

ON THE PARALLEL BETWEEN POLITICAL CORRECTNESS AND LEADERSHIP SKILLS DEVELOPMENT

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Abstract: The aim of the presented paper is to discuss some directions of the English language teaching intended to meet the requirements of (Manila amended) STCW 78/95, the IMO Model Courses 3.17 and 1.39. The Maritime English teaching is mainly directed to the provision of the Specification of minimum standard of competence for officers in charge of a navigational and engineering watches.

At the same time, it is not of less importance to focus the teaching directions on provision of performance of the officer's duties under requirements of the IMO model course 1.39 "Leadership and Teamwork" (IMO Publishing. Leadership and Teamwork (Model Course 1.39), IMO, 2014.) directly related to knowledge and ability to apply effective resource management through efficient cross-cultural communication on board and ashore; cultural awareness, allocation, assignment and prioritization of resources; decision making reflecting team experience; assertiveness and leadership, including motivation; obtaining and maintaining situational awareness; appraisal of work performance.

Thus, the empirical data of the paper presents a set of case studies (real situations on board merchant ships) giving a possibility to analyze the factors causing the effectiveness of situational awareness and moreover the principles of the possible conflicts prevention.

Taking into account a newly introduced term “a helmsperson” instead of a traditional “a helmsman” and the other terms gradually entering the maritime terminology, we’d like to mention that the future ship officers, provided with such conversational skills, will successfully perform their duties showing ability to apply

effective communication on board and ashore at the same time providing the principles of leadership and team working.

In order to provide the above-mentioned advantages, we propose to introduce politically corrected communicative technologies and cross-cultural communication principles into the Maritime Education and Training.

Keywords: cross-cultural communication, standard of competence, multilingual crew

Introduction

The aim of the presented paper is to break the language barriers, possibly caused by political incorrectness between the seafarers. Nowadays, we live in the rapidly changing world and moreover in the society where new values and new ways of thinking are promoted. Since the language is a living phenomenon and ubiquitous, it attracts and mirrors each individual's viewpoint and distinctly is reflected in the language. That is why, new lexical units occur within the scopes of Political Correctness.

Taking into account seafarers work on the so-called "locked space", where they are obliged to be for months, away from their home countries, families etc. being a part of group where representatives are of different culture presenting their values and identities differently forming the group where are united people with diverse race, ethnicity, religion, country of origin, even sometimes gender inequality and etc are acquainted with some stressful condition, which is primarily revealed in the language. In such cases, the sender of the message and the receiver of the message are from different cultural backgrounds. Of course, this introduces a certain amount of uncertainty, making communications even more complex. As it is known, widely spoken on board language is English which is basically the 2nd language for them. That is why, there occur problems in spoken English which can be foreseen in their grammar, pronunciation and so on.

When the speakers communicate cross-culturally, one should make particular effort to keep the communication process clear, simple and unambiguous. One communicates the way s/he does because any individual is raised in particular culture. The listener may interpret the speaker's behavior from an opposite standpoint. Sometimes this type of situation leads and creates misunderstanding and can be conflict producing. Whereas, understanding the other's culture facilitates cross-cultural communication. Linguistic realization of political correctness has become one of the burning issues in the modern world. As is known, political correctness implies verbal behavior that excludes any form

of verbal discrimination: racial, gender, religious or political: “The principle of avoiding language and behavior that may offend particular groups of people“ (Oxford Dictionary 2010).

The term political correctness was coined and first used in 1793 when a judge, James Wilson, used it in the decision *Chisholm v. Georgia* (1793) to say it is not politically correct to speak of the United States instead of the people of the United States.

Political Correctness is linked to the face and politeness theories since the study has revealed that the choice of a particular strategy largely depends upon the context a particular term is used in.

Gender inequality

In current English gender inequality used to be conveyed lexico-grammatically. As a result of the feminist movement, certain changes were introduced into the English language in the second half of the 20th c. viz.: The use of the lexical unit man in a generic sense denoting a human being is avoided. The morpheme man as a component of compounds denoting different professions has been replaced by gender-neutral items. Accordingly, the terms related to occupations do not reflect gender. Below presented lexical units ending on “-man” is advised to be replaced “person” where the gender of a person is not indicated.

Politically Correct	Politically Incorrect
helmsperson	helmsman
pump person	pump man
mess person	mess man/boy
Sea person	seaman

If we discuss the lexical unit “seaman” which according to the Cambridge dictionary means the following: “a person skilled in seamanship”, also we meet the following definition which is “a general-purpose for a man or a woman who works anywhere on board a modern ship, including in the engine spaces, which is the very opposite of sailing”. Based on the definitions the term “seaman” is used both for male and female addressing form. But the protest can be raised due to the morpheme “man” because there are women seafarers as well. For instance, a female Georgian graduate from Batumi State Maritime Academy Ms. Natia Labadze is employed in the crewing company Columbia

ship management LTD. She started as a deck cadet, and a novice sea person was promoted as 3rd Officer on board. That is why, the addressing term “seaman” will be derogatory and offensive one since the morpheme “man” excludes women’s rights and does not foresee that women can be sea persons as well. In the case of the term “sea person”, the morpheme “person” has a general meaning, where is not stated a person is a female or a male. Thus, by the recent IMO researches, (<http://www.imo.org/en/OurWork/HumanElement/Pages/Default.aspx>) the safety and security of life at sea, protection of the marine environment and over 90% of the world's trade depends on the professionalism and competence of seafarers. The human element is a compound issue that touches different maritime issues - safety, security and environmental protection involving the whole range of activities performed by crews, shore based management, authorities, etc. Thus, the IMO continually promotes different measures aimed at implementation of such an important issue. One of the modern approaches aimed at the same direction is the introduction of the IMO model course 1.39 Leadership and Teamwork intended to provide a person with the knowledge, skill and understanding of leadership and teamwork at the operational level on board a ship. The course is designed to meet STCW requirements for the application of leadership and teamworking skills, in accordance with the 2010 Manila Amendments, specifically as stated in Table A-II/1, Function: Controlling the operation of the ship and care for persons on board at the operational level.

Correlation of leadership and teamwork with language

On completion of the course the learner/trainee should be able to demonstrate sufficient understanding and knowledge of leadership and teamworking and have the relevant skills to competently carry out the duties of officer in charge of a navigational watch on ships of 500 gross tonnage or more, or officer in charge of an engineering watch in a manned engine-room or designated duty engineer in a periodically unmanned engine-room. The knowledge, understanding, and proficiency should include, but not be limited to, those listed in Column 2 of Table A-II/1 and Table A-III/1:

Working knowledge of shipboard personnel management and training include (IMO Publishing. Leadership and Teamwork (Model Course 1.39), IMO, 2014.) organization of crew, authority structure, responsibilities; cultural awareness, inherent traits, attitudes, behavior, cross-cultural communication; shipboard situation, informal social structures on

board; human error, situation awareness, automation awareness, complacency, boredom; leadership and teamworking.

Knowledge of related international maritime conventions and recommendations: SOLAS, MARPOL, STCW, MLC, as well as national legislation.

Ability, to apply task and workload management (IMO Publishing. Leadership and Teamwork (Model Course 1.39), IMO, 2014.) involve planning and coordination; personnel assignment; human limitations; personal abilities; time and resource constraints; prioritization workloads, rest, and fatigue; management (leadership) styles; challenges and responses. Knowledge and ability to apply decision-making techniques contain situation and risk assessment; identification and consideration generated options; evaluation of outcome effectiveness; decision making and problem-solving techniques; authority and assertiveness; judgment; emergencies and crowd management). Self-awareness, personal and professional development include knowledge of personal abilities and behavioral characteristics; opportunities for personal and professional development. Knowledge and ability to apply effective resource management foresees (IMO Publishing. Leadership and Teamwork (Model Course 1.39), IMO, 2014.) effective communication on board and ashore; allocation, assignment and prioritization of resources; decision making reflecting team experience; assertiveness and leadership, including motivation; obtaining and maintaining situational awareness; appraisal of work performance; short and long term strategies.

The whole set of competences and especially the last extract state new and high standards for the English language competence. Everything noted above should be implemented through the conversational ability of the officers, presenting a new challenge to the Maritime English teaching development. That is why, we want to propose political correctness as a potentially useful Maritime English teaching direction. Linguistic realization of political correctness has become one of the burning issues in the modern world. As it is known, political correctness implies verbal behavior that excludes any form of verbal discrimination: racial, gender, religious or political: <http://www.oxforddictionaries.com/> “The principle of avoiding language and behavior that may offend particular groups of people“. The term political correctness was coined and first used in 1793 when a judge, James Wilson, used it in the decision *Chisholm v. Georgia* (1793) to say it is not politically correct to speak of the United States instead of the people of the United States. There are different domains of political correctness such as gender, that of sexual minorities, racial and disability one.

Conclusion

As the conclusive part of a paper could be proposed a brief politically corrected glossary which may be used within the frames of the English language competency for future seafarers:

- Business person - a person in business or one who works at a commercial institution
- Chairperson - a chairman or chairwoman, someone who presides over a meeting, board, etc.
- Craftsperson - someone who is highly skilled at their trade.
- Differently able - disabled or handicapped.
- Fireperson - A fireman or firewoman. A firefighter
- Flight attendant - a member of the crew (staff) of an airplane who is responsible for the comfort and safety of its passengers.
- Fresh person - a freshman (male or female).
- Handicapable – Physically challenged.
- Helmsperson - a helmsman or helmswoman.
- Native American - an American Indian.
- Nurseryperson - a nurseryman or nurserywoman.
- Police officer – a policeman/policewoman
- Salesperson - a salesman or saleswoman.
- Serviceperson - a serviceman or servicewoman.
- Undocumented immigrant – illegal immigrant.
- Waitperson - a waiter or waitress

Taking into account a newly introduced term “a helmsperson” instead of a traditional “a helmsman” and the other terms gradually entering the maritime terminology, we’d like to mention that the future ship officers provided (within the frames of the English language teaching) with such conversational skills will successfully perform their duties showing ability to apply effective communication on board and ashore.

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