



IAMU 2010 Research Project
(No. 2010-2)

**Cross Cultural Competency for
Maritime Professionals through
Education and Training (CCUL.COMPET)**

By

Fisheries and Marine Institute of Memorial University of
Newfoundland (FMIMUN)

March 2011

IAMU
International Association of Maritime Universities

International Association of Maritime Universities

This report is published as part of the 2010 Research Project in the 2010 Capacity Building Project (supported by The Nippon Foundation) of International Association of Maritime Universities (IAMU).

The text of the paper in this volume was set by the author. Only minor corrections to the text pertaining to style and/or formatting may have been carried out by the editors.

All rights reserved. Due attention is requested to copyright in terms of copying, and please inform us in advance whenever you plan to reproduce the same.

The text of the paper in this volume may be used for research, teaching and private study purposes.

No responsibility is assumed by the Publisher, the Editor and Author for any injury and/or damage to persons or property as a matter of products liability, negligence or otherwise, or from any use or operation of any methods, products, instructions or ideas contained in this book.

Editorial

IAMU Academic Program Review Committee (APRC)

Head of Committee : Dr. Bjorn KJERFVE

President, World Maritime University (WMU)

Editorial committee : Prof. Dr. Byeong-Deok YEA (KMU)

Prof. Dr. Eugen BARSAN (CMU)

Prof. Dr. Takeshi NAKAZAWA (WMU)

Published by the International Association of Maritime Universities (IAMU) Secretary's Office
Kaiyo Senpaku Bldg., 6F, 1-15-16, Toranomom, Minato-ku,
Tokyo 105-0001, JAPAN
TEL : 81-3-5251-4131 E-mail : info@iamu-edu.org URL : <http://www.iamu-edu.org>

Copyright ©IAMU 2011
All rights reserved



IAMU 2010 Research Project
(No. 2010-2)

**Cross Cultural Competency for
Maritime Professionals through
Education and Training (CCUL.COMPET)**

By
**Fisheries and Marine Institute of Memorial University of
Newfoundland (FMIMUN)**

Contractor : Glemm Blackwood, Executive Director, FMIMUN
Research Coordinators : James R. Parsons, School of Maritime Studies, FMIMUN
Research Partners : Elaine Potoker, Professor, MMA, Castine
Maria Progoulaki, Research Associate, FMIMUN
Benelyn P. Batiduan, Assistant Dean, Graduate School,
JBLFMU

Contents

Abstract	1
1. Introduction and Research Objectives	3
1.1 Introduction	3
1.2 Research Objectives	3
2. Research Details (Methodology)	3
3. Research Results	6
3.1 Research Activities and Proceedings	6
3.2 Research Results	13
4. Conclusions	57
4.1 Conclusions of Work Package 1	57
4.2 Conclusions of Work Package 2	58
4.3 Overall Conclusions and Recommendations- Future subject	61
Acknowledgements	65
5. References	65
Appendix	
Appendix 1- Roundtable Facilitator Guideline	69
Appendix 2- Mini QSR used at AGA11 and IMEC22 Conferences	72
Appendix 3- Roundtable Questionnaire	75
Appendix 4- Initial E-mail to IAMU	77
Appendix 5- Single Question Curriculum Survey	78
Appendix 6- Focus Group Questions version 1, 22 October 2010	80
Appendix 7- Focus Group Questions version 2, 28 October 2010	82
Appendix 8- Observer Notes- Commandat, 28 October 2010	84
Appendix 9- Observer Notes- Department's Chair A&S, 28 October 2010	86

List of Tables

Table 1.	Roundtable Questions	5
Table 2.	CCUL.COMPET Methodology	6
Table 3.	Population of Websites' and Career Links Analysis	7
Table 4.	Sample of Websites' Analysis	8
Table 5.	Roundtable- Years of experience	8
Table 6.	Roundtable- Sectors Represented by attendees	9
Table 7.	Context of Delivery by Member Institutions	19
Table 8.	General Results: Companies' statements related to cross-cultural competency	20
Table 9.	Companies' statements related to cross-cultural competency	21
Table 10.	MMA FG1- Years of experience	22
Table 11.	MMA FG1- Courses Taught by FG1 participants	37
Table 12.	MMA FG2- Years of experience	41
Table 13.	MMA FG2- Job Responsibilities of FG2 participants	41
Table 14.	MI FG1- Years of experience	45
Table 15.	MI FG1- Courses Taught and Responsibilities by FG1 participants	45
Table 16.	MI FG2- Years of experience	46
Table 17.	MI FG2- Courses Taught/ Job Responsibilities of FG2 participants	48
Table 18.	MI FG3- Years of experience	51
Table 19.	MI FG3- Courses Taught/ Job Responsibilities of FG3 Participants	51
Table 20.	JBLFMU FG- Details of experience with diverse cultures	55
Table 21.	JBLFMU FG- Courses taught by FG participants	55

Cross Cultural Competency for Maritime Professionals through Education and Training (CCUL.COMPET)

James R. Parsons

*Captain, Academic Director, School of Maritime Studies, Marine Institute, Memorial University, Newfoundland,
Canada Jim.Parsons@mi.mun.ca*

Elaine Potoker

*Professor, Loeb-Sullivan School of International Business and Logistics, Maine Maritime Academy, Castine,
United States Elaine.potoker@mma.edu*

Maria Progoulaki

*Maritime Expert, Research Associate, Marine Institute, Memorial University, Newfoundland, Canada;
Research Associate, University of the Aegean, Chios, Greece; Research and Development Manager, Elvictor
Group- Crew Managers m.progoulaki@mi.mun.ca; m.progoulaki@aegean.gr*

Benelyn P. Batiduan

*Assistant Dean, Graduate School, John B. Lacson Foundation Maritime University, Philippines
benzpadz@yahoo.com*

Abstract

The research project entitled “Cross Cultural Competency for Maritime Professionals through Education and Training (CCUL.COMPET, Phase I),” is one of 4 major maritime Capacity Building Projects that is funded by the Nippon Foundation through the IAMU. The project aimed to determine to what extent cross-cultural competencies are being addressed in selected Maritime Institutions, the challenges involved, and subsequently suggest remedies going forward. The primary objectives of CCUL.COMPET – Phase I were to: (1) Examine the state of cross-cultural education and training for future maritime professionals, in Maritime/Marine Universities and Marine Academies -particularly IAMU member Institutions; (2) Identify training needs specific to cross-cultural competency through qualitative methodologies; (3) Identify potential constraints to implementation of a course to develop cross-cultural competency in maritime professionals.

Research conducted within the scope of this project included:

- Examination of the requirement for demonstration of cross-cultural competency for licensure/certification;
- A review of curriculum of selected IAMU Maritime Universities and Marine/Maritime Academies;
- A search of career links via website analysis of maritime employers (i.e. shipping companies), that stated a keen need for cultural competency;
- Round Table Discussion during a Maritime Human Resources Conference;
- Discussion of the research objectives and feedback from attendees at two International Conferences, and
- Field survey (focus groups) at Marine Institute (MI), Maine Maritime Academy (MMA) and John B. Lacson Foundation Maritime University (JBLFMU), in order to define and analyze the training needs and areas that need to be developed.

Results showed that CCUL.COMPET was deemed valuable, as it potentially optimizes seafarers' efficiency, effectiveness and productiveness in the practice of their profession. A variety of delivery media and delivery modes was deemed beneficial to facilitate successful delivery of training. Fieldwork results showed that education and training choices for development of CCUL.COMPET will likely depend upon many factors—to be addressed in this paper. Additionally, since the topic of CCUL.COMPET was generally considered to be very broad and diverse, research results showed that a single course alone would not be suitable to achieve training objectives. Rather, all focus groups supported an infusion of CCUL.COMPET across the curriculum and to varying extents. Finally, in response to concerns, gap analysis, challenges, and opportunities expressed regarding CCUL.COMPET, the authors provide recommendations to be addressed in a subsequent project phase.

Keywords: *cultural competency, cross-cultural maritime education and training, maritime professionals.*

1. Introduction and Research Objectives

1.1 Introduction

Considering the high level of cultural diversity in the maritime industry, it is believed that all maritime professionals (seafarers- mainly officers of merchant marine, and managers/employees at maritime shore-based positions) should be able to work and communicate effectively and safely in the highly multicultural environment that they experience not only on board, but also on shore. Even in cases where shipping companies employ single nation and/or foreign/native crew, often both the vessel and the office are involved in relations and communication with foreign third parties, such as port authorities, pilots, inspectors, etc. In this vein, if maritime professionals are educated and trained to work with a multicultural workforce, such training optimizes their skill in conflict resolution, team building, communication, and decision making-competencies that are vital to ship and crew safety at sea. The research project to be described aimed to determine to what extent cross-cultural competencies (CCC) are being addressed in selected Maritime Institutions, the challenges involved, and subsequently suggest remedies going forward.

1.2 Research Objectives

The 2010 IAMU 2010 Call and particularly Theme: Maritime Officers' Qualifications focused on research that seeks to "launch out for a fresh research activity to bring about further progress in capacity building in maritime education and training institutions throughout the world". The Research Project on Cross Cultural Competency for Maritime Professionals through Education and Training (CCUL.COMPET, Phase I) had the following main objectives:

- 1) Examine the state of cross-cultural education and training for future maritime professionals, in Maritime/Marine Universities and Marine Academies (particularly to IAMU member Institutions).
- 2) Identify training needs in specific to cross-cultural competency through qualitative methodologies;
- 3) Identify potential constraints to implementation of a course to develop cross-cultural competency in maritime professionals.

The project is considered one of 4 major maritime Capacity Building Projects that is funded by the Nippon Foundation through the IAMU.

2. Research Details (Methodology)

While research partners chose a combination of different methodological tools in order to collect data for the needs of this Project, the methodologies used were primarily qualitative. Research was divided in two main parts, named Work Packages (WP); tasks involved were in some cases conducted in parallel. Methodological details of the WPs include:

- **WP1: Curriculum and Context Analysis**, which involved:
 - examination of the requirement for demonstration of cross-cultural competency for licensure/certification;
 - a review of curriculum of selected Maritime Universities and Marine/Maritime Academies (among IAMU member Institutions);
 - a search of the career links of maritime employers (i.e. shipping companies), who show a keen need for cultural competency (via a websites' analysis).
- **WP2: Needs and Developmental Areas Analysis**, which involved:
 - Round Table Discussion in the frames of a Maritime Human Resources Conference, organised by Company of Master Mariners of Canada that took place at the Marine Institute, St. Johns, Newfoundland from 28-30 September 2010.

- Discussion of the research objectives and feedback from attendees at the Annual General Assembly (AGA11) of IAMU in Busan, Korea (15-18 October 2010) and at International Maritime English Conference (IMEC) in Alexandria, Egypt (28 October-1 November 2010),
- field survey (focus groups) at Marine Institute (MI), Maine Maritime Academy (MMA) and John B. Lacson Foundation Maritime University (JBLFMU), in order to define and analyse the training needs and areas that need to be developed.

More specifically,

- Work Package 1 (WP1): Curriculum and Context Analysis

The research team examined the requirement for demonstration of cross-cultural competency for licensure. Literature Review focused on licensure and maritime labor-related Regulations, and particularly to those that represent the Four Pillars of Quality Shipping (SOLAS, MARPOL, STCW, MLC) and other accepted industry documents (TMSA and Reports on CSR in Shipping Industry by DNV). This Work Package 1 also involved a review of curriculum of selected Maritime Universities and Marine/Maritime Academies (IAMU members). In the frames of the research project CCUL.COMPET, a search of the career links of maritime employers was conducted, i.e. shipping companies who show a keen need for cultural competency and an special interest on training and development of their personnel. The survey aimed at examining the values, policies and career strategies of shipping companies who own or manage various types of vessels. The survey focused on the content of the shipping companies' websites. The companies' official websites were selected, because (a) they are used in order to present the profile of each company in public, i.e. their vision, values and policies, and (b) websites are used as a recruitment tool, through the "career" section. The survey was completed to identify desire for demonstrated ability in cross-cultural competency in candidates for employment.

- Work Package 2 (WP2): Needs and Developmental Areas Analysis

The major thrust of WP2 was to conduct a field survey in MI, MMA, and JBLFMU, in order to define and analyse the training needs and challenges to development in cross-cultural competency in maritime professionals, as defined. This was to be accomplished through qualitative research methodologies (i.e., focus groups and interviews) versus quantitative methodologies, since the latter are not best suited to investigate such a topic in all of its complexities. Quantitative methodologies exclude the context of environmental variables influencing them [1], and such variables are/were deemed particularly important to this research project and to the requirements involved with gap analysis going forward.

In order to assure that focus group questions were well grounded for the actual field work to be conducted at MI, MMA and JBLFMU, a Roundtable (RT) discussion was scheduled at the conference, "Maritime Human Resource Solutions," held the Marine Institute of Memorial University (MI) in St. John's, Newfoundland, Canada on September 30, 2010.

As a qualitative methodology, the "roundtable" format is generally acknowledged as an effective and flexible format for giving and receiving targeted feedback on particular issues, particularly when time is limited. Research partners, Elaine Potoker, Ph.D., and Capt. Jim Parsons, Ph.D. participated as moderator and observer, respectively. One other unaffiliated observer also participated to corroborate the results and assure a standardized format was followed (Appendix 1- Roundtable Facilitator Guideline).

Tab.1 lists the questions were projected on a screen during the Roundtable for review and discussion:

- a. Comment on whether you feel there is a need for training of maritime professionals in the area of cross-cultural competency.
- b. How skilled are our maritime graduates in conflict resolution, team building, communication, and decision-making competencies that might be useful when working across nations and cultures?
- c. What curriculum or other opportunities are available at your organization or institution for training in cross-cultural competencies?
- d. What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?
- e. What suggestions do you have for our research? Organization of focus groups?

Tab. 1. Roundtable Questions

The “standardized open-ended interview” format is suggested for situations where it only may be possible to interview participants for a limited period of time, and only on one occasion [2]. “Open-ended” [only] means “that the questions should permit respondents to respond in their own terms,” [since] “the basic thrust of qualitative interviewing is to minimize the imposition of predetermined responses when gathering data” [3]. Therefore, this format was deemed most appropriate for the occasion. On Question “a,” however, and in accordance with the “Moderator Roundtable Format” (Appendix 1- Roundtable Facilitator Guideline), the moderator did not allow discussion among attendees. Instead she followed the inspiration of “nominal group technique,” or NGT [4], where participants are not allowed to criticize or agree with the views of others. The reason for this, particularly for Question “a,” was to assure that everyone feel comfortable to express a divergent view. Another reason involved time constraints.

Moreover, a mini-survey among participants of two international conferences was conducted, in order to (a) collect data, (b) get a direct feedback in parallel to the Focus Groups’ survey, and most importantly, (c) raise interest about the scopes of CCUL.COMPET Project¹ and (d) create relations with possible experts in the field that could be contacted for further questions for phases of CCUL.COMPET. Interviews among conference participants were conducted with the use of a simple structured questionnaire (Appendix 2- Mini QSR at AGA11 and IMEC22 Conferences). The single question was: “Do you feel that development of cross-cultural competency for present and future maritime professionals is important?” Mini-survey was conducted among attendees at the Annual General Assembly (AGA11) of IAMU in Busan, Korea (15-18 October 2010) by Research Partners Parsons, Ph.D. and Progoulaki, Ph.D., and at the International Maritime English Conference (IMEC) in Alexandria, Egypt (28 October- 1 November 2010) by Research Partner Progoulaki, Ph.D. In total 32 questionnaires were collected. Analysis of the respondent’s profile follows in the next section.

¹ One should note that in this vein, Research Partners of CCUL.COMPET presented the progress of the research in IAMU Annual General Assembly- AGA11.

In sum, the general methodology used is presented in Tab.2.

1. Literature Review
 - In licensure and maritime-related literature review (STCW, MLC, SOLAS, MARPOL, TMSA, etc.)
2. Curriculum Analysis
 - E-mail to IAMU members' contact individuals (53 members)
3. Websites' and Career Links Analysis
 - Shipping Companies Websites' Survey (representative sample 12.4%)
4. Round Table and Personal interviews
 - Newfoundland, Canada (30 Sept 2010): Round Table
 - Pusan, Korea (15-18 Oct 2010): Interviews with structured questionnaire
 - Alexandria, Egypt (28 Oct- 1 Nov 2010): Interviews with structured questionnaire
5. Focus Groups (FG)
 - Maine Maritime Academy, Maine, USA (2 FGs: 22th and 28th October 2010)
 - Marine Institute, Memorial University, Canada (3 FGs: 28th October 2010)
 - John B. Lacson Foundation Maritime University, the Philippines (1 FG: 4th November 2010).

Tab. 2. CCUL.COMPET Methodology

3. Research Results

3.1 Research Activities and Proceedings

3.1.1 Work Package 1 (WP1): Curriculum and Context Analysis

Work Package 1 included:

- (a) Literature Review among licensure documents and maritime labor related regulations and other accepted industry practices;
- (b) Curriculum Analysis among the IAMU member institutions;
- (c) Websites' and Career Links Analysis among shipping companies.

More specifically,

(a) Literature Review

Literature Review focused on licensure and maritime labor related Regulations, and particularly to those that represent the Four Pillars of Quality Shipping: International Convention for the Safety of Life at Sea-SOLAS by International Maritime Organization- IMO (1974), International Convention for the Prevention of Pollution from Ships- MARPOL by IMO (1973; 1978), Standards of Training, Certification and Watchkeeping for Seafarers- STCW by IMO (1978; 1995; 2010) and Maritime Labor Convention- MLC by International Labor Organization- ILO (2006). Moreover, the review was extended to include other accepted industry documents, and more specifically Tanker Management Self-Assessment (TMSA) by Oil Companies' International Maritime Forum (OCIMF) and Reports on Corporate Social Responsibility in Shipping Industry by Det Norske Veritas (DNV). Literature Review was conducted during September 2010 by Research Partner M.Progoulaki.

(b) Curriculum Analysis among the IAMU member institutions

In attempting to optimize the total response rate of the single question survey, it was decided and agreed upon by Parsons, Potoker and Progoulaki to write the Chair of the IAMU, Dr. OH, Keo Don, and request that he e-mail the Deans of all IAMU member institutions asking for their participation. The letter and associated survey were provided to Dr. OH in order to make it easier for him to facilitate our request. It was sent to Dr. OH on 8 Sept 2010. On 4 October an e-mail was sent to Etsuko Komatsu, at the IAMU Secretariat to follow-up on our request. On 6 October the IAMU Secretariat Office responded and provided a list of IAMU member institutions and commented that they were

uncertain as to whether or not we would receive their answers; they further cautioned that academics are so busy, they may not respond promptly.

(c) Websites' and Career Links Analysis among shipping companies

The rationale to conduct a career links' analysis started from the Roundtable that took place in the frames of WP2. Both WPs were conducted in parallel, so results from Roundtable actually lead to the enrichment of WP1 with this survey. More specifically, Roundtable discussion comments pointed to the importance of getting feedback from employers regarding their relative level of satisfaction or not with cadets specific to cross-cultural competency. One respondent emphasized how important it was to get employers into the feedback loop. In order to reveal the need for cross-cultural competency among the maritime professionals, a survey among the websites of shipping companies was conducted by Research partner M. Progoulaki, Ph.D. during early October 2010. The population of the shipping companies comprised members of the following organizations (see Tab. 3 below):

Association/ Organization	No. of members	website
International Association of Independent Tanker Owners (INTERTANKO)	250	www.intertanko.com
International Association of Dry Cargo Ship Owners (INTERCARGO)	154	www.intercargo.com
Oil Companies International Marine Forum (OCIMF)	82	www.ocimf.com
Container Owners Association (COA)	197	www.containerownersassociation.org
Society of International Gas Tanker and Terminal Operators Ltd (SIGGTO)	182	http://siggto.reinvent.net
Cruise Lines International Association Inc. (CLIA)	25	www.cruising.org

Tab. 3. Population of Websites' and Career Links Analysis

These associations were selected because they represent shipping companies from all over the world, who operate in the industry by owning or managing vessels of many different types (dry cargo vessels, tankers, cruise ships, container vessels and specialised vessels, such as LNG-LPG). The total number of the above-mentioned associations' members is 890 companies. The data was collected randomly and the initial sample consisted of 118 companies (before excluding the companies that did not have a website), representing 13% of the total Associations' members. Seven companies did not have a website and were excluded from the sample. Moreover, two companies (Teecay and Bernard Schulte) were found as members of two associations². The second time they were excluded and another company was chosen from random sampling. The final sample consisted of 111 companies and represented 12.4% of the population (see Tab. 4 below).

² Since it was not possible the multiple registration in more than one association for all companies, there is possibility that the collected sample is more than 12.4% representative.

Association/ Organization	Total No. of members	No. of surveyed companies	Representative sample
INTERTANKO	250	27	10.8%
INTERCARGO	154	24*	15.6%
OCIMF	82	11	13.4%
COA	197	25	12.7%
SIGGTO	182	18**	9.8%
CLIA	25	6	24%
Total	890	111	12.4%
Notes: * 29 members of INTERCARGO were initially surveyed; however 5 did not have a website and were excluded from the sample. ** 20 members of SIGGTO were initially surveyed; however 2 did not have a website and were excluded from the sample.			

Tab. 4. Sample of Websites' Analysis

3.1.2 Work Package 2 (WP2): Needs and Developmental Areas Analysis

(d) Roundtable and Mini-survey among Conference participants

As explained earlier, the purpose of the Roundtable was to offer the opportunity to get feedback that would be used for the formation of the main research tool, the focus groups. Also, the mini-survey among participants of international conferences aimed at raising interest on the scope of CCUL.COMPET, and receiving an immediate feedback in parallel to the on-going focus groups.

Roundtable research details are presented below.

Research partners, Elaine Potoker, Ph.D., and Capt. Jim Parsons, Ph.D. participated in the Roundtable as moderator and observer, respectively. One other unaffiliated observer also participated to corroborate the results and assure a standardized format was followed (Appendix 1- Roundtable Facilitator Guideline). Time allotted to the Roundtable was one hour, 11:30 am-12:30 pm. Twenty-three (23) individuals attended the Roundtable. This number represented 35 percent of the total attendees of the conference, or 65³. Twenty-two (22) turned in a completed questionnaire at the close of the Roundtable⁴ (Appendix 3- Roundtable Questionnaire).

Seventeen (17) men and six (6) women attended the Roundtable. Nineteen (19) worked in Canada, two of whom claimed Indian origin, and one of Lebanese origin. Four (4) worked in the UK—one of German origin; three of UK origin. The following Tables present the profile of the RT participants. More specifically, Tab.5 details the years of experience with diverse cultures and/or nationalities on board or on shore, respectively, claimed by the 22 who completed the questionnaire. Tab.6 details the sectors represented by the 23 who attended the Roundtable.

On-Board a Vessel		On-Shore	
0 yrs.	7	0 yrs	10
< 2 yrs.	1	< 2 yrs.	3
< 4 yrs.	1	< 4 yrs.	0
<10 yrs.	4	<10 yrs.	3
10-35yrs.	7	10-19 yrs.	5
Unknown	2	Unknown	1

Notes: Those with both ship and shore experience = 9

Ten (43 percent) of the individuals who claimed experience with “mixed crews” (i.e., diverse nationalities and cultures) had shipped within 5 years.

Tab. 5. Roundtable- Years of experience

³ 90 individuals registered for the conference. Twenty-five were eliminated from totals as they were support staff.

⁴ which was interrupted by a fire drill, by the way!

Private Sector	6
Public Sector	2
Faculty, Staff	8, 1
Students	1
NGO's, other	4

The “Private Sector” included shipping companies and consultants.

The “Public Sector” included the Canadian Coast Guard.

“Staff” (1) was involved in managing international projects at MI
“NGO’s” (non-governmental organizations), included an industry-community liaison from Women in Resource Development Corporation, a Senior Deputy of the Maritime Safety Division of the IMO, a Director, Personnel Standards and Pilotage, Transport Canada, and (Other) Canadian Merchant Service Guild, a union.

Tab. 6. Roundtable- Sectors Represented by attendees

Analysis of data shows:

- Question a: Comment on whether you feel there is a need for training of maritime professionals in the area of cross-cultural competency.

The group unanimously agreed. They answered “yes.” to the question. Subsequent to the NGT inspired format, several attendees shared stories that pointed to the imperative for cross-cultural competency training.

- Question b: How skilled are our maritime graduates in conflict resolution, team building, communication, and decision-making competencies that might be useful when working across nations and cultures?

It was obvious that the answer here was “not very” or ‘not enough.” Training in conflict resolution was deemed a challenge, particularly among younger students who had not had extensive life and working experiences to begin with. Also see paragraph 2 of question “d” (below).

- Question c: What curriculum or other opportunities are available at your organization or institution for training in cross-cultural competencies?

The higher education institutions represented were MI and Warsash Maritime Academy (WMA) - Southampton Solent University in the UK, and NSCC Nautical Institute- Nova Scotia Community College (NSCC), Nova Scotia, Canada, and MMA (moderator). There is no formal course required within these institutions in cross-cultural competency. However, WMA and NSCC include such considerations to some degree through required bridge management courses.⁵

- Question d: What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross- cultural competencies into program objectives?

The challenges identified included:

1. The challenge to overcome the para-military mentality/ “top-down” and hierarchical protocols that pervade reporting relationships in maritime academies. These protocols potentially exacerbate cross-cultural problems associated with individuals from high power distance [5] countries. Alternatively stated, to what extent does regimentation and hierarchical protocols have an effect on mental mapping with regard to decision-making? Overcoming these mental orientations through training was deemed extremely important, particularly from a safety at sea perspective. Stories were shared regarding this issue.
2. Other challenges identified involved concern with gender inclusion—particularly as relates to women, and generational differences that are exacerbated by perceptions regarding age across cultures.

⁵ Refer to discussion of this point in WP1.

3. Acceptance: Will students accept such training? Will it be regarded as “fluff?” How to institutionalize acceptance was discussed.
4. Given the multitude of nationalities that exist, what model could provide adequate Training in cross-cultural competency?
5. To whom should the training be targeted, and in what delivery format? Should the objectives be incorporated in one course? In the last year of college? Or, Should it be incorporated sequentially throughout the 1-4 yrs. of the student’s education. Who should be trained, cadets only?
6. Is cross-cultural competency trainable? Can students be trained?
7. A further challenge was to assure that top-hierarchy be involved in commitment to the training.

As for the mini-survey among participants of the two international conferences, profile of respondents included 78% who considered themselves as maritime professionals⁶, 16% has worked onboard with mixed crews and 44% has worked on shore within maritime or other maritime related companies that communicated regularly with overseas clients or business partners representing diverse nationalities, cultures. Out of the total number of 32 responses, 97% replied that they feel that development of cross-cultural competency for present and future maritime professionals is important, while only one respondent said “*I don’t have a clear idea*”. Further analysis of the mini-survey follows in the next section.

(e) Focus Groups at Maine Maritime Academy (MMA)

As discussed previously, the RT discussion in Newfoundland was the testing ground for the focus groups to be conducted at MMA, MI, and JBLFMU. Why the choice of focus groups as a qualitative methodology? For the following reasons:

- 1) It is well documented that the “focus group” is an opportunity to “get high-quality data in a social context where people can consider their own views in the context of the views of others” [6]. The research team was interested in facilitating interactions that would optimally lead to insight into challenges regarding cross-cultural competency. The focus group is, after all, *an interview* on a specific topic in a social context, and therefore, suited for the Phase I research purpose.
 - 2) Additionally, interactions between participants often serve to enhance data quality; extreme views often become tempered or altered, and/or changed when participants hear the views of others. This is another value of the focus group—i.e., to identify issues at the end of the focus group interview that remained enduring and impelling going forward for data analysis and discussion;
 - 3) The focus group is also considered an excellent and cost-effective way to capture busy individuals and data in a short amount of time. As with the RT, the focus group participants had an interview guide to follow during the course of the interview. This guide optimizes facilitation by delineating the questions to be explored in the time allotted, which in this case was 1– 1-1/2 hrs. It also allows the facilitator, in this case, Elaine S. Potoker, Ph.D, free to explore and probe as needed, which she did.
- The first research step that was followed was to e-mail the entire faculty and staff at MMA on September 8, 2010 to present the project and its purpose; additionally, they were asked:
 - A. Have you worked *on board vessels* with mixed crews (i.e., diverse nationalities, cultures), and/ or
 - B. *On shore* within maritime or other maritime related companies that communicate regularly with overseas clients or business partners representing diverse nationalities, cultures.
 - To those individuals that responded affirmatively to the above, follow-up e-mails were sent to notify that they would be contacted further. Subsequently, two convenience samples were formed based on availability and relative experience. Availability was a critical factor. It was originally

⁶ Maritime professionals as defined for the needs of this Project: active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff and maritime faculty.

hoped that one focus group would be senior faculty who had never sailed with mixed crews and/or on other than U.S.-flagged ships, and the second focus group be a mixed group with diverse cross-cultural/national experience. That FG composition was impossible to “engineer” due to busy time schedules and the fact that too few individuals represented the “non-experienced” profile. Nevertheless, FG1 did turn out to be 100 percent full-time maritime transportation faculty whose experience was primarily on U.S. flagged ships. Two of the seven participants had worked on foreign flagged ships—the Cayman Islands, and the other on Australian, British, New Zealand, and Irish-flagged vessels respectively. The second group was more diverse in terms of “mixed crew” interaction experience and maritime professional backgrounds—to be explained.

- Selected questions were e-mailed to anticipated participants a week in advance of the scheduled FGs, along with key definitions that were deemed important to optimize shared understanding. Specifically, those were: “cross-cultural training”, “maritime professionals” and “mixed crews”. Previous to these e-mails, the purpose of the research was explained at the MMA October Faculty Senate meeting.

Seven full-time faculty from the Thompson School of Marine Transportation (TSMT)—6 men and 1 female- participated in one of the two focus groups. That number is 75 percent of the total full-time TSMT faculty in that department. This is considered a respectable number as a convenience sample of available maritime professionals who represent TSMT faculty at MMA⁷. Four individuals participated from the Engineering Department in one of the two focus groups. The Engineering Department includes several different program majors, and many individuals grouped in that department are not directly or indirectly involved in maritime transportation or are in maritime professions, as defined.⁸ Individuals who responded affirmatively to the September 8th e-mail included the Director of Career Services (with on ship and on shore maritime experience), the Director of Alumni Services (also an Engineering faculty), and the Director of Continuing Education (with background in the cruise ship industry). All three claimed a maritime background.

For FG1, four Observers participated to validate findings. They included:

1 TSMT adjunct faculty, 2 full-time faculty—1 from the Dept. of Arts and Sciences who teaches in the area of Ships Medicine and Safety and 1 from the Loeb-Sullivan School of International Business and Logistics (LSSIBL) who teaches in economics and finance, but with a maritime background as a third mate. Two graduate students from the LSSIBL with a TSMT undergraduate background participated as observers in FG1 and 2. The purpose, of course, was to triangulate findings.

For FG2, observers included one faculty who had already participated in FG1 from the Dept. of Arts and sciences, and the same two graduate students. That continuity was important to triangulate findings and also validate perceptions that emerged regarding each FG group. Other observers included the Chair of the Arts and Sciences Dept., an adjunct faculty from the TSMT department who was unable to be scheduled for FG1, and the Commandant of the Regiment at MMA. The total number of observers was five.

As with the RT, both focus groups were tape recorded with permission. Therefore, there can be no doubt as to the accuracy of the finding, validated by the Research Team and observers. Questionnaires were collected after the completion of the focus group interviews.

⁷ B.S. Degree Program Majors include Marine Transportation Operations (MTO), Small Vessel Operations (SVO). The MT department and its major programs and degree options can be found at <http://www.mainemaritime.edu/academics/Wcd12f92e1e3d5.htm>.

⁸ For more information on the Engineering program majors, see <http://www.mma.edu/academics/Wc789d56162fda.htm>

(f) Focus Groups at Marine Institute

Methodology FGs 1, 2 and 3⁹

The same procedure used at MMA was also used at MI to build a sample interview population for the FGs. An initial e-mail was sent to faculty and staff along with a follow up e-mail and pertinent definitions.

In total, the focus groups consisted of four Master Mariners and three First Class Marine Engineers from the School of Maritime Studies. Of the seven, all were full-time faculty except one Master Mariner who was the Director for the Center of Marine Simulation. Two of the Master Mariners were of Indian origin. The School of Maritime Studies offers several programs of varying durations. The three year programs include Nautical Science, Marine Engineering, Marine Engineering Systems Design, and Naval Architecture.¹⁰ There were three staff members from MI International which is the focal point of international activities of the Fisheries and Marine Institute of Memorial University of Newfoundland. Through MI International, the Marine Institute participates in international projects and internationalization activities around the world and at home.¹¹ Two FG participants represented the Canadian Navy. One was a Detachment Commander stationed at MI and the other was of British decent and coxswain/lecturer at MI. The Canadian Navy has a detachment at the MI where navy cadets are enrolled in the National Defense's Naval Combat Systems Technical Training Plan (NCSTTP) and receive technician diplomas in Electronics Engineering and Electro-Mechanical Engineering. One FG participant, of Mexican origin, held the title of Academic Director for the online Master of Technology Management program. One FG participant held the title of Chair for the Aquaculture program in the School of Fisheries¹². One FG participant held the title of MI Placement Officer and another held the title of Manager for MI Marketing and Business Development.

Each of FGs involved one observer to validate findings and ensure the facilitator stayed on track. They included two senior secretarial staff and one full-time Communications instructor from the School of Maritime Studies. One secretary worked at the Center for Marine Simulation and the other in the Academic and Student Affairs Dept.

All of the focus groups were audio recorded with permission. Therefore, there can be no doubt as to the accuracy of the finding, validated by the Research Team and observers. Questionnaires were collected after the completion of the focus group interviews.

(g) Focus Group at JBLFMU

Following the lead of the MMA and MI, JBLFMU researchers utilized the focus group methodology and questions to gather data regarding challenges to cross-cultural competency development. A small group was selected from the population of JBLFMU Maritime professional instructors. The participants were guided in a structured, but open-ended format session to express their opinions about cross-cultural competency issues and concerns.

Dr. Eda C. Ticao facilitated the FG with Dr. Benelyn P. Batiduan's assistance. Graduate School staff helped out with the voice recording, but due to technical problem, it was unsuccessful. The FG went for 1 hour and a half. Initial document survey was made among the JBLFMU instructors on October 12, 2010. The survey evaluated their work experience on board and ashore as revealed by their respective Personnel Information File.

A list of professional instructors was generated of those who had work experience with mixed crew either on board or on shore. Those included on the list were notified and invited to join an FG meeting. With the diversity of their class schedules and the end-of-semester examination timetable, a consensus was reached to hold the FG on November 4, 2010. A mix of Marine Engineers and Deck Officers composed the FG. Five of the 13 participants are administrative staff and 8 are full-time faculty. None

⁹ All focus groups lasted 1-2 hrs.

¹⁰ For more information on the programs offered at the School of Maritime Studies, see www.mi.mun.ca

¹¹ For more information on MI International, see http://www.mi.mun.ca/mi_international/about_us.htm

¹² For more information on the programs offered at the School of Fisheries, see www.mi.mun.ca

of the 13 participants had shipping experience within the last five years. All of them had mixed-crew experience (5 of the participants had experience with Greek nationalities; 5 with Singaporeans; 4 with British; 4 with Japanese; 3 with German; 3 of the 13 with Indonesian; 3 of the 13 with Taiwanese; 1 of the 13 with Russian; 1 with Burmese. Being faculty members of the JBLFMU, all revealed classroom teaching as their shore-based experience although one had worked with an all-Filipino manning agency.

3.2 Research Results

3.2.1 Results from WP1- Curriculum and Context Analysis: Literature Review

Literature Review among licensure documents and maritime labor related regulations and other accepted industry documents showed the following:

- **MARPOL**¹³: The purpose of this convention is the prevention of pollution of the marine environment by ships from operational or accidental causes; it includes regulations aimed at preventing and minimizing pollution from ships both accidental pollution and from routine operations. In all its technical Annexes, no statement was found in regard to management of cross-cultural crew or cross-cultural competency development.
- **SOLAS**¹⁴: The main objective of this Convention is to specify the minimum standards for construction, equipment and operation of ships, compatible with their safety. In all its chapters, no statement was found in regard to management of cross-cultural crew or cross-cultural competency development.
- **STCW** [7]: STCW provides explicit regulations on: (a) Principles of navigational watchkeeping; (b) Guidance for technical watchkeeping in the engine compartment; (c) Principles and operational guidance for in port watchkeeping on deck and engine compartment; (d) Guidelines for radio watchkeeping and maintenance; (e) Rating and certification requirements for personnel involved in navigation and watchkeeping; (f) Measures to prevent fatigue while watchkeeping (rest periods); (g) Special training requirements for personnel aboard certain ship types; and (h) Training for all seafarers in emergency response, occupational safety, medical care and survival techniques. In the eight chapters of the STCW Convention and in the two parts of STCW Code, no statement was found in regard to management of cross-cultural crew or cross-cultural competency development. However, in June 6 2010 STCW Convention and Code was amended (known as the “Manila Amendments”). Among the many provisions ratified in the conference at the Philippine International Convention Center (PICC) were the following:
 - New requirements for marine environment awareness training and training in leadership and teamwork;
 - Updating of competency requirements for personnel serving on board all types of tankers, including new requirements for personnel serving on liquefied gas tankers;
 - Introduction of modern training methodology, including distance learning and web-based learning;
 - Promotion of technical knowledge, skills and professionalism of seafarers;
 - Revision of existing model courses published by the IMO and development of new model courses.

The above underlined provision can include policies for cross-cultural competency development and management of cross-cultural crew. However, no direct statement is found with a special regard to cross-cultural competency development.

- **MLC** [8]: This Convention was adopted by ILO in February 2006 in Geneva, Switzerland. It covers 14 main areas including: seafarers’ contractual arrangements, responsibilities of

¹³ Source: Official website of International Maritime Organization www.imo.org

¹⁴ Source: www.imo.org

manning agencies, working hours, health and safety, crew accommodation, and medical and catering standards. In its five main chapters (called Titles) and its 21 Regulations, the following underlined statements could include the development of cross-cultural competency. However, there is no clear statement concerning specifically the development of cross-cultural competency.

- o **Regulation 2.8 – Career and skill development and opportunities for seafarers’ employment.** The purpose of this Regulation is to promote career and skill development and employment opportunities for seafarers.

“Each Member shall have national policies to promote employment in the maritime sector and to encourage career and skill development and greater employment opportunities for seafarers domiciled in its territory.”

- o **Standard A2.8 – Career and skill development and employment opportunities for seafarers.**

“Each Member shall have national policies that encourage career and skill development and employment opportunities for seafarers, in order to provide the maritime sector with a stable and competent workforce.”

“The aim of the policies referred to in paragraph 1 of this Standard shall be to help seafarers strengthen their competencies, qualifications and employment opportunities.”

“Each Member shall, after consulting the shipowners’ and seafarers’ organizations concerned, establish clear objectives for the vocational guidance, education and training of seafarers whose duties on board ship primarily relate to the safe operation and navigation of the ship, including ongoing training.”

- **TMSA [9]:** The best practice guidelines of TMSA are a tool to assist ship operator’s measure and then improve their management systems and links through to the OCIMF Ship Inspection Report Programme- SIRE and the International Safety Management- ISM Code. While many responsible owners and ship managers have already developed their own in-house Key Performance Indicators (KPI’s), there are as yet, no common standard to set the industry world-wide. Within the shipping industry, KPI’s are now being used for corporate social responsibility policy and strategic aims and the management therefore now need to understand and have the tools to facilitate the due diligence performance measurement process, to include social, environmental, safety, security and corporate governance. The TMSA is divided into 12 key elements: 1) Management, leadership and accountability; 2) Recruitment and management of shore based personnel; 3) Recruitment and management of ships personnel, 4) Reliability and maintenance standards; 5) Navigation safety; 6) Cargo, ballast and mooring operations; 7) Management of change; 8) Incident investigation and analysis; 9) Safety management; 10) Environmental management; 11) Emergency preparedness and contingency planning; and 12) Measurement, analysis and improvement. The topic of cultural awareness and diversity management is alluded in Element 2, and more specifically in the KPIs and Best-Practice Guidance of Stages 1 and 4:

- o **Element 2. Recruitment and Management of Shore-based personnel.**

- Stage 1/ KPI 3: *There is a formal familiarisation process in place for newly recruited shore-based staff.*

Best-Practice Guidance: *The company has a written plan for formal entry of new recruits. This is documented to show that the inductee has received the appropriate training and familiarisation necessary to undertake their new responsibilities and accountabilities. Familiarisation covers all policies,*

*including safety, security, health, environment, quality, business ethics and cultural awareness*¹⁵

- Stage 4/ KPI 3: The company promotes appropriate interpersonal skills training.
- Best-Practice Guidance: Courses include subjects such as team-building, presentational skills, diversity, brainstorming and negotiating skills.
- **CSR [10]:** The Report on Corporate Social Responsibility in Shipping Industry and its accompanying Guidance for Shipping Companies give a great emphasis on the issue of cultural awareness. The analysis revealed that Corporate Social Responsibility in shipping is strongly related to cross cultural competency. Although DNV's Report represents non-compulsory guidance, it is however related to the achievement of high quality offered services among the shipping companies and the maritime industry. Socially responsible shipping companies are perceived to be of higher quality services provides and thus, more competitive in the shipping market. More specifically, in DNV's Reports one can find:
 - o **DNV Section 3.5 CSR arguments for shipping companies (p.18-19)**

"Further internationalisation of the shipping industry through, for example, increasing use of non-OECD officers, intra-Asia trade and a growing formation of joint ventures with companies in the developing world, makes cultural sensitivity, values and ethical awareness key to success."

- o **DNV Section 4.1.2 Community involvement abroad? (p. 21)**

"With Eidesvik's tradition of strong local community involvement in Norway, the company has considered which role it should take towards the local community in Nigeria. Eidesvik has deliberately established the OMAK-office outside of the compound in which Western companies open offices and seeks to exercise cultural sensitivity both in its relation to employees, their families and local authorities. Cultural sensitivity is, for example, necessary in choice of employees. Different communities have interests and ownerships in different sectors of the shelf outside the Nigerian coast and typically claim that ships operating in their sector are manned with employees from the community. To serve customers operating in different sectors it becomes essential to have a culturally conscious employment practice securing commercial flexibility through a diverse crew without creating tension on-board."

- o **DNV Section 4.2.2.1 Abojeb and social responsibility (p.23-24)**

"External interviewees share the perception of [the joint venture] Abojeb as a professional and well-run company with a clear focus on safety, environment and the welfare of employees and crew. Several of the interviewed explain that Abojeb entailed a merger of 'the best of two worlds'. That the company culture has become a mix of Norwegians' goal orientation, straight forwardness and concern with timeliness and the Philippine work ethic and ability to laugh and use humour to cope with stress and crises is seen as an important explanation for why the company has been successful. Abojeb has codes and policies in place outlining both acceptable and desired behaviour by employees, have initiated environmental improvement steps and have some involvement with the local community. The company's social responsibility efforts are, however, by and large focused on crew and families of crew. e.g. Regarding crew: (a) Assertiveness and cultural awareness training (in co-operation with principals); (b) Facilitation of video on physical and psychological challenges for overseas foreign workers."

- o **DNV Section 5.2.1 Land-based employees (p.38)**

Examines the level of diversity by questioning: *"Is the staff diverse with regards to gender, age, ethnicity?"*

¹⁵ TMSA does not clarify if "cultural awareness" refers to corporate/organizational culture and/or national or culture in general.

o **DNV Section 5.2.2 Crew from developed/ship-owning country (p.29-30)**

“Quality shipping companies are, however, working with social responsibility initiatives towards crew seeking to maximize welfare on-board and ensure well-motivated and productive crew. Such initiatives typically include: Cultural awareness-training.”

o **DNV Section 5.2.3.3 Proactive steps to further ensure welfare on crew from labor supplying country (p.35)**

“Suggestions for improvement / social responsibility initiatives regarding:

- o *Training: Cultural awareness and assertiveness training of crew;*
- o *Recreation/welfare on board;*
- o *Give room for the spiritual life of the seafarers on board;*
- o *Karaoke, grill parties on deck, 6 meals a day (instead of western ‘rule’ of 3).”*

o **DNV Section 5.2.3.4 Whistleblowing and a culture of openness (p.38)**

“A socially responsible shipping company gives e.g. cultural awareness and assertiveness training.”

o **DNV Section 5.2.4 Reporting on employees and social responsibility (p. 41)**

“Core indicators of diversity and opportunity include:

- o *Description of equal opportunity policies or programmes, as well as monitoring systems to ensure compliance and results of monitoring;*
- o *Equal opportunity policies may address workplace harassment and affirmative action relative to historical patterns of discrimination.*
- o *Composition of senior management and corporate governance bodies (including the board of directors), including female/male ratio and other indicators of diversity as culturally appropriate.”*

o **DNV Section 5.7.3 International operations and joint ventures (p. 52)**

“Establishing new operations or creating new companies in a developing world-context requires cultural sensitivity and respect for foreign practices and business traditions. However, shipping companies must balance this sensitivity and respect with loyalty to own business principles and universal rights. Albeit challenging in a competitive situation, companies managing to uphold higher environmental and social standards not only ensure a higher quality of own operations but help lift the overall level of the industry.”

3.2.2 Results from WPI- Curriculum and Context Analysis: Curriculum Analysis

The initial e-mail, Appendix 4- Initial E-mail to IAMU) was sent out to the 53 IAMU member institutions on 9 October 2010. The e-mail informed of the awarded IAMU Research Project: “Cross-CULTural Competency for Maritime Professionals through Education and Training” (CCUL.COMPET) and of our intention to examine the current status of cross-cultural training in maritime education and training systems, and identify gaps, needs and challenges to be addressed in maritime education. The e-mail asked for their kind assistance in the initial phase of the research and specifically asked if IAMU member institutions offer courses and/or training dedicated to cross-cultural competency development. A single question survey (see Appendix 5- Single Question Curriculum Survey), was attached to the e-mail and a response date by 1 November 2010 was kindly requested.

Twelve member institutions completed the survey¹⁶. A second, reminder, e-mail was sent out on 31 October 2010 and another 13 member institutions completed the survey. A total of 25 member institutions completed the survey, a forty seven percent participation rate which the research team considers a respectable percentage, given the challenges faced in reaching individuals with authority to

¹⁶ One more response to the curriculum survey was received long after the expiration of the deadline (received on 16th December 2010, while deadline was on 1st November 2010). The research team decided to exclude it from the already completed analysis.

comment in the designated time frame. It is important to note that several e-mails were automatically returned for various reasons.

Of the 25 survey respondents, seven answered NO, 14 answered YES, one answered YES (partly), two responses to the question were blank. And, one institution sent back two responses, from two different contacts, one answering YES and the other NO. Although two institutions did not reply to the YES or NO part of the survey question, it was left blank, they both offered instruction aimed at cross cultural awareness.

Following are a list of responses (Member Comments/Details) that summarize the comments provided by the survey participants:

- 1) AMET University: We only have a dedicated soft skills training department that provides soft skills training to all our students. One of the modules in soft skills training is on cross-cultural issues including barriers encountered. Nothing very much in-depth, but just an appraisal and appreciation of issues and coping skills.
- 2) John B. Lacson Foundation Maritime University: Cross-cultural topics are integrated in graduate-level maritime courses such as Human Relations and HRM;
- 3) SUNY Maritime College: The Humanities Department offers many courses in history, literature, art, music, religion and language that are cross-cultural in nature. Courses in world literature and US history with world backgrounds are required for everyone. Students get to choose electives in music, art, history and literature of religion, foreign languages. Each student takes two or three, depending on major. Our first year English comp. courses also contain readings that are cross cultural. These too are required;
- 4) Batumi State Maritime Academy: We plan to include a module called “Culturology”. The aim of which is to introduce ethno cultural, religion and lifestyle peculiarities of various nations to the students;
- 5) Karadeniz Technical University: Undergraduate, Postgraduate;
- 6) Far Eastern State Technical Fisheries University: Our Center of Asian Culture and Languages has students trained by Russian and foreign specialists. The classrooms are equipped with high-tech multimedia educational facilities: modern computers and audio systems that allow conducting individual work with students. The Mission of the Centre of Asian Culture and Languages is not only to train specialists of fishing industry who know Korean and Chinese, Japanese, Vietnamese fluently and have good knowledge of cultures of these countries, as well as management, technologies of catching and processing fish but also to promote extending cultural relations between young people of Russia, China, Korea, Japan and Vietnam and assist in conducting joint scientific researches, international conferences and other cultural events;
- 7) Danish Maritime University: We offer a Master in Transport and Maritime Management. One out of nine courses is dealing with International Human Resource Management;
- 8) Jade University of Applied Sciences: Relevant training is included in existing modules of undergraduate (BSc. Shipping and Port Management, BSc. International Transport Management) and postgraduate (MSc. Maritime Management) courses;
- 9) Satakunta University of Applied Sciences: Maritime Resource Management course (Swedish Club) and Maritime Crew Resource Management course (Oxford Aviation Academy). One module called cultural awareness;
- 10) Australian Maritime College: The PSSR course offers an introduction to communication and cultural issues. At Watchkeeper, we deliver a Unit called Maritime Quality Assurance which has some elements of management and the features of cultural issues. At Chief Mate / Master the Shipboard Management course addresses in more detail matters of motivation and culture;
- 11) United States Merchant Marine Academy: Primarily through mandatory sea-year lectures and discussions and also through sub-sections of related courses;

- 12) Regional Maritime University, Accra, Ghana: This competency does form part of other courses including PSSR, Management/Human resource management, and Bridge resource management;
- 13) Warsash Maritime Academy: As part of our 5 day vocational training leadership course, a session on national culture is offered. It lasts for about 2 hours and covers different cultural dimensions, using Hofstede and Trompenaars as basic sources. These are used to give practical examples of the sort of situations encountered at sea with multi-cultural crews. Also, a shorter but similar session is also part of our current 5 day bridge resource management courses, which employ simulators. Further, a short session on national culture is also included in our undergraduate cadet courses, although it is not in the syllabus. This is an additional session in the belief that such exposure to this subject is important for cadets before they go to sea;
- 14) Vietnam Maritime University: We really acknowledge the importance of cross-cultural education at Maritime Education and Training. We expect support for the train the trainer course for our lecturers on the mentioned topic;
- 15) California Maritime Academy: HUM 110: World Culture Journeys (available as a lower-division elective to all majors). HUM 325: Globalization of Culture (required for students in Global Studies and Maritime Affairs degree program; available as an upper-division elective for all degree programs). Foreign language study is required for all students in the Global Studies and Maritime Affairs, and Business Administration: International Business and Logistics programs; classes are available as electives for all majors. LAN 110/115: Spanish I, II. LAN 120/125: Chinese I, II. BUS 300/301: International Business I, II (required for students in the Business Administration: International Business and Logistics program);
- 16) World Maritime University: The subject related to cultural awareness has been provided to the MSc students of one of our specializations, Maritime Education and Training. The students of the specialization mainly have backgrounds as teaching staff of maritime institutions, administrators of the MarAD etc. The name of the subject which covers 3 credits is Management Issues at Maritime Education and Training Institutions II and the number of hours for cultural awareness is 15 hours which are equivalent to one credit;
- 17) Admiral Makarov State Maritime University: We have two persons who are involved in the training and actions related to intercultural awareness in the cadet environment. One is a psychologist and is doing adaptation courses in the field of intercultural awareness. The second person is an English language teacher who is responsible for multi-cultural cadets' crew supervision on board our training ship and who also implemented a lot of different tests, seminars etc. for the international cadets on board;
- 18) Maritiem Instituut 'Willem Barentsz' (MIWB): Contrary to the Canadian (Anglo Saxon) system of teaching everything in separate modules or courses, we integrate related topics into overall seafarer competency training. As for CCCD we integrate this is the BRM/ERM subjects which form parts of larger competencies such as "Safely and Economically Sailing a Vessel";
- 19) Hochschule Wismar, University of Applied Sciences: This kind of training is part of our human resource management module. The module use videos and case studies incl. BRM aspects. This training incl. communication, situational awareness, perception and so on;
- 20) Shanghai Maritime University: We do not offer special courses on cross-cultural competency, but involve cross-cultural conception and awareness in such courses as Maritime English, Ship Management, etc.;
- 21) Odesa National Maritime Academy: Sea Navigation Faculty and Maritime and Inland Waterway Navigation Faculty offer the course "Ethics and religious tolerance in multinational crews" in the fourth semester - 2 credits (about 72 hours). Marine Engineering Faculty offer the course "Social and psychological technologies of crew management" in first semester - 2 credits (about 72 hours);

- 22) Korea Maritime University: The module, titled “Cultural Awareness” of our BRM Course offers the understanding of different cultures to some of our Cadets;
- 23) Mokpo National Maritime University in Korea: Vessel Operation, Cargo Handling, Loading and Unloading, Ship Manoeuvring, Ship’s Safety and Security, Ship’s Gear and Machine in both Deck and Engineer Part in the Training offered to the undergraduate (Junior) students, now we have two students from Philippine Maritime University (PMU);
- 24) Fisheries and Marine Institute of Memorial University: A section of two ship management courses taught to final year nautical cadets deals with managing in the multi-ethnic environment. And, cultural diversity issues are noted in our Bridge Team Management course offered to licensed mariners;
- 25) Maine Maritime Academy: Our elective IHRM course addresses course-cultural training as a significant component.

Findings of the survey show the following:

The single question survey sent to the IAMU member institutions asked:

“Does your Institution’s programs and curriculum offer courses and/or training dedicated to cross-cultural competency development for maritime professionals (as defined below)?

- **Maritime Professionals** are defined as active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers (mainly officers) of the merchant marine, managers/ employees at maritime shore-based positions, students, staff and maritime faculty.
- **Cross-Cultural Education** is defined as the skills’ training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management.
- **Cross-cultural competency** entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision making and acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

In light of the survey question above, it appeared that all of the IAMU member institutions who responded to the survey either intend to or do offer some form of instruction in the realm of cross cultural exposure and awareness. Note, one institution informed they are planning to include a module called “Culturology” which aims to introduce ethno cultural, religion and lifestyle peculiarities of various nations to the students. Silberman [11] notes that *active learning* involves assimilation of a sole source and comprehensive collection of instructional strategies. Rather than being a recipient of information (i.e., passive learning), students are engaged, interacting, and doing [12]¹⁷. If the approach of *Active* versus *Passive* learning is taken, then it would be fair to report that the majority of member institutions engage in some form of passive learning. Please see Tab.7 below.

Context of Delivery	Institutions
Passive	9
Passive with Bridge Resource Management (BRM)	6
Passive with Language Training	3
Passive and Active with Language Training and Training	2
Passive and Active with Language Training	1
Passive and Active with Workshop	1
Nothing	1
Unknown	2

Tab. 7. Context of Delivery by Member Institutions

¹⁷ Refer to http://courses.science.fau.edu/~rjordan/active_learning.htm for more information and suggestions for active learning methodologies.

It is important to note that in the comments written by some member institutions, there was very little information provided at to the extent of the content or nature of the course(s) or training provided to students. And, while clarification was sought in response to some comments, time did not allow for exhaustive follow-up to gather more detailed information on offered courses or training.

3.2.3 Results from WP1- Curriculum and Context Analysis: Websites' and Career links Analysis

This survey aimed at examining, revealing and recording the shipping companies' perceptions and policies towards the issue of cross-cultural competency of their employed and candidate personnel. For this, the survey focused on two main sections of the shipping companies' websites: (a) Vision, Philosophy, Values; (b) Career and Training.

Results show that 48% of the sample considers the cross-cultural competency issue as a part of the company philosophy and policy, and puts it in public through the websites. More specifically, the following Tab.8 summarises the results of the survey regarding the existence of company's statements related to the issue of cross-cultural competency:

Association/ Organization	No. of surveyed companies with website (column A)	Existence of statements (column B)	Non- existence of statements (column C)	% of existence of statements/ association sample (columns B/A)	% of existence of statements/ (columns B/ Total A: 111)
INTERTANKO	27	12	15	44.4%	11%
INTERCARGO	24	13	11	54.2%	12%
OCIMF	11	10	1	91.0%	9%
COA	25	8	17	32.0%	7 %
SIGGTO	18	10	8	55.5%	9%
CLIA	6	1	5	17.0%	1%
Total	111	54	58		49%

Tab. 8. General Results: Companies' statements related to cross-cultural competency

Tab.9 below aggregates the "attitude" of the shipping companies towards the cross-cultural competency of their personnel, as expressed in their respective websites. The statements show the link between the career requirements for maritime professionals and the need for developing cross-cultural competency.

Some companies give more emphasis on the cultural diversity of their (seagoing and/or shore-based) personnel, while others use more soft and general statements. Moreover, a small percentage of the sample represents shipping companies who operate globally, and even though they do not express their attitude towards their personnel's cross-cultural competency development, they state their opinion towards the value of training and human resources development for all their seagoing personnel; this is indicative of the value that these companies give to the management –in terms of training and development- of their human resources' cultural mix.

There are shipping companies who consider cultural diversity as a strategic asset, a core competency, and a source for achieving competitive advantage. For instance, *"When you join Maersk, you'll find that the world is your workplace. You'll work in a culturally diverse, stimulating environment, surrounded by new ideas and different ways of doing things. [...] At Maersk, we take pride in hiring the best person for the job – irrespective of gender, age, nationality, sexual orientation or religious belief. Diversity is our great strength and our continued goal, evidenced in our current work to significantly boost the number of women in senior management positions."* Similar, to V.Ships, where *"Our workforce is a multi-disciplined, multi-national and multi-cultural one with diversity a major strength"*. Ernst Jacob, OSG Ship Management, ConocoPhillips, Chevron Shipping Company LLC, Nexen, BP Shipping, Total, Enoc- Emirates National Oil Company, Shell and other companies underline the value of their culturally diversified personnel.

There were three cases of shipping companies whose statements express the company's policy of avoiding cultural diversity. More specifically, Dunya Shipping's Personnel Policy mentioned that *"The all-Turkish crews employed on our vessels are considered to be a cut above the multi-national crews to be found on so many vessels trading today. A shared language and culture are key elements in the promotion of the Dunya Shipping ethos."* In the same vein, Allseas Marine's Human Resources Policy mentioned *"Fleet is manned as far as practical with seamen of the same Nationality, under the rank of Master and some Officers, in order to ensure effective communication, coordination and safe operations all times and especially in cases of emergency."* Finally, Yemen LNG Company Limited in its Careers Overview states: *"A fundamental element in the delivery of the Company's objectives is the principle of Yemenisation. Wherever possible, Yemen LNG will recruit only Yemeni nationals. Other nationalities will be engaged only when no suitably qualified and experienced Yemeni citizens are available. A comprehensive and continuous training programme will be established in order to train Yemeni nationals who have the right aptitudes and qualifications, to replace these other nationalities as soon as they demonstrate the necessary technical and behavioral competencies."* The argument of avoiding cultural diversity in order to avoid the possible negative results of cross-cultural co operations and interactions can also be found in various cases of international and multinational companies, as Schneider and Barsoux mention [13].

Tab. 9. Companies' statements related to cross-cultural competency

A. INTERTANCO MEMBERS (Companies owning/ managing tanker vessels)	
AET Shipmanagement (Singapore) Pte Ltd	<p><i>"Values: [...] Partnership- Teamwork and diversity are the foundations of our success. We value our diversity, respecting each others' knowledge, skills and experience. [...] Our heritage: AET's rich heritage means that we value diversity. Our blend of different cultures and backgrounds promotes a high degree of creativity and innovation in the way we work. [...] Our People: AET people are our company and we are committed to recruiting, training and retaining the best people. More than 3000 talented and skilled professionals work for AET at sea in the fleet of tankers, with our offshore lightering teams or in a variety of shore-based activities. Seagoing teams come predominantly from Malaysia, India, the Philippines and the Ukraine and AET operates specialist recruiting offices in India and the Philippines to maintain the highest standards of personnel. On shore, there are over 250 highly trained people who work from offices in London, Houston, Galveston, Singapore, Kuala Lumpur and the manning offices across India. Of these, at least 150 are directly employed supporting our ships at sea whilst the remainder deliver vital support services such as legal, financial, HR and IT. More than 20 different nationalities are employed within the AET group and we actively promote migration of our staff across geographical boundaries, helping us all to learn from the backgrounds and expertise of others. [...] Investing in our people: AET's commitment to training is taken extremely seriously at all levels within the company. Mindful of the global shortage of qualified seafarers, AET has invested heavily in training sea staff through the cadet academy of our parent company, MISC, in Malaysia. At any one time there are around 600 AET cadets undergoing various stages of their training, either at the academy or onboard one of our ships. 150 cadets join the programme each year on a fully sponsored basis, including a growing number of women. All ship's officers return to the academy throughout their careers with AET for continued training and career advancement. Ashore, there is consistent training for staff irrespective of their position within the company. This investment helps us to achieve our potential and helps colleagues to achieve a higher level of job satisfaction."</i></p>
Allseas Marine S.A.	<p><i>Human Resources Policy: [...] Fleet is manned as far as practical with seamen of the same Nationality, under the rank of Master and some Officers, in order to ensure effective communication, coordination and safe operations all times and</i></p>

	<u>especially in cases of emergency.</u>
Anglo-Atlantic Steamship Company Limited (c/o Laurin Maritime UK Ltd)	<i>Careers with us: The bulk of Laurin Maritime's senior officers are Swedish while Filipino junior officers and ratings constitute the majority of the balance of the crews. The company also recruits officers and crew from Eastern Europe and Mexico."</i>
Columbia Shipmanagement, Cyprus	<i>Seafaring Opportunities: COLUMBIA can offer the comfort of a reliable environment and long-term employment. Driven by our anticipated growth, employment at COLUMBIA offers opportunities for continuous <u>career progression in an international and growing industry.</u>"</i>
Dunya Denizcilik Ve Ticaret AS, Turkey	<i>Personnel Policy: The all-Turkish crews employed on our vessels are considered to be a cut above the multi-national crews to be found on so many vessels trading today. A shared language and culture are key elements in the promotion of the Dunya Shipping ethos. Dunya Shipping's commitment to the Turkish Maritime sector extends to the sponsorship of undergraduates through university, the provision of cadetships and the offer of permanent employment for those who prove suitable.</i>
A.P. Møller, Denmark	<i>A.P. Moller - Maersk Group: The A.P. Moller - Maersk Group is a worldwide conglomerate. We operate in some 130 countries and have a workforce of some 115,000 employees. [...] <u>Our Values: Our employees may come from every corner of the world, and we may work in many fields and business areas, yet we all share the same set of basic values. [...] Our values are a set of fundamental shared beliefs. They are closely linked to our founder, Mr Arnold Peter Møller, and his son, Mr Mærsk Mc-Kinney Møller, and they form our guiding principles for behaviour, decisions and interaction. Guiding everything we do, our values apply to all our employees – whether in Beijing, Kazakhstan, Honduras or elsewhere – and they play a critical role in how we work and in our continued success. Our values are: Constant Care- Take care of today, actively prepare for tomorrow, Humbleness - Listen, learn, share, and give space to others, Uprightness - Our word is our bond , Our Employees - The right environment for the right people, Our Name - The sum of our values: passionately striving higher. [...] Working at Maersk: When you join Maersk, you'll find that the world is your workplace. You'll work in a culturally diverse, stimulating environment, surrounded by new ideas and different ways of doing things. [...] At Maersk, we take pride in hiring the best person for the job – irrespective of gender, age, nationality, sexual orientation or religious belief. Diversity is our great strength and our continued goal, evidenced in our current work to significantly boost the number of women in senior management positions. [...] GLOBAL, DIVERSIFIED AND RICH IN HERITAGE: As companies go, Maersk probably knows the world better than most. With more than 120,000 employees and activities in some 130 countries, we offer the scale and global scope it takes for you to achieve even your most ambitious career goals. We're also a highly diversified company, with substantial activities in the shipping, energy, logistics, offshore and retail sectors. Our diversity means we can offer a great many career paths, both for generalists and for specialists in a wide array of fields. At Maersk, you don't have to travel to enjoy an international business milieu. <u>At any given Maersk office, you'll find a culturally diverse, stimulating environment, where fresh ideas and different ways of doing things are a normal part of your everyday work life. And yet for all our diversity, we share a common heritage and work in accordance with a set of distinctive values. With roots stretching back over a century, these values guide our focus on issues such as safety and environmental stewardship. [...] A distinctive Performance Culture: (...) As a performance-oriented company, we strive to always recruit the best person for the job – regardless of gender, age, nationality, sexual orientation or religious beliefs. We are proud of our diversity and see it as a genuine source of</u></u></i>

	<i><u>strength. (...) Much of our work is carried out in teams, and teamwork at Maersk is distinguished by mutual acceptance, respect, dedication, and the idea that we all have something to learn from our colleagues. Experience shows that we usually achieve more when we pull together towards our goal.</u></i>
World Tanker Management Pte Ltd, Singapore	<i><u>About Us: (...) World Tankers operate with a staffing level of 25 professionals of various disciplines, and multi nationalities, providing a complete management package. WTM can further provide new build design and construction supervision.</u></i>
V.Ships Switzerland S A	<i><u>Careers: We offer a very wide range of career opportunities in a broad range of fields which reflects the width and depth of the services we provide to our shipping, maritime leisure and energy clients. Some 1700 shore-based staff in a range of disciplines and over 20,000 contract staff work for or are employed through various group companies worldwide including V.Ships, the group's primary brand. Our workforce is a multi-disciplined, multi-national and multi-cultural one with diversity a major strength.</u></i>
Emarat Maritime LLC, UAE	<i><u>Emarat Maritime is a dynamic shipping company with a multinational team of skilled professionals providing the highest quality of service. Headquartered in Dubai, Emarat Maritime is highly diversified and one of the most successful and prominent Ship operating company in the United Arab Emirates.</u></i>
Ernst Jacob GmbH & Co KG	<i><u>Based on our long term cooperation with quality committed crewing agencies in Croatia, the Philippines, Latvia, Montenegro, Bulgaria and the Ukraine we are able to cover the need for qualified personnel – even considering the world wide shortage of officers in particular. We do not only rely on our reputation in the different countries of origin of our seafarers but on permanently employing Cadets on board ships under our Crew Management. Within the last decade we saw quite a number of young seafarers growing from cadet position up to management level and, thus, rectifying any effort spent on training and education.”</u></i>
OSG Ship Management Inc, USA	<i><u>As a global corporation, OSG is highly competitive across all its business segments, bringing together a wealth of talent and shared values with a strong commitment to developing and growing its core businesses. Integral to OSG's success is its commitment to valuing the talents of individual employees and capturing the strengths of a globally diverse workforce to share in common goals and in OSG's commitment to be highly competitive, successful and to operate its ships at the highest level of safety and service in support of its customers. OSG is proud to provide a work environment that encourages outstanding performance, creating an excellent platform on which employees have the opportunity to develop the necessary competencies and experiences to achieve their career goals. OSG offers its people a supportive work environment encouraging them to participate in training and development activities and, in addition, works hard to provide benefits and programs to help balance the demands of work and life outside of work, helping to make OSG a great place to work. [...] Career opportunities: A career with OSG on shore or a career with OSG at sea provides exciting opportunities for you to work with top professionals in a variety of disciplines within the global shipping industry. OSG offers its staff a wide range of programs, including an array of training and growth opportunities, allowing them to gain valuable work experience on a worldwide basis. These programs are designed to help our people improve their skills and knowledge, to enable them to advance in their careers and to help them meet their commitment to their jobs and their personal lives. OSG strives to provide a workplace that encourages high-performance teams and creates an excellent platform on which to develop the competencies necessary to achieve one's career goals — in an environment that is a great place to work. (...) Diversity- OSG believes that a diverse workforce creates better business solutions — and helps OSG stay ahead of its competition in the highly</u></i>

	<u>competitive shipping industry — by fostering an environment where each member of our workforce has the opportunity to realize his or her full potential. As a global company, OSG strives to attract and retain the most-talented men and women for its global operations, irrespective of background, age, religion, ethnic origin, veteran's status, sexual orientation, disability or national origin. OSG Is An Equal Employment Opportunity Employer.</u>
Thenamaris	<u>Careers. Opportunities on land: Thenamaris employs talented individuals to support its onshore operations. We operate in an international environment and we are looking for highly skilled professionals to address very specific needs. The talent of our people is the basis of our competitive advantage and we are committed to their continuous development.</u>
OCIMF MEMBERS (Companies owning/ managing tanker vessels)	
Hess Corporation	<u>Career: Hess is committed to attracting, energizing, developing and retaining a highly talented, diverse workforce that is capable of delivering strong business results. [...] We are large and diverse enough to offer a world of opportunities, and small enough to be nimble and decisive. [...]We've already attracted and developed some of the most talented technical and commercial professionals to fuel our growth. As they've found, Hess is big enough to offer a world of opportunity and small enough to immediately make a difference...and get recognized for it. Values: People- We strive to attract, motivate, and reward highly talented people who embrace their work with pride and passion. We inspire their dedication and best efforts by investing in their personal development, and rewarding their accomplishments. We are committed to diversity and value each individual's opinions. We are committed to frequent and open communication of information and ideas.</u>
ConocoPhillips	<u>ConocoPhillips operates worldwide with assets and businesses in more than 30 countries. These areas are represented by diverse people, cultures and values, all of which play a crucial role in the company's activities. [...] Corporate Values- SPIRIT of Performance: People- We respect one another, recognizing that our success depends upon the commitment, capabilities and diversity of our employees.</u>
Chevron Shipping Company LLC, USA	<u>Diversity: Supporting Diversity and Fostering Inclusion. With operations all over the world, Chevron values the rich diversity of ideas, experience and skills of its employees. And we work to appreciate diversity in everything we do every day. We express our belief in the value of diversity through principles, practices and accountability. This begins with The Chevron Way, which states: "We learn from and respect the cultures in which we work. We value and demonstrate respect for the uniqueness of individuals and the varied perspectives and talents they provide. We have an inclusive work environment and actively embrace a diversity of people, ideas, talents and experiences." Our principles endorse a spirit of inclusion and foster an environment in which everyone can reach his or her full potential. We are committed to being recognized as a global leader that backs its words with accountability and quantifiable results. Each day, we run our business in a way that respects our employees and the world community. Among our many achievements are the following:</u> <ul style="list-style-type: none"> •Chevron was the first major integrated energy company to offer domestic partner benefits to its employees., •For the sixth consecutive year, Chevron was given a perfect score on the Corporate Equity Index by the Human Rights Campaign, which rates nearly 600 businesses on their policies around and treatment of gay, lesbian, bisexual and transgender employees, consumers and investors., •Chevron was listed as a Top 50 Employer of 2009 by Workforce Diversity for Engineering and IT Professionals magazine., •In March 2009, Chevron was recognized by Australia's Equal Opportunity for Women in the Workplace Agency as one of five Employers of Choice for Women in Western Australia., •In 2009, for the ninth time and the seventh year in a row, the

Women's Business Enterprise National Council honoured Chevron as a Top Corporation for providing opportunities to women entrepreneurs — a tribute to our Supplier Diversity/Small Business program., •Several Chevron employees were recognized by the Hispanic Engineer National Achievement Awards Conference for their technical expertise and their community engagement work., •Chevron was recognized by the publishers of Professional Woman's Magazine, Hispanic Network Magazine and the Black EOE Journal and named as one of the 2009 Best of the Best corporations that provide the best career and advancement opportunities for minorities. Within Chevron, we support employees interested in reaching out to others. In 2009, more than 21,000 employees were members of our employee networks and affinity groups. These groups focus on mentoring, employee development, recruitment, community volunteerism and cultural awareness. Across the corporation, we provide counsel, consulting support and resources to operating companies, business units and management teams to encourage consistent application of corporate diversity strategies and objectives. Chevron does business with a broad spectrum of companies. Chevron's Supplier Diversity/Small Business program works with small, minority- and women-owned businesses to develop innovative, cost-effective ways to supply goods and services. Chevron's University Partnership Program provides scholarships, grants and departmental gifts to key universities around the world. Chevron has invested millions of dollars in programs that promote minority education in disciplines that are critical to our energy future. We have strategic alliances with key organizations that promote equality and fairness for minorities and women. These accomplishments form the foundation of partnership, acceptance and goals that we share as Chevron employees. [...]

Company profile: - Global Scope- Our diverse and highly skilled global workforce consists of approximately 60,000 employees and about 4,000 service station employees. [...]

Careers: Find a job- Chevron conducts business in countries around the world which offers you diverse opportunities for continued growth — both professionally and personally. You'll work with colleagues around the world, you'll travel, and maybe you'll even live and work in another country. In all the locations and communities in which we operate, Chevron employees are united by common values and our mission to find new, cleaner ways to power the world. [...]

Working at Chevron: Join us and help create the future of energy- Chevron seeks people who are driven to find cleaner, smarter ways to power the world. People like you. Turn your ideas into solutions. Discover all the places you can work, all the diverse people you can collaborate with and all the global issues you can help solve. We invite you to explore it all. Imagine a global career with endless opportunities- Chevron offers a truly global and collaborative work experience. You'll team up with some of the best and brightest people in locations around the world using leading edge technology to create energy solutions. And you'll discover a world of extraordinary opportunity, challenge and fulfilment where you can pursue goals, develop new skills, change career paths, and explore new horizons. [...]

Compensation, Benefits and Work Life Balance- Chevron pay and benefits are designed to meet the diverse needs of our global workforce. We offer a competitive salary, plus incentives when Chevron meets established goals. All of our benefits programs are designed to help you get the most out of work and life. They are customized for each of our locations around the world. [...]

Career Growth & Global opportunities- Chevron offers continued education and training to help you cultivate your skills and expand your career within a truly global and collaborative workplace. [...]

Diversity & inclusion- We're proud of our commitment to diversity. It's a core part of The Chevron Way - the values that define who we are, what we do, what we believe and what we plan to accomplish. We support universal human rights and work to improve the quality

		<p>of life in the countries where we operate. Examples include Chevron's: <u>Commitment to the Global Sullivan Principles; Award-winning Supplier Diversity/Small Business Program; Contributions, grants and scholarships to diversity programs. Within Chevron, we continue to build and sustain our diverse workforce through: Recruiting and outreach programs that target underrepresented groups; Diversity councils, employee networks, and personnel development committees; Training, discussion groups and developmental assignments for employees. We value a full spectrum of human experience - diversity of thought, education, national origin, gender, skills and experience. It's not just the right thing to do, it's good business practice and an important competitive advantage. We firmly believe that by pooling our unique talents and perspectives, and by inspiring each other, we will define the future of energy.</u></p>
BP Shipping		<p><u>Who we are: [...] Diversity- Employing a diverse workforce at sea remains a challenge both in terms of gender and ethnicity. Nevertheless we value diversity and seek to promote it through awareness programmes, diversity champions and the use of diverse selection panels for senior level management jobs.</u></p>
Nigeria LNG		<p><u>Vision: We will provide for our staff an exciting and fulfilling place to work and the opportunity to develop their potential. We will execute and operate our business in Nigeria with an international outlook and mindset.</u></p>
Nexen Inc, Canada		<p><u>International Code of Ethics: - We believe that: [...] •while reflecting cultural diversity and differences, we should do business throughout the world consistent with the way we do business in Canada; [...] Our Principles: (...) D. Concerning employee rights and health and safety, we will: •ensure health and safety of workers is protected; •strive for social justice and respect freedom of association and expression in the workplace; and •ensure consistency with other universally accepted labour standards related to exploitation of child labour, forced labour and non-discrimination in employment. [...] Career: A career at Nexen is an opportunity to work for one of the top 50 companies in Canada. It's contributing to a team that values diversity, professional development and integrity in our people.[...] Core Competencies are a blend of skills, knowledge, abilities and behaviours essential to perform a job/role. Nexen's core competencies are: •Adaptability/ Managing Change, •Communications, •Cultural Sensitivity, •Initiative, •Leadership, •Teamwork, •Technical/ Operational Skills, •Total Business Understanding</u></p>
Statoil Norway	ASA,	<p><u>Career Opportunities: We are a major energy player with substantial international activities and ambitious growth targets. Our expanding business constantly generates new career opportunities across the globe for people who have proven their ability to deliver and are able to change and learn. Your personal and professional development is important to us because we recognise that it is our people and their diverse talents and backgrounds that enable us to deliver on our promises. [...] Worldwide opportunities: Extensive use of expatriate positions involves opportunities worldwide. International experience is valuable and increases the competency of both the employees and the organisation. However, as Statoil is dependent on a highly competent staff we intend to increase the proportion of local staff in managerial posts. We aim to facilitate continuous skills upgrades for our employees and can offer exciting career opportunities, competitive terms and conditions, and a focus on professional development for employees worldwide. Diversity is key to Statoil's success, both in terms of people, and skills. [...] Equality & Diversity: We will show respect for all individuals and make active efforts to ensure a good working environment characterised by equality and diversity. We do not accept any form of discrimination of its own employees or others involved in Statoil's activities. It may, however, sometimes be legal and justifiable to use positive discrimination to achieve equality and diversity. Discrimination includes all unequal treatment, exclusion or preference on the basis of race, gender, age,</u></p>

	<i>disability, sexual orientation, religion, political views, national or ethnic origin or other similar circumstances that result in the setting aside or compromising the principle of equality.</i>
Total	<p><i>Human Resources: <u>At Total, human resources management is based on the principles of fairness, diversity and equal opportunity, employee dialogue and skills development.</u> They guide our actions and those of our subsidiaries as we strive to attract, motivate and retain the talent we need to meet new geographic and energy challenges. [...] A community strengthened by diversity: Different divisions for more appropriate action in every year. With employees of more than 130 different nationalities, our diversity of cultures and thinking is one of our greatest assets. It reflects and legitimizes our desire to act locally in all our host countries. It also helps us compare and contrast points of view and stay in step with the changes in a globalized world. Our diversity is the result of an unwavering commitment on our part, overseen by the Diversity Council, which ensures that we continue our efforts to increase the percentage of women and non-French managers in the workforce, including at the most senior levels. [...] Strengthening genuine management of equal opportunity: <u>At Total, promoting diversity also means tackling all forms of discrimination by being open to different socioeconomic backgrounds, promoting equal opportunity in employment, hiring more women managers, and recruiting and retaining the disabled.</u> We have deployed a proactive action plan to achieve these goals, to mobilize not only recruiters and career managers, but business unit managers as well. Among other measures, it encompasses bias awareness, hiring selection criteria analysis, recruitment process audits, maternity leave wage offsets in Europe, and promoting diversity on career management committees. <u>Total has signed a number of major agreements that demonstrate our strong commitment to equal opportunity, including the Diversity Charter in 2004, the Europe-wide Equal Opportunity Agreement in 2005, the Agreement to Promote Hiring of the Disabled and France's Business Charter for Equal Opportunity in Education in 2006 and, in 2008, the Plan Espoir Banlieues introduced by the French government to help underprivileged youth enter the job market, the Parental Rights Charter and the Harki Jobs Plan Agreement to promote employment for French-Algerian Muslims whose parents fought alongside French troops during the 1954-1962 Algerian War.</u> [...] Tackling discrimination against visible minorities in France: In addition to a hiring policy founded on the principle of non-discrimination on the basis of ethnicity, <u>Total is involved in various initiatives promoting the integration of visible minorities, to make sure that young people are not shut out of the job market because of their surname, nationality or ethnic origin.</u> [...] Recruitment at total: Our growth strategy is built on employee talent, innovation and high technology. We aim to meet the challenges of the future by bringing together employees from a wide variety of national and educational backgrounds and providing them with the tools and resources they need to apply their talents toward our shared success. [...] Our human resources policies: To promote the professional development of our employees, our human resources policies are anchored in diversity, mobility, fairness and responsibility: - <u>Diversity in terms of profile, education and culture, to bring together talent from all backgrounds and parts of the world.</u>; - Mobility, so that our employees enjoy continuous career growth by changing jobs, sector or even country.[...]</i></p>
Enoc- Emirates National Oil Company, UAE	<p><i>ENOC, in line with its business aims and social commitment, employs an increasingly qualified, skilled and dedicated staff of UAE nationals and expatriates.[...] ENOC Group HR: <u>The ENOC Group's Human Resources Department serves a workforce in excess of 5000 staff of different nationalities employed across 30 companies.</u> The Department aims to be "a strategic partner with the business and leader in talent management", in line with the Group's</i></p>

		<p>vision of being the reliable and responsible Energy Partner of Choice. [...] HR seeks to achieve this by: (...) - Partnering with the business to develop and reward talent, harness potential, educate managers in change management and staff development, so as to maintain a competent and well led professional workforce to achieve competitive advantage.</p>
Shell		<p><u>Because we operate in over 140 countries, we have unrivalled international opportunities and you can expect to work with colleagues from all around the world. You'll benefit from a range of opportunities to exchange expertise, be exposed to projects in every corner of the globe, and contribute as part of a highly diverse international team towards the continuing success of one of the world's most important brands.</u></p>
INTERCARGO MEMBERS (Companies owning/ managing dry cargo ships)		
Noble Ltd.	Chartering	<p><i>Who we are: Our global network encompasses more than 150 office and plant locations in 38 countries across five continents. <u>Our over 11,000 employees include 68 nationalities.</u> [...] International Trainee Programme: <u>In line with our continuing growth globally, we are seeking young, capable, multilingual and adventurous individuals for our International Trainee Programme. This is an exciting opportunity to train, learn and work in a dynamic, multinational Group with diverse and rising global businesses, and operations in 40 countries on 5 continents.</u> [...] The Programme: (...) Trainees are expected to be geographically mobile, show commitment to the division or function they joined and ask as many questions as necessary to learn and understand the business processes and terminology. [...] Trainee candidates: You are a university graduate in business, finance, economics, engineering, or other disciplines, who wants to build a career <u>in a class leading, truly global, supply chain manager of bulk commodities</u>, that is building businesses in the world's most dynamic growth regions. You demonstrate a strong intellect and the ability to absorb information and identify trends. Analytical and numerate, you will challenge existing practices as appropriate. Resourceful and self-motivated, you will also possess a strong commercial acumen, <u>good communication and interpersonal skills</u>, and the ability to perform credibly and ethically. <u>You will have an appetite for learning and travelling, will speak excellent English and one of the following languages: Mandarin, French, Russian, Spanish, Portuguese, Hindi and Arabic.</u> We are looking for proactive, results-oriented people who work to achieve tangible results. Significant results call for commitment. As a trainee, you will be asked to commit to the division or function that hired you, and be ready to seize opportunities offered in its different geographies of operation.</i></p>
Giuseppe Bottiglieri di Navigazione SpA, Italy		<p><i>Growing organization, business culture, tradition merged with innovation, people's care, a future to be built together: all this is Giuseppe Bottiglieri Shipping Company SPA. Entering this world means joining a team of more than 180 people who -being skilled, motivated and professional- contribute to the achievement of the company's goals and success.</i></p>
China (Group) Company	Shipping	<p><i>In the building of first-class fleet of vessels, China Shipping is accelerating the step of building up a first-class team in accordance with world top shipping company, the development of the fleet and relevant industries as well as the harmonious and sustainable development of China Shipping consisting mainly of talents with leadership, senior management and high-tech intellects.</i></p>
COSCO Carrier Co., Ltd. (COSBULK)	Bulk	<p><i>Now our company owns more than 8,000 seafarers who have received the <u>special ratified certificates</u>. And about 5,000 seafarers have been well-trained in Dalian Maritime university, Shanghai Maritime College, Qingdao Ocean Shipping College, Wuhan Transportation University, <u>and can work on board in all kind of vessels</u>, such as container vessels, bulk carriers, tankers, passenger ships, general cargo ships <u>all around the world</u>. Now about 5,000 experienced seafarers are working in more than 230 ocean vessels for about 40 shipowners home and aboard.</i></p>

Diana Shipping Services Greece	Shipping SA,	<i>We ensure that all of our seamen have the qualifications and licenses required to comply with international requirements and regulations and shipping conventions thereby ensuring that our vessels are manned by experienced, competent and trained personnel</i>
Emarat United Emirates	Maritime, Arab	<i>Emarat Maritime is a dynamic shipping company with a multinational team of skilled professionals providing the highest quality of service. Headquartered in Dubai, Emarat Maritime is highly diversified and one of the most successful and prominent Ship operating company in the United Arab Emirates.</i>
Grieg Shipping Norway	Star AS,	<i>The human factor is vital to our success. The shipping business is a people's business. In a world with accelerating mobility and integration, the importance of building competency and good staff relations cannot be overstated.</i>
Mitsubishi Transport	Ore	<i>Under the mottos, "steady but positive", "responsive and innovative", we aim to be an internationally competitive company dealing with the world maritime and financial markets quickly and properly in order to ensure our achievement of "Strengthening the financial status" and "expanding and rejuvenating the fleet". [...] We have special Filipino staff in Manila and we actively engage in training of Philippine national crew members before assignments and during leaves. In addition, our policy of successively contracting high performing crew members who have received company training results in higher skill levels for entire crews and boosts shipboard morale.</i>
Shell International Trading and Shipping		<i>With around 101,000 people in more than 90 countries, we've learned for ourselves that being an inclusive business is an advantage. We make a point of hiring people from all walks of life because we know that the more different perspectives we have on board, the greater our chances of solving the problem at hand. [...] Because we operate in over 140 countries, we have unrivalled international opportunities and you can expect to work with colleagues from all around the world. You'll benefit from a range of opportunities to exchange expertise, be exposed to projects in every corner of the globe, and contribute as part of a highly diverse international team towards the continuing success of one of the world's most important brands. [...] We'll give you every opportunity to pursue the wealth of different possibilities provided by both our technical and commercial operations. And it's not just our jobs that are diverse. Whether you're working on a remote offshore oil rig, a rural wind farm, or an inner-city service station, the same principles apply – respect and appreciation of differences in culture, nationality, religion and taste. In this way, we learn, develop and share the benefits with our customers, employees, shareholders and the countries and communities where we operate. [...] At Shell, we welcome and value contributions from every member of the team, no matter what your background or level. We're committed to giving you the confidence to determine your own future and enrich the organisation with your input. We even have a specific department to manage Diversity and Inclusiveness (D&I) within the organisation. Amongst other things, its purpose is to manage D&I as a critical business activity, value the cultural and personal differences of our people and provide a means for employees to share personal support, learning, self-development and communication.</i>
U.S. United Ocean Services USA	LLC,	<i>JOB RELATED KNOWLEDGE, SKILLS AND ABILITIES: Safety Awareness & Ability to Learn, Troubleshooting & Attention to Detail, Technical/Professional Knowledge & Teamwork</i>
Torm Denmark	A/S,	<i>Jobs & Careers: TORM enjoys an open, informal and international working atmosphere. We pride ourselves in providing an environment that encourages professional and personal development and gives room for ambitions. TORM works with creating clear career paths for each employee. Whether the ambition is to stay at one of our worldwide offices, or our career opportunities at sea.</i>
Zela Shipping Co		<i>Our managers' office in Athens is where the recruitment of the crew takes place.</i>

Ltd, Greece	<i>The staff of Captains and engineers interview individuals of all nationalities for jobs on the vessels. This is an important task for the group as recruiting a good crew is a crucial aspect of its shipping activities. A competent crew not only assures the safety of the vessel but can also save many thousands of dollars in the cost and maintenance of a ship, and a good captain and his officers ensure the vessel carries out its Charterparty commitments reliably, efficiently and punctually.</i>
Rio Tinto Shipping Ltd, UK	<i>Rio Tinto operates on every continent. Wherever we operate, we behave in an open, responsible and accountable manner, and are committed to sustainable development.[...] We also offer incredible diversity - of people as well as careers. We are proud of our cultural diversity. You will find every race, colour and creed at Rio Tinto. They represent the best talent from around the world, forming a blend that is powerful and fascinating.</i>
SIGGTO MEMBERS (Companies owning/ managing LNG, LPG vessels, i.e. specialised ships)	
Bernard Schulte Shipmanagement Limited	<i>“Job Requirements: As Master you represent the company onboard and are at all times ultimately responsible for the vessel’s safety and operations. Besides excellent navigational and operational abilities and good seafaring practice, your primary leadership role aboard your vessel requires you to demonstrate the following qualities: •you must be able to build up and lead a good team, •you are the link between vessel, company and charterer and therefore you must be capable of communicating very well with crew and officers and between ship and shore in an authoritative way, •you are responsible for our quality system being implemented and followed by all on board. At the same time you are required to remain firm but fair with a good understanding of human nature and its limitations. Furthermore, as Master you are expected to be supportive of your crew and to take an active interest in their personal and professional development. [...] Core Human Resource Principles: In general, we value employees with strong domain expertise, teamwork and interpersonal skills, entrepreneurial flair, affiliation for technology and managerial capability. In addition, the ability to render the highest quality of service and to meet stringent regulatory and best practices within the framework of our values and principles is essential. All our efforts must result in the company becoming a leader in quality shipmanagement and related services. [...] Equal opportunity and anti-discrimination: we hire qualified candidates without regard to race, religion, color, gender, age, national origin, ethnicity, citizenship or any discriminatory factor prohibited by law, and as such affirm in policy and practice to support and promote the concept of equal employment opportunity in accordance with all applicable laws. The company also prohibits discrimination on other bases such as ancestry or marital status under applicable laws. Candidates must ideally possess the right to work in the various locations for which they are being recruited; however, where applicable, the company will make best efforts to obtain sponsorship for individuals for work visas. Diversity: our company has operations in several countries globally and values the diversity of our staff in terms of nationality, ethnicity, gender, education and culture. Teamwork: we place a particular emphasis on teamwork and collaboration across locations, functions and management levels. We believe that no single person has all the answers and that today’s complex issues require a multifaceted and collaborative approach to both the identification of solutions and their implementation. [...] Employee development: with a global operation across multiple offices, our employees have an opportunity to develop their potential along functional lines, product lines, value-added services and across locations. Hence both vertical and horizontal career opportunities are encouraged, especially at the middle management and senior management levels. In fact, one of our key focus areas is to provide a career path for our high-performing seafarers to take up shore responsibilities – to this end, we host training</i>

	<p>programmes not only for skill enhancement but also for managerial competency enhancement and leadership programmes. [...] Recruitment process: Our recruitment process follows the flowchart below: •Job requirement – we identify a need within the organisation; •Job description / Person specification – we outline the position and the key skills and competencies required of prospective candidates. <u>As an Equal Opportunities employer, we will ensure that our selection process is non-discriminatory;</u> •Attracting candidates – we determine the best way of sourcing suitable candidates (internal advertisement / external advertisement / recruitment agency); •Selection process – applications are reviewed and a shortlist of prospective interviewees is drawn up; •Interview – applicants are interviewed by appropriate managers; •Appointment – the best candidate is determined and an offer of employment is sent out. Once accepted, references and qualifications are verified.; •Joining company – the successful applicant joins the company and begins the induction process.”</p>
BG Lng Services, LLC	<p><u>“Our People: Around 5 000 people from 65 different nationalities make up the BG team. We believe that our diverse backgrounds, talents and experiences increase our competitiveness and enrich our culture. [...] Career Development: We encourage our people to think about career development in two ways. We help people to broaden their experience and capabilities. One way we do this is through transfers and international assignments. [...] We also encourage our people to progress upwards. So we have 30 Career Ladders in place. These show the different stages of progression within each business area and at every level, from technical to managerial roles, and the skills and experience required to undertake them effectively.”</u></p>
Energy Transportation Corporation	<p><u>“Our People—A Family of High Achievers: The ETG Companies' greatest strength is their people. ETG companies' employees have a wide range of backgrounds but always a high level of intelligence, teamwork, creativity, integrity and entrepreneurial spirit to help us grow our businesses, seize new opportunities, and solve global problems. ETG people value challenges. They treat each other with respect and consideration, and they live and work the ETG values every day. And they have fun. The ETG Companies strive to maintain a work environment that encourages every member of the ETG family to learn, experiment, take risks, succeed and grow. The ETG Companies are proud to have the help and support of hundreds of extraordinary professionals in more than a dozen countries, and, indirectly, of thousands of extraordinary partner employees worldwide, collaborating to achieve the goals and accomplish the missions of their respective organizations. [...] Career: The ETG companies seek to attract and develop outstanding candidates with a wide range of backgrounds to help us grow our businesses, seize new opportunities and solve problems—often global problems. ETG's family of owned and affiliated companies is a challenging place to work—one that requires high degrees of ingenuity, dedication, commitment to excellence, integrity, intelligence and teamwork. The ETG Companies also foster work environments that encourage all our people to learn, experiment, take risks, succeed and grow. In general, each ETG affiliated company has its own HR organization, policies and practices, suited to its particular line of business. However, the ETG companies as a whole are committed to: -Helping you balance (or blend) your work and personal life; -Rewarding your with competitive compensation and benefits packages commensurate with both experience and achievement, with exceptional rewards for exceptional performance (including equity incentives where applicable); -Long-term career management and development paths for each individual; -Ongoing training and mentoring; -Diversity, and; -A collaborative culture anchored in meritocracy.”</u></p>
Golar LNG Limited	<p><u>“Code of Ethics: Policies against Discrimination and Harassment- The Company prohibits discrimination against any Employee or prospective</u></p>

	<i>Employee on the basis of sex, race, color, age, religion, sexual preference, marital status, national origin, disability, ancestry, political opinion, or any other basis prohibited by the laws that govern its operations. The Company prohibits unlawful harassment. Employees are expected to treat one another with respect. "Harassment" includes any conduct likely to cause offense or humiliation to any person or that might, on reasonable grounds, be perceived by a reasonable person to place a condition on employment or on any opportunity for training or promotion."</i>
Yemen LNG Company Limited	<i>"Careers Overview: A fundamental element in the delivery of the Company's objectives is the principle of Yemenisation. Wherever possible, Yemen LNG will recruit only Yemeni nationals. Other nationalities will be engaged only when no suitably qualified and experienced Yemeni citizens are available. A comprehensive and continuous training programme will be established in order to train Yemeni nationals who have the right aptitudes and qualifications, to replace these other nationalities as soon as they demonstrate the necessary technical and behavioral competencies. Yemen LNG intends to make a significant investment in the skills and abilities of its employees throughout their careers. Its management proposes to make the Company the employer of choice for talented and motivated Yemenis, and to provide rewarding and challenging careers throughout the life of the project. [...] Recruitment Philosophy: Yemen LNG Company will recruit its workforce in accordance with the principles of the Gas Development Agreement which governs its existence, and in accordance with the principles of Yemen's Labour Law. Priority will be given at all times to Yemeni nationals, and other nationalities will be engaged only when the necessary skills and aptitudes are not available within Yemen. We are particularly keen to recruit female staff who have the skills and aptitude to fill current vacancies or to develop into future roles, either technical or administrative / managerial. The Company's Recruitment Procedure aims to efficiently identify qualified candidates on the basis of fairness and transparency. The day-to-day working language of the Company is English, and all applicants to Yemen LNG Company are expected to possess a satisfactory working knowledge of the language. Strongly developed Information Technology (IT) skills are also a distinct advantage."</i>
V. Ships Limited	<i>"Careers: We offer a very wide range of career opportunities in a broad range of fields which reflects the width and depth of the services we provide to our shipping, maritime leisure and energy clients. Some 1700 shore-based staff in a range of disciplines and over 20,000 contract staff work for or are employed through various group companies worldwide including V.Ships, the group's primary brand. Our workforce is a multi-disciplined, multi-national and multi-cultural one with diversity a major strength."</i>
Teekay Shipping	<i>"Career Directions: Teekay's diverse workforce includes 5,200 ship-based and 900 shore-based personnel drawn from more than 35 nations. [...] Work Culture: Working at Teekay demands exceptional dedication and professionalism, attributes found throughout our worldwide operations, both ashore and at sea. We equally value flexibility and responsiveness, good communication and, above all, loyalty to the pursuit of excellence. [...] Career Development: At Teekay, we invest extensively in our employees. Through our people and systems we cultivate our difference, foster innovation, and deliver superior value to our customers' businesses. Training and career development programs, knowledge sharing opportunities and personal growth possibilities are available to every employee — these initiatives help ensure the best people are in the right job. We are especially proud of SCOPE. The Seafarer Competency for Operational Excellence program enables our seafarers at every rank to actively participate in the growth of their careers. It's customized to meet individual needs and includes a mentoring plan."</i>

RWE Supply & Trading GmbH	<p><i>“Core business: <u>The core asset of the company is its people, which come from about 30 different nations. This reflects not only a diversity of nationalities but also diversity of cultures, of experiences and approaches.</u> Based on this diversity RWE Supply & Trading is able to create additional value from the combination of real and contractual assets in combination with the skills and talents of its people. This allows the company to compete successfully in the market, create value for its shareholders and contribute to the welfare of society by generating tax income for the host governments in the countries where RWE Supply & Trading operates. This is not only achieved through the purchasing power of its own staff, but also through sponsoring the education of young adults. This approach has led to RWE Supply & Trading being one of Europe’s leading energy trading houses. RWE Supply & Trading’s aim is to stay an industry leader. [...] Working at RWE: RWE Supply & Trading has grown tremendously over the years. From a base of just 10 employees in 1999, today we are a team of over 1000 people. <u>Our employees are drawn from 40 countries and are spread across 3 main locations in Essen, Germany, London and Swindon in the UK. Through RWE’s acquisition of Essent, we collaborate closely with an additional 300 employees in Switzerland, the Netherlands, and satellite offices in Europe, Asia and America. We are organised into highly specialised, commercially oriented teams, with an emphasis on open communication. We take risk management very seriously. A clear separation between commercial and business support functions, in association with a ‘four-eyes principle’ up to Board level, ensures that business risks are managed effectively. All ideas and contributions are constructively challenged as a result of this mechanism of checks and balances. By deploying state-of-the-art support systems, our commercial teams are able to concentrate on developing their strengths in the market.</u>”</i></p>
Ras Laffan Liquefied Gas Company Ltd	<p><i>“Why RasGas: Balance between life and work- A competitive compensation and benefits package, along with career development and corporate growth prospects, an emphasis on balance between life and work, and a <u>multicultural and safety-oriented environment.</u> [...] Human Dimension: <u>RasGas People - the power of the mix. RasGas has a multinational workforce and considers its workforce as one of its greatest assets. With people from over 42 different nationalities working together within the organisation. In the light of an unprecedented growth in the company’s size and operations, and with such a human-oriented philosophy, RasGas has developed the necessary organisational tools through its Human Resources Department, creatively working with senior management to: •Recruit and retain talents, •Promote mobility and career development, •Improve organisational effectiveness, •Provide a productive and motivating environment for all employees. With the use of the most modern techniques and technologies, RasGas has thus succeeded in turning its operation into one of the most attractive employers not only in Qatar but also throughout the Arab Gulf region.</u>”</i></p>
Unicom Management Services	<p><i>“Key features of SCF Unicom are: (1) • <u>diverse and highly skilled multinational management team</u>”.(...)</i></p>
COA MEMBERS (Companies owning/ managing container ships)	
Triton Container Leasing Representatives	<p><i>“Our customers want to deal with experienced, knowledgeable professionals, and they want stability. That's why, from the very beginning, <u>Triton has gone out of its way to recruit and retain the very best people in the industry.</u> So that these highly qualified individuals can make the most of their talent, we emphasize a management style that encourages a free flow of ideas and a positive working environment”.</i></p>
A.P. Moller - Maersk Group	<p><i>“Investment in education and training is imperative for the A.P. Moller -Maersk Group. Over the years, the A.P. Moller - Maersk Group has implemented and</i></p>

	<i>constantly updated its own training system, which is specifically directed towards meeting the particular requirements of an international and global organisation.”</i>
Hapag- Lloyd	<i>“Philosophy: <u>For over 160 years the services we provide have been a hallmark for successful international cooperation between many people and cultures.</u> For a company operating worldwide, tolerance, liberal-mindedness and treating each other with respect are values we take for granted. The Group aims to be among the industry's innovation and quality leaders for reliability, customer orientation, efficiency, safety and environmental protection. To guarantee satisfaction for our clients, we are continually improving our processes as well as our cutting edge IT systems. Hapag-Lloyd possesses superbly trained and highly motivated staff. The Group traditionally attaches great importance to continuing staff education and training. [...] Career: <u>We are a global shipping company with more than 6,800 employees.</u> For us, communication and cooperation are natural and essential in our day-to-day business. Mutual respect and sincerity affect the atmosphere within our company and towards customers and employees.”</i>
Germanisher Lloyd	<i>“Meet our people: <u>With over 6000 employees worldwide and with a presence in about 80 different countries, GL employs a broad spectrum of people from many backgrounds across the organisation. We are proud of the rich cultural diversity within the organisation and recognise the many benefits it brings to our business as a whole and to the individuals working within it.”</u></i>
ZIM Integrated Shipping Services	<i>“Job requirements: <u>Excellent interpersonal communication; Maintaining working relationships within the company, with all company units, including subsidiary companies, and with company representatives abroad, as well as other parties according to the requirements of the work.”</u></i>
Containex	<i>Corporate Culture: <u>Employees from 39 countries enrich our company through their language, mentality and culture. This makes LKW WALTER-Group one of Europe's most culturally diverse companies. [...] We offer a fascinating international work surrounding, which offers a wide range of perspectives and allows both personal and job-related development. [...] In our international transport organisation you can findaction and dynamics. [...] Entrepreneurial thinking, an ability to make decisions, and strong communication skills, are key characteristics of our employees. [...] Training: <u>LKW WALTER communicates with their business partners in 35 different languages.</u> Through individual or group training sessions, you can learn a new language or improve on your already existing language skills. Staying in various European cities (eg. St. Petersburg, Krakow, Florence, Malaga, etc.) for a couple of weeks will round off your language training. [...] An individual advanced training boosts your abilities. - Marketing & sales training, Technical training, Management seminars, Personality training.</u></i>
Hoyer Global Transport, Hamburg	<i>“Organisation: <u>Global coverage of transport, with offices and facilities in five continents, employees with many nationalities and agents in 50 major ports around the world; Highly trained and professional employees are a guarantee for optimal quality and service. HOYER Global Transport together with its network has all the possible equipment and infrastructure needed to provide the highest quality and best possible service. HOYER Global Transport invests intensively in the most important resource - its people. This is essential to ensure the optimal approach to meet all specific needs of every customer and to supply the service they deserve. Human Resources: HOYER Global Transport BV is an intercontinental operating logistical service supplier, specialized in transport of food and chemicals in tank containers as well as in flexi-tanks. <u>With offices in all parts of the world and a network of 50 agents worldwide, our organization is seen as a world class leader in global logistics.</u> Job requirements: [...] <u>Good communication skills”.</u></u></i>

Stolt-Nielsen S.A.	<i>Careers: Throughout our history, we have been dedicated to attracting and retaining the best and brightest people in our industry. We have <u>backed up that commitment with world renowned training, excellent benefits, and the highest quality work environment.</u> <u>Stolt-Nielsen is a major global company with significant interests in fast growing industrial and commercial sectors.</u> <u>The company today employs more than 5,000 staff in 33 offices around the world.</u> If you think you have what it takes to be part of the Stolt team in this fast-paced, rapidly evolving environment, click the links to the left to see if there is a job and location that is right for you</i>
CLIA MEMBERS (Companies owning/ managing cruise ships)	
Celebrity Cruises	<i>“Celebrity Cruises is always looking for <u>dynamic, top-quality individuals to join its ever-expanding family.</u> (...) All Celebrity family members are encouraged to participate and excel in our <u>innovative Personal Development System,</u> which focuses on individual performance and professional development in the following key competency areas: •<u>Personal Effectiveness,</u> •<u>Interpersonal Effectiveness,</u> •<u>Business Effectiveness,</u> •<u>Leadership Effectiveness.</u>”</i>

3.2.4 Results from WP2-Mini-survey among conference participants and Roundtable

- Results from Mini-surveys

Interviews (mini-survey) among conference participants were conducted with the use of a structured questionnaire. The single question was: “Do you feel that development of cross-cultural competency for present and future maritime professionals is important?”

Analysis showed that 97% of the respondents feel that development of cross-cultural competency for present and future maritime professionals is important. Only one responded “*I don’t have a clear idea*”. Selected comments from the respondents include:

- “*team work is an essential aspect of shipboard operations at operational and management level and good communication in cross-cultural environment imperative [...] you don’t need different nationalities in order to experience different cultures*”, respondent from World Maritime University;
- “*working onboard ships in a multicultural environment is a must*”, respondent from Constantza Maritime University;
- “*It is very important because alongside with professional knowledge it directly influences the result of business and safety of shipping*”, respondent from AMSMA Academy;
- “*it is the reality and nature of our business*”, respondent from California Maritime Academy;
- “*cross-cultural competency for present and future maritime professionals is important due to globalization*”, respondent from Arab Academy for Science, Technology and Maritime Transport;
- “*[Yes.] But if a company has a strong “company culture” this could overarch his individual culture and company culture will prevail*”, respondent from AMET University;
- “*Cross-cultural competency could prove to be a very important issue nowadays for all maritime professionals*”, respondent from Constanta Maritime University;
- “*it should be an integrative part of Maritime courses*”, respondent from Bremen Hochschule;
- “*[Yes.] Every individual is a product of one culture who works together with another individual*”, respondent from Maritime Academy of Asia and the Pacific;
- “*Actually, it is of profound importance*”, respondent from University of Alexandria.

- Results from the RT

In short, RT attendees unanimously supported that cross-cultural competency was essential to the “arsenal,” so to speak, of maritime professionals. Alternatively stated, there was unanimous support that training for maritime professionals will need to address both technical *and* non-technical skills. The challenges they identified focused on three factors: *format, content* and *delivery* of such training.

Several also expressed concern with the regimental environments in which training might take place, questioning how much influence those environments have on mental maps regarding decision-making protocols.

- *Whether cross-cultural competency was “trainable” or not:* No consensus was reached regarding this issue in the time available. However, as the RT progressed, it became obvious that the idea of simulations, role plays, and case studies was acknowledged by many as an effective way to integrate cross-national variances in potential maritime related work experiences.
- *Will students accept such training?* Several attendees offered that cross-cultural competency would be taken seriously, particularly if competency was linked to licensure. Capt. Hartmut G. Hesse, Senior Deputy Director, Sub-Division for Operational Safety and Human Element, Maritime Safety Division, International Maritime Organization (IMO), noted in response to: *“Do you feel that development of cross-cultural competency for present and future maritime professionals is important?”* Capt. Hesse responded, “Yes,” and added, *“and it needs to be incorporated in the STCW Code.”* (Roundtable Questionnaire, quoted by permission). Attendees also emphasized that institutional leadership and support would be vital to anchoring of cross-cultural competency in the hearts and minds of the students.
- *Who should have such training?:* While everyone felt that cross-cultural competency was essential, again, there was no general consensus reached in the time allowed as to whom should be targeted initially or in the long term. Suggestions were made, including but not limited to senior level students and management, or sequential training throughout the course of one’s career.
- *What should the training entail?:* This, of course, is the focus of Phase II, not Phase I. Nevertheless, the RT discussion mentioned gender inclusion, awareness—operationalized through role play and simulations, and communication training. “Communication” training may need to be expanded to include more than English language training. Choice of communication tools was another factor addressed: Training involving which tools to choose in what situations?
- *Other suggestions (Question “e”)?:* To be sure to include feedback from employers.
- (This was interrupted by a fire drill). The attendees supported using qualitative methodologies such as focus groups to gather data going forward for the needs of this project. They acknowledged that it was important to see people and interact with them on this topic, rather than just respond to a quantitative survey.

How will the Roundtable affect the focus groups going forward on Phase I of the project?:

The next step of Phase I was to conduct focus groups at MMA, MI, and JBLFMU. The RT was invaluable for this effort. Due to the input and insight provided by attendees, the Research Team revised the focus group questions. They are attached and included in (Appendix 6- Focus Group Questions version 1, 22 October 2010, and Appendix 7- Focus Group Questions version 2, 28 October 2010). WP1 included a review of shipping company career sites; therefore, the suggestion to include employers in the feedback loop had already begun, albeit (at least initially) through secondary research. Further, instead of planning only one focus group targeting individuals who have experience working with diverse nationalities or cultures—either on board or on shore, the research team considered adding others, depending upon availability and time. The idea was to optimize input that was likely to be important to the Phase I gap analysis going forward, and to Phase II.

In short, RT attendees unanimously supported that cross-cultural competency was essential to the “arsenal,” so to speak, of maritime professionals. The next step of Phase I was to conduct focus groups at MMA, MI, and JBLFMU. The RT was invaluable for this effort.

3.2.5 Results from WP2- Focus Groups at Maine Maritime Academy

Findings from FG1 at MMA:

(Profile)

- 6 males, 1 female
- All full-time faculty from the TSMT Program in Fall, 2010
- 7/7 of U.S. origin
- Maritime Professionals: 7/7
- Experience with “mixed crews”: 4/7¹⁸
- Experience with diverse cultures and nationalities on shore to varying degrees: 7/7¹⁹
- Shipping experience within the last 5 years: 5/7
- Work sailing experience on other than U.S. flagged ships 2/7

(Flags represented: 1-Cayman Islands; 1-Australia, England, New Zealand, Ireland)

Tab. 10, details the years of experience with diverse cultures and/or nationalities on board or on shore, respectively, claimed by the 7 who completed the questionnaire.

On-Board a Vessel		On-Shore	
no experience	2	no experience	1
< 2 yrs.	0	< 2 yrs.	0
< 4 yrs.	0	< 4 yrs.	3
<10 yrs.	1	<10 yrs.	2
10-30yrs.	4	10– 30 yrs.	1

Notes:

Those with both ship *and* shore experience with diverse cultures and nationalities = 4, or 57 percent

Three (42 percent) of the individuals who claimed experience with “mixed crews” (i.e., diverse nationalities and cultures) had shipped within 5 years.

Tab.10. MMA FG1- Years of experience

- Celestial Navigation, Advanced Navigation, Meteorology
- Electronic Navigation (E-Nav), Terrestrial Navigation (T-Nav), Yacht Management, Marine Systems
- Marine Communications, Casualty Analysis, Advanced Tanker Operations, Seamanship Lab
- Bridge Resource Management, Navigation, Seamanship, Automatic Radar Plotting Aids (ARPA) and Radar
- E-Nav, T-Nav, Celestial Navigation, Advanced Navigation, Watchkeeping Limited Tonnage, Introduction to Marine Transportation
- Cargo I, Advanced Navigation, Heavy Weather Routing
- Tanker Operations, Advanced Tankers, Navigation, Marine Communications, Hazardous Materials Handling (Hazmat), Maritime Security

Tab.11. MMA FG1- Courses Taught by FG1 participants

The following details responses to the questions shown in Appendix 6- Focus Group Questions version 1, 22 October 2010)²⁰.

- Question 1: *Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?*

¹⁸ This was by a show of hands, validated by observers. However, the questionnaire data show 5/7.

¹⁹ This was by a show of hands, validated by observers. However, the questionnaire data show 6/7.

²⁰ Note: There were minor adjustments and corrections made to the Oct. 22, 2010 list of questions to improve clarity for the Oct. 28, 2010 FG2 at MMA; the October 28 MMA version of FG questions was also followed at MI and JBLFMU.

- Five (5): *Yes*; Two (2): *Maybe*. One of the “maybe’s” added that his decision would depend upon what the training entailed. The other “maybe” was simply unsure.
- Of those who responded: “yes,” one added the following statement later during discussion:
- *“Yes, I can see the need, but not as a requirement. U.S. culture will be involved with what we do. So, this is why I said...you know...I wouldn’t make it a requirement. If we were now to start to work our way towards international operations, provide training and job opportunities for our students to be going on to international ships, I would say, absolutely. But for our clientele at this time, it’s good to know, but as a requirement, I don’t think I would require it. I think where that is going is that it would be another STCW requirement, and I don’t see that happening.”*²¹
- Another “yes” response added, *“I don’t see it a disadvantage, the world is getting smaller.”*
- Another, “yes” response, *“depending upon what your situation is.”*
- Of the five who responded “yes,” only two offered their initial responses emphatically, i.e., without qualifiers.
- Question (2): *Currently, there are no courses dedicated to training in cross-cultural competency in the MET or Engineering programs at MMA [Correct?]*
 - 7/7 agreed: There is no single course currently taught at MMA within the Marine Transportation or Engineering Programs dedicated to cross-cultural competency.
- Question 3: *What courses or other training opportunities are you aware of that are available at MMA for cross-cultural competency development?*
 - The Department of Arts and Sciences²² addresses other cultures in certain courses.
 - Cadet shipping provides exposure to other cultures at ports. This is a briefing, versus “training,” and personal experiences may vary. Additional interaction may involve “resident aliens” on ship, depending upon the students involved in the training cruise.
 - Bridge resource management does address it, but the focus centers around communication. This course takes place in senior year, so it does not prepare them with this type of training prior to their coop experience.
 - The private sector often provides training. Ingram Barge was mentioned as an example.
 - One participant offered that cross-cultural competency could be included in a Maritime Law Enforcement class as a “must,” but added that “we are not there yet.”
 - Interaction with visiting professors and students from other countries are potential opportunities

Everyone acknowledged that there is no major push for training--nothing specific now in the area of cross-cultural competency.

- Question 4: *What training needs specific to cross-cultural competency are particularly important in your view?*
 - Language training, training regarding role perceptions that affect decision-making protocols within one’s own country versus other countries, awareness of culturally influenced dietary requirements.
 - One participant offered that the aviation industry might be a useful model for training, particularly for documentation related to hierarchical issues.
- Question 5: *Who should have the training?*
 - Participant 1: *“People who anticipate they will need the training.”*
 - [EP: *“But how do you know if you will need it?”*]
 - Participant 1: *“Well, if you’re going to be on the Rockland Ferry, you might not need it.”*
 - Participant 2: *“Yes, but you don’t know who is going to get on the ferry.”*

²¹ Pls. refer to Section 4.2.2 for further commentary.

²² The Department of Arts and Sciences, comprises the Humanities and Social Sciences, Math, Physics, and Physical Education.

- All seven participants agreed that training in cross-cultural competency should be offered sooner than senior year.
- It would be good for all graduates to have some sort of training. It depends on the depth.
- Question 6²³: *Delivery Mode*
 - A-B: *Where- When?*
 - I don't see training happening without it being some sort of *formal* training.
 - 7/7 agreed that cross-cultural competency would be done best if integrated ("folded across") the curriculum, and in cooperation with other programs. Geography and Humanities were mentioned.
 - I could think of where it would be good, but something would have to come out. [There was concern with the maritime curriculums being too "full" already.]
 - Cadet shipping, but that would miss the SVO students.
 - It could be enhanced in bridge resource management courses.
 - Gender issues could be discussed prior to shipping out
 - It is best to discuss cultural exchange *after* the cadet shipping experience.
 - In casualty analysis courses (e.g. through analysis of case studies such as disasters)
 - C: *How?*
 - Case studies, role playing, consciousness-raising.
 - Case studies done well—without stereotyping
 - Internet collaborations
 - Participants did not feel that simulations would be useful, and acknowledged that this view was influenced by lack of understanding regarding what these simulations would entail.
- Question 7: *What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?*
 - The curriculum is "full" now.
 - Convincing students that the non-technical training is important.
 - [Student Observer 1 shook his head emphatically and smiled, acknowledging his agreement with the statement by the faculty member.)
 - Time
 - Expertise—particularly with role play
 - Developing self-awareness and influencing perceptions of the U.S. held by others
- Question 8: *How should these challenges be overcome?*
 - Through time and money
 - Develop the expertise
 - Utilize internet training
- Question 9: *Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners and organizations with an established ISM policy?*
 - 7/7 ultimately said "no." Although there was consensus that there was some value to cross-cultural competency across the curriculum, FG1 argued that it would not be possible to prepare a checklist on these soft issues for STCW purposes: The challenge of an STCW requirement would be to identify metrics as to how to assess a range of cultural awareness (i.e., those who have more cultural awareness than less). Additionally, they believed there were too many STCW requirements already.
 - Not at an operational level; perhaps at the management level.
- Question 10: *What suggestions do you have for this research going forward?*
 - If we could see someone with expertise, that would give us more ideas.
 - Consider that there is a need also for unlicensed people to have this training.

²³ This section was revised for FG2 as the categories were somewhat repetitious and confusing.

- There is a need for transportation and safety boards to integrate this type of research into their evaluations.
- Consider how your research will be embraced internationally.

 Comment subsequent to FG1 interview by Student Observer 2: “I think that casualty analysis through cases would be helpful, and if you could prove that it was cross-cultural issues that caused the casualty, that would be useful. Faculty response: *“Transportation boards will need to include these considerations in their case studies. The culture of investigative bodies would have to embrace it.”*

Findings – Questionnaire FG1 at MMA:

Data from the questionnaire (Appendix 6- Focus Groups Questions version 1, 22 October 2010) show that three individuals out of seven responded “yes” without qualifiers to Question 4, *“Do you feel that development of cross-cultural competency for present and future professionals is important”*--one more “yes” than was polled during the focus group interview. The (*) individual voice (Question 1 above) was one of the three who responded, “yes,” without any qualifiers this time: This was a change from his view expressed during the FG. Another individual responded, “other,” and added, *“Does research bear out the safety imperative?”*; another, “yes, but to what degree requires discussion.” Another, “yes,” added that *students should receive awareness training in an ‘across the curriculum’ format.* The individual who was unsure, still remained unsure, writing, “maybe.”

Three full-time faculty who are also full professors—i.e., the Chair of the MTO Program, a professor in the MTO program, and a professor from the Engineering program were unable to attend FG1, yet filled out the questionnaire. While all three claimed no experience with mixed crews or with diverse nationalities or cultures on shore, each selected “yes,” for question 4. One added, “due to the nature of the international shipping industry, the answer is definitely yes.” Another commented, “Cultural awareness is an important attribute of an effective leader,” and suggested a pilot course be offered as an elective.

- Findings – FG2 at MMA²⁴

(Profile)

- 10 males, 1 female
- 11/11 full-time in Fall, 2010: 6/11 faculty²⁵; 5/11 staff
- 10/11 of U.S. origin; 1 Iranian origin
- Maritime Professionals: 11/11
- Experience with “mixed crews”: 11/11
- Experience with diverse cultures and nationalities on shore to varying degrees: 8/11
- Shipping experience within the last 5 years: 6/11
- Work sailing experience on other than U.S. flagged ships: 6/11
 (Flags represented: 4 - Malta and/or Liberia, 1-Norwegian, 1-UAE and Bulgaria)

Tab. 12 details the years of experience with diverse cultures and/or nationalities on board or on shore, respectively, claimed by the 11 who completed the questionnaire.

²⁴ Ten participants were present at start of FG. One left one-half hour early. One participant arrived one-half hour late, yet both responded to FG questions individually afterwards. Total focus group participants =11.

²⁵ Two full-time faculty member are full-time in Fall, 2010, yet they are adjuncts and not necessarily full time every semester.

On-Board a Vessel		On-Shore	
no experience	0	no experience	3
< 2 yrs.	0	< 2 yrs.	3
< 4 yrs.	1	< 4 yrs.	1
<10 yrs.	4	<10 yrs.	0
10-46 yrs.	6	10– 25 yrs.	4

Notes:

Those with both ship *and* shore experience with diverse cultures and nationalities = 8, or 72 percent

Five (45 percent) of the individuals who claimed experience with “mixed crews” (i.e., diverse nationalities and cultures) had shipped within 5 years.

Tab. 12. MMA FG2- Years of experience

- Engineering Faculty: Training Ship; Courses: Electrical Power, Automation and Control
- Engineering Faculty²⁶; Director of Alumni
- Engineering Faculty and Dept. Chair: Steam Generators, Steam Power Systems 1 and 2
- Engineering Staff: Lab Engineer : Electricity, Steam Systems II
- TSMT Faculty: Marine Communications, Shiphhandling, Watchkeeping
- TSMT Faculty: Introduction to Nautical Science, Stability, Navigation Rules, Seamanship, Advanced Tankers, T-Nav labs
- TSMT Faculty: Boatyard Operations, Advanced Navigation, T-Nav Lab, Watchkeeping Labs
- Staff: Director of Continuing Education²⁷
- Staff and adjunct faculty: Ship Master; Seamanship, T-Nav, Ship Business, Tankers
- Staff: Director of Career Services and Cadet Shipping
- Staff: Company officer for Regiment of Midshipment; teaches Leadership

Tab. 13. MMA FG2- Job Responsibilities of FG 2 participants

The following details responses to the questions shown in Appendix 7- Focus Group Questions version 2, 28 October 2010.

- Question 1: Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?
 - 10/11 = *yes*, with no qualifications. One FG2 participant responded, *maybe*, because the success of the training could depend upon the individual.
- Question (2): *Currently, there are no courses dedicated to training in cross-cultural competency in the Marine Transportation or Engineering programs at MMA [Correct?]*
 - 11/11 agreed: There is no single course currently taught at MMA within the Marine Transportation or Engineering Programs dedicated to cross-cultural competency.
- Question 3: *What courses or other training opportunities are you aware of that are available at MMA for cross-cultural competency development?*
 - As with FG1, this group also identified the potential cross-cultural opportunities available on the training ship: e.g., the informal port briefings prior to cruise, the potential cultural diversity on cruise--e.g., “immersion” with students from the Middle East²⁸; the Humanities courses offered at MMA as part of general education requirements and other Arts and Sciences Department elective courses.

²⁶ not teaching in Fall, 2010, but taught full-time previously in Engineering Economics and Steam Power Systems.

²⁷ claimed 10 years of work experience in the cruise industry.

²⁸ Amongst the “resident aliens” as referenced in FG1.

- Additionally, they pointed to others not mentioned in FG1: e.g., All of the upper class students on cruise are required to take Vessel Security Officer (VSO) and Company Security Officer (CSO) for credit. The cruise is also for credit. Regulations, profiling and more are addressed in security courses. There is an immersion opportunity when foreign technicians come aboard to do repair on the ship,
- The IMO introduces students to cross-cultural competency, but it is in reference to the regulations, rather than in terms of managerial training.
- The private sector was also mentioned: Example: Military Sealift Command (through the Army Knowledge On-Line or AKO Site). There are Mediterranean Shipping Companies (MSCs) that provide training.
- While all of the above opportunities were mentioned, the group clearly expressed that there was a difference between happenstance exposure to cross-cultural and national diversity versus development in knowledge, skills and abilities (KSA's) in cross-cultural competency. "Training" would imply an effort to identify specific skills and outcomes in cross-cultural competency so that the opportunity is optimized for all students to gain competency in this area.
- [EP: Asking for verification of the voice of the group regarding this issue: *"So you are saying, there are opportunities. Our students may have some exposure, but they may not all have the same exposure. Much like a foreign language covered on line, we might not know their level of proficiency."* Affirmative nods from the group.]
- Question 4: *What training needs specific to cross-cultural competency are particularly important in your view?*
 - Sensitivity to other cultures and gender; also, cultural relativity regarding understanding there is more than one way to do things;
 - General consensus regarding education pieces: protocols, education about stereotyping and that avoids stereotyping, gender roles, cross-cultural perceptions of gender roles, reporting relationships, world religions, culture's influence on teamwork and social interaction processes, job roles, personal space;
 - Language facility is important as they go port side just to get them around places. One participant spoke of "bad experiences" on Greek vessels in the engine department; knowing the language helps open doors;
 - Self-awareness – knowing the framework of one's own culture;
 - Intensive training in *maritime* language.
- Question 5: *Who should have the training?*
 11/11 agreed that it should be incremental and folded into the curriculum in all programs.
 - Professionals may need additional training; people in leadership roles may need additional training.
 - Continuing education was suggested as one avenue for training.
- Question 6A: *Deliver Mode: When?*
 There was general agreement that A1 ("infused throughout the curriculum") and A3 ("a series of courses") was the best way to deliver cross-cultural competency, but a single course was not. One person suggested that if there were to be a single course, that course could be the first of a series.
 Other comments:
 - Having training *before* students go into Cadet Shipping is important.
 - Training is important in freshman year and in Professional Development courses.
 - In the International Business and Logistics program, it is infused throughout the four years.
 - It is important to have progression and sequencing.
 - There should be a two-pronged approach – in the classroom and outside of the classroom.
 - Outcome measurement is important.
 - There was not general agreement regarding BRM as a potential course where "infusion" might take place. One reason mentioned (as was during FG1) is that this course is offered toward the

end of the student experience. Another individual suggested that BRM is not appropriate as it deals with skills competency only. Another participant disagreed with this view, arguing that there are cross-cultural competency on-board issues even between “Brits” and the U.S. because “we talk too fast.” Therefore, he suggested that BRM could be an opportunity for cross-cultural training.

- Question 6C: *Deliver Mode: How?*

11/11: General consensus--Every option listed was deemed possible. There was no negative reaction to any of the suggestions.

- While some expressed difficulty in envisioning a simulation of cross-cultural competency, they understood that a scenario *could* be recreated through software and/or equipment; a simulation could allow students to finish a scene as it might play out in a cross-cultural situation. Major shipping company players who claim a high degree of workforce diversity on board and on shore could be a resource for case studies.
- For the choice, “other,” immersion opportunities was another suggestion.

- Question 7: *What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?*

Resources, time, money, space, resistance by students or staff (“now I’m going to my course on ‘cross-cultural competency’ – ugh”), assessment, assuring an *international* perspective was integrated (versus a one-sided view or a stereotypical approach to discussion of a particular culture and/or nationality); there are already numerous curriculum requirements.

- Despite all these challenges, several agreed, “*Do we wait until it* [i.e., cross-cultural training] *is imposed upon us, or do we do something about it now?*”

- Question 8: *How should these challenges be overcome?*

- Private Sector. There was general consensus that partnering with the private sector that has resources was an effective idea, offering summer courses, reaching out to Maine companies.
 - Government sector partners: e.g., field service.
 - Increase student exchanges.
 - Knowledge-on line programs are also there for continuous learning purposes.
- The onus of cross-cultural learning also resides with the individual.

- Question 9: *Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners?*

[groans, “Another STCW requirement ??”]

11/11: As a stand along requirement, unanomously, “no.”

There was no consensus regarding possible integration of cross-cultural competency through the existing STCW requirements, although that suggestion was supported by a few. In other words, there was some support for infusion within the existing STCW structure, but not as a separate requirement.

- In the private sector, because of licensure and exposure, companies should have it as a requirement.

- Question 10: *What suggestions do you have for this research going forward?*

- Keep STCW out of it!
- Get the private sector involved and Maine companies: e.g., Verso Paper in Bucksport, Maine has vessels stopping there frequently. Involve shipping agents as an education partner; find out what they are doing in this area.
- Contact Seafarer’s Rights organizations and the International Seamen’s Church Institute as resources.
- Look into casualty analysis cases to determine if root causes might have involved deficiencies in cross-cultural competency.
- It is important to teach similarities and differences between cultures and nationalities.
- Don’t forget that certain standards must apply to everyone. We don’t encourage multi-language usage going in or out of a port.

- Identify major shipping company players who claim a high degree of workforce diversity on board and on shore for case studies. Learn more about those nationalities and cultures who represent major maritime workforce demographic profiles.

Student Observer 2 offered the same comment subsequent to the FG2 interview as he did subsequent to FG1: He reiterated that casualty analysis through cases would be helpful; and if it could be proven that it was cross-cultural issues that caused the casualty, that would be useful.

Recalling the FG1 discussion of Question 7, Student Observer 1 shook his head emphatically and smiled: His body language suggested that it might be difficult to convince students of the importance of this type of non-technical training. It is interesting to note that he reacted much differently during this focus group. When asked if he had anything he'd like to say, he offered that it was important to teach cross-cultural competency. He also added that it was also important to assure that "the job gets done," suggesting that both universals and differences are important to learn.

Typewritten Observer notes: The notes of one full-time Staff observer suggested that additional courses might not need to be added to the curriculum: *"...Do not add courses. Simply gear the two Humanities courses to teaching the awareness of differences and why they exist."*

The other full-time faculty observer expressed disappointment with lack of representation from non-maritime, MMA faculty. She argued that non-maritime faculty often have a broader understanding of the school's entire curriculum. She adds,

*"All too often, faculty from major departments are unaware of what is available or the true content of Arts and Sciences courses. It seems that unless the title of a course is a narrow, technical description of the exact course content, it is considered less relevant and unable to provide appropriate exposure or training. Don't reinvent the wheel here."*²⁹

The complete typed comments of two of the other observers may be found Appendix 8 (Observer Notes- Commandat, 28 October 2010) and Appendix 9 (Observer Notes- Department's Chair A&S, 28 October 2010) as part of these findings:

Findings – Questionnaire FG2 at MMA:

Data from the questionnaire (see Appendix 7- Focus Group Questions version 2, 28 October 2010) 11/11 responded "yes" to Question 4: *"Do you feel that development of cross-cultural competency for present and future professionals is important,"* without notating reservations. This represents one more than while during the FG2 interview. One person added that it should not be mandated by the IMO or STCW. Another added, "we are becoming more global in scope every day of our lives."

One Fall, 2010 adjunct from the Engineering Department who claimed experience with mixed crews as recently as 2010 could not attend FG2. He responded, "yes," to Questionnaire question #4. He also agreed to interview individually. This individual emphasized the importance of sensitivity, self-awareness, and knowledge of religious practices.

3.2.6 Results from WP2- Focus Groups at Marine Institute

Findings – FG1 at MI:

(Profile)

- 4 males, 1 female³⁰

²⁹ She lists two courses as examples:

Hc-112: HUMANITIES I - An interdisciplinary examination of the cultural roots of modern global society from the first civilizations through the middle Renaissance. Prerequisite: Hc-111. Rec. 3, Cr. 3.

Hc-211: HUMANITIES II - An interdisciplinary examination of the cultural roots of modern global society from the late Renaissance to the present. Prerequisite: Hc-111. Rec. 3, Cr. 3.

³⁰ Five participants were present at start of FG. One left one-half hour early and one other approximately 20 minutes early.

- 5/5 full time: 1/5 full-time faculty in Marine Engineering, 1 Academic Director/full-time faculty in MTM, 1 Detachment Commander, 1 Administrator/Director at CMS, 1 International Project Manager at MI International
- 4 Canadian origin, 1 Mexican origin
- Maritime Professionals: 3/5
- Experience with “mixed crews”: 3/5
- Experience with diverse cultures and nationalities on shore to varying degrees: 2/5³¹
- Shipping experience within the last 5 years: 2/5
- Work sailing experience on other than Canadian flagged ships 2/5
(Flags represented: 1-British, Dutch; 1-Bahamas, Barbados, UK, Isle of Man)

Tab. 14 details the years of experience with diverse cultures and/or nationalities on board or on shore, respectively, claimed by the 5 who completed the questionnaire.

On-Board a Vessel		On-Shore	
no experience	2	no experience	3
< 2 yrs.		< 2 yrs.	1
< 4 yrs.		< 4 yrs.	
<10 yrs.		<10 yrs.	
10-30yrs.	1	10– 30 yrs.	

Notes:

Those with both ship *and* shore experience with diverse cultures and nationalities = 2, or 40 percent.

Two (40 percent) of the individuals who claimed experience with “mixed crews” (i.e., diverse nationalities and cultures) did not indicate for how long.

One (10 percent) who claimed he had on-shore experience did not indicate for how long.

One (10 percent) claimed he had shipped within the last 3 years.

One (10 percent) claimed he has shipped 10 years ago.

Tab.14. MI FG1- Years of experience

- Cross-Cultural Training (short courses and briefings)
- Safety and Security (international travel/ short courses and briefings)
- Project Management
- Workshop Practice: WKPR 2115 and WKPR 2116
- Marine Engineering: MREK 2203, MREK 2208, MREK 3103, MREK 3204
- Hydraulics: FLDS 3105
- Director for the MI Centre of Marine Simulation
- Marine Engineering Program Chair
- Academic Director for Master Technology Management Program
- Canadian Navy Detachment Commander

Tab.15. MI FG1- Courses Taught and Responsibilities by FG1 participants

The following details responses to the questions shown in Appendix 7 (Focus Group Questions version 2, 28 October 2010).

- Question 1: *Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?*

5/5 answered Yes:

While all five responded yes, there was mention that it would be very hard to do because the topic would not be easy to cover given the vastness of the different cultures involved.

³¹ A show of hands indicated that all five of the FG participants currently work on shore in maritime related positions with diverse cultures and or nationalities

- The topic is too fuzzy and too non-specific and the need has to be defined.
- There is a need to narrow the definition of what is acceptable training for cross-cultural education.
- One participant informed that the Canadian Navy offers training to their cadets in order to make them more comfortable for their positions in the Navy.
- Question (2): *Currently, there are no courses dedicated to training in cross-cultural competency in the Marine Transportation or Engineering programs at MI [Correct?]*
5/5 agreed: There is no single course currently taught at MI.
- Question 3: *What courses or other training opportunities are you aware of that are available at MI for cross-cultural competency development?*
 - There is a training seminar offered in Ottawa for colleagues participating in MI International teaching. This is offered to the colleagues when they have time to travel to Ottawa. When time restraints prevail, MI International offers short training sessions, tailor made, to colleagues before embarking on a international project/activity.
 - Student exchange programs currently taking place at MI is a good way for students to be aware of the different cultures.
- Question 4: *What training needs specific to cross-cultural competency are particularly important in your view?*
 - Understanding communication styles is important and you should understand your own communication style before you can move forward to understanding others.
 - Pairing individuals from other countries could be a framework to understanding other cultures.
 - Overall, communication is vital to the operation of any situation.
 - Any course should include respecting others and having a good work ethic.
 - Training should be started early in the cadet program and built slowly over the three (3) years.
 - Everyone agreed that communication was vital and it would be very difficult to have a course to make everyone aware of all the different culture experiences.
- Question 5: *Who should have the training?*
 - 5/5 agreed that everyone should have the training.
- Question 6A: *Delivery Mode: When?*
 - It was noted that manning companies provide cross-cultural training to their employees to make the transition into their workplace on the ship easier for them. -The course or training should be phased in at the beginning and everyone should do the training.
 - Everyone has their own communication styles and lifestyle developments.
 - It needs to be approached along the lines of professional development with bits and pieces here and there.
 - Ramp up the training as they progress along their career.
 - Courses/training should be attendance only, with no grade assigned.
- Question 6B: *Delivery Mode: How?*
 - Have social interaction activities for the students such as a pot luck or barbecue early in the cultural exposure at MI.
 - All methods will work but the challenge will be when to best incorporate in the career of an individual.
- Question 7: *What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?*
 - Appropriate and qualified resources in place to offer the training.
 - Course load for students is already at a maximum.
 - Getting the students to take the course/training seriously.
 - How to evaluate the training.
 - Getting feedback from the students on how best to provide training.

- How to offer appropriate training for a online program/course at say a Bachelor level which would have a varying degree of student maturity and previous cultural exposure. Some may be bored while others may be overcome.
 - Management buy in was considered important.
 - Question 8: *How should these challenges be overcome?*
 - Get Executive to accept the need for the course
 - Have a 2 or 3 days added on the end of intersession to accommodate the course
 - Provide a phased and staged approach depending on the background and needs of the student.
 - Question 9: *Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners?*
 - Yes it should be a STCW requirement.
 - The word competency should be substituted for awareness as it will be difficult to gauge/evaluate competency.
 - Question 10: *What suggestions do you have for this research going forward?*
 - Talk with people that have been exposed to cross-cultural working situations.
 - There needs to be a feedback loop for countries to see if they are being portrayed correctly.
 - Offer a small cultural awareness session to faculty and then gauge their response to help see a way forward.
 - Investigate what other industries, for example what the aviation industry or industries not connected to transport, do to train their employees in cultural differences.
- The FG concluded at 11.10.

Findings – Questionnaire FG1 at MI:

Data from the questionnaire (see Appendix 7- Focus Group Questions version 2, 28 October 2010) 4/5 responded “yes” to Question 4: “*Do you feel that development of cross-cultural competency for present and future professionals is important,*” without notating reservations. 1/5 responded “yes” but commented “within defined bounds that are useful to ensure safety and efficiency on board.”

A show of hands during the FG counted 5/5 working on shore in maritime related positions with diverse cultures and or nationalities. Data from the questionnaire showed 2/5 responded “yes” to Question 3: “*Have you worked on shore within maritime or other maritime related companies that communicate regularly with overseas clients or business partners representing diverse nationalities and cultures?*” However, 1/3 who answered “no” did inform during the FG that he had work in drydock with various different nationalities.

Findings – FG2 at MI³²

(Profile)

- 5 males, 1 female
- 6/6 full-time: 4/6 faculty; 2/6 staff
- 3/6 of Canadian origin, 2/6 of Indian origin, 1/6 of Russian origin
- Maritime Professionals: 4/6
- Experience with “mixed crews”: 4/6
- Experience with diverse cultures and nationalities on shore to varying degrees: 6/6
- Shipping experience within the last 5 years: 4/6
- Work sailing experience on other than Canadian flagged ships: 4/6
(Flags represented: 2 - Indian, 2 Bahamas, 1 Russian)

Tab. 16 details the years of experience with diverse cultures and/or nationalities on board or on shore, respectively, claimed by the 6 who completed the questionnaire.

³² Six participants were present at start of FG. One left 30 minutes early.

On-Board a Vessel		On-Shore	
no experience	2	no experience	1
< 2 yrs.	0	< 2 yrs.	2
< 4 yrs.	1	< 4 yrs.	0
<10 yrs.	1	<10 yrs.	1
10-20 yrs.	2	10– 15 yrs.	1

Notes:

Those with both ship *and* shore experience with diverse cultures and nationalities = 3, or 50 percent.

Four (67 percent) of the individuals who claimed experience with mixed crews” (i.e., diverse nationalities and cultures) had shipped within 5 years.

Two (33 percent) of the individuals with shore experience did not indicate for how long.

While one individual indicated by show of hand that he had on shore experience he indicated in the questionnaire that he did not. This individual is of Indian origin and teaches in the School of Maritime Studies.

Tab.16. MI FG2- Years of experience

- Marine Engineering
- Marine Safety
- Marine Engineering Knowledge
- Cargo
- Chartwork
- ECDIS
- Celestial Navigation
- Terrestrial navigation
- International Project Officer
- International Project Manager
- Nautical Science Program Chair

Tab.17. MI FG2- Courses Taught/ Job Responsibilities of FG2 participants

The following details responses to the questions shown in Appendix 7 (Focus Group Questions version 2, 28 October 2010).

- Question 1: *Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?*

5/6 = yes, with no qualifications. One FG2 participant responded, “Sounds like a good idea. Yes but it needs to be worked out.”

One other FG2 participant who answered “yes” commented “cross cultural competency is a must. As an engine requires lube oil for smooth running same way cross cultural competency makes our various operations smooth. Without that here can be lots of friction and this is hidden most of the time but is acting against us.”

- Question 2: *Currently, there are no courses dedicated to training in cross-cultural competency in the Marine Transportation or Engineering programs at MI [Correct]?*

6/6 = yes

- A section on CC in the marine diesel program.
- A section on CC in a final year ship management course for nautical cadets.

- Question 3: *What courses or other training opportunities are you aware of that are available at MI for cross-cultural competency development?*

- MI International personnel have the necessary experience to help with cross cultural training. MI International does the acquisition and management of International projects, is the management arm for International Projects but are not technical experts, and mobilizes people to go into the field.

- Including the Bridge Resource Management (BRM) course now being taught to licensed deck officers, the Nautical Science Program would be an opportunity to expose cadets to CC awareness/training.
- Question 4: *What training needs specific to cross-cultural competency are particularly important in your view?*
 - Hard to get specific – give an overview of several common cultures. For example on ships, when it comes time to eat or take breaks you tend to sit with people you know because of familiarity and it is easier to go with the English or common/comfortable language group, especially if you are tired after a long day.
 - We shouldn't stereotype.
 - Don't look at the behavior but rather at what is causing it.
 - Start with family values and you as a person, your own personality.
 - The need will depend on your previous experiences, training and personality.
 - It will depend on such things as isolation, length of time on board/boat, language barrier.
 - Look at who you are.
 - Have respect for others.
 - Students should be prepared when they go to sea that there will be diverse cultures.
 - Put cultures in a high context and a low context and remember hierarchy.
 - Train and start early.
 - Put in high school curriculum.
 - When communicating we also need to pay attention to body language.
 - Understand who you will be working with and be really aware.
 - Ship Operation – Need to have proper communication on bridge.
 - You may have 3 or 4 different cultures on board the bridge – how do you have people communicate with each other.
 - Because you are working in a global environment, you need to understand what you could encounter.
- Question 5: *Who should have the training?*
 - 6/6 agreed that everyone should have the training.
 - While everyone should have the training, there should be varying levels of training directed to different groups e.g. management level training for senior officers and basic level training for junior officers and cadets.
- Question 6A: *Delivery Mode: When?*
 - Spread throughout the curriculum and whole of working life and maybe some individual courses, a life-long learning activity.
 - It should start early, be infused throughout the curriculum, and be a natural part of what people think and how they learn their professions.
 - It needs to be both infused and in a series of courses.
 - If there is nothing else, then a designated single course will help.
 - At the higher levels the training should focus on the cultural mix a person is being exposed to—computer based training could be done on board ship.
 - There are only a few major nationalities working at sea, but you may encounter many nationalities in trying to get to the ship.
- Question 6B: *Delivery Mode: How?*

6/6: General consensus—While all options listed were deemed valuable there were differences of opinion as to when each one would be used.

 - The medium will depend on the background of the student.
 - Start basic/slow and advance as the need arises.
 - Seminars were viewed as a better fit for advanced level.
 - Workshops could use a mix of the mechanisms more.

- Question 7: *What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?*
 - So many cultures – how do we get training for the multi- cultural?
 - This is something new so there maybe resistance.
 - Who will be teaching it and will it be the same Instructor.
 - Finding the right people to teach the course – correct human resource.
 - Time – when would you offer it and for how long.
 - Challenge will be for people to take seriously.
 - Buy in from the top.
 - People in positions of power don't always see if minorities are having trouble and it will be hard to convince them of change because they are benefiting now, resistance to change will be a challenge because some positions of power are already benefitting from the Status Quo so why change.
 - How are you going to integrate into the programs.
 - Cost for some companies to provide CC training.
 - How to train the trainer. MI is a very diverse cultural place. We need to be trained properly as well.
- Question 8: *How should these challenges be overcome?*
 - Cultural diversity is so broad; so it may be best to not teach too broad of a course but rather focus in on the one or two cultures that you may be working with at a particular time on board a ship.
 - The initiative has to come from the top down i.e. IMO, Transport Canada etc.
- Question 9: *Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners?*

5/5 = yes. One participant had left the FG to go to class.

 - Yes, if we want to take it seriously it has to be a SCTW requirement.
 - Yes, it is like the ISM training that came about as a result of 9/11, it has to be a requirement.
 - Yes, for it to be taken seriously. However, it does not have to be regulated and schools can take the lead and integrate it in their curriculums without being made to do so by the IMO.
 - Integrate into curriculum as a first step.
- Question 10: *What suggestions do you have for this research going forward?*
 - Keep pushing this CC issue forward and convince the IMO of the need.
 - Keep it up and let the world know there is an issue.
 - After your IAMU research you then need to go to IMO and the companies to see if they think it is important to them.
 - Don't forget that some people already have CC experience and not everyone will need the same amount of training.
 - Use the students that already have CC training/exposure to help train others in CC matters.
 - If people understand this is for the Industry as a whole then and that CC awareness will help to promote efficiency and safety in the workplace.

The focus group concluded at 14.30 p.m.

Findings – Questionnaire FG2 at MI:

Data from the questionnaire (see Appendix 7- Focus Group Questions version 2, 28 October 2010), 6/6 responded “yes” to Question 4: “*Do you feel that development of cross-cultural competency for present and future professionals is important,*” without notating reservations. This represents one more than during the FG2 interview. One participant commented “very good idea” and that was the same participant who answered with a reservation during the FG.

Findings – FG3 at MI

(Profile)

- 4 males, 1 female
- 5/5 full-time: 2/5 faculty, 2/5 staff, 1/5 Administration
- 4/5 of Canadian origin, 1/5 of British origin
- Maritime Professionals: 4/5
- Experience with “mixed crews”: 2/5
- Experience with diverse cultures and nationalities on shore to varying degrees: 5/5
- Shipping experience within the last 5 years: 2/5
- Work sailing experience on other than Canadian flagged ships: 1/5
(Flags represented: Panamanian, British)

Tab. 18 details the years of experience with diverse cultures and/or nationalities on board or on shore, respectively, claimed by the 5 who completed the questionnaire.

On-Board a Vessel		On-Shore	
no experience	3	no experience	0 ³³
< 2 yrs.	0	< 2 yrs.	0
< 4 yrs.	0	< 4 yrs.	1
<10 yrs.	0	<10 yrs.	1
10-20 yrs.	2	25-30 yrs.	2

Notes:

Those with both ship *and* shore experience with diverse cultures and nationalities = 2/5, or 40 percent.

Two (40 %) of the individuals who claimed experience with “mixed crews” (i.e., diverse nationalities and cultures) had shipped within 5 years.

Four (80 %) of the individuals with shore experience indicated they are currently dealing with diverse nationalities or cultures.

While one individual working in an MI Administrative position did not answer question No. 3, it is known by the researcher that he frequently deals with various aboriginal groups in northern Canada.

Tab.18. MI FG3- Years of experience

- Various aquaculture courses
- Various MI Science courses
- Marine Electrical
- Marine Mechanics
- Ship Management
- Seamanship
- ISPS, ISM and Ship Safety Officer Marine Engineering
- MI Cadet/Graduate Placement Officer
- Canadian Navy Coxswain for 200 plus students
- Aquaculture Program Chair

Tab.19. MI FG3- Courses Taught/ Job Responsibilities of FG3 Participants

The following details responses to the questions shown in Appendix 7 (Focus Group Questions version 2, 28 October 2010)

- Question 1: *Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?*

³³ One participant did not answer survey question No. 3

4/5 = yes, with positive comments for the need of cross-cultural competency. One FG3 participant responded “Absolutely yes, but the key word here is competency. How do we train to be cross-cultural competent as opposed to cross-cultural knowledgeable or cross-cultural intelligent, this is a key issue”. One FG3 participant responded very hesitantly, “I guess there is but there are different ways to skin a cat.....” then commented “No, every seafarer knows where they come from, has a good experience”.

- Question 2: *Currently, there are no courses dedicated to training in cross-cultural competency in the Marine Transportation or Engineering programs at MI [Correct?].*

5/5 = yes

- Some sections in ship management 3204 and 3216.

- Question 3: *What courses or other training opportunities are you aware of that are available at MI for cross-cultural competency development?*

- The school of fisheries offers instruction, short presentations that are non formal, on CC to all faculty heading into northern Canada to work with aboriginals.
- In the aquaculture course there is a global seminar looking at issues of culture when going in to rural areas to do development work.

- Question 4: *What training needs specific to cross-cultural competency are particularly important in your view?*

- Time management and how different cultures approach/view time management.
- Communication skills is important and how people respond to authority or command e.g. lip service does not translate to understanding.
- Ability to identify that there is an issue going on, people go along blindly and do not pay attention to how a person is reacting, strategies needed to identify the issue and then to resolve it e.g. gender issues may raise issues such as bathroom facilities.
- HR Management is the foundation or core and different crewing models need to be reviewed.
- The command structure found at sea/on board ships may be a totally different structure that those working on land may be familiar with or use to, and this may be an issue when you bring non-mariners to work on board ship for the first time.
- Different countries have different equipment, so there needs to be a standard in place for working with equipment, but this becomes difficult when flag states have different equipment/gear, safety regulations, standardization for following employment/safety procedures/standards.
- The adaptation of management styles because the status quo management style will not work for every individual, we need clever management.
- Be aware of the culture that you are going in to.
- Everyone needs to be aware of other people’s rights, customs and religions.
- We need to be aware of the presumption and perceptions that we have of other cultures.

- Question 5: *Who should have the training?*

- 5/5 agreed that everyone should have the training.
- Start early with all students; you can never have enough training.
- Training should be incremental and more focused to the individual’s position; awareness is important for cadets, but more HR training coming at a later stage in the mariner’s profession; integrate a tiered system with an incremental approach.
- Break up the training in bit size pieces so that it can be managed easier. Throwing it all in at once may bring negative views Students with some CC exposure will probably have a greater appreciation for CC training than those ignorant to it.
- It is a diverse topic and needs to be built upon.
- CC training needs to be provided when students think they are about to need it in the workplace.
- It is critical that those in charge of crewing need a good sound knowledge of CC issues as some mix of crews do not work on board ship.

- Question 6A: *Delivery Mode: When?*
 - 5/5: General consensus- it should be a phased/staged and integrated approach.
 - Incremental throughout the curriculum.
 - There can be a dedicated course but there can also be modules or units etc. integrated in the course.
 - Have a cultural awareness course starting off and then after some experience when they return to school they could be exposed to higher level training.
 - The training should come at various times, and guest speakers should be brought in at various times.
 - CC awareness before Sea Phase 1.
 - Modules or workshops within courses, standalone units rather than a standalone course.
 - Repeating the delivery of training helps with the learning.
 - Hearing from outside speakers and not just the lecturer will help reinforce the message.
- Question 6B: *Delivery Mode: How?*

5/5: General consensus—While all options listed were deemed valuable, there were differences of opinion as to when each one would be used.

 - Do it in small bite size portions in seminars, workshops, case study.
 - Role play may not work as easy given the dynamics/background of the group and trying to get people involve.
 - When looking at cultural issues when going into a village you could provide some general information along the lines of a seminar, and then develop a case study in which you can draw upon the resources of other individuals and not just the course lecturer. The case study can be easily developed by a number of people especially when using the numerous resources available online.
 - You will need to know your audience before deciding on which method to use. For example, role play may not work for some groups of people; and we cannot just assume that a certain method will work with some groups. You will need to do your homework on the group before choosing a method.
 - In using incremental training in an ideal setting we could give a cadet cultural awareness before Sea phase 1, and then put them on a culturally diverse vessel and then after their first sea phase they would come back to school for more training. Use the training ship as a controlled environment; On board a training ship, in a truly cross-cultural competent environment, you would not have to worry about offending people because the people would be CC trained. Debriefing the students upon return to school about their CC experience and they could share this with their peers. Even if the ship is not a controlled environment the cadets could log their CC experiences on board and these experiences could then be used as discussion material in class etc. If CC training becomes an STCW requirement then inserting a CC section into the cadet log books could be easily done.
- Question 7: *What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?*
 - The expectation that the client/student has of the institution when delivering the training, the client/student expect a high level of training and for the institution/lecturer to be aware of the needs, learning styles and cultural sensitivities of the audience before embarking on CC training.
 - CC is so broad and we have to be aware of the difference in all of these cultures.
 - Faculty will need to research the peculiarities of the students or the area they are going to be working in, and not impose their own values strongly upon the student who may very well have different values. What works for an instructor in one aboriginal community may not work for the next community just up the coast. The social fabric of the community needs to be understood and respected.

- Unless the students can experience cultural diversity, it will be difficult for the student to truly understand CC differences and be CC competent. With respect to evaluating CC competency if cross-cultural competency becomes an STCW requirement, a student may have the classroom knowledge, but may lose the competency if they do not work in a cross-cultural environment. A good case study may help out here if no cross-cultural experience is available for the student. It may become a use it or lose it situation; how to stay current.
- How do you evaluate Cross-Cultural Competency
- Faculty resources to develop cross-cultural content and the student workload is already taxed
- The institution will need to identify champions in cross-cultural training. The person delivering the training will make a difference and not just anyone will do. Who will you select to deliver this training; the last teacher on the list should not be thrown the CC training.
- The ideal CC trainer should have HR management training, experience in CC situations and trained in delivering the material.
- Question 8: *How should these challenges be overcome?*
 - Deliver the course(s) / training closer to the time that cadets go to sea.
 - Focus training on the culture with whom you will be working.
 - Appoint the proper / appropriate Human resources to provide the training.
- Question 9: *Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners?*

5/5 = general consensus. However, it was noted that it will be a huge challenge given that some countries, Canada for example, may issued restricted licenses to mariners that only work domestically and on a very defined trading pattern/route (e.g. a ferry going from one small village to another small village a couple of miles away). So, as with restricted (Home Trade) STCW navigation licenses, the same may have to apply to cross-cultural competency training.
- Question 10: *What suggestions do you have for this research going forward?*
 - While there is a national Canadian culture, are you going to look at the many subcultures in Canada, especially those found on board vessels sailing on the Great Lakes.
 - CC training is critical in Canada alone, especially with movement into the Canadian Arctic.
 - Pay attention to the demographics of the crewing models that are currently being used as new crews are popping up across the globe and the crew combinations that once worked earlier may not be available or work in the future.

The focus group concluded at 16.00.

Findings – Questionnaire FG3 at MI:

Data from the questionnaire (see Appendix 7- Focus Group Questions version 2, 28 October 2010): 5/5 responded “yes” to Question 4: “*Do you feel that development of cross-cultural competency for present and future professionals is important,*” without notating reservations. One participant commented “critically important to work as a team or manage people in an international environment”.

3.2.7 Results from WP2- Focus Groups at John B. Lacson Foundation Maritime University (Profile)

- All males
- Full-time faculty of the BS Marine Engineering: 1/13
- Full-time faculty of the BS Marine Technology : 7/13
- Administrative staff: 5/13
- Maritime professionals: 13/13
- Experience with “mixed crews”: 13/13
- Experience with diverse cultures and nationalities on shore to varying degrees: 6/13
- Shipping experience within the last 5 years: none
- Work sailing experience with flagged ships:
(Flags represented: 5-Panama; 4-Liberia; 2-Singapore; 2 Norwegian)

Tab. 20 details the years of experience with diverse cultures and/or nationalities on board and on shore, respectively, claimed by the 13 participants

On-Board		On-Shore	
no experience	0	no experience	0
< 2 yrs	0	< 2 yrs	1
< 4 yrs	0	< 4 yrs	1
< 10 yrs	2	< 10 yrs	3
< 10-30yrs	10	< 10-30yrs	8
31 yrs and above	1		

Notes: Those with both ship and shore experience with diverse cultures and Nationalities = 13, or 100 percent
None of these participants had shipping experience within the last five years.

Tab.20. JBLFMU FG- Details of experience with diverse cultures

<ul style="list-style-type: none"> • Seamanship • Navigation • Thermodynamics • Maritime Pollution • Electronic Navigation • Maritime Communication • Deckwatchkeeping • Ship construction • Maritime Law • Merchant Ship Search and Rescue (MERSAR)
--

Tab. 21. JBLFMU FG- Courses taught by FG participants

- Question 1: *Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?*
 - Twelve (12) promptly said “yes”; 1 said “perhaps” and explained that cross cultural awareness naturally unfolds by experience.
 - The participants who said “yes” advanced the following reasons for seafarer’s need for cross culture training:
 - Seafarers almost always work with multi-nationality crew; cooks, for instance, should be familiar with the crew members’ food requirements as dictated by respective cultures and religions;
 - Cross-cultural competency enables seafarers to deal well with foreign authorities and personnel in the shipping business;
 - cross-cultural training helps seafarers develop an open-minded tolerance and understanding of foreign co-workers; and
 - Cross-cultural training helps in minimizing mutual discrimination among seafarers of various cultures or nationalities.
 - The participants felt that Filipino seafarers are easily adaptable when working with foreign co-workers.
- Question 2: *Currently, there are no courses dedicated to training in cross-cultural competency in the Marine Transportation or Engineering programs at JBLFMU [Correct?].*
 - The JBLFMU does not have a specific cross-cultural program or training for the students
 - This may be integrated in Social Science and Humanities courses as well as in the Personnel Management on Board Training (PMOT) or the Personal Safety and Social Responsibilities and Basic Safety Training.
- Question 3: *What courses or other training opportunities are you aware of that are available at JBLFMU for cross-cultural competency development?*

- Specific training needs must focus on:
 - Identification of cultural/religious idiosyncrasies;
 - Work ethics of various cultures;
 - Proficiency in the commonly used language (English);
 - Awareness of cultural differences.
- Question 4: *What training needs specific to cross-cultural competency are particularly important in your view?*
 - one participant said that active seafarers should undergo cross-cultural training,
 - all agreed that maritime students should undergo cross-cultural training through curriculum integration;
 - They likewise believe that those aspiring to become seafarers and those working in maritime-related establishments should undergo cross-culture training through special short-term courses.
- Question 5: *Who should have the training?*
 - All participants agreed to the infusion of cross-cultural training in identified courses in the curriculum as well as the use of IMO model courses for priority subjects for cross-culture integration.
 - Another participant suggested that modular learning be used aside from the traditional lecture method.
 - Others said role playing and simulations can be an effective technique;
 - One said research on various cultures will help.
- Question 6: *Delivery Mode (When/How)?*
 - Participants anticipated that the JBLFMU may encounter lack of qualified teachers;
 - Lack of interest among students and schedule conflicts among active professional seafarers.
- Question 7: *What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?*
 - One participant said that inviting professors/lecturers who are experts on sociology and culture will help the Cross Cultural awareness among seafarers
 - Some participants expressed the need to acquire CBT and other materials on various cultures;
 - One particularly stated that inviting foreign resource persons can be very valuable.
- Question 8: *How should these challenges be overcome?*
 - All agreed that CCUL COMPET is necessary for the crew to be comfortable with their foreign co-workers on board.
 - Four suggested that it should not be required of licensed mariners
- Question 9: *Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners?*
 - The JBLFMU participants suggested that data gathering for this research be more structured with the use of questionnaires, survey forms, etc. which may be easily accomplished by respondents.
 - Generally, they felt that this research on cross-cultural competency can pave the way to alleviating social discrimination among seafarers and other maritime personnel.
- Question 10: *What suggestions do you have for this research going forward?*
 - No suggestions.

4. Conclusions

4.1 Conclusions of Work Package 1

4.1.1 Literature Review

The Literature review among licensure documents and maritime labor-related regulations and other accepted industry documents showed that at the moment licensure is not connected to the development of cross-cultural competency. Even the recent Manila Amendments to STCW, while they emphasize the important of training in leadership and teamwork, no clear or direct statement is made with regard to cross-cultural competency development. In the case of the –soon to be ratified- MLC, there is a statement that potentially could include the cross cultural competency development. In the need for “seafarers [to] strengthen their competencies, qualifications and employment opportunities”, and if one takes into consideration the Websites’ and Career Links Analysis that follows, then it is possible that in the near future the industry will increasingly acknowledge or attend to the need for maritime professionals to develop cross-cultural competency. Further analysis among other industry-accepted guidelines, such as the TMSA and DNV’s CSR Reports reveals that there is strong interrelation between the level of quality of offered services by a ship operator, and the concern on cultural awareness, cultural sensitivity, interpersonal, diversity and negotiating skills. Although the last documents are non-compulsory, one has to note that through Tanker Management Self Assessment and Corporate Social Responsibility policies the high quality operators are discerned from the substandard operators.

4.1.2 Curriculum Analysis

Conclusions of Work Package 1, and specifically of the Curriculum Analysis include the following:

As noted earlier, several e-mails sent out to IAMU member institutions were automatically returned for various reasons. Therefore, it is important for the IAMU to ensure that it has an accurate and up to date list of contact information for the member institutions.

Forty seven percent of member institutions responded to the survey. This is considered a respectable percentage given the challenges faced in reaching individuals with authority to comment. However, a 100 percent response rate would have helped ensure a compilation of a complete set of approaches being utilized to deliver cross cultural training to maritime professionals.

It is important to note that none of the participants identified courses titled Cross Cultural Competency. Therefore, one possible limitation to our initial survey was that we asked survey recipients to identify a *single* course with a title dedicated to “cross-cultural competency.” The findings clearly showed that CCUL.COMPET could be taking place in many venues and delivery formats at IAMU member institutions. This is interesting to note in that institutions have gone forward with the offering of cultural diversity awareness training in ways they deem to be effective. Also, it was not discernable from the survey responses as to how, if done at all, competency in Cross Cultural Education and Training was measured.

At this juncture we have no way of knowing what may be the most effective and efficient way to approach such education and training. Maybe there is no ‘one’ best way and thus what we are currently seeing is the way forward. If necessity influences us to invent or adapt accordingly, then maybe a combination of all that we are seeing has merit in the development of systematic and effective delivery of Cross Cultural education and training. It is important for others to be aware of the approaches to Cross Cultural awareness being taken by their colleagues. The way forward now may be the assimilation of ALL the education and training approaches being availed of, into a virtual classroom that can be accessed anytime, from anywhere, by anyone, at any level of their professional development or requirement. How that may be accomplished is addressed in the final conclusions of this report.

4.1.3 Websites' Analysis

The Websites' and Career Links Analysis which includes ship owners, managers and operators shows a high or at least moderate interest in the competencies of their culturally diverse personnel. Particularly among the companies that own/manage/operate tanker vessels (sample from INTERTANKO and OCIMF) concentrate a total 20% of the total sample. In the same vein, companies owning/ managing/ operating LNG, LPG and other specialised vessels (sample from SIGGTO), also concentrated a significant 9% of the total sample. These results can be further explained and supported by the results of the TMSA Review, which applies to companies with these types of fleets. The application of TMSA Guidance is a tool to separate the most quality operators, and in this way, encourages the development of cross-cultural competency for the seagoing personnel. Companies owning/ managing/ operating dry cargo vessels concentrated a significant 12% of the total sample, while container owners represent 7% of the total sample; these percentages could be explained by the large number of dry cargo vessels that operate in international trades and employ culturally mixed crew, and are indicative of the relation between career development and cross-cultural competency development. Finally, the cruise shipping industry employs around 100.000 seafarers from more than 120 different countries, and exploits the advantages of cultural diversity not only in terms of cost, but also of marketing and servicing [13]. Despite the fact that cruise ships are usually manned with multinational crews that can reach even 50 different nationalities of seafarers on board [15], very few cruise shipping companies' websites (2%) included a statement related to cross-cultural competency need. Celebrity Cruises states that *"All Celebrity family members are encouraged to participate and excel in our innovative Personal Development System, which focuses on individual performance and professional development in the following key competency areas: Personal Effectiveness; Interpersonal Effectiveness; Business Effectiveness; Leadership Effectiveness"*-- although this statement does not focus on the need for cross-cultural competency development, it acknowledges the contribution of interpersonal skills, to the overall effectiveness of the organization. The survey showed that the websites of cruise shipping companies focused on the attraction of customers through advertisement of the trips they offer. The absence of cross-cultural competency related statements does not necessarily mean that these companies do not give value to the cross-cultural competency of their seagoing personnel-- especially if one considers that seafarers on board cruise ships usually get trained for servicing tourists of many different regions and are trained on crowd management. In short, a high percentage -almost half of the companies of the sample- show a keen need for cultural competency—an impressive percentage with significant implications to maritime training and professional development over the long term. These implications are addressed further in Section 4.3.2- Recommendations for Phase II.

4.2 Conclusions of Work Package 2

4.2.1 Roundtable and Mini-survey among conference participants

RT attendees unanimously supported that cross-cultural competency was essential to the “arsenal,” so to speak, of maritime professionals. As for the conference participants, 97% supported that development of cross-cultural competency for present and future maritime professionals is important, if not vital. Results from RT offered great input for the development of the main research tool, i.e. the focus groups at MMA, MI, and JBLFMU, while the mini-survey fulfilled its objectives; to collect data, (b) get a direct feedback in parallel to the Focus Groups' survey, (c) raise interest about the scopes of CCUL.COMPET Project and (d) create relations with possible experts in the field that could be contacted for further questions for the scopes of CCUL.COMPET in the future.

4.2.2 From Focus Groups at Maine Maritime Academy

- FG1 at MMA- Discussion of Findings:

Clearly, the notion of a dedicated “course” in cross-cultural competency development was not the recommended mode of delivery by FG1. There was consensus that there was some value to folding

training in cross-cultural competency throughout the curriculum. Important topics mentioned included development of cultural self-awareness and knowledge and application of culture's effects on role perceptions, protocols, and dietary restrictions. Individuals expressed concern with what they deemed to be a too-full-already curriculum in the TSMT program, and discomfort with an initiative which might potentially require faculty to develop expertise in this area. Other than mention of the Arts and Sciences Department, no other programs were mentioned as a source of in-house expertise. Case studies, conscious raising seminars, role plays, on-line training, and special topic lectures all seemed viable instructive means of for developing KSA's in cross-cultural competency. Time, money, internet training, and outside expertise were suggested as ways to overcome challenges to implementation of cross-cultural competency training.

One should note that the view of one individual³⁴ expressed under question 1, is regarded as significant, since it represents a potential voice of a range from "expressed concern" to "resistance" to CCUL.COMPET initiatives. Alternatively stated, one voice of concern or resistance going forward *and* an inherent challenge in-and-of- itself may stem from an ethnocentric view of employment opportunities for maritime graduates---i.e, suggesting that the "clientele" for maritime graduates will likely continue to be U.S. based. Reports [16] regarding the continued shrinking of the U.S.- flagged fleet suggest otherwise. Another involves concern with the already extensive requirements for technical skills. Still another shudders over the prospect of further STCW requirements, particularly in a "soft skill" where metrics for levels of competency might be difficult to ascertain. Interestingly, the questionnaire results show that some views will change when hearing the rationale of others—which supports the intrinsic value of the focus group itself. Others may require a sense of urgency, so to speak, to show that casualties may have occurred due to the effects of cross-cultural views regarding hierarchy and decision-making roles. As in the Roundtable, the aviation industry was recommended for case studies for casualty analysis. Also mentioned was the importance of this training for all students, not just individuals in the licensed programs.

- FG2 at MMA- Discussion of Findings:

Data and the three observers that attended both FG1 and FG2 validate that FG1 had many more reservations about the need for cross-cultural competency for all maritime professionals than FG2, although the FG1 group unanimously agreed that it should be folded into the curriculum to some extent by the end of the discussion.

FG2 expressed general agreement regarding the need and even the imperative for cross- cultural competency for maritime professionals, and offered far more suggestions as to how this might be accomplished, despite the challenges. Those suggestions included mention of all of the same resources from FG1, but added others specific to on-line training, international organizations, encouragement of student and faculty exchanges and emphasis on private sector educational partnerships. These suggestions following the FG interview illustrated a general optimism that challenges to cross-cultural competency development could (and should) be overcome. All venues for possible training: case studies, role play, simulation, conscious-raising seminars, lectures and immersion opportunities were considered viable KSA training mediums for cross-cultural competency. FG2 demonstrated more general awareness of in-house resources for cross-cultural competency training beyond the Humanities courses, mentioning the courses and program of the Loeb-Sullivan School of International Business and Logistics. This may be due to the fact that FG2 included full-time staff who is also engaged daily in career placement and interaction with employers of MMA students, and therefore, more versant of the selling features of the entire student body and respective programs. Nevertheless, despite this

³⁴ "Yes, I can see the need [for CC], but not as a requirement. U.S. culture will be involved with what we do. So, this is why I said...you know...I wouldn't make it a requirement. If we were now to start to work our way towards international operations, provide training and job opportunities for our students to be going on to international ships, I would say, absolutely. But for our clientele at this time, it's good to know, but as a requirement, I don't think I would require it. I think where that is going is that it would be another STCW requirement, and I don't see that happening."

apparent knowledge of additional in-house expertise, collectively, it was still deemed quite limited from the perspective of the Department Chair from Arts and Sciences.

FG2 did not support cross-cultural competency as a separate STCW requirement for the same general reasons as FG1: e.g., challenges to identification of performance metrics and the numerous STCW requirements already.

4.2.3 From Focus Groups at Marine Institute

- FG1 at MI- Discussion of Findings:

Clearly, the notion of a dedicated “course” in cross-cultural competency was not the recommended mode of delivery by FG1. There was consensus that there would need to be some sort of phasing and staging of cross-cultural competency throughout the curriculum as was reported in MMA Focus Groups findings. Important topics mentioned included development of cultural self-awareness, social programs, respect for others, common mission of a ship, language and dietary restrictions. Individuals expressed concern with additional training placed in an already full curriculum and that the word competency should be replaced with awareness as competency will be difficult to measure in light of the multiplicity of cultural milieu in the maritime sector. It was deemed critical that appropriate and skilled resources will be required to execute training. Case studies, conscious raising seminars, role plays, on-line training, and special topic lectures all seemed viable instructive means for developing KSA’s in cross-cultural competency, but serious consideration would be needed to appropriately match the delivery medium with the needs and wants of the student. High level management/executive buy in would be needed to help overcome challenges to the implementation of cross-cultural competency training.

Comments subsequent to FG1 interview by a Master Mariner currently on leave: *“I think that there needs to be a general awareness and that people need to respect others. This has a lot to deal with the way you are raised by your family and how receptive you are of other people in general. Treat others with respect and the way that you would like to be treated. The ship has a common mission and that will focus and give a common goal to all on board. There are many specifics that will be difficult to train for. Modern technology has helped younger generations to adapt easier to cultural differences. Language was a big problem. Modern ship crews tend to be younger and with younger people around the world speaking more English this helps overcome cultural differences.”*

- FG2 at MI- Discussion of Findings:

Data from FG2 echoed many of the same question responses as were noted in FG1. FG2 appeared to be more strongly in favour of making cross-cultural competency an IMO/STCW requirement. FG2 was also more strongly in favour of pressing the need at national and international government levels for cross-cultural competency and to connect it with improved safety and business efficiency as a way to attract favourable attention in going forward. This strong feeling of this group may have been attributed to the fact that three of the six participants were of non-Canadian origin, were faculty in the School of Maritime Studies, and had very recent experience working with mixed crews. In fact, all three of them claimed experience within the last two years. Two of six FG2 participants who were not licensed mariners, and very familiar with the STCW, commented that it would be valuable to have regulatory agency support for the need of cross-cultural competency training. Nevertheless, this support does not diminish the imperative for schools to lead the initiative for cross-cultural training. FG2 offered more insight as to how case studies, role play, simulation, conscious-raising seminars, lectures, workshops, games and social interactions could be incorporated in CCUL.COMPET. FG2 also commented on the value of using students and others who have already been exposed to cross-cultural differences to participate in cross-cultural competency training.

- FG3 at MI- Discussion of Findings:

Data from FG3 echoed many of the same responses that were noted in FG1 and FG2. FG3 commented more on the need for appropriate HR management training for those delivering cross-cultural training.

FG3 provided several situations where case studies would be the preferred media to provide cross-cultural training. FG3 stressed the need for those delivering cross-cultural training to be cognizant of the culture and social fabric they may be entering into before commencing with delivery of cross-cultural training to client/students. This awareness would help with the selection of the most appropriate delivery method/media for the student group/clients being trained. There was also notable mention of an ideal cross-cultural training environment which would avail of a training ship having cross-cultural diversity on board, a controlled learning environment.

4.2.4 From Focus Groups at John B. Lacson Foundation Maritime University

At the JBLFMU, the Focus Group agreed that cross-cultural competency is vital for all seafarers since their maritime profession inevitably exposes them to a work environment made up of people of various nationalities, varied cultures, religions and work ethic. The FG participants, although unable to board ships within the last five years, were open and candid in sharing their cross-cultural experience during the discussion.

It was noted that the group's only shore-based experience is classroom teaching in the JBLFMU. In effect, their suggestions regarding cross-cultural training pivoted around integrating the topic in the maritime curriculum. They showed, however, apprehension as to expertise in handling cross-cultural topics, proposing that expert resource persons could be employed for the purpose. This view mirrored similar concerns expressed at focus groups at MMA and MI.

4.3 Overall Conclusions and Recommendations for Further Research

“OSG believes that a diverse workforce creates better business solutions — and helps OSG stay ahead of its competition in the highly competitive shipping industry”.

“With employees of more than 130 different nationalities, our diversity of cultures and thinking is one of our greatest assets. It reflects and legitimizes our desire to act locally in all our host countries. It also helps us compare and contrast points of view and stay in step with the changes in a globalized world.”

4.3.1 Overall Conclusions

Currently, no maritime international regulatory body specifically requires cross-cultural skills for current and future maritime professionals. Nevertheless, a further analysis revealed that accepted industry standards, such as TMSA and DNV's CSR consider cross-cultural competency an important asset. Therefore, companies that emphasize these competencies through training are generally considered high quality service providers. Further, the career links and websites' survey results support that cross-cultural competency appears to be a human resources' competitive advantage over the long term. Therefore, while maritime institutions are not presently *obliged* to implement cross-cultural competency as a programmatic requirement across curriculums, CCUL.COMPET research supports the imperative to pay attention to trends in the external environment, in order to stay ahead of the learning curve that is likely to be required of their graduates. The quotes above, by two shipping companies, respectively, suggest the importance of needs analysis collaboration with the private sector going forward³⁵. Alternatively stated, while there was no general consensus as to whether cross-cultural competency training should be an STCW and/or IMO requirement, ironically, it may be the employer that becomes “the tail” that “wags the dog” (the institution) in the realm of cross-cultural competency going forward.

³⁵ Refer to section 3.2.3.

The curriculum survey among IAMU member Institutions revealed that there are numerous courses that may address culture's effects and cross-cultural and national diversity. However, this is not to say that this constitutes training, and rather --albeit valuable-- is mostly passive learning.

Roundtable (RT) results showed that gender inclusion and institutional hierarchical traditions and mentality toward decision making, remain challenges that need to be addressed in the future; the reason: the environment of training is just as important as the training itself. Previous to the RT, the researchers believed that cross-cultural competency training would be satisfied through the creation of a single course. However, field work results did not support this view.

Convenience samples assembled for Focus Groups 1 and 2 at Maine Maritime Academy, in Castine, Maine, USA, supported that cross-cultural competency should be integrated throughout the curriculum, to varied extents, and not just for the licensed programs. As mentioned earlier, FG1 had many more reservations about the need for cross-cultural competency for all maritime professionals than FG2. FG2 expressed general agreement regarding the need and even the imperative for cross cultural competency for maritime professionals. They offered more suggestions regarding how this might be accomplished, despite the challenges. Data regarding the profiles of participants in FG1 versus FG2 support that the more interaction with individuals of diverse cultures and nationalities, the more apparent support for training in cross-cultural competency. Additionally, data show that people can apparently be influenced about the need for cross-cultural competency when they have a rationale and are presented with opportunities for interaction.

There was no support for a single course dedicated to cross-cultural competency training for maritime professionals; rather, both FG1 and FG2 supported an infusion of cross-cultural competency across the curriculum and to varying extents. In this regard, there might not be a need to "reinvent the wheel." There are in-house courses from other departments that address aspects of culture and culture's effects. Lack of general awareness of the nature of these courses may be hindered by institutionalized, functional siloism of program majors and the need for collaboration across curriculums. Even if existing courses are factored into cross-cultural competency in their existing form or adapted through collaboration, the need for an "international perspective" regarding the issue of cross-cultural competency was emphasized.

Both FG1 and 2 stressed the importance of stereotyping avoidance and authoritative country expertise. Training needs identified included, but were not limited to attention to education content pieces such as protocols for interaction and decision making, education about stereotyping and stereotyping avoidance, gender roles, cross-cultural perceptions of gender roles, reporting relationships, world religions, dietary practices, culture's influence on teamwork and social interaction processes, job roles and perceptions of personal space. Challenges to implementation might be mitigated through partnerships with private sector and not-for-profit agencies with diverse cultural and national constituencies and workforces. Casualty analysis research was recommended by both focus groups to discern if root causes were a factor of cross-cultural effects. Recommended methods to develop KSA's in cross-cultural competency include role plays, conscious-raising seminars, lectures, case studies, and internet on-line training, immersion through student faculty exchanges and possibly simulations—all though the latter was not supported in FG1 due to a possible lack of familiarity with this instructional medium. Nevertheless, research to investigate and assemble what has been done in this realm might prove to be worthwhile going forward.

Convenience samples assembled for Focus Groups 1, 2 and 3 at the Marine Institute in St. John's, Newfoundland, Canada supported that cross-cultural competency should be integrated throughout the curriculum in a staged and phased approach. The training needs to be offered to everyone, commence early, and continue throughout the professional progression and development of the individual. While

a variety of delivery media was deemed beneficial to help with successful delivery of training, it was generally felt that the choice of delivery media would need to be seriously considered before the training commenced: What may work in terms of successful delivery for one group may not provide the same results for different and in some cases somewhat similar groups. The topic of cross-cultural competency was generally considered to be very broad and diverse, and consequently was not considered suited for delivery in a standalone, single course offering. Another general consensus among the three groups was the need for highly skilled, experienced and qualified resources for the delivery of training. It was also noted throughout the groups that the measuring or evaluation of cross-cultural competency will be a significant challenge given the global complexity of the topic. Unless the students can experience cultural diversity, it will be difficult for the student to truly understand cross-cultural differences and to remain cross-cultural competent. The same will be true for faculty tasked with the development and provision of the training, how will they stay current when physically stationed in a Maritime University. With respect to simulation and controlled training environments, the idea of having cadets work on board a culturally diverse training vessel may have merit. In such an environment, ignorant cultural offences would be anticipated and they could be used to help build case studies.

Finally, the FG interview results at JBLFMU show that participants generally agreed there is a significant need for cross-cultural training and skills among present and aspiring seafarers. Cross-cultural working environments are unavoidable for those who are and will be in the seafaring profession. Therefore, cross-cultural competency was deemed to be extremely necessary, as it ultimately optimizes seafarers' efficiency, effectiveness and productiveness in the practice of their profession. Further, there was consensus that this research on cross-cultural competency could potentially pave the way to alleviate social discrimination among seafarers and other maritime personnel, as well as create mutual understanding among the crew and officers on the sailing vessel. This is not to say that there are not challenges to face to provide cross-cultural training to seafarers. Participants suggested a range of approaches regarding modes of instruction that was also mentioned during the FG and RT interview at MI, MMA, and during the initial RT in Newfoundland, and summarized in Report final conclusions.

As suggested by several RT attendees, perhaps cross-cultural competency should be institutionalized throughout the curriculum, as have other initiatives such as "internationalization" and "writing across the curriculum" in institutions of higher education.

4.3.2 Final Reflections regarding Phase I and Recommendations for Phase II

Research supported that while cross cultural training is considered potentially valuable to maritime professionals for many reasons, there is no internationally prescribed, comprehensive or recognized program of study offered to address this training. Findings show that the private sector is obviously in the forefront with this training, primarily for reasons related to safety culture and team cohesion development among cross-cultural crews. Further, while research of select IAMU colleges showed that students may be *exposed* to coursework regarding diverse nationalities and cultures in the form of passive learning, *training* in the form of active learning and assessment of outcomes was not apparent. Additionally, research findings did not uncover collaboration among IAMU member institutions on the subject of CCUL.COMPET at this time. Herein lies the grounding for recommendation Number 1 and others to follow:

- Recommendation 1:

There is obviously a broad spectrum of expertise and coursework that already collectively exists, or is in an developmental state within the membership of IAMU and in the private sector³⁶. Yet, CCUL.COMPET research supports that these resources largely reside within the boundaries of programs and/or disciplines. The authors of CCUL.COMPET believe this situation represents an opportunity for IAMU to become a amicable protagonist of change (vs. a regulatory antagonist); to forge forward, and turn functional disciplinary silos into porous networks for interdisciplinary and intra-university collaboration. The project authors recommend this be done through a task force established by the IAMU devoted to this objective, and through a knowledge management (KM) system through its own Web portal—to be further described in the recommendation to follow: The sooner the better, given the evolving multinational nature of the maritime industry, and, hence, the growing need for development of human resources that represent an employer's competitive advantage in the face of globalization.

- Recommendation 2:

The readers of this report will note that originally the authors of this report believed that Phase II would be devoted to developing a single course in the realm of CCUL.COMPET. However, that approach is not supported by research findings, which explains the departure to follow:

To address the broad range of needs, cultural contexts and priorities of maritime universities around the world, Phase I results suggest that Phase II be dedicated to developing and making accessible, training materials that can be adapted to the needs and resources of the maritime institution. These materials will need to be dynamic, contemporary, easily accessible and comprehensive enough to represent the major cross-cultural and national diversities that maritime professionals are likely to encounter. CCUL.COMPET Research partners Parsons, Potoker and Progoulaki propose and plan to develop for Phase II of CCUL.COMPET, a web-based portal for access to a repository of maritime education training materials in cross-cultural topics. This web-portal will serve as an e-Library, accessible to members. Selected experts chosen from the data of Phase I and from further research including Delphi method, will be asked to provide expertise and training materials. IAMU's role, therefore, further becomes a Vanguard for research, intercollegiate collaboration, and more. More details regarding the CCUL.COMPET's Phase II will be addressed in collaboration with IAMU and The Nippon Foundation in the Phase II Operations Program.

- Recommendation 3:

Maritime institutions should continue to partner and intensify existing partnerships with the private sector to develop case studies, role plays, simulations in the realm of CCUL.COMPET. It appears imperative to develop and encourage *active* learning experiences in the realm of cross-cultural competency. Phase II will consider the private sector in development of the CCUL.COMPET e-portal through the Delphi survey methodology.

In short, the CCUL.COMPET project aimed to address the needs of and challenges to development of cross-cultural competency among maritime professionals through qualitative and quantitative methodologies and in cooperation with selected maritime universities that are members of the IAMU. Gap analysis results were presented, along with recommendations for further research. While few of the findings were anticipated at the onset of the project, the results point to significant opportunities—particularly to IAMU, regarding suggested further research,

³⁶ Reiterating, one limitation to the research was that the WP1 curriculum analysis survey asked if IAMU member institutions offered courses dedicated to (Title) CCUL.COMPET. Results showed that understanding and exposure to cross-cultural and national diversities may be addressed in varied formal and informal educational scenarios.

Acknowledgments

CCUL.COMPET Research Team would like to thank the IAMU and The Nippon Foundation for the opportunity to participate in this valuable effort. Authors also express appreciation to those who participated in the research.

5. References

- [1] Bogdan R. and Biklen S., “*Qualitative research in education: An introduction to theory and methods*”, Allyn and Bacon, Boston, (1992). (p. 2).
- [2] Patton, M., “*Qualitative evaluation and research methods*”, Sage Publications, Newbury Park, CA, (1990). (p. 284).
- [3] *ibid.* (Patton, p.295).
- [4] Delbecq A., Van de Van A. and Gustafson D., “*Group techniques for group program planning*”, Scott, Foresman, Glenview, Ill, (1975).
- [5] Hofstede G. (1967-2009), *Geert Hofstede cultural dimensions*, Official website: <http://www.geert-hofstede.com/>. Retrieved Oct. 8, 2010.
- [6] Patton, M., “Qualitative research and evaluation methods”, Sage Publications, Newbury Park, CA, (2002). (p. 386)
- [7] IMO, “International Convention on Standards of Training, Certification and Watchkeeping for Seafarers”- STCW, International Maritime Organisation, (1978; 1995).
- [8] ILO, “*Maritime Labour Convention*”, International Labour Organization, (2006).
- [9] OCIMF, “Tanker Management and Self Assessment, A Best-Practice Guide for Vessel Operators”, 2nd edition, Oil Companies International Marine Forum,(2008).
- [10] DNV, “Corporate Social Responsibility and the Shipping Industry”, Technical Report No. 2004-1535, Revision No.1, Det Norske Veritas, (2004).
- [11] Silberman M., “*Active Learning*”, Allyn and Bacon, Needham Hts, MA, (1996).
- [12] “*Active vs. Passive Learning*”, (1997). Available at: <http://courses.science.fau.edu/~rjordan/activelearning.htm>
- [13] Schneider S.C. and Barsoux J.L., “*Managing Across Cultures*”, Prentice Hall, Europe, (1997). (p.209).
- [14] Zhao M., “*Seafarers on Cruise Ships: Emotional Labour in a Globalised Labour Market*”, School of Social Sciences, Cardiff University, SIRC, Working Paper Series, Paper 27, May, (2002).
- [15] Wood R.E., “Globalization at Sea: Cruise Ships and the Deterritorialization of Capital, Labor and Place”, *Proceedings of the Eastern Sociological Society Meeting*, Baltimore, March, (2000).
- [16] Cummings E.E., “Shrinking U.S. Flag Fleet Draws Attention in Congress”, (2010). Available at: <http://www.oldsaltblog.com/2010/10/04/shrinking-u-s-flag-fleet-draws-attention-in-congress/>

Appendices

Appendix 1- Roundtable Facilitator Guideline

Appendix 2- Mini QSR used at AGA11 and IMEC22 Conferences

Appendix 3- Roundtable Questionnaire

Appendix 4- Initial E-mail to IAMU

Appendix 5- Single Question Curriculum Survey

Appendix 6- Focus Group Questions version 1, 22 October 2010)

Appendix 7- Focus Group Questions version 2, 28 October 2010)

Appendix 8- Observer Notes- Commandat, 28 October 2010

Appendix 9- Observer Notes- Department's Chair A&S, 28 October 2010

Appendix 1

Roundtable Facilitator Guideline

“Maritime Human Resource Solutions”

A conference held at:

Fisheries and Marine Institute of Memorial University
St John's, Newfoundland, Canada

Organized by:
Company of Master Mariners of Canada

Roundtable Format [standardized]

A. Protocol

1. We will tape record with permission.
2. We will have at least one outside observer taking notes.
3. [I] have requested a large square table with microphones place around the table; attendees are seated around the large table.
4. Copies of the “Roundtable Forum Event” are to be distributed to all attendees prior to commencement of Roundtable.
5. “Roundtable Attendee Information Form” will be distributed at all Roundtables at Conferences. Hand out at end of Roundtable and collect.

B. Facilitation of Roundtable –progression of questions and comments.

[Welcoming comments...Research partner introduction]

1. Introduction to Research and Objectives:

I am part of a research team that is investigating the relative need for training in cross-cultural diversity for maritime professionals. The title of the project is: *Cross-CULTural CCompetency for Maritime Professionals through Education and Training (CCUL.COMPET)*. The CCUL.COMPET Project will examine the current status of Cross-Cultural Training in maritime education and training systems, and identify gaps, needs and challenges to be addressed in maritime education.

The project is considered one of 4 major maritime Capacity Building Projects that is funded by The Nippon Foundation through the International Association of Maritime Universities (IAMU). Your presence and comments here today will help us develop necessary focus groups and critical questions for those focus groups going forward within selected IAMU universities and elsewhere.

The rationale for this work is the following: It is clear that a high level of cultural diversity characterizes the profile of those who work in the global maritime industry. Cultural diversity exists not only on board, among multinational teams, but also shore

side. Even in cases where shipping companies employ single nation and/or foreign/native crew, often both the vessel and the office are involved in relations and communications with foreign third parties, such as port authorities, pilots, inspectors, etc. Our objective here today is to have you share your knowledge, experience, and or perceptions on the subject of cross-cultural competency needs and challenges for future maritime professionals. So let us begin in the short time we have by finding out more about you; then we will launch into our questions.

2. Getting to know the attendees

- 1) *How many of you have shipping experience within the last 5 years?*
- 2) *How many of you have experience with “mixed crews”—i.e. diverse, nationalities cultures?*
- 3) Go around the room to do introductions.
While you go around the room, poll the attendee’s perceptions of need for training in cross-cultural competency. (Refer to definitions below.).
Say: *“As you introduce yourself, pls. mention your feelings about the need for training in cross-cultural competency. Provide an experience you had that points to that need. Feel free to mention if you don’t feel training in this area is essential. [Note: Encourage discussion of their experiences.]*
If you don’t feel comfortable to share your views publicly, a form is provided for that opportunity.
- 4) House rules: Please do not criticize the views of others—by that I mean express disagreement or agreement. Simply state your views, and not whether you agree or disagree with what you have heard.

3. Questions

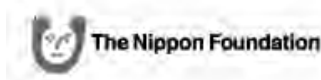
- a. Comment on whether you feel there is a need for training of maritime professionals in the area of cross-cultural competency.
- b. How skilled are our maritime graduates in conflict resolution, team building, communication, and decision-making competencies that might be useful when working across nations and cultures?
- c. What curriculum or other opportunities are available at your organization or institution for training in cross-cultural competencies?
- d. What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?
- e. What suggestions do you have for our research? Organization of focus groups?

Key definitions:

CROSS-CULTURAL training: refers to skills' training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management. Cross-cultural —competency entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision making and acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

MARITIME PROFESSIONALS: active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff and maritime faculty.

Appendix 2



<p>CCUL.COMPET Project, Phase I, Form AE28-10-10 IMEC Conference, Alexandria, Egypt, Oct 28- Nov 1 2010 <i>Personal Interview: Toward Cross- Cultural Competency Among Future Maritime Professionals: Needs and Challenges</i></p>	<p>CCUL.COMPET Project, Phase I, Form NF9-30-10 IAMU AGA11, Busan, Korea, Oct.15-18, 2010 <i>Roundtable/Personal Interview: Toward Cross-Cultural Competency Among Future Maritime Professionals: Needs and Challenges</i></p>
--	--

Questionnaire

NAME³⁷: _____

AFFILIATION: _____

JOB RESPONSIBILITY: _____

EMAIL: _____

COUNTRY OF ORIGIN: _____

COUNTRY IN WHICH YOU PRESENTLY WORK: _____

Research Project Title: Cross-CULTural COmpetency for Maritime Professionals through Education and Training (CCUL.COMPET). The CCUL.COMPET Project will examine the current status of Cross-Cultural Training in maritime education and training systems, and identify gaps, needs and challenges to be addressed in maritime education. The project is considered one of 4 major maritime Capacity Building Projects that is funded by The Nippon Foundation though the International Association of Maritime Universities (IAMU). Your presence and comments here today will help us develop necessary focus groups and critical questions for focus groups going forward within selected IAMU universities and elsewhere.

Questions (Please circle your answer and provide clarification as necessary):

1. Are you a "maritime professional" (as defined below)?

Yes **No** **Other:** _____

Comments:

2. Have you worked on board vessels with mixed crews?
(i.e. cultures, diverse nationalities from? _____)

³⁷ Note: We would appreciate your name and contact information in case we need your further insight and commentary.

Yes **No** **Other:** _____

Comments: _____

How recently? _____

For how many years? _____

In what position? _____

3. *Have you worked on shore within maritime or other maritime related companies that communicate regularly with overseas clients or business partners representing diverse nationalities, cultures?*

Yes **No** **Other:** _____

Comments: _____

How recently? _____

For how many years? _____

In what position? _____

4. Do you feel that development of cross-cultural competency for present and future maritime professionals is important?

Yes **No** **Other:** _____

Comments: _____

Thank you for your comments. May we contact you if we have further questions?

Yes **No**

Comments: _____

Interviewer comment: _____

Thank you for participating in our Research.

In _____: ____/____/10

[Name of Researcher]: _____

Captain James R. Parsons, Ph.D.

Academic Director, MMM
School of Maritime Studies
Fisheries and Marine Institute
Memorial University
St. John's, Newfoundland
Canada A1C 5R3
E-mail: Jim.Parsons@mi.mun.ca

Maria Progoulaki, Ph.D.
University of the Aegean
Re-SHIPS Laboratory
Dept. of Shipping, Trade and Transport
University of the Aegean
2A Korai Str., Chios, GR-82100, Greece
E-mail: m.progoulaki@aegean.gr

Elaine S. Potoker, Ph.D.
Loeb-Sullivan School of International Business and Logistics
Maine Maritime Academy
Castine, ME 04421 USA
E-mail : elaine.potoker@mma.edu

Key definitions:

CROSS-CULTURAL training: refers to skills' training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management. Cross-cultural —competency entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision-making, acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

MARITIME PROFESSIONALS: active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff and maritime faculty.

Appendix 3

*IAMU Project, Phase I, Form NF9-30-10
Newfoundland Conference, Sept. 30, 2010
Roundtable: Toward Cross-Cultural Competency Among Future Maritime
Professionals: Needs and Challenges*

Questionnaire:

NAME³⁸: _____

AFFILIATION: _____

JOB RESPONSIBILITY: _____

EMAIL: _____

Research Project Title: Cross-CULTural COmpetency for Maritime Professionals through Education and Training (CCUL.COMPET). The CCUL.COMPET Project will examine the current status of Cross-Cultural Training in maritime education and training systems, and identify gaps, needs and challenges to be addressed in maritime education. The project is considered one of 4 major maritime Capacity Building Projects that is funded by The Nippon Foundation through the International Association of Maritime Universities (IAMU). Your presence and comments here today will help us develop necessary focus groups and critical questions for focus groups going forward within selected IAMU universities and elsewhere.

Questions (Please circle your answer and provide clarification as necessary):

1. Are you a "maritime professional" (as defined below)?

Yes No Other

Comments:

2. Have you worked on board vessels with mixed crews?
(i.e. cultures, diverse nationalities from? _____)

Yes No Other

Comments:

How recently?

For how many years?

In what position?

3. Have you worked on shore within maritime or other maritime related companies that communicate regularly with overseas clients or business partners representing

³⁸ Note: We would appreciate your name and contact information in case we need your further insight and commentary.

diverse nationalities, cultures?

Yes No Other

Comments:

How recently?

For how many years?

In what position?

4. Do you feel that development of cross-cultural competency for present and future maritime professionals is important?

Yes No Other

Comments:

Thank you for your comments. May we contact you if we have further questions?

Yes No Other

Comments:

Sincerely,

Elaine S. Potoker, Ph.D.

Loeb-Sullivan School of International Business and Logistics

Maine Maritime Academy (an IAMU member)

Castine, ME 04421 USA

Email: elaine.potoker@mma.edu

Phone: 207 326 2121

Key definitions:

CROSS-CULTURAL training: refers to skills' training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management. Cross-cultural —competency entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision-making, acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

MARITIME PROFESSIONALS: active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff and maritime faculty.

Appendix 4

Subject: IAMU Research Project

Title: "Cross-CULTURAL Competency for Maritime Professionals through Education and Training" (CCUL.COMPET).

Dear Sir/Madame:

For your information, we have recently been awarded the above referenced research project opportunity by IAMU and the Nippon Foundation. Our intention is to examine the current status of cross-cultural training in maritime education and training systems, and identify gaps, needs and challenges to be addressed in maritime education.

We are writing to ask for your kind assistance in the initial phase of our project. Specifically, we wish to find out if IAMU member institutions offer courses and/or training dedicated to cross-cultural competency development. We would be grateful if you could please complete the attached single question survey and return to jim.parsons@mi.mun.ca by 1 November 2010.

I thank you for your assistance in our very important research.

Respectfully requested,



Captain James R. Parsons, Ph.D.
Academic Director, MMM
School of Maritime Studies
Fisheries and Marine Institute
Memorial University
St. John's, Newfoundland
Canada A1C 5R3
www.mi.mun.ca

Appendix 5

9 October 2010

Subject: IAMU Research Project

Title: "Cross-CULTURAL Competency for Maritime Professionals through Education and Training" (CCUL.COMPET).

Dear Sir/Madame,

The IAMU and the Nippon Foundation have awarded a grant to the Marine Institute—one of four involved with the IAMU's 2010 Capacity Building Project. The award purpose, titled above, is to examine the current status of cross-cultural training in maritime education and training systems, and identify gaps, needs and challenges to be addressed in maritime education.

To expedite the initial phase of the project, the research team has requested to direct a single question to all of the Deans of our member institutions. Therefore, please respond to the following survey question, directing it to the e-mail address provided below:

"Does your Institution's programs and curriculum offer courses and/or training dedicated to cross-cultural competency development for maritime professionals (as defined below)?

Maritime Professionals are defined as active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers (mainly officers) of the merchant marine, managers/ employees at maritime shore-based positions, students, staff and maritime faculty.

Cross-Cultural Education is defined as the skills' training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management.

Cross-cultural competency entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision making and acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

Please delete YES or NO accordingly, and comment below:

YES NO

Comment: *(Please specify the type of course or training you provide on this subject; also feel free to provide your perceptions of the importance of such training.³⁹)*

Contact Person: _____

IAMU Member Institution: _____

E-mail address: _____

Participants can reply back at: jim.parsons@mi.mun.ca by 1 November 2010.

³⁹ Offered courses may include Undergraduate, Postgraduate, Vocational Training or other.

I thank you for your assistance in this very important research.

Respectfully requested,
Capt. James R. Parsons, Ph.D.
Marine Institute, Memorial University
St. John's, Newfoundland, Canada

Appendix 6

Form Projector 10-22/2010 Focus Group Questions MMA

Focus Group questions for Selected Maritime Institutions MMA

1. Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?
- (2) Currently, there are no courses dedicated to training in cross-cultural competency in the MET or Engineering programs at MMA. [Correct?]
3. What courses or other training opportunities are you aware of that are available at MMA for cross-cultural competency development?
4. What training needs specific to cross-cultural competency are particularly important in your view (*See "cross-cultural training" definition below*)?
5. Who should have the training?
 - 1) All students in maritime and related programs?
 - 2) Senior cadets only?
 - 3) Professionals in the maritime industry who work in a culturally diverse environment and seek to develop cross-cultural competency in order to manage and/or lead multinational working teams?
6. Delivery Mode
 - A. Where? Traditional MET, onboard training, simulators, distance learning?
 - B. When? Which stage of the educational/training/working life of a maritime professional?
 1. Infused throughout the curriculum in identified courses?
 - a. "bridge management?
 - b. business management?
 - c. replicate IMO model courses approach w/incremental knowledge, skills, and abilities (KSAs) at varied levels?
 - d. a designated single course for all students?
 - e. a series of courses, e.g. starting with cultural self-awareness, and then....
 - C. How?
 - a. Case studies—from the Maritime Industry and elsewhere?
(scenario analysis)
 - b. Role play
 - c. Simulation
 - d. Consciousness raising seminars
 - e. Experiential skills building exercises
 - f. Other?
7. What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?

8. How should these challenges be overcome?

9. Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners and organizations with an established ISM policy? Pls. comment.

10. What suggestions do you have for this research going forward?

Key definitions:

CROSS-CULTURAL training: refers to skills' training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management. Cross-cultural —competency entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision-making, acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

Others: skill to lead, manage, and work in multinational teams.

MARITIME PROFESSIONALS: active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff *and* maritime faculty.

MIXED CREWS: For the purposes of this research, "mixed crews" refers to individuals of diverse cultures *and* nationalities who are responsible for the navigation and operation of a seagoing vessel.

Appendix 7

Form Projector 10-28/2010 Focus Group Questions MMA

Focus Group questions for Selected Maritime Institutions

MMA, MI, JBLFMU

1. Do you feel there is a need for training of maritime professionals in the area of cross-cultural competency?
- (2) Currently, there are no courses dedicated to training in cross-cultural competency in the Marine Transportation or Engineering programs at [MMA.] [Correct?]
3. What courses or other training opportunities are you aware of that are available at [MMA] for cross-cultural competency development?
4. What training needs specific to cross-cultural competency are particularly important in your view (*See cross-cultural definition below*)?
5. Who should have the training?
 1. All students in maritime and related programs?
 2. Senior cadets only?
 3. Professionals in the maritime industry other than those listed above?
 4. Others? (pls. define)
6. Delivery Mode
 - A. When? = Which stage of the education/training/working life of a maritime professional?
 1. Infused throughout the curriculum in identified courses?
~ e.g. bridge resource management, business management replicate IMO model courses approach w/incremental knowledge, skills, and abilities (KSAs) at varied levels? (*other suggestions pls.*)
 2. a designated single course for all students?
 3. a series of courses, e.g. starting with “Cultural Self-Awareness, and then “Cultural Understanding”, “Cross-Cultural Crew Management.”
 - B. How?
 - a. Case studies—from the Maritime Industry and elsewhere? (scenario analysis)
 - b. Role play – on board or on shore
 - c. Simulation
 - d. Conscious-raising seminars
 - e. Lectures regarding culture’s elements and effects

f. Other?

7. What are the challenges facing institutions that train present and future maritime transportation professionals to integrate cross-cultural competencies into program objectives?

8. How should these challenges be overcome?

9. Do you feel cross-cultural competency should be a STCW requirement for all licensed mariners? Pls. comment.

10. What suggestions do you have for this research going forward?

Key definitions:

CROSS-CULTURAL training: refers to skills' training that addresses the effects of national culture on working styles, decision making, communication, and perceptions of roles of management. Cross-cultural —competency entails demonstrating ability and developing skills in communicating across cultures, anticipating cultural effects on decision-making, acting accordingly, learning how culture may affect role perception and self-efficacy in decision making, prioritization of resources and actions, and more.

Others: skill to lead, manage, and work in multinational teams.

MARITIME PROFESSIONALS: active and future employees in maritime transportation, either on board or at shore-based positions. The term refers to seafarers- mainly officers of merchant marine, managers/employees at maritime shore-based positions, students, staff *and* maritime faculty.

MIXED CREWS: For the purposes of this research, "mixed crews" refers to individuals of diverse cultures *and* nationalities who are responsible for the navigation and operation of a seagoing vessel.

Appendix 8

Observer

Commandant Comments/ Reaction to 10/28/10 FGroup

Answers to Focus Group Questions for Selected Maritime Institutions

1. There is certainly a need for training of maritime professionals in the area of cross-cultural competency.
2. Although there is no dedicated course for cross-cultural competency, there are numerous opportunities for cross-cultural experiences at Maine Maritime Academy.
3. Other opportunities include:
 - a. Inter-actions with foreign students on campus
 - b. Inter-actions with foreign professors on campus
 - c. Port/country visits as part of Cruise, cadet shipping, and co-ops
 - d. Foreign language studies
 - e. Portions of humanities courses – to name a few.
4. There is absolutely no possible way that anyone can learn about all the cultures that exist in today's world. However, developing an awareness that there are differences and an understanding of why there are differences will properly prepare our students for further cross-cultural training and understanding in the future. This further training can then be conducted by the individual themselves, or by their future employer as the need arises.
5. The education and training I speak of in the above should be for all students at MMA, not just in the license programs. Ideally we would have this opportunity for all staff and faculty as well, though that may be impractical.
6. Delivery Mode:
 - a. When – It would be appropriate if the awareness of differences and the understanding of why they exist to be a major component of perhaps the humanities program that all students have to take in order to graduate. Realistically, we do not have the available time or credit hours to dedicate more time and requirements to the students at this point.
 - b. How – Most can be taught in the classroom using the usual techniques. There would have to be significant reading in these courses as there is a lot of material to cover, and there is "tons" written about it. A course could have field trips, seminars with an international panel, guest lecturers from industry to lend to the significance of what is being taught.
7. The challenges are few, but ominous. There is no additional room in the academic programs to add courses or lay on additional requirements. There is also no way you can expose and educate an individual in the ways of all cultures. There are simply too many. You could do a doctoral program on this subject and begin to touch on all the major cultural that are out there. Finally, with the global dynamic going on in the world today around politics, economics, and cultural independence; things are constantly changing.
8. Here is an idea to perhaps overcome these challenges. First, do not add courses. Simply gear the two (I think) humanities courses to teaching the awareness of differences and the "why" of why they exist. This would have to cover an understanding of the world's basic religions e.g. Islam, Buddhism, Hinduism, Judaism, and Christianity. (I apologize for any miss-spelling, omissions or inappropriate expression on any of these.) A culture's morality often springs from a religion, and their morality is something that must be understood when it comes to cross-cultural awareness and understanding. The course would have to cover the concept that a culture's background and history are vital to this understanding. Another thought would be that language itself can influence a culture. Just as an example I would point out that when my company started dealing with Japanese clients, I read two books. One was an anthropology paper titled "The Chrysanthemum and the Sword", and the other was a story called "Porty Ronin". Both gave an insight into Japanese culture. The important thing is that the

courses provide for an awareness and an understanding of the why. From there, the companies that are dealing with those particular cultures, need to train their employees in the particulars of those cultures.

9. I do not think this should be an STCW requirement.
10. As to further research – both the U.S. Military and State Department have volumes of practical courses that every person assigned overseas has to take in order to do a job over in a specific country. It would be of interest to see if the companies dealing with those countries are taking advantage of those huge resources.

Appendix 9

OBSERVER NOTES, OCT. 28, 2010 FOCUS GROUP 2

Comments

I felt this group was very limited in that there was no representation from non-maritime, MMA faculty who often have a broader understanding of the school's entire curriculum. The reality is that we offer outstanding foundational courses for a broad introduction to different cultures—the Humanities Sequence. No flashy title, I'll admit, but it gets the job done.

Hc-112: HUMANITIES I - An interdisciplinary examination of the cultural roots of modern global society from the first civilizations through the middle Renaissance. Prerequisite: Hc-111. Rec. 3, Cr. 3.

Hc-211: HUMANITIES II - An interdisciplinary examination of the cultural roots of modern global society from the late Renaissance to the present. Prerequisite: Hc-111. Rec. 3, Cr. 3.

All too often, faculty from major departments are unaware of what is available or the true content of Arts and Sciences courses. It seems that unless the title of a course is a narrow, technical description of the exact course content, it is considered less relevant and unable to provide appropriate exposure or training. Don't reinvent the wheel here.

Second, for the most part, MMA students are not mature enough to be open to information or discussion of a different culture until they have experienced some—specific training should probably not even be attempted until after first year cruise and/or cadet shipping. That's why the Humanities sequence is a good, basic introduction to world cultures. Non-regimental majors will have to judge by some other criteria, but it may be that PEO, PET, and/or marine science majors may need a different type of training.

Compiled Nov. 2, 2010
Dept. Chair Arts and Sciences



International Association of Maritime Universities

Kaiyo Senpaku Bldg., 6F, 1-15-16, Toranomom, Minato-Ku, Tokyo 105-0001 Japan

Tel : 81-3-5251-4131 E-mail : info@iamu-edu.org URL : <http://www.iamu-edu.org>