psychologists with more than 20 years of experience assessing leaders from the Maritime World



**As needs arose in the team, they introduced new tools to us**

# Operational Maritime Leadership Training

## First to market

### – What is it?

The adjective operational refers to operation and can be linked to the term functional in the meaning of in a state of functionality, or derived from the operation of devices, systems and processes.

Embedded in the adjective is the Latin causa agendi or 'cause of action' which correlates with the meaning of operation as coordinated actions in response to emerging situations.

This explains the conceptual basis for our creation of **operational leadership**.

In terms of leadership functionality in an operational context, where leaders must also be ready and able to handle emergencies, operational leadership is an important factor.

Our experience tells us that the functionality of maritime leaders, overall, is determined by a number of factors:

- The leader's knowledge and skills related to leadership.
- The leader's mental robustness and resilience towards stress.
- The operational leadership context.
- The leader's capacity to interact efficiently with his or her organisational environment.

**We train operational leaders to function optimally in their operational environments.**

## The rationale

In 2021, and as the first to do so, we created the term Operational Leadership.

After many years of delivering various psychology-oriented services to the maritime industry, we had too often seen an urgent need for maritime leaders to be trained in this distinct field of leadership.

Apart from attending cooperate leadership seminars, almost no operational leaders receive any leadership training that can be said to be related to their operational context.

This needs to change.

And as former operational leaders in military environments, and operational psychologists, we are ready to make our contribution.

**Our Operational Leadership training programmes are tailored to meet the needs of leaders who operate in operational leadership contexts.**

# Operational Leadership Training (OL)

Our Operational Leadership Modules and Submodules are tailored to meet the needs of operational leaders who operate in operational leadership contexts.

**Main Modules** and **Tool Box Modules** are offered as stand-alone activities, but can also be offered as package solutions in accordance with the needs and wishes from the client organisation.

## MAIN MODULES

### M1: OL Prerequisites (Junior Officers)

Duration: 5 days

### M2: Leading Operational Teams (Junior & Senior Officers)

Duration: 5 days

### M3: OL in Acute Critical Situations (Senior Officers)

Duration: 5 days

### M4: OL in Relational and Cultural Complexity (Senior Officers)

Duration: 5 days

Our leadership training programmes are focused on enhancing the participants' capacity to interact efficiently with his or her maritime environment.



**They are both  
trainers and  
leaders and  
they definitely  
train as they  
fight**

## TOOL BOX MODULES

### S1: Personal Resilience

Duration: 3 days

### S2: Conflict Management in Operational Contexts

Duration: 3 days

### S3: Observation/Feedback in Operational Contexts

Duration: 3 days

### S4: Difficult and Sensitive Dialogues in Operational Contexts

Duration: 3 days

### S5: Leading Meetings in Operational Contexts

Duration: 3 days

### S6: Appraisal of Performance in Operational Contexts

Duration: 3 days

### S7: Developing Others in Operational Contexts

Duration: 3 days

### S8: Personal Operational Leadership Development

Duration: 3 days

# Example of an Operational Leadership Module

## Module 3 Operational Leadership - in Acute Critical situations

### Purpose

The purpose of the training is to instil course participants with knowledge and insight which enhances his/her functionality in acute critical situations on board vessels.

The training is specifically focused on internal psychological processes in the individual participant, as well as social processes in between participants.

### Objective

By the end of the course, the participant should be able to:

- Recognize and understand own reactions, as well as reactions in others who are part of the acute critical situation.
- Re-establish Self-control and control over others who are impacted by the acute critical situation.
- Consider possible and appropriate actions in order to counter unwanted reactions in him-/herself, as well as in relation to others who are part of the acute critical situation.
- Initiate appropriate actions which will enhance survivability in the acute critical situation.
- Counter long term effects of acute critical situations.

The result is satisfactory when:

- The participant responds adequately to dilemmas and scenarios encountered during the training.
- The participant displays necessary social skills related to dealing with others during the dilemmas and scenarios encountered during the training.

### Duration

3 days

### Participants

6 – 12 participants

### Trainers

Seasoned psychologist with operational background and extensive experience with operational maritime psychology

**During the course of the training, the participants has a number of unique psychological and leadership tools at his or her disposal.**

# Example of a Specialised Leadership Training

## Conduct After Capture

### Purpose

The purpose of the **Conduct After Capture** (CAC-MAR) is to instil course participants with knowledge and insight, and to assist in the development of skills which will enhance the ability to stay alive during a piracy attack and after a hostage incident.

The CAC-MAR is specifically focused on internal psychological processes in the individual, as well as social processes in between hostages and pirates/hostage-takers.

### Objective

By the end of the CAC-MAR, the participant should be able to:

- Recognize and understand internal reactions, as well as reactions in pirates/hostage-takers.
- Consider possible and appropriate actions in order to counter unwanted reactions in him-/herself, as well as life-threatening behaviour from pirates.
- Initiate appropriate actions which will enhance survivability during a piracy attack and while being held hostage.
- Counter long term effects of a piracy attack/hostage incident.

For use during the CAC-MAR, the participants has the Hostage Survival Toolbox® at his or her disposal.

The result is satisfactory when:

- The participant responds adequately to dilemmas and scenarios encountered during the training.
- The participant displays necessary social skills related to dealing with other hostages and hostage takers.

### Duration

3 days

### Participants

6 – 12 participants

### Trainers

Seasoned psychologist with operational background and extensive experience with operational maritime psychology



**This was one of the best courses I have ever attended**

# Example of Tailored Training

## Enhancement of Situational Judgement

### Purpose

The purpose of the integrated training is to enhance participants' situated judgement and the quality in decision making processes. It is furthermore a purpose that participants acquire a multitude of appropriate leadership pointers regarding the function of an operational leader.

### Objective

The objective is that the participants, by the end of the training, have:

- Enhanced their situated judgement in terms of complex situations of a technical and leadership nature.
- Have acquired relevant leadership pointers as operational leaders.

### Content

- Use of personal logbooks.
- Simulator training entailing exercises of varying complexity and severity, and guidance in terms of situated judgement, problem-solving, decision-making processes and leadership.
- Vicarious learning through observation of operational leadership activities.
- Reflection sessions in relation to the operational leadership spectrum, leadership, and the 'Bonus Pater' operational leader.
- Training in the use of problem-solving tools and utilisation of team resources.

### Duration

2 - 3 days

### Participants

1 – 4 participants

### Trainers

Seasoned psychologist with operational background and extensive experience with operational maritime psychology

**We design and conduct tailored training programmes aimed at individuals and teams in need of particular training.**

# Leadership Supervision

## Description

Leadership supervision is for leaders who wish to receive intensive and effective supervision in relation to one or more leadership challenges which he or she is facing.

The supervision process will lead to increased operationalisation of leadership competencies and expand the leader's level of insight into him or herself as a leader.

One of the objectives with leadership supervision is that the leader is supported in developing his or her professional identity as a leader. We work with the potentials, possibilities and resources which can be brought forward in the leader as a person, as well as from his or her professional foundation and experience as a leader.

Through the supervision, we work on the case(s) or dilemma(s) presented by the leader, and by structured enquiry he or she is supported in creating new frames of understanding, new meaning and thereby new possibilities for action.

The issues which we work on will be defined from session to session by the leader and depending on his or her needs. The content of the leadership supervision can be:

- Case oriented (concrete cases or leadership challenges)
- Person oriented (the leader in the leadership role)
- Role/structure oriented (the leader in the leadership role in relation to his or her organisation)
- 

Other examples on themes can evolve around leadership methods, decision processes, etc.

Leadership supervision, which can be carried out in vivo or online can also be seen as a preventive tool regarding reduction of stress and enhancing job satisfaction.

## Duration

Min. 8 sessions

## Participants

1-4 participants

## Supervisors

All our leadership supervisors are psychologists with more than 20 years of experience with leadership supervision, leadership assessment and leadership development – also from the Maritime World. Our leadership supervisors also have experience as leaders and heads of functional areas in large organisations.

# Train the Trainer Activities

**Our Train-the-Trainer activities function as a framework designed to enable potential trainers and subject matter experts to train other people in their organisations.**

Apart from understanding various functions and techniques that trainers can use to maintain the interest of participants and to motivate them, our Train-the-Trainer activities entail a wide range of important points of attention about cognitive and social psychology, as well as psychological pedagogy.

Thus, elements like progressive learning and learning taxonomies, training design principles, creation of subject plans, the facilitator role, presentations and facilitation skills, use of simulated exercises, observation and feedback techniques, group dynamics, dealing with unmotivated participants and deviant behaviour run through all our Train-the-Trainer activities.

We also deliver specialised Instructor and Train-the-Trainer activities – for example related to:

- Human Factors and their subcategories
- Human Factor Assessment
- Integrated Human and Technical Factors Training

Apart from being licensed psychologists, we hold diplomas in Adult Education Courses. We have received our training as instructors, facilitators and trainers in a wide range of environments, for example:

- The former Leadership Development Department of the Danish Defence Centre for Leadership
- The Danish Army Combat School
- Maersk Training Svendborg A/S
- Novo Nordisk A/S

**Note: We also have experience with conducting Train-the Assessor activities for psychologists.**

**Contact us to learn more**

# Other Interventions

## Team-building

We work with high performance teams – and special teams in the form of start-up teams, project teams and cross-functional teams.

Our interventions can, for example, entail diagnostic meetings and team-building focused on goal setting, responsibility charting, role clarification, problem solving and decision making activities, and task accomplishment.

Typically, our team-building activities also has a focus on building and maintaining effective interpersonal relationships, as well as how to understand and manage group processes.

Our team-building activities also include intergroup team-building.

## Team-training

We firmly believe that work teams are the building blocks of organisations.

If teams are to be effective, they must be able to manage their culture, processes, systems and relationships.

However, most teams must also be able to deal with complex tasks. Training the collective in solving complex tasks that can only be solved through common efforts is also one of the interventions we engage in.

## Third-party peace making interventions

During mediation and conflict resolution we utilise confrontation methods that expose conflicts for examination by the conflicting parties – be it individuals or groups.

When conflicts entail substantive issues, we make use of problem solving techniques, and when conflicts entail emotional issues we work on restructuring perceptions and working through negative feelings.

**Contact us to  
learn more**

## Organisational development (OD)

**Our inventory of OD interventions is quite extensive and for example entail:**

### Individuals

- Life- and career-planning,
- Supervision and coaching
- Training to increase knowledge and skills

### Dyads/triads

- Process consultation
- Third party peace making
- Role negotiation

### Teams

- Team-building
- Team training
- Process consultation
- Training in problem solving, decision making, goal setting and planning in teams
- Self-managed teams

### Intergroup

- Organisational mirroring
- Partnering
- Process consultation
- Third party peace making
- Survey feedback

### Organisations

- Cultural analysis
- Visioning
- Strategic management activities
- Survey feedback
- Restructuring activities
- Large-scale system change

# E-learning, Books and Articles

## E-learning

This year, we signed a contract with Seably, which is a Swedish based company that specializes in maritime E-learning and online training.

Seably requested that we design several E-courses, and as we strongly support their vision of empowering seafarers to achieve their full potentials by learning, gaining knowledge and developing new skills, we gladly accepted the challenge.

We are, in fact, very satisfied with the content of our E-courses, which can be applied to Emergency Preparedness processes on board.

The E-courses, which can be found on [www.Seably.com](http://www.Seably.com), are:

- **Emergency Room Preparedness Meeting**
- **Emergencies in Engine Rooms – Recovery from a black-out**
- **During and After an Emergency – Psychological First Aid**
- **After an emergency – Handling bodies of deceased human beings**

More E-courses are in progress.

## Books

In 2021 and 2022, we have published or co-authored the following books:

- **Survival Psychology in the Shadow of the Corona Virus ([www.amazon.com](http://www.amazon.com))**
- **Improving Bridge Resource Management – Human Factors in Maritime Safety (PMC Media House GmbH)**

Upcoming books, which will be published in the beginning of 2023, are:

- **The Emergency Preparedness Manual – An Operational Leadership Perspective**
- **Engine Room Emergency Preparedness**

## Articles

In 2021 and 2022, we have written the following articles:

- **Tal om krav og forventninger når I skal samarbejde (Talk about expectations and demands when you are to cooperate) – ([www.lederweb.dk](http://www.lederweb.dk))**
- **Pause fra ledelsesprofeterne? (A break from the leadership prophets?) – ([www.lederweb.dk](http://www.lederweb.dk))**
- **Corona – stresstester mennesker, systemer og rederier (Corona stresses human beings, systems and shipping companies) – ([www.lederne.dk](http://www.lederne.dk))**
- **Mødeledelse (Leading meetings) – ([www.lederne.dk](http://www.lederne.dk))**
- **Øvelser – Et nødvendigt onde? (Exercises – A necessary evil?) ([www.lederne.dk](http://www.lederne.dk))**

# Frames of Understanding – A Few Points of Attention (1/2)

We work on the basis of an operational-maritime framework of understanding.

To strengthen the **validity in our assessments**, we work with methodical triangulation, where we make use of various psychological assessment tools. To strengthen **reliability and precision**, we normally operate in pairs of psychologists and/or together with maritime technical instructors.

To strengthen the **effectiveness of our training and development** of others, we base our activities on real needs and well-defined learning objectives. As we recognize that both contextual and situational factors influence self-management, we analyse the particular environments in which individuals or operational teams must function, just as we are keenly focused on which behaviours and tasks need to be performed to which degree. We then design our interventions in such a manner that team effectiveness become as optimal as possible – and in such a manner that the individual strengthens his or her capacity to interact efficiently with his or her surroundings.

Specifically in relation to **operational maritime leadership**, our outset is that:

1. Leadership, which is a social activity that takes place in the here-and-now, can be conceptualized as a discipline consisting of three overarching components, two of which are system-oriented and one is person-oriented:
  - a) The two system-oriented components (*administration and management*) aims to create order, predictability and stability in complex systems.
  - b) The person-oriented component is by definition social in nature and entails 'leadership', which, in turn, can be differentiated into Leadership Type 1 (*activities directly related to the coordination of joint efforts towards common goals*) and Leadership Type 2 (*influence on perceptions and attitudes, conflict management, development of others, various protective activities, etc.*).
2. Leadership activities are situated in operational, maritime leadership contexts, which include a number of factors consisting of the organization, task, the led, legislation and culture, as well as contextual and situational variables.
3. A maritime organization differs from and functions differently from other organizations by its purpose and risks.
4. Maritime leaders hold special means of power, must be able to lead in very changing conditions, and must always be able to relate to changing crews.

# Frames of Understanding – A Few Points of Attention (2/2)

It is our conviction that maritime leaders are a **special target audience that must solve special tasks under special conditions in a special environment** characterised by risks, coincidences, and a certain degree of unpredictability. Maritime leaders must thus have a necessary focus on leadership, just as they must possess the readiness and willingness to make difficult decisions – just as they must show commitment, accountability, self-control and personal authority.

Based on Whites view on Competence (*R. White (1959), Motivation reconsidered: The concept of competence, Psychological review vol. 66, USA*) we define **competence** as a process in which the maritime leader, through the application of relevant knowledge and skills, handles him- or herself, creates meaning in complexity and exercises a given behaviour aimed at effective handling of given tasks.

It is our also conviction, that the functionality of a maritime leader, overall, is determined by a number of factors:

- The leaders knowledge and skills related to leadership
- The leaders mental robustness and resilience towards stress
- The leaders capacity to interact efficiently with his or her organisational environment

In addition, there are a number of other factors that also affect the maritime leader's ability to function adequately – and which we take into consideration when we operate:

- The functionality and cohesiveness of the crew
- The level of functionality of individual crew members
- Time and resources
- Conditions in and outside of the organisation

We work in accordance with The Ethical Principles of Nordic Psychologists (<https://www.dp.dk/wp-content/uploads/etiske-principper-for-nordiske-psykologer.pdf>) , Guidelines for use of Tests in Business (<https://www.dp.dk/wp-content/uploads/retningslinjer-for-brug-af-test-i-erhvervslivet.pdf>), and the Common European Guidelines for Documentation, Norms, Validity and Reliability which have been developed by the European Federation of Psychologists' Association (EFPA).

We treat information confidentially, and we work in accordance to Danish and European Data Protection Regulations (<https://www.datatilsynet.dk/media/7767/generel-informationspjece-om-databeskyttelsesforordningen.pdf>).

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