**CHAPTER V**

**LEADERSHIP FOR WOMEN IN MARITIME**

* 1. **Leadership and Obstacles for Women in Maritime**
     1. **Leadership and Women in Leadership**

The management and the leadership include capabilities for effective management and/or participation in the deck team. It requires:

* + Technical know-how about the ship
  + Managing know-how and team work experience
* Pro-active approach

The researchers define the leadership from their own perspective and their particular aspects, applying them on their concrete work and interests.

The most common assumption defines the **leadership as a process ofinfluencing** for achieving particular goals and missions.

*The leader should be cheerleader, enthusiast, hero finder, wanderer, dramatist, facilitator, builder, passion, care, intensity, consistency, attention etc .*

*The leader should be present at all organizational levels. It depends on many little things, done with care and know-how but they do not mean anything if there is no confidence, vision and faith.” (1)*

Leaders need not only to have a certain attitude and a source of authority, but also to have a wide range of abilities and approaches to use in the different situations they face.

The most common qualities of the leader relate to his / her characteristics, such as personality, motives, values, skills. There is no evidence of universal leadership, but rather the possession of one or other of the leadership qualites increases the likelihood that the leader will be effective, but they do not guarantee effectiveness.

One of the basic leadership skills refers to coping with differencies and diversities, the so called **diversity management skills**.

In order to choose the most effective leadership style, a few things have to be considered:

* the level of qualification of the team;
* the nature of work - routine, new or creative;
* the organizational environment - stable or variable, conservative or adventurous;

Good leaders often instinctively switch from style to style depending on the people who they manage and the work to be done.

* + 1. **Obstacles Facing Women Leaders in Maritime**

Differences onboard based on different cultures, religions, languages, assumptions, stereotypes, age and gender.

* + - 1. **Social Obstacles**

The following described four levels of cultural self-awareness, each of them determined by the way people perceive cultural differences, may be implemented in regard to the social and practical specifics. Before developing certain models for attracting and/or encouraging crew members from different origin to fully integrate in the maritime profession it is necessary to outline where the problems and obstacles are.

* **First level** - my way is the only way. At this level, cultural differences are completely ignored. It is called a "parochial stage";

• **Second level** - I know their way, but my is better. At this level there is a sufficient degree of awareness of cultural differences, but it is definitely our way of doing things to be better. Cultural differences are perceived as a source of problems, and people tend to disparage their meaning or completely ignore them. This level is defined as an "ethnocentric stage";

• **Third level** - my way and their way. At this level knowledge of other ways is actively exploited. By knowing his or her other ways, the individual chooses which cultural model to apply to act more efficiently. There is an awareness that cultural differences can lead both to problems and to bring benefits. Cultural diversity is actively used as a source of behavioral alternatives. The level is called a "synergistic stage";

• **Fourth level** - our way. At this level, synergistic culture is formed as a new culture based on private models, cultural differences are overcome by the formation of new, more perfect knowledge and meanings. The level is called the „participatory third culture stage”.

* + - 1. **Cultural Obstacles**

Culture is inherent in every individual and its formation is a continuous process of personal development. Individual culture is a complex of social, national, professional and even personal characteristics, which are constantly being developed and are aimed at easing the complete adaptation of the individual in the social system. The individual is often an unconscious bearer of the cultural specificity. For example, if in a European cultural model to look at a person in a person's conversation is a sign of respect and respect, in Japanese culture this is a serious insult. Another behavioral model often interpreted in different ways is the friendly gestures of shoulder patting, hugging and even kissing in Southern Europe. It should be noted that such behavior will greatly stress the representatives of the Asian nations.

Cultural self-awareness is the basis of communication and is often associated with the ability to "stand aside" and to get to know our values, beliefs and perceptions. In general, cultural self-awareness is associated with answers to questions of the following type:

• Why are we doing things exactly this or that way?;

• How we perceive the world around us?;

• Why we react in a specific manner?

Cultural self-awareness is of key importance when dealing with representatives of other cultures.   
People perceive things, interpret them and evaluate them in a specific and different way. Very often there are different interpretations of the same symbols or types of behavior between different cultures. Incomprehension arises when it is important to give meaning to a foreign reality. Incorrect interpretation often occurs when we are not aware of our own behavioral rules and directly design them for the representatives of foreign cultures. Cultural self-awareness means assuming both the positiveand the negative aspects of the differences. This means, on one hand, a willingness to overcome different problems, but on the other - an opportunity to increase the organization's decisions, generate alternatives and, ultimately, increase organizational adaptability.

Considering cultural diversity people realise that:

• We are different;

• Both similarities and differencies are important;

• There are many ways to reach the goal;

• The best way depends on cultural coincidence. Every situation is different and may require a different solution.

The importance of cultural self-awareness is great, but we are interested in the processes where the individual acts in an environment involving representatives of different cultures and the resulting differences in the cultural self-consciousness of individuals.

* + - 1. **Practical Obstacles**

When faced with a foreign cultural environment, each person goes through a process of cultural adaptation. This process in the scientific literature is described by the so-called Lysgaards U-curvehypothesis, which tracks the processes of adaptation to a new culture. At a later stage, the model is further developed by Gulahorn and is presented as the W-model of social adaptation (2). Since the "W" model of social adaptation also looks at the return adaptation processes, it is better for consideration (see Fig.1). It is appropriate to present in general the processes of cultural adaptation in a chronological order:

1. Everything is new and interesting. A strong sense of emotional satisfaction is experienced.

2. Cultural differences are beginning to become visible and irritating. It is possible to fall into frustration. Communication problems begin to emerge.

3. There is a sense of a desperate feeling that the situation will not change for good. Conflicts are inevitable. It may be in a state of deep depression. The states of confusion and total repulsion of foreign culture are common. There is a strong home nostalgia. For example, Bulgarian shipmen say, "caught by the iron".

 4. The development of strategies for tackling the problems begins. New friendships are being created. Starting a process of adaptation to the new culture.

5. Cultural differences are perceived. Reasonable compromises have been found. Many models considered previously as foreign are accepted and applied. The individual feels comfortable in the new environment. The desire to leave has disappeared. New friendships have been created.

6. The personal emotions are positive due to the coming return home. Satisfaction is achieved with what has been achieved.

7. The individual is disappointed with the return. Relatives and friends do not understand how he/she has changed. Suddenly appears nostalgia for the foreign culture. There may be a desire for a return onboard.

8. Gradual adaptation to life at home. Things are starting to look normal, albeit different. The individual is about to develop a reasonable compromise between the cultural characteristics he has acquired across borders and national culture.

9. The individual is fully adapted and developed a new, synergistic culture.

This model can be adopted by coping with various differences, including social and practical obstacles (3, 4).

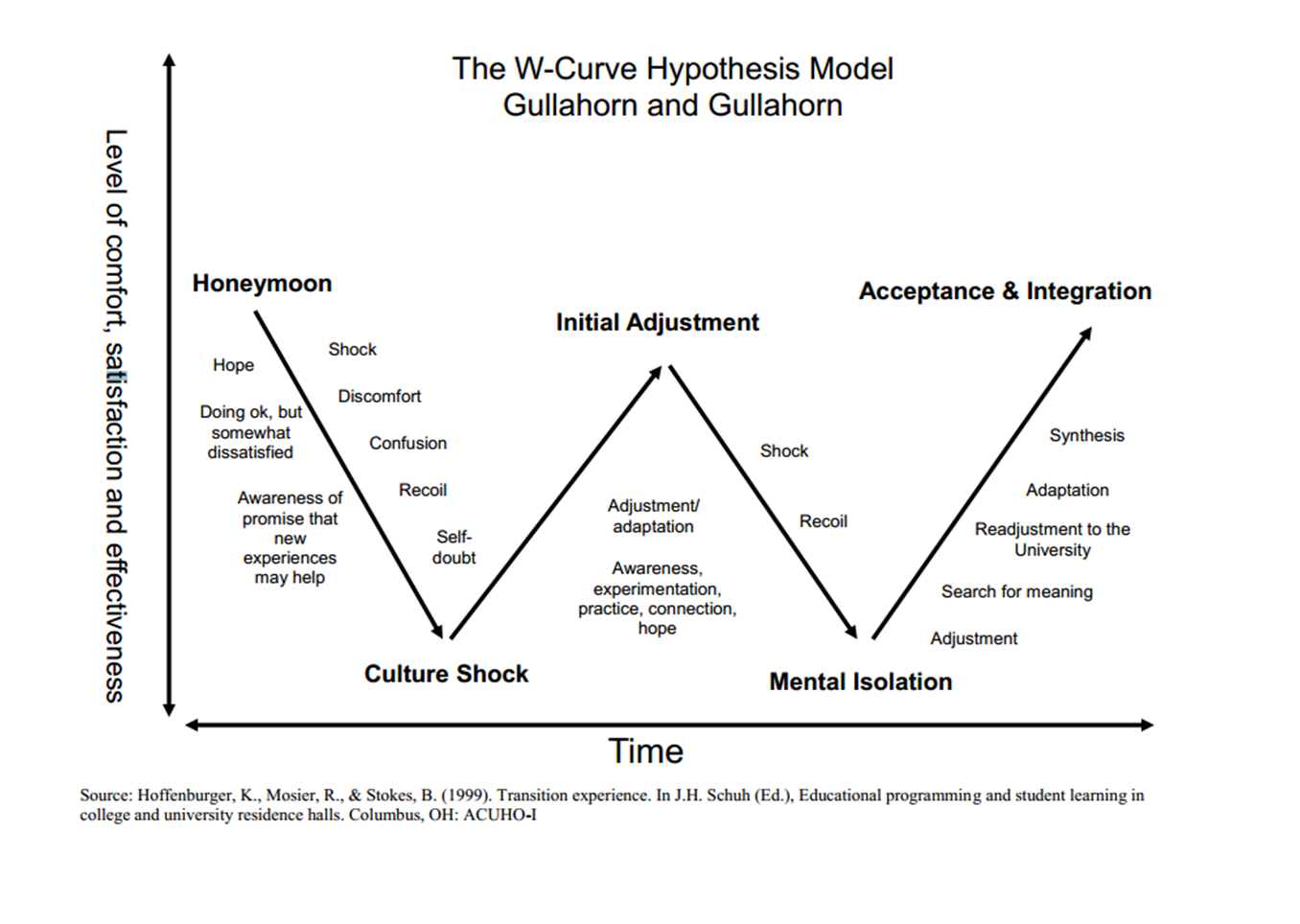


Figure1. The "W" Model of Social Adaptation

* + - 1. **Gender Bias and Problems Arising from Them**

The gender issue is part of the diversity management concept in the maritime industry.

Gender is only one aspect of the set of knowledge required by IMO third competence pool (control of operations), along with cultural, age a.o. diversities

So, it is necessary to put this aspect in the context of the related society and cultural environment which determines to certain extent the role and the position of women in the researched maritime domain.

Overview on the global, EU and national level regulations reg. policies of anti-discrimination incl. gender-based one.

At national level Republic of Bulgaria follows the legal and administrative framework of its partner countries in EU and NATO context. Moreover, in historical means during times before its euro-atlantic membership the social-economic relations were closely linked to the idea of gender equality in the labor market. Women were occupied in variety of jobs in the heavy industry, so in socio-cultural way the society accepts the inevitable trend to engage females in almost all spheres of occupation. Definitely, we are talking about second generation gender level of occupation which implies different obstacles than the previous one.

At the global level, the promotion of gender equality is taking placein line with the Beijing Declaration and Platform for Action, UN Resolution on the Elimination of All Forms of Discrimination Against Women, Resolution 1325of the UN Security Council on Women, Peace and Security and the UN Security Councilfor Sustainable Development of the UN.

At European level, the policy on equality between women and men is enshrined in the Charter of Fundamental Rights of the European Union (Article 23), as well as in The European Pact for Gender Equality (2011-2020). European Commission in turn, reaffirmed its support for greater participation of women in responsible posts in the Women's Charter and in the Strategy for Equality between Women and Men 2010-2015, also publishing several assessment reports for the situation. Inthe European Pact for Gender Equality for 2011-2020, adopted on 7 March 2011, the Council recognizes that gender equality policies are vital for economic growth, prosperity and economic growth competitiveness and calls for action to promote equal participation ofwomen and men in decision-making at all levels and in all areas, so that the capabilities of all the highly educated and full - qualified citizens are fully realised.

In the field of gender equality the Republic of Bulgaria already reached a number of achievements. For example in the adopted by the National Assembly Gender Equality Law (5). Applying the Gender Equality Act provides a step forward towards achieving a legal basis for equality between women and men. The law provides the necessary institutional mechanism for equal treatment of women and men and ensures guarantees of equal treatment through the application of long-term state policy.

Bulgaria has a comprehensive institutional mechanism for prevention and counteracting discrimination, as gender is one of the nineteen points, for which the Protection against Discrimination Act provides protection. According special laws the National Ombudsman Institution was established in 2005, the Commission Protection from Discrimination in 2004 and the National Commission for Combating Trafficking of people in 2003. The state is making efforts to protect the political and social women's and men's rights, promotes equality in the field of employment, pay for labor and social security, vocational training and career development, reconciliation of family, professional and legal life and the use of parental leave. The right of access to the national and the universal cultural values is guaranteed, the right to the development of personal culture, the freedom of artistic, scientific and technical creativity, the inventive, copyright and related rights.

It is now the question of a consensus on implementing the best practices. The problematic issues unclude the challenge to recognize which are the working temporary and long-term incentives in some critical areas and to overcome them.

5 strategic goals and priority areas according to the Bulgarian **National Strategy for Promoting Gender Equality 2016-2020.** The main objective of the National Strategy is to create and implement a long - term and sustainable government policy to achieve gender equality, which includes guarantees of equal treatment and equal obligations, after overcoming gender stereotypes, equal access to the resources of society and equal participation of women and men in decision – making processes with a view to their successful personal and social realization and stimulation of the equality of women and men in all areas of the country's social, economic and political life.

**Strategic objective 1**: Increasing women’s involvement in the maritime seagoing profession.

The key actions of the objective regarding achieving best results include:

* Increasing women's participation in the maritime labor market and matchingwork and family life. Actions to eliminate the gender gap in the respective national maritime regions of employment, a coordinated effort is needed to facilitate access of women to the labor market and encouraging their career development;
* Better enforcement of leave legislation and flexible forms of work in order to ensure a better balance between work and employment;
* Achieving gender equality in policies and measures through the provision of information, expert assistance from interested contractors and target groupsand promotion trainingof current and potential beneficiaries - women and men;
* Raising awareness and promotingkey steps to overcome female unemployment in the maritime domain.

**Strategic objective 2**: Reducing gender-based gaps in the payment and overall personal income with the following key actions:

* Raising awareness of the national maritime branch of the relationship betweenpay, income and social rights, including pensions;
* Implementing additional measures to improve the gender balance in the maritime economic sector and profession;
* Raising awareness of educational and professionaltraining opportunities;
* Promoting gender equality at all levels including international and global implementing different forms of education and training, using existing onesinstruments and policies for cooperation and funding;
* Strengthening the role and importance of collective laborcontracts to reduce gender pay gap and income gap.

**Strategic objective 3**: Promoting gender equality in decision-making processes.

Key actions include:

* Collaborate with all stakeholders in the maritime industry to achievegender balance of leading management positions. Raising awareness and promoting cooperation and the exchange of good practice among allstakeholders on gender equality in decision-making processes;
* Collecting data, analyzing trends and dissemination of information through different forms of cooperation at national and international level;
* Developing and implementing business recommendations for increasing the percentage of women in the top and middle management of the maritime companies.

**Strategic objective 4**: Preventing gender-based violence, protection and support of the affected persons with following key actions:

* Updating the legal, strategic and operational frameworkin the field of gender-based violence in working environment;
* Raising the awareness and expertise of employees, involved in the social and psychological care ofvictims of violence;
* Raising the awareness and expertise of the identifiedgender equality coordinators in the various training, educational and state institutions;
* Changing attitudes, increasing theprevention efforts, ensuring better support for victims, andtheir access to rights and services;

**Strategic objective 5**: Overcoming the existing gender-based stereotypes in the maritime industry.

Key actions:

* Consider introducing additional measures to improve gender balance in the maritime sector and profession;
* Activities forraising awareness of educational and professional opportunities in the maritime domain;
* Raising public awareness in the maritime branch of the relationship betweenpay, income and social rights;
* Provision of information security, expert assistance andtraining to increase the capacity of current and potential beneficiaries, increasing the sensitivity of the maritime society to the principle ofequality between women and men and providing information onthe measures implemented in the sphere of competence of each institution (through themedia, the Internet, educational materials etc.);

One subject of an extensive research was **the influence of the age and the professional experience of the surveyed individuals addressing and in the context of the issue of gender equality.**

* Increasing the age of survey professionals increases their belief that female crew members are less paid than men. This opinion is sharply increased in the age of 31-40 years.
* By increasing the age and professional experience of the maritime professionals, they become more skeptical about promoting gender equality in the decision-making process, combating gender-based violence and protecting victims.
* Older professionals find it hard to accept the change in gender stereotypes in the maritime industry.
* In the context of the strategic objectives of the National Strategy for Promoting Gender Equality the presented study’ results contribute to the imnplementation of key actions including updating the existed and developing new academic syllabi in order to reduce the gender gaps in the maritime industry by providing research based and adequate training.

**Workplace harassment was the second researched problem arising from the gender bias.**

Workplace harassment is a form of discrimination that violates [number of national and international regulations (f.ex. US Civil Rights Act of 1964](https://www.eeoc.gov/laws/statutes/titlevii.cfm)a.o.) (6). The Equal Employment Opportunity Commission (EEOC) of USA defines harassment as unwelcome verbal or physical behavior that is based on race, color, religion, sex (including pregnancy), gender/gender identity, nationality, age (40 or older), physical or mental disability, or genetic information. Harassment becomes unlawful when:

Enduring the offensive conduct becomes a prerequisite to continued employment, orThe conduct is severe or pervasive enough that a reasonable person would consider the workplace intimidating, hostile, or abusive. Also, if a supervisor’s harassment results in an obvious change in the employee’s salary or status, this conduct would be considered unlawful workplace harassment.

Harassing conduct may include offensive jokes, slurs, name-calling, physical assaults or threats, intimidation, ridicule, insults, offensive pictures, and more.Workplace harassment isn’t limited **to**[**sexual harassment**](https://www.thebalancecareers.com/examples-of-sexual-and-non-sexual-harassment-2060884) and doesn’t preclude harassment between two people of the same gender. The harasser can be your boss, a supervisor in another department, a co-worker, or even a nonemployee. In addition to harassment occurring in the workplace, harassment can also take [place **during a job interview**](https://www.thebalancecareers.com/what-to-do-if-an-interviewer-hits-on-you-2060881). During an interview, employers should not ask about your race, gender, religion, marital status, age, disabilities, ethnic background, country of origin, or sexual preferences. These are discriminatory questions because they are not relevant to your abilities, skills, and qualifications to do the job.The **purpose** of this study was to find out whether there are gender differences in attitudes to the **workplace violence of men and women in the seafaring profession.**

A total of 388 people from Bulgaria took part in the survey, of which 290 men and 98 women. They all practice maritime professions or are trained or educated during the survey period for them. The survey consists of a scale that analyzes the participants' attitudes towards workplace violence. The respondents give answer to the question **"If I experience discrimination or unfairness of anykind"** in a survey in 7 scale Likert format. The data were collected between March and May 2018. The anonymity of the surveyed persons who participated in the survey was preserved (7).

The statistically significant result does not provide information about the strength of the score or its size. Therefore, besides the statistical significance, it is important to know the **magnitude of the effect**. Since in this case both samples are nominal, it is measured by the correlation coefficient. In this case, it is r = -0,205, which means there are slight differences for both gender on the studied problem. The statistically significant result with a small effect size means that there is some difference or link, but it is probably so small that it may be practically not important.

Every person perceives and experiences his/her gender identity differently. However, the presented study is an attempt to study the collective response of men and women who have chosen the maritime profession. The results of the survey confirm that both gender differ slightly in their attitudes to violence at work. The parametric and non-parametric methods used find their reflection in the analysis.

Without any doubt, training and education for practicing seafaring professions has a significant impact on the formation and development of the gender roles of students who will work on a ship. If the trainers are prepared and have the necessary knowledge, they can reduce the gender differences of the ship.

Studying the gender differences from students and cadets during their education at the university will allow them to recognize and accept the gender diversity of the ship and society, to overcome sexism and gender discrimination, to facilitate contact and gender interaction in the class and on the ship in order to develop abilities for effective communication, create a climate of mutual acceptance, tolerance, respect and mutual help. To make students aware of prejudicial attitudes, it is not enough to explain just how important it is or to present the topic in the enough satisfactory and well structured way. Methods such as dialogue, critical debates, role games where students are challenged in decision-making procesess of a kind, questions, observations, case studies and simulation games, i.e. activities that will rethink ideas, beliefs and values, adopted passively and unconsciously.

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**TEST YOURSELF**

1. What is leadership? In which respect is important to be a leader?
2. What are the qualities of the good leader?

3. Why is diversity important for organizations?

4. What is the concept of cultural self-awareness?

5. What are the advantages of Gullahorns concept for coping with different obstacles in the workplace?

6. What is gender bias? In which context is important to assume the gender issue?

7. What are the national, regional and global legal frameworks regarding gender equality?

8. Why is diversity important for the maritime domain?

9. What are the scientifically proved aspects of gender equality in the seafaring profession?

10. Describe two contemporaray problems arising from the gender bias in regrad to the maritime profession?

**CIRCLE THE CORRECT ANSWER**

1. Leadership is synonymous for …..

a.directing b. influencing c. managing d. organizing

2. Effective leaders should posses ….

a. Technical managing know-how and pro-active behavior

b. Good personal characteristics

c. Organizational skills

d. We can not define exactly

3. Diversity management onboard is ……

a. only cultural determined

b. Problem only of the captain

c. Only of disadvantage

d. Routine skill of the deck crew

4.Good leaders:

a. Should apply preferred leadership style

b. Instinctively switch from one to another style of leading

c. Rely on good human ressources management

d. Are not responsible for the relationships between crew members

5. How many levels of cultural self-awareness exist according the theory ..…

a. one.

b. two

c. three.

d. four.

6.The cultural model

a. Determines the human adaptation in a social system

b. Does not have any effect on the work

c. depends on the personality

d. Could be changeed easily in the respective work environment

7.The cultural self-awareness helps perceive ...

a. Only the advantages of the differences

b. Only the own understanding

c. Both the positive and negative aspects of different cultures

d. The superiority of the own culture over the others

8.One of the models of social adaptation is associated with ...

a. Chris Argyris model; b. Maslow pyramide

c. Dunning-Krueger effect d. Gullahorn model

9.Diversity Management is a…

a. relatively new concept which was developed in mid-1980s.

b. is not a must for most companies.

c. prevents free communication in the workplace.

d. causes unnecessary discussions.

10. The need of diversity management training is depending on ..

a. the origin of the deck team

b. economic, social and cultural development level

c. the religion and age of the crew members

d. Variety of facts that can be positively influenced by strengthening the awareness of that.

11. Gender in the context of the seafaring profession is synonymous for …..

a.sex b. Biological condition c. Male and female equality d. third sex

12. The reasons for dealing with the gender issue are….

a. legally binding

b. Very pragmatical

c. Only scientific interest without effect on the maritime industry

d. Because it is a modern topic

13. The gender issue onboard is ……

a. part of the overall diversty management

b. Problem only of the captain

c. Only of disadvantage

d. Problem only of the western countries

14.Are there any IMO requirements in the gender context:

a. IMO does not refer to it

b. Is part of the third pillar of competencies (control of operations)

c. Addresses only UN Resolution 1325

d. Is problem only of the respective companies and the relationships between their crew members

15. Older professionals find it hard to accept the change in gender stereotypes in the maritime industry ...…

a. Because of stereotypes.

b. Because of financial concerns.

c. Stereotypes due to the lack of enough training.

d. There is no concrete reason.

16.The gender issue

a. Is problem only of the well developed countries

b. Does not have any effect on the work

c.depends on the personality

d. Has positive social, practical and economic effects on the maritime industry

17.Work harassment is mostly defined as ...

a. Aggression in a physical way

b. Crime

c. Form of a discrimination that violates basic national/international regulations

d. Psychological problem

18. Are there gender differences in attitudes to the **workplace violence of men and women in the seafaring profession.** ...

a. Men‘s attitudes are more calm

b. Very slightly, rather no

c.Women’s attitudes are more negative

d. It is not reserached or proven