

Title of Thesis

‘From ships to leaderships: the leadership of maritime training and education (MET) institutions in the United Kingdom’

Abstract

This research explicates the leadership of maritime education and training (MET) in the United Kingdom (UK). It explores the life journeys undertaken by a sample of MET leaders, determining how and why former seafarers reached positions of educational leadership, and contributes new knowledge to the field of educational research.

In a survey, twenty UK MET leaders were interviewed. Framed against a theoretical exposition of educational leadership, the respondents were asked about their life experiences, significant people and critical incidents encountered, current roles and their transition from seafaring to educational leadership, their training, personal development and styles of leadership.

The findings from this sample reveal extraordinary, multi-faceted and relentless pressure on MET leaders. Career advancement is mostly serendipitous with little formal leadership development. There is scant evidence that reflective leadership is encouraged or practiced. Life experiences, and persons encountered, were significant, though the impact of critical incidents was less noteworthy.

This study has closed some gaps in vocational educational research. It enhances our understanding of the transition from seafaring to education and supports the development of programmes specific to MET leadership. It will help aspiring MET leaders in their decision-making, and also, those responsible for designing personal and organisational development interventions.

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