ANALYZING THE LEADERSHIP EFFECTIVENESS IN MARITIME INDUSTRY

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ABSTRACT

Power over another person's emotions, motivations, and behavior is at the heart of leadership. The research here aims to provide light on the course the INDIAIRE has set for maritime education and training (MET) (INDIA). Get insight from a diverse group of MET executives on how they made the transition from the working world or the sea to the field of maritime education and eventually into positions of administrative leadership. Given these findings, it is clear that MET leaders are under unprecedented, complex, and ongoing stress. When there aren't any predetermined routes to success, people often have to rely on serendipity to advance in their careers. This study is useful for aspiring MET leaders and anyone responsible for designing interventions to foster personal and collective development.

Keywords: Change Management, Leadership, Effectiveness, Maritime, Industry.

INTRODUCTION

Leadership is a kind of authority in which one person has the power to affect another's thoughts, feelings, and actions. Leaders who get things done get their people to trust and like them, which in turn causes them to adopt some of the leader's values, beliefs, behaviors, and attitudes. Strong leaders can persuade people to work towards common goals, therefore this assertion has backing from those in the field of leadership studies. On the other hand, there is still another approach to characterize a leader who has strong leadership. Successful leaders direct their teams, encourage their members to give 110% to their tasks, and inspire them to collaborate to achieve their objectives. Moreover, this implies that successful leaders have a clear vision of where they want to take their organisations and are better able to identify the obstacles in their way.

A team can't achieve its goals without strong leadership. One of the greatest challenges for individuals who are new to leading a research team is learning the practical skills required to do so while still meeting the demands of delivering on research goals. The goal of the two-day online course Research Team Leadership in Changing Times is to help you grow as a research team leader, especially as it relates to providing resources for other research team leaders and the teams they manage.

Successful businesses strike a balance between satisfying their own needs and those of their shareholders, workers, clients, and neighbors. The leader is crucial in setting the course of the organisation since he or she formulates its vision and mission. Therefore, the success and development of the business as a whole may be influenced by the leadership style in place. How the leader defines the organization's vision, purpose, and strategy for achieving its goals are among the topics explored in this research. A key feature is the importance placed on human resources and their input into decision-making. Many studies have shown that wrong decisions made by top management are the primary cause of an organization's failure to meet its goals.

The concept of effective leadership is essential in the study of management. Bass and Stogdill compiled almost 5,000 different meanings for the same term. In a nutshell, leadership efficacy is evaluated by the results produced and the realisation of shared objectives. According to Cooper and Nirenberg, it's the ability to adapt to new circumstances while maintaining good connections with clients, workers, and the larger company. It is the leadership style that matters most when assessing the success of a leader. According to the multifactor leadership taxonomy, transformational leadership is superior than transactional and laissez-faire styles. Effectiveness is positively correlated with transformational and transactional styles of management and negatively correlated with a hands-off policy.

LITERARTURE REVIEW

Clegg, Stewart et.al (2021). This programme aspires to MAD in the realm of leadership theory and practise by encouraging the rethinking and reframing of future problems and their potential answers. So, it connects the dots between the current academic literature's focus on historical precedent and the problems provided by the recent events that have been marked by the disastrous conclusion of the Trump presidency in the United States.

Fatma SonmezCakir et.al (2020) Strong leadership, knowledge-sharing techniques, organisational effectiveness, strategic planning, and financial outcomes are all things this study aims to examine. With the use of statistical analysis, the authors of this research attempted to shed light on the connections between the many factors that had been gathered via one-on-one questionnaires. Both the independent variable and the mediator variable have been shown to have good impacts on the organisations, however the relevance of information sharing behavior is underlined in this research. Improvements in work output, organisational effectiveness, and financial results were seen when leaders disseminated relevant information and fostered a culture of open communication.

Fatma SonmezCakir et.al (2020) Researchers in the field of leadership have shown that good leadership is a significant predictor of an organization's success or failure. Does leadership, or having good leaders, make a difference in how well a company performs? Arguments suggest that the effectiveness of leadership has a bearing on business results. This article defined the term "leader effectiveness" and provided a framework for evaluating a leader's performance. All in all, successful leaders are masters of certain character qualities and exhibit certain patterns of conduct.

NaelZuleikhaZainol, et.al (2021) Management must be rethought in light of the new difficulties posed by globalization if an enterprise is to maintain a competitive edge and adapt to its new surroundings. For any organizational change to be successful, careful change management planning is required. The public sector is slowly catching up to the business sector when it comes to adopting change management practices. Effective and efficient management of organizational transformation requires strong leadership. The purpose of this work was to assess how previous studies have dealt with change management in recent years, with an emphasis on managerial leadership styles. This research highlights a potentially useful aspect of organizational change management that may be utilized to guide top management and shape the long-term trajectory of businesses in today's dynamic and expanding market.

AnjezaMeraku (2017) The present global crisis is a crisis of decision-making rather than of finances. In the decision-making process, values play a crucial role, hence the issue at hand is whether or not the present "leaders" share your ideals. The purpose of this research is to explore and analyses important aspects of leadership. One of them is efficient leadership, which is not hindered by a lack of technical know-how but rather by a focus on abstract principles. Leadership is another factor that typically prioritizes presentation above accountability and hard effort. The theoretical section deals with these and related topics, while the case study analyses the "Plus Communication" firm. Assuming that each "Plus" employee had an equal chance of filling out the survey, a sample size of 100 was chosen at random.

RESEARCH METHODOLOGY

Sampling methods are crucial to the success, validity, and trustworthiness of any research inquiry. However, as Denscombe notes, "adding to the sample does not considerably boost the accuracy of the results," because of this, polling the whole population is usually impractical. You may classify different types of sampling techniques into either probability sampling or non-probability sampling. In the former method, it is assumed that the sample is representative of the whole population under examination, whereas in the later method, it is unknown whether or not the sample is representative. The shipping business is necessarily a global one. Every one of the 170 countries represented at the IMO headquarters in London (IMO, 2011) offers some kind of maritime education and training programmed. It is thus safe to assume that there are hundreds of schools throughout the globe that include MET in their curricula.

There were many options for data collection investigated, all of which were compatible with an interpretivist perspective. Surveys, focus groups, observations, document analysis, and personal interviews were all part of the data collection process. Justifications for favoring one solution over another are provided below.
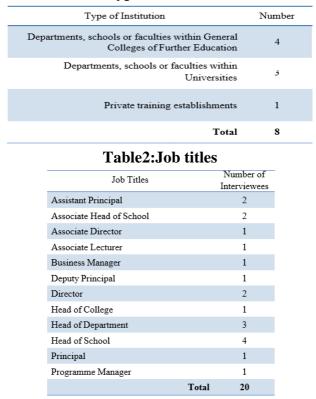
Table1:TypesofMETinstitution

Type of Institution	Number
Departments, schools or faculties within General Colleges of Further Education	4
Departments, schools or faculties within Universities	3
Private training establishments	1
Total	**8**

Table2:Job titles

Job Titles	Number of Interviewees
Assistant Principal	2
Associate Head of School	2
Associate Director	1
Associate Lecturer	1
Business Manager	1
Deputy Principal	1
Director	2
Head of College	1
Head of Department	3
Head of School	4
Principal	1
Programme Manager	1
Total	**20**

DATA ANAYSIS

The table below displays the respondents' occupations and the various sorts of organisations they are affiliated with. For the aforementioned reasons, we have chosen to hide the ties to the persons.

Table3:Numberdescriptors

Number of Respondents	%	Descriptors
n = 20	100	all
n = 17 − 19	85 - 95	majority/most
n = 11 − 16	55 - 80	more than half
n = 10	50	half
n = 4 − 9	20 - 45	less than half/few
n = 1 − 3	5 - 15	minority/least
n = 0	0	none

A total of twenty people participated. These results are presented according to the standard set forth in Table.

ResearchQuestion1:roles,leadershipanddifferences

After giving some thought to the issue, most respondents responded "yes," indicating a significant degree to which they felt they fit the requirements for "educational leaders" listed above (see page). The following quotations capture this feeling beautifully:

To paraphrase, "I do consider myself an educational leader... all that I do... has to do with the strategic direction and operational administration of education..." First interviewee: "I do consider myself an educational leader... I've been in education...for the past nine years... I am engaged in education." (Personnel intervied, letter J);

"Yes, both as a micro leader and strategically as building systems, procedures, and processes [to] enhance...maritime education and training." "Yeah, I guess so," (Interviewee L) said. Since I've been in the Chair, I believe that's been my main priority. Quoted on lines 90 and 92 of Page 248 from Interviewee S.

Some respondents, as seen by the following statements, were less confident or less certain that their positions contained an educational component.

No, I've never considered myself a school administrator.

To some extent...' Says Interviewee D, "Well, sure, I guess I do..." "I think yes in the sense that I'm moulding what we want to achieve here..." ...(Subject O of the Interview).

Most notably, one respondent did not see his primary role as one of teaching but rather one of managing a company.

In response to a question about their responsibilities, all the interviewees said that they had operational autonomy in areas such as "day to day operation" (Interviewee H), "supervising" (Interviewee B), and "[managing] the curriculum, fire-fight[ing] day to day challenges."

Those in positions of leadership are tasked with doing things like formulating long-term plans, influencing colleagues, and motivating pupils. The last heading, "making choices," covers the whole table since, obviously, it cannot be confined to just one side.

Table4:METleaders'rolesandresponsibilities;(Kotter,1990. AdaptedbyHaughton, 2010)

	Leadership tasks	Management tasks
Kotter's (1990) classification:	**addresses change** **sets direction** **aligns people** **motivates and inspires**	**addresses complexity** **plans and budgets** **organizes resources and staff** **controls and solves problems**
Reported roles and responsibilities:	strategic planning	day to day operations
	represent [institution] on Lead Bodies	'fire-fighting'
	[encourages new] course development	responsible for H&S
	[identify] new provision	staffing matters
	make sure students feel wanted	controlling budgets
	encouraging and pushing forward	external duties (PR, marketing)
	shaping what we want to do	time-tabling
	inspired to change [students'] lives	planning
	provide direction	project management
	[leadership is] a 'core element' of [my job]	maintaining approvals
	to lead changes	'balancing all the balls'
	[I] influence what goes on here	monitor assessment processes
	setting directions and values	resource manager
	[I] equip [students] to move on	customer liaison
		teaching
		determining clients' needs
		[perform as a] business leader
	making decisions	

More than half of interviewees tended to shift away from generic replies and become considerably more particular when asked, "what do you do that characterizes you as a leader?" Interviewee I was candid in saying things like, "You take choices, make decisions." Instead,then sitting around and asking, "Will we do this?" and "Will we do that?", you just say, "We'll do this," and you mean it. It's up to you to weigh the pros and cons and choose on a course of action. (Person, I Interviewed)

All of the respondents had a strong feeling of agency, as shown by the following comments:

For the most part, I feel that my leadership job right now consists of picking a route and convincing others to follow you. ...(Interviewee G) adds, "I pretty much decide on what we've got to do and then I simply say, "This is what we're going to do." To be able to make a choice and stick to it is a powerful skill, in my opinion. And I have no trouble settling on a course of action. ...(Subject O of the Interview).

In light of the comments, it seems that the activities fall on both ends of the management/leadership continuum described by Kotter (1990). There was a glaring lack of agreement throughout the various educational institutions' responses.

One respondent emphasised the significance of students' development and accomplishments, stating, "...my aim [is] to make sure the kids...feel desired, part of a family...have a comprehensive education...not simply being taught..." (Informant S, lines 92%-94% of page 248).

ResearchQuestion2:lifejourneys,influenceandchance

More than half of those polled said they had been influenced by their involvement in organised, uniformed organisations when they were in school. The majority of respondents identified as having a natural tendency to take charge. One responder said it was obvious from a young age, noting that he "flourished [as a Boy Scout... and was active in] leadership every week for years on end" (Interviewee A). The phrase, "I come from a terribly under privileged upbringing," is reflective of this point of view. I joined the Cubs when I was five years old, moved on to join the Scouts and eventually became their captain and the troop's leader, and finally became the House Captain for my elementary school. These were all very minor positions of authority that I fulfilled throughout my school career. I believe that [the demands on me to achieve] were self-imposed, since they were based on my own vision of what I believed was required; nevertheless, this is just my perception or my own opinion, and it is not necessarily accurate. (Person interrogated by initials L).

Table5:Familyrelationships

relationship of family member to respondent	examples of family members' careers/roles
Mother	Family included a 'long line of seafarers'.
Father	Royal Navy, Army, Leader in industry, Senior Executive, Academic, Senior Engineer.
Grandfather	Royal Air Force (RAF), Royal Navy.
Uncle	Army, Merchant Navy, Fisherman.

In this study, just a tiny percentage of respondents cited their religious beliefs as a source of inspiration for their leadership style, casting doubt on the idea that religion plays a major role in shaping leadership. Compared to the 31% of students in all other fields of study who claimed religious conviction as an important factor in their academic choices, this is a much lower percentage (West-Burnham, 2009). No religious-related question was included in the schedule, which may account for the discrepancy. New studies may be able to fix this issue.

Some respondents had seen and been inspired by leadership behaviours that are now prohibited because of their impact on the next generation. Interviewee D puts it succinctly: "As I grew up on the sea and had various captains and senior officers... saw the manner that they led... many of the things they did were still kind of 1920s/30s stuff."

If you get in trouble, you'll receive the business end of the rope. Even though I didn't realise it at the time, I really really disliked it. Looking back, perhaps even before I went, I realised how much I cherished that location. I owe a great debt of gratitude to those men; many of them had served in the naval war, and their wealth of knowledge and concern had a huge impact on my development.

It was shown in the pilot research that participants had a soft spot for the severe requirements of quasi-military organisations (Interviewee 1, 2007.)

When I reached fifteen, I decided to become a part of this community.

It was simple to stand out academically since the other guys - some of whom had been brought there by judges, others because there was nothing else [to do], and still others because They were being driven out to sea and had little interest in continuing on their journey. Furthermore, when I was a student there, I was virtually adopted by a teacher I'll call Mr. H. Mathematician-ness radiated from him. He assigned me tasks and had me take an... examination in English, mathematics, and navigation. And he pushed me very, very hard, saying, "If you were perceived to be doing additional work, classroom work, you were bullied." This is from the first interview we had in 2007 (Interview 1).

All respondents believed that being at sea inherently promotes leadership qualities, as indicated by Interviewee P's statement that "when you're at sea you're offered a range of leadership responsibilities [and,] in any event, you inevitably take leadership duties when you're on a ship."

Table6: AgestatisticsforMETleadersinthissample(Haughton, 2009).

	Years (youngest/ fewest)	Years (oldest/ most)	Mean	Median	Mode
Age on going to sea:	16	24	18.5	17.0	17.0
Number of years at sea:	6	30	15.0	13.5	12.0
Age on coming ashore:	25	37	33.5	31.0	30.0
Age on entering the education sector:	28	59	39.6	38.5	38.0
Age on attaining a role as an 'Educational leader':	31	59	43.7	44.0	45.0
Note: Mean = arithmetic average of the total; Median = the middle value in the set; Mode = the value that appears with the most frequency.					

Q, another interviewee, echoed this sentiment, noting, "the assumption [is] that as a Merchant Navy Officer you were supposed to be equipped for a leadership job."

Educationalcareerprogression:accessionandincumbency
More over half of respondents attained their current positions in MET leadership by what seems to be luck or inactivity. Interviewee R "...[got up in] his position more through osmosis," whereas Interviewee G said, "...it was never part of [his] professional plan to become Head of Faculty or Assistant Principal."
The following transcript excerpts demonstrate a lack of a natural inclination to assume the role of leader: "I believe if we start right from the beginning I don't think I ever really had any ambitions to be a leader"
When I first started working at this university leadership was not something I had given much thought to.
Interviewee A provided supporting evidence for the idea that most choices seem to be fortuitous when she said, "...things have always occurred by chance..."
Some interviewees (C, J, and Q) said they "took advantage of a situation" to advance in their jobs, whereas others said they had strategically plotted their way to the top. K, the interviewee, said that everything that had happened was deliberate and that he had never once felt remorse. He doesn't want to have to teach twenty or so hours a week while still working in the basement.'
Except for Interviewee K, it seems that most of the interviewees got into MET leadership because of their jobs rather than through design.

"Sure, I'd love to try out for that part..." And "...it only felt logical that I should keep climbing up the scale," are representative of the feedback collected.

There was no indication that the students were making plans for their futures or actively pursuing advancement within their parent FE or HE institutions. The lone response that deviates from the rule comes from a person who was just promoted to Vice Principal.

ResearchQuestion3:reflectionandstyle

In this part, evidence of the respondents' beliefs on and assessments of their own leadership styles and the efficacy of those types will be presented. Many people agree that leaders' styles evolve with time. According to the reports, the leadership style of the company had changed not just over time (which will be further upon later) but also in response to specific events. That is, the respondents indicated that they adapted their usual habits and approaches to the circumstances.

It is also possible to theorise the evolution of leadership styles by placing them in a broader theoretical context and seeing time as a macro viewpoint. The ideas of situational and transactional leadership are included in Western's (2008) second paradigm, 'Leader as Therapist. All MET leaders self-report engaging in actions that fall within this criteria, lending credence to previous studies in which FE middle managers saw themselves as "bridge builders" and "enablers". Respondents' use of terms like "nurturing style," "sympathetic to [others'] needs," "consensual," "discussive," "consultative and engaged style," and "encouraging [others]" suggests that they have taken to this approach with ease; these are behaviours that they see as productive and satisfying. Previous study from one university, where a management defined leadership as "taking the king's shilling and to consider leadership is out of the question," is at odds with this conclusion.

As another interviewee, R, echoed these sentiments, noting, "...at sea it's a hierarchical structure, so if you've got four stripes23 on your shoulder, leadership abilities help, but you can get by..."

"whereas education is a somewhat loose institution, where even those who are supposed to have the capacity to regulate are not necessarily leaders and don't appear to wield that power,"

According to Interviewee P, "being a leader at sea, being a leader in an industrial setting... and being a leader in education, are different." Moreover, he said, "at sea [it is] a hierarchical position you're supposed to follow others frequently without question because you're in that kind of pseudo-militaristic mentality.The academic community frowns upon divisiveness, thus you should strive to be welcoming to all viewpoints. Academe is full of grey zones where individuals seize control, and if you attempt to guide them, they'll tell you, "But that's my section of the ship, nothing to do with you," even if it may be your duty. A weak and ineffectual leader at sea would adopt an academic style of discussion.

He had always paid close attention in his professional life, not just to the people he was guiding but also to those who led him. However, Interviewee L's awareness did not emerge until she entered the academic world. '...differences in my approach to leadership from my time as a Master, when I was working with professionals, and my time as a professor, when I was teaching students who had already spent 12, 15, or more years in college... Maybe I was being impatient,' he reflected on his transition from a seagoing to a shore-based leadership post. I needed to get things done quickly. I meant no harm by upsetting a lot of individuals; I only wanted to get rid of some roadblocks to advancement.

Also facing similar transfer difficulties was Interviewee K, who reflected on having become "perhaps...more laid back...than I used to be, and that's [came about] with maturity." To return to the idea of a shifting leadership style, maybe I have not wished to make changes too rapidly, as I may have done; alternatively,

perhaps I have been too impatient with the inevitable unfolding of events.

A key insight from Interviewee D was that "...trying to control a ship, or anything, solely by waving a large stick doesn't work..."

As a result, I no longer feel the need to rely on rigid regulations or an antiquated model to lead my team; instead, I believe I have successfully transitioned to leading by setting a positive example, providing constant support, encouragement, and direction, and thereby achieving the desired results and maintaining a positive work environment.

ResearchQuestion4:professionaltraininganddevelopment

The topic of leadership and management education was the focus of the fourth research question. This was further clarified by inquiring about their own personal growth both before to and upon appointment, as well as the development they thought was essential or desirable for others seeking MET leadership roles.

Leaders, regardless of their job, must distinguish between the first, the "what," and the second, the "how" (management strategy). Both ideas, it may be argued, need growth on the part of the person considering them. Generally speaking, the former would refer to enhancing one's technical, vocational, and academic skills, while the latter would refer to improving one's management and leadership abilities.

Certain forms of leadership and management training are ad hoc, not mandated by law, and lack official recognition or accreditation, making it harder to measure their efficacy in absolute terms, keeping track of it may be challenging. Inevitably, some responders may have managerial training and experience, and you'll see that reflected in the responses.

Therefore, questions on the respondents' own growth and education were posed as an entry point into the topic of leadership and management development.

Compare the amount of development effort done before and after taking power in Table 7. Since it is difficult to standardise the many different courses and programmes that respondents participated in, A value must be assigned, but that value may be anything. Despite these limitations, I believe the data provides useful insight into respondents' accomplishments.

A simple zero indicates no change at all, so that's where we start.

It is more difficult to determine criteria for the top of a "achievement or exposure to development" scale since there is no universally accepted or definite measure in use. The author settled on a Master's degree as the benchmark for a 10-point scale, with lower degrees being assessed on a subjective, grading scale.

"Leadership and Change Management" is one of the required topics for an MBA programme, therefore it stands to reason that it was also included in any legitimate MBA or management degree.

Responding to the question, "When should training or development occur?" less than two-thirds said it was most important to begin and maintain this kind of training and development for school administrators at the outset of their careers. The following quotations illustrate this viewpoint:

By the time someone reaches the age of 35, they have formed their opinions and habits irrevocably; without a chance to change them, you will never be able to train them to be effective leaders.

Some individuals, however, would benefit greatly from beginning their leadership development early on. (Respondent B in an interview).

For me, the first day of any job is the first day of training for leadership. C (Interviewee)

"I had no idea what to do; I had no idea how things worked. To that end, I believe that starting training as early as possible is optimal. Respondent T in an interview.

Table 8: Leadership development and training: experience and qualifications awarded

Pre-Appointment	Ascribed Value	Post-Appointment	Ascribed Value
None	0	Short courses on, for example, appraisals, interview panels	3
Some in a previous job	2	None	0
3 x 1 week management courses in previous job	3	None	0
Numerous courses in previous jobs	6	Level 3 management qualification	6
Continuous development	7	MBA; Masters in Training Management	10
Some development in a previous job	2	MBA; Leadership development programme.	10
None	0	6 x ½ day sessions	5
None	0	Senior management training course	6
None	0	MBA	10
Various courses in previous job	2	Management skills development course	6
None	0	None	0
None	0	Management development programme	6
None	0	Management development programme	6
None	0	4 x 1 week development courses	4
Sustained development with another organisation	6	None	0
Some (*ad hoc*)	2	None	0
None	0	MSc; Management training programme.	10
Some courses in a previous job.	2	Nothing formal or structured.	0
None	0	Certificate in Management Studies (CMS)	6
None	0	Course on interview techniques	2
Totals	32/200 (16%)		90/200 (45%)

About the same number, however, disagreed. One interviewee, E, said he was "no big supporter of leadership training at too early an age," while another, G, said there was "a risk these days..." in "trying to introduce leadership ideas and training too early at a time in certain people's careers."

One respondent said that leadership training should begin when a person first takes on a leadership post, while one did not have an opinion either way.

Table9:Whatleadersandmanagers do

According to Kotter, a Leader:	Respondents' suggestions for development*	According to Kotter, a Manager:	Respondents' suggestions for development*
addresses change;	leadership training (B, C, G,);	addresses complexity;	how the organisation operates (R); commercial training (F); finance, budgets and balance sheets (G); administrative function of leadership (A); City and Guilds Management Course (D); MBA (I); classroom skills (H); teacher training (P,S); regular management training (L, O, S,); conflict management (T); job shadowing (M, Q, E); mentoring (K, J).
sets direction;	leadership (P); educational leadership (S);	plans and budgets;	
aligns people;	'abstract aspects of leadership' (A); understand human beings (N).	organises resourcesand staff;	
motivatesand inspires.		controls and solves problems.	

* Each response is followed by the initials of the responder who made that proposal in lowercase letters.

Everyone, it seemed, agreed that an intervention was necessary. Given that the respondents work in the field of education, it seems to reason that they would be in favour of, and actively pursue, their own ongoing professional and personal growth.

The responses to the question, "What training or development do you believe might be beneficial for individuals aspiring to MET leadership?" were the most illuminating. Both this and the meaning of the phrase "leadership training and development" were points of contention among the respondents. Responses varied widely, from "conflict management training" (Interviewee T) to "financial and accounting" (Interviewee S) (Interviewee G).

Data was synthesised by mapping respondent recommendations onto Kotter's (1990) matrix of leadership and management functions

Some responders were certain that training and development should be place, but provided no specifics about how it may look.

While interviewee E did not propose any specific course material, they did believe that any kind of "secondment or understudying" would be helpful. Interviewee J made a similar point, arguing that a mentorship programme would be useful. Interviewee K agreed, stating that mentorship relationships should last "[preferably] six months" One interviewee, M, described a comparable intervention using the term "shadowing," although she expressed doubt that leadership training was helpful. So, can you be taught to do it?' he said. [leadership] It seems a little... You may think of yourself as the leader in charge, but in fact you're working with other people, and it's the dynamics between you that lead to conflict. In my opinion, job shadowing is the most efficient method. In my opinion, nothing can replace having a person follow another. I also believe there should be a programmed for growth.

Interviewee M seems to have conflicting views in this excerpt, as he seems to approve of the concept of a "development plan" while also harboring doubts about its viability.

Respondent I found it difficult to specify a curriculum, but agreed that "some kind of formal training in teaching like an MBA type course" was necessary.

CONCLUSION

When asked if they saw themselves as educational leaders, the vast majority of MET leaders said they did; however, the majority of respondents apparently only solidified During the interview, they kept this thought in their own heads. Others demonstrated an unwillingness to identify mainly as school administrators, preferring instead to see themselves as corporate managers. There is a lack of clarity in this investigation. It was clear that early familial and peer pressures were unusually powerful in guiding people towards a uniformed career, particularly at sea, and that all the leaders had made personal career choices at some point. Table 9 shows the number of close relatives from similar demographic backgrounds. Therefore, one may argue that structural and contextual factors mitigated the impact of extreme agency. Two issues about MET leadership were described above in reference to the first RQ. A lack of 'self-awareness' and 'reflection' among MET leaders seems to be a prevalent denominator. The contrast with the apparent absence of systematic reflection engaged in by most of the MET leaders in this research provides more support for the idea that there are discernible distinctions between MET leadership and educational leadership in general. Those in charge of planning, delivering, and evaluating the MET programming themselves, as well as governing bodies accountable for guaranteeing educational standards and senior management responsible for hiring MET leaders.

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