**GENDER IDENTITY MANAGEMENT AND LEADERSHIP**

**CHAPTER IV**

**COPING with GENDER EQUITY PROBLEMS**

* 1. Gender Bias and Problems Encountered During Duties
		1. Pre-entry discrimination
		2. Post-entry discrimination
		3. The cultural context of discrimination: male-dominated work environment
	2. Overcoming Gender Equity Problems on Board
		1. Networking
		2. Mentoring
		3. Effective Leadership Styles
	3. **Gender Bias and Problems Encountered During Duties**

The observation of the structure of working women and men indicates an uneven distribution of the number of employees in the maritime economy. The efforts undertaken for more than 20 years focused on the broader inclusion of women in the maritime sector do not bring satisfactory results, and their representation in the maritime industry is still low. The total share of women in work at sea is small and is estimated up to 3%. Insufficient numbers of women seafarers cause problems for delivering accurate statistical comparisons of male and female retention rates within the industry. However, it is observable that women seafarers stay at sea for shorter periods than their male colleagues. The specific constraints facing women in the maritime industry are the main reasons for that state of affair. The traditional: social and cultural way of viewing the maritime industry relates it to men's domain which still has a particularly strong influence on women's choices about their professional carriers as well as influences the development of the maritime industry.

Analyses contained in this subchapter were conducted based on both qualitative empirical studies, including focus group interviews (1), as well as studies (qualitative and quantitative) presented by other authors. They aim to synthetically present various types of obstacles encountered by women concerning taking up working at sea. Particular focus is addressed to the problem of gender discrimination in the maritime industry, which occurs in different (open and hidden) forms as well as it occurs on various stages of maritime careers of female seafarers.

* + 1. **Pre-entry discrimination**

Pre-entry discrimination takes place when females are denied equal opportunity to enter some occupations and industries, and it involves preconditioning related to differential educational and socialization opportunities (2).

Many young women are not familiar with the perspective of a career in the maritime industry. They seem to have little knowledge or are not aware of the potential careers that they can make in the maritime field. Also, most maritime job advertisements do not address any content to attract women. Some countries continue to ban women from enrolling on nautical courses. Some women who enrol without issues still report that staff within maritime education and training institutions seems averse to their presence (3). Women generally do not receive adequate support to choose seafaring as their career. Educators seem not to provide advanced social skills to help young women climb the shipping sector ladder in the climate of men's domination and distrustful attitudes towards women's skills and competencies.

Many women also lack family support, which is essential for them to establish their own identity in such a sector where women count is limited. Some feel that they are not allowed to choose seafaring as a career because of the extended stay at sea, which is in contradiction with the traditionally perceived role of women, especially with a societal believes that children must be brought up by women mostly. Finding a balance between the demands of work and family has been a common issue here. This situation also has a lot to do with traditional social believes that children must be brought up mostly by women. Thus, social pressure stops women from pursuing such a career and forces them to choose land-based jobs.

Because of factors as mentioned earlier, the phenomenon of self-discrimination takes place. Under the influence of negative experiences, stereotypes, or lack of support, women may tend to assess their job opportunities negatively or they may, or they can undergo social pressure locating them close to home and family. Self-discrimination may result in the withdrawal of a decision on a maritime career, or it may lead to women's passivity in competition for higher job positions.

Another group of factors related to pre-entry discrimination refers to educational aspects. Among them, the most significant seems pertained to problems with completing maritime practices, which are commonly encountered by female cadets. Factors that decide about the difficulties in completing traineeships are comprehensive and include:

* gender stereotypes (including the vision of "weak gender" as unfit for work at sea);
* shortage of space on-board and inability to provide female apprentices with a separate living cabin;
* problems with finding a job by unqualified staff (trainees or young cadets whose qualifications do not meet the formal standards).

In result: when candidates for maritime apprenticeship are selected, women's applications are rejected immediately. Such practices indicate the existence of elements of horizontal occupational segregation in the recruitment process based on the gender criterion. It is also worth noticing that completing a maritime apprenticeship is a prerequisite for graduation form maritime academy.

* + 1. **Post-entry discrimination**

Post-entry discrimination against women takes place within the maritime labour market and occurs in various forms. Mostly, it is understood in terms of such a situation in which a woman with the skills and education equal to men's is not employed in an equal position or is paid less. A similar mechanism appears when the promotion of women to higher positions is blocked – here we deal with the mechanisms of the "glass ceiling" experienced by many of aspiring female seafarers who perceive little chance of advancing in their field.

The process of post-entry discrimination is influenced by economic and non-economic factors, which include biological and socio-cultural features. This type of gender discrimination can be grouped under two main divisions: the hidden discrimination and the open discrimination. Various types of hidden and open discrimination involve:

1. Denying women employment on-board as its most severe form;

2. Keeping female seafarers away from heavy, dirty or responsible work;

3. In the practices of 'open discrimination' women are challenged to prove their capability, by having to work harder than men;

4. Mobbing and sexual harassment;

5. Economic and hierarchy-related forms of discrimination.

Ad.1.

Despite the progress made by the International Maritime Organization (IMO) and other international organizations over this last two decades, it is still difficult for women to be accepted by some shipping companies. In some cases, primarily related to companies which direct their vessels to ports in the Middle East, India, and Pakistan, where there is different

cultural and religious conception about women, the attitude towards hiring female seafarers is reluctant. Some studies show that employers are often reluctant to take on women cadets/qualified seafarers, partly because of a misled belief that women retain at sea for less time than men (4, 5).

Ad.2.

One of the hidden forms of discrimination occurs when women are not given regular tasks as their male counterparts, with the idea to keep them away from dirty or dangerous work. Consequently, female seafarers are regarded as less useful and less competent than their male colleagues. This situation is typical on board ship when female cadets are asked to clean the navigating bridge while the men will be cleaning the cargo holds after discharging a dirty cargo, for example, coal. The side effects of this form of discrimination against women may also prevent the women from gaining experience on the job (6).

Ad .3.

Women must prove themselves much more than the incoming male crew by working to the limits of their endurance (7). In this sense, they feel the constant need to resist the stereotype of the “weak sex” and fight for the recognition of both the employer and male crew.

Ad.4.

Sometimes the unprivileged status of women on-board places them in a position of victims of mobbing which could assume forms of ridiculing, gossiping or not deserved - severe critics. One of Polish female cadets reports her apprenticeship experience as follows:

*It was mobbing. I had a captain who humiliated me, ridiculed me, pushed me away from assigned duties for no apparent reason, and did everything in public, in front of other officers. That was a nightmare. (…) In the end, I could not stand it, and my health started to collapse. (…). Finally, I abandoned the ship.*

Gossiping and criticizing are perceived as both: forms of mobbing and strategy of maintaining men’s domination through pushing women back to "their" traditional territories.

Sexual harassment occurs when people are targets of unwanted sexual gestures, sexual actions or comments because of their actual or perceived gender or sexual orientation (8). Different (mostly hidden) forms of sexual harassment and bullying make some women live in isolation on board and some drop out of their career. Harassment and bullying on board ships can have severe consequences for the physical and emotional health of female seafarers, lead to sickness, compromise effective teamwork, and discourage them from retaining in the maritime profession. Sexual harassment is an essential yet secret problem, not often being revealed by its victims. Most of the women who fall victim to it never complain, unless to very close friends. However, it has been revealed by journalists that 1,150 Swedish women in the Swedish shipping industry have shared witness accounts of sexual harassment and abuse on board vessels (7). One woman reports that she has been exposed to sexual harassment since she began to work as a sailor at the age of sixteen. As she wrote on her Facebook page:

*Everything, ranging from my superior saying that as a woman on board, it was my duty to sleep with those who do this, to a man coming into my cabin one night.*

Sexual harassment does not always relate to distinct forms of sexual or provocative behaviours. The exhibiting of pornographic posters, DVD films, and computer screen displays, also contributes to the harassment that women has to endure on-board ship since they feel uncomfortable and embarrassed about such content.

Ad.5.

Compared to men, women are often underpaid when performing the same work. Some employers are unwilling to promote women to more senior ranks. Moreover, women may be denied the facilities/equipment available to men on board (9).

* + 1. **The cultural context of discrimination: male-dominated work environment**

Women take an unprivileged position in the work environment, typically perceived as a men's world. The three primary reasons for this situation come to the fore:

1. Men try to protect the last remaining territories of typically male occupations;

2. The image of female seafarers is deeply steeped in stereotypes;

3. A stereotyped vision of "heavy" nature of work at sea;

4. The concept of "political correctness" demanding to introduce female 'representatives' on board;

5. Insufficient solidarity within the female maritime environment (10).

Ad.1.

Women working in a non-traditional job may encounter particular problems because they are "women" in a man's world. Throughout history, shipping has always been a male-dominated industry. The lack of female role models seems particularly acute here. Many women feel ambiguous about entering the man's world as they believe that they might face low levels of support from male co-workers or even experience physical or verbal abuse. An unprivileged position of women in shipping industry seems to be related to a defensive attitude of men standing on guard of their last exclusive territories, which was clearly expressed by a male captain:

*Baby (rude about women) on the sea? Did you hear that a woman at sea is a misfortune? Also, I stick to it! I even have an appeal: leave us the space of the ship and this profession. Do not enter there! It is such a male asylum!*

The majority of men's crew is not willing to accept women as their superior in the ship's hierarchy or as port captains ashore. Which could be particularly interesting from a perspective of postcolonial discourse, there also female seafarers who tend to protect males' territories. A certain woman aspiring to o position of a captain claims:

*I know that I will not let any woman get onboard my ship!*

Ad.2.

Gender stereotypes produce negative expectations about the abilities and skills of female seafarers. They stigmatize women and may arouse in them the attitude of fear and withdrawal. Female seafarers experience stereotyping of the image of a woman at sea as clumsy and unable to work, which brings negative expectations about the abilities of female seafarers. Due to gender stereotypes, a group of female seafarers is seriously challenged by prejudices widespread among crews; therefore, they must continually prove their professionalism, capability, and strive for higher achievements.

Ad.3.

Many people share both the opinion about extremely demanding nature ow working at sea as well as a conviction that women cannot do jobs involving strength and heavy mechanical work which women are not fit to.

Ad.4.

Sometimes women at sea play the role of a victim of political correctness, which does not give them a chance for valuable professional activity. According to the western democratic standards of gender equality, respected by many shipping companies, there are no barriers related to sex and gender about their employment policy. However, as some of the respondents claim, sometimes it happens that the facade rules of "political correctness", which are not supported by cultural practices of gender equity, play the role of the only motive for accepting women onboard:

*I guess they did not want me, and somewhat on the principle of such correctness, they wanted to show that they have a female apprentice.* (A female cadet)

Ad.5.

There seems to be a lack of solidarity among women employed in the maritime industry. It happens that women play the role of excluding other women from participation in the labour market - they spread harmful stereotypes about women or participate (as ship-owner agents) in recruitment processes, the results of which are highly unfavourable for other women. The example comes from a Female Chief Officer claiming that:

*It annoys you very much, because, you know, on ships we have less and less people to work, and every working hand is useful. Also, what if she is reluctant? Or constantly disable? What do I need her on-board for?*

Apart from different forms of discrimination, there is another type of obstacles which women encounter during their maritime careers. They involve experiencing separation from family and loneliness, and mental and physical stress. These factors, however, relate to both women and men on board.

* 1. **Overcoming Gender Equity Problems on Board**
		1. **Networking**

Building professional networks within or in-between organizations lead to more job and business opportunities, broader and deeper knowledge of employees, improve their capacity to innovate, motivate, and give opportunities of faster advancement. Building and nurturing professional relationships also improves the quality of work and increases job satisfaction. Numerous studies have also shown that people establish the most collaborative and longest-lasting connections when they work together on tasks that require one another's contributions (11). Working side-by-side breaks down stereotypes, which leads to more equitable hiring and promotion. There is evidence that the percentage of women in management rose by 3 % in five years in the firms that created their self-managed work team (12).

Forming identity-based networking groups, which are formal or informal associations of employees with collective group identities, can be useful in promoting equality on-board. These groups provide opportunities to connect socially and professionally to one another and enable members to make contacts that expand the range, strength, and configuration of their social networks and reduce their isolation (13). Practices of networking form an environment that is beneficial for developing informal learning strategies resulting in acquiring both professional and social skills.

Setting up women's networks within a company raises women's awareness. Moreover, it creates opportunities for broader professional exposure, while raising the profile of female leaders in the organization, which is essential in helping young women identify role models. By motivating women and facilitating their development, these initiatives are often remarkably successful in retaining, and even expanding, the female talent within companies. These initiatives may seem obvious. Many companies, however, confess that they struggle to implement such programs fully and consistently and to follow it up with the support of the top management (14).

* + 1. **Mentoring**

Mentoring is viewed as a "vehicle" to allow knowledge and experience to be shared in a relationship basing on mutual trust. It aims at supporting career advancement and achieving professional competency. In more sociological terms, mentoring is described as a "fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person" (15).

Mentoring is a tool to enhance the skills and abilities of one's associates, colleagues, and mentees. It helps people become more creative, thinking more critically, perceiving solutions to problems, and analysing situations from different perspectives. A crucial aspect in a mentoring relationship is developing the mentee's ability to self-reflect on professional practices, where reflection is understood here in terms of "the main catalyst for the development of autonomy and expertise" (16). Mentoring creates a unique situation where mentors and their mentees can learn together through practices of cooperation and problem-solving activities related to constructing of professional knowledge. Thus, mentor and mentee are both beneficiaries and partners in learning processes.

Mentoring occurs when a person with more experience and at a higher position can be the mentor of another person. Mentors are described as role models, advisers, supporters, network creators, personal "sources of wisdom, experience, and inspiration". Apart from expertise and experience, a good mentor should be also characterised by a genuine desire to be helpful, excellent communication skills, and patience (17).

The practices of mentoring are interrelated to networking. In the ideal practice, a person with more experience and at a higher position can be the mentor of another person. However, in the situations like those in male-dominated organizations where there are not enough women in top positions to mentor the women in lower positions, mentoring teams consisting of three people two of whom are men can be formed. The members of the team guided by a leader, that is the mentor, may be given some jobs, which require them to work in closer connection with each other than they do in the normal work-setting, share all the data they have and coordinate. This may cause them to create a network among the three, which may be the basis of a more excellent network in the organization in which a woman can take part in the future. This practice may also give way to the solidarity where the members of the group can help each other in situations where mentoring is necessary. Therefore, the network group may eventually become a self-supporting and mentoring team.

The goal of this team will not only be a mentor-mentee relationship but also helping the mentorees overcoming the second-generation gender bias. To realize this, the mentor in charge of the team will both guide the mentees in and out of the organization and create cases in which the mentees will be required to share their ideas to reach a consensus and reach a decision on the subject given. Apart from this, the teams established in this way in an organization can get together at specific intervals to discuss certain issues. During these meetings, mentoring team members are encouraged to make use of participative leadership skills. By doing so the women in the teams will not only be trained for higher positions but also learn how to overcome the second-generation gender bias. On the other hand, the men in the team will be stripped of the second-generation gender bias, thus making the activity a win-win situation.

Mentoring teams like the ones mentioned above may be formed in both shore-based and sea-going posts (ashore and afloat units) in the maritime sector. The prospected women leaders can benefit from such training a lot, and this practice may both help the women to achieve their goals and the men to overcome the bias against the women. (18) Mentoring programs can be highly effective in raising women's awareness of self-imposed limitations and enable them to manage their careers in a male-centric environment.

* + 1. **Effective Leadership Styles**

In order to succeed in her career, a woman needs to be perceived as a competent, confident, and effective leader. There are numerous ways of defining leadership. Leadership could be defined both as a complex of specific traits or characteristics and as a broader structure of competence comprised of certain skills and knowledge.

One of the most important theoretical paradigms of leadership is the one proposed by Burns and called "transforming leadership" theory. Herein leadership is not synonymous with the traits and behaviors of a leader, but it is understood in terms of "the reciprocal process of mobilizing, by persons with certain motives and

value s, various economic, political, and other resources, in a context of

competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (19).

There are many different leadership styles distinguished in the literature on the subject, and the most well-known ones comprise:

1. Transactional leadership;
2. Servant leadership;
3. Transformational leadership;
4. Participative leadership (democratic leadership);
5. Autocratic leadership (authoritarian leadership);
6. Bureaucratic leadership
7. Laissez-faire leadership (delegative leadership)

Ad.1.

A leader who employs transactional leadership style provides instructions to their team members and then uses different instruments to either recognize or punish what they do in response. Transactional leadership involves a kind of transaction: 'I give you this, and you do this in return'. This approach to leadership is highly directive, and autonomy of team members in decision-making, creativity, and innovative thinking is minimal.

Ad.2.

Servant leadership operates within the logic 'serve first and lead second'. Servant leaders are more focused on the needs of other people than achieving goals or their own, what does not always lead to achieving the organization's strategic goals. Those servant leaders who lead effectively despite prioritizing peoples' needs above their own are natural leaders, who do not feel the need for maintaining their status or power. Instead, they are focused on the development and well-being of people who follow them. A servant leader becomes the one who enables others to lead themselves (20). Disciplinarian atmosphere, 'reward and punishment' strategies do not appear in this type of leadership.

This strategy of leadership develops morale within a team and leads to a high level of trust, which results in building up a more positive atmosphere and organizational culture overall. It improves the engagement of team members in decision-making processes, as well as give them a sense of ownership and responsibility (21). However, servant leadership is regarded as a time-consuming style. There is also a risk of diminishing authority of a leader by stripping a share of responsibility within all members of a group.

Ad.3.

Transformational leadership is a creative type of leadership. Herein people are encouraged, empowered, inspired, and motivated to introduce innovate and create changes that will shape organizational culture as well as the future success of the company. These aims are accomplished by developing a strong sense of corporate culture, employee ownership, and empowerment. The leader transforms and motivates the team members thanks to his or her idealized influence (earlier understood in terms of personal charisma), inspirational motivation, individualized consideration (understood in terms of a concern for the needs and feelings of followers), and intellectual stimulation.

Transformational leadership encompasses several basic aspects, including:

* Emphasizing intrinsic motivation and positive development of followers
* Raising awareness of moral standards
* Highlighting important priorities
* Creating an ethical climate and promoting higher moral maturity in team members
* Encouraging team members to look beyond self-interests to the common good
* Promoting cooperation and harmony
* Using
* persuasive appeals based on reason
* Providing individual coaching and mentoring for team members
* Appealing to the ideals of team members
* Promoting freedom of choice for team members (22).

Ad.4.

Participative leadership is oriented toward building commitment and consensus across a team. A participative leadership style gives opportunities for employees to share their creative ideas to improve a situation. A participative leader empowers followers and invites them to take part in decision making. He or she promotes team members' devotion to goal achievement. One of the enormous benefits of participative leadership is that it motivates employees to perform organizational citizenship behaviour because of empowerment and passion (23).

A participative leader asks for input from their team members before making a final decision. However, in participative leadership, management makes the final decision.

The benefits of this style of leadership involve improved employee morale as they feel valued and respected. However, this leadership style does not operate well in those situations when decisions must be made rapidly.

Ad.5.

Autocratic leadership and democratic leadership are situated on opposite sides of the spectrum. Within autocratic leadership, decisions and actions are rigorously controlled by a leader, and the group members have little impact on them. Autocratic leaders typically make choices based on their ideas and judgments. They seldom accept advice from followers. Autocratic leadership involves absolute control over a group.

Some of the fundamental characteristics of autocratic leadership comprise:

* Little or no input from group members;
* Leaders make almost all the decisions;
* Group leaders dictate all the work methods and processes;
* Group members are rarely invited to contribute to decision-making processes;
* Work division tends to be highly structured and very rigid;
* Creativity and flexibility tend to be discouraged;
* Rules are important and they are clearly outlined and communicated (24).

Autocratic leadership style may be beneficial in some instances, especially when decisions need to be made quickly without consulting with a large group of people. It can be also useful in emergencies. However, the negative aspects of this leadership style are prevalent. They may involve a tendency to abuse team members, discourage them from engagement, creativity, and solution-oriented thinking. It can also impair the morale, weaken the sense of personal responsibility, and lead to resentment.

Ad.6.

Bureaucratic leadership relies on hierarchical authority, where power comes from a formal position or title, rather than unique traits or competencies that people possess. Bureaucratic leaders employ a set list of responsibilities addressed to all team members, as well as they apply clearly-defined rules and procedures which are crucial for managing others and making decisions.

This style of leadership focuses on the administrative needs of an organization. It is used mostly in the public sector because it relies heavily on consistency and adherence to formal rules and regulations. Bureaucratic leadership can be beneficial only in companies that do not expect much creativity or innovation from employees.

Ad.7.

Laissez-faire leaders give full freedom to the team members in the choice of ways to achieve goals. However, the role of a leader is to define the goals and to provide the tools and resources necessary to achieve these goals. The leader himself spends little time being involved activities. Supervision is also limited.

This leadership style seems to be beneficial only when the group members are highly skilled, well-motivated, and capable enough to accomplish the task assigned to them. The Laissez-Faire style is most suitable in the situations, where the group members are more knowledgeable than the leader and possess broad expertise in a particular field. Then, the role of a leader could be narrowed to tasks referring to information and organization.

It is difficult to determine which type of leadership is the most effective. Each of the leadership styles has its advantages and disadvantages, and the effectiveness of its application depends on the context - including the type of organization, current situations, competences and attitudes of team members, the type of task performed, and others.

Based on literature review, however, it can be stated that the most effective styles of management include transitional leadership and participative (democratic) leadership. Effective leaders are not only tied to one particular style. They can switch between various styles depending on which is most appropriate in a given situation.

Women use five leadership behaviours more frequently than men. These behaviours are the following:

* "People development",
* "Expectation and rewards",
* "Role model",
* "Inspiration",
* "Participative decision making.

Men adopt two behaviours "Control and corrective action" and "Individualistic decision making" more often than women. The study (McKinsey&Company, 2007) found that three of them have become critical in order to meet future global challenges. They are "Inspiration", "Participative decision making" and "Expectations and rewards".

Furthermore, the survey indicates that these behaviours are underrepresented in today's corporate environment (20).

It is found that the effectiveness of female and male leaders pertain to transformational, transactional, and laissez-faire styles. In a study conducted by Eagly and Schmit (21) women's more transformational style and greater use of contingent reward as well as their lesser use of passive management-by-exception and laissez-faire style should enhance organizational effectiveness. These findings thus resonate with the attention that journalists have given to the possibility that women are better managers than men. For example, an article in Business Week asserted that "after years of analysing what makes leaders most effective and figuring out who's got the Right Stuff, management gurus now know how to boost the odds of getting a great executive: Hire a female" (22). Women's advantages in leadership style may sometimes be countered, however, by a reluctance, especially on the part of men, to give women power over others in work settings. Moreover, social and organizational changes place women, more often than men, in the position of being newer entrants into higher level managerial roles. As newcomers, women may reflect contemporary trends in management, including an emphasis on transformational leadership, that may threaten older, more established managers. A reluctance to allow women to ascend in organizational hierarchies may thus reflect resistance to changing managerial styles as well as a prejudicial tendency to evaluate women's leadership behaviour less positively than the similar behaviour of men (23). Nonetheless, on the whole, research on leadership style has very favourable implications for women's increasing representation in the ranks of leaders (24).

Participative leadership can also help women to rise leading positions. Companies are becoming more and more flexible. Organizations do not depend on the traditional hierarchy anymore, so it may be hard to direct and coordinate the efforts of the people to the target of the workplace. Quality of the work also changes, and that means most of the work in the 21 century will be more intellectual than physical. All the change in the structure of the companies and the quality of the work requires a change in the leadership style. It is agreed that there is not only one best leadership style that can be applied in all the situations.

Considering all the leadership styles, participative leadership seems to be more suitable for women working in male-dominated jobs, one of which is maritime, to eliminate second-generation gender bias, crack and break the glass ceiling and rise to top positions. In participative leadership, the leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. There are many potential benefits of participative leadership, some of which are the following:

* Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.
* People are more committed to actions where they have involved in relevant decision-making.
* People are less competitive and more collaborative when they are working on shared goals.
* When people make decisions together, the social commitment to one another is higher and thus increases their commitment to the decision.
* Several people deciding together make better decisions than one person does alone. (25)

Participative leadership, when practiced fully, will help the women improve organizational citizenship behaviours, provide them with decision-making experience and prepare them for prospective leading positions.

As is seen, both mentoring and participative leadership have been considered helpful to promote the position of women in male-dominated jobs. Taking this into consideration, a combination of these two solutions can be suggested: Employing participative leadership in the mentoring groups established in the organization.

More recent studies on leadership is focused on the relationship between leadership style and work environment or type of a project to be undertaken (26). This imply that various situations call for different leadership styles, but regardless of the situation, a woman aspiring to the position of a leader needs to adopt flexible strategies of leadership. Her behaviours and attitudes should also express warmth and competence, pleasantness and confidence, inclusiveness, and drive. This requires her to manage the impressions she is making on others carefully if she is to have a smoother path to the top (27).

How may one develop leadership competencies? Researchers on leadership claim that leadership skills could be partly developed by training activities, observing other leaders, and practicing leadership at work. Leadership, however, requires also self-reflection, self-observation, and self-analysis. Moreover, before a leader can lead others, she must lead herself through self-discipline and active engagement in self-development practices (28).

**References**

(1) Krolikowska I., Meczkowska-Christiansen A. 2019. Perspectives on women at sea in the light of female seafarers’ experience. Challenges for education. Colloqium (in progress).

 (2). B. Chiplin, P. J. Sloane. (1982). Tackling Discrimination in the Workplace: An Analysis of Sex Discrimination. Cambridge University Press, Cambridge.

(3). Belcher P, Sampson H, Thomas M, Veiga J, Zhao M. (2003). Women Seafarers — Global Employment Policies and Practices. International Labour Office, Geneva.

(4). Theotocas I., Salichi Ch. (2013). Employment of women at sea. Perceptions, attitudes and experiences of male seafarers in the Greek context; International Association of Maritime Economists Annual Conference, Marseille, France (3–5 July).

(5). Women Seafarers’ Health and Welfare Survey. A joint initiative of the International Maritime Health Association (IMHA), International Seafarers’ Welfare and Assistance Network (ISWAN), International Transport Workers’ Federation (ITF) and Seafarers Hospital Society (SHS)

<https://www.itfglobal.org/media/1152793/women-seafarers-health-and-welfare-survey-.pdf>

(6) Aba, A. H. Women in the maritime industry: a review of female participation and their role in Maritime Education and. Training in the 21st century, <https://commons.wmu.se/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1382&context=all\_dissertations>.

(7) Momoko K.. (2010). Women Seafarers and their Identities, PhD Thesis, Cardiff University; Momoko K. (2012). Code of behaviour at sea: women seafarers identity management. WMU J Maritime Affairs 12: 213–227; Minghua Z. (1998) Women Seafarers in the EC: A Preliminary Report based on German and UK Case Studies. Cardiff: Seafarers International Research Centre.

(8). Burn, S. M. (2019). The Psychology of Sexual Harassment. Teaching of Psychology, 46(1), 96–103.

(9). Gronvald Raun K. 2018. Over 1000 women seafarers share sexual harassment experiences, Shippingwatch 19.01, <https://shippingwatch.com/carriers/article10219785.ece>.

(10). Krolikowska I., Meczkowska-Christiansen A. 2018. Edukacyjne doświadczenia kobiet-marynarzy w kontekście praktyk morskich (Educational experiences of female seafarers in the context of maritime apprenticeship). Colloquium 4(32), p. 71-88.

(11). Casciaro T., Gino F., Kouchaki M. 2016. Learn to love networking, Harvard Business Review May 2016 pp.104–107 , <https://hbr.org/2016/05/learn-to-love-networking>.

(12). <https://www.wikihow.com/Build-Self-Confidence>

(13). Cuddy, A. Your Body Language May Shape Who You Are.

<https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are>

(14). McKinsey&Company. Women Matter 2. Female leadership, a competitive edge for the future. <https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/Organization/Our%20Insights/Women%20matter/Women_matter_oct2008_english.ashx>

(15). Shea, G. F. 1997. Mentoring: A Practical Guide, Crisp Publications, Menlo Park, Ca. (16). Veenman, S., de Laat, H., & Staring, C. 1998, 'Coaching beginning teachers', paper presented at the European Conference on Educational Research, Ljubljana, Slovenia, September, p.6.

(17). Goldberg, 2016 <https://www.solent.ac.uk/research-innovation-enterprise/rie-at-solent/projects-and-awards/mentoring-seafarers-project>

(18) An Introduction to Workforce Diversity Management <https://www.mbaknol.com/human-resource-management/an-introduction-to-workforce-diversity-management/>

(19). Burns, J. M. Leadership . New York: Harper & Row, 1978, p. 425.

 (20). McKinsey&Company. Women Matter 2. Female leadership, a competitive edge for the future. <https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/Organization/Our%20Insights/Women%20matter/Women_matter_oct2008_english.ashx>

(21).https://is.muni.cz/el/1421/jaro2009/PSB\_516/6390561/the\_leadership\_styles\_of\_women\_and\_men.pdf

(22) Sharpe (2000), As Leaders, Women Rule, Business Week, p.74

(23) Eagly, A. H., Wood, W., & Diekman, A. B. (2000). Social role theory of sex differences and similari- ties: A current appraisal. In T. Eckes & H. M. Trautner (Eds.), The developmental social psy- chology of gender (pp. 123–174). Mahwah, NJ: Erlbaum.

(24)<https://is.muni.cz/el/1421/jaro2009/PSB_516/6390561/the_leadership_styles_of_women_and_men.pdf>

(25) Participative Leadership, (2013) <http://changingminds.org/disciplines/leadership/styles/participative_leadership.htm>

(26) Shenhar, A.J. , Dvir, D. (2007). Reinventing project management: The diamond approach to successful growth and innovation. Cambridge, MA: Harvard Business School Press; Thamhain, H.J. and Wilemon, D.L. (1977). Leadership effectiveness in program management. IEEE Transactions on Engineering Management, 24: 102–108; Turner, J.R. and Muller, R. (2003). O n the nature of the project as a temporary organization. International Journal of Project Management, 21: 1–8.

(27) Minow, N. 2018. Clear and Effective Communication Techniques for Women in the Workplace. <https://www.huffingtonpost.com/nell-minow/clear-and-effective-commu_b_14537928.html>

(28) A conversation with Manfred F.R. Kets de Vries. Interview by Diane L. Coutu. Harvard Business Review, 82: 64–71; Korzynski, P. (2012). Leading People and Leading Authentic

Self through Online Networking Platforms. Actual Problems of Economics, 2: 231–242; Gardner, W., Avolio, B., Luthans, F., May, D. and Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. Leadership Quarterly, 16: 343–372.

**CIRCLE THE CORRECT ANSWER (Chapter 4)**

1. Post-entry discrimination takes place when:
2. A woman with the skills and education equal to men's is not employed in a similar position or is paid less
3. A woman with the skills and education equal to men's may tend to assess their job opportunities negatively
4. A woman with the skills and education equal to men's do not receive adequate support to choose seafaring as their career
5. A woman is not able to find an employment
6. Shortage of space onboard and inability to provide female apprentices with a separate living cabin may be the cause for:
7. Pre-entry discrimination
8. Post-entry discrimination
9. Both
10. None of the mentioned above
11. The phenomenon known as "glass ceiling" appears when:
12. A woman is forced to give up professional careers to perform family duties
13. The promotion of women to higher positions is blocked
14. Expectations towards women onboard are unrealistic
15. A women misses family support to advance in her career
16. Mobbing onboard may refer to:
17. Open forms of violence
18. Hidden forms of violence
19. Both
20. None of the mentioned above
21. Sexual harassment involves:
22. Unwanted sexual gestures or comments, that may not be expressed openly
23. Physical violence of every kind
24. Open sexual behaviours only
25. All sexual gestures and comments, regardless of the situation
26. What is necessary for mentoring?
27. Mutual trust between a mentor and mentee
28. Outstanding level of professional experience and leadership skills of a mentor
29. The relationship of formal subordination between a mentee and the mentor
30. Mentor's professional competence in teaching
31. Which of the approaches to leadership is highly directive?
32. Transitional leadership, transactional leadership
33. Transactional leadership, autocratic leadership
34. Laissez-faire leadership, participative leadership
35. Bureaucratic leadership, autocratic leadership
36. Which of the leadership styles may inspire team members for deep engagement, better collaboration, and participation?
37. Participative leadership
38. Autocratic leadership
39. Transactional leadership
40. Laissez-faire leadership
41. Which of the leadership seems most suitable for women who work in male-dominated jobs?
42. Participative leadership
43. Autocratic leadership
44. Transactional leadership
45. Laissez-faire leadership
46. Which of the following refer to laissez-faire leadership style?
47. It relies heavily on consistency and adherence to formal rules and regulations
48. It may be beneficial when decisions need to be made quickly without consulting with a large group of people
49. It may be helpful on condition that team members are highly skilled and well-motivated
50. It is beneficial when the leader is highly-skilled and well-motivated

KEY: 1. a 2. a 3. b 4.c 5. a 6. a 7. d 8. a 9. a 10. c