IAMU 2011 Research Project
(No. 2011-3)

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

By

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

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

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Abstract: *The research project entitled "Cross Cultural Competency for Maritime Professionals through Education and Training" (CCUL.COMPET) is one of four major maritime Capacity Building Projects that is funded by the Nippon Foundation through the International Association of Maritime Universities (IAMU). Phase I of the project aimed to determine to what extent cross-cultural competencies were being addressed in selected Maritime Institutions, the challenges involved, and subsequently suggest remedies going forward. Phase I was successfully completed in December, 2010. Results clearly showed that training for CCUL.COMPET could not be accomplished through a single course, given the complexity of nationalities that might be encountered by maritime professionals and the variation regarding maritime institutional resources. Therefore, for this and other reasons detailed therein, Phase II of the CCUL.COMPET project was dedicated to identifying, collecting, and compiling training materials that could be adapted to the needs and resources of the maritime institution. Discussion of methodologies utilized, implications regarding research results, recommendations, and limitations to the research are provided in this final report of Phase II. As emphasized by the research partners since the initiation of the project in 2010, CCUL.COMPET should definitely be considered a work in progress—to evolve further as tacit knowledge that is dynamic, contemporary, easily accessible and comprehensive enough to represent major cross-cultural and national diversities that maritime professionals might encounter. Phase II findings illustrate why this initiative continues to entail many challenges. Materials submitted from academia and industry clearly show a variation in the type and content of education and training provided for cross-cultural management in the maritime profession.*

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

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Definitions

CULTURE: values and beliefs, behavioural norms that are *learned*; also referring to institutions that are passed on from generation to generation.

CROSS-CULTURAL EDUCATION/ TRAINING: skills education and training that addresses the effects of national culture on working styles, decision making, conditions of cooperation among different national cultures, communication and perceptions of roles of management and leadership.

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

DELPHI APPROACH: Delphi approach (as a qualitative Delphi technique) is generally understood as the effort to interview knowledgeable individuals (aka "experts") to obtain current perspectives about proposals, methodologies, materials, or to provide feedback about findings. Frequently several rounds might be required in order to get feedback on the first round [1].

DIVERSITY: Literature referring to "diversity" generally includes, but is not limited to: educational levels, age, gender, race, ethnicity, sexual orientation, disability, world views, and patterns of cognition. Diversity training often focuses on any one or more of these diversities, and points to both similarities *and* differences among individuals and groups.

EXPERT: is generally defined as one who is recognized as having a high degree of skill or knowledge based on experience, training, publications, and practice in related to the field of study being addressed herein.

INTERCULTURAL COMMUNICATION: "Communication is considered a process through which information—thoughts and ideas--are exchanged *through a common system of signs, symbols and behavior*" [2]. Scholars in the field of "intercultural communication" (e.g. Fons Trompenaars [3], Clifford Geertz [4], Edward and Mildred Hall [5] and many more) generally point to similarities and differences between people of different cultures specific to verbal and non-verbal language usage, and also examine underlying perceptions of the world around them in varied contexts.

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 CREW: refer to individuals of diverse cultures *and* nationalities who are responsible for the navigation and operation of a seagoing vessel.

MULTICULTURAL: Within *this* study, "multicultural," as a term, refers to diversities that exist within nations or aboard crew ships. "Multicultural education refers to a commitment to combat racism, sexism, and all forms of prejudice and discrimination through the development of appropriate understandings, attitudes, and social action skills" [6]. "Emphasis is on clearing up myths and stereotypes associated with gender, different races, and ethnic groups" [7].

1. Introduction and Research Objectives

1.1 Introduction

The rationale that grounded Phase I of the project on "Cross Cultural Competency for Maritime Professionals through Education and Training" (CCUL.COMPET) continued as the framework and inspiration for Phase II. Specifically, considering the high level of cultural diversity in the maritime industry that all maritime professionals need to 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 a single nation and/or foreign or 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, and others. In this vein, it was believed that if maritime professionals were educated and trained to work with a multicultural workforce, such training would optimize their skill in conflict resolution, team building, communication, and decision making-competencies that are vital to ship and crew safety at sea.

Following the successful completion of the Phase I CCUL.COMPET project, the research team found that while cross cultural training was considered potentially valuable to maritime professionals for many reasons, there was no internationally prescribed, comprehensive or recognized program of study offered to address this training. Findings in Phase I, as well as findings in Phase II, confirmed that the private sector is obviously in the forefront with cross-cultural education and training, primarily for reasons related to safety culture and team cohesion development among cross-cultural crews. Further, while Phase I research of selected IAMU institutions 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.

To address the broad range of needs, cultural contexts and priorities of maritime universities around the world, Phase II was dedicated to identifying and compiling training materials that could be adapted to the needs and resources of the maritime institution. These materials needed 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. The research partners aimed to identify selected experts, chosen from the data of Phase I, from personal contacts, and from further research (including a Delphi approach) to provide expertise and training materials.

1.2 Overview of Phase I

Phase I of CCUL.COMPET research project aimed to determine the extent to which cross-cultural competencies were being addressed in selected maritime institutions, the challenges involved, and subsequently, to 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.

Results showed that cross-cultural competence education and training 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 cross-cultural competency will likely depend upon many factors. 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 cross-cultural competency education and training across the curriculum and to varying extents.

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1.3 Research Objectives of Phase II

Recalling the IAMU 2011 call to "launch out for a fresh research activity to bring about further progress in capacity building in maritime education and training institutions (MET) throughout the world," Phase II primary objectives were to:

- Attract and select maritime experts from various maritime education and training institutions (IAMU members and non-members), the public and the private sectors;
- Identify and collect training data and material provided by the experts;
- Analyze, compile and develop training material;
- Disseminate results and generate discussion on the topic of cross-cultural education at related scientific conferences.

2. Research Details (Methodology)

2.1 Introduction to methodological framework

Research during Phase II was divided into Work Packages (WP). In most cases, research activities were conducted in parallel to one another. Methodological details of the WPs include:

- **WP1: Dissemination of results, search of possible maritime experts**,

Dissemination of CCUL.COMPET results from Phase I at various international scientific conferences. Attendance of international scientific conferences was essential at this stage in order to search for and recruit possible maritime experts. One or more of the research team members attended each conference. The research partners discussed methodological matters and analysed feedback from conference in person or through Skype and email as needed.

WP1 comprised the following tasks:
- Task 1.1: Dissemination of Phase I results through attendance and presentation at the International Federation of Shipmasters' Association (IFSMA) Annual General Meeting at Halifax, Canada (9-10 June 2011), the IAMU Annual General Assembly-AGA 12 hosted by Gdynia Maritime University in Poland (12-14 June, 2011), and presentation and attendance of all research partners in ECONSHIP conference in Chios, Greece (22-24 June, 2011);
- Task 1.2: Research team meeting (for discussion of methodological matters of the research and analysis of feedback from conference attendances) in Chios, Greece;
- Task 1.3: Search of possible maritime experts among attendants of conferences, personal contacts and past contacts from Phase I.

- **WP2: Collection and Analysis of Data,**

A "Delphi" approach was used in order to collect data. First, the research team collected and recorded profiles (i.e., contact information) from potential maritime experts at the attended conferences, from personal and past contacts, and from contacts included in Phase I. Communication rounds with the maritime experts took place in this step, in order to collect data, to include course material provided from experts as was defined herein.

WP2 comprised the following tasks:
- Task 2.1: Collection of contact information and possible maritime experts' profiles
- Task 2.2: Selection of maritime experts
- Task 2.3: Communication (various rounds) with maritime experts and feedback
- Task 2.4: Collection of data (course material) from experts

More specifically, based on meetings amongst the research partners (e.g. ECONSHIP, Chios) and feedback regarding the presentations at three scientific conferences, the research partners used the

Delphi approach to ascertain what materials were currently being used for the purpose of developing cross-cultural competency in maritime professionals. It was anticipated that insight from these "experts" (as defined herein) would be beneficial to help categorize materials in a format that would be useful for varied needs in the realm of CCUL.COMPET.

As is typical with qualitative research, as inquiry develops, new needs arise that might not have been foreseen at the onset of the research. Therefore, the research partners decided that Task 2.1 would begin with a Pilot to be implemented prior to polling of other potential experts for their materials. As it turned out, this was an effective decision for several reasons: a) the Pilot contacts provided feedback to triangulate the accuracy of definitions that grounded the research project, b) they provided suggestions to improve the wording of polling documents utilized during the study (presented in Final Report in the Appendices section), c) they pointed to categories of materials to be referenced during study and which became critical to the organizing framework for the project materials, and, d) their feedback pointed to issues that were unforeseen by the research team at the outset of the study. While these issues are discussed later on in this report, most are related to legalities involving intellectual property/copyright permission.

- **WP3: Compilation of course material and final report**,

Analysis of the collected data, compilation of course material and creation of the Phase II final report. WP2 comprised the following tasks:
   - Task 3.1: Analysis of data
   - Task 3.2: Compilation of course material
   - Task 3.3: Writing of the final report.

More specifically, Task 3.1 involved analysis of the collected data (i.e. education and training materials), while Task 3.2 involved the final selection and compilation of education and training materials for the purposes of the CCUL.COMPET project. Results of Tasks 3.1 and 3.2 are included herein, while the outcome of Task 3.3 is the final report itself.

2.2 Methodology

For the needs of Phase II of the CCUL.COMPET project, the research team used a Delphi approach in order to identify potential contributors and materials. More specifically, Delphi approach (as a qualitative Delphi technique) was used in order to communicate with individuals (aka "experts") and obtain their current perspectives about CCUL.COMPET's scope and materials. Further, contacted individuals and organizations were asked to recommend to the research team other potential contributors. In this way, the research team aimed at utilizing the recommendations in the frames of a "snowball sampling". Snowball sampling[1] is a non-probability sampling technique popular and widely used in sociology and statistics research. Snowball sampling uses recommendations to find people with the specific range of skills that is considered as useful or strongly related [8]. This technique is a useful tool for building networks, increasing the number of participants and collecting a plethora of information, similar to a rolling snowball that increases in size as it collects more snow. According to this method, participants were asked to use their social networks in order to refer the CCUL.COMPET research team to other people who could potentially participate in or contribute to the study. In this way, snowball sampling was used to find and attract potential experts who are not easily located and accessible. Also, this method allowed the research team to outline the social and professional network that connected the "hidden" population [9], i.e. the potential experts and contributors to the survey.

The survey took place from August to November 2011, including a pilot period that lasted one month (July 2011). The Delphi approach was used in the pilot stage of the research. The purpose of this was to assist the research partners to identify and organize the categories of CCUL.COMPET materials

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[1] Also known as "chain sampling" and "chain-referral sampling".

that would be gathered for Phase II prior to contacting a wider audience, and fine-tune polling documents going forward[2]. A number of 23 individuals participated in the pilot survey.

For the survey following the pilot (main survey), a letter to all possible contributors was prepared and approved by the International Association of Maritime Universities (IAMU) and the Project Coordinator (Marine Institute, Memorial University). The official letter[3] included:

    a. Introduction to the key research objective;
    b. List of possible types of education and training materials;
    c. Guidelines for submission of materials and criteria for acceptance;
    d. Note for required copyrights authorization;
    e. Information about the use of the submitted materials;
    f. Contact information of the research team;
    g. List of definitions.

More specifically, the different types of education and training materials included:

- Course materials – such as syllabus outlines;
- Videos (used as part of presentation, or delivered on board ships);
- Computer based training modules;
- Case studies;
- Lectures and/or letters meant for on-the-job training (intervention);
- Simulations;
- Role plays and vignettes;
- Illustrations, pictures;
- Other.

The guidelines for submission of materials, which represented also the basic criteria for acceptance, were:

1. Materials must be written in the English language and typewritten.
2. Materials must be submitted with proper grammar, spelling, and citations for sources [e.g. author(s), website, date accessed].
3. Authorship of materials should be clear and verifiable.
4. All materials submitted should bear a title, and include an abstract describing the target audience and purpose of use.
5. Materials must be submitted free of charge.

2.3 Copyrights and Disclaimer Issues

Through a review process in accordance with above guidelines, the research team selected the materials to be included in the final report. Those that did not fit the criteria, or were irrelevant to the scope of the research, were excluded. Contributing experts were informed that the selection of included materials would be incorporated into this project's final report; the report would be published, and be made accessible to all members of the IAMU for their own research, teaching or private study purposes. Publication also involved uploading of the final report to IAMU's official website (www.iamu-edu.org). For this, contributors were asked to sign an Authorisation of Copyright[4]. Also, contacts to be included in the list of experts signed a Letter of Consent[5] in order for their personal information to be included in the final report. In cases where authorship was not verifiable, materials were excluded. Further issues of this nature are described in the "Limitations to Study" Section 4.3.

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[2] The introduction to respondents and the survey questions of the pilot stage followed a general template (see Appendix A- "Message circulated during pilot stage of Phase II survey").
[3] See Appendix B- "Official letter to potential contributors".
[4] See Appendix C- "Use of Copyright" Form.
[5] See Appendix D- "Letter of Consent" Form.

3. Research Results

3.1 Outcomes of Workpackage 1

As mentioned earlier, Work Package 1 included dissemination of results from Phase I and search of possible maritime experts for Phase II. During the ECONSHIP conference, 25 participants attended the CCUL.COMPET presentation. This presentation was delivered to disseminate the results of Phase I of the research. The presentation was also used to gather contact information from those interested in participating in Phase II. During the ECONSHIP conference, the research team also attended a 'Gender Issues in Shipping' presentation in hopes of making contact with academics and industry professionals who might prove valuable to identify material associated with Phase II of the CCUL.COMPET research project. At this presentation, the names and contact information of 27 individuals were collected for possible involvement with Phase II. A 'Cultural Diversity and Maritime Human Resources Management' presentation was also attended by the research team to identify individuals who might be interested in contributing to Phase II of the research project. While there was interest by attendees expressed by participants, no new contributors of materials emerged from these venues for the Phase II project.

The ECONSHIP conference was also used as a meeting place for the CCUL.COMPET research team. During the conference, the research team met on three occasions to discuss and adjust the intended course of action for Phase II in light of preceding outcomes and events. These meetings were valuable as a venue for dynamic interaction of the research team. It enabled them to prepare the framework for the Pilot Delphi, formulate a list of key definitions that would ground the project, develop the letter to potential contributors, and brainstorm regarding the criteria/guidelines for submission of materials for Phase II. All these issues needed discussion to optimize the quality and timely review of materials.

During the presentation of Phase I research results at the IAMU Annual General Assembly-AGA 12 in Gdynia, the audience was informed of Phase II of the research and that they would be contacted for the solicitation of materials suitable for inclusion in the final report.

3.2 Profile of research participants

In total, 132 contacts[6] participated in the research, representing in total 73 different organizations from the academic or/and industry field, as well as some international and European organizations, national governmental bodies and non-governmental organizations (NGOs). The majority of those individuals represented academia (maritime universities and marine academies) with 51%, while industry represented 16% (including shipping companies, consulting firms, and classification societies). Another category, representing a combination of academia, research, and industry made up 22% of individuals, and included private training companies and maritime training centers (see Table 1).

Table 1. Background of individuals who participated in the survey

Background	No of individuals (%)
Academia	67 (51)
Industry	29 (22)
Combination of academia, research, industry	22 (16)
Other*	14 (11)
Total	132 (100)

* Other includes: 2 research partners, 2 international organizations:, 2 national governmental bodies, 2 NGOs, 1 media organization, 1 union, and 1 European organization.

In addition to the above, all 55 IAMU members[7] were invited to participate in the survey, through the same official letter (see Appendix E).

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[6] Including 23 of the pilot survey.
[7] See Appendix D- List of IAMU members.

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The geographical distribution of the total sample (comprising IAMU members and non-members from academia and industry) covered the following regions:
- Europe (EU): Denmark, Romania, Estonia, Poland, France, UK, Germany, the Netherlands, Bulgaria, Spain, Finland, Sweden, Greece, Belgium, Norway, and Portugal
- Eastern Europe: Russia, Georgia, Ukraine, and Croatia
- Asia and Far East: Turkey, Iran, UAE, China, Japan, India, Korea, the Philippines, Singapore, and Vietnam
- America: USA, Venezuela, Mexico, and Canada
- Africa: Egypt, and Ghana
- Australia, New Zealand, and Tasmania

Due to the absence of an official database of experts in the field of research, the research team decided to search for any potential contributors through many different sources, i.e. list of IAMU member institutions, personal contacts, contacts developed during Phase I of CCUL.COMPET (including attendance at conferences, i.e. IMEC, IAMU AGA11, Company of Master Mariners of Canada conference, Pilot Stage, i.e. Roundtable at Newfoundland and deliverable of career links). In this way, a database of contacts from Phase I was utilized, while a new network developed via the attended conferences, personal networks of the research partners, and new searches was developed.

Contacts were asked to propose other possible contributors, thus creating a "snowball". In total 44 recommendations were made during Phase II, comprising 40 named contacts and four group contacts (GlobalMET, university staff, and two unspecified by the initial contact). For the needs of the current analysis, group recommendations were excluded due to an inability to measure precisely the spread and effectiveness of the recommendation. "Snowball" effect gave on average 2.1 recommendations, with max 7 and min 1 (group recommendations excluded). The total number of 40 recommendations was generated by a number of 20 initial contacts (from which eight were contributors and 12 were non contributors); thus representing a total "snowball" effect 200%. From the contributors' group, eight contacts recommended 18 new contacts, from which three contributed materials and 15 did not. On the other hand, 12 non-contributors recommended a total of 22 new contacts, from which four were contributors and 18 non-contributors (see Figure 1). Also, there were four cases where two contacts made the same recommendation. In all of these cases, despite the duplicated recommendation, the new contacts did not provide materials to the research team.

Figure 1. "Snowball" effect

Note: * 36 new contacts; 4 recommended twice.
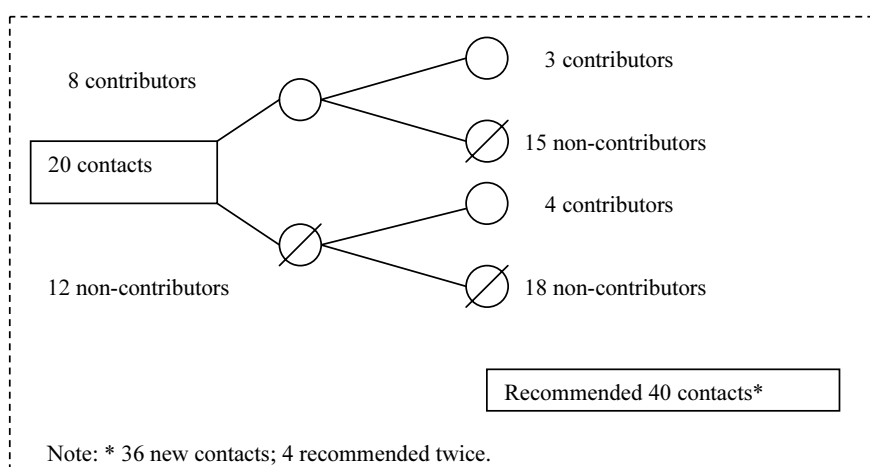
Table 2 summarizes the multiple sources of contacts, i.e. potential contributors, approached during Phase II CCUL.COMPET survey. One should note that there were many cases were multiple sources of contacts were used to reach and recruit a potential contributor. Individuals related to IAMU

member- institutions (with 27%) and networking from Phase I of the project (with 26%) were the main sources of contacts during Phase II. Also, recommendations turned to be a very effective tool for the search of potential contributors (22%). Personal contacts of the research team (13%) and new searches (12%) were less used, however provided the research team with a considerable amount of potential contributors.

Table 2. Mode of contact of potential contributors (%)

Source of individual contacts	No. of sources*(%)
1. Phase I (*including IMEC, AGA11, Newfoundland Conference, Roundtable, career links*)	48 (26)
2. Personal Contacts	25 (13)
3. IAMU membership (including Maritime HR Database[8])	50 (27)
4. New search (*including Phase II ECONSHIP*)	22 (12)
5. Recommendations ("snowball")**	40 (22)
Total	185 (100)

Notes:
* Data refers to multiple response rates and percentages (i.e. multiple sources of contacts).
** Group recommendations excluded.

3.3 Analysis of research outcomes
3.3.1 List and profile of potential experts/ contacts
From the 132 contacted persons, there were 20 persons who provided materials (representing 17 organizations and institutions). As Table 3 outlines, the vast majority (51%) of the contacted persons did not respond to the research team's communication[9] Also, a significant percentage of contacts were interested on the research goals and the survey's results. However, these individuals did not offer any materials for consideration. It is important to note that 9% of the contacts were willing to contribute, and almost half of them submitted materials, however, later decided to withdraw their materials, due to issues related to copyright protection. Finally, a small percentage (4%) of the contacted individuals refused to contribute any material to the research.

Table 3. General outcome of communication

Group / Outcome	No. of contacts (%)	No. of organizations/ institutions*
1. Contributors (participants)	20 (15)	17 (18)
2. Interested but no materials submitted	26 (20)	22 (23)
3. Willing but refused due to copyrights protection	12 (9)	9 (10)
4. Refused	6 (4)	5 (5)
5. No reply	67 (51)	40 (43)
6. Other**	1 (1)	1 (1)
Total number of contacted potential contributors	132 (100)	94 (100)

Notes:
* Sum of multiple responses (i.e. multiple individual contacts coming from the same organization or institution).
** Related to the research scopes materials, but in inappropriate form (available only in Russian).

Table 4 summarizes the major progress of the research in terms of response, participation and approved material rates. One should note that "contacts" refers to all potential contributors who were

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[8] Maritime HR Database is part of Research Project No. 2010-4 on "algorithm of collecting valuable information MET system and Human Resource Database in IAMU Members Universities/ Institutions awarded by IAMU in 2010.
[9] Process included an initial contact and two rounds of reminder messages sent after a couple of weeks.

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approached for the needs of this research (elsewhere referred to as "potential experts"). "Responses" refers to all the contacts who replied either negatively or positively. "Participants" refers to those contacts who submitted materials for review (else mentioned as "contributors" or "material contributors"). "Refusals" refers to the contacts who replied negatively, i.e. did not wish to participate in the research. "Approved contributions" refers to the cases of materials approved after review.

Table 4. Response, participation and approved contribution rates

	No. of individuals	No. of organizations/ institutions
A: No. of contacts of potential contributors	132	94
B: No. of responses	65	54
C: No. of material contributions	20	17
D: No. of refusals	6	5
E: No. of contacts whose materials were approved	11	11
Response rate (B/A) :	49%	57%
Refusal rate (D/B):	9%	9%
Participation rates:		
to total no. of contacts (C/A)	15%	18%
to no. of respondents (C/B)	31%	31%
Approved contribution rates:		
to total no. of contacts (E/A)	8%	12%
to no. of respondents (E/B)	17%	20%
to no. of contributors (E/C)	55%	65%

According to the analysis, response by the contacts reached almost half of the individuals (49%), but was higher in terms of organizations and institutions' representation (57%). Refusal rate among the respondents was quite low (9%), both in terms of individual contact and organization representation. Participation rate showed a limited contribution of materials compared to the total contacts of potential contributors (15%), as well as compared to the number of respondents (31%) (similarly in terms of organization representation). Finally, approved contribution reached almost half of the individual cases of contributors (55%), and reached 65% among organization/ institution representation. However, it is worth noting the very low rates compared to the number of respondents (17%) and to the total number of contacts of potential contributors (8%).

It is interesting to examine the background of the people per outcome of communication[10] (see Table 5). From Group 1- participants (contributors), the vast majority of materials came from academics (55%, where 30% of the individuals came from IAMU members and 25% represented non-IAMU member institutions), while industry's contribution was also significant (25% from individuals working in private training organizations, shipping companies or other private companies). The vast majority of Group 2, comprising contacts who despite their interest on the research objectives and survey results, did not submit materials, were academics (with 46% coming from IAMU member institutions and 23% from non-IAMU members), as well as from individuals representing companies in the industry (shipping or other companies) with 12%. It is worth noting that Group 3, i.e. those contacts who did not submit or withdrew materials due to copyrights came mainly from IAMU members (50%), as well as from the industry (25% contacts from private training companies and 25% from other companies). Also, it is important to emphasize that most refusals (Group 4) came from academics (33% representing IAMU members and 17% representing non-IAMU members), and less from individuals working in the industry (17%). Finally, the vast majority of the contacts who did not

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[10] Respective data referring to the details of the contacted organizations/ institutions can be found in Appendix E.

respond were academics (49% in total; mainly contacts from IAMU member institutions 40%), followed by individuals working in the industry (22% of the non-contributors worked in private training companies and 19% in other companies).

In total, 20 contacts submitted materials (see also Table 4). Due to issues related to questionable author ownership, university or company rules regarding copyright of course materials, dissatisfaction with survey's criteria (see "guidelines for submission of materials" in Appendix B), and irrelevance to the research goals, research team finally approved selected materials from ten contacts. As Table 6 outlines, 59% of the approved materials came from the academia. It is worth noting that the vast majority of the academics whose materials were chosen for publication in the final report represented IAMU member institutions (see section 3.3.2).

Table 5. Background of contacts per outcome of communication

per no. of CONTACTS		Group 1. Contributors (%)	Group 2. Interested- No materials submitted (%)	Group 3. Willing but no contribution due to copyrights protection (%)	Group 4. Refused (%)	Group 5. No reply (%)	Group 6. Other* (%)
Academia (incl.	IAMU member	6 (30)	12 (46)	6 (50)	2 (33)	27 (40)	1 (100)
Academic/Research)	non-IAMU member	5 (25)	6 (23)	0 (0)	1 (17)	6 (9)	0 (0)
Industry (incl.	Company	1 (5)	3 (11)	3 (25)	2 (33)	13 (19)	0 (0)
Industry/Research)	Private Training company	5 (25)	1 (4)	3 (25)	0 (0)	15 (22)	0 (0)
Government		0 (0)	2 (8)	0 (0)	0 (0)	3 (5)	0 (0)
European body		0 (0)	1 (4)	0 (0)	0 (0)	0 (0)	0 (0)
NGO		0 (0)	1 (4)	0 (0)	1 (17)	0 (0)	0 (0)
Union		0 (0)	0 (0)	0 (0)	0 (0)	1 (2)	0 (0)
International Organization		0 (0)	0 (0)	0 (0)	0 (0)	2 (3)	0 (0)
Media		1 (5)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Research Partners		2 (10)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
TOTAL		20 (100)	26 (100)	12 (100)	6 (100)	67 (100)	1 (100)

Notes:
* Related to the research scopes materials, but in inappropriate form (available only in Russian).

Table 6. Background of contacts whose materials were approved

	No. of contacts (%)	No. of materials (%)
Academia	7 (64)	10 (59)
Industry	4 (36)	7 (41)
	11 (100)	17 (100)

The geographical distribution of the contacts whose materials were approved is illustrated below.

Table 7. Geographical distribution of contacts whose materials were approved

Region	No. of contacts (%)	No. of materials (%)
Australia	1 (9)	1 (6)
Canada	1 (9)	1 (6)
Denmark	3 (28)	5 (29)
Greece	1 (9)	4 (23)
Iran	1 (9)	1 (6)
Korea	1 (9)	1 (6)
UK	2 (18)	3(18)
USA	1 (9)	1 (6)
	11 (100)	17 (100)

3.3.2 Compilation and analysis of education and training materials

The 17 approved pieces of education and training materials include: presentations (slides), exercises, case studies, role play game, reading and discussion, poster, cartoon illustrations, video, case stories and articles. More specifically, in the respective Appendices, readers can find submitted and approved[11]:

Presentations (Appendix I)

I-1:   "Diversity management at sea" by Dr. J. Horck, World Maritime University (retired)
        A presentation given at the World Maritime University as part of a five day course.

I-2:   "Multinational and multicultural management on board ships" by Cpt. S. Khodayari, independent instructor, IMLA member
        A presentation using a series of relevant terms in alphabetical order to raise and discuss various issues related to multinational and multicultural management on board ships.

I-3:   "Multicultural crew management and cross-cultural awareness and sensitivity" by Dr. M. Progoulaki (Research Partner, Fisheries and Marine Institute, Memorial University; University of the Aegean)
        A selection of slides used in classroom at the undergraduate level, and in the frames of a seminar for maritime executives.

Exercises (Appendix J)

J-1:   "Culture presentation" by Assoc. Prof. M. Rooks (Kobe University)
        An exercise asking participants to research a specific culture and subsequently present their findings in public.

J-2:   Exercise: "The other side of the moon" by Dr. M. Progoulaki (Research Partner, Fisheries and Marine Institute, Memorial University; University of the Aegean).

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[11] In Appendix G readers can find the authors' contact details.

An exercise engaging participants to reveal their existing knowledge and perceptions by openly discussing their stereotypes.

J-3:   Reading and discussion on the real case of "Bow Mariner" by Dr. M. Progoulaki (Research Partner, Fisheries and Marine Institute, Memorial University; University of the Aegean)
Participants take part in discussing a real case study.

J-4:   Role-play game: "In your shoes" by Dr. M. Progoulaki (Research Partner, Fisheries and Marine Institute, Memorial University; University of the Aegean)
A role play game used for the development of skills when working with seafarers of different nationalities.

Case Studies and Stories (Appendix K)

K-1:   "A case on board a vessel" by Prof. E. Potoker (Research Partner, Maine Maritime Academy)
A case study pointing to human resource issues that might arise in a maritime setting due to cross-cultural perceptions of self, seniority, rank, leadership, and professional roles.

K-2:   Case study on "perceptions regarding roles and hierarchy at sea" by Cpt. V. Saxena (Fisheries and Marine Institute, Memorial University)
A real case study illustrating how people from different cultural backgrounds might behave in dynamic situations while being at sea.

K-3:   "Case histories of life aboard", accompanied by an "Exercise- toolkit on multicultural crew management" by Seahealth Denmark
A combination of case stories and an exercise on multicultural crew management offering key terms and concepts that are analyzed in a simple way, enriched with illustrations and pictures.

K-4:   Selection of short stories on "Maritime education and inter-cultural communications" by Cpt. L. Holder (independent trainer)
A series of short stories, based on personal experiences from life on board.

K-5:   Case study as part of a unit on "Shipboard Management" for a course in the Advanced Diploma of Applied Science (Chief Mate/Master) by Cpt. J. Lloyd (Australian Maritime College)
A case study used to stimulate debate and engage students in discussions based on their own experiences and situations they have had to deal with.

Articles (Appendix L)

L-1:   "National culture" by Mr. E. Green (Green-Jakobsen A/S)
A paper highlighting the four basic intercultural competencies that according to the author, are needed in a multicultural environment such as on board ships, and are required in order to perform and form well-functioning teams that are able to understand safety and create a mature safety culture.

L-2:   Selected part of "Guidelines on working together and communication for shipowners and seamen" by Seahealth Denmark
Guidance aimed to provide advice to personnel in the office and on board to initiate positive means of communication.

Posters and illustrations (Appendix M)

    M-1:   "Effective communication" by Alert!
           A poster focusing on the need for effective communication among maritime professionals.

    M-2:   "Cartoon illustration of multicultural crew on board" by Alert!
           An illustration of a multicultural crew on board.

Videos (one set of videos) (Appendix N)

    N-1:   "Introduction – Culture" by Green-Jakobsen A/S
           A short video meant to be used as an introduction to basic concepts, in combination with the following videos, or separately. It can be addressed to both students and seafarers or shore-based personnel in shipping companies.

    N-2:   "Asian perspective" by Green-Jakobsen A/S
           This video is an essential part of cross-cultural competency development, since it shows to the audience how a person of a certain cultural background (i.e. the Asian) conceptualizes a real case. This video can be best used in combination with the others in this series.

    N-3:   "European perspective" by Green-Jakobsen A/S
           This video shows yet another cultural perspective (i.e the European), and is best used with the other videos in this series.

    N-4:   "Final scene – Conflict handling" by Green-Jakobsen A/S
           This video is best used with the other videos in this series.

In addition to the above, education and training materials also include a list of readings (literature) related to the subject of CCUL.COMPET compiled by the research team [12] (Appendix H). The literature is provided for further reading of related topics to CCUL.COMPET, as well as in order to gain knowledge on the basics of diversity and cross-cultural management in the shipping industry.

All the above materials were accepted based on their relevance to the focus of Phase II CCUL.COMPET Project a*nd* compliance with acceptance criteria[13].

In accordance with Dale's [10] "Cone of Learning" (see figure 2 below), the Phase II materials compiled illustrate characteristics that place them into either the passive or the active learning categories, and in some cases both. In the field of education, active learning is generally defined as follows: Rather than being a *recipient* of information (i.e., passive learning), students are engaged, interacting, and doing.

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[12] Some related readings by several contributors are also included in Appendix H.

[13] The research partners assume no responsibility regarding authors' claims regarding effectiveness of their materials. Reiterating, every care was taken to assure materials met criteria as outlined, and that author had the authority to transfer, disclose, and approve use of material.

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Figure 2. The Cone of Learning

Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.
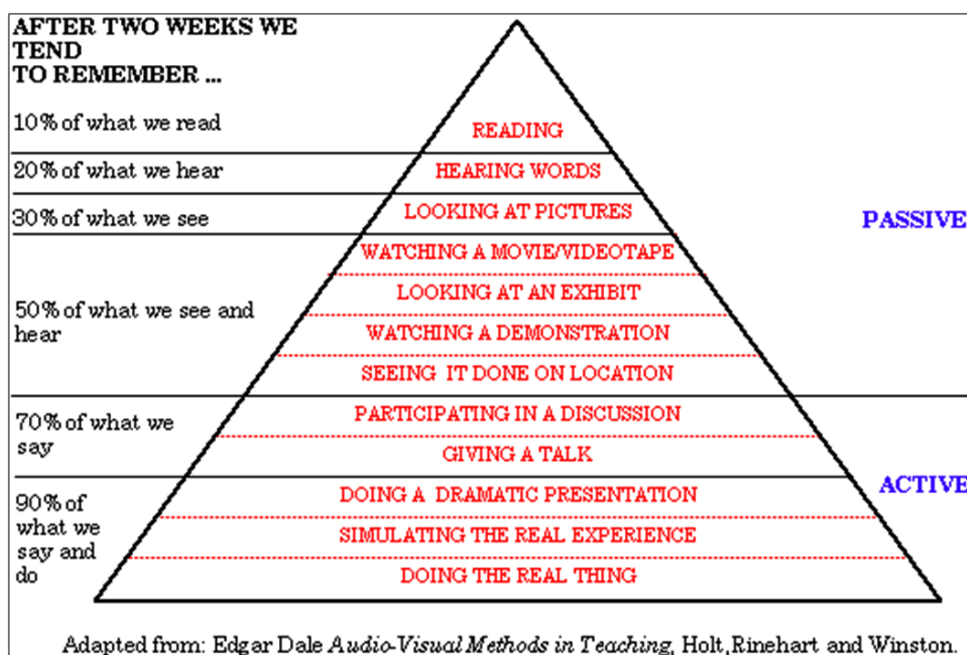
Dale's work emphasizes that the more active the learning experience, the more chance that the material will be retained by the students. As example, a poster or a video that a student observes, is consider "passive." This type of learning experience will be less likely to be retained over the long term than an active experience such as a case that involves role play by the students. Table 8 shows that some materials are placed in both the passive and active learning categories. Placing them in the dual learning category signifies that students are engaged in discussion or may have the opportunity to do a role play. A combination of passive and active teaching methods is likely to increase the students' retention of knowledge. It is noted that the Phase I findings showed that most materials being used in selected academic institutions surveyed utilized passive learning materials.

Table 8. Categorization of approved materials based on types of learning

Passive learning	Active learning	Passive and active learning
Presentations I-1, I-2	Exercise J-4	Presentation I-1
Case studies/ stories K-2, K-4	Case study/ story K-5	Exercises J-1, J-2, J-3
Articles L-1, L-2		Case studies/ stories K-1, K-3
Posters/ illustrations M-1, M-2		
Videos N-1, N-2, N-3, N-4		

4. Conclusions

4.1 Limitations to Study

As mentioned in rationale for Phase II, as potentially valuable as CCUL.COMPET materials may be to maritime professionals for many reasons--to include most impelling ones such as safety and security, there is no internationally prescribed, comprehensive or recognized program of study or quality standards that is available to guide or address this training. Findings in Phase I and in Phase II confirm that the private sector is in the forefront with cross-cultural education and training, primarily for reasons related to safety culture and team cohesion development among cross-cultural crews.

As the research partners detail below, they clearly did not anticipate the following limitations to Phase II; and in cases where the research partners suspected there might be challenges, they did not foresee how their work might become fraught with the intellectual property challenges that they encountered. Specifically, research limitations involved:

1. **Scarcity of materials**.
   During the Phase II survey, the research team encountered difficulties in identifying materials related to the scope of CCUL.COMPET Project. Although cross-cultural training is widely used in various business sectors, a limited number of materials focusing on the shipping market were available. As example, a quote from a Director of the Canadian Coast Guard (CCG) states,
   > "…Regrettably we do not have research or data related to what effect national culture may play on CCG organizational policy and standards. A partial explanation for the dearth of information on 'national culture' may be that Canadian Coast Guard has focused, for many years, largely on safety and security management. We have been working diligently on programs, education and training that addresses the effects of improving our safety and security culture. As I become aware of others involved in assessing organizational cultural competency I will forward your request. "

2. **Limited Participation from IAMU member institutions**:
   IAMU counts 55 members. Although all members received CCUL.COMPET's call for contribution to the research, only seven of them were represented by individuals who responded, and only four by contributors with accepted materials.
   As an IAMU member's contact highlighted:
   > "[…] Believe it or not you are the third IAMU project which has requested input. This is being to turn into real work for us and not too welcome to tell you the truth. I believe we should carefully look at the IAMU project structure as it is not too exciting to run these projects within the membership only. There should be new blood coming in, which is one of the objectives of projects[14]. […] As for your specific question from this project to submit materials from cross cultural training activities, we are rather limited here as we do not particularly teach with cross culturing as objective. In order words this is never a specific issue. […] And even if we did have specific materials you are requesting it is a bit complex to forward these materials but also a bit sensitive to spread out all knowledge and learning materials to all IAMU members.
   > These IAMU organizations are great but the family feeling is not that strong that we think we should be spreading our expertise and experience around to all parties which happen to also be member. In other words we are selective on partnerships for cooperation and exchanging knowledge with. […] Not much of a response to your questions, but I would not be surprised if you have received similar from others." [15]

3. **Dubious Ownership**:
   Materials that aim to address CCUL.COMPET –whether it be passive or active learning— circulate in both private and academic forums. For example, a presentation regarding cross-cultural awareness may become part of course content taught by varied instructors. Nevertheless, attribution of "ownership" of those materials can be complicated, particularly in academic settings and within private sector companies where ideas are often shared and borrowed. Institutions may claim that course syllabi are the property of the institution; others may not. Private sector companies can claim that they do not wish to provide their materials for non-commercial reasons. This "ownership" problem became apparent during the Pilot Stage of Phase II. Going forward it became clear that this issue stymied, and in most cases, precluded the researcher team's ability to gain permission for the use of syllabi, course outlines, presentations and more in the final report. A V.P. of Marine Operations Assurance and Response of a major shipping company provided a private sector example:

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[14] The research team of CCUL.COMPET achieved to recruit "experts" and contributors from non-IAMU member institutions, as well as from the industry (private training companies, consulting, shipping companies, and others).

[15] The research team received similar comments from other two contacts who represented IAMU member institutions.

" I have pursued further the program we have in (*City*), and aside from the agenda for the course which I believe I provided, release of the training materials (which I discovered also includes the case study vignettes used) are restricted from release due to copyright issues. What we thought was proprietary to (*Company*) after some research...Our Training Center in (*City*) informed me we do not have the rights. I did check the programs we have on our ships...while there is some limited commentary regarding cultural items on a contractor provided DVD we use, the primary topic is on providing/nurturing a Harassment Free Workplace....and again we would have copyright issues there too. I am afraid I am at the end my search. I really regret that the PowerPoint [PwrPt] presentation we use in (*City*) is not available. "

It is important to note that the attempt to obtain materials from this company began in July, 2011, and prospects were very optimistic for their attainment. Nevertheless, despite an initial meeting with the President, optimistic emails and phone calls to and from the company, by October of 2011, no materials were secured, due to the above issue.

4.   **Copyright Permission not granted**:
The private sector company mentioned under #3 above eventually found that it was unable to grant copyright permission. In other cases, individuals from both the private and academic sectors simply refused to share their materials. Or if they did agree to share materials, some insisted that their work include a proprietary statement[16] that would allow the author the right to approve release of their work either in whole or in part (related statistics are included in Table 3). The research team was unable to provide assurance that their property would wind up in the hands of third parties, and as it turned out neither would IAMU be able to do the same.

More specifically to the concern with copyright permission and implications to the researchers going forward, during late October 2011 the Vice Secretary of IAMU responded to the issue of copyright with the following; especially note the part highlighted in bold:
"[…] IAMU is a non-profit organization that promotes a cooperative relationship among member institutions and each member is expected to cooperate in the maritime activities, especially maritime education and training. For that reason, each member is encouraged to cooperate with each other in scientific and academic studies, developments, and practical applications. And we are also expected to regard Research Project as such. That is, Research Project is an activity for the benefit of each IAMU member institution. [According to] the first page of consignment contract you [Project Coordinator] and IAMU signed, […] the other [IAMU] members take for granted that they can use the research deliverables for any purpose. And most probably, we will not be able to control who, when, and where the deliverables will be used if we try to.
As for the copyright, although it reads in the contract "The Copyright regarding this research project is held jointly by the Contractor (study institution) and IAMU Secretariat.", I am willing to let you include in your final report such words as *"No part of this material can be reproduced in whole or in part without permission from the authors (Corresponding email to: ...@...)"*. **But please do so at your discretion. Please note that you do so on your own responsibility. It must be confirmed that IAMU shall not be held responsible by putting the words you offered into your report and that it is you who shall settle any matters if there arise any kind of problems between you and your contributors.** […]"

5.   **Experts**:
While the definition of "experts" was verified and triangulated throughout the study as "one who is recognized as having a high degree of skill or knowledge based on experience, training, publications, and practice in related to the field of study being addressed herein," identification of a final list of experts to be identified as an outgrowth to the research project is neither feasible nor advisable. The reasons involve the original intent of the research: The researchers had hoped to pair materials with experts who had provided materials suitable for CCUL.COMPET. However, given the above limitations, the researchers choose to point to the total number of contacts that were involved in the study, and the respective percentage of individuals that were able to submit materials in accordance with the guidelines.

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[16] Terms such as ""No part of this material can be reproduced in whole or in part without permission from the authors (Corresponding email to: ...@...)".

4.2 Overall Conclusions and Recommendations for Further Research

The Researcher's efforts to compile education and training materials showed that there is considerable variation to the types, content and even quality of materials used for the development of cross-cultural competency among maritime professionals. Phase I also confirmed that there is a lack of a common and universal policy on the issue of CCUL.COMPET. Having no recommended standard or compilation of materials readily available for such training, it is understandable that the industry and the selected maritime academies researched borrow, lend and develop course materials that are markedly different in many respects. Also, due to the lack of a common standard generated by maritime regulatory organizations or from the private or public sectors on cross-cultural maritime education and training, the quality and effectiveness of the currently used materials is questionable as to their effectiveness over the short or long term.

In a future study where effectiveness of materials is to be measured, it would seem that a metric for effectiveness would involve the probability of knowledge retention by the student. Clearly the literature shows that the more active the learning experience is, the more probability of knowledge retention. Therefore, the researchers recommend that there will be more effort by the private and public sector to develop materials that involve active learning experiences in cross-cultural competency.

Additionally, it would be interesting to examine the application of the given education and training materials in audiences with different content (for instance in multinational classes of students at marine academies and maritime universities, or in mixed classes with professionals and students) and to assess their effectiveness. A common set of criteria could be used for the evaluation of the course materials, in order to offer comparability and ability to improve the given materials.

Finally, there appears to be a need to bridge different sectors of the maritime industry to include shipping companies, private and public educational and training institutions and international maritime organizations to reach the goal of a unified and international policy toward cross-cultural competency training. This might be a realistic goal for IAMU going forward, particularly given the feedback received from those contacted during this Project.

Acknowledgments

Disclaimer

The research partners assume no responsibility regarding authors' claims regarding effectiveness of their materials. Reiterating, every care was taken to assure materials met criteria as outlined, and that author had the authority totransfer, disclose, and approve use of material.

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[12]   McKeachie W.J., *Teaching tips: Strategies, research and theory for college and
            university teachers.* Houghton- Mifflin, (1998).

6. Appendices

Appendix A: Message circulated during pilot stage of Phase II survey

Appendix B: Official letter to potential contributors

Appendix C: Use of Copyright Form

Appendix D: Letter of Consent Form

Appendix E: List of IAMU members

Appendix F: Additional Table: Details of contacted organizations/ institutions per outcome of communication

Appendix G: Contact details of authors

Appendix H: Suggested list of reading

Appendix I: Submitted Presentations
    I-1:   "Diversity management at sea" by Dr. J. Horck
    I-2:   "Multinational and multicultural management on board ships" by Cpt. S. Khodayari
    I-3:   "Multicultural crew management and cross-cultural awareness and sensitivity" by Dr. M. Progoulaki

Appendix J: Submitted Exercises
    J-1:   "Culture presentation" by Assoc. Prof. M. Rooks
    J-2:   Exercise: "The other side of the moon" by Dr. M. Progoulaki
    J-3:   Reading and discussion on the real case of "Bow Mariner" by Dr. M. Progoulaki
    J-4:   Role-play game: "In your shoes" by Dr. M. Progoulaki

Appendix K: Submitted Case Studies and Stories
    K-1:   "A case on board a vessel" by Prof. E. Potoker
    K-2:   Case study on "perceptions regarding roles and hierarchy at sea" by Cpt. V. Saxena
    K-3:   "Case histories of life aboard", accompanied by an "Exercise- toolkit on multicultural crew management" by Seahealth Denmark
    K-4:   Selection of short stories on "Maritime education and inter-cultural communications" by Cpt. L. Holder
    K-5:   Case Study as part of a unit on shipboard management for a course in the Advanced Diploma of Applied Science (Chief Mate/Master) by Cpt. J. Lloyd

Appendix L: Submitted Articles
    L-1:   "National culture" by Mr. E. Green
    L-2:   Selected part of "Guidelines on working together and communication for shipowners and seamen" by Seahealth Denmark

Appendix M: Submitted Posters
    M-1:   "Effective communication" by Alert!
    M-2:   "Cartoon illustration of multicultural crew on board" by Alert!

Appendix N: Submitted Videos
    N-1:   "Introduction – Culture" by Green-Jakobsen A/S
    N-2:   "Asian perspective" by Green-Jakobsen A/S
    N-3:   "European perspective" by Green-Jakobsen A/S
    N-4:   "Final scene – Conflict handling" by Green-Jakobsen A/S

Appendix A

Message circulated during pilot stage of Phase II survey

Introduction to Respondents and Survey Questions: (sample)

[…]
We are researchers who have received a grant from the Nippon Foundation, administered by the International Association of Maritime Universities (IAMU), to create a compilation of materials for use by maritime institutions in developing cross-cultural competency for maritime professionals. We would appreciate knowing:

A. What materials you currently use for such training purposes (e.g., cases? simulations? Other?). In other words, please advise the categories of materials you currently use.

B. We are also enclosing for your consideration a list of definitions that we are using for writing of our Final Report and for communication with maritime professionals such as yourself. The purpose of the definitions is to optimize shared understandings among participants in the research who are likely to be based geographically in many different countries. If you feel they are not clear, please let us know.

   Thank you for your prompt and kind attentions to this request.

    Sincerely,

    Research Team:

[Names and affiliation of research team members included here]
Definitions were provided below]

Appendix B

Official letter to potential contributors

MARINE INSTITUTE

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

<u>Letter to potential experts- contributors</u>

August 22, 2011

We are researchers who have received a grant from the Nippon Foundation, administered by the International Association of Maritime Universities (IAMU), through the Marine Institute (MI) in St. Johns, Newfoundland to create a compilation of materials for developing cross-cultural competency for maritime professionals (Phase II of Project). It is possible that we have already communicated with you during Phase I of this project, when we identified gaps and needs in the area of training and education pertaining to cross-cultural competency for maritime professionals (CCUL.COMPET), or during the Pilot Stage of Phase II.

We are writing you in the hopes that you might share with us materials that you are using for cross-cultural training for maritime professionals. We are looking for:

A. Course materials – Such as syllabus outlines
B. Videos (used as part of presentation, or delivered on board ships)
C. Computer based training modules.
D. Case studies
E. Lectures and/or letters meant for on-the-job training (intervention)
F. Simulations
G. Role plays and vignettes
H. Illustrations, pictures
I. Other

<u>Guidelines/criteria for submission and acceptance</u>:

1. Materials must be written in the English language and typewritten.
2. Materials must be submitted with proper grammar, spelling, and citations for sources [e.g. author(s), website, date accessed].
3. Authorship of materials should be clear and verifiable.
4. All materials submitted should bear a title, *and* include an abstract describing the target audience and purpose of use.
5. Materials are being submitted free of charge.
6. If you prefer that your name and/or the name of your organization be kept anonymous, let us know that. Otherwise, we will assume author(s) and "experts" name and affiliation may be shared.

Note: The research team will accept and compile the materials submitted based on the above guidelines and available timelines for completion. There is no assurance that the materials submitted will become part of the final report. For the materials selected we will ask that you, the owner, sign an authorization ("Use of Copyright") to verify that you own the copyright for the material to be used.

Use of Materials:
Materials that are selected will be included in the Final Report submitted to the IAMU and will be distributed to IAMU members for their own research, teaching or private study purposes. IAMU members must contact IAMU in advance for permission to copy, reproduce, or distribute the materials. For non-IAMU members who will not have direct access to the final report, MI will seek approval from IAMU to distribute the Report to those who have provided input to the research and/or final compilation of materials.

Thank you for your contribution to this important endeavour.

Marine Institute, Memorial University
St. John's, Newfoundland, Canada

Captain James Parsons, **PhD,** Fisheries and Marine Institute of Memorial University, St. John, NL, Canada. E-mail: Jim.Parsons@mi.mu.ca
Dr. Elaine Potoker, Maine Maritime Academy, Castine, Maine, USA. Email: elaine.potoker@mma.edu
Dr. Maria Progoulaki, University of the Aegean, Chios, Greece. Email: m.progoulaki@aegean.gr

*** *** ***

Below is a list of definitions to optimize shared understandings among participants in the research who are likely to be based geographically in many different countries. If you feel they are not clear, please let us know.

EXPERT: is generally defined as one who is recognized as having a high degree of skill or knowledge based on experience, training, publications, and practice in related to the field of study being addressed herein.

CROSS-CULTURAL EDUCATION/ TRAINING: skills education and training that addresses the effects of national culture on working styles, decision making, conditions of cooperation among different national cultures, communication and perceptions of roles of management and leadership.

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

DIVERSITY: Literature referring to "diversity" generally includes, but is not limited to: educational levels, age, gender, race, ethnicity, sexual orientation, disability, world views, and patterns of cognition. Diversity training often focuses on any one or more of these diversities, and points to both similarities *and* differences among individuals and groups.

INTERCULTURAL COMMUNICATION: "**Communication** is considered a process through which information—thoughts and ideas--are exchanged *through a common system of signs, symbols and behavior*," (in E. Potoker, 2011, p. 112). Scholars in the field of **"intercultural communication"** (e.g. Fons Trompenaars, Clifford Geertz, Edward and Mildred Hall and many more) generally point to similarities and differences between people of different cultures specific to verbal and non-verbal language usage, and also examine underlying perceptions of the world around them in varied contexts.

MULTICULTURAL: Within *this* study, "multicultural," as a term, refers to diversities that exist within nations or aboard crew ships. "Multicultural education refers to a commitment to combat racism, sexism, and all forms of prejudice and discrimination through the development of appropriate understandings, attitudes, and social action skills." (C. Bennett, 1999, pp. 12-13). "Emphasis is on clearing up myths and stereotypes associated with gender, different races, and ethnic groups" (C. Bennett, 2011, 7th ed, p. 31).

* Bennett, Christine (1999, 2011). *Comprehensive multicultural education: Theory and practice*. 4th ed & 7th ed. Boston: Pearson.
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Appendix C

Use of Copyright Form

MARINE INSTITUTE

Use of Copyright

As part of a project funded by the International Association of Maritime Universities (IAMU) we, the Fisheries and Marine Institute of Memorial University of Newfoundland (hereafter called the "Marine Institute") are gathering materials for a publication on Cross Cultural Competency for Maritime Professionals through Education and Training (CCUL.COMPET). The copyright for the project report will be held jointly by the Marine Institute and IAMU Secretariat. The work that you are submitting may become part of that publication. In consideration of having the work submitted included in the publication, you agree as follows:

1. You warrant that you own all copyright in the material provided and have the authority to transfer, disclose, and approve use.

2. To grant a license and permission to publish the project report and to waive any claim to copyright or other interest in the project report.

3. In the event any third party initiates legal proceedings based upon a claim of violation of copyright or intellectual property rights, you will defend and indemnify the Marine Institute/Memorial University, its officers, employees and agents and keep the Marine Institute/Memorial University indemnified for all costs and damages to the extent caused by violation of any copyright, trademark, trade secret or other intellectual property due to provision of this material.

4. Any dispute with respect to this agreement shall be governed by the Laws of Newfoundland and Labrador and the Laws of Canada.

5. In terms of the final publication, IAMU and/or the Marine Institute shall have free and equal access to all information, data and other materials and the project results obtained by the Marine Institute through the implementation of the project. The Marine Institute may publish the project results provided that IAMU agrees to this and the following sentence is printed in the publication **"The materials and data in this publication have been obtained through the support of the International Association of Maritime Universities (IAMU) and the Nippon Foundation of Japan"** and include the official logos of the IAMU and the Nippon Foundation.

Name: _____

Address: _____

_____

_____

_____

_____

Signature _____   Date _____

MEMORIAL UNIVERSITY

FISHERIES AND MARINE INSTITUTE OF MEMORIAL UNIVERSITY OF NEWFOUNDLAND
P.O. BOX 4920 | ST. JOHN'S | NL | A1C 5R3 | CANADA | TEL. 709 778 0280 | FAX. 709 778 0346

Appendix D

Letter of Consent Form

MARINE INSTITUTE

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

<u>Consent to Disclose Personal Information</u>

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Full Name (SURNAME, Name):_____.

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Affiliation (Organization/ Institution/ Other):_____

E-mail address:_____.

Place/ Date:_____.

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Appendix E

List of IAMU members

1. AMET University (India),
2. Australian Maritime College (Australia),
3. Dalian Maritime University (China),
4. Jimei University (China),
5. John B. Lacson Foundation Maritime University (Philippines),
6. Kobe University- Graduate School of Maritime Sciences (Japan),
7. Kobe Maritime University (Korea),
8. Mokpo National Maritime University (Korea),
9. Shanghai Maritime University (China),
10. Tianjin University of Technology (China),
11. Tokyo University of Marine Science and Technology- Faculty of Maritime Technology (Japan),
12. University of Transport in Ho Chi Minh City (Vietnam),
13. Vietnam Maritime University (Vietnam),
14. Fisheries and Marine Institute of Memorial University of Newfoundland (Canada),
15. Maine Maritime Academy (USA),
16. Massachusetts Maritime Academy (USA),
17. State University of New York Maritime College (USA),
18. Texas A&M University of Galveston (USA),
19. The California Maritime Academy (USA),
20. US Merchant Marine Academy (USA),
21. Maritime University of the Caribbean (Venezuela),
22. Mexican Maritime Education System (Mexico),
23. Admiral Makarov State Maritime Academy (Russia),
24. Admiral Ushakov Maritime State Academy (Russia),
25. Arab Academy for Science & Technology and Maritime Transport (Egypt),
26. Baltic Fishing Fleet State Academy (Russia),
27. Batumi State Maritime Academy (Georgia),
28. Dokuz Eylűl University- Maritime Faculty (Turkey),
29. Far Eastern State Technical Fisheries University (Russia),
30. IRISL Maritime Training Institute (Iran),
31. Istanbul Technical University- Maritime Faculty (Turkey),
32. Karadeniz Technical University- Faculty of Marine Science (Turkey),
33. Kyiv State Maritime Academy (Ukraine),
34. Maritime State University named after Admiral G.I. Nevelskoy (Russia),
35. Odesa National Maritime Academy (Ukraine),
36. Odessa National Maritime University (Ukraine),
37. Regional Maritime University (Ghana),
38. University of Rijeka- Faculty of Maritime Studies (Croatia),
39. Constanta Maritime University (Romania),
40. Danish Maritime University (Denmark),
41. Ecole Nationale de la Marine Marchande de Marseille (France),
42. Estonian Maritime Academy (Estonia),
43. Gdynia Maritime University (Poland),
44. Liverpool John Moores University- Liverpool Maritime Academy (UK),
45. Hochschule Wismar- University of Applies Sciences (Germany),
46. Maritime Institute Willem Barentsz of the Northern University of Professional Education Leeuwarden (the Netherlands),
47. Nicola Yonkov Vaptsarov Naval Academy (Bulgaria),
48. Polytechnical University of Catalonia- Faculty of Nautical Studies (Spain),
49. Satakunta University of Applied Sciences (Finland),

Appendix E

50. Southampton Solent University (UK),
51. Szczecin Maritime University (Poland),
52. University of Applied Sciences Oldenburg/Ostfriesland/ Wilmshaven- Department of Maritime Studies (Germany),
53. University of Cantabria- Escuela Tecnica Superior de Nautica (Spain),
54. Wismar University of Technology, Business and Design (Germany),
55. World Maritime University (Sweden).

Appendix F

Additional Table: Details of contacted organizations/ institutions per outcome of communication

per no. of ORGs/INSTITUTIONS		Group 1. Contributors (%)	2. Interested- No materials submitted (%)	3. Willing but no contribution due to copyrights protection (%)	4. Refused (%)	5. No reply (%)	6. Other (%)
Academia (incl. Academic/Research)	IAMU member	5 (29)	10 (42)	4 (45)	1 (20)	12 (30)	1 (100)
	non-IAMU member	5 (29)	6 (25)	0 (0)	1 (20)	6 (15)	0 (0)
Industry (incl. Industry/Research)	Company	1 (6)	3 (13)	2 (22)	2 (40)	11 (28)	0 (0)
	Private Training company	3 (18)	1 (4)	3 (33)	0 (0)	5 (13)	0 (0)
Government		0 (0)	2 (8)	0 (0)	0 (0)	3 (7)	0 (0)
European body		0 (0)	1 (4)	0 (0)	0 (0)	0 (0)	0 (0)
NGO		0 (0)	1 (4)	0 (0)	1 (20)	0 (0)	0 (0)
Union		0 (0)	0 (0)	0 (0)	0 (0)	1 (2)	0 (0)
International Organization		0 (0)	0 (0)	0 (0)	0 (0)	2 (5)	0 (0)
Media		1 (6)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Research Partners		2 (12)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
TOTAL		17 (100)	24 (100)	9 (100)	5 (100)	40 (100)	1 (100)

Appendix G

Contact details of authors[17]

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Managing Director	Connie, GEHRT	Seahealth Denmark	csg@seahealth.dk
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Dr.	Jan, HORCK	World Maritime University (retired)	Jan.horck@telia.com
Cpt.	Shahrokh, KHODAYARI	IMLA member	mshahrokhmx@yahoo.com
Cpt.	John, LLOYD	Australian Maritime College	john.lloyd@amc.edu.au
Prof.	Elaine, POTOKER	Research Partner of CCUL.COMPET. Maine Maritime Academy	Elaine.potoker@mma.edu
Dr.	Maria, PROGOULAKI	Research Partner of CCUL.COMPET. Research Associate in Memorial University, Fisheries and Marine Institute; Research Associate of University of the Aegean	m.progoulaki@aegean.gr
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[17] In alphabetic order based on the surname. Information provided by the authors though Consent Letters.

Appendix H

List of Readings

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[18] This article was carried by The Sea, Issue 152 Jul/Aug 2001, used as a case study in the session on 'Global Labour Market' in the postgraduate course International Maritime Policy, offered by Greenwich Maritime Institute, University of Greenwich, London.

Appendix I
Submitted Presentations
Appendix I-1:   Diversity Management at Sea
                        By J. Horck

Appendix I

Diversity management

To fully appreciate diversity we all need to develop a good under-standing of ourselves

3   WORLD MARITIME UNIVERSITY

Reflection

What do you understand diversity to be?

4   WORLD MARITIME UNIVERSITY

Diversity

1) Beliefs (political, religious)
2) Language
3) Gender
4) Race
5) Sexual orientation
6) Culture
7) Physical ability (handicap)
8) Colour
9) Age
10) Social class
11) Skills (specialization, experience)

5 WORLD MARITIME UNIVERSITY

Diversity training

The object

The act

The trainers

The process

6 WORLD MARITIME UNIVERSITY

Training aims and objectives

Outcomes not easily expressed
- **Raised awareness is to vague an expression**

Object

Raising awareness

| Knowledge of things outside of self | Knowledge of self | Knowledge of outside own experience of life |

7   WORLD MARITIME UNIVERSITY

Diversities at sea and in MET

A new challenge in the shipping industry

8   WORLD MARITIME UNIVERSITY

Multiculturalism

Challenges appear:

1) Maritime class room (MET)
2) Onboard ships
3) Ship port interface (SPI)
4) Ship to ship communication
5) Search and rescue (SAR) operations

9 WORLD MARITIME UNIVERSITY

MET students

MET professors

Can we communicate?

Do we understand each other in a multi-cultural shipping environment ?

MET Institutes in EU
government controlled leading to unlimited CoC

About 125 Academies in 15 countries
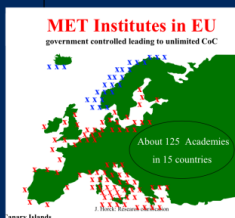
Workforce mobility

Company board rooms

10 Ship's crew WORLD MARITIME UNIVERSITY

Communication + culture

If the answer is a clear NO then the only solution is education and education in:

1) Cultural awareness and
2) Sensitivity training and
3) Of course, English language

11   WORLD MARITIME UNIVERSITY

Research studies on multicultural crew

Good – if done in a correct way

Captain worried every day

Not problem-free

There are problems

Philippine study

12   WORLD MARITIME UNIVERSITY

Appendix I

An effort to combat human resource challenges

Lack of communication

— 40 —

Reflection

List benefits with a multicultural crew

WORLD MARITIME UNIVERSITY

Benefits with a multi-ethnic crew

1) Different way of thinking and analysing
2) Talent could be used to deal with your customers of same culture
3) Less inclined to disobey orders and think that they know more than their superiors.
4) Big crew-selection-sample
5) Bring transferable knowledge for later shore-jobs
6) Less alcohol problems
7) Support for development in less developed countries

WORLD MARITIME UNIVERSITY

Reflection

IMO model-courses
How much time is allocated to:

1-Human relationships

2-Understand orders and be understood in relation to shipboard duties

3-Human behaviour and responses

4-Establish and maintain effective communication

17   WORLD MARITIME UNIVERSITY

IMO Model-courses and diversities

Model course	Subject	Hours
1.21	Human relationships	2.00
1.21	Understand orders and be understood in relation to shipboard duties	3.00
1.29	Human behaviour and responses	1.00
1.29	Establish and maintain effective communication	0.75

18   WORLD MARITIME UNIVERSITY

Human factor in MET

**Subject is not obligatory
in the STCW**

**The issue is often brought up in
management and BRM syllabuses.
In Sweden: abt. 2 hrs. Highlighting:
Philippines vs Swedes.
In Holland: 3 days**

19   WORLD MARITIME UNIVERSITY

Ships inspected versus detained
2003-2007

MOU	Vessels inspected	Vessels detained	
Paris	85.871	4.886	5.7%
Tokyo	110.061	6.005	5.5%
Vina del Mar	22.055	784	3.6%
Mediterranean	10.528	2.067	19.6%
Indian Ocean	23.843	1.914	8.0%
Average	252.358	15.656	**6.2%**

USCG detained 5000 vessels in the same period

20   WORLD MARITIME UNIVERSITY

UK accident rate

1) MAIB voices caution over safety trends in the light of red ensign expansion

2) Vessel loss statistics had followed an upward "blip" in 2005.

3) 2006 was the busiest year since its launch 17 years ago. – more than 1.803 accidents and incidents /up by 23 since 2005.

21 WORLD MARITIME UNIVERSITY

Reflection

List possibilities why PSC record not better and that in 2009 there is an upward "blip".

22 WORLD MARITIME UNIVERSITY

Super training – not by MET

1) **The Italian classification society RINA has secured a 3-year contract <u>to train</u> newbuilding superintendents for Carnival Corp. Shipbuilding.**
2) **MOL launches training–ship**
3) **ACL makes training–ship available** ACL
4) **Hapag Lloyd take cadets onboard**

23 WORLD MARITIME UNIVERSITY

Contemporary comments

"Much of the current training done around the world … <u>fails to deliver</u> genuinely competent seafarers that can consistently perform at best industry practice standards" (Alert no 6)

Capt Tim Wilson, New Zeeland Nautical School

"The competence assessment … generalised statements of performance outputs, …. <u>highly subjective</u> … " (Seaways, 5 July 2005)

Prof. Mike Barnett, Warshsh Maritme College

24 WORLD MARITIME UNIVERSITY

Ships bridge simulators

Ships bridge simulators, sold per year

Norcontrol

Ships bridge simulators, sold per continent
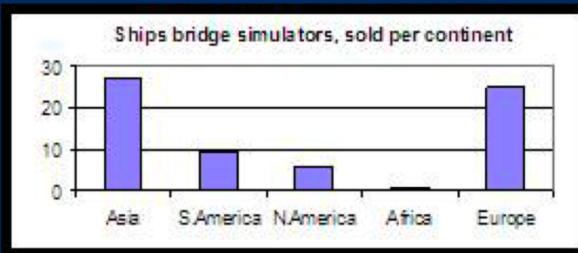
Norcontrol

25   WORLD MARITIME UNIVERSITY

Challenges for the educators

As the maritime transport and associated industries globalise operations, the need to continually review:

1) **the academic framework and provision,**
2) **the teaching tools and methodologies becomes imperative. MET constitutes an integral part of the industry's evolution.**

26   WORLD MARITIME UNIVERSITY

Risk factors

Language difficulties cum lack of
cultural awareness contribute to <u>risks</u>

Bridge the gap:

Educate proactively!!!
Study risk analysis!!!

Bridge the gap ship – Maritime Adm., MET Institutes

YEARS

SHIPS PRACTISE

CONVENTIONS
CODES AND
OTHER INSTRUMENTS

Future STCW 95 - J. Horck   12
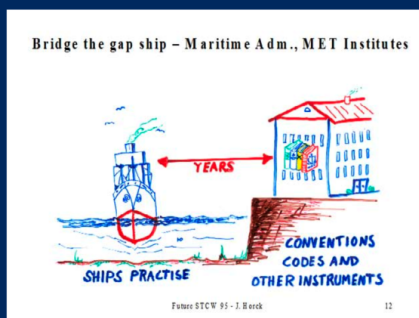
27   WORLD MARITIME UNIVERSITY

The stronger the culture

and company policy the less there is a
need for:

1) Policy manuals
2) Organisation charts
3) Detailed procedures and rules
4) Checklists
5) etc.

So with a mixed ship's crew complement
having several mother languages ....?

28   WORLD MARITIME UNIVERSITY

Crew selection

**Be careful
of what you want
and how you get it**

HC Andersen
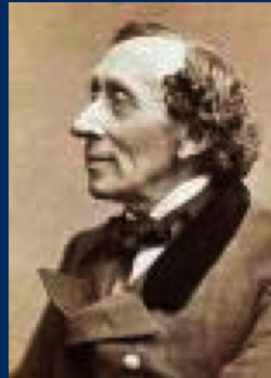
29

WORLD MARITIME UNIVERSITY

Poaching

Rich owners waving their thick valets to persuade or lure people to sign on.

Poaching is the activity of making an employee or customer switch from a competing company to another (your own) company.

30

WORLD MARITIME UNIVERSITY

LNG fleet development

Fleet data	2007	2008	2009	2010	Remarks
Ships	251	305	339	342	1237
New-buildings	35	54	34	3	126
Spherical	3	7	1	0	11
TGZ	19	26	21	2	68
GT	13	21	12	1	47
CS1	0	0	0	0	0
Steam turbine	30	20	9	1	60
DFDE	1	12	15	2	30
SSDF	4	22	10	0	36

containment / *propulsion*

31 WORLD MARITIME UNIVERSITY

LNG competence course????

Knowledge

LNG knowledge and skills ref owners request

Owner's courses

COW etc. and chemical tanker competence
IMO model-course gas

STCW

STCW below because of not harmonised assessment procedures

32 WORLD MARITIME UNIVERSITY

Pedagogy /Andragogy

In modern schools the procedure to teach and pass on knowledge is not seen as compatible with today's demand on pedagogy

33   WORLD MARITIME UNIVERSITY

Discussion

The Arabic word *tarbiya*, with the meaning of pedagogic, education and training, includes pre-defined clear syllabi on:
Intellectual training, social training and interaction, corporal training, moral training, policy training etc etc.

34   WORLD MARITIME UNIVERSITY

More training

Rescue crafts

- how to work the systems !!!!!

35 WORLD MARITIME UNIVERSITY

MET modifications to make the ISM Code work

1) **Be proactive (satisfy owners and individuals)**
2) **Use MET for all safety training (e.g. freefall etc.)**
3) **Improve methods for assessing**
4) **Competence = understanding + skill + attitude**
5) **Crew need to know how to meet an audit**
6) **Assure teachers have a valid OOW licence**
7) **ISM say a lot on what but nothing on HOW. MET has to figure out!**
8) **Introduce risk management**
9) **<u>A peril to ignore relationships</u>**
   – **Cultural awareness education**
   – **Cultural sensitivity training**

36 WORLD MARITIME UNIVERSITY

MET modifications to make the ISM Code work

Five essential safety culture components:

1) <u>Understanding</u> – language problems
2) Behaviour
3) Compliance – construct enthusiasm
4) Risk managements
5) Leadership

Aline de Bievre, Lloyds List 25 July 2007

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Onboard modifications to make the ISM Code work

1) <u>Increase the crew complement</u>
2) Increase time for crew to learn the ship
3) Suspension on paperwork and inspections
4) Assure continuous competence education
5) Focus also on non-mandatory training
6) Sw Club - two officers on the bridge:
   – 1 navigating
   – 2 lookout, paperwork, supervising the other

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Ethnic & multi-language differences

Beside proper education cultural awareness and sensitivity training are additional success factors in making:

STCW 95 and the **ISM Code** successful

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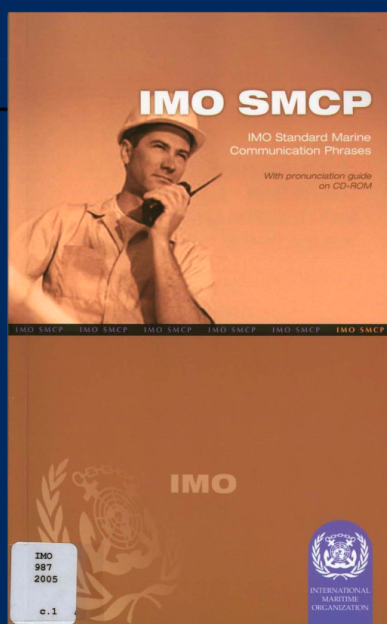
IMO
Standard Marine Communication Phrases

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Culture and communication

Power distance and bad communication skills – a safety risk?

YES!

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Human factor matters

1) **Improvements in training**
2) **Financing of training**
3) **Use maritime cluster and colleagues**
4) **<u>Attitude</u> of company – a corporate social responsibility**
5) **Training of trainers**
6) **Address cultural flaws: respect, recognition**

Think of seafarers to be *more* than drivers of ships

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Determinants of Health

WORK	SOCIO-CULTURAL
Routine	Same people long time
Mental pressure	Different cultures (Food, religion, smell etc.)
One man one job	Language differences
Strenuous work	Lack of social support
Leadership problems	

Source: Prof Amante, Univ of the Philippines

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Mental illness

"What may lacking in the maritime culture is sufficient sensitivity to health problems"

1) Anxiety
2) Depression and
3) Psychotic disorders

The London P&I Club *STOPLOSS*, Sept 2007

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A withdrawn – a risk creator

**A crewmember reluctant to talk
becomes alienated –
creating a safety risk?**

YES !

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The acculturation curve

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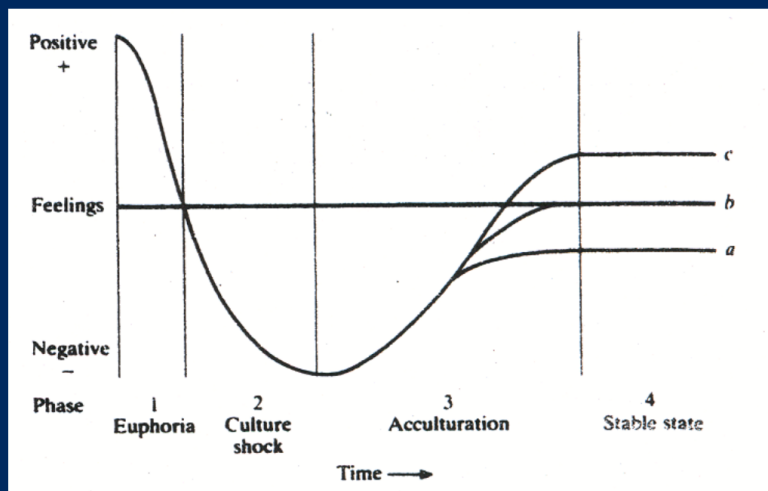
A WMU student's study environments and environments in the past

A school-child, 15-20 years old

A worker, 20-25 years old

A WMU student, 25-40 years old
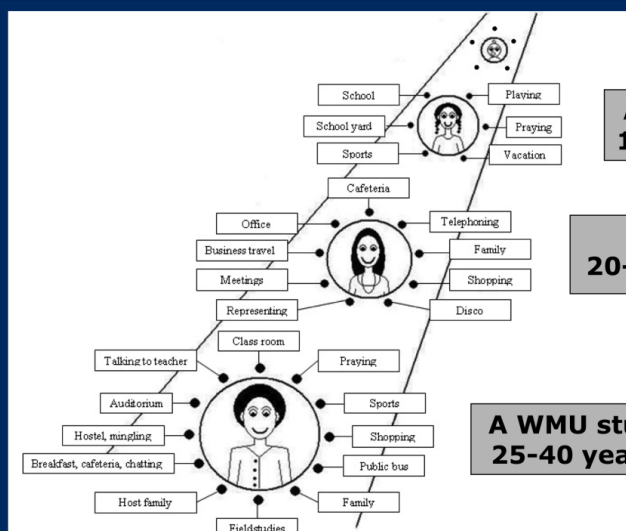
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Context environments having an impact on a sailors wellbeing

Colleagues

Sleep

Weather

Officers

Living quarters

DP

Family

Food

Fatigue

Language constraints

Ratings

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Diversity

Gender

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Gender

- **Onboard ships it is generally accepted for people to be different as long as one has the ability to be able to agree with others. The difference does *not* include gender. Probably, this is why, after some time onboard, a woman for survival reasons has to settle in to male norms**.

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Affirmative action

- The STCW 95, in Resolution 14, promotes women to work in the shipping industry. *Affirmative action* is a solution to redress wrongful discrimination and make it possible for women to work in traditional male jobs. This is commonly achieved through target recruitment programs by preferential treatment; in some cases with the use of quotas. But a shipping employment is normally guided by pure qualification.

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Male stereotyped opinion of women

- … they can handle many decisions at the same time and be able to make quick decisions. By men, the last criterion is not considered to be very feminine. This causes a conflict of opinion. A common male stereotyped opinion is that women should be able to discuss, only men are allowed to make quick subjective decisions. There are several such issues where people in general expect something from a woman and then she does the opposite in order to be alike. The men get confused.

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Emotionally Intelligent Female Leader

Course content:
1) Greater interpersonal influence
2) An increased level of individual effectiveness
3) Awareness of your leadership strengths and how to balance them with areas which you feel less able
4) Ability to demonstrate emotionally intelligent behaviour
5) Higher level of Emotional Intelligence (EI) in the workplace

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Reflection

Human errors

Human errors should be viewed as a consequence, rather than a cause

Kevin Ghirxi (Malta)

54

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Risk factors

**Language difficulties cum
lack of cultural awareness
contribute to <u>risks</u>**

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A gambit? - No!

**Let us not wait until
misunderstandings and stereotyping
has a dire effect on safety at sea**

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Appendix I-2:   Multinational and Multicultural management on Board Ships
                       By Captain S. Khodayari

Teaching material- on Human Elements Approach
(presentation on Multinational and Multicultural management on board ships)
By Captain Shahrokh Khodayari[19]

Abstract: Author thought of a system that an issue by the alphabetical order will be raised by the lecturer. Some words (preferably maritime) will come with the issue and then the teaching should also include the side-talks and experience exchanges. The lecturer and the audience can also try for more words of the same category. The main purpose is to learn Human Elements; a few words in various concept and also have fun. The trainees will be challenged for their maritime English knowledge too. The author usually conducts the classes with many examples and additional work-shops of information exchange sessions, so that participants learn from each other along.

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[19] The teaching material has been used partly in the frames of a Four Parts Management Course in August-September and October 2011 in IRISL Training Institute. Audience included Master, Chief Engineers and Chief Officers. Main parts of this presentation are used in lecturing the human Resources Management for multinational and multicultural ships. Course is taught mainly in English. Also, parts of this material have been used in lecturing the course on Ship Board Operations in NITC Training Center and Elmi Karbordi Maritime University of Mahmoudabad - Iran (University of Practical Sciences- Maritime) from April to September 2011. Audience included Master/Chief officer candidates in management level and junior cadets in the primary basics level. Author has also lectured parts of this material for an affiliated company managers and security department managers during a management rehearsal - ISM and accident investigation course, in July 2011, held in company training department classes. [Above details provided to the CCUL.COMPET research team via e-mails dated 24 and 25 October 2011.]

ALPHABETICAL APPROACH & KEYWORDS FOR MULTICULTURAL MANAGEMENT ON BOARD

By Captain Shahrokh Khodayari

Captain shahrokh khodayari   1

Introduction

- On board ships of today; there are a mixture of various people & cultures. A master or chief engineer as manager needs to utilize skills and strategies in order to be able to run the ship safe & soundly.

- The lecturer tries to have a simple linguistic choice of the keywords in the context of possible approaches in the field. The lecture should accompany side explanations and various examples and experiments in order to build practical concepts and patterns of management with least possible problems & apprehension of human element issues.

Captain shahrokh khodayari   2

Alfa: Anthropology –Accept- Amphibious life

- We do need to make ourselves familiar with the least basics of knowledge about various people and Anthropology.

  At sea we do that little by the use of Sailing Directions. We can learn a few nautical words as well as points about the nation; history; population & geography; etc. If we are going to live & work with different people we should try to know about them and their likes & dislikes.

- Not as a manager but as a human being we must Accept the people the way they are. If this is your life partner; that is very vital but as a co-worker ;this seems to be a very first and important issue to accept each entity.

  The manners & attitudes we experience and at times dislike; may be quite normal and a routine way of life in other cultures and nations. We must have an open mind about this.

Captain shahrokh khodayari   3

- Mariners do have a two-phase Amphibious life; they can adapt to various temperatures (and living conditions) if you allow them. Human being is not really a sea-creature & problems with that way of life; being alone and away from family or society can have detrimental effect on the minds of seafarers.

  Likewise many of the amphibians who ran away from the sea; the mariners have that tendency too. There are various problems along this type of life. Living in a multicultural small society on board; we may at times need to practice the patterns achieved by the civilization throughout the centuries.

  Simple matters like going ashore after a voyage are very important. There are some seafarers who will be institutionalized in such an extent that would not step ashore.

  They should be encouraged to have short walks on the quay and if possible in the town nearby, this will be greatly helpful for continuation of voyage. Walking in the nature and parks will reset their primary entity as land-creatures.

  There are many aspects to this matter but simple actions can ease off the tensions greatly.

Captain shahrokh khodayari   4

Bravo: Barriers – Bold Actions- Body language

- Identification of existing Barriers in human relations is quite a good approach. Communication seems to be one of the most important. Wrong concepts about nations and misunderstanding of attitudes can be cleared by talking them off simply and friendly. It is always better to tell someone what is bothering you than keeping it in and have misconceptions. To cross barriers you should act easily & slowly. Identifying the hindrances is very important to avoid many accidents as well.

- Do not take Bold actions against people on making mistakes or slight conflicts as a manager. Human-being will usually react strangely and at times aggravatingly. This will be worse on board a ship with restricted environment.

Captain shahrokh khodayari   5

- Making ourselves familiar with the basics of Body language can be a great asset. In fact this can be achieved by carefully watching facial expressions; hand gestures; postures & other movements in the body. Many of these bits & pieces exist in the various cultures but we should be careful that not all may mean the same.

Some may be world-wide like: eye-contact; smiling and or hand-shaking and some may be quite confusing like folded hands or crossed legs; shaking head; touching and so on which may have quite different; controversial or even opposite meaning amongst various nations. We may want to talk about this with each other & have misunderstandings cleared & where and when possible laugh about them.

Captain shahrokh khodayari   6

Charlie: Cultural differences-Colour of skin-Complaint- Cross question- Common sense-Command-Control- Complacency – Care & Catering

Captain shahrokh khodayari

7

- Allow Cultural differences and use them as spectrum of shades to adventures for human interaction rather than points for dispute. Same goes for Colour of skin; that is the first thing one can think of for racial differences. Try to learn the words like "Black" and "Yellow" and the names of some specific animals in the language of those crew. They are very particular about hearing them. You may talk about your coffee being black ,but a guy may only understand one word and get offended. Do not ever call them with words like black "AB" or any reference to the race. Be particular about the colours! As many people are and you can not help really.

- Listen to the Complaints on board. This is not only an advice but at many occasions a requirement to take action and record. The staff like to have complaints heard and followed up ; the will mostly agree with logical answers.

Captain shahrokh khodayari

8

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Captain shahrokh khodayari   8

- Cross question the crew members when there is a complaint; both sides should be heard. The matter itself might be quite minor but the manager should be open to various versions of truth and this is observed prominently.
- Use Common sense in dealing with people. The basic elements are the same in most cultures and we sense them instantly. Use your simple instincts.
- Having Command and Control over the ship and the people; beware of Complacency problems. It is so easy to become over-confident in many aspects. Complacent in ship-handling ;you may touch a buoy; with people; reactions are different. They can act diversely every time. Human being has still the most unpredictable and sophisticated inter-acting system ever known.
- Care and Catering on board are very important and nowadays due to reduction of man-power and surely financial resources; this can affect the life on board a lot. The different cultures take it variably, for some a clean ship with reasonable catering may be more important than the wages basically or other-wise.

Captain shahrokh khodayari   9

Delta: Due Diligence- Dredge -Drag

- Exercising Due Diligence in dealing with human being may be to use the knowledge; regulations & basic common values in a kind and friendly way. Increasing your knowledge both theoretically & practically of human element issues and labour conventions should be emphasized upon.

- Dredging the anchor is an intentional act; dredge the human conflicts on board by allowing time to heal. Do not expect them to wear off easily. Change directions and use to advantage by dredging.

- Do not Drag the crew members who like to go home. Help them off ;even if you know that the reasons are not acceptable or other–wise. Once a person has his or her mind set to get off, help this happen. Dragging them along usually gives rise to accidents; lack of attention ; lapse ; neglect and many other possible unwanted results.

Captain shahrokh khodayari   10

Echo: Ergonomics- Evaluation

- The relation of human & machine and the equipment as Ergonomics should be considered primarily by the designers & naval architects. On board we can see simple ways to make life easier. Tall and short people may be given similar jobs but we must consider providing them with the appropriate tools. Right handed & Left handed people steer the ship differently; they work with tools differently; we should bear these in mind.

  The equipment on board should be adjusted for worker's use not other-way around. Most crew members take this as a value. They will be confused that whether they are more important or the machine, then cultural differences make it worse and assumptions will be made on wrong feelings.

Captain shahrokh khodayari   11

- Evaluation is one difficult task. Many companies have problems in devising a fair system. There is an official concept which involves ISM and requirements of the code. There is also a practical-on-board-concept that how you evaluate the crew members.

  It is important that the evaluation is based on work-qualities and discipline rather than personal feelings and proximities. Some nations feel shy to tell the fellow ship-mates that his or her evaluation is not satisfactory. Others may be lenient to their friends and speakers of the same language. These problems lead to unfair evaluations. We may at times advise to be quite robotic while evaluating & take the standards into account and nothing else as far as possible.

Foxtrot: Food-Forgiving Fouls-Fury

- Food is an area of problems in multicultural management; the main idea is every-one should relatively be satisfied. The labour conventions standards should be met. We must take the differences into advantage. The variety of food can be a lot of fun. The crew members can be invited to cook their local food once every week or ten days. The eating habits should be tolerated. Noisy table , slurping , blowing nose and spitting the fish-bones can become sources of trouble.

  The food should be prepared with a generally mild taste & let the people add their preferred spices, etc.

- Fouls can be cleared ; even that of anchors & propellers. Be open to certain degree of mistakes and fouls. People make a lot of errors which may be of so many origins. If not so drastic ; we may forgive. This gives the assurance that we see good aspects too and help the crew members try it differently and be more cautious next time. Even if there are terrible mistakes we can not do much on board and better act with patience & think of replacing some with more professional staff rather than creating a heavy atmosphere.
- Fury is surly not a good reaction. We must try to avoid it at all levels ,especially as managers. Fury will make us take harsh decisions and will usually be an improper response. We may show our anger occasionally but not the fury as it will not really help.

Golf : Gratitude-Grace -Grudge

- Gratitude works magic with many people. Some crew like to hear "Well Done". It helps them continue. We must spend "Thanks" more often and willingly. This is a normal custom with many nations even with simple tasks & errands.
- Allow a period of Grace for people on board. Let them show what they are capable of. Especially the younger officers & crew may not be well up to your standards but we must let them grow conspicuous and avoid pushing them off-limits. After all we can help building the stamina. Do not compare all to yourself; not every one has the same strength or knowledge; this is a fact to be reminded quite oftentimes.

- Having a grudge against others is never a good thing , but it can be worse if that comes from the senior staff.

A cook may simply get annoyed because you did not eat the food so eagerly or voluminously.

It is quite possible that you like or dislike some one but showing the dislike or grudge will have adverse effect on your management. In some cultures it is a good lesson to smile and behave friendly even if you do not like somebody. This is a good point to advocate. As living and working on board are mixed together; you better be relatively intimate with those that may never become your friend if ever in the normal life ashore. Human being by nature disapproves of resentment & hatred , we should always remember that.

Captain shahrokh khodayari   16

Hotel: Health & Hygiene- Harassment

- Every nation or culture in the world considers Health & Hygiene very important. They only have different conceptions and levels originated from their habits.

It is very difficult to reach an agreement unless we follow appropriate standards. We are obliged by regulations to follow certain procedures which we do. But when it comes to setting finer tunings; at times we think different. As this is a very important issue, we better set aside the various ideas and go by the books so there will be minimum level maintained.

Having clarification and explanation meetings & classes on board can help a lot.

Captain shahrokh khodayari   17

Harassment in any form should be avoided on board and management may at times be needed to take steep actions. against

Sexual harassment is the most common type with the crew of mixed sexes and even in the one-sex communities as well.

There are other forms attributed to race; colour of skin; ethnic groups; or even the experience at sea; etc which can exist amongst the crew on board.

The rules are clear cut; no-one should be under harassment of any sort and in order to stop having problems we must encourage the crew members to report such incidents and investigate them as soon as possible. These areas may not be left unattended other-wise can get out of control.

Captain shahrokh khodayari   18

India: Integration- Individual assets Improvement

In order to Improve workmanship as well as atmosphere ; we must appreciate the Individual assets on board having them play their role in the Integral concept of life on board. Not everyone has the same capability for carrying out a task. Some may be better at physical activities than others due to their living environment back at home; the others may be good at fine & slow paced tasks.

A senior officer should spend a good time to observe the abilities and then use them into advantage.

In some societies; it is normal to repeat orders many times without offence; in some others, that is very irritating and people feel offended.

Captain shahrokh khodayari   19

- In the arena for various codes & standards for Improvement; one should always bear in mind the level of cultural interaction and awareness.

  A suggestion can be to let people talk about their customs and the interesting aspects. During this sessions at gatherings and barbeques the crew members will also talk about their likes & dislikes and grounds of disappointment. This will not have to be very official; the talks should be casual and just to spend sometime together.

  We must not put up any act of ease on it as this will not be welcome. The gatherings should not be pre-aimed, just let them be , if the conditions allow.

Juliet: Judgment- Jettison-Jetlag

- Do not Judge people , we all make mistakes but judging makes the air bitter and feelings disarrayed.
- We jettison cargo to let the stability improve and the ship become lighter; we should let go of our cultural differences & presumed superiorities to allow the ship get lightened up. The presumptions are at times quite heavy in weight & thought.
- Let the new joiners rest a bit; the Jet-lag affects them too; they also have loved ones left at home; the time is going to be very long. Let them start up easily; the first days on board are tormenting times & break-downs can happen if the thresholds are surpassed.

Kilo: Kaleidoscope-Karaoke-Kebab-Kelp

- Multinational crew are like Kaleidoscopes; instead of noticing the differences; one can see the variety and joy in the colours & multiplicity and have fun about it.
- Many seafarers love Karaoke; let them enjoy it and remember that this will make the people getting closer by singing the same song and their accents or feelings.
- Have many open buffets & Kebabs; it makes people to talk to each other & clear the foggy & vague impressions away.
- Kelps (seaweed) grow nearly everywhere; polar to temperate or tropical seas and they are considered ecosystem engineers that can help and allow nearly any sea-creature to live in. We may learn a lesson from them in having a tolerant air and let live in peace with each other.

Captain shahrokh khodayari   22

Lima: Language- Luggage life-
Low pressure - Listen

- Language is considered more than just a means of communication; the choice of words & intonations can carry a lot of feelings along. Language barriers are primarily thought of ,but after a level of language ability; there is still a great deal of misunderstandings remaining.
- The seafarers usually live out of a Luggage ; that is not so pleasant really, specially if it is for a long time. Some people do not mind much but those who have lived in colder climates, find this more annoying. In meeting different people , we must be helpful to those who are caught up in a weather that they did not expect. The job & task distribution should consider this too.

Captain shahrokh khodayari   23

- The Low pressure bothers even the oldest seafarers. It affects the menstruation cycle in women. It can have adverse effects on depression problems & behavior patterns.

While at sea & bad weather prevails; likewise any time of problems; the people find ways to get closer to each other & at times reconcile. The movements of the ship in a seaway along with pressure being lower than normal; makes the crew members uncomfortable and nervous. Talking to each other will be less and every one will be somehow tired and restless. A manager on board should keep this in mind & in the periods of bad weather & cyclones consider additional hindrance to staff inter-action, so think of alternatives to boost up the moods.

- Listen to people on board. At many occasions this is the best way to interact with others. As senior officers; the others expect you to listen to them. Many people like to only talk about their problems. For many reasons you might not be able to help at all but the act of listening is so helpful by itself.

If you listen well; the problems will be mentioned. You can either avoid complications and misunderstandings or foresee troubles approaching. Let crew members talk to you after they called home. They come up with very private things as well as stories of what went wrong at home or plans for what he or she will do when going back. You must spare time for this.

Mike: Motivation-Monotony- Morale-Monsoons

- Motivation is the responsibility of master on board. This is really a difficult task. We surely need the head-office or company support. in a multicultural ship complement; the crew may wisely be put to compete mildly & easily and setting goals should be as per their likes & dislikes.
- The Monotony of life on board can be detrimental to the atmosphere & Morale on board; this affects every-one but some would be loosing control.
- The Monsoons & bad weather as usual is a problem for the ship's life. Although at times it may put the heat between people at bay and let every-one forget the diffrences.

Captain shahrokh khodayari   26

November: Necessities- Nagging- Nick-names-- Neurosis

- The Necessities of all human beings are nearly the same; for a better multicultural society; we can consider ourselves easily; if every-body has not the same interests; on the other hand , dislikes are quite similar. If you do not like to be treated in some way; so do not treat others either.
- Allow crew members to Nag; that eases them off.
- Do not call fellow mates with Nick-names; they may not like it in a long run, such jokes touch depths very rawly & bitterness appears.

Captain shahrokh khodayari   27

- Of many illnesses common on board; Neurosis is to one be taken seriously. Feelings of strong fear & worry are amongst the apparent signs.

  With different nations & so various cultures; the manifestation of these feelings are quite diverse. Those feeling shy may have the aptitude to burst off rampantly. So a sign of very quiet behavior may not be so good either. Especially with troubles back at home like riots; natural disasters ,unhealthy family members , troubled children, and so on.

  If suspecting any sign of strong feelings associated with similar behaviour; professional help should be sought.

  It is important that use of various medicines or alcohol will usually not help but worsen the situation.

  Drug abusers may show such signs too; typically when they are short of the drugs.

  Here again having good relations on board can help prevent worse getting into worst.

Oscar: Oblivion- Observance - Overriding authority

- It is extremely undesirable for a manager to be Oblivious of what is happening around. Although this is a way some bosses manage others but on board a ship ;it can end up to situations getting out of hand.

  You do not need to have informants , that is quite immoral, but require to Observe. This is about the human element aspects as well as the things happening on board. In some cultures keeping everything as a secret is a habit. That can be allowed as long as it does not affect the life & workmanship.

- As a manager and specifically as a master; you will be obliged to practice your Overriding authority. It has been particularly noted that should be the case if the safety of crew; the ship or the protection of environment is imperiled.

In practicing this requirement , we may be in a better situation if we try to explain certain facts as basis for our instructions. The overriding decisions or orders may give smoother results if we issue them kindly and with due care that no one is offended. Like in an emergency if the master shouts; he does not surely want to humiliate the crew. Or in a pollution case ; understanding the urgency will help all hands to be involved in the operation as quickly as it takes.

In any case; emergency situations require the proper safety culture back-grounds which can partly be nourished and maintained on board through an intellectual & committed management ending up with the practicing of overriding orders & instructions.

Papa: Politeness- Pride-Punctuality

- In many cultures Politeness is matter of vital importance. Being polite to elderly or women or whatever categorization possible. We should know that this is with every nation and any human being that; if you say something politely or act so; it will be accepted much easier.

- Be careful about touching the Prides of the people. Some may already be on the guard due to their rank or race . Admit a level for being proud for every-one , this can be accomplished by permitting the crew carry out their jobs in their way & appreciate accordingly and let them feel important. Every one of staff should be considered & treated to have a vital role & value on board a ship.

- Punctuality is an asset to workmanship on board and a necessity. But at times we may close our eyes to specific timings. If you push so hard for the times off & breaks to be exact ,you may loose the efficacy as some people would take it hard and react other-wise.

  If you let the crew do the job in a reasonable amount of time as you think possible , the results will be much better than just checking that when they come & go, taking coffee breaks and so on. We all know that it is very easy to show busy & do nothing. If you push so hard especially with some crew members; the times will be filled up but with little result & no good feelings.

  For matters like watch-keeping hours ; you should surely keep very punctual without any doubt of-course.

Captain shahrokh khodayari   32

Quebec: Quality-Quell-Quarters

- Think about the Quality of work rather than quantity; with many people that are generally slow nations; the results are acceptable. It is important that you know the crew are watching you and will surely make the difference too.

- We should try to stop unpleasant feelings on board so to Quell bitterness. But remember that this should be done very smartly as simple smiles or preaching usually do not work. The fellow seafarers should feel at ease not under pressure and this is partly relayed through one's own ease and instructions being easy & kindly and being considerate. There is magic in being considerate.

Captain shahrokh khodayari   33

- Living Quarters are a very important part of the life on board. We know that unlike many professions , a ship is a place of life & work ; so a reasonable accommodation will make most people happy and with lesser worries. Maritime Labour Convention is looking into it but managers should be aware of the problems too.

No one really likes sharing cabins or wash-places. If obliged; pay attention to their likings and primarily let them choose the co-habitants, if no choice is made, give trial periods and consider cultural differences; work-schedules; departments ,etc.

Staying in an average good quarters will also affect the rest level, safety as well as many other human elements.

Captain shahrokh khodayari   34

Romeo: Respect-Race-Religion-Rest periods

- Treat every-one with Respect; you can even take punitive measures with respect. If some one did not do the job properly; there is no need to shout or use improper   language. This is not welcome in any culture. Care should be exercised with choice of certain words that may mean disrespectful in translation into some other language. The intonation takes half the weight along.
- Racial differences should not be a base for discrimination or any other type of unfair treatment; this is already pointed out in many other ways.

Captain shahrokh khodayari   35

- Every one must be free to practice his or her Religion as far as it does not hinder work or the life of the shipmates. A thing to avoid is to reduce the friction or discussion between the religions on board. We must know that it mostly gives no result and one can hardly convince the other. As managers ,we should not take sides, of-course and always advocate for free beliefs.

- Rest periods have stipulations but it may be different amongst various people. Consider this fact and allow them more rest specially after a long manoeuvring or tiresome work. If we let people relax a bit more, the efficiency will appreciably increase. There are biological reasons for difference in sleep patterns of various people and back-grounds which are worth noting.

Captain shahrokh khodayari   36

Sierra: Sensitivity-Satisfaction-Solemnity & Smile -Sex deprivation

- Sensitivity of people are different and a problem may not bother all the same. If possible we should observe individuals and study their sensitivity levels. This will surely change in various circumstances and is not fixed at all. As the time on board increases, most crew members will tend to be very touchy.

- It may be a lesson to learn how to achieve Satisfaction. Experienced seafarers adjust themselves to simple things to be satisfied with. The cultural back-ground plays an important role here. A thing which is quite a wanted matter somewhere may not have the same value for the other & if they are sailing together; one's happy day may not be as merited for fellow shipmates.

Captain shahrokh khodayari   37

- Seafarers are amongst the most Sex-deprived groups of the society. This is mostly because of the nature of work. In some cultures being deprived of sex for many reasons like marriage; age & religion may exist and the persons of that society are familiar with the feeling. But this does not mean that ; this is all right. For some this may have become a habit to tolerate for others it may reach explosive limit & problems come up.

We should know that Sex-deprivation can give rise to mental problems, bahaviour complexities and so many other troubles. This will surely affect safety; so at many occasions easing off shore and short leaves may help a lot. The feelings of other sex being around even by just walking in a shopping mall can help a lot.

Controlling can not stretch off-limits & limits vary with different people and relate to many factors.

Captain shahrokh khodayari   38

- Solemnity may be a part of discipline for senior officers, but it may not always be so much necessary. In some cultures serious faces are considered to be the same as angry. Remember that for some people a serious face is part of their character & looks and may not mean much. In some societies a Solemn look would be considered as thoughtful and classy. No doubt that in most occasions, a Smile is gateway to people's hearts.

Solemnity can also be a sign of being depressed or in the early stages of alienation from the society in which a person is. To have social gatherings at any possible occasion can help identify this without notice or even avoid unwanted conditions.

Captain shahrokh khodayari   39

Tango: Tolerance-Teamwork

- Tolerance is the basic for any multi-cultural, multi-national and multi-racial society. We need to educate crew members for tolerating each other. We can show the good sides or the interesting aspects to each other, as a result we may grow friends. Food is a good arena for trials and joy.

- Some nations are not just good at Team-work. We should understand this. It may be due to historical or cultural backgrounds. Knowing that team-work is the essence of a maritime life & work style; we must try to train the crew members for it. By various briefing classes & examples of every-day life that a group can survive better than a single person & the tasks are easier to do. After all; Team-work is a culture & we should build it up. Tolerance and using every individual assets into advantage are the pathways in the route.

Captain shahrokh khodayari   40

Uniform: Understand-
Underestimate-Umbrage-

- Understanding starts with knowledge of a common language, we need to reiterate that communicational skills are basic requirement for a management. Not only we must understand the crew members; we should also try to be understood. Conveying messages by elder or respected and higher ranked members who are close and liked ,may at times be a good solution.

- Do not ever Underestimate people, this is wrong no matter member of which culture or nation you are.

- To take Umbrage at something or some-one might just be a jest in some cultures. It may be difficult to recognize a true from a false offence. What we should explain is that if there is a good reason. Most of the time there are none & a simple misunderstanding should be cleared.

Captain shahrokh khodayari   41

Victor: Virtue – Versatility - Vernacular

- The Virtue of high moral standards should be administered on board. We must be examples of that. The crew members are usually observing the senior officers and if we can not keep up ,then we may not expect others either.

  It is a fact that we are all human and may be tired; bored or depressed and do or say things we should not.

  The essence remains in the fact that others know this & they also allow lee-ways about us but we must understand that assuming the responsibilities and the authority will inherently contain the requirement to be the virtuoso in the multicultural understanding as well as many other fields.

Captain shahrokh khodayari   42

- The Versatility of a mariner's life added to the quality of human-being is the ability to adapt to many situations that we could never even dream of.

  There are many occasions that those with whom we disagree become our best friends later on. This can be true amongst ship-mates. With a multicultural or multinational complement on board ,if good management practices are exercised; a bitter or turbid atmosphere can slowly be changed into a friendly one.

- The people who would not understand each other can be trained & guided into an ability to be capable of using the Vernacular language learnt through tolerance & common deeds.

Captain shahrokh khodayari   43

Whiskey: Workmanship- Weather permitting – Watch-keeping - Williamson turn

- The Workmanship on board is seriously affected by cultural differences. A knowledge of human elements in a maritime concept can be taught for the seafarers but still the main part remains to be observed by the crew members. What is very important is that; this skill should be built up throughout years at sea. A general concept along with the will to accept that it is vital for management to be able to orchestrate the ship board variety of nations and people together for work and life alongside.

Captain shahrokh khodayari   44

- At times a few people can not just be living or working easily together ,then you must accept that all the merits in the context of multicultural management are conditional & Weather or atmosphere permitting. If these do not work, we must think of a swift approach like signing one off & keeping the atmosphere clear.
- Watch-keeping & associated duties can be a good reason to let crew members get acquainted with each other and also realize the needs to interact & the joy of team-work and not to be lonely.

At sea we live secluded lives ,watches are duties. If we are friends we can enjoy each other's help and company; all human beings are social as a fact.

Captain shahrokh khodayari   45

If at any time you get to know that you made a mistake or the results for what you decided are not as you expected; make a turn. This sort of actions if made honestly will take you back or let us say to a better place like a Williamson turn.

There is a value in apology and people sense it. In human relations it is important that you admit having understood you were wrong or mistook something. We must let crew members admit their shortcomings and in a long run there will be an atmosphere of ease on board. If we do not take severe actions for slight neglects or minor errors; then the self confidence will grow and the staff use their ideas rather than just following orders and sitting aside.

Captain shahrokh khodayari 46

X-ray: Xenophobia--X-O Games

We must deny Xenophobia and consider it as improper, immoral & not allowed. There are many varieties of people on the earth but we surely can not allow any hatred or fear in the form of Xenophobia.

We can connect the people on board by devising simple games like X-O or the type that nearly any human being can play. There are surely better examples; but the idea is to make the shipmates to talk to each other and start having relationships by games and other social activities which involve interaction; fun & spending free-time.

Captain shahrokh khodayari 47

Yankee: Yield - Yearn

- Every person has also a Yield point at which he or she would give-in or distort permanently or damaged passing a limit. People on board are under pressure; we should know the fact that they may be simply accepting a change or if pushing further they may explode. This is different with various people but all seafarers show nearly the same signs that as a manager you must be familiar with. The advice is not to push very hard.

- The mariners are Yearning for following seas & have endeavoured the difficult life-style for nearly the same reasons; this is a good area for common approaches in the multicultural management.

Zulu: Zeal - Zest - Zone time

- As senior officers & managers we should use the Zeal and great energy for Zest and enjoyment of all on board. There are always some crew members in a multinational collection who are full of energy & excitement due to age or personal character. We must use their enthusiasm for the benefit of all. They can be game leaders; book keepers or other activity organizers.

- While passing the Zone times ; if there are crew members whose country is in that zone and ship's time is nearly the same; tell them so; they will dream better by getting up & working the same time as their families and friends back home ; and being able to feel closer to the loved ones.

Appendix I-3: Multicultural Crew Management and Cross-Cultural
Awareness and Sensitivity
By M. Progoulaki

Selection of slides on:
"Multicultural crew management and Cross-cultural awareness and sensitivity"[20]

Author: Dr. Maria Progoulaki[21]

Abstract:

The selected presentation slides below have been used for an analysis on Multicultural Crew Management and Cross-cultural awareness and sensitivity. Slides #1-6 can be used as an introduction to a lecture focusing on maritime cross-cultural learning. Slides 7-12 can be used as examples of cultural stereotyping identified among seafarers of different nationalities. Also, they can be used in conjunction with Exercise titled "The other side of the moon"[22]. Slide 13 includes a list of references, which can be used for further reading.

Selection of slides (in sequence; can be used in whole or in part):

Multicultural crew management and Cross-cultural awareness & sensitivity

Creator: Dr. Maria Progoulaki

Selection of slides from lectures to:
- **Bremen University of Applied Sciences**, Dept. of Nautical Studies and School of International Business, Undergraduate Course on: Staff Management and Crewing *(December 2010, Bremen, Germany)*
- **K.C. Lyrintzis Group**, QMS Maritime Training Center, Maritime Executives' Seminar on: HRM in Shipping *(November 2009, Piraeus, Greece)*

For any future reference, kindly acknowledge the source. For citation use: Progoulaki, M. (2011), Multicultural Crew Management and Cross-cultural Awareness & Sensitivity- Selection of slides, CCUL.COMPET-Phase II Research Project, IAMU. (Corresponding email: m.progoulaki@aegean.gr)

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[20] *For any future reference, kindly acknowledge the source. For citation use: Progoulaki, M. (2011), Selection of presentation slides: "Multicultural crew management and Cross-cultural awareness and sensitivity", CCUL.COMPET- Phase II Research Project, IAMU.*
[21] Corresponding email: m.progoulaki@aegean.gr
[22] Progoulaki, M. (2011), Exercise: "The other side of the moon", CCUL.COMPET- Phase II Research Project, IAMU.

Slide 2

Crew list of a Container vessel

- Nationalities on board:
  - Romania
  - Ukraine
  - Croatia
  - Philippines
  - Germany
  - Sri Lanka
  - India
- No. of nationalities: 7
- Total No. of crew: 22

███ - Crew List
███ GmbH & Co. KG

Revision	: 0
Effective	: ███ 2010
Approved by	:
Created by	:
Page	: 1 of 1

Arrival   Departure

Ship's Name: ████   Date : ███ 2010

Flag: LIBERIA   IMO Number : ████

Port of: ████   Port arrived from :

No.	Family and Given Name	Rank	Nationality	Date of birth	Place of birth	Passport No.	Seaman's book
1	████	MASTER	ROMANIA	1974	CONSTANTA	████	
2	████	C/O	UKRAINE	1977	UKRAINE	████	
3	████	2/O	CROATIA	1980	RIJEKA	████	
4	████	3/O	FILIPINE	1976	TAGUDIN	████	
5	████	C/E	DEUTCHS	1941	OLDENBURG	████	
6	████	2/E	FILIPINE	1969	DINGAS	████	
7	████	3/E	SRILANKAN	1981	BORELLA	████	
8	████	E/E	SRILANKAN	1951	COLOMBO	████	
9	████	BOG	FILIPINE	1965	MABINI	████	
10	████	A/B	FILIPINE	1976	GEN.SANTOS	████	
11	████	A/B	FILIPINE	1970	ANGAT	████	
12	████	A/B	FILIPINE	1968	BARUGO	████	
13	████	O/S	FILIPINE	1981	S.ISIDORO	████	
14	████	O/S	FILIPINE	1972	CAGWAIT	████	
15	████	OIL	FILIPINE	1968	SEBASTE	████	
16	████	OIL	FILIPINE	1974	BALUD	████	
17	████	WIP	FILIPINE	1981	SORSOGON	████	
18	████	WIP	FILIPINE	1984	BACOLOD	████	
19	████	FITT	INDIAN	1979	DEORIA	████	
20	████	FITT	FILIPINE	1972	PAMPLONA	████	
21	████	COOK	FILIPINE	1968	PINAMALAYAN	████	
22	████	MSM	FILIPINE	1987	DARAGA	████	

Remarks:

MASTER

Date and Signature of the Master

2

Slide 3

Level of cultural mix

Figure 1 Number of different nationalities (all shiptypes)

- 5+ nationalities 10.6%
- 4 nationalities 9.7%
- 3 nationalities 17.0%
- 2 nationalities 28.5%
- 1 nationality 34.2%
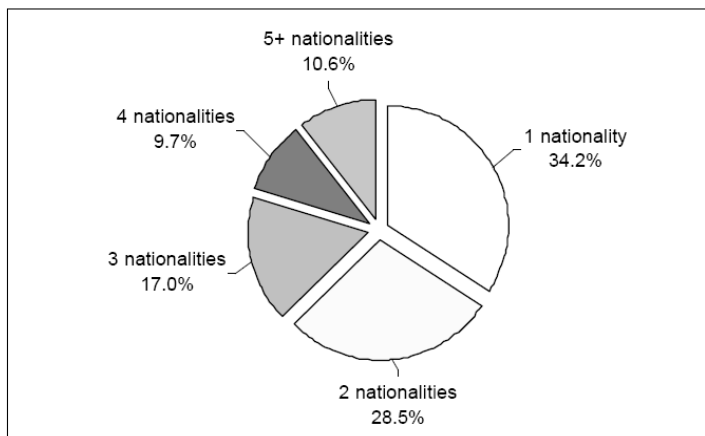
Source: Kahveci, Lane & Sampson (2002)

3

Crew mix & nationalities

- <u>Koreans:</u> single nationality, homogeneous crew *(ILO, 2001)*
- <u>Russian:</u> single nationality crew or mixed with 2 nations *(ILO, 2001; Loginovski, 2002)*
- <u>Filipino, Polish, Indian:</u> found to cooperate with many different nationalities *(ILO, 2001)*
- <u>Chinese:</u> some (older) seafarers work in single-nationality, Chinese-owned vessels, other (younger) in foreign-flagged fleet, with multinational crews *(Wu et al., 2006)*
- <u>Greeks:</u> experience with various nationalities, perceived best cooperation with Filipinos & worst with East-Europeans *(Progoulaki, 2003; Theotokas & Progoulaki, 2004)*

4

Nationalities of crew syntheses: *example*

Cpt/ Engr A'	GR 39 %	UKR 17 %	FIL 16 %
Cpt/ Engr B',C'	FIL 30 %	GR 25 %	UKR 17 %
Electrician, ect.	UKR 27 %	FIL 22 %	ROM 15 %
Trainees	GR 54 %	FIL 19 %	UKR 10 %
Cook	FIL 39 %	GR 18 %	UKR 13 %
AB/ OB	FIL 40 %	GR 15 %	UKR 15 %

Source: Progoulaki (2008)

5

Mix of…

- Multi:
  - National
  - Cultural
  - Lingual
  - Ethnic

6

Comments … …

"These barbarians…what do they know about sea?"

"It is common for Filipinos to lie & cover their tiredness …it's is part of their culture"

"…all these Filipino monkeys…"

"Greeks are the best seafarers in the whole world"

"Ukrainians, Russian, Polish…all drinkers…alcohol is the only solution for all ex-soviets"

"Filipinos are always and only by the book… they work in low speed, they are not smart"

"We are smarter, we can solve problems very quickly"

Source: Progoulaki (2008), Progoulaki et al. (2006), Knudsen (2004)

7

Comments from the sea (1)

"On some of the tours **you have to treat Filipinos worse** than you might actually want to. Because **that is the custom on board & just the one of** you cannot change that (DANE)"

"**Now we have all those East-Europeans, Polish, Ukrainians, Russian, they are all drinkers… and very well trained…if they get on the ships, we'll have problem (GREEK)**"

"**Leadership changes when the culture changes. You can't manage Greeks & Filipinos the same way. You have to adapt to the custom of the nation (SPANISH)**"

"**One of the good things about foreigners is that they're very often willing to learn right from the bottom up. Especially Filipinos obey right to your orders, like a computer, whereas our own people think they have already got further just because they're Danes or Greeks…(GREEK, DANE)**"

Source: Progoulaki (2008), Progoulaki et al. (2006), Knudsen (2004)

8

Comments from the sea (2)

"**if we make a mistake we are aware that we may be sent home, get blacklisted (FILIPINO)**"

"**Danish, Greeks …they** shout **to you, he gets angry to you, but after that, normal! (FILIPINO)**"

"**I had complaints about a Pakistan AB. I go & ask him what is wrong. His wife took all the money & kids, & left** him…He cried…He is a human, like us…**(GREEK)**"

"**I am working for a Taiwan company through a** crewing agency. **As 3rd officer the company pay me $1200 monthly, & I can receive $850. The rest is taken out by the current agency every month. (CHINESE)**"

Source: Progoulaki (2008), Progoulaki et al. (2006), Knudsen (2004)

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Comments from the market

"Cultural diversity on board creates problems, because ethnic sub-groups are created"

"Multicultural crews are a burden, due to the extra workload"

"Multicultural crews; i.e. a hotchpotch... a mess"

"Cultural Diversity on board does not have a negative effect on their productivity; on the contrary, it improves it."

"Culture doesn't matter...anyone can understand kindness."

Source: Progoulaki (2008)

10

Problems in mixed crew

- **Linguistic:**
  - Dominance through Language Power
  - Pronunciation
  - General & maritime-specific knowledge & competence
- **Cultural:**
  - Different perceptions, attitudes, behaviour, ethics
  - Stereotyping & Conflict
- **Training:**
  - Different standards
  - Falsified certificates
- **Competition:**
  - Due to wage differences,
  - Over supply & shortage of certain nationalities of seafarers
  - Fear of the unknown (foreigner)
- **Social isolation**
- **Discrimination**
- **Lack of team cohesion & team spirit => affects safety onboard**

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Contradicting comments...

- Show:
  - False perception regarding culture
  - Reproduction of stereotypes
  - Intense competition
  - Insecurity, fear, prejudice
  - Changing perception towards profession
  - Impersonal relationship between ship-owner & Seafarers
  - Limited socialisation onboard among different nationalities

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Appendix J
Submitted Exercises
Appendix J-1:   Culture Presentation
                      By M. Rooks

<u>Exercise: Culture Presentation[1]</u>

> • For your final presentation this semester, you will be required to give a 3-4 minute PowerPoint presentation on an aspect of a different culture that you do some online research on.
>
> • The main goal of this presentation is to further practice your presentation skills and show the class what you have learned about another culture through your research. Use the guidelines on this paper to help you prepare for your presentation.

Talk about the following information during your presentation:

1) Why did you choose your topic?

2) What are your main points? What did you try to find out about a different culture?

3) What were the most interesting results and findings in your research? Show the audience some unique, unusual aspects of the culture you chose.

4) Did your research change the way you think about this culture? What did you learn? Did your ideas and opinions change, or did your research reinforce your previous beliefs?

5) What other things do you want to study about the culture you chose? What do you want to continue to learn?

Please practice the following presentation skills, as they will be a big part of your grade for the FINAL PRESENTATION on your research:

Eye contact-   - Body language-   - Gestures-   - Voice-   - Fluency-

1) You should <u>NOT</u> read from anything during your presentation, although a few notes (with only some keywords on them) are acceptable to help you.

2) You should speak naturally, and not try to memorize your presentation. Just remember your key points and use your own words and natural speaking to explain your ideas.

3) Practice many times before you give the presentation.

4) Present with a high energy level, as this will affect your grade!

5) Make a nice PowerPoint to go along with your presentation. It should follow these rules:

    a. You should have 5 ~ 8 slides. (Title/ Intro, ideas, findings, analysis/opinions, Conclusion)

    b. One slide should have < 10 words on it.

    c. There should be only notes - NO SENTENCES- on your slides.

    d. Each slide should have 1+ picture(s) on it.

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[1] This exercise has been used for the 2nd year Undergraduate course "Communication 1", at Kobe University during the Spring Semester, 2011. The materials were created by Matthew Rooks.

Appendix J-2:   "The Other Side of the Moon"
                        By M. Progoulaki

Exercise:
"The other side of the moon"[23]

Creator: Dr. Maria Progoulaki[24]

Purpose: Paige (2004, p. 88)[25] notes that "if trainers are to facilitate the development of intercultural competence, it is important to know something about the learners' prior intercultural experiences and their level of intercultural sensitivity". This two-phase exercise seeks to reveal the existing knowledge and perceptions of the participants by openly discussing their stereotypes[26]. Participants can gain experience from this cultural-awareness and cross-cultural exercise, based on one's own stereotypes. This exercise reveals, and then questions and processes the participants' stereotypes towards the different nationalities of their colleagues (other seafarers). At the same time, aims at showing to the participants the "other side of the moon", i.e. how people from other nationalities see each other. Finally, its goal is to give to the participants the meaning and power of stereotyping, by working on their own existing perceptions, and by facing what are the others' stereotypes regarding them.

Profile of participants: a group of at least two different nationalities of people who hold sea and/or working experience in culturally mixed crew/ teams

Duration: minimum 20 minutes, according to number of participants

Application: in-class[27], blackboard/ table required, facilitator required

Instructions:
The course instructor or alternatively one participant is assigned the exercise facilitator. In the beginning, participants are asked to write down the different nationalities they have worked with in the past, including their own. Then, they are asked to make a list, according to their personal opinion and experience, of the perceived as positive and negative traits of their colleagues (per nationality). More specifically, participants are asked to define the cultural characteristics of the nationalities of people they have worked with, which they liked and disliked most, always based on their personal experiences and beliefs. This is an important task, because "people often equate something different with something wrong" (Trompenaars and Hampden-Turner 1997, p.26)[28].

The facilitator collects all participants' list and makes a list of the results on the blackboard/ table. At the end, facilitator keeps a track of the perceived as positive and negative traits of the mentioned nationalities. Discussion of the results among the participants is encouraged to follow (see "Suggested key discussion points" below, as a guide for the instructor).

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[23] *For any future reference, kindly acknowledge the source. For citation use: Progoulaki, M. (2011), Exercise: "The other side of the moon", CCUL.COMPET- Phase II Research Project, IAMU.*
[24] Corresponding email: m.progoulaki@aegean.gr
[25] Paige, R.M. (2004), "Instrumentation n Intercultural Training" in: Landis, D., Benett, J.M. and Bennett, M.J. (eds), *Handbook of Intercultural Training*, 3rd edition, Sage Publications, pp. 85-128.
[26] Allport (1979, p. 191) defines a stereotype as "an exaggerated belief associated with a category. Its function is to justify (rationalize) our conduct in relation to that category". Moreover, according to Harre and von Lagenhove (1999, p. 129) "stereotypes are in general defined as a set of consensual beliefs of one group about the attributes shared by members of another group."
[27] First half of the exercise can take place in the beginning of a course on 'cross-cultural awareness and competency development', and second half at the end.
[28] Trompenaars, F. and Hampden-Turner, C. (1997), *Riding the waves of culture. Understanding Cultural Diversity in Business*, London: Nicholas Brealey Publishing.

The discussion of the participants' stereotypes and perceptions will make them understand that each one's culture affects the way a person perceives the traits of another person or group. More specifically, as Lippmann mentions "in the great blooming, buzzing confusion of the outer world we pick out what our culture has already defined for us, and we tend to perceive that which we have picked out in the form stereotyped for us by our culture "(Lippmann 1922, p.81).

The facilitator will end the discussion by asking from the participants to define stereotyping. Finally, the definition of stereotype will be provided to the participants, along with suggested further reading. This exercise will help the participants understand the meaning and power of stereotypes. Moreover, it is important to note that "attributing characteristics to others may have more to do with the characteristics and culture of the people doing the stereotyping than the characteristics of the people being typed" (Hinton 2000, p.13). Since stereotyping involves judging people as category members rather than individuals (Hinton 2000, p.5), it is vital to know that this may be a misleading way to understand people, and can affect the communication and cooperation of people, such as in the case of crew members on board. One should take into consideration that "being the target of a negative stereotype about an important social identity is distressing and promotes a number of defensive reactions (Allport 1954, p. 143).

Suggested key discussion points (guidance for the instructor):
- Examine the possible existence of common stereotypes for certain nationalities, among the participants. Did the participants share a similar experience that created this perception-stereotype? Do the participants have the same cultural background?
- Examine the reason for the existence of the perceived as positive stereotypes. Why and how was this stereotype created among the participants?
- Examine the reason for the existence of the perceived as negative stereotypes. Why and how was this stereotype created among the participants?
- Ask from the participants to define "stereotype". Then, provide one or more definitions, and explain how stereotypes are created and they work.
- Ask the participants to describe how they feel about the stereotypes other people have for their nationality.

Suggested further reading:
- Allport, G.W. (1954), *The Nature of Prejudice*, Cambridge, Massachusetts: Addison-Wesley Publishing Co., Inc.
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Appendix J-3:   Reading and Discussion on the real case of "Bow Mariner"
By M. Progoulaki

Reading & Discussion of a real case:
"Bow Mariner"[29]

Creator: Dr Maria Progoulaki[30]

Purpose:

Real case studies can be a useful learning tool. This particular case involves the explosion and sinking of a vessel manned with two different nationalities. Reading of the investigation report reveals certain cultural constraints that –in combination with other factors- led to a serious casualty, i.e. loss of lives and pollution. Group discussion on various parameters of the related investigation report, can help in highlighting and analyzing certain behaviours among crewmembers onboard and certain management practices ashore. Also, this reading and discussion exercise aims at helping the participants in developing a pro-active attitude towards similar situations.

Duration: 30- 60 minutes (reading must be done as homework)

Application:
in-class, minimum No. of participants: 3, holding sea and/or working experience at shipping companies ashore, facilitator required. Participation requires knowledge of the basics in meaning of culture, cultural dimensions and management of culturally diverse teams[31].

Reading material:
Participants are asked to download the Investigation Report of the "Bow Mariner"[32] case from: http://marinecasualty.com/documents/bowmar1pdf. Participants shall read the investigation report, keep notes of the facts and be prepared to discuss details of the case. The course instructor will facilitate the group discussion. Participants can enrich the discussion points with their personal viewpoints and experiences.

Background of case:
On February 28, 2004, the chemical tanker "Bow Mariner" caught fire and exploded while the crew was engaged in cleaning a cargo tank. She sunk after around 1.30 hour in the Atlantic Ocean (about 45 nautical miles east of Virginia). Of the 27 crewmembers, six abandoned ship and were rescued by the

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[29] *For any future reference, kindly acknowledge the source.*
For citation use: Progoulaki, M. (2011), Reading and Discussion of a real case: Bow Mariner,
CCUL.COMPET- Phase II Research Project, IAMU.
[30] Corresponding email: m.progoulaki@aegean.gr
[31] Suggested literature includes:
- Fine, M.G. (1995), *Building Successful Multicultural Organisations: Challenges and Opportunities,* Quorum Books, Westport, Connecticut- London.
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- Schneider, S.C., and Barsoux, J.L. (1997), *Managing Across Cultures*, Europe: Prentice Hall.
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[32] USCG (2005), *Investigation into the explosion and sinking of the chemical tanker Bow Mariner in the Atlantic Ocean on February 28, 2004 with loss of life and pollution,* U.S. Coast Guard, Marine Safety Office, Hampton Roads, Virginia, December 14.

USCG. Three crewmembers were recovered from the water, but deceased. 18 crewmembers were missing and were presumed dead. In total, 21 seafarers lost their lives. Vessel's cargo, heavy fuel oil, diesel fuel and slops were released, causing pollution.

On 14th December 2005 the United States Coast Guard (USCG) published a report of the investigation into the casualty of the BOW MARINER. According to the report, the cause of the casualty was the ignition of fuel/air mixture. *"Contributing to this casualty was the failure of the operator, Ceres Hellenic Enterprises, Ltd. And the senior officers of the BOW MARINER, to properly implement the company and vessel Safety, Quality and Environmental Protection Management System (SQEMS)"* (USCG, 2005: p.9).

Recommended Discussion Points:

The course instructor will ask from one of the participants to describe in short the "BOW MARINER" case. Instructor will ask the other participants to contribute with details from the casualty, based on the research they have done for this case study. The purpose of this discussion is to underline the effect of cultural diversity on board the BOW MARINER, and how different cultures may affect ship's and crew's safety under certain conditions.

Exercise:

Based on in-class discussion and research, respond to the following questions:

- Cultural diversity effects
  - How can cultural diversity on board affect the shipboard safety culture?
  - What is the role of cultural mix in the shipboard social culture?
  - Based on Hofstede's cultural dimensions[33], how would you characterize the cultural profile of the crew members?

- Social Cohesion on board
  - Is social cohesion of a crew affected by cultural diversity? If yes, how?
  - What can be done to ensure social cohesion on board? Make recommendations.
  - What is the role of the Master in the development of team cohesion on board?
  - *"Third Officer O. approached Captain K., who was conversing in Greek with Chief Engineer A., and asked about sending a distress call. Third Officer O. stated that Captain K. did not respond to his questions, so he went to the bridge. […] He activated the DSC alarm in the radio room and sent a Mayday call on the radio"* (USCG 2005: p.14).
    - Why do you believe Cpt. K. did not respond to the Third Officer?
    - From a cultural point of view, how would you characterize Third Officer's reaction to the Captain's behaviour and his decision to send a Mayday?
  - It was reported that *"[…] on the BOW MARINER the distinctions between the Greek senior officers and Filipino crew were remarkable. Filipino officers did not take their meals in the officer's mess, were given almost no responsibility and were closely supervised in every task"* (USCG 2005: p.42).
    - From a cultural point of view, how would you characterize the Greek senior officers' behaviour?
  - *"Although the official language of the crew was English, the Captain K. and Chief Engineer A. were conversing in Greek when they assembled with the crew aft of the accommodations"* (USCG 2005: p. 43).
    - Why do you believe the Captain and Chief Engineer behaved like this?

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[33] For a detailed description of Hofstede's cultural dimensions, visit: http://www.geert-hofstede.com/

- o *"Messman T. […] reported that* (during the crisis) *he and the other crewmen were simply waiting for someone to tell them what to do. Those instructions never came. The final blow came when the Captain K. ignored questions from Third Officer O. about whether a distress signal had been sent. Instead of an organized, thoughtful response, the situation deteriorated to "every man for himself"".*
    - How would you characterize Captain's reaction and response to Third Officer O.?
    - How do you believe culture affected Captain's leadership style?

- Company's management
  - o Do you agree with the recommendations of the USCG to the ship management company? If yes, why? If no, what do you recommend?
  - o What kind of actions would you expect from the ship management company towards the support of the deceased families?

Appendix J-4:   Role-Play Game: "In Your Shoes"
By M. Progoulaki

Role play game: "In your shoes"[34]

Creator: Dr. Maria Progoulaki[35]

Purpose:

"Multicultural awareness, knowledge, and skills increase a person's intentional and purposive decision-making ability by accounting for the many ways that culture influences different perceptions of the same solution" (Connerley and Pederson 2005, p. 7)[36]. Connerley and Pederson (2005) suggest experiential exercises, such as role plays and role reversals, to multicultural awareness. Particularly role playing "provides opportunities to try different problem-solving techniques and get reactions to them" (Fowler and Blohm 2004, p.62). This technique may be used as a "rehearsal" for something that could happen to the participants, and is a way for the participants to understand the feelings and attitudes of others by playing roles, as Fowler and Blohm (2004) suggest. Through this role play game, participants can learn and gain experience around a specific situation which contains two or more different viewpoints, perspectives or behaviours, and develop intercultural sensitivity and a skill of understanding and coping with the behaviour, thinking and reactions of their colleagues from different cultural backgrounds. The game aims at promoting intercultural and interreligious dialogues, by putting the participants "in the shoes" of their colleagues' nationality/ culture, under realistic situations.

Profile of participants: minimum 5 seafarers of at least two different nationalities

Duration: 20 minutes per activity

Application: in-class (ultimately at the end of the course), and/or on board

Introduction:
This role play game is a useful skills development tool for active seafarers and marine students who are, or will be, in cooperation with seafarers of different nationalities. In a culturally mixed crew, one can find many different behaviours and perceptions under various situations. It is important to have an idea of the way one's colleagues might react under a given situation, based on each one's cultural background. Since seafarers work and live at the same environment, i.e. the ship, scenarios involve situations from the every-day life of a seafarer, as well as of special occasions. This type of experiential learning "will allow participants to experience the effect of cultural similarities and differences through their own involvement with others"[37], under given circumstances.

General Instructions for Role Play Briefs #1 and #2 that follow:
- This is a two-stage-activity game. Each brief is played twice, from a different cultural background of participants. In case there are only two nationalities among the participants, then the game is repeated with an exchange of roles.

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[34] *For any future reference, kindly acknowledge the source. For citation use: Progoulaki, M. (2011), Role play game: "In your shoes", CCUL.COMPET- Phase II Research Project, IAMU.*
[35] Corresponding email: m.progoulaki@aegean.gr
[36] Connerley M.L. and Pedersen P.B. (2005), *Leadership in a Diverse and Multicultural Environment-Developing Awareness, Knowledge, and Skills*, California, United Kingdom, India: Sage Publications Inc.
[37] Connerley and Pedersen 2005, p. 117.

- The group needs a facilitator[38], at least three role players and observers. Role players have to be of at least two different nationalities (e.g. Filipino, Greek). It is not obligatory for role players to "play" their actual rank during the game.
- Participants are asked to pretend they are the persons involved in each case.
  - o Key roles in Brief #1: Master and 2nd Officer, who pretend to be on the bridge when the scenario begins, and 2nd Engineer, who pretends to be in his cabin. Also, based on the number of participants, additional roles in Brief #1 include: Crew manager (who pretends to be ashore), Chief Engineer (who pretends to be in his cabin, in the beginning of the scenario, but can switch place as part of his role playing), 3rd and 4th Engineers (who pretend to be in the Engine Room, at the time of the given incident), and other crew members.
  - o Key roles in Brief #2 are: Master (who conducts the D&A test on board) and 3rd Officer, who is found drunk. Also, based on the number of participants, additional roles in Brief #2 can include: Crew manager, who pretends to be ashore and communicate with the Master, and other crew members who are D&A tested aboard.

  Each participant is free to decide what he/she thinks should be said in the given situation, and act in the attitude and body behaviour he/she thinks would be realistic for the given role.
- For the needs of the game, role players can use facilities and equipment of their close environment, as well as verbal and non-verbal acting.
- Role players can pause when they feel the game is getting into difficulty and start over. Neither the observers, nor the facilitator shall interrupt the role players during the game.
- Feedback is an essential part of the role play games. Participants and observers shall exchange ideas and viewpoints on the activity and the role play, after completion of the game. Subjective judgments, personal viewpoints and assumptions, based on each individual's cultural background are encouraged during feedback, however criticism against the principles and traditions of others' nationalities/ cultures is not allowed.
- After the role-play game is completed, the participants discuss the results and switch roles to repeat the activity. The facilitator helps out by answering questions about the activity, and by ensuring that instructions are followed.

Suggested key discussion points (guidance for the instructor):
- Identify verbal and non-verbal cultural traits of each role-acting;
- Identify cultural similarities and differences among actors for same role-acting;
- Underline cultural characteristics of the acted behaviours (such as certain traditions, rituals, etc.) that would help in the cultural learning process;
- Identify and handle different emotions and attitudes on emotions expressed during the role-playing among actors and audience
- Negotiate with actors and audience of different cultural backgrounds the (a) expected and (b) ultimately positive reaction to unexpected situations and behaviours.
- During role playing, participants experience "the other groups' experiences of meeting with defences and stereotypical responses, as well as discriminatory behaviour" (Fowler and Blohm 2004, p.62). For this reason, the instructor shall consider that "caution is needed in having individuals playing the part of members of other cultures; unacceptable stereotypes can emerge" (Fowler and Blohm 2004, p.62).

Briefs:
Role play brief #1:
The ship is en route. The Master and 2nd Officer are on the bridge. Chief and 2nd Engineer are in their cabins, while 3rd and 4th Engineer are at the engine room. 2nd Officer receives an e-mail from the shipping company, saying that the brother of 2nd Engineer has suddenly passed away. 2nd Engineer has

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[38] If the game is conducted in-class, the instructor is the facilitator. If on board, facilitator is the assigned trainer.

to be informed about the incident. The vessel has to contact the crew manager ashore, in order to arrange any special requirements for the funeral. 2nd Officer has to inform the Master, and decide on who is going to talk to the 2nd Engineer. 2nd Engineer is informed by his colleagues, and plunged in grief. Their colleagues have to emotionally support him/her, and arrange further actions, such as communication with the seafarer's family, arrangement of repatriation and any special traditions for the funeral.

Role play brief #2:
The ship is en route. The Master is ordered to conduct a Drug & Alcohol test to all crew members, and send the results back to the office within the day. During testing, 3rd Engineer is found to have consumed alcohol during his night shift. Master has a personal talk with the 3rd Engineer, and finds out that his subordinate has a serious family problem. 3rd Engineer's wife left him after withdrawing all the money of their bank accounts. Master has to deal with the situation and is on a dilemma, whether to report to the shipping company the results of his colleague's D&A test, or to cover him due to the difficult emotional he is under, caused by the personal problem he faces.

Suggested further reading:

- Bennett, M.J. (1993), "Towards a Developmental Model of Intercultural Sensitivity" in R.M. Paige (ed.) (1993), *Education for the Intercultural Experience,* Yarmouth, ME: Intercultural Press.
- Fowler, S.M. and Blohm, J.M. (2004), "An analysis of methods for intercultural training" in Landis, D., Bennett, J.M. and M.J. Bennett (eds), *Handbook of Intercultural Training*, 3rd edition, California, United Kingdom, India: Sage Publicaions Inc., pp. 37-84.
- Magala, S. (2005), *Cross-cultural competence*, Routledge.
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Appendix K
Submitted Case Studies and Stories

Appendix K-1:   A Case on Board a Vessel
                      By E. Potoker

<u>A Case On Board a Vessel</u>[39]
Elaine S. Potoker, Ph.D.
Maine Maritime Academy
Castine, ME. USA

Abstract:

"A Case on Board a Vessel" points to human resource issues that might arise in a maritime setting due to cross-cultural perceptions of self, seniority, rank, leadership, and professional roles. The incident and scenario described below are real ones that took place amongst crew aboard a ship. It illustrates why cross-cultural awareness is key to international human resource decision-making involving recruitment, selection, placement, socialization, and more. The case also may be used to show that conflict has many implications to safety at sea.

I. Background

On board my last vessel, which was under the Kuwaiti flag, I experienced an incident which occurred between some of our senior and junior officers[40]. This vessel had a diverse crew on board. Below is a diagram of the vessel's ranks list with each rank's nationality and a diagram showing the company's head office layout. On board a merchant vessel, the master is in control of the whole crew. Under his command is the chief officer who is responsible for the deck department. The chief engineer is responsible for the engine department.

This case addresses an incident that involved a fight that took place between our extra second mate "Ahmed" and our second engineer "Hassan". They both exchanged fists and insults with each other in the officers smoke room. The third engineer "Sami" interfered and stopped the fight, which had started in the presence of our master and some officers who were playing cards and watching TV. The master left the smoke room when he found the two officers arguing and shouting at each other.

This incident was a result of previous problems that occurred between our senior and junior officers. Our extra second mate "Ahmed", who used to be a fleet manager of a Persian Gulf Company in UAE, decided he wanted to come back and work for his mother company.[41] In order for him to work again in our company, he needed some sea time on his passport.[42] He intended to sit for a tanker course and receive his "dangerous cargo" endorsement. Our captain "John," who was the permanent master of the vessel, was not happy about his joining as he thought that this officer would be replacing him in the future. The extra second mate "Ahmed", who was a non-smoker, started complaining about the heavy smoke made by the engineers in the smoke room. They didn't stop smoking, and so he started wearing a safety mask in the smoke room; which made the engineers

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[39]by Elaine S. Potoker as relayed to me by a mariner who enrolled in the course, MA131, International Human Resources (IHRM), in 2003. Permission was given for its use in 2003. As the wherebouts of the student mariner is not known despite attempts to locate him, the person's name has been changed to Ammon Mubarek, Since 2003, the case has been revised for teaching and training purposes by Elaine Potoker. Much of the story and the atmosphere aboard this ship are captured in the original words of Mr. Mubarek.

[40] This incident was relayed to Ammon Mubarek, as he was on duty during the occurrence.
[41] A mother company, is the company that you have been working for since you started your career.
[42] "passport" was the word used by Ammon; he was referring to his Seaman Book (SB).

uncomfortable. They asked him to stop doing this but he insisted on doing it. After a couple of incidents between them concerning their work down in the engine room, they had a fight (the incident I'm talking about) in the smoking room. The captain did not interfere. He was asked by the chief officer "Tamer" to stop the problem on board his ship, but he didn't listen to his chief. Next thing, we found the head office sending us a superintendent from Kuwait to our ship in Emirates to investigate and solve the problem. After he interviewed everybody on board the ship, the head office decided to give our captain, the second, third, and fourth engineers a final written warning. The extra second mate resigned and refused to go back to sea or to our head office.

II. IHRM Issues:[43]

What we see (above) on the surface appears to be just an incident of people not getting along. More deep-seated (the unseen) is a complex situation of power distance, hierarchy and politics that would preclude (or at least) inhibit socialization. It is for these reasons that this case relates to several themes that are addressed in international human resource management. Those include, but are not limited to: Issues of (a) employee selection --which is the process of making a "hire" or "no hire" decision regarding each applicant for a job and the second step in the hiring process. (b) employee socialization -- the process of orienting new employees to the organization or the unit in which they will be working and the third step in the hiring process. Officers need to socialize on board a vessel as ocean-going trips can be lengthy. (c) recruiting and placement --which refers to the selection of the extra second mate and placing him as a junior deck officer after holding the position of a fleet manager. In the Middle East, selection is based more on who you know than what you know. It also addresses issues such as: nationality (the second mate being from Kuwait, and the captain being from Scotland), rank or power distance--power distance is generally considered a high dominant value in the Arab society,[44] and motivation (how to motivate this officer to perform tasks that he hasn't been doing for long period of time).

III : Reaction and Analysis :

- Should the company have considered the extra second mate's previous position before hiring him? Why? And if they did, what kind of placement would have been preferable? Or, what type of cross-cultural training may have been advisable?
- Was there another way to deal with the situation other than sending him back to sea?

  Ammon's comments:

Although I haven't experienced such a case like this before, if I were an IHRM manager, I would have selected a more suitable vessel for this special case individual. It was clear to me that this officer would have had difficulty in trying to socialize with the rest of the crew *even if he had wanted to*. In my own opinion, he should have tried to (if he really wanted to) socialize with the rest of the officers just like the electrical engineer (who are both non-smokers) and I used to do. In other words, find a way to ask the engineers to keep their smoke away from us and then still have the opportunity to enjoy speaking and socializing with them. However, this would this have been the ideal—*and perhaps possible among people sharing similar cultures and experiences. Yet, was the ideal possible, given his background and the existing crew?* After the occurrence of the incident we discovered that our sister ship had a crew of more Arabs than ours did. In retrospect, I think our personnel department should have considered sending him to the other vessel, where he would have found it easier to communicate and socialize with the crew. Having an Arab captain would have definitely made a difference in the socializing process. Isn't that what recruitment and selection is all about? An Arab captain would have understood how to deal with a person like the extra second mate. You need to understand the culture of the person you are dealing with in order for you to know what to ask this person to do and what to expect from him.

IV. Your view? Do you agree with Ammon?

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[43] This section is not only for the students, but also for the instructor.
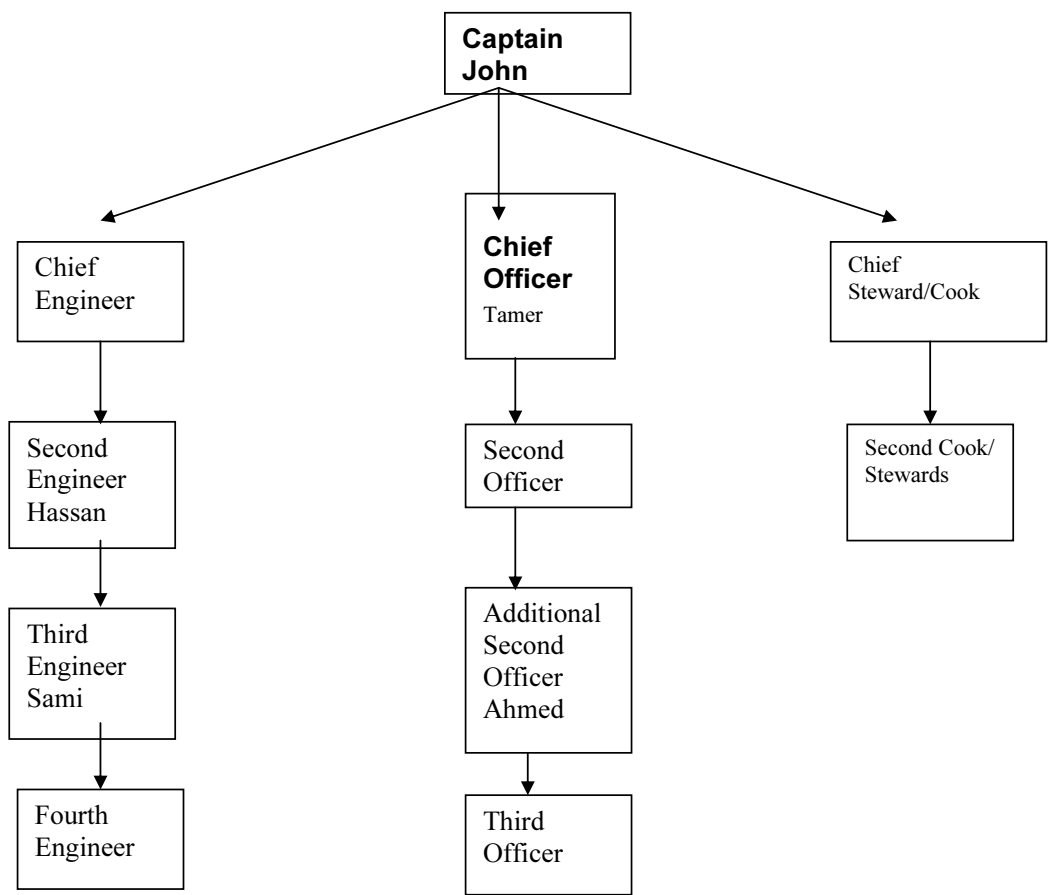
[44] See references below.

References to Supplement above Case

Adler, Nancy with Allison Gundersen (2008). *International dimensions of organizational behavior.* 5th edition. Mason, OH.: Cengage Learning. (Chapters 2 and 3).

Gómez-Mejía, Luis, David Balkin, and Robert Cardy. (2010)*Managing human resources*. 6th ed. Englewood Cliffs, N.J.: Prentice Hall, Inc. (Chapter 17.)

Potoker, Elaine S. (2011). International human resource management: A leadership perspective. 2nd ed. Abington: Routledge.

Figure 1.SHIPBOARD COMMAND STRUCTURE

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                              Captain
                              John
            ┌───────────────────┼───────────────────┐
            ▼                    ▼                    ▼
      Chief              Chief              Chief
      Engineer           Officer            Steward/Cook
                         Tamer
            │                    │                    │
            ▼                    ▼                    ▼
      Second             Second             Second Cook/
      Engineer           Officer            Stewards
      Hassan
            │                    │
            ▼                    ▼
      Third              Additional
      Engineer           Second
      Sami               Officer
                         Ahmed
            │                    │
            ▼                    ▼
      Fourth             Third
      Engineer           Officer
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Appendix K-2:   Case study on the perceptions regarding roles and hierarchy at sea
                         By V. Saxena

Captain Vivek Saxena
Chair, Nautical Science Diploma Program
School of Maritime Studies
Fisheries and Marine Institute of Memorial University

CASE STUDY

Abstract:
The following case takes place at sea. It illustrates that perceptions regarding roles and hierarchy are culturally constituted, and without cross-cultural training these factors can have grave implications to safety at sea.

Background:
I was working on a Cape size bulk carrier as Captain, and I had a newlyhired 2ndOfficer who was recently promoted to this rank. This washis first trip as a 2nd officer on a vessel. He was in his early 20's, and was from North India. His work history indicated that he was considered to be a responsible and sincere officer. As I was aware that he had never kept a 12-4 a.m. watch alone, I spoke with him after he joined our crew, and instructed him that he should not hesitate calling me any time at night if he had any doubt about anything. I also made him read my standing orders--which he signed after reading.

Incident:
We were sailing from Australia to Europe.One night during the voyage, I got up at around 2 am, and went up on the bridge just to see if all was fine. I went to the wheel house, and discovered that the vessel was passing through dense fog. Visibility was around 100m. I checked theradar and found no traffic in the vicinity. I asked the 2nd officer why he did not inform me about the condition of reduced visibility when he knew it was mentioned in both my standing and night order to call the Master when visibility went below 2 nm. He was hesitant in his reply.Then he told me that he did not wanted to disturb me in the middle of the night; and as there was no traffic around, he did not feel the need. I reassured him again that he should never hesitate to call the Master as this was part of his responsibility.He acknowledged that the standing order and night order was a matter of safety of the vessel and all the personnel on board.

Reflection:
It was not that 2nd officer was incompetent or did not know his responsibilities; but as he was from India, people from India often find it very difficult to approach their seniors due to great power difference.[45] As I was from the same country, I understood the 2nd officer's problem. During my days as a young officer, I used to feel really uncomfortable when I had to give call to Captain at night. Sometimes I would stand in front of the phone thinking about how the Master would react to my call.

I feel it is very important for all seafarers, especially seafarers at the management level, to go through formal cultural training so as to better understand how people from different cultural backgrounds might behave in situations when reaction time might be the diference between life and death. Clearly, in order to maintain safe environment on board and to achieve maximum productivity, this type of training is necessary.

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[45] Refer to http://www.geert-hofstede.com/hofstede_india.shtml for more information on this topic.

Appendix K-3:   Case histories of life aboard, accompanied by an
exercise on Multicultural Crew Management
By Seahealth Denmark

Case Histories of Life Aboard and Exercise on Multicultural Crew Management from the book: "A Good Working Life at Sea"

Seahealth Denmark has been working on a project titled "A Good Working Life at Sea" and a book with the same title is being published. Briefly, the project and the book deal with the role of managers aboard ships with recommendations as to how to tackle various managerial tasks aboard. Twelve different managers in the Danish shipping industry talk of their management experience. They talk frankly in the book about how to tackle various duties and give an assessment of their management styles.

Toolkit
The book also includes a toolkit with various recommendations for dealing with management tasks in seven different areas.
The book is naturally not an exhaustive manual on management but the experience of the twelve contributors do give some options which people could try for themselves.

Seven topics
Seven management themes were selected for the project:
• Good leadership
• Communication
• Conflict management and prevention
• Preventing social isolation
• Crisis management
• Pressure of work and stress.
• Multicultural crew management

Selected materials can be found at www.seahealth.dk. Book[46] is available at Iver C. Weilbach & Co. A/S and can be purchased at www.weilbach.dk

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[46] Seahealth Denmark (2008), *A Good Working Life at Sea- A manual for creating and maintaining welfare and well-being aboard,* Copenhagen: Seahealth Denmark.

Case Histories of life aboard[47]

Having many nationalities aboard has become widespread on many ships. It imposes greater demands on communication and understanding of differences.

"Pretend"
Francisco Caquilala Cuerdo is from the Philippines and is a chief engineer on an A.P. Møller vessel.

" *The most important thing I ever learned about management was "Don't pretend –please ask". It*

was well said. "
Francisco Caquilala Cuerdo, Engineer

Francisco says that many Filipinos pretend to know more than they actually do. They are very concerned about making a good first impression and think that the best way is to pretend they know everything. In the Filipino culture it is not done to show that one does not know things. It can cause a lot of problems aboard because then things are not done properly, they may take too long to do or can be directly dangerous if safety issues are involved for instance.

" *When I was a cadet, there were often situations when I said I could find out for myself or that I*

already knew how to do them. There are many things that you may have been shown once and then you feel that you can do them. But then it might be a month perhaps before you have to do the same thing again. You feel you have been told how to do it and so you don't ask even though

you don't know what to do. "
Francisco Caquilala Cuerdo, Engineer

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[47] Case Histories of Life Aboard are part of Topic 7. Multicultural Crew Management, in book "*A Good Working Life at Sea- A manual for creating and maintaining welfare and well-being aboard*" by Seahealth Denmark, pages 51-57.

But at that time on Francisco's ship, you were expected to ask if in the slightest doubt, which he found was a tremendous help. It gave him the opportunity to learn something and what he did learn was that there is nothing wrong in not knowing everything.

Listen, try and ask – until you are sure you have understood each other.

Multicultural crew management

Case histories of life aboard

Different reactions to the atmosphere
Capt. Hildur Friis was once aboard a ship with a mixed crew of Filipinos and a Croatian Chief Officer. It caused a lot of trouble.

On the last tour, we had a Croatian chief officer aboard. Many East Europeans have a very tough way of talking to people, also to each other. But it is best to speak nicely to Filipinos otherwise they take offence.
Hildur Friis, Captain

But the new chief officer bawled people out in public rather than talking to them individually. One of the consequences was that the Filipinos started to sabotage work by going slow and not getting started by themselves.
Hildur Friis dealt with the problem but if he had not intervened, it could have developed badly. The chief officer had started to talk about firing people because they had not done what they had been asked to do. He also said that the bosun was useless.
So Hildur Friis called the chief officer in for a chat about the problems even though he suspected that it would be difficult to change his way of speaking because Croatian seamen also spoke to each other that way, too.
Hildur drew the chief officer's attention to the fact that the bosun had been therefor more than six months and there had never been problems previously. They also talked through some of the consequences for example of not getting the best workout of the Filipino seamen if their expectations for another way of being addressed were not taken into account.

He really learnt something because the atmosphere was much better after just a short while.
Hildur Friis, Captain

Francisco says that there are differences between the temperament of Danes and Filipinos. A Dane may be miserable one day but OK the next. But Filipinos can nurse their grudges for a long time and sometimes practically all their lives. So if there is a conflict, it can become very serious.

> *So it is specially important to ensure that problems get sorted or otherwise they can suddenly pop up again even a long time afterwards when management perhaps believed that everything was alright.*

Francisco Caquilala Cuerdo, Engineer

Different cultures see things differently. So it is especially important to be aware of communication.

Interpreting the hierarchy differently

Helle Barner Jespersen, chief officer of the sail training vessel Georg Stage, relates another episode illustrating the possible challenges of having several cultures aboard.

This involved a young man from Africa who was aboard as a cadet. He very much wanted to be a seaman and was highly focused on a career in the sector. He had lived in Denmark for many years and spoke good Danish.

He came aboard in a group with lots of surplus social energy. There were many good cadets and they joked a lot with each other. It was all about being one of the group and laughing at the same jokes. But he did not laugh at their jokes and he could not be bothered to sit and chat after meals. He thought it was a waste of time and Helle had complaints about his not wishing to join in.

Some of the other cadets had also told him that there were some jobs he had not done which he was actually required to do. These were cadets who with the best possible intentions took responsibility for everyone and the group.

> *But he was enormously affronted that someone of his own rank should come and tell him what he should and should not do. It was clear that our Danish upbringing with its flat structure gives some challenges in merchant shipping where there is the more hierarchal structure that also applies in other countries.*

Helle Barner Jespersen, Chief Officer

It can also cause offence if you just go and tell other people of the same rank what they should be doing or whether they are doing it the right or wrong way, even though it is well meant.

The young man then responded rudely and there was trouble. It was a difficult case because Helle could not get him to say what the problem was. The answers he gave reflected her higher rank and were not honest.

> *It can be difficult when we have rings on our sleeves to accept that he wouldn't say anything to anybody before you almost forced him to. He did not want to bother you with his problem. So if you want to spot a problem, you need to be smart and in any case be proactive in identifying it.*

Helle Barner Jespersen, Chief Officer

They found out aboard that it was best to let a male quartermaster talk to the young man. It worked well, probably because he was slightly senior to him in the hierarchy but not so much.

> *It is about finding what creates trust in the crew. It is also something to do with chemistry and if there are conflicts, especially multicultural ones, you need to look around and ask yourself who can talk to this person, who can start a dialogue. Because everybody can tell you what you want to hear but then you do not necessarily get the problems sorted.*
>
> Helle Barner Jespersen, Chief Officer

Accidents, language and cultural differences

Ensuring that you understand what other people mean when you have to work closely together can be a major problem aboard. Especially when it comes to safety.

Steward John Jørgensen tells the story of an accident that occurred in the engine room because someone believed that he had understood the other person. There have been episodes of people dying because of linguistic misunderstandings.

> *What we Danes may think is logical is not necessarily logical for a Thai or a Filipino. Without its being anybody's fault, this is one of the challenges of different cultures.*

An accident occurred during maintenance in the engine room. Someone had liftedsome deck plates and most people would think that it would be natural to erect barriersto prevent people falling into the hole. But the Thais had not been told to do so.

The First Engineer had just said that the deck plates should be lifted and asked them to ensure that everything was fixed. He thought that his orders also included barriers but the Thais only did what they had been directly ordered. And then someone came walking along and fell four metres. John feels that this happened because of differences in language and culture.

> *Our culture is that as a Danish officer you expect people to think about safety measures as well but a Thai who comes aboard will have been told to do exactly as he is told. They will do it well and quickly and then sometimes compromise on some safety measures or just not think along those lines. There are some major challenges in communicating this kind of thing clearly.*
>
> John M. Jørgensen, Steward

Arrange events so everyone can join in.

Food is also part of the culture, so with several cultures aboard it is also a challenge for the stewards. John thinks it is exciting but that sometimes it can lead to some stress.

> *The first thing I ask when we get new crew aboard is what religion they are. If they are Muslims,*
>
> *I take that into account. I have to make sure that they also naturally get something to eat, such as fish or beef but it is a challenge because I also may have Hindus who don't eat meat.*
> *I sometimes have Hindus who only eat vegetables but not those that have been in soil, only vegetables that have been hanging such as tomatoes and cucumbers. That makes it difficult to make food but it is an exciting challenge to put them all*
> *in the same framework. On the other hand, cake in the afternoon is international. They all want the*
>
> *same thing then.*
> John M. Jørgensen, Steward

Taking a structured approach to each other
Helle Barner feels that special efforts should be made to make a good start when there are several cultures aboard.

> *You can have a small induction course or meeting aboard to introduce everyone, hear a bit*
>
> *about their background, what they are expecting and what they have done previously. Then we know who we are working with. You might also discuss*
> *what good seamanship means, what makes a good workmate and how to have a good trip together.*

> Helle Barner Jespersen, Chief Officer

Helle emphasizes that the crew must have the questions in advance and they should not have to answer them in writing. It can provide the opportunity for greater common understanding and perhaps also understanding that we look at certain essential things differently.

> *We have no culture in common and it is easy to misunderstand each other. With a mixed crew,*
>
> *the captain faces this challenge every day. What do they mean by the expressions they use, the things they say and the messages they give? Is there any basis for common understanding?*
>
> *Ensuring this is a colossal task.*
> Helle Barner Jespersen, Chief Officer

>>See Toolkit section:

Multicultural crew management >>

5 tips
• It is important to know how different cultures think and what concerns them.
• With many nationalities aboard and very different skills levels, the competencies of individuals need to be assessed without setting the level too high.
• One of the major challenges aboard is to avoid misunderstandings due to the language and cultural differences. Consider whether there should be people to translate important messages from English to avoid misunderstandings.
• Make crew aware of how you would like to have things aboard – for example that people should ask if they are in doubt about something and not pretend that they know everything. Show in practice that it is important to ask when in doubt.
• Discuss the advantages and disadvantages of different cultures aboard and how you can make the best possible use of this.

Exercise from Toolkit on Multicultural Crew Management[48]

In addition to the different nationalities, multiculturalism can also involve different cultures for the different groups aboard, meaning that the different groups may have different ways of seeing things and different ideas about who is the most important aboard. They might for example be the people on the bridge rather than those in the engine room, or the young rather than the older people aboard. Here, the watchword for good well-being aboard is to know each other well.

Taking a structured approach to each other
You can hold an introductory 'getting-to-know-you' meeting aboard at the start of a tour at which people introduce themselves. Everyone can be asked to say something about their background, about what they have done in the past and where they have sailed. Then people know who they are working with.

There could also be a discussion on such questions as:
• What is good seamanship?
• What makes a good workmate?
• How can we have a good tour together, one that can meet our expectations?

You can also discuss well-being in a mixed crew by talking about:
• What are the advantages of our having different cultural backgrounds?
• What are the disadvantages of our having different cultural backgrounds?
• How can we ensure that the advantages outweigh the disadvantages?

Those attending the meeting should get the questions in advance but they should not be answered in writing.
This could help towards more common understanding and perhaps also some understanding as to why people take a different view of some essential things.

Clear expectations from management
Such meetings also give management the chance to report a little on the expectations they have for the tour and about well-being aboard.

There may be other things that are significant for multiculturalism. For example, it would probably be important for it to be emphasized that people should ask or go to their supervisor if there is something they are in doubt about.

Consider making it clear when a common ship's language should be used so that everybody can join in.
(See also more on Developing the ground rules for communication p. 76)

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[48] This exercise is part of the Toolkit Section on Topic 7. Multicultural Crew Management, in book "*A Good Working Life at Sea- A manual for creating and maintaining welfare and well-being aboard*" by Seahealth Denmark, pages 107- 109.

Make a special effort to get to know each other.

Prejudice exercise

A slightly different, amusing exercise that you might consider arranging on a more festive occasion is to divide the crew in two different groups such as engine room versus bridge, young versus old or the different nationalities aboard.

Each group should talk about what prejudices they think the other groups have above themselves. The other groups then take their turns.

This means that if it was about nationalities, the Danes should say what prejudices they believe the Filipinos have about the Danes, and then what prejudices the Poles have about Danes.

Then switch so that the Filipinos say what prejudices they think the other groups have about them in general.

Or perhaps the people from the bridge should say what prejudices they believe the other groups aboard have about people on the bridge.

What must the fish be thinking about us?

This exercise makes it possible to laugh at each other's prejudices but it also enables people to talk about what cultural differences there really are and what as a member of the team one should be aware of for good social relations aboard.

If you want to know more
"If you are a good leader I am a good follower", Fabienne Knudsen, Report on "Working and leisure relations between Danes and Filipinos aboard Danish vessels", 2003.
Downloadable at: www.seahealth.dk

Appendix K-4:   Selection of Short Stories on Maritime Education and
                      Inter-Cultural Communications
                      By L. Holder

Maritime Education and Inter - Cultural Communications
By Leonard Holder, Maritime Training Consultant

Extracts from the Book "A Light-hearted Look at Seafaring and other Stories, which can be used as English Reading material and also to show the differences between different age groups and cultures.

No one culture is right or wrong – they are just different.

1.   The Red Faced Monkey

Blue Funnel ships used to offer a couple of round voyages for Singapore and Malayan cadets from our local associates the Straits Steamship Company. One such cadet was Nelson Miranda, a Singaporean (sadly since killed in a motor accident) whose family were from Kerala in southern India. He had a great gift for languages, and besides speaking English and Malay, was fluent in several Indian and Chinese dialects.

He was on cargo watch with me in Bangkok. We went down No 3 Hold and the stevedores alerted one another and said something in Chinese. I asked Nelson "What did they say?" He replied "They said 'Look out, here comes the red-faced monkey!'"   I was angered by their rudeness and told him I wanted to say something equally rude to them in Chinese.

Nelson said "No Sir, you have got it all wrong. They like and respect you!"
Me: "Then why were they so rude?"
Nelson: "They call all white people red-faced monkeys. If they did not like you they would have said 'Look out! Here comes the red-faced monkey bastard!'"
So that is all right then!

2.   Enough to make her weep…

I was the first member of the family to visit my Uncle when he was Harbour Master at Port Swettenham, in Malaya. His Chinese cook was very pleased that Captain Hatcher's young nephew was coming on a ship from England and decided to plan a great welcome by cooking a Chinese banquet for me – 32 courses in all, if I remember correctly. I had never eaten Chinese food before, though I love it now. I was more used to simple English country fare, and not too much of that during World War II. I bravely made it to the 16th course before calling it a day. I learned later that the cook had cried for days afterwards. I felt I had let the side down.

3.   Fixing the Position off a Featureless Coast.

When navigating along a long low coastline like the Netherlands, using radar for position fixing, you have two problems. One is that the coast does not show up very well, and you could well be taking ranges from an inland railway embankment that follows the contours of the coast. Use that to plot your position and you are in trouble. The other problem is that if there are no islands or headlands, you know how far OFF the coast you are, but not how far ALONG it. Modern technology has solved the problem.

I was testing an overseas student in its use and described the situation as above.

Me "How would you fix your position along the coast?"

Him "Bacon, Sir!"

Me "Bacon??"

Him "Yes Sir! Bacon! Bacon on the Rudder!"

I wondered if he had discovered something that I did not know, but eventually I realised he meant "Beacon on the Radar", which was the correct answer.

In these day of multi-cultural crews such misunderstandings in a crisis could lose valuable time in getting things done, so training is more important than ever.

The full text of the book "A Lighthearted Look at Seafaring and Other Stories" and the second book "More of Len's Stories" can be obtained from:
Len and Ann Holder
88 Belle Baulk
Towcester
Northants
NN12 6YE
United Kingdom
Email: len@holder7.co.uk

The books cost £12 each including UK postage and £15 including overseas postage. All profit from the book goes to maritime and medical charities.

LAH 14/10/2011

Appendix K-5: Case Study as part of a Unit on Shipboard Management for a Course in the Advanced Diploma of Applied Science (Chief Mate/Master) By J. Lloyd

Abstract
This unit relies heavily on students locating additional reading, class interaction, sharing experiences, and lively (often very lively) and open discussion. The guide provided introduces the accepted 'wisdom' on a range of topics with cross-cultural implications, but of far more interest is the anticipated input from students with differing cultural heritages. In particular, the difficulties they have experienced during their careers, the resulting effect on the workplace, and how they believe it can be improved adds richness to the dimensions of the issues. Although we can, and do, relate that experience to, for example, Hofstede's cultural dimensions theory, students are more likely to remember something a fellow mariner said than something stated by Hofstede in an academic paper. It is more important that students recognize there are cultural reasons why a junior Filipino officer is reluctant to challenge the master's navigational decision (and adjust our interaction with them accordingly), than only to be able to define and apply the power-distance index.

AMC
AUSTRALIAN MARITIME COLLEGE

Course: Advanced Diploma of Applied Science (Chief Mate/Master)

Unit Detail

Unit Title: Shipboard Management

Unit Code: JND267

Semester: 2

Year: 2011

Unit Leader / Author: David Wilcox

Interpersonal relationships on board ship have a strong influence on the effective and efficient running of vessel. Interpersonal relationships occur both within and outside of the formal lines of responsibility and authority.

There are several factors that affect interpersonal relationships including race, culture, social and economic status, language and training. This assignment explores, through the use of a case study, the interaction between members of the bridge team at the time of a navigational incident. The student is tasked with assessing the underlying human and management issues that contributed to the grounding of the vessel.

After completing this unit students will possess knowledge and skills that a senior officer requires to organise and manage the efficient running of his/her ship.

<u>**Unit-Specific Learning Outcomes**</u>
On completion of this unit, students should be able to:

1. ***Use management skills***

2. ***Recognise the role of the leader in the workplace and the ability to motivate crew***

3. ***Recognise the foundation of human behaviour and develop strategic working groups***

4. ***Investigate and arbitrate shipboard conflicts***

5. ***Communicate effectively***

6. ***Plan, implement and monitor occupational health and safety procedures and practices***

7. ***Demonstrate knowledge of the principles of control, performance standards, supervision, co-operation, communication, competence and training in the workplace***

8. ***Interpret labour related international maritime conventions, recommendations and national legislation***

9. ***Manage the ship's budget***

10. ***Follow the procedures and requirements for Customs, Immigration and Quarantine***

11. ***Follow the regulations and procedures relating to stowaways, refugees (including the Australian protocol) and drugs on board***

12. ***Follow the regulations and procedures for taking over command, the Articles of Agreement and the Official Logbook***

Notes to Instructor

This unit explores through discussion and interactive classroom sessions matters associated with cross-cultural competencies.

Specifically it explores:

1. Leadership and motivation. Leadership styles and sources of power and their effectiveness. Application of relevant theories of motivation, including consideration of relevant content and process theories, empowerment, job design and delegation and the influence of culture in responding to these styles.

2. Human behaviour and group behaviour. The determinants of individual behaviour. Factors that determine personality. Traits and attributes, values and attitudes, culture and perception. Types of groups and how they interact between cultures.

3. Conflict resolution. Causes/sources of conflict. Dealing with different cultures in the resolution of conflict.

4. Communications. The process of communication. The possible barriers to communication – perception, cultural differences, filtering, emotions, language, contradictory messages – and strategies for overcoming them.

Classroom sessions should be interactive and engage the students in discussions based on their own experiences and situations they have had to deal with. Case studies such as the one provided can be used to stimulate debate.

The Case

A 6000 teu container ship ran aground at 16 knots on the approaches to the pilot boarding ground of a major European port. The master was on the bridge with the third officer at the time. Although he had not informed the third officer of his intentions to do so, the master had apparently taken the con because he had already made an alteration to starboard to avoid a close-quarters encounter with a departing ship. He had then returned to the planned course. There was a strong breeze from the North. Course alterations were being made using the autopilot because the helmsman had been sent below to assist with the rigging of the pilot ladder.

The third officer was monitoring the passage plan and informed the master ten minutes before the grounding that the ship was well to the South (starboard) of the planned route. The master glanced at the radar, on which the parallel indexing indicated the vessel was on the Southern limits of navigable waters, and responded tersely: "thank you – I am aware of my ship's position".

Shortly thereafter the master altered course 10° to starboard for the final approach to the pilot station. A few minutes later the ship ran aground.

What follows are summaries of interviews conducted at the enquiry following the grounding.

The third officer (from the Philippines) stated that he assumed the master had taken the con because that was often his practice when arriving at the bridge. On one occasion in similar circumstances shortly after joining the ship the third officer had asked if the master was taking the con, but the master had ignored his question. He no longer asked. He also stated that the master rarely spoke to him, except to issue a direct order.

When asked why he had not questioned the master's decision to alter to starboard on the final approach he said that he had already informed the master that the ship was to the South of the track, and on a previous occasion when he had questioned the master's action on a second occasion the master had rudely commented on the third officer's lack of experience. The third officer's advice had, in fact, proved incorrect on that occasion and the master had repeatedly referred to the error. In the present case the third officer therefore questioned his own judgment of the situation, rather than the master's, and decided to remain silent to avoid further abuse.

The chief officer (an Australian), when questioned about the master's relationship with the junior officers, stated that the master largely ignored them. When the chief officer had suggested that seating in the dining saloon be less formally arranged so that junior officers were able to interact with their senior colleagues to both learn and to build better working relationships, the master had vetoed the suggestion without discussion. The chief officer had also been discouraged from 'wasting' his time assisting the junior officers with their further studies. As a consequence the junior officers spent the majority of their off-duty hours either alone or with a group including a junior engineer, the cook and a senior rating who all closely followed European soccer. The chief officer stated that the master had instructed him to break up this 'inappropriate' group.

The second officer (also from the Philippines) had, by the time of the enquiry, already requested transfer to another ship. He was ambitious and wanted to gain experience in preparation for a chief officer's position. Although the current chief officer supported the second officer desire for further experience the master did not. When last in port the master had encountered the second officer in the cargo office, discussing the loading and ballast plan with the chief officer, and had insisted that the second officer remain on deck and 'look to his cargo watch duties'. When the second officer had attempted to discuss the reasons for his interest in load planning the master had instructed him to do as he was told.

Although the second officer recognised the master's right to be on the bridge whenever he saw fit, he also felt that the master's practice of taking over during all the more demanding phases of the passage meant that his own opportunity to gain experience on the bridge was severely restricted. The master had refused to discuss the second officer's concerns.

The master (from the Netherlands)) provided information only reluctantly to the enquiry. When asked why he spent so much time on the bridge he stated that the junior officers were unreliable and poorly trained. The only evidence he offered to support this claim was his 'experience with junior officers from the same country', and the single incident when the third officer had been proven wrong in questioning an earlier action of the master. The master did admit to being under severe stress because of the amount of time he spent on the bridge or otherwise monitoring all shipboard operations.

Your task

Analyse this case in terms of:

1. General management theory;

2. Leadership and motivation;

3. Human behaviour and group behaviour;

4. Conflict resolution;

5. Communications.

(20% of marks allocated to each)
 Total word count 2000 (±200)
Note: although there are a number of bridge resource management issues involved in this case your focus should be on the broader, underlying factors identified in learning outcomes 1 – 5

Assignment 1
Weighting 40%

This assignment assesses learning outcomes 1 to 5

Marks will be allocated on the following basis:

Addressing all issues	20%
Accuracy and depth of information	40%
Evidence of relevant reading/research	20%
Presentation (grammar, spelling, format, referencing)	20%

Levels of understanding covered

5. General management theory. The evolution of management theory and practice since the Industrial Revolution. Application to a twenty-first century, multi-cultural industry.

6. Leadership and motivation. Leadership styles and sources of leadership power (legitimate, expert, reward, coercive and referent) and their effectiveness. The need for a flexible/ contingency approach to meet the needs of followers. Application of relevant theories of motivation, including consideration of relevant content and process theories, empowerment, job design and delegation.

7. Human behaviour and group behaviour. The biographical determinants of individual behaviour. Factors that determine personality. Traits and attributes, values and attitudes, perception. Types of groups. Characteristics – roles, norms, conformity, cohesiveness. The relationship between groups and motivation. Team building.

8. Conflict resolution. Causes/sources of conflict. Changing approaches to conflict management/ resolution - accommodation, avoidance, collaboration, competition, compromise – and situations where each might be effective. Mediation, conciliation and arbitration.

9. Communications. The process of communication. The possible barriers to communication – perception, cultural differences, filtering, emotions, language, contradictory messages – and strategies for overcoming them.

Appendix L
Submitted Articles

Appendix L-1:   National Culture
                       By E. Green

Why do we need to discuss culture?

Prepared by Erik Green, Green-Jakobsen A/S

Abstract:

The cultural background of each individual has a strong impact on our behaviour. Research and experience show that our personal and social competencies are heavily influencing our safety competencies. Through our cultural background we carry different personal and social capacities, for example how we communicate, out perception of time and timing and how we cooperate with our colleagues. This is often the reason why we face some implications when different national cultures meet, for instance poor communication and misunderstandings, diverging sense of urgency, and our ability to create a cooperative environment. These factors depending on our cultural background are decisively influencing our safety culture and the way we interact in safety critical situations.

A multicultural environment as we find on board ships require intercultural competencies in order to perform and form well-functioning teams that are able to understand safety and create a mature safety culture. Four competencies of utmost importance in this respect have been identified. Besides possessing appropriate knowledge and awareness of attitudes towards other cultures, the communication style and adaptability to other ways of doing things are essential skills in bridging the gap between the national cultures.

The role of our cultural background

On board ships operating internationally, different cultures are gathered representing many nationalities. Regardless of nationality it is always the responsibility of all crew members to ensure that the team functions effectively.

In order to avoid e.g. safety risks, poor ship operations, the development of dysfunctional teams or culturally anchored conflicts it is important to develop cultural understanding and competence.

Being a safety competent crew member is not just about having the appropriate professional skills. Competent safety behaviour also relies on personal and social competencies, such as personal energy, initiative, assertiveness etc.

Our cultural background plays a very important role here. Some western cultures have for instance often been accused of believing too much in own solutions whereas many Asian cultures are described as non-assertive. Both behaviour patterns can have a negative and positive influence on safety and other issues.

To highlight and explain the importance of this, this paper has been prepared to explain some of the potential effects national cultures can have on a company's safety culture.

National Culture's Influence on Safety

A number of factors influence the way we manage safety and health on board – particularly our behaviour. One important factor influencing human behaviour is our cultural background. Discussing our cultural background seen in a safety perspective is therefore of great interest. Why? Because some of our cultural 'ways of doing' might jeopardise our safety and health. A few behaviour patterns potentially being affected by our cultural heritage are listed below.

Communication

Clear and precise communication has always been regarded as one of the most important safety skills to be mastered. It avoids misinterpretations and miscommunication. Many maritime accidents are attributed to poor communication.

However, due to the fact that cultures have different communication styles – some relying more on body language than others – the likelihood of misunderstandings between different cultures is therefore apparent. Some cultures are good at 'reading between the lines' whereas others might have a far more direct way of communicating. Our preferred communication style is heavily shaped by our cultural background.

The way we manage time

Sense of urgency is an element that plays a major role in safety. Do we remove potential hazards as soon as we see them or do we leave them to be dealt with later on? Do we recognize the fact that dealing with risks and hazards is always a matter of high priority or do we think "Mañana" or "Bahala na"?

In order to carry out safe operations, we must possess a sense of urgency. We must take control of the time we have and use it to eliminate or reduce risks and hazards.

Our perception of time has an important impact on our safety behaviour. Do we allow the "risk" to let it stay for a couple of days or do we remove it right away?

Assertiveness

Assertiveness is expressing our thoughts, feelings, and beliefs in a direct, honest, and appropriate way. It means that we have respect for ourselves and for others. An assertive person effectively influences, listens, and negotiates so that others

choose to cooperate willingly. Seen from the safety perspective, assertiveness is a very important personal and social ability to possess.

Assertiveness will improve the decision-making processes and the possibility of achieving good safety results. Assertiveness basically means having the will and the ability to clearly express thoughts and feelings about what is going on.

Cultures with a high degree of power distance and group orientation (i.e. "I will not question the orders of my superior") can often lack assertiveness and the initiative to speak up if something is wrong. When dealing with safety this is not a desirable behaviour.

Research made within the airline business supports the fact that high power distance can have a negative impact on a safety culture.

Management of stress and our individual stress level

Researches have proven that stress can have a negative influence on our safety awareness and behaviour. Seen from the safety perspective, stress is an undesirable effect of our work.

Researches also show that cultures with strong uncertainty avoidance level have higher tendency to get stressed out especially when dealing with difficult situations.

Our ability to cooperate

The development of high performance relies on good cooperation. Needless to say, poor cooperation has negative effects on safety. Cultural differences can heavily influence work relationships on board, and therefore affect safety.

Officers must acknowledge the fact that they play an important role to ensure good cooperation on board and must develop their intercultural competencies.

Intercultural Competencies

To ensure effective and well functioning teams with a mature and good safety culture (on board vessels) with multicultural backgrounds all members must possess appropriate intercultural competencies. In this respect Green-Jakobsen has identified 4 important competencies which are pivotal to master. These are:

Adaptability

Knowledge ← ↕ → Communicative skills

Personal Attitudes
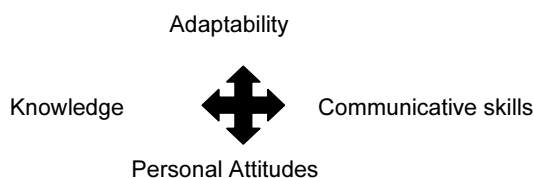
Knowledge – We all need to possess knowledge about other cultures i.e. the food they like, their beliefs, religious orientations, rituals they carry out, gestures showing respect or disrespect, communication styles etc. Knowledge is the starting point to understand other cultures.

Attitudes - Try to assess your attitudes towards other cultures. Do you feel superior and how does it show in your dealings with employees representing another culture? Do you feel suppressed and how does it show in your dealings with employees representing another culture? Officers feeling superior often have a suppressing leadership style showing disrespect and causing conflicts.

Communicative skills – Possessing more than the communication style of your own culture is pivotal. And described below by Jocano and Trompenaars there can be big differences in the way we communicate. In short we need to understand why and what we say or don't say.

"Filipino communication style – speech patterns included – belongs to what Edward Hall calls "high context". That is, there is a high degree of sharing of information, as well as meanings, in most transactions in daily life, be it among family, friends, colleagues, and clients. Any movement of the body is enough to communicate what is needed. A straightforward look, for example, means that one is out of bounds or has transgressed the rules of proper behaviour." (Jocano (1), 1999:74)

In contrast, many Westerners belong to "low-context" cultures. In their cultures, communication places a high reliance on back ground data for decision making, for taking sides on any issue, and for making a commitment on anything. Everything has to be explained, generally in numbers, openly and convincingly. The information or message is found coded in the data or code."(Jocano(1), 1999:74)

"Members of cultures which are affectively neutral do not telegraph their feelings but keep them carefully controlled and subdued. In contrast, in cultures high on affectivity people show their feelings plainly by laughing, smiling, grimacing, scowling and gesturing; they attempt to find immediate outlets for their feelings." (Trompenaars, 1999:69)

Adaptability – Any person working in an intercultural environment must be capable of adapting to other ways and doings and to situations that might seem strange, irritating or challenging in a way that makes the person feel uncertain. If a person easily gets frustrated, aggravated or annoyed because things are done differently it is not a good starting point when working in an intercultural environment.

Adapting to the culture represented by your superiors, colleagues or sub-ordinates is an important social competence to possess. Some people simply can't adapt and will therefore show a behaviour that might have a negative impact on the cooperation on board. They don't possess the tacit and unspoken competence to understand the values of doing things differently.

Appendix L-2: Selected part of "Guidelines on working together and communication for ship owners and seamen" By Seahealth Denmark

New guidelines on working together and communication for shipowners and seamen

Good communication requires good relations between ship and office. That is the advice of Seahealth Demark in a new publication "Ship and office on the same wavelength – two worlds meet"[49].

Communication between individual ships and the office ashore has always been a challenge, among other things because of the great distances involved, further complicated by differences in time zones and working situations. Vital messages often get lost in e-mail and the feeling of the lack of understanding from the other party makes individual personnel feel frustrated and irritated. On contrary, the good working environment generates effective collaboration. The guidance gives good advices to personnel in the office and aboard to initiate a positive process. Seamen and office staff can get excellent tips for improving communication.

The guidance can be downloaded as a PDF (in English) at:

http://uk.seahealth.dk/public/dokumenter/Trivsel/Skib%20og%20kontor/REDERI%20%26%20SKIB%20UK_M ED%20OMSLAG_090911.pdf

Selected Guidelines (pages 12-19)

Communicationcan be difficult sometimes

Be inquisitive and get to know your recipient better
When communicating, it is good to be aware of what is involved

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[49] Material can be found in www.seahealth.dk

Be inquisitive

Be inquisitive and get to know your recipient better

1. Be inquisitive

When wondering about something and perhaps thinking:

"What an idiot" or "What does this e-mail mean?", then investigate further. We all have our motives for acting as we do in a given situation.

It can be about a work-related situation you are facing. For example, if the office needs important information from the ship to be able to complete an assignment that other people are pushing for. Then it may be that reminders to the ship get a little sharper. And when the office reminds the captain, it might be that he is in a pressing situation in port and finds it difficult to see the importance of passing on the information required right now. It is very difficult to put yourself in other people's shoes when we cannot see each other. It may also be about immediate issues such as just having had a row with a colleague, or just having found out about problems at home or computer problems. And then the phone rings, just at a time when you might not have so much surplus energy.

It is difficult to see what is underlying the tone of an e-mail or a telephone call. So basically, use your inquisitiveness to find out about the current situation for the person you are communicating with. Are they busy right now - should you wait a little to communicate? This is especially important if you meet irritation and annoyance. Otherwise you risk being part of a conflict, with your communication being 'coloured' by mutual irritation and lack of understanding.

You cannot change other people. But you can do something yourself. You yourself have a responsibility for providing feedback if you are doubtful or do not think that collaboration is as it should be. If you do not say anything, the other person will not know about it. You can also try to get to know the people you communicate with better. If you work in the office, try suggesting going aboard. And if you are a seaman, you could suggest a visit to the office. It strengthens relations andcommunication, and hence productivity and quality.

"We once went on a course and did personality tests. We were all operations people. We need to have somebody who can point the finger and tell us do things this and that way – that is actually how we have been recruited. If management ashore cannot do so, then you don't know whether you are bought or sold."
Jacob Fischer, Chief Officer, Maersk Line

2. Use feedback

Giving each other feedback is very much about building up trust and a good working relationship. Conversely, it is also true that it is easier to give and receive feedback from people you trust. Someone has to make the first move, and it may as well be you.

You cannot act on things you do not know about. Especially when you do not see each other often, there is the risk of there being people around who are dissatisfied or not doing well. Then it can be difficult to get the right

information unless you ask directly. Ask colleagues and co-workers, otherwise it is difficult to know things are going - and how your own communication is regarded.

It creates trust when you know that you will be told if somebody is dissatisfied or does not understand what you say.

Four step feedback model
Use these four steps as guidelines when providing feedback.

1. Know what you are trying to achieve

Before making a start on providing feedback, it is important to be clear about what you are trying to achieve in the conversation.

The aim is for the recipient to learn something from your feedback. So it is important for you to consider the questions:

• Who is the recipient?
• What do you want to tell the recipient, what will you tell him/her
• What do you want to achieve via your feedback?

2. Describe three positive things - and one needing improvement

Research shows that it pays to emphasize the good things when providing feedback. It is a matter of creating a favourable basis for learning and changing behaviour. And you create the best basis by acknowledging the recipient's work and efforts.

Recognition in fact makes us more aware of our own resources, which is why recognition and feedback are closely linked.

Mention three positive things and one requiring improvement.

You might think that emphasising three positive things appears a little artificial but it will result in better relations between you and the recipient. The positive dimension is

a significant pre-condition for the other person wanting to change the way he/she behaves while the thing that can be improved tells the recipient what can be changed.

Train yourself to spot things that are positive and that work. Describe three positive things you have noticed:1. "I have noticed that..." 2. "And that..." 3. "And that..."

Describe one thing needing improvement:"And if I may suggest an improvement..."

You do not necessarily need to look for improvements if all is going well.

Describe your relations generally:"And generally I think that we work well together…"

You connect your observations and your suggestions for improvement by saying "AND". In so doing, you are emphasizing that your messages are equally important.

3. Decide what actions can lead to improvement

Decide first and for most whether feedback means that some-thing has to change. If so, consider what is most important. Speak to the recipient about possible next steps and prioritize the suggestions you believe will be most effective. Initiatives should be as specific as possible, while also being seen as realistic by the recipient.

4. Conclude by summing up and possibly arranging follow-up

If you have followed these steps, there is a great likelihood that you have will now have created a favourable basis for learning and changing behaviour. So finish your feedback by summing up your discussions and arrange when to talk again.

It is important that the recipient understands whether your message is an order, information, an offer or good advice

3. Be aware of the mechanisms in communication

When we send out a message to others, we regard ourselves as the centre of the world. But we often forget that recipients also regard themselves as the centre of their world. Recipients receive messages from many people other than you, so what is needed for your message to get through, be understood and reacted to in the way you wish? Absolutely the most important thing is that you must know about your recipient.

This enables you to target your message.

So it is important that as the sender, you think about the recipient's situation and organize your communication accordingly.

At the same time, it is also important for you to be clear in yourself what you actually want to say. What is the purpose of your communication? Below is a list of important questions for consideration when communicating. You will naturally not be able to go through all the questions every time you call ore-mail someone. But do so once in a while and especially if you know that the situation is slightly complicated.

What are you trying to achieve from the meeting?
• Create awareness
• Communicate knowledge
• Change attitudes
• Implement action

Who is the recipient?
• Who is it?
• What about the subject?
• What is their attitude?
• What possibilities do they have to act?

What is your role as sender?

Recipients often interpret messages depending on the sender.

So it is important that, as the sender, you are clear in yourself about the part you are playing.
• What role do you have with respect to the recipient?
• Is there a position of authority between you and will your messages be seen, as a result of your position, as orders or just information, and does that fit with your intentions?
• Have there been conflicts between you? In which case you should be especially careful for your communication not to be misunderstood - avoid irony
• Are you objective or subjective with respect to the message?
• What does it mean when information or new guidelines come from the office? Are they orders, proposals or good advice?

Try also to be aware of your own situation during communication: are you under pressure, irritable, angry, happy, etc.?

And do you take this into account in your communication?

If possible, consider postponing communication until you are quite ready and have really thought your message through.

If after thinking it through, you are still uncertain about whether the communication might be misunderstood/misinterpreted, get help from a colleague. If you are sending an e-mail, letter or fax, ask a colleague to read it through and then ask for his/her view of the message and tone. If you are going to make a telephone call, tell your colleague what you intend to say and discuss how to tackle this.

Train yourself to treat everybody equally and with respect but be aware that recipients may have a different view of your role. Avoid judging others and never say anything derogatory about someone else, however much you might think it isjustified.

It is always a good idea to let someone else check what you have written

4. Have clear rules and chains of command

Doubt can often arise about your role or how it is seen by others. After all, you are communicating in an organization with a series of written and unwritten rules. Here it is important for the sender and recipient to have more or less the same view of authority/competencies and roles.

• Are people aware of who they should contact and about what?

• Do you need to clarify who has what competencies and what responsibilities?

• Are there some special expectations for expressing yourself, deadlines, etc., that everybody should know about?

These are not issues that you as an individual can do anything about. But you could suggest that the company should take a thorough look at communication and chains of command so as to establish a common understanding and expectations of who has what roles and assignments.

5. Coordinate information

Be aware of how the overall volume of communication from the office can be seen on the ship. Have things been harmonized between the various departments ashore? Will the ship be receiving information, messages, orders, etc., pointing in different directions, thus creating confusion and doubt?

Are people at the office aware of the same information beingsent out several times?

Here too it can be difficult for the individual to have an overview. A common approach is required to focus on how the office can create more targeted, uniform communication with its ships.

The crew especially should report back to the office if communication is unclear or not uniform. Otherwise it can be difficult to know what problems the office should take into account. Both sides are responsible for good communication.

6. Be aware of different personalities

People have different personalities. Some are introvert and difficult to read; others are extrovert and good at speaking up and saying so if they are dissatisfied or do not understand.

There are also differences in how easily people become stressed and how patient or impatient they are. It is a matter of being aware of the differences amongst your co-workers, and this is also especially important for working together and communication.

Various personality tests can identify each other's strengths and how best to communicate with each other. There is a whole range of human personality tests. The most common include Myers-Briggs type indicator (MBTI), 16PF, NEO PI-R and the so-called DISC profiles. We will not be going into a more detailed review of the individual tests here and their strengths and weaknesses. But if such tests are done by the company, knowledge of the results could perhaps help you to understand each other. A personality test can make you aware of your differences and give you a different way of talking about such differences. It can help create more tolerance, better communication and knowledge about how you can draw on each other's resources in busy everyday routines.

"The different chains of command are a challenge. It can cause confusion to ships management aboard when they get differing reports and conflicting interests from the various departments - Procurement, Nautical, and Safety - who should take priority? The larger the company, the more shore-based departments, the greaterthe challenges."
Eva Kalriis-Nielsen, HR Manager, Mols-Linien

7. Speak openly about cultural differences

Cultural differences are another aspect that can make it more difficult to understand each other. For example, there are major differences in how directly you can say things indifferent cultures.

Implicit and indirect communication is more common in so called 'high context' cultures. Such cultures are widespread in Asia, for example India and the Philippines. You can reckon on people coming from these cultures leaving much unsaid.

In low context cultures such as Denmark, large parts of Europe and USA communication is more direct and unambiguous. It is normal in these cultures to be explicit about things, for example by dealing with expectations, relationships and knowledge.

Being unaware of the differences can lead to difficulties in both cultures. Western, more direct communication may be seen as provocative and insensitive to those coming from a high context culture. And implicit communication may be seen as confused or unclear for people from low context cultures.

Show interest

Be inquisitive yourself and investigate the differences in other cultures, their special characteristics, public holidays and forms of address. If you show you are interested, you can head off many potential conflicts and misunderstandings. And especially: Stay objective and avoid prejudging peopleas difficult, less skilful, etc

You can also have open discussions about this in the office, aboard or at joint events, based for example on the following questions:
• What are the challenges in coming from different cultures?
• What are the advantages in coming from different cultures?
• How can we prevent misunderstandings in our daily duties and at a distance?

For more reading about cultural differences and their significance, try reading Hofstede, G. (2001), Culture's consequences andKulturmødet på arbejdspladsen, Nygaard, B. (2010) (only in Danish).

"When we are aboard to talk to our officers, they say we can do things a little better when it comes to communication."
Hanus Mikkelsen, Director Marine HR, Nordic Tankers

Be aware of cultural differences so you don't offend your recipient by mistake

Appendix M
Submitted Posters
Appendix M-1: Effective Communication
By Alert!

Appendix M-2:   Cartoon illustration of multicultural crew on board
By Alert!

Appendix N
Submitted Videos

Appendix N-1:   Introduction – Culture
                      By Green-Jakobsen

   http://www.mi.mun.ca/video/Culture_1_introduction.WMV

Appendix N-2:   Asian Perspective
                      By Green-Jakobsen

   http://www.mi.mun.ca/video/Culture_2_AsianPerspective.WMV

Appendix N-3:   European Perspective
                      By Green-Jakobsen

   http://www.mi.mun.ca/video/Culture_3_EuropeanPerspective.WMV

Appendix N-4:   Final Scene – Conflict Handling
                      By Green-Jakobsen

   http://www.mi.mun.ca/video/Culture_4_FinalScene.WMV